

DIRECTORATE OF LEARNING AND SKILLS
Consultation Document

Consultation on the proposal to establish a new 2006 place 3 - 19 all through school, with 96 part-time nursery places, from September 2022 through amalgamating Y Bont Faen Primary School and Cowbridge Comprehensive School by:

- changing the age range of Cowbridge Comprehensive School from 11 - 19 to 3 - 19;
- increasing the capacity of Cowbridge Comprehensive School from 1586 places to 2006 places to accommodate 420 English medium primary school places;
 - constructing a new school building on the Cowbridge Comprehensive School site to accommodate the primary and nursery phases; and
 - discontinuing Y Bont Faen Primary School.



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Introduction

The Vale of Glamorgan Council is committed to ensuring that all pupils within the Vale have every opportunity to attain the best possible outcomes. In order to achieve this ambition it is essential that we ensure schools remain sustainable, reflect the needs of our local communities, and are equipped with the best possible learning environments.

The Vale of Glamorgan Council is committed to ensuring that consultations are meaningful, relevant and appropriate for the communities that are involved, and the Council has 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.

On 4 November 2019, the Council's Cabinet approved a phased approach to expanding primary provision in Cowbridge with an expansion of English medium provision being delivered as part of phase one and Welsh medium primary provision being expanded as part of phase two. This is in line with pupil projections, indicating that existing English medium provision would not be able to meet demand from September 2020. Projections indicate that existing Welsh medium provision would be sufficient to meet demand over the next five years.

This document explains the Council's proposal to increase English medium education in Cowbridge. The proposal is to establish a new 2006 place 3 - 19 all through school, with 96 part-time nursery places, from September 2022 through amalgamating Y Bont Faen Primary School and Cowbridge Comprehensive School by:

- changing the age range of Cowbridge Comprehensive School from 11 - 19 to 3 - 19;
- increasing the capacity of Cowbridge Comprehensive School from 1586 places to 2006 places to accommodate 420 English medium primary school places;
- constructing a new school building on the Cowbridge Comprehensive School site to accommodate the primary and nursery phases; and
- discontinuing Y Bont Faen Primary School.

This proposal would result in an additional 210 English medium primary school places in Cowbridge. The new school would also result in additional nursery places from 60 to 96 part time places.

This proposal is considered under section 2.1 and 2.3 of the School Organisation Code (2018). Section 2.1 refers to the closing of a maintained school. Section 2.3 refers to Regulated Alterations of a school, which includes increasing the capacity of the school by at least 25% and extending the age range of a school by a year or more. All staff and pupils from Y Bont Faen Primary School would be transferred to Cowbridge Comprehensive School. The new school building would be within 1.609344 kilometres (1 mile) of the existing school.

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, the Council needs to ensure that it offers a number of opportunities for individuals and interested groups to make their views and opinions on the proposals known to enable Cabinet to consider these views as part of the decision-making process.

Under the School Organisation Code (2018), it is vital that any feedback be received by **10 January 2020** in order to be considered as part of this consultation. Any items received after that date cannot be considered. This consultation gives you the opportunity to ask questions and make comments that will be considered when the Council's Cabinet decides how to proceed.

The Council is consulting with the following groups:

Table 1 - List of groups to consult as part of the consultation process	
Staff (teaching and non-teaching) at Y Bont Faen and Cowbridge Comprehensive School	Governing Bodies of Y Bont Faen and Cowbridge Comprehensive School
Parents/Carers and Guardians of children attending Y Bont Faen and Cowbridge Comprehensive School	Cowbridge (Ancient Borough) with Llanblethian Town Council
Vale of Glamorgan Children and Young People's Programme 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
Diocesan Directors of Education	

Explanation of terms used in this document

'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.

'Amalgamation' – The process of combining the primary and secondary phase into a single school with a single governing body.

'Discontinuing' – Following the amalgamation of the primary and secondary phase into a single all-through, a separate primary school would no longer be required.

'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.

'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.

'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 School Action 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 Additional Learning Needs (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 for children.

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 Council firmly believes that the pupils of Y Bont Faen and Cowbridge Comprehensive School should be given the opportunity to make their views known about this proposal.

Consultation workshops will be held with the school councils of Y Bont Faen and Cowbridge Comprehensive School 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 submitted to Cabinet for consideration following the consultation period.

Involving parents, governors and staff - how you can find out more and give your views

Give your views

The consultation period will run from **18 November 2019 to 10 January 2020**. 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://www.snapsurveys.com/wh/s.asp?k=157348758985>
- Complete the consultation response form at the end of this document and send to:

Freepost RTGU-JGBH-YYJZ
Cowbridge Primary Provision Consultation
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 full postal address of the person making the comments.

- Attend a drop-in session and speak to us in person. This is a good way to be able to get answers to any questions you may have about the proposals. We will still ask that you complete a consultation response form, as we can only accept views in writing.

The closing date for responses to this consultation is 10 January 2020.

Unfortunately, responses received after this date will not be considered by the Council.

All responses given to us will be considered by Cabinet 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 it is approved at the next stage, by the Council's Cabinet. 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 on page 35.

Find out more

This document and further supporting information can be found on the Vale of Glamorgan website: www.valeofglamorgan.gov.uk/cowbridgeschools

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 21stcenturyschools@valeofglamorgan.gov.uk for further information on the proposal.

The Council intends to hold drop-in sessions for all stakeholders as part of the process.

Parents/carers and guardians of pupils at the schools and the community are invited to attend the drop-in sessions where you can ask any questions about the proposal. We will always ask that you complete a consultation response form as we can only accept views in writing.

Details of the consultation meeting dates are given below:

Table 2 – Parents and Community drop-in sessions		
Nature of consultation	Date/Time	Venue
Parents and Community drop in session	27 November 2019, (9am – 10am / 3.30pm – 4.30pm)	Cowbridge Comprehensive School, Aberthin Road, Cowbridge, Vale of Glamorgan, CF71 7EN.
Parents and Community drop in session	27 November 2019 (6pm – 8pm)	Y Bont Faen Primary School, Borough Close, Cowbridge, Vale of Glamorgan, CF71 7BN.
Parents and Community drop in session	28 November 2019 (8am – 9.30am / 2pm – 3pm)	Y Bont Faen Primary School, Borough Close, Cowbridge, Vale of Glamorgan, CF71 7BN.
Parents and Community drop in session	4 December 2019, (5pm – 7pm)	Cowbridge Comprehensive School, Aberthin Road, Cowbridge, Vale of Glamorgan, CF71 7EN.

We have also arranged meetings for staff and the governing body of the schools.

Table 3 – Staff and Governor meetings		
Nature of consultation	Date/Time	Venue
Staff meeting (Cowbridge Comprehensive)	19 November 2019	Cowbridge Comprehensive School, Aberthin Road, Cowbridge, Vale of Glamorgan, CF71 7EN.
Governors' meeting (Cowbridge Comprehensive)	19 November 2019	Cowbridge Comprehensive School, Aberthin Road, Cowbridge, Vale of Glamorgan, CF71 7EN.
Governors' meeting (Y Bont Faen)	21 November 2019	Y Bont Faen Primary School, Borough Close, Cowbridge, Vale of Glamorgan, CF71 7BN.
Staff meeting (Y Bont Faen)	25 November 2019	Y Bont Faen Primary School, Borough Close, Cowbridge, Vale of Glamorgan, CF71 7BN.

Background to the proposal

Housing developments

The Vale of Glamorgan Local Development Plan (LDP) 2011-2026 provides the local planning policy framework for the Vale of Glamorgan and was adopted by the Council on 28 June 2017. A number of housing developments in Cowbridge have been included in the Council's Local Development Plan 2011 - 2026. The largest of these developments being the 'Land to the north and west of Darren Close' with 475 dwellings. This development has obtained planning permission and construction has begun on site. The LDP also states that a 2-hectare site has been allocated as part of this development for a new school. It was originally envisioned that a new 420 place school would be built on this site with one of the existing primary schools in Cowbridge transferring to the new site.

As outlined above, a phased approach to expanding primary provision in Cowbridge has been adopted with English medium capacity being addressed as part of phase one and Welsh medium capacity being addressed as part of phase two. To ensure continuity across key stages, it is proposed that the English medium expansion would be delivered on the Cowbridge Comprehensive School site whilst the Welsh medium expansion would be delivered utilising the 2-hectare site on Darren Farm.

The development is served by the following schools:

School	Type	Language	Admission No.	Capacity	NOR*	Age Range
Y Bont Faen	Community	English	30	210	209	3 – 11
Iolo Morganwg	Community	Welsh	30	210	173	3 – 11
St David's CIW	Voluntary Aided	English	20	140	130	3 – 11
Cowbridge Comprehensive	Community	English	240	1586	1531	11 – 19

*The Number on Roll is accurate to the most recent PLASC (January 2019).

21st Century Schools Programme

The 21st Century Schools 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. All of the Vale of Glamorgan Council projects that were undertaken as part of Band A of the 21st Century Schools Programme were completed on time and within budget.

In July 2017, the Council submitted its Strategic Outline Programme (SOP) for Welsh Government approval, identifying the priorities included within the Band B programme. On 10 November 2017, the Cabinet Secretary for Education confirmed that the Council's proposals met Welsh Government's investment objectives and, subject to approval of the individual business cases, Welsh Government's commitment to supporting all of the projects presented. This was confirmed in writing on 6 December 2017. On 22 January 2018, Cabinet approved the proposed Band B phase of the 21st Century Schools Programme. Funding for the projects was based on an anticipated Welsh Government intervention rate of 50% funding for non-faith school schemes and 85% funding for Voluntary Aided faith school schemes.

On 21 November 2018, Welsh Government and the WLGA issued a joint statement announcing a change to the Welsh Government intervention rate for the 21st Century Schools Programme.

Welsh government funding for non-faith school schemes would increase from 50% to 65%. A new intervention rate was introduced for facilities for those pupils with additional learning needs (ALN) and those in pupil referral units (PRU) at 75% Welsh Government funding.

On 15 July 2019, Cabinet approved a more robust 21st Century Schools Programme that re-invested the Council's capital to deliver additional projects. As a result, the Primary Education in Cowbridge Project was retained in the programme but will be fully funded by the Council with £7.417m allocated to the scheme.

The proposal

The proposal is to increase the capacity of English medium primary education in Cowbridge to meet increased demand as a result of recent and proposed housing developments.

The Council must ensure that schools serve their local communities and are reflective of demand. There is a need to meet future demand from the new housing developments in Cowbridge. A new 420 place school building on the Cowbridge Comprehensive School site would accommodate the projected increase in pupil numbers from the new development.

The Council is consulting on the proposal is to establish a new 2006 place 3 - 19 all through school, with 96 part-time nursery places, from September 2022 through amalgamating Y Bont Faen Primary School and Cowbridge Comprehensive School by:

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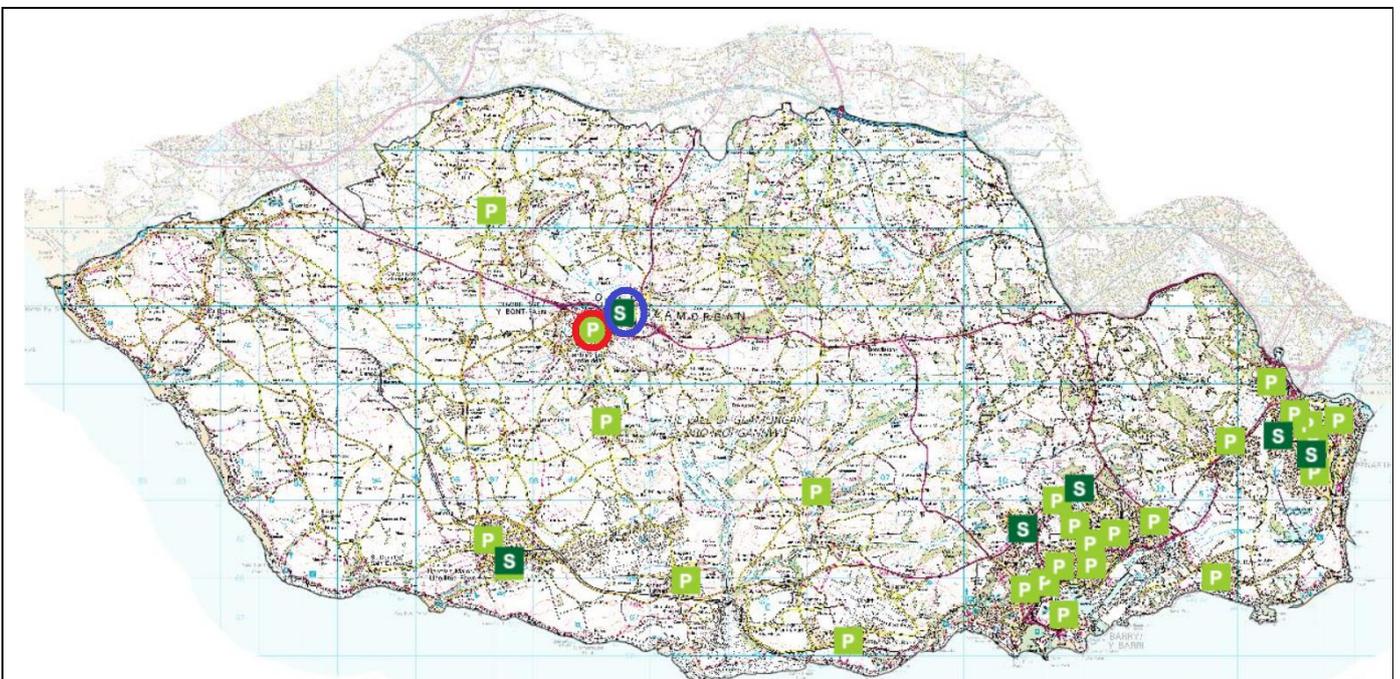


Figure 1 – Y Bont Faen (red circle) and Cowbridge Comprehensive (blue circle) in relation to Vale of Glamorgan

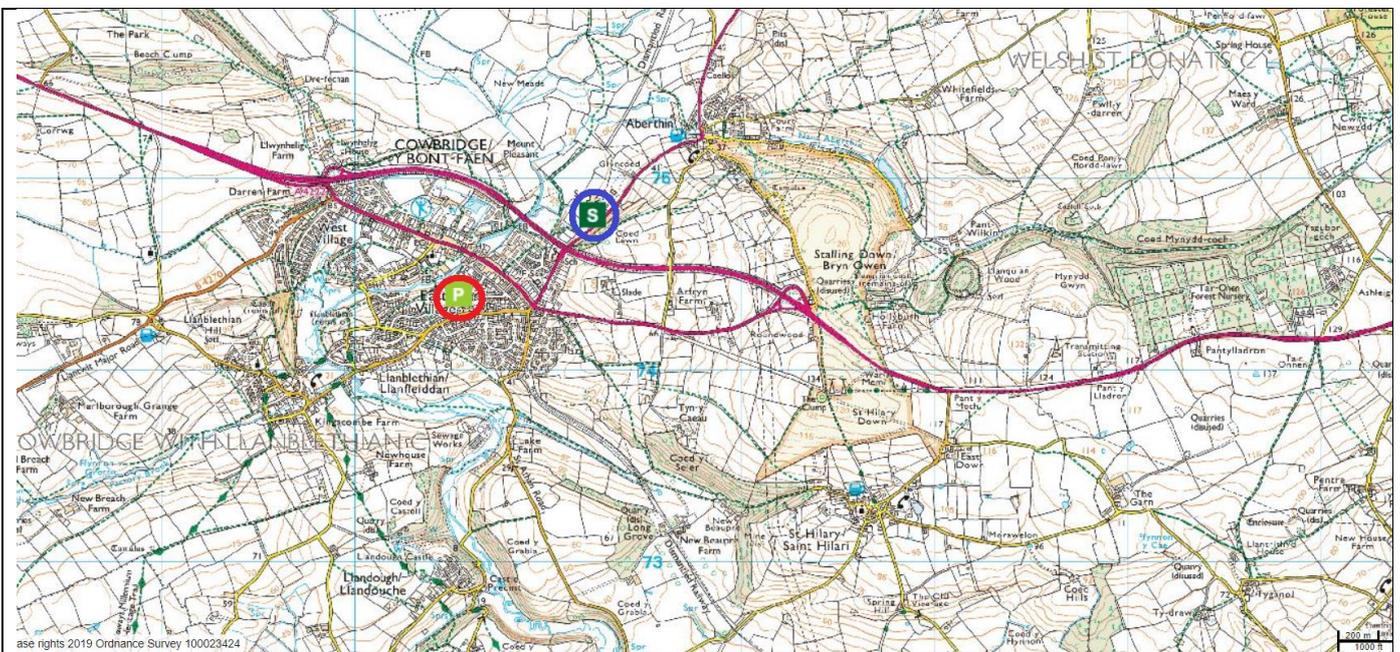


Figure 2 – Y Bont Faen (red circle) and Cowbridge Comprehensive (blue circle) in relation to Cowbridge

Why are we proposing the changes?

Housing Developments

A proposal submitted as part of the Council's Strategic Outline Programme (SOP) Band B was the establishment of a 420 place primary school for the housing developments in Cowbridge, to meet current and future demand for school places.

A number of housing developments in Cowbridge have been included in the Council's Local Development Plan 2011 - 2026. The largest of these developments being the 'Land to the north

and west of Darren Close' with 475 dwellings. This development has obtained planning permission and construction has begun on site.

The three primary schools serving this area are;

- St David's Church in Wales (CIW) Primary School for denominational education,
- Y Bont Faen Primary School for English medium education and;
- Ysgol Iolo Morganwg for Welsh medium education.

The table below indicates the number on roll (NOR) according to PLASC January 2019 across primary schools serving the Cowbridge development:

Table 5 – PLASC (January 2019) NOR per year group at primary schools serving the Cowbridge development														
School	Type	Language	Nursery Part-time Capacity	Admission Number	Capacity	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	NOR	Surplus Capacity
St David's CIW Primary School	VA	EM	28	20	140	22	21	17	18	16	19	17	130	10
Y Bont Faen Primary School	C	EM	60	30	210	30	30	30	30	30	28	31	209	2*
Ysgol Iolo Morganwg	C	WM	30	30	210	20	29	21	24	24	28	27	173	37

*Y Bont Faen has a surplus of 2 places in Year 5 but has over-admitted in Year 6.

Y Bont Faen Primary School is full in all year groups except Year 5. Both St David's CIW primary and Ysgol Iolo Morganwg have limited surplus capacity across most of the year groups. St David's CIW Primary has over-admitted in Reception and Year 1 due to increasing demand emanating from recent housing developments.

The following table shows previous pupil numbers at the primary schools serving the Cowbridge development:

Table 6 – PLASC previous pupil NOR at primaries serving the Cowbridge development						
School	Capacity	2015	2016	2017	2018	2019
St David's CIW Primary School	140	140	136	124	133	130
Y Bont Faen Primary School	210	208	206	206	209	209
Ysgol Iolo Morganwg	210	198	194	193	181	173

The NOR at Y Bont Faen has consistently been close to capacity over the last five years.

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. The formula is contained within the Council's Supplementary Guidance for planning purposes. The development is projected to yield around 48 nursery and 132 primary pupils. The following table shows projected pupil numbers at the primary schools serving the development.

Table 7 – Projected demand for places serving Darren Close development						
School	Capacity	2020	2021	2022	2023	2024
St David's CIW Primary School	140	148	151	163	175	182
Y Bont Faen Primary School	210	223	243	258	273	287
Ysgol Iolo Morganwg	210	176	179	184	187	192

There are also a number of additional developments included within the LDP that fall within the catchment area of the Cowbridge schools. The table below shows the projected pupil numbers for demand in each of the sectors (faith, English medium and Welsh medium) should all these developments go ahead as outlined in the LDP.

Table 8 – Projected demand for places if all developments are delivered						
School	Capacity	2020	2021	2022	2023	2024
St David’s CIW Primary School	140	148	151	165	181	192
Y Bont Faen Primary School	210	223	243	265	299	329
Ysgol Iolo Morganwg	210	180	187	199	205	212

- Based on the above projections St David’s CIW Primary School would not be able to meet the demand for denominational places by 2020. Capacity at St David's CIW Primary School has been addressed with the approval of the proposal to increase the capacity of the school from 140 places to 210 places from September 2021.
- Ysgol Iolo Morganwg would be able to meet the demand for Welsh medium primary education. However, if all development included within the LDP materialise, there would be a shortfall in September 2025.
- Based on the above projections Y Bont Faen Primary School would not be able to meet the demand for English medium primary education from September 2020.

Therefore, the immediate need is to increase the number of English medium primary school places to address the predicted shortfall.

On 4 November 2019, the Council’s Cabinet approved a phased approach to expanding primary provision in Cowbridge with an expansion of English medium provision being delivered as part of phase one and Welsh medium primary provision being expanded as part of phase two. This is as a result of pupil projections, indicating that existing English medium provision would not be able to meet demand from September 2020. Projections indicate that existing Welsh medium provision would be sufficient to meet demand over the next five years.

Building fit for purpose

Y Bont Faen Primary School comprises a single storey building which was primarily constructed in the 1970s. The current provision is not fit for purpose in terms of the following;

- The building requires substantial investment to bring it up to 21st Century schools standards. Backlog maintenance costs stand at £537,100.
- In addition, some classrooms are not large enough to accommodate 30 pupils. The latest Estyn report (2014) highlights that the lack of space in some classrooms impacts upon pupils’ learning environments.

An expansion of the existing Y Bont Faen Primary School building would be possible in terms of overall site size. However, access to this site is extremely limited, which would cause logistical issues throughout construction which could result in increased costs.

All through school

As it is proposed that the additional English medium capacity would be met by transferring staff and pupils from Y Bont Faen Primary School to a new school building constructed on the

Cowbridge Comprehensive School site, it is proposed that a new 3 - 19 all through school is established. There are a number of benefits associated with an all-through school, including:

- A consistent vision and shared values across education phases.
- Shared professional learning community.
- Consistent engagement with parents across the primary and secondary phase.
- Expertise across the full age range.
- Professional development opportunities for staff within a through school environment.
- Increased focus on the key transitions particularly between Key Stage 2 and the secondary phase ensuring that gains in learning are built upon year by year with the minimum of disruption as the child moves through the learning structure(s).
- One single accountability and inspection regime, including a single Challenge Advisor from the Consortium.
- A single budget across the school, simplifying financial management.
- Opportunity to realise cost efficiencies from co-location on a single site and rationalisation of support service contracts such as grounds maintenance.
- Removal of duplication of data returns and pupil census data.
- Streamlined primary to secondary admissions process with existing pupils automatically transferring to the secondary phase without submitting a new application.

Current performance

The Vale of Glamorgan Council works closely with the governing bodies of schools to ensure that standards are robust, that teaching and learning is of a high quality, and that leadership and governance is strong. Performance is monitored using two systems; the Estyn report from inspections and Welsh Government's categorisation of schools.

The Council works with two organisations in order to monitor the performance of schools and to support school improvement;

- Estyn is the office of Her 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

In September 2017 a new Estyn School Common Inspection Framework was introduced for all schools across Wales. Estyn evaluates a provider's effectiveness using the following four-point judgement scale:

Table 9 – Estyn Inspection Criteria

Judgement	What the judgement means prior to September 2017	What the judgement means post-September 2017
Excellent	<ul style="list-style-type: none"> Very strong, sustained performance and practice Many strengths, including significant examples of sector-leading practice 	<ul style="list-style-type: none"> Very strong, sustained performance and practice
Good	<ul style="list-style-type: none"> Strong features, although minor aspects may require improvement Many strengths and no important areas requiring significant improvement 	<ul style="list-style-type: none"> Strong features, although minor aspects may require improvement
Adequate	<ul style="list-style-type: none"> Strengths outweigh weaknesses, but important aspects require improvement Strengths outweigh areas for improvement 	<ul style="list-style-type: none"> Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory	<ul style="list-style-type: none"> Important weaknesses outweigh strengths Important areas for improvement outweigh strengths 	<ul style="list-style-type: none"> Important weaknesses outweigh strengths

Welsh Government categorisation of schools

In 2014, Welsh Government introduced a new categorisation system for schools; this was revised in September 2017. Categorisation considers each school's standards alongside the school's capacity to improve in order to determine the level of support required. Organisations such as the CSCJES and the school improvement service then work with schools' leaders to identify provide and/or broker any support required for further improvement.

The categorisation system is described below:

Table 10 – Welsh Government Criteria	
Category	What the category means
Green	A highly effective school which is well run has strong leadership and is clear about its priorities for improvement.
Yellow	An effective school which is already doing well and knows the areas it needs to improve.
Amber	A school in need of improvement which needs help to identify the steps to improve or to make change happen more quickly.
Red	A school in need of greatest improvement and will receive immediate, intensive support.

To determine the support category as explained in the table above, schools are placed in one of four groups for ability to bring about improvement (A-D) with A being the highest for improvement capacity. The revised categorisation system introduced in September 2017 does not use a standards grade.

Of the 46 primary schools in the Vale of Glamorgan, 28 are categorised as green, 18 as yellow.

For further information about the categorisation scheme, please see Welsh Government's parents' guide to the National School Categorisation System:

<http://gov.wales/docs/dcells/publications/150119-parents-guide-en.pdf>

Y Bont Faen

Estyn Report (November 2014)

The inspection report for Y Bont Faen can be found at:
<https://www.estyn.gov.wales/provider/6732151>

Summary

Table 11 – Summary Estyn Inspection Results for Y Bont Faen	
Inspection area	Judgement
Overall Inspection Measures	
Current performance	Good
Prospects for improvement	Good
Inspection Key Questions	
How good are outcomes?	Good
How good is provision?	Good
How good are leadership and management?	Good

The school's current performance is good because:

- most pupils make good progress as they move through the school;
- most pupils have strong speaking and listening skills;
- most pupils write ably in a range of styles;
- the number skills of most pupils are good and they use them well across the curriculum;
- nearly all pupils concentrate well and most work together effectively; and
- the school's planned curriculum contains a wide variety of stimulating learning experiences that successfully engage the full range of its pupils.

The school's prospects for improvement are good because:

- the headteacher and the senior leadership team have a clear vision for the future development of the school;
- the school has clear structures and policies that support its improvement objectives successfully;
- the school responds positively to local and national priorities;
- the governing body are well informed and hold the school to account as a critical friend effectively; and
- leaders have established a culture of successful, on-going self-evaluation.

Recommendations:

- R1 Improve outcomes for boys' literacy at the higher levels throughout the Foundation Phase and key stage 2
- R2 Improve pupils' attendance rates further
- R3 Ensure that all teachers use appropriate assessment strategies and provide pupils with useful written feedback on how to improve their learning
- R4 Raise expectations and provide learning experiences that challenge all pupils at an appropriate level
- R5 Ensure that senior leaders carry out their strategic roles fully and tackle underperformance robustly

Table 12 - Estyn areas of inspection results for Y Bont Faen		
Estyn Area of Inspection	Grade	Key Points
Standards	Good	<ul style="list-style-type: none"> • Most pupils begin school with literacy, numeracy and personal and social skills that are appropriate to, or above, those expected for their age.

		<ul style="list-style-type: none"> At the end of key stage 2, most pupils have good speaking and listening skills. By the end of key stage 2, most pupils have strong number skills. At the end of the Foundation Phase, most pupils understand a good range of Welsh words and phrases and use common sentence patterns successfully.
Wellbeing	Adequate	<ul style="list-style-type: none"> Nearly all pupils enjoy school and feel safe. They are confident that staff will deal effectively with any issues that may arise. Behaviour in the school is good. Nearly all pupils concentrate well in class and most pupils work together effectively. The school council and eco-committee seek opinions from all classes, take part actively in decision-making and have a positive impact on school life. All pupils take on responsibilities readily and undertake their roles diligently.
Learning Experiences	Good	<ul style="list-style-type: none"> The school's planned curriculum contains a suitable variety of stimulating learning experiences that engage the full range of pupils successfully. The school provides a wide range of interesting learning experiences for pupils to learn in real-life contexts. For example, the development of the school's beehives and the marketing and selling of its honey develop pupils' entrepreneurial skills well and contribute to their understanding of ecological issues effectively. Provision for pupils to learn the Welsh language is effective. This has led to good standards in most pupils' speaking skills. All pupils learn the importance of acting sustainably through weekly recycling, regular litter picks and collecting food waste for compost bins.
Teaching	Adequate	<ul style="list-style-type: none"> Many teachers make effective use of a wide range of resources and a suitable variety of teaching methods to engage pupils successfully. Many teachers plan lessons with clear learning objectives and use a good variety of questioning and discussion techniques that assist pupils in their learning well.
Care, Support and Guidance	Good	<ul style="list-style-type: none"> The school is a happy and caring community. It has comprehensive policies and arrangements for promoting healthy living and pupil wellbeing A healthy tuck shop run by pupils has a positive impact on their understanding of living healthily and the growing and selling of vegetables adds to this understanding well. The school engages well with a suitable range of outside agencies in order to support and help pupils. For example, staff work closely with educational psychologists and the family and children's trust to support individual pupils and their families effectively. The school uses a wide range of group and individual interventions for pupils identified as needing additional support.
Learning environment	Good	<ul style="list-style-type: none"> The school creates an inclusive and happy learning environment for its pupils All pupils have equal access to all aspects of school life and staff treat them fairly and with respect. The outdoor learning environment, including the sensory garden, adventure trail, beehives and forest school area, contributes well to developing pupils' physical and social skills. Space is limited in a few classrooms, and on a few occasions staff make insufficient use of communal areas to ease the pressure on space in classrooms. The inspection team identified a few issues relating to the security of the school site and brought these to the attention of school leaders.

Leadership	Adequate	<ul style="list-style-type: none"> The headteacher and the senior leadership team have a clear vision for the school based on high standards of learning and wellbeing. They convey this vision to staff, pupils, parents and governors effectively Staff work well as part of a team and understand clearly their role in implementing the school's plans. The school has an effective and well-informed governing body that are well aware of the school's performance in comparison with that of similar schools.
Improving quality	Good	<ul style="list-style-type: none"> The school uses a comprehensive range of procedures to evaluate its work and considers the opinions of staff, pupils, teachers and governors appropriately. All teachers understand the school's improvement priorities and are aware of their responsibility in implementing them. The school's focus on improving pupils' literacy and numeracy skills has resulted in strong results in national tests when compared with those in similar schools.
Partnership working	Good	<ul style="list-style-type: none"> The school has effective links with a wide range of external agencies and organisations, such as health and social services, and these contribute their expertise well to support the school's work. The strong link between the school, the local authority and other schools in the catchment area has resulted in improvements in provision across the school. For example, more able pupils in key stage 2 benefit from the greater level of challenge in the regular workshops in the local secondary school [Cowbridge Comprehensive]. There are co-operative links between the school and parents that include an active parents and teachers' association and a recently formed parents' discussion group. The school benefits from constructive links with the community, and pupils regularly take part in community activities successfully. For example, links with a local supermarket have resulted in improvements to the school's forest area.
Resource management	Good	<ul style="list-style-type: none"> The school manages its resources effectively and has an appropriate number of staff to meet the needs of all learners. The school makes beneficial use of staff expertise to provide a good range of enrichment activities and learning experiences, for example to teach pupils computer coding skilfully. Leaders and managers review the impact of resources on teaching and learning regularly and they plan for likely future needs well. Staff and pupils make full and effective use of the extended outdoor areas. The headteacher and governing body manage expenditure carefully. This ensures a good supply of resources that respond to the school's needs.

Welsh Government categorisation of schools

The categorisation for Y Bont Faen can be found at:

<http://mylocalschool.wales.gov.uk/School/6732151?lang=en>

Table 13 – Welsh Government Standards and Improvement Categories Y Bont Faen			
Publication Date	Standards Grade	Improvement Capacity	Overall Category
January 2019	N/A	B	Yellow
January 2018	N/A	B	Yellow
January 2017	2	B	Yellow
January 2016	2	B	Yellow

January 2019 National Categorisation Report

Summary of key points raised in the national categorisation report

Table 14 – National Categorisation School Report for Y Bont Faen (2018-2019)	
Area of Inspection	Key Points
Standards	<ul style="list-style-type: none"> • For all performance indicators [in the Foundation Phase], the school's result is above the respective local authority and Wales averages. • For all performance indicators [in Key Stage 2], the school's result is above the respective local authority and Wales averages. • Overall, behaviour is excellent.
Improvement Capacity	<ul style="list-style-type: none"> • Leadership is improving its capacity to implement change and is judged as good overall. The school has agreed clear roles and responsibilities for all staff and most fulfil them effectively. • The school has a clear emphasis on raising standards. Through its targets, the school has high expectations for the achievement of its pupils. • Monitoring activities are planned well and team leaders are now more effective in their ability to contribute to the school's development and improvement journey. • Self-evaluation is regular and effective in identifying the school's strengths and areas for improvement. Senior leaders use and analyse well a range of performance data and other first-hand information to arrive at their evaluation of impact. Senior leaders plan regular opportunities for all staff and governors to contribute to the school's self-evaluation. • Leaders plan and implement change and achieve improvement in all of its priorities. This approach has led to improvements in standards over time, as well as in the quality of provision and leadership. • Teaching, its impact on most pupils' learning and progress is consistently good in many cases, with a few instances of excellent. • Leaders analyse outcomes of monitoring activities well and have a clear view of strengths for teaching and learning, as well as what needs to improve. • Performance management and professional development contribute to improving practice for all staff including learning support assistants. • The school has an effective tracking system which leaders continue to refine for further improvement. • The governing body understands the school's data, and plays its role effectively as a critical friend in monitoring progress towards achieving the school's goals. The governing body work well with the wider leadership team to understand aspects of the school's strategic processes. • Leaders and staff take advantage of opportunities to work with schools and other partners. The school's collaborative work is developing well. Collaboration makes an important contribution to capacity building and to improvement.
Recommendations	<ul style="list-style-type: none"> • Improve outcomes for writing at KS2 and maintain the standards in FP • Implement a consistent approach to literacy and numeracy skills across topics • Continue to develop Welsh second language • Continue to implement the new curriculum for Wales, including digital skills and the 12 pedagogical principles. • Improve distributive leadership and provide a range of opportunities for development of leadership roles. • Address underperformance of a few leaders and teachers.

Cowbridge Comprehensive

Estyn Report (April 2019)

The inspection report for Cowbridge Comprehensive can be found at:

https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/Cowbridge%20Comprehensive%20School_0.pdf

Summary

Inspection area	Judgement
Standards	Excellent
Wellbeing and attitudes to learning	Excellent
Teaching and learning experiences	Excellent
Care, support and guidance	Excellent
Leadership and management	Excellent

Strong, assured leadership, careful curriculum planning and consistently effective teaching to educate and inspire young people have been successful in securing exceptionally high levels of pupil attainment and wellbeing at Cowbridge Comprehensive School.

Nearly all pupils display highly positive attitudes to their learning. They are enthusiastic, resourceful and independent learners. Most show resilience in their learning and remain purposeful when faced with new challenges. Nearly all behave maturely and respectfully in lessons and around the school. They are polite towards their teachers, peers and visitors and possess a strong sense of responsibility and citizenship. The proactive school council has an outstanding impact on school life playing a key role in helping pupils to develop as confident, mature citizens.

Leadership arrangements are characterised by high levels of accountability and support, particularly through the carefully planned and highly effective programme of professional learning. A strong culture of evaluation and improvement is central to the school's work.

Recommendations:

- There are no recommendations following this inspection.

Estyn Area of Inspection	Grade	Key Points
Standards	Excellent	<ul style="list-style-type: none">• Most pupils are enthusiastic learners. They take obvious pride in their work and make strong progress in lessons.• Many pupils, of all abilities, make thoughtful and highly articulate contributions to peer discussion.• A majority of pupils produce sophisticated, carefully crafted and engaging writing including perceptive and thoughtful analyses of literary texts.• Most pupils make strong progress in developing their numeracy skills across the curriculum in a wide range of worthwhile contexts.
Wellbeing and attitudes to learning	Excellent	<ul style="list-style-type: none">• Nearly all pupils behave maturely and respectfully in lessons and around the school. They are polite towards their teachers, peers and visitors, and possess a strong sense of responsibility and citizenship.• The proactive school council has an outstanding impact on school life.

		<ul style="list-style-type: none"> Most pupils feel safe in school, know who to turn to if they have an issue and believe that the school deals effectively with any incidents of bullying that arise.
Teaching and learning experiences	Excellent	<ul style="list-style-type: none"> Consistently effective teaching, careful curriculum planning and strong provision for the development of pupils' skills have a substantial impact on pupils' personal development, wellbeing and the standards that they achieve. Teachers have high expectations, forge productive working relationships and establish clearly understood classroom routines that have a positive impact on pupils' wellbeing and progress. The school plans its curriculum carefully to meet the needs of pupils of all abilities. The school's provision for supporting the development of pupils' writing skills is a notable strength and this has a significant impact on the standards that they achieve.
Care, support and guidance	Excellent	<ul style="list-style-type: none"> The school is a very friendly and inclusive community, where pupils and staff value and respect each other, and share high expectations. The school is highly successful in encouraging a climate where pupils take an active role in decision-making. Pupils benefit from an extensive range of extra-curricular sporting and cultural experiences. Staff at all levels track and monitor pupils' progress rigorously. Teachers provide timely and helpful updates on how well pupils are progressing and on their attitudes to learning. There are strong transition arrangements in place with local primary schools. The school reviews the current provision for pupils with additional learning needs in Year 5 to ensure that staff are ready to continue to meet the pupils' needs on arrival at secondary school, for example by training staff where necessary and working closely with families and external agencies.
Leadership and management	Excellent	<ul style="list-style-type: none"> The headteacher provides strong, assured leadership. She is supported well by her senior leadership team. Line management arrangements at all levels focus well upon the quality of teaching, pupils' progress, and the support available to ensure their wellbeing. Pupils have extensive opportunities to share their opinions on the quality of the school's work through a wide range of pupil surveys and weekly meetings between the headteacher, the head boy and head girl to consider issues raised by the school council. Governors play an important role in setting the school's strategic vision. They have a clear understanding of the school's strengths and improvement priorities, and offer valuable support and challenge to leaders.

Welsh Government categorisation of schools

The categorisation for Cowbridge Comprehensive can be found at:

<http://mylocalschool.wales.gov.uk/School/6734065?lang=en>

Table 17 – Welsh Government Standards and Improvement Categories Cowbridge Comprehensive			
Publication Date	Standards Grade	Improvement Capacity	Overall Category
January 2019	N/A	A	Green
January 2018	N/A	A	Green
January 2017	1	A	Green
January 2016	1	A	Green

January 2019 National Categorisation Report

Summary of key points raised in the national categorisation report

Table 18 – National Categorisation School Report for Cowbridge Comprehensive (2018-2019)	
Area of Inspection	Key Points
Standards	<ul style="list-style-type: none"> • Performance at key stage 4 (KS4) is outstanding. • The performance of eFSM pupils in key stage 4 remains good for all measures, although there are very few eFSM pupils. • Boys' performance compared to girls' is good for nearly all indicators. • Overall, for the last 3 years, performance for post sixteen is excellent. Value added measures across departments indicate that overall pupils make outstanding progress. • Attendance rates for the last 3 years are very high (above 95.0%).
Improvement Capacity	<ul style="list-style-type: none"> • Overall leadership is very good, with an increasing capacity to deliver change successfully. Leaders have a clear vision and a strong improvement strategy that has raised standards for nearly all learners. Over time, improvement planning has been successful in addressing the school's key priorities. Governors have a good understanding of the school's strengths and areas for improvement. Their work to support and challenge the school's performance is very strong. • Self-evaluation is robust, systematic and well established. Leaders and staff are highly effective in their use of the available performance data and evidence about the quality of learning and teaching and pupils' work to identify strengths and set improvement priorities. • There is a very strong link between the outcomes of the school's self-evaluation and the priorities in its improvement plan. In nearly all cases, improvement planning at all levels is highly effective in addressing the areas in need. • The school has a strong record of accomplishment in implementing successfully national and local priorities. Actions, including the use of resources, have led to very good improvement in outcomes in key indicators for nearly all pupils, including those eligible for free school meals. • Overall, the quality of nearly all teaching is good, with elements of excellent in minority of cases. Teaching influences very well on most pupils' learning and progress. • Assessment and tracking of pupils' progress is very strong and, as a result, most pupils are achieving excellent outcomes. • Roles and responsibilities are clearly defined, and leaders and managers at all levels are held accountable for the quality of their work. A high priority is given to performance management and professional development, both of which successfully contribute to achieving the school's priorities and to fostering high quality pedagogy. • Leaders and staff work very successfully with schools and other partners to enhance significantly their own and others' capacity to bring about improvement. The school has a very good track record of supporting other schools and has shared its practice successfully.
Recommendations	<ul style="list-style-type: none"> • Improve boys' writing in KS3 in order to reduce the gender gap. • Reduce variation between the performances of non-core subjects for key stage 3 • Prepare for the introduction of the new KS3 curriculum, in line with principles of Successful Futures. • Develop specific ALN intervention, including staff training, so that provision is high quality, intensive and has high impact on standards of achievement and value added measures.

The intended impact on education outcomes

Standards and progress

The proposed new location on the Cowbridge Comprehensive site would enhance the links already in place between the primary and secondary schools. There are a number of benefits associated with moving from separate phases to an all-through school.

An all through school model would enable the establishment of one set of policies, shared staff and a shared ethos which the primary pupils will be familiar with on their transition to the secondary phase.

An amalgamation would enable strengths present in the existing separate schools to be combined and to contribute to high quality provision within one school. The proposal to amalgamate the two schools would maximise the benefits arising from continuous provision and would offer greater potential for improving the levels of achievement for all pupils.

Wellbeing and attitudes to learning

The potential negative impact upon Cowbridge Comprehensive School pupils' access to green space, during and after the build process, would need to be considered within the design to ensure continued suitable outdoor secondary provision.

The outdoor areas on the current Y Bont Faen site are beneficial for pupil and staff wellbeing. Outdoor learning is an important consideration within the 21st Century Schools design and provision within the new site would include nature areas and sporting facilities. The design team would work closely with the school to ensure the nature based skills developed through current provision are able to continue and potentially be enhanced through tailored outdoor provision. Primaries delivered within Band A of the 21st Century Schools have created nature areas with ponds, bug hotels and planting as part of their outdoor learning spaces.

Both primary and secondary phases would be able to benefit from shared sporting facilities and nature areas. The current relationship between the two schools could be enhanced with the shared facilities supporting the pupils' abilities to transfer knowledge and experiences across the different age groups.

Teaching and learning experiences

A new school building would result in the removal of the limitations with the existing school building outlined above. The new school building would also provide consistent teaching spaces with capacity for 30 pupils, with communal break-out areas.

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 21st Century Schools with full access to 21st Century technologies.

The DCF guidance June 2018 advises that from January 2020, the new curriculum and assessment arrangements will be available. Digital expectations will be embedded in the new curriculum and settings and schools will be:

- Comparing existing approaches to DCF implementation with the new curriculum
- Embedding digital competence across the school curriculum
- Sharing good practice within and outside the school

- Engaging with the school council and pupil voice
- Evaluating how the current approach to digital competence fits with the new curriculum.

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 learners are supported to meet the objectives of the framework is therefore an important consideration in developing plans for the new school building.

Care, support and guidance

As referenced above, the proposal would enable the establishment of one set of policies, shared staff and a shared ethos which the primary pupils will be familiar with on their transition to the secondary phase.

Security arrangements were referenced as an area for improvement within the Estyn report for Y Bont Faen (November 2014). Security arrangements within the building and site would be enhanced compared to current provision. South Wales Police would be consulted as part of the design process and the 'Designing Out Crime' officer would provide feedback on the proposed design. A lockdown strategy would also be developed to limit visitor access throughout the school building. The new building would provide an intercom and security lobby to enhance security arrangements.

Additional break out spaces would also be provided for ALN interventions.

Leadership and management

The proposed amalgamation provides staff with continuing professional development opportunities by enabling them to gain experience both in the primary and secondary phases thereby improving their career options. The model makes it easier for parents to engage with the school particularly where they have children in both phases as they would only need to familiarise themselves with one set of policies and one set of communications.

The recent Estyn Inspection of Cowbridge Comprehensive School judged leadership and management to be excellent. This proposal would retain this leadership and management, whilst extending its scope with the headteacher and governing body of Cowbridge Comprehensive School becoming responsible for the primary and nursery phase of the all-through school.

Impact of the proposal on the Welsh language

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.

There are a number of Welsh-medium primary schools serving the Western Vale, including Ysgol Iolo Morganwg and Ysgol Dewi Sant.

Although Y Bont Faen Primary and Cowbridge Comprehensive schools teach predominantly through the medium of English, the high standards achieved in Welsh language contribute to the Council's commitment to encouraging bilingual speakers.

As outlined above, existing Welsh medium primary provision in Cowbridge is sufficient to meet anticipated demand for Welsh medium education over the next 5 years.

However, the Council notes that Welsh medium education is increasing in popularity and has seen significant growth over the last 18 years since the opening of Ysgol Gymraeg Bro Morgannwg. This has been evident in the recent 'Transforming Secondary Education in Barry' project which has seen a reduction in the number of English medium secondary places available in Barry from 2754 to 2350 and an increase in the number of Welsh medium secondary places available from 1151 to 1450.

Ysgol Dewi Sant is a Welsh medium primary school in Llantwit Major that opened in September 2011. In the first year of opening, the reception intake contained just 3 pupils. Just 7 years later, the September 2018 intake was oversubscribed with 32 applicants for 30 places.

Welsh Government is projecting an increase in Welsh medium speakers of around 8% by 2030 and 16% overall by 2050. If the same ratio is applied to the Welsh medium primary school sector, overall primary school numbers would almost double by 2050 requiring substantial increase to the Council's school infrastructure.

Therefore, the Council has adopted a phased approach to expanding primary provision in Cowbridge with Welsh medium capacity being addressed as part of Band C of the 21st Century Schools Programme. This proposal would be subject to a separate consultation.

Additional Learning Needs (ALN) provision

The schools do not have an attached specialist resource base (SRB); specialist support is provided for children who have identified needs in an inclusive setting within the school. Future arrangements are to be determined by the schools in a joint policy for ALN provision. A through school may be beneficial to ALN pupils and support staff as this enables continuity in provision across the key stages.

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

Table 19 - Outline of ALN needs for pupils at Y Bont Faen (PLASC January 2019) and comparison against regional (primary) and national level

Type	Y Bont Faen	Vale of Glamorgan (primary)	Wales (all)
School Action	4%	7%	12%*
School Action Plus	3%	5%	7.4%*
Statemented	0%	0.46%	2.8%*

*All Wales figures are for all schools, a breakdown into primary and secondary sectors for All Wales ALN figures is not currently available.

Table 20 - Outline of ALN needs for pupils at Cowbridge Comprehensive (PLASC January 2019) and comparison against regional (secondary) and national level

Type	Cowbridge Comprehensive	Vale of Glamorgan (secondary)	Wales (all)
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School Action	2%	10%	12%*
School Action Plus	3%	5%	7.4%*
Statemented	0%	1%	2.8%*

*All Wales figures are for all schools, a breakdown into primary and secondary sectors for All Wales ALN figures is not currently available.

The schools provide 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.

The latest Estyn inspection for Cowbridge Comprehensive (April 2019) noted; *‘The school reviews the current provision for pupils with additional learning needs in Year 5 to ensure that staff are ready to continue to meet the pupils’ needs on arrival at secondary school, for example by training staff where necessary and working closely with families and external agencies.’*

This demonstrates Cowbridge Comprehensive considers the needs of pupils carefully and this is likely to be built upon should this proposal be implemented.

The new building for the primary phase would have places for intervention measures and support for ALN pupils.

Impact upon other schools

The proposal is unlikely to have a significant impact on other primary schools in the local area as no change to the existing catchment area is proposed. The reduction in pupils accessing the Y Bont Faen site may ease road congestion surrounding the adjacent Ysgol Iolo Morganwg site.

There may be negative impacts upon Cowbridge Comprehensive pupils in terms of noise and dust during the construction process, but this would be managed by the 21st Century Schools team in partnership with the appointed contractor and the school.

As mentioned above, there are a number of benefits associated with an all-through school in terms of one set of policies, shared staff and ethos. This may benefit Cowbridge Comprehensive, which already has a strong reputation as a provider of secondary education, as continuous provision offers greater potential for improving the levels of achievement for all pupils.

Land and Buildings

The existing Y Bont Faen building is situated on a site in the town of Cowbridge. The site is directly next to Ysgol Iolo Morganwg, a Welsh medium 3 to 11 community school.

No decisions have been made in respect of the future use of the Y Bont Faen site and buildings. If the proposals outlined in the document are implemented, all options would be considered, including designating the site as surplus or exploring alternative educational uses. Any future development of the site would be managed in accordance with the relevant council policy and its statutory and fiduciary obligations.

There would be a reduction in outside space at the Cowbridge Comprehensive site if the proposal were to be approved. This would include the footprint of a new building for primary provision with space for 420 pupils and a nursery with 96 part-time places. The impact of the loss of outdoor

space would be mitigated by improvements to sporting facilities currently available on site. There would be opportunities for shared external facilities on the new site, as well as secured external areas specifically for the pupils within the primary phase of the all-through school.

The new building and site would be compliant with Building Bulletin 99 standards.

The condition of current school buildings and facilities

The Vale of Glamorgan Council has a vision to provide the best possible facilities for children and young people in the Vale to support their learning. One of the methods used to judge school buildings and facilities is a condition survey. A condition survey involves a visual assessment of all exposed parts of the buildings to identify significant defects and items of disrepair.

The Welsh Government undertook condition surveys of all schools during 2010, schools were graded A to D in terms of condition and suitability. The Council also surveys and categorises its school buildings on a 4-point scale from good to bad.

Table 21 – Condition Grading System	
Grade	Description
Good	Performing as intended and operating efficiently.
Satisfactory	Performing as intended but exhibiting minor deterioration.
Poor	Exhibiting major defects and/ or not operating as intended.
Bad	Life expired and/or serious risk of imminent failure.

The Council's latest condition survey of Y Bont Faen was undertaken in 2019. The condition and suitability of the school from the Welsh Government and the Council's surveys was judged as follows and includes costs of identified repairs.

Table 22 – Y Bont Faen Condition Survey Results				
Welsh Government Condition Survey (2010)		Vale of Glamorgan Council Condition Survey (2019)		
Condition grade	Suitability grade	Condition of school building	Suitability of school building	Cost of identified repairs
B	B	Poor	Satisfactory	£537,100

The proposed new school building would provide:

- A high quality IT rich learning environment for pupils meeting the educational curriculum needs of the 21st Century
- Unobstructed access between all internal areas for children and staff
- 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.

Finance (capital investment and running costs)

Subject to the approval of this proposal, a significant capital investment would be made to establish a new school building for 420 primary places on the Cowbridge Comprehensive site. The Council would manage the process and the governing body, staff, parents and pupils of the schools would be fully engaged in the development of the plans. The Council would also be responsible for managing the construction.

It is estimated that the total capital funding required to build a new school, including the installation of utilities services and highways provision, would be £7.417 million. The project would be fully funded by the Council utilising funding that was previously allocated to the 21st Century Schools programme prior to the Welsh Government intervention rate change.

The Council's capital funding breakdown is as follows:

Table 23 – Breakdown of capital funding	
	Funding (£)
Section 106	4,424,000
Capital Receipts	500,000
Prudential Borrowing	2,493,000
Total	7,417,000

The all through school would receive a single budget allocated using the Council's Schools Funding Formula. The estimated revenue cost of operating the school would be £6.5M (excluding post 16 pupils which are funded by a Welsh Government Grant). The combined revenue budgets delegated for Y Bont Faen Primary School and Cowbridge Comprehensive School for 2019/20 totals £6.03M. The additional revenue cost would be met from within the delegated schools budget via the funding formula. The majority of a school's delegated budget is driven by pupils on roll rather than capacity, therefore, the school's budget would gradually increase in line with the growth of pupils on roll.

Larger schools are generally able to secure better value for money through economies of scale and a single budget may be easier to manage e.g. accounting for spend on site maintenance which would benefit both primary and secondary phase compared with administering two different contracts.

Human Resources

The staff and pupils of Y Bont Faen Primary School would transfer to Cowbridge Comprehensive School for September 2022.

The governing body of Cowbridge Comprehensive School would be responsible for developing a staffing structure for the all-through school and certain roles, such as the Headteacher of the primary phase, may be re-designated. Any proposed changes to staffing would be subject to full consultation with staff and the relevant trade unions where necessary.

The purpose of the proposal is not to reduce the number of staff. In fact, the proposal would lead to an increase in employment opportunities at the school as additional pupil numbers would lead to growth in future staffing levels. The governing body of Cowbridge Comprehensive School would need to consider an increase in the staffing structure for the additional pupil numbers from September 2022.

The Vale of Glamorgan Council would fully support the governors, headteacher and staff at the school with any employment related matters. The school has access to the Council's Human Resources policies and procedures, including recruitment policies. The Human Resources service works closely with governors to ensure regular and clear communication with all employees takes place on all matters relating to a change in location of their workplace.

There would be changes in the governing body arrangements as the primary phase of the 3-19 all through school would not require a separate governing body. The existing governing body of Cowbridge Comprehensive School would be responsible for governing both primary and

secondary phases of the 3-19 all through school.

School Admissions

The catchment area for the primary phase of the 3-19 all through school would be the same as the existing catchment area for Y Bont Faen Primary School. The increased capacity is required to meet the needs of the growing population within this catchment area.

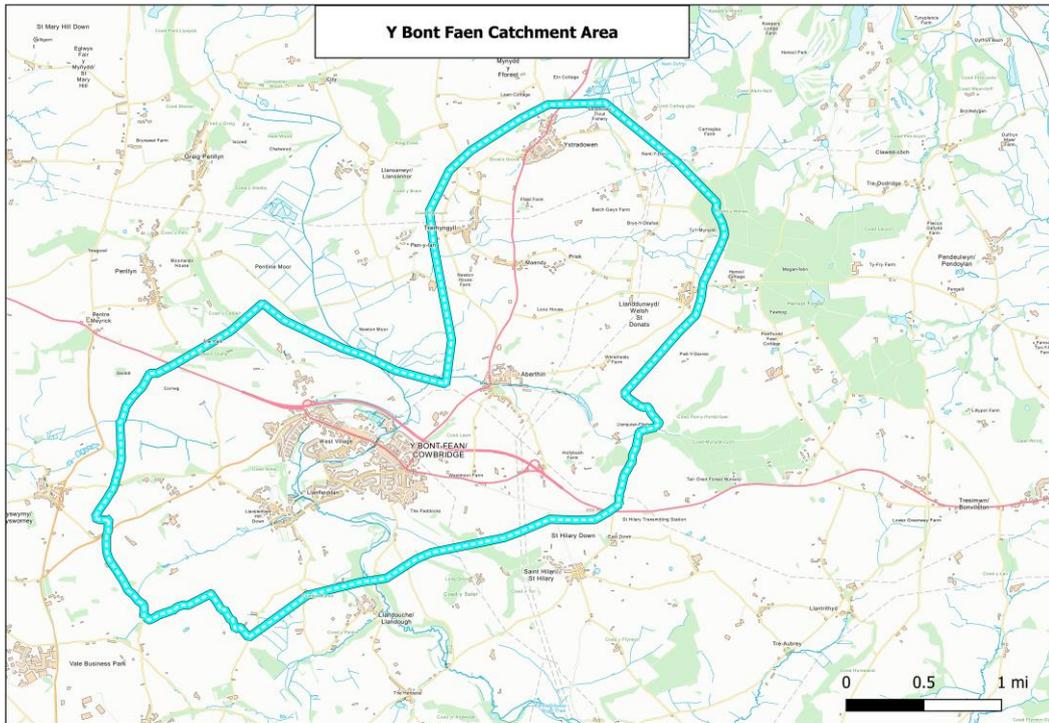


Figure 3 - Y Bont Faen catchment area map

All catchment and feeder arrangements in place within the Vale of Glamorgan are subject to regular review and a widespread review has taken place during the academic year 2018/19. Any proposed changes would be reflected in a future consultation about admission arrangements.

The Vale of Glamorgan Council is the admission authority for the schools. Admission arrangements to the amalgamated school for the primary phase would remain unchanged as a result of this proposal. However, the admission number would be increased from 30 to 60 pupils. At secondary phase pupils would naturally transfer from year 6 to year 7 without applying for a place.

Transport and learner travel arrangements

Traffic and transport implications would be considered as part of the Transport Assessment that would be required in order to achieve planning consent for the building works should this proposal be implemented. A full transport assessment would be undertaken as part of the design process for the new school building. This would assess the impact on the local infrastructure and include a swept path analysis to ensure compliance with current legislation on accessibility for all emergency services. The transport assessment would be used as part of the design process to mitigate against any negative impacts identified. The governing body would work closely with the Council's 21st Century Schools Team throughout the design process.

The 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. In accordance with 'The Learner Travel (Wales) Measure 2008'.

"This is defined as more than 2 miles to the nearest suitable school for Primary Pupils and more than 3 miles for Secondary School Pupils. Distances are measured by the nearest available walking route."

Any pupil attending Y Bont Faen on the date of transfer to the new site who lives more than 2 miles from the new school site would therefore be entitled to free school transport. Any pupils who no longer live 2 miles from the new site as a result of the relocation would no longer be entitled to free school transport. No pupils currently receive free school transport and as the proposed site relocation is within 1.609344 kilometres (1 mile) of the existing school, it is unlikely this arrangement would be significantly impacted.

The Vale of Glamorgan Council does not provide free school transport for nursery-age children other than those children who have a Statement of Special Educational Needs (SEN). Under these proposals there are no plans to change the Council's policy on the transport of children to and from schools.

Some families may benefit if they have children in both Y Bont Faen Primary and Cowbridge Comprehensive as this would reduce travelling to two school sites. This may have a positive impact upon congestion in the local area.

If the proposal were to progress, active travel would be an important consideration within the site design to support the realisation of the Active Travel (Wales) Act 2013. Additional bike and scooter storage would be provided at the new school site to encourage active travel to school where possible. As part of the soft landings provision, the 21st Century Schools team and contractors would work with the school to develop an updated travel plan which would support measures to increase active travel to school.

Potential advantages of this proposal

- Streamlined primary to secondary admissions process with existing pupils automatically transferring to the secondary phase without submitting a new application.
- Ensure the Council is able to accommodate the future demand for English medium education in the area of Cowbridge.
- Provide innovative and creative learning environments which are adaptable to change and will challenge and support children to reach their full potential.
- Increase the level of community access and interaction through the use of the school's educational facilities whilst meeting the needs of the school.
- Enable provision in Cowbridge to further improve while catering for a greater pupil population.
- Create a consistent approach from foundation to 6th form phase in terms of school ethos and learning standards.

- A consistent vision and shared values across education phases.
- Shared professional learning community.
- Consistent engagement with parents across the primary and secondary phase.
- Expertise across the full age range.
- Professional development opportunities for staff within a through school environment.
- Increased focus on the key transitions particularly between Key Stage 2 and the secondary phase ensuring that gains in learning are built upon year by year with the minimum of disruption as the child moves through the learning structure(s).
- One single accountability and inspection regime, including a single Challenge Advisor from the Consortium.
- A single budget across the school, simplifying financial management.
- Opportunity to realise cost efficiencies from co-location on a single site and rationalisation of support service contracts such as grounds maintenance.
- Removal of duplication of data returns and pupil census data.
- The new building would meet BREEAM (Building Research Establishment Environmental Assessment Method) Excellent standards and be built to an EPC (Energy Performance Certificate) A rating.

Potential disadvantages of this proposal

- Management of staff and resources may be disrupted during the transition to the increased capacity.
- Some pupils living closer to the current school site would have further to travel. There may be associated increased costs with this although the school is within one mile of the existing site so impacts may be minimal.
- There is the potential for disruption for pupils and staff as they become accustomed to their new environment and policy arrangements.
- Loss of small school ethos as capacity increases.
- Disruption for staff and pupils during construction and transition phases.

Potential risks of this proposal

There is a risk that the projected numbers would not materialise and the school would be undersubscribed. The Council would monitor numbers of future pupils emanating from the

housing developments. Spare capacity within the school building could be temporarily used for additional community facilities; such as adult education classes.

Alternatives considered

Table 24 - Alternative A: New 420 school at Darren Farm Site for Iolo Morganwg, expand and refurbish Y Bont Faen to accommodate 315 pupils.

<p>Advantages:</p> <ul style="list-style-type: none"> • Ensure the Council is able to accommodate future growth in Welsh medium education in line with Welsh Government's target of 1 million Welsh speakers by 2050. • Supports the objectives of the Vale of Glamorgan's Welsh in Education Strategic Plan 2017-2020. • Contributes effectively to the Welsh Government's target of 1 million Welsh speakers by 2050. • The new building would meet BREEAM (Building Research Establishment Environmental Assessment Method) Excellent standards and be built to an EPC (Energy Performance Certificate) A rating. • Both schools would be able to meet increased demand for education as a result of the development at Darren Farm. 	<p>Disadvantages:</p> <ul style="list-style-type: none"> • Projections show that there is not currently demand for a 420 place Welsh medium primary school which would result in significant surplus capacity. • There is currently no additional funding available to refurbish and expand Y Bont Faen Primary School. • Y Bont Faen site would be difficult to manage during construction phase due to the limited access. • 315 places at Y Bont Faen Primary School would not be sufficient should additional developments go ahead as outlined in the LDP.
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Table 25 - Alternative B: New 315 school at Darren Farm for Iolo Morganwg and new 315 school at Cowbridge Comprehensive for Y Bont Faen.

<p>Advantages:</p> <ul style="list-style-type: none"> • Ensure the Council is able to accommodate future growth in Welsh medium education in line with Welsh Government's target of 1 million Welsh speakers by 2050. • Supports the objectives of the Vale of Glamorgan's Welsh in Education Strategic Plan 2017-2020. • Contributes effectively to the Welsh Government's target of 1 million Welsh speakers by 2050. • The new building would meet BREEAM (Building Research Establishment Environmental Assessment Method) Excellent standards and be built to an EPC (Energy Performance Certificate) A rating. 	<p>Disadvantages:</p> <ul style="list-style-type: none"> • Current projections do not show sufficient demand for a 315 place Welsh medium primary school in Cowbridge, resulting in surplus capacity. • Additional cost not included within the Council's 21st Century Schools Programme. • 315 places at Y Bont Faen Primary School would not be sufficient should additional developments go ahead as outlined in the LDP.
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Table 26 - Alternative C: Expand Y Bont Faen from 210 places to 420 places from September 2022. Transfer the school to Cowbridge Comprehensive site without an amalgamation.

<p>Advantages:</p> <ul style="list-style-type: none"> • Enable Y Bont Faen to further improve while catering for a greater pupil population. • Ensure the Council is able to accommodate the future demand for English medium education in the area of Cowbridge. • Provide innovative and creative learning environments which are adaptable to change and will challenge and support children to reach their full potential. • 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 new building will meet BREEAM (Building Research Establishment Environmental Assessment Method) Excellent standards and be built to an EPC (Energy Performance Certificate) A rating. • Leaves the Darren Farm site open for future Welsh Medium expansion. 	<p>Disadvantages:</p> <ul style="list-style-type: none"> • Management of staff and resources may be disrupted during the transition to the increased capacity. • Some pupils living closer to the current school site will have further to travel. There may be associated increased costs with this although the school is within one mile of the existing site. • There is the potential for disruption for pupils and staff as they become accustomed to their new environment. • There is the potential for difficulties over financial and management arrangements by having two sets of policies to cover one shared site. • Does not achieve the benefits associated with all-through schools as outlined above.
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Table 27 - Alternative D: Expand Y Bont Faen from 210 places to 420 places from September 2022. Transfer the school to the Darren Farm site.

<p>Advantages:</p> <ul style="list-style-type: none"> • Enable Y Bont Faen to further improve while catering for a greater pupil population. • Ensure the Council is able to accommodate the future demand for English medium education in the area of Cowbridge. • Provide innovative and creative learning environments which are adaptable to change and will challenge and support children to reach their full potential. • 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 new building will meet BREEAM (Building Research Establishment Environmental Assessment Method) Excellent standards and be built to an EPC (Energy Performance Certificate) A rating. 	<p>Disadvantages:</p> <ul style="list-style-type: none"> • Management of staff and resources may be disrupted during the transition to the increased capacity. • Some pupils living closer to the current school site will have further to travel. There may be associated increased costs with this although the school is within one mile of the existing site. • There is the potential for disruption for pupils and staff as they become accustomed to their new environment. • There is the potential for difficulties over financial and management arrangements by having two sets of policies to cover one shared site. • There would be no site available for Welsh Medium expansion in Cowbridge. • Does not achieve the benefits associated with all-through schools as outlined above
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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.

If the proposal goes ahead, another equality impact assessment would be carried out. This would identify accessibility to the new build school. The equality impact assessment would consider policies such as the Equality Act 2010, TAN 12: Design 2014 as well as building regulations such as BS8300, Part M and relevant Building Bulletins.

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

The proposal would enable Cowbridge Comprehensive 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.

Y Bont Faen Primary 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 on the proposal.

It is concluded from the Community Impact Assessment that the proposal to increase the number of English medium primary school places in Cowbridge would better meet the needs of the wider community to ensure the sustainable balance between supply and demand for school places.

The full Community Impact Assessment can be viewed via the following link:

www.valeofglamorgan.gov.uk/cowbridgeschools

The Statutory Consultation process

Table 28 - Outline of the statutory consultation process

Steps	Description
Step 1: Develop a proposal	An initial proposal will be developed and considered by the Council's Cabinet. Section 2 of the School

	<p>Organisation Code outlines when the statutory procedure is required.</p>
Step 2: Cabinet consideration	<p>The Council's Cabinet to consider the proposal and approval to consult.</p> <p>The Council's Cabinet determined to consult on this proposal on 4 November 2019.</p>
Step 3: Consultation	<p>A consultation document must be published on the Council 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.</p> <p>The consultation period for this proposal starts on Monday 18 November 2019 and ends on Friday 10 January 2020. See pages 7 or 39 for further details of how to respond and make your views known.</p> <p>Within 13 weeks of 10 January 2020 a consultation report will be published on the Council's and website. Hard copies of the report will also be available on request. The report will summarise the issues raised by consultees during the consultation period and responses to these issues. The report will also contain Estyn's view of the proposals.</p> <p>In February 2020 Cabinet will consider the consultation report and decide whether or not to progress to the next stage. If the Council decides to continue with the proposals it must publish a statutory notice.</p>
Step 4: Consultation response report	<p>Feedback submitted during the consultation period will be considered and a response report will be developed and presented to Cabinet for consideration.</p>
Step 5: Cabinet consideration	<p>Cabinet will consider 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.</p>
Step 6: Statutory notice	<p>The statutory notice must be published on a school day and as outlined in section 4.1 of the School Organisation Code (2018).</p> <p>The statutory notice would be published on the Vale of Glamorgan Council website and posted at or near the main entrance to Y Bont Faen and Cowbridge Comprehensive School. Copies of the notice would be distributed to pupils, parents, guardians, and staff members. The school may also distribute the notice by email. The notice would set out the details of the proposals and invite anyone who wishes to object to do so in writing within the specified period.</p>

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	Cabinet consider the objection report for final determination on the proposal. The Council would determine the proposal. Cabinet may decide to approve, reject or approve the proposals with modifications. In doing so, the Council would consider any statutory objections that it has received.
Step 10: Decision letter	Confirmation of the decision and objection report availability will be issued to stakeholders. Following determination of proposals all interested parties would be informed of the decision which will be published electronically on the Vale of Glamorgan Council's website.

If this proposal is accepted, multiple site surveys would then be completed as part of the design process for the new school building; including a full transport assessment. The final design would be subject to planning permission. The planning process includes a statutory consultation with local residents.

Key dates

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

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

Table 29 – Key dates of the process	
Statutory Process	Timescale
Issue consultation document	18 November 2019
Closing date for views on the proposals	10 January 2020
Consultation report considered by Cabinet and published on the school and Council's website	February 2020
Subject to Cabinet approval, Statutory notice issued during which time formal written objections will be invited	March 2020
End of Statutory Notice Period	April 2020
Determination by Cabinet with objection report.	May 2020
Decision notification	May / June 2020

Planning process (if proposal accepted)	September – December 2020
Construction period (if planning accepted)	January 2021 – September 2022
Proposal implemented	September 2022

The proposed timetable may be subject to change.

Frequently Asked Questions (FAQs)

What is the intended timescale of development?

It is intended that construction of the new school would commence by January 2021 and be completed by September 2022. Staff and pupils would transfer by September 2022.

Would there be a new headteacher?

The headteacher of Cowbridge Comprehensive School would become the headteacher of the all-through school and would be responsible for all education phases. The governing body of Cowbridge Comprehensive School would be responsible for developing a staffing structure for the school and certain roles, such as the headteacher of the primary phase, may be re-designated. Any proposed changes to staffing would be subject to full consultation with staff and the relevant trade unions where necessary.

What would the proposal mean for children currently attending Y Bont Faen and Cowbridge Comprehensive? Would my child be offered a place at the amalgamated school?

All children attending Y Bont Faen and Cowbridge Comprehensive at the time of amalgamation would be guaranteed a place at the amalgamated school.

What would the potential impact be upon school learner transport arrangements?

Any pupil attending Y Bont Faen on the date of transfer to the new site who lives more than 2 miles from the new school site would therefore be entitled to free school transport. Any pupils who no longer live 2 miles from the new site as a result of the relocation would no longer be entitled to free school transport. No pupils currently receive free school transport and as the proposed site relocation is within 1.609344 kilometres (1 mile) of the existing school, it is unlikely this arrangement would be significantly impacted.

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

The Council's 21st Century Schools Team would be responsible for the build 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.

What would the admission arrangements be for the 3-19 all through school?

The Vale of Glamorgan Council is the admission authority for the schools. Admission arrangements to the amalgamated school for the primary phase would remain unchanged as a result of this proposal. However, the admission number would be increased from 30 to 60 pupils. At secondary phase pupils would naturally transfer from year 6 to year 7 without applying for a place.

Would this proposal impact on secondary admissions for Cowbridge Comprehensive School?

As outlined above, pupils from the primary phase of the all-through school would naturally transfer from year 6 to year 7 without applying for a place. The existing capacity of Cowbridge

Comprehensive School is deemed suitable to meet the increased demand for secondary education within the catchment area. Even though Cowbridge Comprehensive School is regularly oversubscribed, the school attracts a large number of applications from outside the catchment area. In September 2019, only 151 (63%) of the 240 pupils allocated a place were from within the catchment area. Of the 1,539 pupils currently on roll at Cowbridge Comprehensive School, only 960 (62%) reside within the catchment area. This means 579 (38%) pupils on roll currently reside outside the school's catchment area. Therefore, this proposal would result in a more efficient supply and demand of secondary school places within the Cowbridge Comprehensive School catchment area.

What would the school name be?

The school name would need to be amended to reflect the age range of the all-through school. The Council would work closely with the staff and governing body of Cowbridge Comprehensive School and Y Bont Faen Primary School to determine the name of the all-through school.

What would the uniform be?

A uniform for the school would be decided by the Governing Body of the amalgamated school.

What options are available for parents wanting Welsh medium education?

There are a number of Welsh-medium primary schools serving the Western Vale, including Ysgol Iolo Morganwg and Ysgol Dewi Sant. Existing Welsh medium primary provision is sufficient to meet anticipated demand for Welsh medium education in this area over the next 5 years. On 4 November 2019 the Council's Cabinet approved a phased approach to expanding primary provision in Cowbridge with English medium capacity being addressed as part of phase one and Welsh medium capacity being addressed as part of phase two. To ensure continuity across key stages, it is proposed that the English medium expansion would be delivered on the Cowbridge Comprehensive School site whilst the Welsh medium expansion would be delivered utilising the 2-hectare site on Darren Farm.

Who would manage the construction of the new school building?

The Council's 21st Century Schools Team would be responsible for managing the build 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 21st Century Schools 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 Council, contractor and school.

What would the new school building design entail?

The new school building would be a self-contained two-form entry primary (i.e. physically separate from the existing comprehensive on the proposed site). The design would meet Building Bulletin: 99 requirements which include criteria for classroom size and outdoor provision. Previous primaries delivered by the 21st Century Schools programme within the Vale of Glamorgan include Ysgol Y Ddraig (also a two-form entry), Ysgol Dewi Sant, Ysgol Nant Talwg (now the primary phase of Ysgol Gymraeg Bro Morgannwg), and Oak Field Primary School. Further details and photos can be found on the main 21st Century Schools webpage:

<https://www.valeofglamorgan.gov.uk/21st-Century-Schools>

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 21st Century Schools Team on: 21stcenturyschools@valeofglamorgan.gov.uk

Consultation Response Form

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

- **completing the online response** form at <https://www.snapsurveys.com/wh/s.asp?k=157348758985>

or

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

Please return the form to the postal address at the bottom of the form.

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

**The closing date for responses to this consultation is Friday 10 January 2020.
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 Council when making its decision.

Objections can only be registered following publication of a statutory notice.

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 Name:

Address:

Email:

Please tell us whether you are responding as (tick all which apply):

- | | | | |
|---------------------|--------------------------|---------------------------|--------------------------|
| 1. Parent* | <input type="checkbox"/> | 5. Local Resident | <input type="checkbox"/> |
| 2. Pupil* | <input type="checkbox"/> | 6. Other (please specify) | <input type="checkbox"/> |
| 3. Governor* | <input type="checkbox"/> | | |
| 4. Member of Staff* | <input type="checkbox"/> | | |

*Please confirm which school you are affiliated with:

Consultation on the proposal to establish a new 2006 place 3 - 19 all through school from September 2022 through amalgamating Y Bont Faen Primary School and Cowbridge Comprehensive School by:

- **changing the age range of Cowbridge Comprehensive School from 11 - 19 to 3 - 19;**
- **increasing the capacity of Cowbridge Comprehensive School from to 1586 places to 2006 places to accommodate 420 English medium primary school places;**
- **constructing a new school building on the Cowbridge Comprehensive School site to accommodate the primary and nursery phases; and**
- **discontinuing Y Bont Faen Primary School.**

Questions

1. Do you support the proposal outlined above?

Yes No

If you support or do not support the proposal then 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 tick the box below if you wish to be notified of publication of the consultation report

Freepost RTGU-JGBH-YYJZ
Cowbridge Primary Provision
Corporate and Customer Services
The Vale of Glamorgan Council
Civic Offices,
Holton Road
Barry CF63 4RU

Please return this form to the Vale of Glamorgan Council by no later than 10 January 2020.

Notes on Consultation Document

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"/> 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 <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
--	--