

St David's Church in Wales Primary School Consultation Document

**On the proposal to expand
St David's Church in Wales Primary School
from 140 places to 210 places
to meet future demand for
Church in Wales education.**



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Introduction

This document explains the governing body's proposal to expand St David's CIW Primary School from 140 places to 210 places from September 2021.

This proposal is being considered under section 2.3 of the School Organisation Code 2018. This section refers to Regulated Alterations of a school, which includes increasing the capacity of the school by at least 25%. A new 210 place school for St David's CIW Primary School has been included as part of the Council's 21st Century Schools programme. It is proposed that the new school would be built on the existing site, with all staff and pupils transferring to the new building by September 2021.

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 governing body 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.

Under the School Organisation Code 2018, it is vital that any feedback be received by **15 March 2019** 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 governing body decides how to proceed.

The governing body is consulting with the following groups:

Staff (teaching and non-teaching) at St Davids CIW Primary School	Colwinston Community Council
Parents/Carers and Guardians of children attending St David's CIW Primary School	Llandow Community Council
Diocesan Directors of Education	Cowbridge 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
Care and Social Services Inspectorate Wales (CSSIW)	Welsh Language Commissioner
Rhieni dros Addysg Gymraeg (RHAG)	Neighbouring Primary and Secondary schools in the Vale of Glamorgan
Estyn	Central South Consortium Joint Education Service
Welsh Government Ministers	Trades Unions
Local Police and Crime Commissioner	Directors of Education – All Neighbouring Authorities
Council's Transportation Department	

Table 1 - List of groups to consult as part of the consultation process

Explanation of terms used in this document

'Admissions 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.

'CSCJES' or 'CSC' (Central South Consortium Joint Education Service) - The regional School Improvement Service for the five local authorities of Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taff and the Vale of Glamorgan.

'DCF' – The Digital Competence Framework is the first element of the new curriculum for Wales to be made available. Digital competence is the set of skills, knowledge and attitudes that enable the confident, creative and critical use of technologies and systems.

'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.

'ELSA' - Emotional literacy support assistant are teaching assistants trained to provide emotional and social skills support to children.

'ESDGC' - Education for Sustainable Development and Global Citizenship seeks to give learners, at all stages of education, an understanding of the impact of their choices on other people, the economy and the environment. ESDGC aims to challenge learners to see how they can contribute to the lives of others.

'FP' – The Foundation Phase is a developmental curriculum for three to seven-year-olds. It encourages children to be creative, imaginative and to have fun while making learning more effective.

'FSM' – Free School Meals.

'Gwella' - Gwella is the Church in Wales body which oversees the Section 50 inspection of Church in Wales schools. It reports to the Church in Wales Advisory Council on Education (CWACE), and works with the National Society

'ICT' – Information Communication Technology

'JRSO' – Junior Road Safety Officer

'KS2' - Key Stage 2 is the legal term for the four years of schooling in maintained schools in known as Year 3, Year 4, Year 5 and Year 6, when the pupils are aged between 7 and 11

'LA' – Local Authority which means the Vale of Glamorgan Council.

‘LAC’ – Looked After Children refers to pupils who are looked after by the local authority.

‘Number on roll’ – the number of pupils attending a school.

‘PDG’ - The Pupil Development Grant is made available by the Welsh Government to improve outcomes for learners eligible for free schools meals, eligible learners in Early Years settings where Foundation Phase is delivered and children who are looked after by the local authority.

‘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.

‘PSWBCD’ - Personal Social Development, Well-being and Cultural Diversity relates to children learning about themselves, their relationships with other children and adults both within and beyond the family, the distinctive Welsh culture and other cultures that are part of the diverse society in Wales.

‘PSHE’ - Personal, social, health and economic education

‘SA’ (School Action) – When a class or subject teacher identifies that a pupil has SEN 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 SEN 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.

‘SIG’ – groups of schools from CSC who work collaboratively on school improvement issues.

‘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 for children with special educational needs.

‘Statemented’ – A child has a Statement of Educational Need (SEN), otherwise known as Additional Learning Needs (ALN), if he or she has learning difficulties which require special educational provision to be made to him or her. 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.

‘Statutory Notice’ – A statutory notice is the formal publication of a finalised proposal. This will only be undertaken if a decision is made by Cabinet to proceed with the proposal following consideration of all the responses from the consultation process. This is a legal requirement as outlined in the School Organisation Code 2018.

Involving children in the consultation

It is important that when bringing forward proposals, governing bodies must make suitable arrangements to consult with pupils and, where possible, those pupils likely to attend the school. The governing body firmly believes that the pupils of St David's CIW Primary School should be given the opportunity to make their views known about this proposal.

A consultation workshop will be held with the school council of St David's CIW Primary School to gather their views about the proposal. The information gathered at this session will be included in the final consultation report which will be considered by the governing body.

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

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

Parents/carers and guardians of pupils at the school and the community are invited to attend the drop in session where you can ask any questions about the proposal.

We will always ask that you complete a consultation response form as we can only accept views in writing.

The date and venue for the drop in session will be displayed by the school via the school website.

We have also arranged meetings for staff of the school.

This document and further supporting information can also be found on the school and Vale of Glamorgan Council website: www.valeofglamorgan.gov.uk/Expanding-St-Davids-CIW-Primary

Any updates can also be found on social media through the school's Twitter feed @StDavidsCIW

Details of the consultation meeting dates are given below:

Nature of consultation	Date/Time	Venue
Staff meeting	Thursday 7 February 2019, 4pm	St David's CIW Primary School, Colwinston, Cowbridge, CF71 7NL
Governors' meeting	Thursday 7 February 2019, 6pm	St David's CIW Primary School, Colwinston, Cowbridge, CF71 7NL
Parent and Community drop in session	Thursday 7 February 2019, 8.45am - 10.30am 2.30pm – 4pm	St David's CIW Primary School, Colwinston, Cowbridge, CF71 7NL
Pupil Engagement Session	Thursday 14 February 2019	St David's CIW Primary School, Colwinston, Cowbridge, CF71 7NL
Parent and Community drop in session	Tuesday 19 February 2019, 5pm – 7pm	St David's CIW Primary School, Colwinston, Cowbridge, CF71 7NL

Table 2 - Staff, Governor and Parents meetings

Your Views Matter

The consultation period will run from **28 January 2019** to **15 March 2019**. 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 on line response form at:
<https://www.snapsurveys.com/wh/s.asp?k=154765165305>
- Email your response to: stdavidsp@valeofglamorgan.gov.uk
- 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. You can also contact us on 01656 656447 for further information on the proposal.
- Complete the consultation response form at the end of this document and send to:

St David's Church in Wales Primary School
Colwinston
Cowbridge
Vale of Glamorgan
CF71 7NL

All responses given to us in writing will be considered by the governing body before it decides whether or not to publish a statutory notice.

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 governing body.

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 in the Statutory Process Timetable on page 27.

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

The closing date for responses to this consultation is **15 March 2019**. Unfortunately, responses received after this date will not be considered.

Background to the Proposal

School information

St David's Church in Wales Voluntary Aided Primary School is situated in the rural village of Colwinston in the Vale of Glamorgan, serving the communities of Colwinston, Llandow and Llysworney. Historically, a school has been in situ in Colwinston Village since the late 1800s. The present school building was established in 1970 to amalgamate the three smaller parish schools

into one co-educational day school. Pupils from local villages access the school bus service which operates from Cowbridge, through Sigingstone, Llandow and Llysworney.

The school consists of a cluster, one-storey buildings, having been extended five times in the last 20 years. There are two separate demountable classroom blocks, one single and one double classroom, which are in poor condition. The main block houses the hall, kitchen, toilets, four small classrooms, a small ICT/library suite, and staff accommodation.

The school site is a good size. Outdoors the school has segregated foundation phase areas, hard and artificial soft surface areas, a large playing field, a quiet prayer/peace garden, and a designated conservation area. The school also regularly accesses the extensive community facilities across at Colwinston Village Hall, including the multi-use games area and cricket pitch.

The 158 pupils on the roll are between the ages of 3 and 11 years. 28 pupils are part time nursery pupils equating to a full time equivalent of 144. There are currently seven classes: four discrete classes in foundation phase for Nursery, Reception, Year 1, and Year 2; and three mixed age classes in key stage 2. It is possible to facilitate a discrete class each for Years 3 to 6, but this would mean converting the current ICT/library suite and part of the main hall into a classroom.

The aim of the school is to *“develop ambitious, capable learners, ready to learn throughout their lives; enterprising creative contributors, ready to play a full part in life and work; ethical informed citizens of Wales and the world; and healthy, confident individuals ready to live fulfilling lives as valued members of society.”*

The school’s mission statement is *“to be a special place, a safe place, a place of learning, a place of nurture and exploration.”* (Adopted from Llandaff Diocese)

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. The Council is expected to receive Welsh Government Band B funding through the 21st Century School Programme to replace the school in Colwinston.

The Proposal

The proposal is to expand St David’s CIW Primary School from 140 places to 210 places from September 2021.

This proposal is being considered under section 2.3 of the School Organisation Code 2018. This section refers to Regulated Alterations of a school, which includes increasing the capacity of the school by at least 25%. The 210 place school building, which is the minimum size for a school to be efficient and also the minimum size school the Council would build from a sustainability perspective, would accommodate the projected increase in pupil numbers from nearby housing developments.

A new 210 place school for St David’s CIW Primary School has been included as part of the council’s 21st Century Schools programme. It is proposed that the new school would be built on the existing site, with all staff and pupils transferring to the new building by September 2021.

Although the transferring of the school to the new building is included as part of this consultation, this is not subject to the statutory process as the transfer would be within 1.609344 kilometres (1 mile).

School Admissions

The school currently serves the Parishes of Colwinston, Llandow and Llysworney. However, not exclusively so, as according to the Trust Deed, the school can look beyond the borders of the parish for pupils.

The school currently admits a large number of pupils from Cowbridge who have access to free learner travel. St David's CIW Primary School is the nearest faith school to the new development at Darren Farm.

St David's CIW Primary School is a feeder school for Cowbridge Comprehensive School.

There are no proposed changes to the admissions arrangements as a result of this proposal.

Why are we proposing the changes?

New Housing Development

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 large scale housing developments are planned for the Vale of Glamorgan area. Planning permission has been granted for 475 dwellings on the land to the north and west of Darren Close, Cowbridge. St David's CIW Primary School is the nearest faith school to this development.

St David's Meadow, a 64 dwelling housing development adjacent to school has now been completed and the school is still admitting new families as the properties become occupied.

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 table below indicated the current numbers on roll (NOR) across all primary schools serving Cowbridge.

School	School Type	AN	School Capacity	Number on Roll (NOR) per year group at schools serving Cowbridge							Total NOR	Total Surplus Capacity
				Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
St David's CIW Primary School	VA	20	140	22	21	17	18	16	19	17	130	10

Llansannor CIW Primary School	VA	30	210	27	31	27	29	32	28	28	202	8
Y Bont Faen Primary School	EM	30	210	30	31	30	30	30	28	31	210	0
Ysgol Iolo Morgannwg	WM	30	210	20	29	21	24	24	28	27	173	37
Llangan Primary School	EM	15	111	14	20	15	15	15	13	16	108	3
St Nicholas CIW Primary School	VC	18	126	19	18	18	19	18	18	19	129	-3
Total												

Table 3 - Number on Roll per year group at Jan 19 PLASC

The above table indicates there is limited availability for primary spaces in Cowbridge.

The Cowbridge development in total is projected to yield around 48 nursery, 132 primary, and 99 secondary school pupils.

The demand for schooling required for the 132 primary age children emanating from the development, based on current demand in the area, would result in 69 pupils requiring Church in Wales education.

In order to ensure St David's CIW Primary School is able to meet anticipated future demand for Church in Wales education, the capacity would need to increase.

Building fit for purpose

St David's CIW Primary School building has been categorised as being in poor condition and poor suitability. This means the school is exhibiting major defects and teaching methods are adversely affected. It would not be possible to refurbish teaching areas to fully meet 21st century standards. The school currently utilises temporary accommodation to provide sufficient space for the numbers of pupils on roll.

The school consists of a cluster of one-storey buildings, having been extended five times in the last 20 years. The three separate timber-framed and steel-clad buildings do not meet 21st Century School design guidance standards for primary schools which have been used for all new builds completed through the Councils 21st Century Schools programme. These schools comprise a fully accessible one or two storey building providing all the required educational functions within a single building set in grounds meeting current outdoor curriculum needs.

The current provision is not fit for purpose in terms of the following;

- The temporary buildings are inefficient, resulting in higher maintenance costs.
- Circulation between the extensions and even between main building classes is poor. Any movement around the school results in disruption to learning.
- Disability access and facilities require significant improvement.
- No adequate break out space for pupil interventions and wellbeing.
- In addition, the classrooms are of an uneven size making it difficult to meet the needs of the curriculum for the current number of pupils attending the school or to meet increasing

demand from new developments.

Increasing the number of school places at St David's CIW Primary School from 140 to 210 offers a more efficient and sustainable model than opening an additional 210 place Church in Wales school to serve the development near Darren Close, Cowbridge. The proposal also addresses issues with the existing St David's CIW Primary School buildings, such as the use of temporary structures. Pupils would be educated in a high quality modern building which would be able to support the delivery of a broad and balanced curriculum.

The proposals would ensure that new buildings would meet modern building standards to reduce recurrent costs and carbon emissions. The new building would meet BREEAM (Building Research Establishment Environmental Assessment Method) Excellence standards, and would be built to an EPC (Energy Performance Certificate) A rating.

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. 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.

In September 2017 a new Estyn School Common Inspection Framework was introduced for all schools across Wales. St David's CIW Primary School was last inspected in February 2012 under the old criteria which is explained below. Until 2017 Estyn evaluated a provider's effectiveness using the following four-point judgement scale:

Judgement	What the judgement means
Excellent	Very strong, sustained performance and practice Many strengths, including significant examples of sector-leading practice
Good	Strong features, although minor aspects may require improvement Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh weaknesses, but important aspects require improvement Strengths outweigh areas for improvement
Unsatisfactory	Important weaknesses outweigh strengths Important areas for improvement outweigh strengths

Table 4 – Estyn Inspection Criteria

Estyn Summary Report (February 2012)

The inspection assessed the school performance as “Adequate” and the school’s prospects for improvement as “Adequate”. Estyn reported as follows:

Current performance

The school’s current performance is adequate because:

- nearly all pupils make a good start to their learning and the majority make sound progress over time;
- nearly all pupils feel safe in school; they are happy and many develop positive attitudes to learning; and
- many pupils behave well.

However:

- many pupils do not develop their literacy, numeracy, information and communication technology and independent skills effectively across the curriculum;
- most pupils do not use their Welsh oracy skills consistently throughout the school day;
- more able pupils are not sufficiently challenged; and
- the overall quality of teaching is not good enough.

Prospects for improvement

The school’s prospects for improvement are adequate because:

- the seconded headteacher is a dynamic leader who, in a short period of time, has introduced many new initiatives;
- she has instilled a strong sense of common purpose throughout the school by creating a shared vision and caring ethos; and
- the seconded headteacher, senior management team and many staff are strongly committed to raising standards.

However:

- many of the initiatives and strategies have not had sufficient time to impact fully on standards and provision;
- the governing body’s role in monitoring standards and provision is not fully developed; and
- there is uncertainty regarding the long-term leadership and management of the school.

Recommendations

In order to improve, the school needs to:

R1 Improve pupils’ use of literacy, numeracy, information and communication technology and independent skills across the curriculum;

R2 Further promote the use of pupils’ Welsh oracy skills during the school day;

R3 Disseminate the best practices in teaching and assessment across the school;

R4 Provide more challenging learning experiences for more able pupils;

R5 Further develop the role of governors as critical friends; and

R6 Ensure the stability of the long-term leadership of the school.

All recommendations had been addressed before the Estyn Revisit (April 2013), where the school had been judged to have made good progress. The table below provides a summary of the outcome of the Estyn Revisit.

<p>R1 Improve pupils' use of literacy, numeracy, information and communication technology and independent skills across the curriculum;</p> <p>This recommendation has been fully addressed. Teachers plan the development of skills well across the curriculum. They monitor pupils' skill development regularly and identify those pupils not making good enough progress. They make sure that these pupils receive appropriate support to improve their rate of progress. Most pupils in key stage 2 know what they need to do in order to improve their skills. Pupils develop their independent learning well through entrepreneurial projects.</p>
<p>R2 Further promote the use of pupils' Welsh oracy skills during the school day;</p> <p>This recommendation has been fully addressed. The school provides useful opportunities for pupils to practice and improve their spoken Welsh throughout the school day. Many pupils speak clearly to each other and to adults to communicate information in a wide range of contexts, for example during registration and at playtimes. Most pupils talk confidently to adults with a good range of vocabulary and correct pronunciation. Many pupils listen well in order to give an appropriate response during conversation. A few pupils in the Criw Cymraeg successfully encourage younger pupils to speak Welsh on the playground. Nearly all staff provide good opportunities for pupils to use the speaking skills that they have learned in class in other situations, for example, in guided reading sessions and when choosing food at lunchtime.</p>
<p>R3 Disseminate the best practices in teaching and assessment across the school;</p> <p>This recommendation has been largely addressed. The school's managers encourage and enable teachers to work collaboratively to plan, monitor and evaluate their work and that of pupils. All teachers have good opportunities to team teach, shadow colleagues and take part in a wide range of staff training activities in the school.</p>
<p>R4 Provide more challenging learning experiences for more able pupils;</p> <p>This recommendation has been fully addressed. The school provides stimulating learning experiences that match pupils' needs well, including the more able. Teachers group key stage 2 pupils appropriately so that their skills develop at a pace that matches their needs very well.</p>
<p>R5 Further develop the role of governors as critical friends; and R6 ensure the stability of the long-term leadership of the school.</p> <p>This recommendation has been fully addressed. The governors are very familiar with all aspects of the work of the school. Members of the school council escort most governors on learning walks when they visit the school regularly and these governors get very good first-hand knowledge of the work that pupils do and the standards that they achieve. They provide detailed and informative reports on these visits to the board.</p>
<p>R6 Ensure the stability of the long-term leadership of the school.</p> <p>This recommendation has been fully addressed. The acting headteacher at the time of the last inspection was appointed to the permanent post in 2012. She provides the school with strong leadership and clear direction. She has established a culture of openness and transparency. A strong senior management team is now in place and provides effective devolved leadership.</p>

Table 5 – Estyn Revisit Summary

The inspection report for St David's CIW Primary School can be found at:

<https://www.estyn.gov.wales/provider/6733367>

and the outcome of the monitoring visit can be found at:

http://docs.wixstatic.com/ugd/0cd98f_0ab4f3a9951c426bbf4bcd5eff4113fb.pdf

The school Gwella Section 50 Church in Wales inspection can also be found on the school website.

http://docs.wixstatic.com/ugd/0cd98f_7a82f462565c46b797e03894cee7d562.pdf

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:

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.

Table 6 – Welsh Government Criteria

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.

St David's CIW Primary School – Standards and Improvement Categories			
Publication Date	Standards Grade	Improvement Capacity	Overall Category
January 2019	N/A	A	Green
January 2018	N/A	A	Green
January 2017	N/A	A	Green
January 2016	2	A	Green
January 2015	2	A	Yellow
January 2014	2	B	Yellow

Table 7 - Standards and improvement categories - January 2014 – January 2019

Of the 44 primary schools in the Vale of Glamorgan, 24 are categorised as green, 18 as yellow and 2 as amber.

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>

The intended impact on education outcomes

The proposal is to expand St David's CIW Primary School from 140 places to 210 places from September 2021.

Standards:

- In the Foundation Phase, pupils' performance for all indicators is better than the respective local authority and Wales average. Specifically, the performance at outcome 6 is significantly above the local authority and Wales averages. Across the FP, for all areas of learning, all pupils make at least expected progress and the majority make better than expected progress.
- Pupils' performance at the end of key stage 2 for all indicators is above the respective local authority and Wales average. Specifically, the performance for all 3 core subjects, at L5, is above the respective local authority and significantly above the Wales averages. 5 pupils achieved L6 in Welsh. All pupils make at least expected progress across KS2 and a minority make better than expected progress.
- The very small number of free school meal pupils achieved the expected level or higher.
- The proportion of pupils achieving a score of 85 and above (85+), in the national tests, is above the local authority and Wales averages for all 3 tests, in nearly all year groups. Similarly, the proportion of pupils achieving a score of 115 and above (115+) is above the local authority and Wales averages in nearly all year groups for all 3 tests.
- High attendance levels have been maintained for the last four years. Current attendance is 96.6% above Local Authority, Wales and CSC.
- Overall, behaviour is excellent

This proposal would improve the learning environment, reducing disruptions to learning and further positively impacting upon standards.

Wellbeing and Attitudes to Learning:

St. David's Primary is very much at the heart of the parish community and pupils wellbeing is at the heart of the school. Promoting wellbeing is a strength.

The school promotes pupils' health and wellbeing effectively. Many good opportunities are used well to ensure that pupils understand the importance of healthy lifestyles. They have access to a range of equipment that encourages exercise. Pupils feel safe in school.

Members of staff know pupils well and there are good procedures to monitor and support their social development and personal welfare. The school Buddy system and peer supporter work is instrumental in the success of pupils settling and understanding of routines

Pupil Voice Committees are well established and are linked to Enrichment afternoons, so that all children can take on some aspects of leadership roles. Most pupils are vocal in sessions demonstrating excellent empathy and understanding. The school seeks the views of pupils through the school council, suggestion boxes and questionnaires. The school takes pupils' views seriously and acts upon them whenever possible.

Learning experiences, including assemblies, promote pupils' spiritual and moral development effectively. Members of staff provide many opportunities for pupils to work and learn together, and the school develops pupils' social skills well. There is a rich provision for pupils' cultural development.

The school makes effective use of a wide range of outside agencies and specialist services, including those provided by the local authority, to support pupils with specific needs.

There are good procedures and systems for identifying, supporting and monitoring pupils with additional learning needs. Learning support assistants provide effective intervention in classes, with occasional withdrawal for additional support. Individual education plans are appropriate and are regularly evaluated and updated, in consultation with parents.

Classroom observations reveal that pupils arrive ready to learn and appear interested in their tasks and sustain concentration. There are few distractions and work is generally completed to deadlines, unless linked learning opportunities are taken.

Pupil and parent questionnaires demonstrated improved perceptions about behaviour and staff note fewer incidents are recorded in the logs. Visitors always comment upon the excellent manners and caring, respectful way that pupils treat others. They are considerate to each other, as well as unfamiliar adults. The KS2 pupils Fisher 'Feeling-attitude survey' scale and well-being scores compared very well to pupils elsewhere in Wales- above the average.

The school has been awarded a third Platinum flag and continues to meet the standards as a Fair Trade school demonstrating the commitment of staff, pupils and parents to the area of ESDGC.

This proposal would significantly improve the learning environment for pupils and staff. As good as it is, wellbeing could be further improved through the creation of break out spaces for pastoral care. Improved ICT infrastructure would contribute to positive attitudes to learning.

The move to discreet classes, as opposed to mixed year group classes, would be welcomed by pupils and parents. It would also reduce workload for teachers who currently plan two year groups work.

Teaching and Learning Experiences:

The school provides a broad and balanced curriculum, which engages pupils well and makes good use of indoor and outdoor learning. The curriculum builds well on pupils' existing knowledge. Members of staff plan learning opportunities well and match them closely to the needs of pupils.

The school aims for consistency, continuity and progression by engaging staff in whole school initiatives, sharing good pedagogy strategies and monitoring their effectiveness. A wide range of good quality teaching approaches are consistently employed. The good practice prompt for planning is well used and continually focuses teachers on the 4 purposes and 12 pedagogical principles outlined in Successful Futures.

The school makes particularly effective use of withdrawal groups for literacy and mathematics and this has a good impact on pupils' standards. Also, the school provides good learning experiences by using specialist music and physical education teachers, who also have a positive effect on pupils' standards.

Teaching is good with many lessons judged as good with excellent features. All staff in the school understand the value of sharing good practice, both within the school and with its school improvement group.

Staff effectively use video recording of lessons and peer observations to develop a shared understanding of the features of good and excellent lessons. In making their judgement for the

quality of teaching, leaders draw upon a range of first-hand evidence including, lesson observation, teachers' planning, pupils' work, and pupils' progress information.

Leaders' verify their evaluation of the quality of teaching through peer reviews and joint monitoring with the challenge adviser. School based and external moderation activities confirms that teacher assessment is consistent and accurate.

Teachers continue to develop digital learning throughout the school. LEGO Mindstorm and a wide range of media resources have enhanced the provision and skills for both staff and pupils.

School to school working remains a high priority for the school. Leaders and staff actively engage in peer reviews with its school improvement group (SIG), its church and feeder comprehensive cluster, which have helped other schools to improve their practice. The school is a lead practitioner for science working with a cluster of schools to develop reflective conclusions and further moderate assessment, the evidence in the pupils' books demonstrate the impact of this work on raising standards in science.

As a lead creative school, the school works well with other schools on developing creative DCF aspects of the curriculum. These collaborations are having a positive impact on improving staff skills, at St David's Church in Wales Primary, which in turn is leading to improved outcomes for pupils.

The school continues to foster good relationships with parents by offering a wide range of opportunities for parents to come into school including, lunch with their child, learning alongside their child and information sessions for parents on how they can support their child's learning at home.

The new school would result in 21st Century learning environments including Improved ICT infrastructure, collaborative breakout areas, outdoor learning and effective circulation which does not disrupt learning. This would enable a teaching and learning environment to better meet the needs of the new curriculum.

The proposed new building would allow for further development of a curriculum filled with rich experience that challenge children, raise attainment and develop interpersonal relationships.

The move to discreet classes, as opposed to mixed year group classes, would be welcomed by pupils and parents. It would also reduce workload for teachers who currently plan two years groups work.

Care, Support and Guidance:

The care, support & guidance needs of all pupils (including vulnerable ones) are increasingly met, with extensive policies, procedures and curriculum guidance understood and followed by all staff.

The school mission statement is "To be a special place, a safe place, a place of learning, a place of nurture and exploration". It aims to "provide a safe, nurturing and happy environment" where all children are fully protected. Compliance to agreed local policies and procedures and full partnership with other local agencies ensure that reasonable measures are taken to minimise risks of harm to children's welfare and appropriate actions are taken to address any concerns.

Policies and procedures reflect the seven core aims for children's wellbeing in Wales. The Safeguarding Coordinator has used the Estyn self-evaluation tool to ensure safeguarding arrangements meet good practice guidelines.

Pupils Committees or responsibility posts (Super Ambassadors, Ethos, Eco, Healthy Schools, JRSO, Fairtrade, School Council, peer supporters, PE monitors and Digital Leaders) are highly effective in contributing to improving standards. Pupils regularly make decisions about the life and role of the school and its community. They are instrumental in influencing what and how they learn, (jump in days, enrichment afternoons, brain builders). All pupils, including those from vulnerable groups have roles and are actively engaged in decision making. Web pages detail the impact and celebrate the achievement of awards.

Health & wellbeing is promoted through lessons, afterschool clubs and through committee activities contributing to the Healthy Schools & ActivMarc initiatives. SportsWales survey is positive, suggesting healthy interests; pupils enjoy healthy snacks and access to regular water; and parents support smoke free school and healthy lunchboxes. The Healthy Schools Committee had an integral role in providing evidence for the Phase 6 Award.

The School council fed back school improvement priorities; decided upon the charity focus; suggested ideas for afterschool clubs; made improvements to the learning environment (toilets, picnic benches & lockers), contributed to the premises health and safety audit; promoted anti-bullying weeks; and ensured pupils knew behaviour codes (creating Pupil's Guide to Good Behaviour'). Pupil decision making through UNICEF (Rights to Action) Pupil Voice Wales programme & Super Ambassadors continued to result in initiatives being led by pupils that maintained or improved standards. Incidents of bullying & discrimination are rare, but nearly all parents and pupils feel this is dealt with fairly according to the policies.

Nearly all pupils display a strong sense of right and wrong. Christian values permeate all aspects of school life and as a result the majority of pupil's social skills are perceived to be excellent. Pupils are able to engage in conflict resolution and can suggest suitable sanctions in response to poor behaviour.

Many pupils have the skills and knowledge to manage everyday life as independently as they can- evidenced particularly during adventurous residential weeks. Pupils eligible for FSM are not disadvantaged. Partnerships with local businesses ensure that families are supported financially, so that pupils can fully access all aspects of extra-curricular activities and trips. PDG is currently used to support closing the gap literacy & numeracy activities, Cluster LACPDG for growth mindset and Services grant is used for additional ELSA sessions. Standards in PSWBCD & PSHE are high. Visitors to the school or providers at trip venues always comment on the politeness and kindness of the pupils.

St David's welcomes pupils from religious and non-religious backgrounds. Each class has a spirituality area & children are encouraged to explore & ask questions about their own and others values, beliefs, feelings & emotions. The outdoor spirituality areas, Prayer Peace Garden and stewardship Eco activities encourage awe & wonder. Worship explores Christian values and beliefs. Pupils are encouraged to perform in Worship so that their talents are shared and they act as inspiration to others. The other faiths strand of the RE syllabus encourages pupils to explore cultural beliefs & values. Children from other faith / non faith backgrounds share experiences of their celebrations and beliefs, bringing in artefacts and resources from home such as special items, clothes and food.

The cultural background of pupils is used to support the curriculum. When no children from ethnic background attend the school, a rolling programme of a range of festivals are planned, supported with resources from ex parents or religious/non-religious visitors. Staff can then give authentic accounts of the attitudes, values and traditions of diverse cultures.

Pupils are beginning to demonstrate how they are ethical, informed citizens, ready to be citizens of Wales and the world.

This proposal would significantly improve the learning environment and increase facilities to support wellbeing including break out spaces for pastoral care and withdrawal for additional learning needs interventions.

Leadership and Management:

Leadership at all levels is highly effective and, as a result, nearly all pupils make good progress. Leaders and staff have developed a strong vision for the school, which they share widely with the school community. They have a clear focus on raising standards for all pupils. Leaders plan change purposefully and all stakeholders are included whenever possible, including parents' views.

The school improvement plan is clear about what the school expects to achieve, and leaders are very effective when monitoring progress towards the school's targets. Action, including the use of resources, has led to sustained improvement in outcomes in key indicators for nearly all pupils, including those eligible for free school meals and other vulnerable groups. The school has a very strong track record in implementing successfully national and local priorities to improve standards and the quality of learning and teaching. For example, the school has improved its learning environment, standards in literacy, numeracy, Welsh and science.

Self-evaluation systems are well established, rigorous and used effectively to identify areas of strength and for development. Senior leaders and staff use data at individual, class and whole school level to set challenging targets for all pupils.

Leaders monitor pupils' progress towards achieving their targets effectively through regular and rigorous progress meetings with class teachers. Analysis of pupils' progress information demonstrates that nearly all pupils make at least expected progress or better.

Deeper analysis shows that nearly all pupils with additional learning needs make at least expected progress, with many making better than expected progress in key stage 2. The school confirms these outcomes using value added measures given by Fischer Family Trust (FFT).

Year on year, there is a clear and strong link between self-evaluation, school improvement planning and outcomes for pupils.

The school has developed good systems for distributed leadership. Roles and responsibilities are clearly defined and effective. Rigorous performance management systems are in place that link clearly to raising attainment and to professional standards for teachers. Continual professional development has a high priority within the school for all staff.

Governors have a clear understanding of the school's strengths and areas for development. They make very effective use of performance and assessment information to challenge and support school leaders. Governors demonstrate a clear understanding of the challenges that variations in cohort size present when looking at three-year trends. Governors' have enhanced their contribution to the school's monitoring through planned, regular opportunities listening to learners. The governing body has achieved the national bronze award. However, they continue to attend relevant training sessions and to build their capacity to play a strong strategic role.

The school's leaders and governors give a high priority to developing the workforce. Performance management and professional development are highly successful in improving pupils' progress, classroom practice and in dealing with underperformance.

The proposed increased size of the school would better facilitate distributed leadership amongst an increased workforce. This would support continued professional development and reduce the burden of staff responsibilities often linked to schools below 210 pupils.

Targets for Improvement

- Continue to strengthen skills across the curriculum, including Welsh
- Continue to implement the new curriculum and digital competence framework

It is worth noting that the staff and community have been very successful in ensuring the learning environment and resources available to them is the best it can be. An additional benefit to this proposal is that the learning environment would require less intervention from staff enabling a greater focus on achievement and pedagogy, in line with the targets listed above.

Providing the appropriate resources and technologies to ensure we support learners to meet the objectives of the framework is therefore an important consideration in developing our plans for new school building as part of strategy for Band B of the 21st Century Schools Programme.

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 Gymraeg 2050 strategy and contributing to its ambitious target of 1 million Welsh speakers by 2050.

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

Although St David's CIW Primary School teaches predominantly through the medium of English, the high standards achieved in Welsh language contribute to the Council's commitment to encouraging bilingual speakers. St David's CIW Primary School also works in partnership with Clwb Cwtsh to host Welsh language courses for the local community.

Impact of the proposal on schools with a designated religious character

There are 17 primary schools within the Western Vale. St David's CIW Primary School is one of the seven Church in Wales primary schools.

This proposal would increase the school's capacity from 140 places to 210 places resulting in an additional 70 Church in Wales school places.

St David's CIW Primary School would maintain its strong religious character whilst catering for a larger number of pupils. Governors welcome applications for admission from a range of backgrounds. 61% of the current pupils on roll are identified as Christian.

Land and Buildings

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.

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

Maintenance costs for St David's C/W Primary School currently stand at £766,590, the fifth highest primary school backlog maintenance costs within the Vale.

School	Type of school	Condition of school building	Suitability of school building	Cost of identified repairs
St David's CIW Primary School	Voluntary Aided	Poor	Poor	£766,590

Table 9 – 2018 Condition Survey

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 as the new school would be contained within a single building.
- Break out spaces for staff and pupils.
- 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 improved disabled access.

How would other schools be affected?

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

How would Additional Learning Needs (ALN) provision be affected?

The school does not have an attached specialist resource base (SRB); it provides specialist support for children who have identified needs in an inclusive setting within the school.

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

2017		St David's CIW Primary School	LA	Wales
Percentage of ALN Pupils	School Action	8%	8.7%	14.2%
	School Action Plus	5.6%	5.2%	10.4%
	Statemented	1.6%	0.4%	2.4%

Table 10 - Outline of ALN need for children of compulsory school age PLASC January 2017

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

What are the potential advantages of these proposals?

Expanding the school and relocating to a new school building would;

- Enable the school to further improve while catering for a greater pupil population.
- Provide innovative and creative learning environments which are adaptable to change and would challenge and support children to reach their full potential and better able to respond to new curriculum changes.
- Provide innovative and creative learning environments which are adaptable to change and would challenge and support children to reach their full potential.
- The proposed increased size of the school would better facilitate distributed leadership amongst an increased workforce. This would support continued professional development and reduce the burden of staff responsibilities often linked to schools below 210 pupils.
- Increase the level of community access and interaction through the use of the school's educational facilities whilst meeting the needs of the school.
- Provide 21st century learning environments, replacing a school building that is not fit for purpose.
- 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.

What are the potential disadvantages of these proposals?

- As the existing site is proposed for the new build, there is potential for disruption during the construction phase. The school would be unable to access the playing field and conservation area. The school would work closely with the construction team to limit disruption as was the case with the adjacent housing development. The school currently utilises the outdoor community facilities at the Village hall. It is anticipated that this could complement the hard standing areas.

Transition plan if the proposals are approved

The proposal would result in all pupils and staff transferring to the new school site by September 2021. A phased approach would be adopted for the increased capacity with the admission number increasing to 30 for 2021/22 reception intake. Capacity would not reach 210 until 2028/29.

Risks associated with the proposals

The Council has secured 85% of funding for the proposal under Band B of the Welsh Government 21st Century Schools Programme subject to approval of a business case.

Alternatives considered

Maintaining the status quo

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

- This option does not address the current building issues at St David's CIW Primary School, which has been deemed as not fit for purpose.
- This option would not provide 21st century learning environments at St David's CIW Primary School to meet the needs of the new curriculum.
- There would be no additional school places to accommodate the additional pupils as a result of the development near Darren Farm, Cowbridge.

Finance – capital investment

Subject to the approval of this proposal, a significant capital investment would be made to establish a new school building for St David's CIW Primary School. The Council would manage the process and the governing body, staff, parents and pupils of St David's CIW Primary School 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 £4.185 million. The Council is expected to receive £3.557 million in Welsh Government Band B funding through the 21st Century Schools Programme for this project. The additional £0.628 million would be funded by the Council and is within the Council's Capital Programme. Section 106 funding would be utilised from the local housing developments.

Finance – running costs

Additional revenue funding would be required to meet the operational costs of the new school. The additional revenue costs of the increased pupil numbers would be met through the school funding formula which allocates the majority of funding for schools on the basis of pupil numbers.

Human Resources

It is not anticipated that there would be any adverse impacts for staff as they would simply transfer to a new building on their existing contracts. This proposal would lead to an increase in employment opportunities at the school as additional pupil numbers would lead to an increase in future staffing levels. The proposed increased size of the school would better facilitate distributed leadership amongst an increased workforce. This would support continued professional development and reduce the burden of staff responsibilities often linked to schools below 210 pupils.

If transfer to the new school site takes place, the governing body and headteacher would need to develop an increased staffing structure for the increase in pupil numbers from September 2021. Any proposed changes to staffing would be subject to full consultation with staff and the relevant trades unions where necessary.

The Vale of Glamorgan Council fully supports 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

Equality impact assessment

An Equality Impact Assessment will be carried out on completion of this consultation and will be published alongside the Consultation Report.

Considering community impact

According to the School Organisation Code 2018 there is no requirement to undertake a Community Impact Assessment for a regulated alteration. However, the school is committed to engaging with the local community to identify potential impacts and prior to this document met with local Community Councils. The meeting was very productive with the Community Councils indicating their commitment to supporting the process throughout to create a better environment for the staff, pupils, parents, and members of the local community.

In order to ensure members of the community were able to raise questions during the consultation process, an evening drop in session has been established. This will take place on 19 February 2019 between 5pm and 7pm.

There is concern within the community that this proposal would result in increased traffic into the area. Should the governing body agree to progress with this proposal, the Council's 21st Century Schools team would appoint a contractor to undertake the build process 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. Prior to the submission of a planning application, a full transport assessment would be undertaken. The Community Council advised that there is S106 contribution available for improvements to the highway which would be factored in within the design of the new school building.

Disruption during the build of the new school would be managed to limit disruption to staff, pupils and local residents. There would be open communication channels between the school, Council and construction team. Mitigating actions would be put in place, such as restricting delivery times.

One of the key objectives of the 21st Century Schools Programme is making assets available for community use where demand exists, to optimise the infrastructure and resources for public services. This would include new internal spaces, as well as outside sports facilities.

Whilst the school gradually increases in capacity there would be additional space within the new school which could be utilised by the community as well as additional space for pupils.

Outline of the statutory consultation process

Outline of the statutory consultation process	
Steps	Description
Step 1: Develop a proposal	An initial proposal will be developed and considered by the school's governing body, as well as the diocese. Section 2 of the School Organisation Code outlines when the statutory procedure is required.
Step 2: Consultation	A consultation document must be published on the school's website. The consultation document must be published on a school day and consultees must be given at least 42 days to respond to the document, with at least 20 of these being school days. Stakeholders identified in section 3.4 of the School Organisation Code must be notified by letter/email.
Step 3: Consultation response report	Feedback submitted during the consultation period will be considered and a response report will be developed and presented to the governing body for consideration.
Step 4: Governing Body Consideration	The governing body 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.
Step 5: Statutory notice	The statutory notice must be published on a school day and as outlined in section 4.1 of the School Organisation Code.
Step 6: 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 7: Objection report	Under section 49 of the 2013 Act 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 8: Consideration	If any objections have been received during the objection period the full proposal must be referred to the local authority for determination.
Step 9: Decision letter	Confirmation of the decision and objection report availability will be issued to stakeholders.

Table 11 – Overview of consultation process

Key dates

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

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

Statutory Process	Timescale
Issue consultation document	28 January 2019
Closing date for views on the proposals	15 March 2019
Consultation report considered by the governing body and published on the school's website	April 2019
Subject to approval, Statutory notice issued during which time formal written objections will be invited	April 2019 – May 2019
End of Statutory Notice Period	May 2019
Determination with objection report.	July 2019
Decision notification	July 2019
Proposal implemented	From September 2021

Table 12 - Timetable for consultation

The proposed timetable may be subject to change

Consultation period

The consultation period for this proposal starts on Monday 28 January 2019 and ends on Friday 15 March 2019. See page 6 and 7 for further details of how to respond and make your views known.

Statutory Notice

The statutory notice would be published on the school and Council website and posted at or near the main entrance to St David's CIW Primary School. Copies of the notice would be distributed to pupils, parents, guardians, and staff members. 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.

Determination of the proposals

If any objections have been received during the objection period the full proposal must be referred to the local authority for determination.

Decision Notification

Following determination of proposals all interested parties will be informed of the decision which will be published electronically on the school and Vale of Glamorgan Council website.

Frequently Asked Questions

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

It is proposed that the new school would be open for September 2021.

What is the intended timescale for the development of the new school building?

In order to achieve the above timescales, building work is likely to commence from July 2020. Contractors would be appointed prior to this for design development and planning. A full planning application would be submitted for the new building.

How would the movement of resources be managed into the new school building?

The Council's 21st Century Schools team would manage the movement of resources into the new building. Previous projects have utilised INSET days either side of a weekend or school holiday break to provide staff with sufficient time to establish the environment ready for teaching and learning.

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.

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.

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

It is proposed that the new school building is built on the existing site which would result in some disruption for staff, pupils and local residents during the construction phase. The school would work closely with the Council's 21st Century Schools Team to limit disruption through restricting delivery times and working collaboratively with the site manager. A similar approach has been adopted throughout the construction of the recent St David's Meadow development, located in close proximity to the school.

Would contingency arrangements be put in place during the construction of the new school to ensure pupils are able to access outdoor space?

As the proposed new build would be built on the existing site, the school would lose outside space during the construction phase. During this time, the school would work closely with the 21st Century Schools team to ensure pupils have access to sufficient outside space and the curriculum is not compromised. The school currently uses the nearby community play facilities for sport which would continue throughout the construction phase. The school would work closely

with the construction team to ensure pupils are involved throughout the process and the curriculum is enhanced through regular site visits.

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

On the proposal to expand St David's Church in Wales Primary School from 140 places to 210 places to meet future demand for Church in Wales education.

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

- completing the online response form at <https://www.snapsurveys.com/wh/s.asp?k=154765165305>

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 15 March 2019. Unfortunately no responses received after this date can be considered.

Consultation responses will not be counted as objections to the proposals, although considered by the governing body 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:

Postcode:

Email Address:

Date:

Please tell us whether you are responding as:

- | | | | |
|--------------------|--------------------------|---------------------------|--------------------------|
| 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"/> | | |

On the proposal to expand St David's Church in Wales Primary School from 140 places to 210 places to meet future demand for Church in Wales education.

Questions

1. Do you support the proposal to expand St David's Church in Wales Primary School from 140 places to 210 places to meet future demand for Church in Wales education?

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.

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

St David's Church in Wales Primary
Colwinston
Cowbridge
Vale of Glamorgan
CF71 7NL

Please return this form to the school by no later than 15 March 2019

Notes on Consultation Document