

Meeting of:	Cabinet
Date of Meeting:	Monday, 23 March 2020
Relevant Scrutiny Committee:	Learning and Culture
Report Title:	School Admission Arrangements 2021/2022
Purpose of Report:	To advise Cabinet of the outcome of the consultation exercise undertaken on school admission arrangements for Community Schools in accordance with the Education (Determination of Admission Arrangements) (Wales) Regulations 2006
Report Owner:	Deputy Leader and Cabinet Member for Education and Regeneration
Responsible Officer:	Paula Ham, Director of Learning & Skills
Elected Member and Officer Consultation:	<p style="text-align: center;">Officers Consulted</p> <p style="text-align: center;">Trevor Baker: Head of Strategy, Community Learning & Resources Lisa Lewis: Operational Manager, Strategy & Resources Mike Matthews: Strategic Planning Officer</p> <p style="text-align: center;">Committee Reports</p> <p style="text-align: center;">Public consultation with all interested parties has been carried out, in accordance with legislation.</p>
Policy Framework:	This is a matter for Executive decision by Cabinet
<p>Executive Summary:</p> <ul style="list-style-type: none"> The purpose of this report is to advise Cabinet of the outcome of the statutory consultation on the school admission arrangements for the academic year 2021/22 for admission to Community Schools in accordance with the Education (Determination of Admission Arrangements) (Wales) Regulations 2006. The Council received 126 responses by the closing date of 3 February 2020. Of the 126 individual responses 67 consultees were in support of the proposals and 59 were opposed. A summary of the key themes and issues raised during the consultation exercise is included in the consultation report attached at Appendix C. The Council has a statutory duty to consult on school admission arrangements annually and to determine the arrangements for 2021/22 following appropriate consultation by no later than 15 April 2020. 	

Recommendations

1. That Cabinet considers this report, the consultation report and other appendices included as part of this report.
2. That Cabinet approves the School Admissions Policy at Appendix A and proposed changes to secondary school catchment areas for 2021/22, ensuring that the statutory requirement to determine the policy by 15 April 2020 is met.

Reasons for Recommendations

1. To ensure that all relevant information is considered by Cabinet in reaching a decision on the proposed arrangements.
2. The Council is required to review school admission arrangements annually and to keep school catchment areas under review. The arrangements must be determined by the 15 April 2020 following appropriate consultation.

1. Background

- 1.1 Cabinet met on 2 December 2019 to consider a report on the proposal to consult on the local authority's school admission arrangements (Appendix A) as required by the Welsh Government's School Admission Code issued in July 2013. The report was also referred to the Scrutiny Committee (Learning and Culture) as part of the consultation. Agreed admission arrangements must be in place in order to determine the allocation of places for the academic year 2021/22.
- 1.2 The Council has a statutory duty to consult with:
 - The governing body of the relevant schools
 - All neighbouring local authorities
 - Admission authorities for all other maintained schools in the relevant area
 - Governing bodies of all other schools in the relevant area (i.e. community and voluntary controlled schools which do not have delegated admission powers).
 - In the case of schools with a religious character, such body or person representing the religious denomination in question.
 - The Council should also consult with parents and the Admissions Forum where a significant change is proposed
- 1.3 As this proposal was considered to be of significant change, the admissions Forum and the parents of 11,290 children currently attending Vale of Glamorgan primary schools were consulted during the exercise.
- 1.4 The School Admissions Policy was issued for consultation on 11 December 2019. Responses were required by 3 February 2020.
- 1.5 The Council is required to produce a draft School Admissions Policy each year for the subsequent school year's admission round detailing school admission arrangements for all maintained schools in its area. The policy for 2020/21 can

be found within the Council's Parental Guide to School Admissions which is available on the Council's website.

2. Key Issues for Consideration

Consultation

- 2.1** The Consultation Document outlining the proposed changes to the existing Vale of Glamorgan Admissions Policy is attached at Appendix B.
- 2.2** The Council has a statutory duty to consult on school admission arrangements annually and to determine the arrangements for 2021/22 following conclusion of the consultation by no later than 15 April 2020. In the event that Cabinet do not approve the proposed School Admissions Policy and catchment area changes for 2021/22, the existing arrangements agreed for 2020/21 would be adopted for the academic year 2021/22 in order to ensure that the statutory requirement to determine the policy by 15 April 2019 is met.
- 2.3** The key changes proposed as part of this consultation included:
- For primary arrangements, a proposed change to the distance criteria used for allocating places when catchment area applications exceed the number of places available. Current arrangements prioritise those living furthest away from an alternative school with a place, the proposed change will prioritise those living closest to a primary school where the number of applications within catchment exceeds places available. The change would support attendance at a local school.
 - Continuation of a coordinated admissions pilot programme in partner voluntary aided schools in order to promote a fairer, more equitable system of allocating places was also proposed. The coordinated admissions programme will be reviewed after the conclusion of the September 2020 reception admissions round with a view to extending the programme to other voluntary aided schools for 2021/22 on a voluntary basis.
 - Secondary school catchment area review in order to align secondary catchment areas to better match demand to the capacity of secondary schools. There is sufficient capacity overall in the Vale of Glamorgan to meet the needs of the future secondary school population, but catchment areas are imbalanced. Demand from within some school catchment areas is considerably less than the school is able to accommodate whilst in other catchment areas demand is in excess of the school capacity. The proposed revisions to school catchment areas are summarised as follows:

Barry Area

- Pencoedtre High School:
 - Transfer of the Gwenfo area into St Cyres school catchment area.
 - St Cyres School has the capacity to accommodate extra areas and pupil demand into their catchment areas.

- The revision will provide a better balance of school places to meet future demand for parents living in the Pencoedtre High School catchment area requiring a school place.
- Whitmore High School:
 - Transfer the Rhoose area into Cowbridge Comprehensive School catchment area.
 - Removal of the dual catchment area status of Rhoose to Barry and Llantwit so that it's realigned to Cowbridge Comprehensive.
 - The revision will provide a better balance of school places to meet future demand for parents living in the Whitmore school catchment area requiring a school place.

Cowbridge Area

- Cowbridge Comprehensive School:
 - Increasing the catchment pupil population size by incorporating the area of Rhoose into the school catchment area.
 - The current secondary pupil catchment population is small relative to the size of the catchment area with scope to increase its size.
 - The revision will provide a better balance of school places and will meet future demand for parents living in the Cowbridge Comprehensive School catchment area requiring a school place.

Llantwit Major Area

- Llantwit Major School:
 - Transfer the Rhoose area into Cowbridge Comprehensive School catchment area.
 - A further 270 English medium primary children are likely to enter the secondary school system in future as a result of housing allocations in the Llantwit area outlined in the Council's Local Development Plan (LDP) that have not come forward for development to date. The developments are also anticipated to introduce a further 241 pupils of secondary school age into the system. It is uncertain as to when interest in the sites is likely to take place but a reduction in the catchment area would provide flexibility to manage these future housing developments.
 - The revision will provide a better balance of school places to meet demand for parents living in the Llantwit Major School catchment area requiring a school place.

Penarth Area

- Stanwell School
 - The school are their own admissions authority. The Council have not been made aware of any plans to alter the school catchment area.
- St Cyres School:

- Increasing the catchment pupil population area size by incorporating the Wenvoe, Penarth and Sully areas into the school catchment area.
- The current secondary pupil catchment population is small relative to the size of the catchment area with scope to increase its size.

The revision will provide a better balance of school places and will meet demand for parents living in the St Cyres School catchment area requiring a school place.

- 2.4** A summary of key themes and issues raised during the consultation exercise is included in the consultation report attached at Appendix C. Individual responses to the consultation are available for Members to consider in the members room or available from the service Directorate, on request.
- 2.5** Consultation has taken place with prescribed consultees and a range of individuals, the details of which are attached in the consultation document at Appendix C, page 2.
- 2.6** Along with the consultation report, an Equality Impact assessment is included at Appendix D for Members to consider alongside the consultation report.
- 2.7** Council officer’s ensured appropriate time was made available to ensure meaningful, relevant and transparent engagement with stakeholders as part of the consultation process. This was achieved by ensuring that all consultees were given details of the proposal and clear guidance on the methods of communicating with the Council on this matter.
- 2.8** Respondents were encouraged to submit their views in writing to the Council for consideration as part of the consultation report attached at Appendix C. Respondents had the option to respond via post, email or electronic survey hosted online.
- 2.9** The table below provides a breakdown of the responses:

Support proposal	67
Do not support proposal	59
Total	126

- 2.10** A number of key themes were highlighted in favour of the proposal. These included:
- The proposed boundaries for catchment areas seems to be fair, especially considering the new housing developments in the Vale of Glamorgan.
 - Keeps Rhose as a community with one catchment.
 - Help ensure Rhose does not get fragmented.
 - Will ensure that children go to school in their local areas.
 - Proposal had environmental and financial benefits.
 - Will ensure fairness for Rhose and Llancarfan pupils.
 - Enables commitment to Llancarfan to be maintained.
 - Proposal looks well considered and fit for the future schools’ programme

2.11 A number of key themes were highlighted in opposition to the proposal. A short summary is included below for reference, however full details and complete responses for all identified themes both in favour and opposed to the proposal are included for Members consideration in Appendix C.

- **Theme** – The proposal would separate children from friendship groups.

Response – The proposed changes do not mean that children living outside of a secondary school's catchment will not be able to apply for and secure a place at a secondary school.

- **Theme** - Siblings already in a school should be a significant factor for admission policies.

Response – The Council's admission criteria provides priority for sibling connections over children living outside the catchment area with no sibling connection.

- **Theme** – When altering intakes to schools more than 2 year's notice should be given so people can consider which school their children will go to.

Response – Deferring the proposal would mean that the impact of any proposed change would come into effect at a later date than is required as a result of the increased demand for school places created by housing developments and population growth.

- **Theme** - Out of County children are being prioritised over Vale of Glamorgan residents.

Response – The proposed changes would ensure that schools appropriately serve their catchment areas.

- **Theme** – Proposal limits parental choice of schools.

Response – Parents will still be able to exercise parental preference and apply for places at their preferred school.

- **Theme** – Concerns raised about additional travel arrangements.

Response - Transport arrangements would continue to be planned effectively to ensure that any cost or environmental impacts are minimalised.

- **Theme** - The proposal is a change to the agreed catchments for Whitmore and Pencoedtre High Schools.

Response – The Council's admission arrangements are subject to annual review and consultation as well as changes in legislation and are therefore subject to periodic change.

- **Theme** – Concerns about including Rhoose within the catchment area for Cowbridge rather than Wick.

Response – The inclusion of Wick would not yield sufficient pupils to reduce future demand for places at Llantwit Major and Whitmore High School.

- **Theme** – The proposal rejects the ethos of the Barry transformation process and significantly disadvantages Pencoedtre High School.

Response - By including the geographical area of Wenvoe in the St Cyres catchment area, it is anticipated that this would allow a revised catchment area of Pencoedtre to better support the increasing Barry population although it is acknowledged that parental preference may not change significantly as a result of this proposed change.

- **Theme** – It was unfair that only people from Penarth and Sully get into Stanwell straight away.

Response - The Council has no control over admissions to Stanwell school. Stanwell is a foundation school and the governing body are the admission authority.

- **Theme** – A child has to walk to Pencoedtre although Whitmore is closer.

Response - The proposed catchment areas for Pencoedtre and Whitmore High Schools would still serve the same areas of Barry as they currently do, these areas have not changed.

- **Theme** – It was not necessary to change the existing arrangements.

Response - A remodel was necessary as demand from within some school catchment areas is considerably less than the school is able to accommodate whilst in other areas catchment demand is in excess of the school capacity.

- **Theme** – Not comfortable extending Cowbridge catchment area when there are huge housing developments in the current catchment.

Response - Cowbridge Comprehensive School has the capacity to increase its catchment population to include other areas and new housing developments planned within the catchment area.

- **Theme** –The Chairs of the Governing Bodies of Whitmore and Pencoedtre High Schools believe the proposal is not aligned to the agreed programme relating to and the Barry Co-educational Transformation Project.

Response – Admission arrangements are subject to annual review to ensure that they meet the needs of the local community. The analysis demonstrates that the change would have a minimal impact on the schools. The initial agreed programme has been subject to change, including creating a new build for Pencoedtre High School.

Equality Impact Assessment

2.12 A copy of the Equality Impact Assessment in this case is attached at Appendix D. No negative impacts have been identified as a result of this proposal.

- The findings of the Equality Impact Assessment are summarised below for each of the protected characteristics:
- Age – Positive impact. As this proposal has been put forward to support the council to ensure the provision of sufficient places for children of secondary school age, the proposal would provide a positive impact for children.
- Disability – Positive impact. The admission criteria proposed requires pupils with special educational needs, when a particular school is named as the most

appropriate setting, to be admitted before applying the oversubscription criteria. The proposal will therefore provide a positive impact for pupils with special educational needs.

- Gender reassignment, including gender identity – Neutral impact. Gender reassignment is not recorded for Primary age pupils however individual pupils choosing to live other than at their birth gender are supported within all schools. All children would continue to receive a high quality education regardless of gender identity.
- Marriage and civil partnership – Neutral impact. The pupils affected by this proposed change in policy are below the legal marriage age.
- Pregnancy and Maternity – Neutral impact. It is considered that there will not be a negative impact on pupils in this protected group as there is a minimal likelihood of pupils falling within this protected group due to the age of the pupils on their transfer to secondary school. The provision of education for any pupil falling within this protected group would remain unaltered by the proposal.
- Race – Neutral impact. None of the respondents indicated that this proposal would have an adverse impact on their status in this regard. Based on the policies in place that would not change as a result of the proposal, this proposal would have a neutral impact on people in this protected group.
- Religion and belief – Neutral impact. The teaching of respect for all religious and non-religious beliefs is provided at all community maintained schools and it is not proposed that this would change due to this proposal. Admission to the catholic secondary school, St Richard Gwyn, will not be impacted by this proposal as admission decisions for this school would remain a decision for the governing body.
- Sex – Neutral impact. All of the community maintained schools are coeducational therefore parents of children of both sexes would be offered the same opportunity to apply for the school of their choice. There would be no different methods of teaching or curricula for either sex.
- Sexual orientation – Neutral impact. Sexual orientation for the cohort concerned with this proposal is not recorded. Inclusivity and respect of others is an intrinsic element of the national curriculum at all community maintained secondary schools. Based on the policies in place that would not change as a result of the proposal, this proposal would have a neutral impact on people in this protected group.
- Welsh language – Neutral impact. As Ysgol Bro Morgannwg is the only school providing Welsh medium secondary education in the Vale of Glamorgan, this school is considered to be the catchment Welsh medium school for the whole geographical area of the Vale of Glamorgan. None of the respondents indicated that this proposal would have an adverse impact on their status in this regard. Based on current evidence, this proposal would therefore have a neutral impact on people in this protected group.
- Human rights – Positive impact. This proposal has been presented in order to address the right of access to education at an appropriate school, as close as possible to the child's home address. None of the respondents indicated that this proposal

would have an adverse impact on their status in this regard. Based on current evidence, this proposal would have a positive impact on people in this protected group as it is intended that all pupils will be able to be educated at a secondary school within the Vale of Glamorgan providing an application is made at the appropriate time.

3. How do proposals evidence the Five Ways of Working and contribute to our Well-being Objectives?

3.1 The Well-being of Future Generations Act 2015 (“the 2015 Act”) requires the Council to think about the long-term impact of their decisions, to work better with people, communities and each other and to prevent persistent problems such as poverty, health inequalities and climate change.

3.2 To make sure we are all working towards the same purpose, the 2015 Act puts in place seven well-being goals on the Council. The 2015 Act makes it clear the listed public bodies must work to achieve all of the goals, not just one or two, these being:

- A prosperous Wales
- A resilient Wales
- A healthier Wales
- A more equal Wales
- A Wales of cohesive communities
- A Wales of vibrant culture and Welsh Language
- A globally responsible Wales

3.3 This proposal contributes to achieving the wellbeing goals by;

- Ensuring an efficient supply and demand of school places across the Vale of Glamorgan through effective forecasting of future demand;
- Ensuring that wherever possible children can attend a local school within walking distance;
- Ensuring all pupils have every opportunity to attain the best possible outcomes;
- Contributing to a healthier Wales by supporting sustainable travel strategies;
- Delivering rigorous consultation. All comments are available to all decision makers as part of the process for consideration; and
- Ensuring that schools serve the educational needs of their local communities as part of the school admissions process

3.4 The 2015 Act imposes a duty on all public bodies in Wales to carry out “sustainable development”, defined as being, "The process of improving the economic, social, environmental and cultural well-being of Wales by taking action, in accordance with the sustainable development principle, aimed at achieving the well-being goals." The action that a public body takes in carrying

out sustainable development includes setting and publishing well-being objectives and taking all reasonable steps in exercising its functions to meet those objectives.

3.5 The 2015 Act sets out five ways of working needed for the Council to achieve the seven well-being goals, these being:

- The importance of balancing short-term needs with the needs to safeguard the ability to also meet long-term needs.
- Considering how the Council's objectives impact upon each of the wellbeing goals listed above.
- The importance of involving people with an interest in achieving the well-being goals and ensuring that those people reflect the diversity of the area which the Council services.
- Acting in collaboration with other persons and organisations that could help the Council meet its wellbeing objectives.
- Acting to prevent problems occurring or getting worse.

3.6 The Council has committed as part of the Corporate Plan 2016-20 to achieving a vision of 'Strong Communities with a Bright Future'. This plan is reflective of the Welsh Government's Well-being of Future Generations Act and is comprised of a number of Well-being objectives to deliver this vision.

3.7 Well-being Outcome 3, 'An Aspirational and Culturally Vibrant Vale' is specifically linked to education. We have prioritised the need to raise standards of achievement as one of our well-being objectives. We are proud of the Vale of Glamorgan and our place in Wales and that the use of the Welsh language is growing in the Vale. We respect and value diversity within our communities and recognise the importance of promoting equality of opportunity. We also appreciate our unique heritage and culture and the importance for people of all ages to enjoy a range of activities and to have the opportunities to be creative. We have therefore identified valuing culture and diversity as one of our eight well-being objectives.

3.8 Details of the relevant objectives are listed below:

Well-being Outcome 3: An Aspirational and Culturally Vibrant Vale

- The proposed School Admissions Policy contributes to the Council's wellbeing outcome: an environmentally responsible and prosperous Vale by ensuring that wherever possible pupils are educated in a school close to their home address.

3.9 This proposal has met the five ways of working by;

- Responding to the need to ensure that there is a well-managed balance of supply and demand of school places within the Vale of Glamorgan. It is recognised that the changing demographics in the Vale of Glamorgan will significantly affect the demand for our services. Short term and long term need, and the assessment of demographic increases is an important aspect of the Councils strategic planning responsibilities.

- Contributing towards a healthier Wales by supporting sustainable transport strategies.
- Delivering rigorous consultation with open communication channels and numerous opportunities for stakeholders to engage throughout the process.
- Ensuring that schools serve the educational needs of their local communities as part of the school admissions process.
- This consultation is in part a response to population increase across the Vale of Glamorgan. The proposed changes to admission arrangements and school catchment areas will promote fair access to school places and support more children to be able to attend.

4. Resources and Legal Considerations

Financial

- 4.1** Secondary age pupils are entitled to free school transport if they live three or more miles to their nearest or catchment area school.
- 4.2** The proposed changes to secondary school catchment areas will result in increased transportation costs for pupils residing three miles or more by securing new contract vehicles and routes.
- 4.3** It is estimated that the cost of additional transport requirements will be in the region of £85,000 rising to £114,000 per annum over an initial four year period as pupil numbers requiring transport increase each year from those areas and where the Council has an obligation to honour existing transport arrangements for those pupils affected by the changes. This may reduce if pupils from within Stanwell's feeder areas continue to attend Stanwell School but this is difficult to predict at present.
- 4.4** A saving of £31,730 will be achieved by the discontinuation of school transport from the Rhoose area to Whitmore High School. The Council has an obligation to honour existing school transport arrangements for those pupils affected by the changes, the full effect of savings will be realised in around 5 year's time.
- 4.5** In the long term the net increase to transportation arrangements after existing transport arrangements are honoured and savings realised will be around £53,270 per annum, rising to £60,730 over the initial four year period. This may reduce if pupils from the Sully area do not attend Stanwell School. The cost will be funded from within existing budgets.

Employment

- 4.6** There are no employment

Legal (Including Equalities)

4.7 Part 1 of the Education Act 1996 (“the 1996 Act”) imposes a number of general duties on all local authorities in Wales. The general duty in section 13 of the 1996 Act is to contribute (so far as the Council’s powers enable them to do so) towards the spiritual, moral, mental and physical development of the community by securing that efficient primary education and secondary education are available to meet the needs of the population of their area.

4.8 Section 13A(3) of the 1996 Act states that a local authority in Wales must ensure that their relevant education functions and their relevant training functions are exercised by the authority with a view to promoting high standards, and promoting the fulfilment of learning potential by every person to whom the subsection applies, including those who are of compulsory school age or are below school age and are registered as pupils at schools maintained by the authority.

(1) The Well-being of Future Generations (Wales) Act 2015

4.9 The Well-being of Future Generations (Wales) Act 2015 (‘the 2015 Act’) sets out new ways of working – of planning and making decisions – for local authorities and other public bodies it lists. The aim is that, by improving these things, the overall well-being of Wales will be better improved by the things public bodies collectively do. The Act and the statutory guidance makes it clear that local authorities must, in the course of their corporate planning and their delivery against those plans:

- balance short term needs against the ability to meet long term needs;
- think about the impact their objectives have on other organisations’ objectives, and on the well-being of Wales, in an integrated way;
- involve in those processes people who reflect the diversity of the population they serve;
- work together collaboratively with other organisations to better meet each other’s objectives; and
- deploy their resources to prevent problems from getting worse or from occurring in the first.

4.10 The statutory guidance, for organisations subject to the Act, sets out the expectations for how the duties should be met:

<http://gov.wales/topics/people-and-communities/people/future-generations-act/?lang=en>

4.11 The Act itself is available to view online:

<http://www.legislation.gov.uk/anaw/2015/2/contents/enacted>

4.12 Current practice on the use of surplus school accommodation, Information document No 158/2014

(2) School Standards and Framework Act 1998

4.13 Sections 88 and 89 of the School Standards and Framework Act 1998 as amended by the Education Act 2002 and the Statutory School Admissions Code 2013 determines that the Admission Authorities shall, before the beginning of each school year, determine in accordance with the Act the admission arrangements which are to apply for that year. The Education (Determination of Admission Arrangements) (Wales) Regulations 2006 set out the procedure which the Admission Authorities should follow when determining their admission arrangements, including the consultation and notification process as well as timescales. This report reflects these requirements.

(3) Public Sector equality duty

4.14 The public sector equality duty (see section 149 of the Equality Act 2010) came into force in April 2011. Public authorities like the Council are required, in carrying out their functions, to have due regard to the equality needs set out under s.149 of the Equality Act 2010 to:

- eliminate discrimination (both direct and indirect), harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; and
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

4.15 Direct discrimination occurs if, because of a protected characteristic, a local authority treats a person less favourably than it treats or would treat others.

4.16 Indirect discrimination occurs if a local authority applies to a person a provision, criterion or practice which is discriminatory in relation to a relevant protected characteristic of that person (“B”). A provision, criterion or practice is discriminatory if:

- The local authority applies, or would apply it, to persons with whom B does not share the characteristic;
- It puts, or would put, persons with whom B shares the characteristic at a particular disadvantage when compared with persons with whom B does not share it;
- It puts, or would put, B at that disadvantage, and
- The local authority cannot show it to be a proportionate means of achieving a legitimate aim.

4.17 In short, indirect discrimination would arise if a local authority applied the same provision, criterion or practice to everyone, but it put those in a certain protected group at a “particular disadvantage” when compared with persons not in that group. Even if a “particular disadvantage” arises, indirect discrimination is not present if the provision, criterion or practice can be justified – i.e. if it is a

proportionate means of achieving a legitimate aim. Members must pay due regard to any identified risk of such discrimination arising in respect of the decision before them. These matters are summarised in the Equality Impact Assessment appended to this report.

- 4.18** It is to be noted that section 149, so far as relating to age, does not apply to the exercise of a function relating to the provision of education to children in schools (see paragraph 1 of Schedule 18 to the 2010 Act).
- 4.19** Having due regard to the need to advance equality of opportunity includes having due regard to the need to remove or minimise disadvantages suffered by people with a protected characteristic. Due regard must also be had to the need to take steps to meet the needs of such persons where those needs are different from those of persons who do not have that characteristic, and to encourage those who have a protected characteristic to participate in public life.
- 4.20** The steps involved in meeting the needs of disabled persons include steps to take account of the persons' disabilities.
- 4.21** Having due regard to "fostering good relations" involves having due regard to the need to tackle prejudice and promote understanding.
- 4.22** Complying with the PSED may involve treating some people better than others, so far as that is allowed by discrimination law.
- 4.23** The equality duty arises where the Council is deciding how to exercise its statutory powers and duties under the 1996 Act and the 2013 Act. The Council's duty under section 149 of the Equality Act is to have "due regard" to the matters set out in relation to equalities when considering and making decisions in relation to its statutory duties under those Acts. Accordingly, due regard to the need to eliminate discrimination, advance equality, and foster good relations must form an integral part of the decision-making process. Members must consider the effect that implementing a particular decision will have in relation to equality before making a decision. The Council must have an adequate evidence base for its decision making. This can be achieved by undertaking an Equality Impact Assessment of proposals. The potential equality impact of the proposal has been assessed in the appended Equality Impact Assessment, and a summary of the position has been set out in the section "Equality Impact Assessment" above, starting at paragraph 4.14. A careful consideration of this assessment is one of the key ways in which Members can show "due regard" to the relevant matters.
- 4.24** Where it is apparent from the analysis of the information that the proposals would have an adverse effect on equality then reasonable adjustments should be made to avoid that effect (mitigation).
- 4.25** Members should be aware that the duty is not to achieve the objectives or take the steps set out in s.149. Rather, the duty on public authorities is to bring these important objectives relating to discrimination into consideration when carrying out its public functions (which includes the functions relating to school admissions). "Due regard" means the regard that is appropriate in all the particular circumstances in which the authority is carrying out its functions.

There must be a proper regard for the goals set out in s. 149. At the same time, Members must also pay regard to any countervailing factors, which it is proper and reasonable for them to consider. This would include ensuring that School Admission policy actively contributes to ensuring that the delivery of education is more efficient. The weight of these factors in the decision-making process is a matter for Members in the first instance.

- 4.26** The duty covers the nine protected characteristics: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. However, section 149, so far as relating to age, does not apply to the exercise of a function relating to the provision of education to pupils in schools (see paragraph 1 of Schedule 18 to the 2010 Act).
- 4.27** The Council must also comply with the specific equality duties imposed by the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011, SI 2011/1064 (“the Regulations”), particularly regulation 8 (imposing specific duties to make arrangements for assessing the impact of its policies/practise and monitoring of the same).

5. Background Papers

- 2 December 2019, School Admission Arrangements 2021/22 (Cabinet minute C165)



VALE of GLAMORGAN COUNCIL
School Admissions Policy
2021/2022

Directorate of Learning and Skills



RELEVANT AREA FOR CONSULTATION

In accordance with the School Admissions Statutory Code (July 2013), admission authorities are required to consult with “relevant areas”. These are as follows:

- The governing body of the relevant schools.
- All neighbouring LAs.
- Admission authorities for all other maintained schools in the relevant area.
- Governing Bodies of all other schools in the relevant area (i.e. community and voluntary controlled schools which do not have delegated admissions powers).
- In the case of schools with a religious character, such body or person representing the religious denomination in question.

Community and Voluntary Controlled Schools

The Council is the admission authority for community and voluntary controlled schools. The relevant area for consultation on admission arrangements is the geographical area of the Vale of Glamorgan Council. This is determined by The Education (Relevant Areas for Consultation on Admission Arrangements) Regulations 1999.

ADMISSION ARRANGEMENTS – INTRODUCTION

The Council is the Admission Authority for all maintained community and voluntary controlled secondary, primary and nursery schools in the Vale of Glamorgan. All admissions are approved by the Directorate of Learning and Skills. In the case of a voluntary aided school the appropriate admissions authority is the governing body to which all applications for admission should be made.

The Council is piloting coordinated admissions for five partner voluntary aided schools who are their own admissions authority, these include;

- Llansannor CIW Primary;
- St Andrews CIW Primary;
- St Brides CIW Primary;
- St David’s CIW Primary;
- Wick & Marcross CIW Primary.

The Council is looking to roll the programme out to other voluntary aided schools. It is felt that a coordinated approach creates a fairer, more equitable system of allocating places for a number of reasons;

- Coordinated arrangements provide parents with a single school place offer for their child;
- Parents would not be holding more than one school place. The offer of multiple schools denies parents places at schools, preventing other children being offered these places;
- There is often uncertainty as to which pupils will start at schools, a coordinated approach would provide greater certainty for schools of the numbers and pupils entering reception.

The Council will ensure, as far as possible, that every pupil is guaranteed a place in a primary school within reasonable distance of home. The authority's admission arrangements will enable effective management of the admission intake to schools under which catchment area children are ranked as a high priority when allocating places in the event of oversubscription at primary and secondary schools. The Council is committed to providing local schools for local children where possible.

Admission Number

All maintained schools must admit pupils up to their published admission number. An admission may not be refused to any school until a school's admission number has been reached. The published admission numbers have been calculated in accordance with the Welsh Government's school capacity calculation methodology "Measuring the Capacity of Schools in Wales (MCSW)". As these numbers are based on the physical capacity of the school to accommodate pupils, they should not be exceeded in normal circumstances.

Infant Class Size Regulations

The Government introduced a policy to reduce class sizes for children aged five, six and seven years old as part of its overall aim to improve educational standards in schools.

Section 1 of the School Standards and Framework Act 1988 and the Education (Infant Class Sizes) (Wales) Regulations 1998, which came into force on 1 September 1998, placed a duty upon Local Authorities and school governing bodies to limit to 30 the size of classes for 5, 6 and 7 years old from September 2001 i.e. children in reception, year 1 and year 2 classes, except where permitted exceptions apply.

Admission authorities are not required to admit a child to an infant class where to do so would be incompatible with the duty to meet infant class size limits, because the admission would require measures to be taken to comply with those limits which would cause prejudice to efficient education or efficient use of resources. Admission authorities can only refuse admission on the basis of infant class size prejudice if the admission number has already been reached.

Late Applicants

Only applications received by the closing date for reception and transfer to year 7 at secondary school can be considered in the first round of admissions. Parents should therefore note these dates in order to ensure that their application is received in time to be considered alongside all other parents applying on time. Late applications will be dealt with only after the first round of applications has been completed. This may affect a child's chances of gaining a place in the parents' school of choice if for example sufficient applications are received prior to the closing date for the Council to admit up to the admission number. This would mean, for example, that applicants who live outside of the catchment area who apply on time are offered places instead of pupils who live within the catchment area whose parents did not apply by the closing date.

The arrangements for late applications are slightly different for nursery due to the termly allocation process. Once the closing date has passed and the initial round of allocations made for those pupils eligible for a September start date, any late applications are added to the allocation waiting lists for younger pupils due to start in January or April in order of the over subscription criteria.

In all cases, once the first round of allocations has been made and/or all available places have been offered, any late applications join the waiting list or termly nursery allocation waiting lists as prioritised by the oversubscription criteria. If any places are subsequently offered at the school, then they will be offered to applicants as ranked by these criteria. In this case, late catchment applications for example would have priority over “on time” applications categorised in a lower criterion who were refused a place in the first round.

Evidence of Residence & Shared Parental Responsibility

In all cases evidence of permanent residence of a pupil at the time of application must be supplied if required. Any place approved on the basis of residence will be withdrawn if the pupil is not resident at the address at the time of application or at the beginning of the school term to which the application relates.

Where parents have shared responsibility for a child, and the child lives with both parents for part of the school week, then the home address will be determined as the address where the child resides for the majority of the week (i.e. 4 out of 7 days). Parents will be required to provide documentary evidence to support the address they wish to be considered for allocation purposes.

Where a parent provides fraudulent or intentionally misleading information to obtain the advantage of a particular school for their child, to whom they would not otherwise be entitled, the Council reserves the right to withdraw the offer of a place.

Statutory Appeals

Parents will be advised of the outcome of their application on the offer date normally by their stated preferred method. This will be either via email, by logging into the online application system or via letter. If parents are dissatisfied with the result of an application for a particular school (excluding nursery), an appeal may be submitted to an independent Statutory Appeal Panel. Any decision made by the panel is binding on all parties. If the appeal is not successful, further applications for a place at the same school will not be considered during the same academic year unless there are significant and material changes in the circumstances of pupil/parents or school.

Waiting Lists

Waiting lists will be maintained for oversubscribed schools where a place has been refused.

In respect of the annual allocation of places, applications will remain on the waiting list until 30th September of the next academic year. General transfer applications received outside of the annual allocation of places will also remain on the waiting list until 30th September. After this time parents will be expected to make a further application for admission if they wish to remain on the waiting list.

Admissions to Sixth Forms

The Governing Bodies of community schools are responsible for the determination of admission arrangements to sixth forms. Applications should therefore be made directly to the school.

Admissions Process – Timetable

The timetable below provides all relevant dates in terms of managing the admission arrangements and adheres to the requirements of The School Admissions (Common Offer Date) (Wales) Regulations 2013 which advises that admission authorities must ensure that offer letters for secondary schools are sent on the 1st March or the next working day and that primary offers should be made on the 16th April or the next working day.

TIMETABLE	2020/2021 Academic Year		
	Secondary – (Year 7 intake September 2021)	Primary – (Reception intake September 2021)	Nursery – (Nursery intake September 2021)
Admissions information sent to parents/schools by LA. Online application service opens	25 September 2020	6 November 2020	25 January 2021
Closing date for receipt of preference forms	27 November 2020	15 January 2021	26 March 2021
VA/ Foundation schools notify LA of results of applications	1 February 2021	2 April 2021	3 May 2021
Notification of results to parents of applications to Community , Voluntary Aided and Foundation Schools	1 March 2021	16 April 2021	21 May 2021

NURSERY EDUCATION

The Council is the Admissions Authority for all maintained Community Nursery Schools and Nursery Classes in Community Schools in the Vale of Glamorgan. No place can be allocated at a community or controlled nursery without formal application. The Council will normally accept children who are three years old at the start of term (1st September, 1st January or 1st April) up to the schools approved capacity. Where the number of applications for

admission exceeds the number of places available, places will be allocated applying the following criteria, in the order of priority set out below, up to the approved capacity.

Parents should also note that children attending a nursery school will not have an 'automatic' right to continued education at the same school when moving up to a reception class, whether residing within the catchment area or outside it. Parents will be required to complete an application for their chosen school (see Primary Education Admission Arrangements section). As nursery education is not a statutory provision there is no right of appeal against a decision to refuse a place for a child at a particular school.

Where a parent provides fraudulent or intentionally misleading information to obtain the advantage of a particular school for their child, to whom they would not otherwise be entitled, the Council reserves the right to withdraw the offer of a place.

Nursery Admission Oversubscription Criteria

The Council is the Admissions authority for all maintained community nursery schools and nursery classes in community and voluntary controlled schools. Admissions are allocated termly in consideration of applications for pupils who were three on or before the last day of the previous term (31 August, 31st December or 31 March).

Children with a statement of Special Educational Needs, when the school is named as the most appropriate setting, will be admitted before applying the oversubscription criteria.

All applications are ranked by the published oversubscription criteria date regardless of their start date within the nursery. Pupils residing in catchment or with a sibling connection who are eligible for a nursery place later in the academic year will therefore be provisionally allocated places prior to the allocation of non-catchment applications even when the non-catchment applications are for older children.

Once the initial September allocations have been made, any late applications are added to the waiting list/ termly allocation list and places offered on that basis. In these cases, late catchment applications, for example, will be ranked higher up the allocation list than "on time" applications qualifying under a lower criteria.

Autumn Term Admissions (allocated in May for a September start date)

1. Children who will be three on or before 31 August where evidence has been supplied to confirm that they are looked after, or have been previously looked after by a local authority in accordance with Section 22 of the Children Act 1989.
2. Children who had their third birthday before the last day of the previous term and are resident within the defined catchment area of the school on or before the published closing date for receipt of application forms. Evidence of permanent residence will be required. In the event of over-subscription by applicants from this category alone, the criteria set out below, in order of priority, will be applied to produce an order of preference;

(a) Children who have a brother or sister in attendance at the school during the academic year in which the child is to be admitted. (Where preferences exceed

places available, the Council determines priority by reference to the age of the pupils' youngest sibling in the school, the youngest commanding the highest degree of priority).

(b) Children in chronological date of birth order, the oldest being admitted first. If two or more children have the same date of birth priority will be given to children living nearest the school as measured by the shortest available walking route, those living nearest will have priority. The Council uses a Geographical Information System (GIS) to calculate home to school distances.

3. Children who had their third birthday before the last day of the previous term (31 August, 31 December or 31 March) and whom the Council judges that there are compelling medical or social grounds for their admission to a specified nursery school/class i.e. those children recommended for placement with regard to medical, psychological or special education reasons. (Written recommendations from appropriate external agencies or professional advisers will be required in such cases).
4. Children who had their third birthday before the last day of the previous term (31 August, 31 December or 31 March) and have a brother or sister in attendance at the school during the academic year in which the child is to be admitted. (Where preferences exceed places available, the Council determines priority by reference to the age of the pupils' youngest sibling in the school, the youngest commanding the highest degree of priority).

Spring Term Admissions (Allocated in October for a January start date)

5. Children who will be three on or before 31 December where evidence has been supplied to confirm that they are looked after, or have been previously looked after by a local authority in accordance with Section 22 of the Children Act 1989.
6. Children who will be three on or before 31 December, resident within the defined catchment area of the school on or before the published closing date for receipt of preference forms. Evidence of permanent residence will be required. In the event of over-subscription by applicants from this category alone, the criteria set out at point 2 above, in order of priority, will be applied to produce an order of preference.

All remaining applications will be prioritised using points 3 and 4 above.

Summer Term Admissions (allocated in January for an April Start date)

7. Children who will be three on or before 31 March where evidence has been supplied to confirm that they are looked after, or have been previously looked after by a local authority in accordance with Section 22 of the Children Act 1989.
8. Children who will be three on or before 31 March, resident within the defined catchment area of the school on or before the published closing date for receipt of preference forms. Evidence of permanent residence will be required. In the event of over-subscription by applicants from this category alone, the criteria set out at point 2 above, in order of priority, will be applied to produce an order of preference.

All remaining catchment applications will be prioritised using points 3 and 4 above.

Remaining Applications

9. Where there are still spaces available after applying the criteria above, these will be allocated to children who had their third birthday before the last day of the previous term (31st August, 31st December or 31st March) with priority given to those living nearest the nursery school/class as measured by the shortest available walking route, those living nearest will have priority. The Council uses a Geographical Information System (GIS) to calculate home to school distances.

Early Years Funding

Parents may also apply for nursery education place funding with a registered provider approved by the Vale of Glamorgan Early Years Development and Childcare Partnership. Where parents opt for a place with a registered early year's provider, they will only be eligible to receive funding for a part time place regardless of whether the place offered is full or part-time. Funding will only be granted for sessions where early year's education is provided.

PRIMARY EDUCATION

Reception age pupils may be admitted to school full time in the September of the academic year in which they reach five i.e. the September following a child's fourth birthday. This is not a legal requirement, and parents may choose not to send their children to school until later in the year or when they are of statutory school age. This will be a matter for individual negotiation between parents and schools. Statutory school age is defined as the start of the term following a child's fifth birthday.

Attendance at a nursery class does not automatically entitle a child to a reception class place in the same school.

All parents are required to express a preference for the school they wish their child to attend/transfer to, even if it is their catchment area school. In the autumn term parents will be invited to nominate their preferred primary school for the following September by completion of an appropriate application form. Parents will be notified of decisions in line with the timetable provided. No firm guarantee can be given that a parent's preference can be met in every case as requests for places in certain schools may exceed the number of places available.

In deciding upon admissions, the Council will consider each individual application received by the published closing date. Where a school is named in a statement of Special Educational Needs the Council has a duty to admit the child to the school. Where this is known to the admission authority, the child will be allocated a place before other applicants are assessed against the oversubscription criteria.

An admission to a school will normally be granted provided a school's admission number (and statutory class size limit, where applicable) will not be exceeded. However where the number of applications for admission to a school exceeds the number of places available, places will be allocated applying the admission criteria, in the order of priority, set out below. The Council will not normally exceed a school's admission number where this applies.

Oversubscription Criteria

1. Children where evidence has been supplied to confirm that they are looked after, or have been previously looked after in accordance with Section 22 of the Children Act 1989.
2. Children who are currently permanently resident within the designated catchment area of the school on or before the published closing date for receipt of preference forms. Evidence of permanent residence of a child must be supplied if requested. In the event of over-subscription by applicants from this category alone criteria (4), (5) and (6), in order of priority, would be applied to produce an order of preference.
3. Children not currently permanently resident within the designated catchment area of the school whose parents have satisfied the Council, on or before the published closing date for receipt of preference forms, that the child will be taking up residence within the catchment area by the commencement of the school term to which the application relates. In the event of over-subscription by applicants from this category alone criteria (4), (5) and (6), in order of priority, would be applied to produce an order of preference.
4. Children in respect of whom the Council judges that there are compelling medical or social grounds for their admission to a specified primary school i.e. those children recommended for placement at a named school with regard to medical, psychological or special education reasons. (Written recommendations from the appropriate external agencies or professional advisers will be required in such cases). In the event of over-subscription by applicants from this category alone criteria (5) and (6), in order of priority, would be applied.
5. Children who have an elder brother or sister in attendance at the school during the academic year in which the child is to be admitted. In the event of over-subscription by applicants from this category alone, the Council will determine priority and allocate places by reference to the age of the pupil's youngest sibling in the school, the youngest commanding the highest degree of priority.
6. In determining applications for admission in respect of other pupils in the age group, the Council gives particular regard to the degree of proximity of the pupil's home to the school, as measured by the shortest available walking route; those living nearest will have priority. The Council uses a Geographical Information System (GIS) to calculate home to school distances.

SECONDARY EDUCATION

Children normally transfer to secondary school in the September following their eleventh birthday. In the autumn term parents of Year 6 pupils are invited to nominate their preferred secondary school by the published closing date. No firm guarantee can be given that parents preference can be met in every case as requests for places in certain schools may exceed

the number of places available. The Council will endeavour to meet parental preference wherever possible provided there are spaces available and a school's admission number will not be exceeded.

In deciding upon admissions the Council will consider each individual application received by the published closing date. Only applications received by the published closing date for receipt of preference forms will be considered in the initial round of allocation of places. Other preference forms received will be considered as late applications.

Where a school is named in a statement of Special Educational Needs the Council has a duty to admit the child to the school. Where this is known to the admission authority, the child will be allocated a place before other applicants are assessed against the oversubscription criteria.

An admission to a school will be granted, provided a school's admission number will not be exceeded. However where the number of applications for admission to a school exceeds the number of places available, places will be allocated applying the oversubscription criteria, in the order of priority, set out below.

Oversubscription Criteria

1. Children where evidence has been supplied to confirm that they are looked after, or have been previously looked after in accordance with Section 22 of the Children Act 1989.
2. Pupils who are currently permanently resident within the designated catchment area of the school on or before the published closing date for receipt of preference forms. Evidence of permanent residence of a child must be supplied if requested. In the event of over-subscription by applicants from this category alone criteria (4), (5) and (6), in order of priority, would be applied to produce an order of preference.
3. Pupils not currently permanently resident within the designated catchment area of the school whose parents have satisfied the Council, on or before the published closing date for receipt of preference forms, that the child will be taking up residence within the catchment area by the commencement of the school term to which the application relates. In the event of over-subscription by applicants from this category alone criteria (4), (5), and (6), in order of priority, would be applied to produce an order of preference.
4. Pupils in respect of whom the Council judges that there are compelling medical or social grounds for their admission to a specified secondary school i.e. those children recommended for placement at a named school due to medical, psychological or special education reasons. (Written recommendations from the appropriate external agencies or professional advisers will normally be required in such cases). In the event of oversubscription by applicants from this category alone criteria (5) and (6) would be applied.
5. Pupils who have an elder brother or sister at the school and who will be on register at the school (years 8 to 11) during the academic year in which the child is to be admitted. In the event of over-subscription by applicants from this category alone, the Council will determine priority and allocate places by reference to the age of the pupils

youngest sibling in the school, the youngest commanding the highest degree of priority.

6. In determining applications for admission in respect of other pupils the Council gives particular regard to the proximity of the pupil's home to the secondary school as measured by the shortest available walking route, those living nearest will have priority. The Council uses a Geographical Information System (GIS) to calculate home to school distances.

Admission Numbers: September 2021/22

(THE FOLLOWING ADMISSION NUMBERS REMAIN UNDER REVIEW AND MAYBE SUBJECT TO CHANGE AFTER CONSULTATION WITH RESPECTIVE SCHOOLS).

School Name	Admission Number
<u>Secondary Schools</u>	
Pencoedtre High School	210
Whitmore High School	180
Cowbridge Comprehensive	240
Llantwit Major School	180
St Cyres School	210
St Richard Gwyn RC High School	163
Stanwell School	299
Ysgol Gymraeg Bro Morgannwg	240*
<u>Primary Schools</u>	
Albert Primary	55
All Saints CIW Primary	30
Barry Island Primary	30
Cadoxton Primary	60
Cogan Primary	30

Colcot Primary	45
Dinas Powys Primary	60
Evenlode Primary	60
Fairfield Primary	45
Gladstone Primary	60
Gwenfo CIW Primary	30
High Street Primary	30
Holton Primary	60
Jenner Park Primary	30
Llancarfan Primary	30*
Llandough Primary	30
Llanfair Primary	18
Llangan Primary	15
Llansannor CIW Primary	30
Oak Field Primary	30
Palmerston Primary	30
Pendoylan CIW Primary	30
Peterston-S-Ely CIW Primary	27
Rhws Primary	53
Romilly Primary	90
St Andrew's Major CIW Primary	30
St Athan Primary	30
St Brides Major CIW Primary	30
St David's CIW Primary	30*
St Helen's RC Primary	44
St Illtyd Primary	54
St Joseph's RC Primary	30

St Nicholas CIW Primary	30*
Sully Primary	50
Victoria Primary	60
Wick & Marcross CIW Primary	22
Y Bont Faen Primary	30
Ysgol Gwaun y Nant	60
Ysgol Gymraeg Dewi Sant	30
Ysgol Gymraeg Bro Morgannwg	30
Ysgol Gymraeg Pen y Garth	60
Ysgol Iolo Morganwg	30
Ysgol Sant Baruc	60*
Ysgol Sant Curig	60
Ysgol Y Ddraig	60

* Admission numbers are subject to the implementation of proposed school organisation proposals for the schools

ate/Dyddiad 11 December 2019
 Ask for/Gofynwch am M Matthews
 Telephone/Rhif ffôn 01446 - 709727
 Fax/Ffacs
 e-mail/e-bost Admissions@valeofglamorgan.gov.uk
 Your Ref/Eich Cyf
 My Ref/Cyf MM/ADM

The Vale of Glamorgan Council
 Learning and Skills
 Civic Offices, Holton Road, Barry CF63
 4RU
 Telephone: (01446) 700111
 www.valeofglamorgan.gov.uk
 Cyngor Bro Morgannwg
 Dysgu a Sgiliau
 Swyddfeydd Dinesig, Heol Holton, Y Barri
 CF63 4RU
 Rhif ffôn: (01446) 700111
 www.bromorgannwg.gov.uk

**To: Parents of children currently attending Vale of Glamorgan primary schools
 Prescribed Consultees**

Dear Consultee,

VALE OF GLAMORGAN COUNCIL - SCHOOL ADMISSION ARRANGEMENTS 2021/2022

The Vale Council is consulting on a proposed change to school admission arrangements for community schools for the academic year 2021/2022 in respect of a change to secondary school catchment areas and a minor amendment to the primary school oversubscription criteria. Stanwell School and St Richard Gwyn Catholic School are not affected by the proposed change to secondary school catchment areas as they are their own admissions authority and determine their arrangements separately. Similarly all Church in Wales and Roman Catholic aided primary schools are not affected by changes to primary school oversubscription criteria as they also determine their arrangements separately.

Secondary School Catchment Area Review

As part of the Council's continual review of the supply and demand for school places a review is necessary to ensure areas reflect the needs of the school populations they serve recognising that parental preference has an impact on the overall position.

Why are we carrying out a review?

- The Council has changed from a feeder school system to a catchment area basis for entry to secondary education from September 2020.
- The establishment of mixed sex schooling in Barry has impacted on parental preference in the area.
- Large scale and other housing developments are having an impact on catchment area numbers.
- Catchment area numbers are unbalanced compared to the capacity of secondary schools serving those catchment areas albeit parental preference will have an impact. There is potential for applications to exceed the number of places available at entry to a secondary school.
- The Council has undertaken extensive remodelling and new builds of secondary schools in the past 10 years.

Whilst there is sufficient capacity overall in the Vale of Glamorgan to meet the needs of the future secondary school population, some catchment areas are unbalanced. Demand from within some school catchment areas is considerably less than the school is able to accommodate whilst in other areas catchment demand is in excess of the school capacity.

Proposed changes to Secondary School catchment areas

In order to align primary and secondary catchment areas to better match demand to the capacity at secondary schools, the proposed changes and the preferred way forward is as follows:

Correspondence is welcomed in Welsh or English/Croesawir Gohebiaeth yn y Gymraeg neu yn Saesneg

Barry Area

Pencoedtre High School

- Transfer the Wenvoe area into St Cyres school catchment area.

Whitmore High School

- Remove the dual catchment status of Rhoose from Whitmore High School.
- Transfer the Rhoose area to Cowbridge Comprehensive School.

Cowbridge Area

Cowbridge Comprehensive School

- Increase the school catchment population by incorporating the area of Rhoose into the school catchment area.

Llantwit Area

Llantwit Major School

- Remove the dual catchment status of Rhoose from Llantwit Major School.
- Transfer the area of Rhoose into Cowbridge catchment area.

Penarth Area

St Cyres School

- Increase the school catchment population by incorporating the Wenvoe, Penarth and Sully areas into the school catchment area.

The complete secondary school catchment area review paper with the proposed changes can be viewed on line at www.valeofglamorgan.gov.uk/admissionconsultation202122 The Councils Admissions Forum has considered this proposal.

The proposed changes will ensure a more even distribution of school places to meet future demand for pupils within a defined catchment area requiring a school place.

Change to the Primary School oversubscription criteria

The Council is considering a minor change to the admission arrangements and oversubscription criteria for community primary schools to ensure that those living in a school catchment area will be a high priority for admission to a school in the event of oversubscription.

The amendment refers to the distance criteria used within the catchment area criteria for allocating places when catchment area applications exceed the number of places available. Under current arrangements, when catchment area applications exceed the number of places available, places are allocated to those living furthest away from an alternative school with a place available as measured by the Councils Geographical Information System (GIS). This has led in some cases to catchment area children being denied a place living in close proximity to their catchment area school. The amendment will prioritise those living closest to a primary school where the number of applications from within catchment area exceeds the number of places available that will support attendance at a child's local school. Enclosed are the current and proposed primary arrangements that can also be viewed on line at www.valeofglamorgan.gov.uk/admissionconsultation202122

Your views are important to us and there are a number of ways you can contact us.

You can:

- Complete the on line response form at: www.valeofglamorgan.gov.uk/admissionconsultation202122
- Complete and return the attached response form to the address given at the bottom of the form
- Email the form or your comments to Admissions@valeofglamorgan.gov.uk

Correspondence is welcomed in Welsh or English/Croesawir Gohebiaeth yn y Gymraeg neu yn Saesneg

If you do have any queries, please contact the admissions section on 01446 709725/727/844 or e-mail at Admissions@valeofglamorgan.gov.uk

Yours sincerely

M Matthews

Mike Matthews

M Matthews (Mr)
Strategy, Community Learning and Resources

Frequently Asked Questions

What are the main changes to the admissions policy?

The proposal is to amend secondary school catchments areas so that they reflect the needs of the school populations and to make a minor amendment to the primary school oversubscription criteria whereby those living nearest a school will have priority when applications from within catchment area exceed the number of places available.

What schools are affected by the proposed change?

The proposed changes only affect community primary and secondary schools.

Are Foundation and Voluntary Aided Schools affected by this change?

No. All Foundation and Voluntary aided schools are their own admissions authority and will determine their arrangements separately.

Does this affect the application process for primary and secondary schools?

No, parents are able to apply for a school of their choice in the normal way and oversubscription criteria will be applied accordingly where there are more applicants than places available.

Will pupils be entitled to free transport?

Free school transport will be provided for pupils living three miles or further to their nearest or designated catchment area school.

School transport arrangements would be maintained for those pupils who currently receive school transport to an affected secondary school up until the last pupil finishes schooling at that school.

Will the Local Authority be making other changes to its admission policy?

No. there are no other changes planned for the admission year 2021/22.

Time Line

- Consultation ends on the 3 February 2020
- Consideration of comments and report to Cabinet March 2020
- Admission arrangements must be determined by the 15 April 2020
- If adopted, changes to admission policy will come in to force on 1 September 2021.

Correspondence is welcomed in Welsh or English/Croesawir Gohebiaeth yn y Gymraeg neu yn Saesneg

The following is a summary of the current and proposed admission criteria to be used in the event of oversubscription at primary schools.

Children with a statement of Special Educational Needs, when the school is named as the most appropriate setting, will be admitted before applying the oversubscription criteria.

Current Admission Arrangements for Primary School Admissions

Oversubscription criteria used to allocate places at primary schools, in order of priority, where there are more applications than places available at schools.

1. Children where evidence has been supplied to confirm that they are looked after, or have been previously looked after in accordance with Section 22 of the Children Act 1989.
2. Children who are currently permanently resident within the designated catchment area of the school on or before the published closing date for receipt of preference forms. Evidence of permanent residence of a child must be supplied if requested. In the event of over-subscription by applicants from this category alone, the Council will allocate places in the following order of priority:
 - (a) Children in respect of whom the Council judges that there are compelling medical or social grounds for their admission to a specified primary school i.e. those children recommended for placement with regard to medical, psychological or special education reasons. (Written recommendations from the appropriate external agencies or professional advisers will be required in such cases).
 - (b) Children who have an elder brother or sister in attendance at the school during the academic year in which the child is to be admitted. The Council will determine priority and allocate places by reference to the age of the pupil's youngest sibling in the school, the youngest commanding the highest degree of priority.
 - (c) Children who live furthest from an alternative school with a place available as measured by the Council's Geographical Information System (GIS). Those living furthest from an alternative school will have priority. In these circumstances, pupils outside of the catchment area would not be considered.
3. Children not currently permanently resident within the designated catchment area of the school whose parents have satisfied the Council, on or before the published closing date for receipt of preference forms, that the child will be taking up residence within the catchment area by the commencement of the school term to which the application relates. In the event of over-subscription by applicants from this category alone criteria the Council will allocate places in the following order of priority to produce an order of preference:
 - (a) Children in respect of whom the Council judges that there are compelling medical or social grounds for their admission to a specified primary school i.e. those children recommended for placement with regard to medical, psychological or special education reasons. (Written recommendations from the appropriate external agencies or professional advisers will be required in such cases).
 - (b) Children who have an elder brother or sister in attendance at the school during the academic year in which the child is to be admitted. The Council will determine priority and allocate places by reference to the age of the pupil's youngest sibling in the school, the youngest commanding the highest degree of priority.
 - (c) Children who live furthest from an alternative school with a place available as measured by the Council's Geographical Information System (GIS). Those living furthest from an alternative school will have priority. In these circumstances, pupils outside of the catchment area would not be considered.
4. Children in respect of whom the Council judges that there are compelling medical or social grounds for their admission to a specified primary school i.e. those children recommended for placement at a named school with regard to medical, psychological or special education reasons. (Written recommendations from the appropriate external agencies or professional advisers will be required in such cases). In the event of over-subscription by applicants from this category alone criteria (5) and (6), in order of priority, would be applied.
5. Children who have an elder brother or sister in attendance at the school during the academic year in which the child is to be admitted. In the event of over-subscription by applicants from this category alone, the Council will determine priority and allocate places by reference to the age of the pupil's youngest sibling in the school, the youngest commanding the highest degree of priority.
6. In determining applications for admission in respect of other pupils in the age group, the Council gives particular regard to the degree of proximity of the pupil's home to the school, as measured by the shortest available walking route; those living nearest will have priority. The Council uses a Geographical Information System (GIS) to calculate home to school distances.

Correspondence is welcomed in Welsh or English/Croesawir Gohebiaeth yn y Gymraeg neu yn Saesneg

Proposed Admission Arrangements for Primary School Admissions 2021/2022

Oversubscription criteria used to allocate places at secondary schools, in order of priority, where there are more applications than places available at schools

1. Children where evidence has been supplied to confirm that they are looked after, or have been previously looked after in accordance with Section 22 of the Children Act 1989.
2. Children who are currently permanently resident within the designated catchment area of the school on or before the published closing date for receipt of preference forms. Evidence of permanent residence of a child must be supplied if requested. In the event of over-subscription by applicants from this category alone criteria (4), (5) and (6), in order of priority, would be applied to produce an order of preference.
3. Children not currently permanently resident within the designated catchment area of the school whose parents have satisfied the Council, on or before the published closing date for receipt of preference forms, that the child will be taking up residence within the catchment area by the commencement of the school term to which the application relates. In the event of over-subscription by applicants from this category alone criteria (4), (5) and (6), in order of priority, would be applied to produce an order of preference.
4. Children in respect of whom the Council judges that there are compelling medical or social grounds for their admission to a specified primary school i.e. those children recommended for placement at a named school with regard to medical, psychological or special education reasons. (Written recommendations from the appropriate external agencies or professional advisers will be required in such cases). In the event of over-subscription by applicants from this category alone criteria (5) and (6), in order of priority, would be applied.
5. Children who have an elder brother or sister in attendance at the school during the academic year in which the child is to be admitted. In the event of over-subscription by applicants from this category alone, the Council will determine priority and allocate places by reference to the age of the pupil's youngest sibling in the school, the youngest commanding the highest degree of priority.
6. In determining applications for admission in respect of other pupils in the age group, the Council gives particular regard to the degree of proximity of the pupil's home to the school, as measured by the shortest available walking route; those living nearest will have priority. The Council uses a Geographical Information System (GIS) to calculate home to school distances.

CONSULTATION PROFORMA FOR COMMENTS IN RESPECT OF:

THE VALE OF GLAMORGAN COUNCIL - SCHOOL ADMISSION ARRANGEMENTS 2021/2022

**CHANGE TO SECONDARY SCHOOL CATCHMENT AREAS AND PRIMARY SCHOOL
OVERSUBSCRIPTION CRITERIA**

CONSULTATION CLOSING DATE: 3 FEBRUARY 2020

Do you support the proposed change to secondary school catchment areas and primary school oversubscription criteria?

YES

NO

Comments:-

Name and Address:-

Please Note: This sheet is for consultation purposes only. All comments will be considered within the consultation process, however, individual responses will not be provided. Please return the proforma to Freepost RTGU-JGBH-YYJZ, School Admissions 2021/22, The Vale of Glamorgan Council, Civic Offices, Holton Road, Barry. CF63 4RU or alternatively e-mail to Admissions@valeofglamorgan.gov.uk Please continue on a separate sheet where necessary.

Correspondence is welcomed in Welsh or English/Croesawir Gohebiaeth yn y Gymraeg neu yn Saesneg



DIRECTORATE OF LEARNING AND SKILLS

Consultation Report

On the outcome of the consultation exercise undertaken on school admission arrangements for Community Schools 2021/22 in accordance with the Education (Determination of Admission Arrangements) (Wales) Regulations 2006



This document can be made available in Braille.
Information can also be made available in other community languages if needed.
Please contact us on 01446 709727 to arrange this.

Background

The School Admissions Policy for the academic year 2021/22 was issued for consultation on 11 December 2019. Responses were required by 3 February 2020.

In accordance with the School Admissions Statutory Code (July 2013), admission authorities are required to consult with “relevant areas”. These are as follows:

- The governing body of the relevant schools.
- All neighbouring LAs.
- Admission authorities for all other maintained schools in the relevant area.
- Governing Bodies of all other schools in the relevant area (i.e. community and voluntary controlled schools which do not have delegated admissions powers). In the case of schools with a religious character, such body or person representing the religious denomination in question.
- The admission forum serving the relevant area
- Where a significant change is proposed, parents of children likely to be affected.

All parents of children currently attending primary schools within the Vale of Glamorgan were consulted.

The Council proposed a change to school admission arrangements for community schools for the academic year 2021/2022 in respect of a change to secondary school catchment areas and a minor amendment to the primary school oversubscription criteria. Stanwell School and St Richard Gwyn Catholic School were not affected by the proposed change to secondary school catchment areas as they are their own admissions authority and determine their arrangements separately. Similarly, voluntary aided primary schools were not affected by changes to primary school oversubscription criteria as they also determine their arrangements separately.

The key change for primary arrangements was a proposed change to the distance criteria used for allocating places when catchment area applications exceed the number of places available. Current arrangements prioritise those living furthest away from an alternative school with a place, the proposed change will prioritise those living closest to a primary school where the number of applications within catchment exceeds places available that will support attendance at a local school.

A secondary catchment area review was undertaken to align secondary school catchment areas to better match demand to the capacity at secondary schools. A school catchment area is a geographically defined area of addresses drawn up to ensure that all schools in an area receive a fair share of pupils in which children are eligible to attend a local school and are used;

- To give parents an indication of their local school.
- To help schools identify with the communities they serve.

- To prioritise admissions to school when there are more applications than places available.
- As a planning tool to enable the Authority to fulfil its duty to forecast demand for education in an area and to plan to meet that demand.
- As an element of transport policy in order to facilitate the organisation of school transport and control costs.

The proposed changes were as follows:

Barry Area

Pencoedtre High School

- Transfer the Wenvoe area into St Cyres school catchment area.

Whitmore High School

- Remove the dual catchment status of Rhoose from Whitmore High School.
- Transfer the Rhoose area to Cowbridge Comprehensive School.

Cowbridge Area

Cowbridge Comprehensive School

- Increase the school catchment population by incorporating the area of Rhoose into the school catchment area.

Llantwit Area

Llantwit Major School

- Remove the dual catchment status of Rhoose from Llantwit Major School.
- Transfer the area of Rhoose into Cowbridge catchment area.

Penarth Area

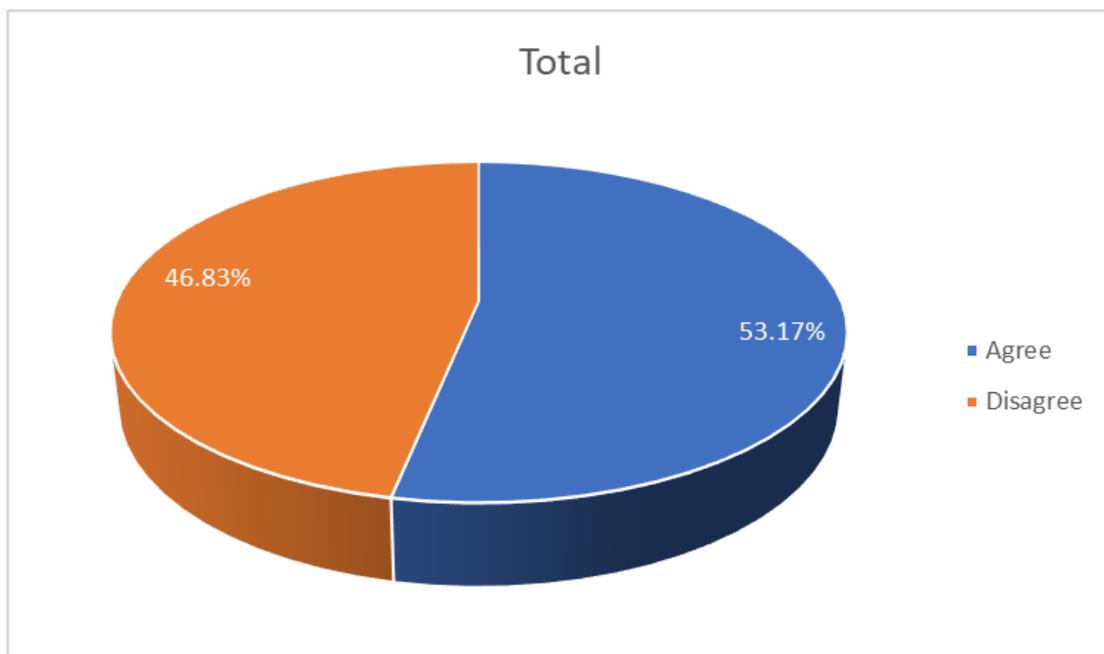
St Cyres School

- Increase the school catchment population by incorporating the Wenvoe,
- Include the wider Penarth and Sully areas into the school catchment area.

Consultation responses

Respondents were given the opportunity to respond online on the Council's website, by post or via email. The authority received 126 responses in total by the closing date. Of the 126 responses received, 67 were in favour and 59 were not in favour.

A summary of the key themes and issues raised by respondents and the response from the Vale of Glamorgan Council can be found within this report. All responses have been made available in the Members room at The Vale of Glamorgan Council Offices, Holton Road, Barry together with this consultation report.



Responses to themes 1-13 relate to issues of concern raised in opposition to the proposal

Theme 1

Separate children from friendship groups

Respondents felt that children who have already made friendship groups in a primary school should be allowed to go to the secondary school with their peers. They felt that it was unfair on those children that have formed close relationships and hope to go to secondary school together. Unfair to discriminate against them going to secondary school.

Council's response to the concerns raised.

As part of the Council's continual review of the supply and demand for school places, it was necessary to undertake a review of English medium secondary school catchment areas in order to ensure that schools serve their communities. The proposed changes do not mean that children living outside of a secondary school's catchment area will not be able to apply for and secure a place at a secondary school. The oversubscription criteria are used to rank applications and allocate school places in the event of over subscription. The Council are proud of the fact that over 90% of parents on average each year receive the offer of a place at their first choice of school. However, no guarantee is ever given that any child will automatically receive an offer of their first choice of school either under the current or the proposed admission arrangements. For a variety of reasons, including parental preference, it is not uncommon for a year 6 cohort within many of our primary schools to transition to more than one secondary school.

Transferring to secondary school is a significant event in a child's life and schools are very experienced in offering pupils support as part of this process. Part of this transition is the opportunity to make new friends and have different experiences. Transition from primary to secondary often means new friendship groups are formed, even if attending a secondary school with a high number of peers from their primary school. Support and resources would continue to be offered by school and council transition support staff in order to assist in this process. In most cases, children attending the same secondary school as others from their primary schools will not be in the same class as their peers.

Theme 2

Sibling connections

A respondent felt that exception should be made for pupils with siblings already in a school. Siblings already in a school should be a significant factor for admission policies. The proposal will result in families struggling with transporting children at different times to potentially different schools.

Council's response to the concerns raised.

The Council recognises the importance of a sibling connection when allocating places. The Council's admissions criteria provides priority for sibling connections over children living outside the catchment area with no sibling connection. If the proposed admission arrangements are adopted, pupils living outside of the catchment area who will have a sibling on roll at the school when they transfer to secondary school will have a higher priority than those pupils who live outside of the catchment area, have no sibling at the school.

It is however recognised that there may be organisational challenges for families in the event of siblings attending different secondary schools. The Vale of Glamorgan Council provides free school transport for:

- Primary age pupils residing two miles or over from their nearest designated catchment area school.
- Secondary age pupils residing three miles or over from their nearest designated catchment area school.

Additional information on School Transport arrangements within the Vale of Glamorgan can be found on the [Council's Website](#).

Theme 3

Altering catchment/intakes

A respondent suggested that when altering intakes to schools more than 2 year's notice should be given so people can consider which school their children will go to.

Council's response to the concerns raised

These admission arrangements were proposed as a result of a strategic review of school places in the Vale of Glamorgan to address additional demand created by housing developments and population growth. Admission arrangements are reviewed annually and are subject to a statutory annual consultation process. It is acknowledged that any change has the potential to disappoint individual parents, however, deferring the proposals would mean that the impact of any proposed change would come into effect at a later date than is required as a result of the increased demand for school places. Delaying implementation of the proposed changes could adversely impact on the availability of secondary school places at a child's catchment secondary school.

The Council cannot accept responsibility for any private decisions made by residents in terms of house moves and does not give parents any assurance that buying a house within a certain area would guarantee their child a place at a particular school. Families residing within the catchment area for a school have a certain degree of priority as shown in the oversubscription criteria currently in place, providing they apply at the appropriate time as part of the relevant admission round.

Theme 4

Out of county children prioritised over Vale of Glamorgan residents

A respondent expressed a concern that out of county children should not be allocated places over Vale residents unless all Vale of Glamorgan children who have requested a place have been offered one.

Council's response to the concerns raised

The Council cannot discriminate against parents applying for a school place that is located within a neighbouring local authority. Under legislation, if there are places left after allocating places to pupils residing within the catchment area and there are applications for those places from out of county pupils, we must admit. This can unfortunately mean that there are no places left for children moving into the catchment area after the allocations have been made. The proposed changes would ensure that schools appropriately serve their catchment area and in doing so reduces the number of places currently available to pupils living outside of a catchment area. This would therefore include those living outside of the geographical area of the Vale of Glamorgan. The Greenwich judgement of 1990 made it unlawful for a local authority to give priority in school admissions to its own residents over residents from neighbouring authorities.

Theme 5

Limits parental choice of schools

A respondent asserted that the proposal removes the right of the parents to choose where their child is educated. They stated that it was unfair not to have the option of choosing. They stated that Wenvoe residents should have the choice to attend other schools and that it was unfair to discriminate against children going to a particular secondary school from primary school. Limiting choice seems pointless.

Council's response to the concerns raised

Parents will still be able to exercise parental preference and apply for places at their preferred school. This is a statutory requirement which has not changed as a result of the proposed admission arrangements. It is anticipated that the majority of parent's first choices will continue to be successful.

The proposal aims to support local children to be able to attend their catchment school should they wish to do so. This proposal does not suggest that the parents of pupils living outside of a catchment area cannot apply for a school of their choice. It also does not suggest that they will be refused a place at their first choice of school if that school is not their catchment school. Pupils are only refused places in the event of over subscription with those having the highest priority in the oversubscription criteria being offered places first.

Theme 6

Travel considerations

A respondent expressed concern relating to additional travel, for example Rhoose to Cowbridge and Wenvoe to St Cyres. The NASUWT also expressed concern relating to additional transport costs. They felt the proposals do not promote fair access by transporting, at significant additional costs, students an additional 3.86 miles to St Cyres actively disadvantaging Pencoedtre High School. This seems to contradict sustainable environmental considerations.

Council's response to the concerns raised

The Council takes very seriously its responsibilities for the environment and sustainability. The Well-being of Future Generations Act 2015 requires the Council to think about the long-term impact of their decisions, to work better with people, communities and each other and to prevent persistent problems such as poverty, health inequalities and climate change.

To make sure we are all working towards the same purpose, the 2015 Act puts in place seven well-being goals on the Council. The 2015 Act makes it clear the listed public bodies must work to achieve all the goals, not just one or two, these being:

- A prosperous Wales
- A resilient Wales
- A healthier Wales
- A more equal Wales
- A Wales of cohesive communities
- A Wales of vibrant culture and Welsh Language
- A globally responsible Wales

This proposal contributes to achieving the wellbeing goals by;

- Ensure an efficient supply and demand of school places across the Vale of Glamorgan through effective forecasting of future demand.
- Ensuring that wherever possible children can attend a local school within walking distance.

For September 2019, 12% of pupils living in the Llantwit Major catchment area entered Cowbridge Comprehensive School. On average 19% of pupils within Llantwit's catchment area attend other schools out of area meaning that they are transported, often in small vehicles by their families every day. A number of pupils from the Rhoose area already attend Cowbridge comprehensive school that results in additional transport arrangements that would be consolidated if Rhoose was introduced into the Cowbridge catchment area.

Currently four buses operate from the Rhose area to Llantwit Major. The same number would be required in the long term from Rhose to serve Cowbridge after transport to Llantwit was no longer required. Furthermore, the bus that operates from Rhose to Whitmore would also no longer be necessary in the future with an additional vehicle likely to be required from the Wenvoe area to St Cyres. In the long term, overall transport arrangements would continue to be planned effectively to ensure that any cost or environmental impacts are minimalised.

The parents of pupils residing in Wenvoe do not traditionally apply for a place at Pencoedre despite this being their catchment school. There is therefore no discernible disadvantage to Pencoedre High School as a result of the revision to catchment areas.

The proposal would result in an efficient supply and demand of secondary school places across the Vale of Glamorgan. This reduces the risk of catchment pupils being unable to get a place at their catchment school, thereby reducing the risk of transferring those pupils to alternative schools.

Theme 7

Barry catchment areas

Several respondents commented that the proposal is a change to the agreed catchments for Whitmore and Pencoedre which were identified in the proposals for the creation of the two coeducational schools. Concern was expressed relating to the impact to pupils who will have the secondary school options available to them reduced.

Council's response to the concerns raised

The Council has a statutory duty to ensure that sufficient school places are available to provide primary and secondary education in the Council's area. The Council regularly reviews its pupil projections to ensure it can meet its statutory duty.

Pencoedre catchment area requires a reduction in size to meet future demand from within its catchment area. The catchment areas for Pencoedre and Whitmore are densely populated, and the catchment population is large compared to their admission numbers. In order to manage current demand for places within the Pencoedre catchment area, for example, the Council has previously relied on pupils attending other secondary schools outside the catchment area. The successful introduction of mixed sex schooling in Barry has however significantly impacted on parental preference with more parents in Barry now choosing to apply for their catchment school.

When publishing admission arrangements, the Council ensures that parents understand that no guarantee can be given that their child will be admitted to any school, or indeed that their application will be refused. The Council's admission arrangements are subject to annual review and consultation as well as changes in legislation and are therefore subject to periodic change. For example, if a school is not fully subscribed during the annual transfer process

to secondary school, then all applications are accepted regardless of how far a child may live from the school in question. In the case of a school being oversubscribed, until all applications received by the published closing date are ranked by the over subscription criteria in place, offers or refusals cannot be known, even by the admission authority.

Theme 8

Cowbridge catchment area

One respondent expressed concern relating to the proposal to include Rhoose within the catchment area for Cowbridge rather than Wick. They pointed out that Rhoose has long been associated with Llantwit Major and Barry. A respondent suggested that the Cowbridge map isn't being expanded fairly and allowing children who live further away than other areas is biased.

Council's response to the concerns raised

Cowbridge catchment population is small compared to the school's capacity to accommodate pupils. Demand from within the existing catchment areas is considerably less than the school can accommodate. All areas of the Vale of Glamorgan bordering with the Cowbridge catchment area were considered as part of the review. The inclusion of Wick and Sigginstone was considered, however these areas would not yield enough pupils to reduce the future demand for places in other Vale of Glamorgan Secondary Schools.

In order to balance demand in other areas of the Vale of Glamorgan, Cowbridge currently needs to accommodate a high number of pupils from other school catchment areas. By including Rhoose, this alleviates pressure in both Llantwit Major Comprehensive and Whitmore High School's catchment areas. The proposed change would also address concerns previously identified relating to the splitting of the Rhoose community into two separate catchment areas. The Penmark and Porthkerry area of Rhoose will already be aligned to Cowbridge Comprehensive from September 2021 as a result of the relocation of Llancarfan Primary School to the area. The inclusion of the entire area of Rhoose area within the Cowbridge Comprehensive School catchment area would negate divisions within Rhoose and the potential for splitting the village in two. The whole of Rhoose would serve one secondary school rather than two.

By removing the current joint catchment arrangements and including Rhoose in its entirety within the catchment area for Cowbridge Comprehensive, this will promote equality and also enable strong community links to be forged with the school, regardless of the primary school which their children attend.

Theme 9

Transformation agenda/ social mobility

Several respondents expressed concern relating to the proposal to transfer Wenvoe to St Cyres. The ethos of the transformation process was to encourage students to attend 21st Century schools in their local vicinity. They

contended that this proposal rejects the ethos of the ‘transformation’ process and significantly disadvantages Pencoedtre. They stated that they believe that the proposed changes appear to locate children who live in more affluent areas to schools of better Estyn rated performance.

Council’s response to the concerns raised

There are families from a range of different backgrounds, cultures and social class residing within each area in the Vale of Glamorgan and as such the children attending each school within the Vale of Glamorgan reflect this.

Parents of pupils residing in Wenvoe do not traditionally apply for a place at Pencoedtre despite this being their catchment school. Council records indicate that as of January 2020, 69 secondary age pupils live in the Gwenfo catchment area. They attended the Comprehensive Schools listed below.

Current school	Wenvoe Secondary age resident
Cowbridge	5
Pencoedtre	2
Whitmore	6
St Richard Gwyn	36
Ysgol Bro Morgannwg	10
Ysgol Y Deri	3
St Cyres	4
Stanwell	3

By including the geographical area of Wenvoe in the St Cyres catchment area, it is anticipated that this would allow a revised catchment area of Pencoedtre to better support the increasing Barry population although it is acknowledged that parental preference may not change significantly as a result of this proposed change. The primary school in Wenvoe is a Church in Wales school and there has been a tendency for pupils to transfer to the Catholic Secondary School, St Richard Gwyn which is in close proximity to the village.

Theme 10

Stanwell School

Some respondents stated that they felt that it was unfair that only people from Penarth and Sully get into Stanwell straight away. They asked why it was proposed to change the catchment so Sully residents can also go to St Cyres.

Council’s response to the concerns raised

This consultation relates to the admission arrangements for community maintained schools. The Council has no control over admissions to Stanwell School. Stanwell is a foundation school and the governing body are the admission authority. As such, they are required to set and publish their own

admission arrangements separately. The school's admissions arrangements can be viewed on the school's website.

Stanwell currently operates a feeder school system as a priority for entry to the school. The primary feeders for Stanwell are Albert, Victoria, Evenlode and Sully Primary Schools. By including the whole geographical area of Penarth and Sully within St Cyres catchment area this increases parental choice for Penarth and Sully residents. Pupils living in the area would have the option of attending either Stanwell or St Cyres at secondary phase as their catchment area school. St Cyres catchment population is currently small compared to the school's capacity to accommodate pupils. Demand from within the existing catchment areas is considerably less than the school can accommodate and as a result the school admits a high number of out of county pupils every year. By proposing to increase the catchment area for St Cyres, it is anticipated that the school will be able to accommodate more Vale residents and in doing so alleviate pressure on other Vale Secondary Schools.

Theme 11

Walking distance

One parent was concerned that as they live on Colcot Road their child has to walk to Pencoedtre although Whitmore is closer.

Council's response to the concerns raised

The proposed catchment areas for Pencoedtre and Whitmore High Schools would still serve the same areas of Barry as they currently do, these areas have not changed. The only proposed changes to the current catchment areas are the removal of the Rhoose area from Whitmore High School and the Wenvoe area from Pencoedtre, all other areas currently serving the schools have not changed.

Theme 12

Maintain the Status Quo

A Respondent felt that it was not necessary to change the existing arrangements.

Council's response to the concerns raised

Whilst there is sufficient capacity overall in the Vale of Glamorgan to meet the needs of the future secondary school population, some catchment areas are unbalanced. A remodel was considered to be necessary as demand from within some school catchment areas is considerably less than the school is able to accommodate whilst in other areas catchment demand is in excess of the school capacity.

As part of the Council's continual review of the supply and demand for school places a review is necessary to ensure areas reflect the needs of the school

populations they serve recognising that parental preference has an impact on the overall position.

A review was considered necessary for the following reasons;

- The Council has changed from a feeder school system to a catchment area basis for entry to secondary education from September 2020.
- The establishment of mixed sex schooling in Barry has impacted on parental preference in the area.
- Large scale and other housing developments are having an impact on catchment area numbers.
- Catchment area numbers are unbalanced compared to the capacity of secondary schools serving those catchment areas albeit parental preference will have an impact. There is potential for applications to exceed the number of places available at entry to a secondary school.
- The Council has undertaken extensive remodelling and new builds of secondary schools in the past 10 years.

Theme 13

Housing development

One respondent was not comfortable extending the catchment area for Cowbridge Comprehensive School as there are large housing developments in the current catchment.

Council's response to the concerns raised

As demand from within Cowbridge catchment population is considerably less than the school is able to accommodate, Cowbridge Comprehensive School has the capacity to increase its catchment population to include other areas as well as the new housing developments planned within the catchment area. The proposed change would provide a better balance of school places to meet the needs of the school catchment area in future.

The education impact of a proposed housing development is assessed during the planning stage. 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 [Councils Supplementary Planning Guidance](#) for planning purposes.

The proposed remodelling of Cowbridge Comprehensive School catchment was considered necessary in order to ensure that the Council provides fair access to school places and matches demand to the capacity or size of a school. The new housing developments within the Cowbridge catchment area have been factored into the remodelling of the school catchment area.

Responses to themes 14-19 relate to issues raised in support of the proposal

Theme 14

Catchment areas

Respondents stated that the proposed boundaries for catchment areas for the Vale of Glamorgan secondary schools seem to be fair, especially considering the new housing developments in the Vale of Glamorgan.

Council's response

The Council has a statutory duty to ensure that sufficient schools for providing primary education and secondary education are available in the Council's area. The Council regularly reviews its pupil projections and catchment areas to ensure it is able to meet its statutory duty.

The proposed remodelling of catchment areas was considered to be necessary in order to take into account the need to promote fair access to school places and to match demand to the capacity of a school. The new housing developments within the Vale of Glamorgan have also been factored into the remodelling of the school catchment areas.

The Council is facing increasing pressure on the demand for secondary school places for the future. The remodelling of school catchment areas provides a better balance of school places to meet the needs of the Vale of Glamorgan's secondary population in future.

Theme15

Supports Rhoose as a community

A respondent stated that keeping Rhoose as a community with one catchment is welcomed. These changes will help to ensure Rhoose does not get fragmented.

Council's response

In order to balance demand in other areas of the Vale of Glamorgan, Cowbridge currently needs to accommodate a high number of pupils from other school catchment areas. By including Rhoose, this alleviates pressure in both Llantwit Major Comprehensive and Whitmore High School's catchment areas. The proposed change would also address concerns previously identified relating to the splitting of the Rhoose community into two separate catchment areas. The Penmark and Porthkerry area of Rhoose will already be aligned to Cowbridge Comprehensive from September 2021 as a result of the relocation of Llancafarn Primary School to the area. The inclusion of the entire area of Rhoose area within the Cowbridge Comprehensive School catchment area would negate divisions within Rhoose and the potential for splitting the village in two. The whole of Rhoose would serve one secondary school rather than two.

By removing the current joint catchment arrangements and including Rhoose in its entirety within the catchment area for Cowbridge Comprehensive, this will promote equality and also enable strong community links to be forged with the school, regardless of the primary school which their children attend.

The Council has committed as part of the Corporate Plan 2016-20 to achieving a vision of 'Strong Communities with a Bright Future'. This plan is reflective of the Welsh Government's Well-being of Future Generations Act and is comprised of a number of Well-being objectives to deliver this vision.

The Well-being of Future Generations Act 2015 ("the 2015 Act") requires the Council to think about the long-term impact of their decisions, to work better with people, communities and each other and to prevent persistent problems such as poverty, health inequalities and climate change. The 2015 Act sets out five ways of working needed for the Council to achieve the seven well-being goals.

This proposal has met the five ways of working by;

- Responding to the need to ensure that there is a well-managed balance of supply and demand of school places within the Vale of Glamorgan to serve individual communities. It is recognised that the changing demographics in the Vale of Glamorgan will significantly affect the demand for our services. Short term and long-term need and the assessment of demographic increases is an important aspect of the Council's strategic planning responsibilities.
- Contributing towards a healthier Wales by supporting sustainable transport strategies.
- Delivering rigorous consultation with open communication channels and numerous opportunities for stakeholders to engage throughout the process.
- Ensuring that schools serve the educational needs of Local communities as part of the school admissions process.

Theme 16

Local Schools

A respondent stated that they agreed that schools should serve local community first. The proposed changes will ensure that children go to school in their actual areas.

Council's response

The admission arrangements currently in place prioritise children transferring from primary school to secondary school who live in a school's catchment area. The proposed changes to catchment areas would reinforce the position to ensure that wherever possible children can attend their local secondary school, particularly as a number of large-scale housing developments are leading to a rise in demand for secondary school places in certain areas. The Council is committed to providing local schools for local children where possible.

The Well-being of Future Generations Act 2015 requires the Council to think about the long-term impact of their decisions, to work better with people, communities and each other and to prevent persistent problems such as poverty, health inequalities and climate change.

To make sure we are all working towards the same purpose, the 2015 Act puts in place seven well-being goals on the Council. The 2015 Act makes it clear the listed public bodies must work to achieve all of the goals, not just one or two, these being:

- A prosperous Wales
- A resilient Wales
- A healthier Wales
- A more equal Wales
- A Wales of cohesive communities
- A Wales of vibrant culture and Welsh Language
- A globally responsible Wales

This proposal contributes to achieving the wellbeing goals by;

- Ensure an efficient supply and demand of school places across the Vale of Glamorgan through effective forecasting of future demand.
- Ensuring that wherever possible children can attend a local school within walking distance.

Theme 17

Traffic / Transport Costs

Respondents expressed views that the proposal had environmental and financial benefits. This proposal will hopefully reduce the amount of journeys that school coaches will make across the county.

Council's response

The Well-being of Future Generations Act 2015 imposes a duty on all public bodies in Wales to carry out "sustainable development", defined as being, "The process of improving the economic, social, environmental and cultural well-being of Wales by taking action, in accordance with the sustainable development principle, aimed at achieving the well-being goals." The action that a public body takes in carrying out sustainable development includes setting and publishing well-being objectives and taking all reasonable steps in exercising its functions to meet those objectives.

The proposal overall will support responsible planning in relation to environmental and financial concerns. The proposed admissions arrangements support attendance of pupils at a local school thereby reducing the need to transport some pupils in public and private vehicles.

Theme 18

Commitment to Llanccarfan

A respondent supported the proposal as it will ensure fairness for Rhooose and Llanccarfan pupils. They felt that the proposed arrangements enable the commitment made to Llanccarfan to be maintained.

Council's response

Following the decision to migrate Llanccarfan Primary to the village of Rhooose, it was decided that current pupils of the school would retain their catchment area status to Cowbridge Comprehensive when they were eligible to apply for secondary education. The proposed change would also address concerns previously identified relating to the splitting of the Rhooose community into two separate catchment areas. The Penmark and Porthkerry area of Rhooose will already be aligned to Cowbridge Comprehensive from September 2021 as a result of the relocation of Llanccarfan Primary School to the area. The inclusion of the entire area of Rhooose area within the Cowbridge Comprehensive School catchment area would negate divisions within Rhooose and the potential for splitting the village in two. The whole of Rhooose would serve one secondary school rather than two.

By providing a single catchment area for the village, this will promote equality and diversity and also enable strong community links to be forged by local residents, regardless of the primary school which their children attend.

Theme 19

Fit for the future school's programme

Respondent stated that the proposal supports the future schools' programme. The report is well considered and makes so much sense.

Council's response

The Council has a statutory duty to ensure that sufficient schools for providing primary education and secondary education are available in the Council's area. The Council regularly reviews its pupil projections and school catchment areas to ensure it can meet its statutory duty. As part of this responsibility a secondary catchment area review was undertaken to align secondary school catchment areas to better match demand to the capacity at secondary schools.

The Council's 21st Century Schools Programme has seen major investment in education infrastructure across the Vale of Glamorgan. Over £80 million has been invested over the last 10 years and an additional £167 million is planned over the next 5 years. Current and future demand for education forms part of the background to this proposal.

OTHER GENERAL COMMENTS RECEIVED IN SUPPORT OF THE PROPOSALS

- Fantastic proposal that makes best use of limited resources and funding we have
- Great change to catchment areas
- This is a more accurate approach and geographically a much better proposal
- Makes total sense to do this and ensure children go to school in their actual areas.
- I support the amendments and feel that it is a positive change.
- From a personal perspective, the positives of this proposal outweigh any negatives.
- I think this is a sensible approach to the school admission process

Theme 20 relates to a response received from the chairs of governors at Pencoedtre and Whitmore High schools which is provided below in full

Transformation project

The current consultation for the two schools that form the Barry co-education transformation project, proposes the following changes: Pencoedtre High School - Transfer the Wenvoe area into St Cyres School catchment area. Whitmore High School - Remove the dual catchment status of Rhoose from Whitmore High School & transfer the Rhoose area to Cowbridge Comprehensive School. The Barry co-education transformation project consultation document (2016) contained several promises about the catchment areas for the two new schools which this current proposal now seeks to overturn. The 2016 consultation document stated: "The preferred option was one which would result in as much parity as possible in relation to the number of pupils residing in each catchment area, relative levels of deprivation and the distance pupils would have to travel to school. The preferred catchment area option also follows logical geographical boundaries." Given that the transformation project itself is only in its third year of a five year programme and given that the two new schools have not yet completed their second full academic year, we are of the opinion that these two proposed changes are precipitate. We are of the opinion that the proposals will undermine the clear aspiration to create two educational establishments in Barry that have a balance of socio-economic characteristics, as measured by the Free School Meals Index. In addition, we are of the opinion that these proposals will undermine the sustainability and viability of the joint 6th Form that is run by the two schools and is the only 6th form provision in the medium of English offered to the community of this, Wales' largest town. We firmly believe that these proposals will adversely affect the viability of the co-education transformation project for Barry.

Council's response

The Council is required by the Statutory School Admission Code 2013 to annually review, consult, determine and publish agreed admission

arrangements. As a result, catchment areas may be subject to change in future as part of any school organisation proposal, in light of Welsh Government targets, national priorities, etc. As part of the annual review process, considerations relating to effective school place planning are required. During the academic year 2018/2019 a strategic review of secondary catchment areas took place in order to reflect on and respond to demographic changes linked to housing developments and other factors, in order to balance demand across all secondary schools in the Vale, and to support a local school/local community ethos. There were a number of considerations which lead to the current proposed changes to catchment areas for Pencoedtre and Whitmore High Schools including the significant positive impact the project had had on parental preference for the two schools.

There are families from a range of different backgrounds, cultures and social class residing within each area in the Vale of Glamorgan and as such the children attending each school within the Vale of Glamorgan reflect this. Parents of pupils residing in Wenvoe, however do not traditionally apply for a place at Pencoedtre despite this being their catchment school. Council records indicate that as of January 2020, 69 secondary age pupils live in the Gwenfo catchment area. They attended the Comprehensive Schools listed below.

Current school	Wenvoe Secondary age resident
Cowbridge	5
Pencoedtre	2
Whitmore	6
St Richard Gwyn	36
Ysgol Bro Morgannwg	10
Ysgol Y Deri	3
St Cyres	4
Stanwell	3

By including the geographical area of Wenvoe in St Cyres catchment area, it is anticipated that this would allow a revised catchment area of Pencoedtre to better support the increasing Barry population although it is acknowledged that parental preference may not change significantly as a result of this proposed change. The primary school in Wenvoe is a Church in Wales school and there has been a tendency for pupils to transfer to the Catholic Secondary School, St Richard Gwyn which is in close proximity to the village.

The changes proposed for Whitmore's catchment were presented in order to ensure that the school can support its local community and also address imbalances in other secondary school catchment areas. In order to balance demand in other areas of the Vale of Glamorgan, Cowbridge currently needs to accommodate a high number of pupils from other school catchment areas. By including Rhoose within Cowbridge's catchment area, this would alleviate pressure at both Llantwit Major Comprehensive and Whitmore High School. The proposed change would also address concerns previously identified

relating to the splitting of the Rhoose community into two separate catchment areas.

Having considered the concerns raised during the consultation on admission arrangements, the impact of the proposed changes on parental preference is considered to be minimal. The Council continues to be committed to supporting the Barry co-educational transformation project in partnership with the governing bodies of both schools from a financial, operational, and educational perspective.

Please click on headings to find [general guidance](#) or section guidance with an example.

You will find supporting information in appendices at the end of the guidance.

When you start to assess your proposal, arrange to meet Tim Greaves, Equality Co-ordinator, for specific guidance. Send the completed form to him for a final check and so that he can publish it on our Vale of Glamorgan equality web pages.

Please also contact Tim Greaves if you need this equality impact assessment form in a different format.

1. [What are you assessing?](#)

A proposal to change admission arrangements policy for 2021/22
--

2. [Who is responsible?](#)

Name	Lisa Lewis	Job Title	Operational Manager
Team	Strategy & Resources	Directorate	Learning & Skills

3. [When is the assessment being carried out?](#)

Date of start of assessment	03 December 2019
------------------------------------	------------------

4. [Describe the proposal?](#)

What is the purpose of the proposal?

The Vale Council is consulting with all consultees required by the School Admissions Code 2013 on a proposed change to school admission arrangements for community schools for the academic year 2021/2022. Stanwell School and St Richard Gwyn Catholic School are not affected by the proposed change as they are their own admissions authority and determine their arrangements separately.

The Council has a statutory duty to consult with all neighbouring local authorities, the admission authorities of those schools which have delegated admission powers and the

governing bodies of all other maintained schools in the relevant area. The relevant area is the geographical area of the Vale of Glamorgan.

The following change to the Admissions Policy currently in place was proposed in the Consultation Document:

- A proposed change to the distance criteria used within the catchment area criteria for allocating places when catchment area applications exceed the number of places available. Current arrangements prioritise those living furthest away from an alternative school with a place, the proposed change will prioritise those living closest to a primary school where the number of applications within catchment exceeds places available. The change will support attendance at a local school.
- Continuation of a coordinated admissions pilot programme in partner voluntary aided schools in order to promote a fairer, more equitable system of allocating places was also proposed. The coordinated admissions programme will be reviewed after the conclusion of the September 2020 reception admissions round with a view to extending the programme to other voluntary aided schools for 2021/22 on a voluntary basis.
- A secondary school catchment area review in order to align secondary catchment areas to better match demand to the capacity at secondary schools. There is sufficient capacity overall in the Vale of Glamorgan to meet the needs of the future secondary school population but catchment areas are unbalanced. Demand from within some school catchment areas is considerably less than the school is able to accommodate whilst in other catchment area demand is in excess of the school capacity. The proposed revisions to school catchment areas are summarised as follows:

Barry Area

- Pencoedtre High School:
 - Transfer of the Gwenfo area into St Cyres school catchment area.
 - St Cyres School has the capacity to accommodate extra areas and pupil demand into their catchment areas.
 - The revision will provide a better balance of school places to meet future demand for parents living in the Pencoedtre High School catchment area requiring a school place.
- Whitmore High School:
 - Transfer the Rhoose area into Cowbridge Comprehensive School catchment area.
 - Removal of the dual catchment area status of Rhoose to Barry and Llantwit so that it's realigned to Cowbridge Comprehensive.

- The revision will provide a better balance of school places to meet future demand for parents living in the Whitmore school catchment area requiring a school place.

Cowbridge Area

- Cowbridge Comprehensive School:
 - Increasing the catchment pupil population size by incorporating the area of Rhoose into the school catchment area.
 - The current secondary pupil catchment population is small relative to the size of the catchment area with scope to increase its size.
 - The revision will provide a better balance of school places and will meet future demand for parents living in the Cowbridge Comprehensive School catchment area requiring a school place.

Llantwit Major Area

- Llantwit Major School:
 - Transfer the Rhoose area into Cowbridge Comprehensive School catchment area.
 - A further 270 English medium primary children are likely to enter the secondary school system in future as a result of housing allocations in the Llantwit area outlined in the Councils Local Development Plan (LDP) that have not come forward for development to date. The developments are also anticipated to introduce a further 241 pupils of secondary school age into the system. It is uncertain as to when interest in the sites is likely to take place but a reduction in the catchment area would provide flexibility to manage these future housing developments.
 - The revision will provide a better balance of school places to meet demand for parents living in the Llantwit Major School catchment area requiring a school place.

Penarth Area

- Stanwell School
 - The school are their own admissions authority. The Council have not been made aware of any plans to alter the school catchment area.
- St Cyres School:
 - Increasing the catchment pupil population area size by incorporating the Wenvoe, Penarth and Sully areas into the school catchment area.
 - The current secondary pupil catchment population is small relative to the size of the catchment area with scope to increase its size.

- The revision will provide a better balance of school places and will meet demand for parents living in the St Cyres School catchment area requiring a school place.

The School Admissions Policy was issued for consultation on 11 December 2019 to headteachers and chairs of governors of all schools in the Vale of Glamorgan, neighbouring local authorities and diocesan directors of education. Responses were required by 3 February 2020.

The Council is required to produce a draft School Admissions Policy each year for the subsequent school year's admission rounds detailing school admission arrangements for all maintained schools in its area. The policy for 2020/21 can be found within the Council's Parental Guide to School Admissions which is available on the Council's website. A hard copy is also available on request.

Why do you need to put it in place?

The Vale of Glamorgan Council is consulting on a proposed change to the school admission arrangements for community schools for the academic year 2021/2022 in respect of a change to secondary school catchment areas and a minor amendment to the primary school oversubscription criteria.

The proposed change to the primary criteria will prioritise those living closest to a primary school where the number of applications within catchment exceeds places available. The change will support attendance at a local school.

Changes to secondary school catchment areas are required, as whilst there is sufficient capacity overall in the Vale of Glamorgan to meet the needs of the future secondary school population, some catchment areas are unbalanced. Demand from within some school catchment areas is considerably less than the school is able to accommodate whilst in other areas catchment demand is in excess of the school capacity.

The revised arrangements would not prevent parents from applying for a school of their choice, the same options will be available as they are at present but where a school is oversubscribed, residence within catchment area is a high priority when allocating places.

Do we need to commit significant resources to it (such as money or staff time)?

No. The proposed admissions arrangements support attendance of pupils at their local school thereby reducing the need to transport pupils in public and private vehicles wherever possible. Some increases in transport cost have been forecast. This is in line with the increase pupil numbers expected.

Officer time has been addressed from within existing staff resources.

What are the intended outcomes of the proposal?

The intended outcomes are to ensure that wherever possible children can attend their local secondary school. A rise in demand for secondary school places in parts of the Vale of Glamorgan requires the Council to ensure that School Admissions Policy supports the Council's wider strategic plan. The Council has committed, as part of its Corporate Plan 2016-20, to achieving a vision of 'Strong Communities with a Bright Future'. This plan is also reflective of the Welsh Government's Well-being of Future Generations Act and is comprised of a number of Well-being objectives to deliver this vision.

Who does the proposal affect?

This proposal will affect pupils currently in year 5 who will transfer to secondary school in September 2021. In accordance with the School Admissions Statutory Code (July 2013), admission authorities are required to consult with "relevant areas". These are as follows:

- The governing body of the relevant schools.
- All neighbouring Local Authorities.
- Admission authorities for all other maintained schools in the relevant area.
- Governing Bodies of all other schools in the relevant area (i.e. community and voluntary controlled schools which do not have delegated admissions powers). In the case of schools with a religious character, such body or person representing the religious denomination in question.
- The admission forum serving the relevant area.
- Where a significant change is proposed, parents of children likely to be affected.

This proposal if implemented would ensure that the majority of secondary age pupils can be educated at a school within their community and also ensure the effective distribution of school places taking into consideration new housing developments and population changes in some areas of the Vale of Glamorgan.

Will the proposal affect how other organisations work?

The proposal will impact on admissions to community maintained secondary schools within the Vale of Glamorgan where the Council is the admission authority. The proposal does not impact on admissions to St Richard Gwyn and Stanwell School who are their own admission authority.

Will the proposal affect how you deliver services?

The Council must ensure that schools serve their local communities and are reflective of demand. This proposed change will ensure that wherever possible, secondary age pupils can be educated in a secondary school in their local area.

A secondary catchment area review was undertaken to align secondary school catchment areas to better match demand to the capacity at secondary schools. A school catchment area is a geographically defined area of addresses drawn up to ensure that all

schools in an area receive a fair share of pupils in which children are eligible to attend a local school and are used;

- To give parents an indication of their local school.
- To help schools identify with the communities they serve.
- To prioritise admissions to school when there are more applications than places available.
- As a planning tool to enable the Authority to fulfil its duty to forecast demand for education in an area and to plan to meet that demand.
- As an element of transport policy in order to facilitate the organisation of school transport and control costs.

Will the proposal impact on other policies or practices?

The proposal supports the Councils overall strategic outline programme for Band B of Welsh Governments 21st Century Schools Programme by ensuring that sufficient school places are available in the right area.

Can you change the proposal so that it further promotes equality of opportunity and fosters good relations?

The proposed change to the admission arrangements strengthens the position for pupils living within a designated catchment area to be able to attend their local school and in doing so would ensure that secondary schools better serve their communities.

The Council has committed as part of the Corporate Plan 2016-20 to achieving a vision of 'Strong Communities with a Bright Future'. This plan is reflective of the Welsh Government's Well-being of Future Generations Act and is comprised of a number of Well-being objectives to deliver this vision.

The proposed School Admissions Policy contributes to the Council's wellbeing outcome, 'An Environmentally Responsible and Prosperous Vale', by ensuring that wherever possible pupils are educated in a school close to their home address.

The proposed change to the admission oversubscription criteria does not mean that children living outside of a secondary school's catchment area will not be able to apply for, and secure, a place at a secondary school. The oversubscription criteria are used to rank applications and allocate school places in the event of over subscription. The Council are proud of the fact that over 90% of parents on average each year receive the offer of a place at their first choice of school. However, no guarantee is ever given that any child will automatically receive an offer of their first choice of school either under the current or the proposed admission arrangements. For a variety of reasons, including parental preference, it is not uncommon for a year 6 cohort within many of our primary schools to transition to more than one secondary school.

How will you achieve the proposed changes?

The consultation period for the proposal started on 11 December 2019 and ended on 3 February 2020.

A Consultation Report will be submitted to Cabinet on 22 March 2020. The Council has a statutory duty to consult on school admission arrangements annually and to determine the arrangements for 2020/21 following appropriate consultation by no later than 15 April 2020.

These admission arrangements would then be published and applied for admission into schools during the academic year 2021/22.

Who will deliver the proposal?

Subject to the approval of this proposal, the Directorate of Learning & Skills will deliver this proposal via the application of the admission arrangements for entry into the academic year 2021/22.

How will you know whether you have achieved the proposal's purpose?

This will be determined via the application of the agreed admission arrangements on and after 1 March 2021. It is anticipated that the change will result in a high number of successful applications for pupils whose parents have applied for a place in their local secondary school by the closing date.

5. [What evidence are you using?](#)

Engagement (with internal and external stakeholders)

The consultation processes followed Welsh Government guidelines, in compliance with the School Admission Code 2013. The Council consulted with a range of statutory consultees outlined in and required by the Code.

The authority received 126 individual responses by the consultation closing date of the 3 February 2020. Of the total 126 individual responses received, 67 were in favour of the proposal and 59 were opposed.

It has been noted that not all consultees provided a response to each of the questions and that some forms were not fully completed. In these cases we have accepted the responses to the questions that they have chosen to answer.

Verbal feedback is not included in this report as it was stated clearly in the consultation document that the Council would only accept written responses. The Council consulted with a range of statutory consultees outlined and required by the Code.

A number of themes identified during the consultation period will be addressed and contained within a consultation report to be reported to Cabinet on the proposal.

Consultation (with internal and external stakeholders)

Formal consultations were conducted through a consultation document and response form distributed electronically to prescribed consultees and published on the Vale of Glamorgan website the on 11 December 2019.

The bilingual consultation documents were published on 11 December 2019 and distributed online; through social media and on the Vale of Glamorgan Council's website. Consultees were provided with an electronic copy of the documents and a link to the Vale of Glamorgan website. Hard copies were available on request.

National data and research

A great deal of information is available with relation to the population within the Vale of Glamorgan. This can be accessed from the following sources.

Household projections by local authority:

<https://gov.wales/docs/statistics/2017/170323-household-projections-local-authorities-2014-based-en.pdf>

Future population trends:

<https://www.slideshare.net/StatisticsWales/welsh-government-future-trends-report-2017-population>

ONS 2016 population estimates (row 392 code W06000014):

<https://www.ons.gov.uk/file?uri=/peoplepopulationandcommunity/populationandmigration/populationestimates/datasets/populationestimatesforukenglandandwalesscotlandandnorthernireland/mid2017/ukmidyearestimates2017finalversion.xls>

Protected characteristic data from 2011 Census:

<https://gov.wales/statistics-and-research/census-population/?lang=en>

Local data and research

The Council is using current demographic, school and pupil data to inform the proposal. A [School Catchment area review](#) was used to inform the process.

([https://www.valeofglamorgan.gov.uk/Documents/Working/Education and Skills/Schools/Consultations/School-Catchment-area-review-paper-FINAL-E-v2.pdf](https://www.valeofglamorgan.gov.uk/Documents/Working/Education%20and%20Skills/Schools/Consultations/School-Catchment-area-review-paper-FINAL-E-v2.pdf))

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.

(https://www.valeofglamorgan.gov.uk/en/living/planning_and_building_control/Planning/planning_policy/Planning-Policy.aspx).

6. How robust is the evidence?

Does it show what the impact will be (positive and negative)?

This proposal pays due regard to the need to eliminate discrimination, advance equality, and foster good relations as an integral part of the decision making process. The impact of the proposal will be positive in terms of managing the demand for school places in the Vale of Glamorgan

What are the gaps?

The protected characteristics of applicants for secondary school places for the admission year 2021/22 not currently on roll in Vale of Glamorgan schools cannot be known. In addition, the future protected characteristics of an individual cannot be predicted with any degree of certainty. However, this proposal is designed to have a positive or neutral impact on those with protected characteristics, particularly where a disability leads to additional learning needs. No respondent raised concerns that the proposal could have an adverse impact on any protected characteristic.

What will you do about this?

Admission Arrangements are reviewed and consulted on annually. Any additional data or information received as part of this process will be fed into future policy formulation.

What monitoring data will you collect?

The Pupil Level Annual School Census (PLASC) data is collected on an annual basis, some protected characteristics are captured through this process.

How often will you analyse and report on this?

The pupils Level Annual School Census (PLASC) is completed annually. The Council and schools use the data to develop and monitor policy and performance in the Vale of Glamorgan. The effectiveness of this proposal will be monitored by the Council. Parental satisfaction with admission arrangements is also monitored.

Where will you publish monitoring data and reports?

School Census data is published by Welsh Government on the STATS Wales website for each local authority area.

Standards in schools are monitored on an annual basis by the Consortium and reported back to the Council. Standards for children who have been identified with additional learning needs, along with those children identified as school action and school action plus will also be part of the Annual National Categorisation School Report carried out by the Central South Consortium in partnership with the school.

7. [Impact](#)

Is there an impact?

There would be a positive impact on persons with the protected characteristics of age as this proposal supports pupils to transfer to their local school. There would also be a positive impact where a pupil has a disability that has led to them being directed to a specific school due to it being the most appropriate setting. Any secondary pupil residing more than 3 miles from their catchment school would be provided with free transport. Any pupil requiring transport due to the nature of their disability or Additional Learning Need would be provided with free transport regardless of the distance from their home address to their school.

There has been no perceived negative impact on the protected characteristics identified.

The positive impacts are outlined below in the relevant section.

If there is no impact, what is the justification for thinking this? Provide evidence.

Evidence is assessed through the consultation process and through school and pupil data.

If there is likely to be an impact, what is it?

Age

Based on the Pupil Level Annual School Census (PLASC) carried out in January 2019 there were 1727 children on roll in year 4. This is the cohort that will transfer to secondary education in 2021.

However, it is noted that section 149, so far as relating to age, does not apply to the exercise of a function relating to the provision of education to pupils in schools (see paragraph 1 of Schedule 18 to the 2010 Act).

As this proposal has been put forward to support the Council to ensure the provision of sufficient places for children of secondary school age, the proposal would provide a **positive** impact for children.

Disability

The admission criteria proposed requires that when pupils with special educational needs, and when a particular school is named as the most appropriate setting, will be admitted before applying the oversubscription criteria.

The data held on pupils is characterised by Special Educational Needs (SEN) not disability. 14.9% of children in year 4 at PLASC 2019 (the cohort that will transfer to secondary education in 2021) had SEN. This will include pupils with a disability however it will also include pupils without a disability. The degree of need varies across a range of additional learning needs types.

The proposed admission arrangements would allow for consideration of compelling medical and social factors to be considered.

The protected characteristics of children who will emanate from the new developments are unknown at this stage. This data is collected where appropriate on admission and the Council and schools use the data to develop and monitor policy and performance in the Vale of Glamorgan. The effectiveness of this proposal will be monitored as part of the annual review of admission arrangements.

The proposal will therefore provide a **positive** impact for pupils with special educational needs, when a particular school is named as the most appropriate setting, as they will be admitted before applying the oversubscription criteria.

Gender reassignment, including gender identity

Gender reassignment is not recorded for primary age pupils however individual pupils choosing to live other than at their birth gender are supported within all schools. All children would continue to receive a high quality education regardless of their gender identity.

None of the respondents indicated that this proposal would have an adverse impact on gender identity. Based on current evidence this proposal would have a **neutral** impact on this protected group.

Marriage and civil partnership (discrimination only)

None of the respondents indicated that this proposal would have an adverse impact on their status in this regard. This information is not held at a directorate level however the

proposal is designed to have a positive or neutral impact on those with protected characteristics who require a secondary school place in September 2021. These pupils are below the legal marriage age.

Based on the policies in place that would not change as a result of this proposed policy change, the proposal would have a **neutral** impact on this protected group.

Pregnancy and Maternity

It is considered that there will not be a negative impact on pupils in this protected group as there is a minimal likelihood of pupils falling within this protected group due to the age of the pupils on their transfer to secondary school. The provision of education for any pupil who were within this protected group would remain unaltered by the proposal.

None of the respondents indicated that this proposal would have an adverse impact on their status in this regard. Based on the policies in place that would not change as a result of the proposal, this proposal would have a **neutral** impact on people in this protected group.

Race

The predominant ethnicity for pupils on roll at PLASC 2019 is white British (89%) with 12% of pupils being recorded as being of an ethnic minority.

As the children would continue to wherever possible transfer to their local secondary school, it is unlikely that the proposal will change the ethnic profile of any school significantly although the characteristics of all future applicants cannot be known at this stage. Although a number of applications are received for Vale of Glamorgan schools from ethnic minority pupils from outside of the Vale of Glamorgan area, the needs of these pupils should be supported at their local catchment area schools.

None of the respondents indicated that this proposal would have an adverse impact on their status in this regard. Based on the policies in place that would not change as a result of the proposal, this proposal would have a **neutral** impact on people in this protected group.

Religion and belief

The teaching of respect for all religious and non-religious beliefs is provided at all community maintained schools and it is not proposed that this would change due to this proposal. Admission to the Catholic secondary school, St Richard Gwyn, will not be impacted by this proposal as admission decisions for this school would remain a decision for the governing body. This aspect of the curriculum relating to religion and belief would not change as a result of this proposal.

No respondents indicated that this proposal would have an adverse impact on their status in this regard. Admission to faith secondary schools serving the Vale of Glamorgan are not covered by this policy as they manage their own admissions. This proposal, therefore does not impact on parental preference for a faith secondary school application.

Based on the policies in place that would not change as a result of the proposal this proposal would have a **neutral** impact on people in this protected group.

Sex

The school population at PLASC 2019 is recorded at 51% male and 49% female.

All of the community maintained schools are coeducational therefore parents of children of both sexes would be offered the same opportunity to apply for the school of their choice. There would be no different methods of teaching or curricula for either sex. The aspect of the curriculum management relating to any identified gender based attainment gap would not change as a result of this proposal.

None of the respondents indicated that this proposal would have an adverse impact on their status in this regard. Based on the policies in place that would not change as a result of the proposal, this proposal would have a **neutral** impact on people in this protected group.

Sexual orientation

Sexual orientation for the cohort concerned with this proposal is not recorded. Inclusivity and respect of others is an intrinsic element of the national curriculum.

The principles of school inspection as described in the 'Framework for School Inspection', September 2015, states that the inspection will focus on the needs of pupils and parents by evaluating the extent to which schools provide an inclusive environment which meets the needs of all pupils irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation. The Estyn School Inspection Handbook also details how inspection will evaluate how well individual pupils benefit from their school and states it may be relevant to pay particular attention to those with protected characteristics, therefore including transgender pupils. Under spiritual, moral, social and cultural development Estyn will look for evidence where pupils develop awareness and respect for diversity in relation to, for example gender, race, religion and belief, sexual orientation and disability.

Inspectors will also consider types, rates and patterns of bullying and the effectiveness of all school's actions to prevent and tackle all forms of bullying and harassment – this includes cyber bullying and prejudice-based bullying related to special education need, sexual orientation, sex, race, religion and belief, gender reassignment or disability.

Based on the policies in place that would not change as a result of the proposal, this proposal would have a **neutral** impact on people in this protected group.

Welsh language

The Council was very successful in increasing Welsh medium primary sector capacity within the Vale of Glamorgan under Band A of the 21st Century Schools Programme. In order to build on this success, a key priority for Band B is to increase capacity in the Welsh medium secondary sector as well as consideration of further developments at

primary level. This has ensured that there will be sufficient places available for pupils wishing to receive a Welsh medium secondary education should they wish to do so. In order to ensure that the Council actively addresses the Welsh Government target of one million Welsh speakers by 2050, the Council will be undertaking an active programme of addressing need with regard to Welsh and English medium education. 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.

As Ysgol Bro Morgannwg is the only school providing Welsh medium secondary education in the Vale of Glamorgan, this school is considered to be the Catchment Welsh medium school for the whole geographical area of the Vale of Glamorgan. None of the respondents indicated that this proposal would have an adverse impact on their status in this regard. Based on current evidence, this proposal would therefore have a **neutral** impact on people in this protected group.

Human rights

Consideration of the UNICEF document, 'A Human Rights-Based Approach to Education For All', was given as part of the development of this consultation. This document advises that Chapter 2 introduces a conceptual framework for the rights-based approach to education that embodies three interlinked and interdependent dimensions. It contends that human rights related to education cannot be realised unless and until all three are addressed:

- The right of access to education – the right of every child to education on the basis of equality of opportunity and without discrimination on any grounds. To achieve this goal, education must be available for, accessible to and inclusive of all children.
- The right to quality education – the right of every child to a quality education that enables him or her to fulfil his or her potential, realise opportunities for employment and develop life skills. To achieve this goal, education needs to be child-centred, relevant and embrace a broad curriculum, and be appropriately resourced and monitored.
- The right to respect within the learning environment – the right of every child to respect for her or his inherent dignity and to have her or his universal human rights respected within the education system. To achieve this goal, education must be provided in a way that is consistent with human rights, including equal respect for every child, opportunities for meaningful participation, freedom from all forms of violence, and respect for language, culture and religion.

This proposal has been presented in order to address the right of access to education at an appropriate school, as close as possible to the child home address.

None of the respondents indicated that this proposal would have an adverse impact on their status in this regard. Based on current evidence, this proposal would have a **positive** impact on people in this protected group as it is intended that all pupils will be able to be educated at a secondary school within the Vale of Glamorgan providing an application is made at the appropriate time.

How do you know?

Explain this for each of the relevant protected characteristics as identified above.

Data is provided and analysed through the Pupil Level Annual School Census (PLASC) data collected in the January of each year. The Council also uses current demographic, school and pupil data to inform the proposal. School staff would also continue to receive protection under the Equalities Act 2010.

What can be done to promote a positive impact?

Explain this for each of the relevant protected characteristics as identified above.

The policy will be published on the Council's website and through the Council's Parental Guide to School Admissions for parents to consider when making a decision on where to express a preference for a pupil place. Having due regard to the need to advance equality of opportunity includes having due regard to the need to remove or minimise disadvantages suffered by them. Due regard would therefore be paid to the need to take steps to meet the needs of such persons where those needs are different from persons who do not have that characteristic, and to encourage those who have a protected characteristic to participate in public life. The steps involved in meeting the needs of disabled persons include steps to take account of the persons' disabilities. Having due regard to 'fostering good relations' involves having due regard to the need to tackle prejudice and promote understanding. This is an important aspect to curriculum delivery and would not change as a result of this proposal.

It is acknowledged that complying with the duty may involve treating some people better than others, as far as that is allowed by the discrimination law. The admission criteria proposed requires pupils with special educational needs, when a particular school is named as the most appropriate setting, to be admitted first, before applying the oversubscription criteria.

Age

As the Council would continue to provide sufficient places for children of secondary school age, the proposal would provide a positive impact for children.

Disability

The admission criteria proposed requires pupils with special educational needs, when a particular school is named as the most appropriate setting, to be admitted before applying the oversubscription criteria. The proposal would therefore provide a positive impact for children with this protected characteristic.

Gender reassignment, including gender identity

All children would be supported to receive a high quality education if the proposal were to be successfully implemented regardless of gender identity. All secondary schools will have suitable facilities in place to accommodate pupils of any gender; no pupil or staff member would need to consider changing schools due to gender reassignment.

Marriage and civil partnership

The pupils affected by this proposal are below the legal marriage age.

Based on the policies in place that would not change as a result of this proposed policy change, the proposal would therefore have a neutral impact on this protected group.

Pregnancy and Maternity

It is considered that there will not be a negative impact on pupils in this protected group as there is a minimal likelihood of pupils falling within this protected group due to the age of the pupils on their transfer to secondary school. The provision of education for any pupil who were within this protected group would remain unaltered by the proposal. The proposal would therefore have a neutral impact on this protected group.

Race

Inclusivity and respect of others is an intrinsic element of the national curriculum. The Council will ensure that its policies promote this requirement through its monitoring and challenge.

Religion and belief

The teaching of respect for all religious and non-religious beliefs is provided at all community maintained schools and not change due to this proposal. Admission to the catholic secondary school, St Richard Gwyn, will not be impacted by this proposal. The proposal would therefore have a neutral impact on this protected group.

Sex

All community maintained secondary schools within the Vale of Glamorgan are coeducational. Parents of children of either sex would have equal opportunity to apply for the secondary school of their choice. There would be no different methods of teaching or curricula for either sex. The proposal would therefore have a neutral impact on this protected group.

Sexual orientation

Inclusivity and respect of others is an intrinsic element of the national curriculum. The principles of school inspection as described in the 'Framework for School Inspection', September 2015 states that the inspection will focus on the needs of pupils and parents by evaluating the extent to which schools provide an inclusive environment which meets

the needs of all pupils irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation. Based on the policies in place that would not change as a result of the proposal, this proposal would have a neutral impact on people in this protected group.

What can be done to lessen the risk of a negative impact?

Explain this for each of the relevant protected characteristics as identified above.

No negative impacts have been identified as a result of this proposal.

Is there a need for more favourable treatment to achieve equal outcomes? (Disability only)

Not all secondary schools are currently fully accessible. The admission arrangements proposed require pupils with special educational needs, including those with a disability, when a particular school is named as the most appropriate setting, to be admitted before applying the oversubscription criteria. This is to ensure that pupils with a disability are not adversely impacted as a result of the school they attend.

Will the impact be positive, negative or neutral?

Explain this for each of the relevant protected characteristics as identified above.

Age – Positive

Disability – Positive

Gender reassignment, including gender identity – Neutral

Marriage and civil partnership – Neutral

Pregnancy and Maternity – Neutral

Race – Neutral

Religion and belief – Neutral

Sex – Neutral

Sexual orientation – Neutral

(Welsh language – Neutral

Human rights – Positive)

8. Monitoring on-going impact

Date you will monitor progress

PLASC data is annual and if approved by Cabinet this change in policy will be implemented for admission into secondary school in September 2021. This will include reference to this document.

The effectiveness of the policy change would be reviewed by Autumn 2021 in advance of the annual consultation on admission arrangements for the admission year 2023.

Any changes in outcomes resulting from this on-going analysis will be used to update this Equality Impact Assessment, including any mitigating actions which may be required.

Measures that you will monitor

PLASC data for all pupils will be broken down and monitored by Age, Disability, Race, Religion and belief and Welsh language. The Equalities Team monitors service data and provides information in the annual equality monitoring report. The measures identified for the education of pupils are a matter for the governing body in their School Improvement Plan.

Date you will review implemented proposal and its impact

Subject to Cabinet approval, the change in policy will be implemented for admission into secondary school in September 2021. The Council is required to consult on its admission arrangements annually and any review of the admission arrangements in place will be reflected in future consultations which take place between January and March of each year.

9. Further action as a result of this equality impact assessment

Possible Outcomes	Say which applies
No major change	Yes
Adjust the policy	
Continue the policy	
Stop and remove the policy	

10. Outcomes and Actions

Recommend actions to senior management team
Outcome following formal consideration of proposal by senior management team

11. Important Note

Where you have identified impacts, you must detail this in your Cabinet report when seeking approval for your proposal.

12. Publication

Where will you publish your approved proposal and equality impact assessment?
 Vale of Glamorgan Website

In addition to anywhere you intend to publish your approved proposal and equality impact assessment, you must send a copy to Tim Greaves, Equality Co-ordinator, to publish on the equality pages of the Vale of Glamorgan website.

13. Authorisation

Approved by (name)	Paula Ham
Job Title (senior manager)	Director of Learning & Skills
Date of approval	26 02 20
Date of review	November 2021