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| Meeting of:                              | <b>Learning and Culture Scrutiny Committee</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Date of Meeting:                         | <b>Thursday, 12 October 2023</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Relevant Scrutiny Committee:             | Learning and Culture                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Report Title:                            | Consultation on the Proposed Change of Category of Stanwell School.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Purpose of Report:                       | To advise the Learning and Culture Scrutiny Committee of the consultation on a proposal to change the category of Stanwell School from a Foundation School to a Community School                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Report Owner:                            | Paula Ham, Director of Learning and Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Responsible Officer:                     | Paula Ham, Director of Learning and Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Elected Member and Officer Consultation: | Trevor Baker, Head of Strategy, Community Learning & Resources<br>Lisa Lewis, Operational Manager, Strategy & Resources<br>Natasha Burton, Sustainable Communities for Learning Project Manager<br>Kelly Williams, Sustainable Communities for Learning Project Manager<br>Gemma Jones, Operational Manager, Accountancy<br>Mike Matthews, Principal Strategic Planning Officer<br>Committee Reports                                                                                                                                                                                                                     |
| Policy Framework:                        | This is a matter for noting by Scrutiny Committee                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Executive Summary:                       | <ul style="list-style-type: none"> <li>This report is to advise the Learning and Culture Scrutiny Committee of the proposal presented by the governing body of Stanwell School to change its category from a Foundation School to a Community School with effect from September 2024.</li> <li>The decision to progress a proposal to change the category of Stanwell School from a foundation school to a community school is a decision to be made by the governing body of Stanwell School unless an objection is received and has not been withdrawn. See further below.</li> </ul> <p>Reasons for the proposal:</p> |

- The change to a community school would improve financial management, ensure compliance and support long-term sustainability as well as impacting positively on the management of admissions within its current catchment area, as well as across the Vale of Glamorgan.
- It would allow for improved access to funding streams such as community focussed schools grants and s106 funding, for example, via the Councils Capital Maintenance and School Investment Programme.
- The school would benefit from working more closely with other secondary schools via the Local Authority ensuring that all opportunities are available and leveraged appropriately. The [consultation document](#) further outlines the advantages and disadvantages of changing status.
- Due to the foundation status of this school, the governing body will lead on the proposal with support from the Local Authority. The governing body are responsible for the determination of the proposal where no statutory objections are received in response to the publication of a statutory notice but where objections are received, the Local Authority would determine the proposal.
- The Consultation period runs from 11 September 2023 to 23 October 2023.

## **Recommendations**

1. That the Learning and Culture Scrutiny Committee notes the governing body's decision to undertake a consultation from 11th September 2023 to 23rd October 2023 on the proposal to change the category of the school from a Foundation school to a Community Maintained School
2. That the Learning and Culture Scrutiny Committee considers the proposal as part of the proposed consultation exercise.

## **Reasons for Recommendations**

1. To note the Governing Body's decision to seek feedback through a formal consultation with prescribed stakeholders, prior to any publication of its proposal, as required by the Schools Standards and Organisation (Wales) Act 2013 and the School Organisation Code 2018.
2. To ensure that the Learning and Culture Scrutiny Committee is consulted on the proposal.

## **1. Background**

- 1.1 The proposal presented by the governing body of Stanwell School is to change the category of the school from a foundation school to a community school from September 2024. The full [consultation document](#) (appendix A) further outlines the advantages and disadvantages of changing status.
- 1.2 This proposal has transpired due to recent financial and organisational challenges Stanwell School have faced and provides a mechanism to support Stanwell's community-centred ambitions.
- 1.3 The decision to change the category of the school from a foundation school to a community school is a decision to be made by the governing body of Stanwell School, unless objections are received and not withdrawn.
- 1.4 The change the category of the school to a community school would improve financial management, ensure compliance and support long-term sustainability as well as impacting positively on the management of admissions within its current catchment area, as well as across the Vale of Glamorgan.
- 1.5 It would allow for improved access to funding streams such as community focussed schools grants and s106 funding, for example, via the Councils Capital Maintenance and School Investment Programme.
- 1.6 The school would benefit from working more closely with other secondary schools via the Local Authority ensuring that all opportunities are available and leveraged appropriately. This consultation document further outlines the advantages and disadvantages of changing status.

- 1.7** Stanwell School is a co-educational foundation school with sixth form provision for children aged between eleven and eighteen. The school is in the town of Penarth, 5 miles south-west of Cardiff. There are 299 places currently available per year group from years 7 to 11 with a separate 6th form that will increase to 324 places from September 2024. There are 1953 pupils currently on roll with a total capacity for 1947 pupils.
- 1.8** A Foundation School is a Local Authority maintained funded by the Local Authority and are either owned by the governing body or by a charitable status. There is limited Local Authority control. The governing body has different responsibilities and accountability in the management of the school than they do in community schools. Foundation schools were established under the School Standards and Framework Act 1998 to replace grant-maintained schools, which were funded directly by central government. Grant-maintained schools that had been voluntary controlled or community-maintained schools were given the option to become foundation schools.
- 1.9** Stanwell School is one of only ten foundation schools left in Wales. Foundation schools are “maintained schools,” meaning that they are funded by Welsh government via the Local Authority, and do not charge fees to students. As with voluntary controlled schools, revenue funding is delegated to the school under the Council’s Mainstream Schools Funding Formula. As a community school, additional Capital funding streams would be accessible, subject to prioritisation linked to school condition surveys and other data, including the Council’s long term asset renewal and capital investment scheme, capital bidding scheme and S106. As with voluntary aided schools, the governing body employs the staff and has responsibility for admissions to the school, subject to the rules imposed by the Welsh government.

## **2. Key Issues for Consideration**

- 2.1** When considering proposals for the change of school category, the governing body of Stanwell School has considered the following factors required by the School Organisation Code (2018).
- All categories of school - community, foundation, voluntary controlled or voluntary aided are of equal status.
  - All permissible proposals to change the category of a school will be considered on their individual merits.
  - Changing category has the potential to cause disruption to the running of the school and/or place added burdens on the governing body and/or add complexity to school reorganisation or admissions. Therefore, there should be a presumption against changes where benefits cannot be identified and wherever possible, arrangements should be put in place to mitigate against disruption wherever possible.
  - Whether any trust deed relating to the school allows for the change of category proposed. If there is any doubt, or if a variation in the trust deed is clearly necessary, proposers should make early contact with the Charity Commission.

- 2.2** Due to the foundation status of this school, the governing body will lead on the proposal with support from the Local Authority. The governing body are responsible for the determination of the proposal where no statutory objections are received in response to the publication of a statutory notice but where objections are received, and not withdrawn in writing before the end of 28 days beginning with the end of the objection period, the Local Authority would determine the proposal.

#### Financial Benefits

- 2.3** Stanwell school is funded as a maintained school via the Vale of Glamorgan Council's Mainstream Schools funding Formula. The annual budget for 2023/24 is £9.557M inclusive of the delegated Post 16 grant. The school out turned the 2022/23 financial year in a deficit position of £0.588M and as a result, required an intervention from the council in the form of an advance on funding in order to meet their financial commitments. The school has prepared a recovery plan to eradicate this deficit over a three year period.
- 2.4** The school's budget is currently managed by the governing body without oversight from the Vale of Glamorgan Council. Should this proposal come to fruition. Stanwell School would benefit from additional specialist financial support on budget management by the Vale of Glamorgan Council. The school would also benefit from support with cash flow, procurement, and access to Section 106 funds for capital projects.
- 2.5** As a community school, responsibility for Stanwell's buildings would transfer to the Council and as a result, capital works identified through condition surveys would be prioritised and maintained from the Council's capital funding and asset renewal programme.
- 2.6** As a foundation school, Stanwell has not been subject to The Vale of Glamorgan's collective agreement for job evaluation. If they become a community school, then the Vale of Glamorgan Council would provide Stanwell School with the necessary support to address any employment issues. The school currently outsources their HR support to a private company. Stanwell have recently signed up to the Vale of Glamorgan payroll and financial support services to provide some additional assurance in relation to their financial challenges. This change is as a result of Stanwell adopting the service level agreement offered, rather than a result of any proposed change in categorisation.

#### School Admissions

- 2.7** As a foundation school Stanwell sets its own admissions criteria. There are also no coordinated admissions processes in place, as is the case with the majority of voluntary aided or controlled schools. The governing body operates on a feeder school arrangement for entry to the school. It receives applications in excess of the number of places available from the feeder primary schools at year 6 transfer stage. This means that pupils residing outside of the Vale of Glamorgan can access a place in a feeder primary school and have priority for school places over

pupils living in the local community who have not accessed a place in one of Stanwell's feeder schools.

- 2.8** In the long term, under the council's policy, residence within a school catchment area would ensure that local children are prioritised for entry to their local school. In most cases under current feeder school arrangements, most children in feeder schools are also resident in Stanwell's school catchment area so this would not have a significant impact on admissions to the school, however it would provide a better approach to admissions for those pupils living within the local community.
- 2.9** The feeder schools are currently Albert Primary School, Evenlode Primary School, Sully Primary School and Victoria Primary School. The change to community status would mean that pupil admissions to Stanwell would be subject to the Vale of Glamorgan's admissions policy and admissions would be managed by the Council. The Vale of Glamorgan has committed to ensuring that all Vale of Glamorgan pupils can access a school place at a school as close to their home address as possible. This change would facilitate this.
- 2.10** There is no change to Stanwell's catchment area proposed as part of this consultation. The proposal is unlikely to have a significant impact on any other schools in the local area as no change to the existing catchment area is proposed as part of this proposal. St Cyres school, which shares its catchment area with Stanwell is also consistently over subscribed for the year 7 transfer process.
- 2.11** The council's school admissions policy is subject to annual review and consultation and as such, does not form part of this consultation. Should this proposal result in a change of category for Stanwell, with effect from September 2024, the local authority's admission arrangements would apply to the school as a result of a change to community status where residence within catchment area is a high priority for entry to the school.
- 2.12** As part of this proposal, the Council commits to establishing transition arrangements for those children in attendance at one of Stanwell's designated feeder primary schools prior to the change of status. The designated feeder schools are Albert, Evenlode, Sully and Victoria. Transition arrangements would form part of the admissions policy and would be subject to approval by the Councils Cabinet.
- 2.13** The Council will therefore retain the feeder primary school link for those children in attendance at a designated feeder primary school during the academic year 2023/2024. All children in the reception to year 6 age group of a designated feeder school during the 2023/2024 academic year would retain their feeder status.
- 2.14** The transitional arrangements would cease for the year 6 transfer process to Secondary education in September 2030 when the last child under transitional arrangements leaves their feeder primary school.
- 2.15** In year admission transfer applications to Stanwell School from September 2024 will be considered in line with the local authority's admission arrangements

where residence within the catchment area is a high priority for admission to the school.

- 2.16** A change of category would mean that all English medium secondary schools, excluding St Richard Gwyn Catholic High School, would be community-maintained schools. St Richard Gwyn Catholic High School has however already opted to be part of the coordinated admission arrangements in place within the Vale of Glamorgan.
- 2.17** The inclusion of Stanwell would create a consistent approach to school admissions across all Vale secondary schools which would ensure a fair and equitable system for children on transfer to secondary education, prioritising those from within the local community.

#### Curriculum and Pupil management policies.

- 2.18** The planned proposal will have no impact on the curriculum. Stanwell School will continue with work to implement and embed the Curriculum for Wales as it sees fit. This curriculum was adopted by the school during the summer term 2022 and implementation started in September 2022.
- 2.19** Stanwell School will continue to be supported by Central South Consortium in relation to curriculum development.
- 2.20** The school would benefit from working more closely with other secondary schools and sharing data with the local authority, thereby ensuring additional opportunities available to the school are maximised.
- 2.21** Stanwell would benefit from working fully within the LA's Managed move Protocol. The school already refer to the Social, Emotional and Mental Health Panel (SEMHP) and the Inclusion Team for support around attendance and exclusions and adopting the protocol would therefore better support learners to access the full range of support mechanisms available, as outlined in the SEMHP Continuum.

#### Leadership and Management

- 2.22** The proposal to change the school category would not impact on standards and the progress of pupils and staff at Stanwell school. The school senior leadership would maintain the same day to day management with no changes apart from the Vale of Glamorgan managing the school's admissions process. The school is already working more closely the Vale of Glamorgan Council in addressing some of the challenges to date, and the change in status would reflect and support this trajectory longer term and secure the school's longer-term sustainability.
- 2.23** A change of category to Community school would support Stanwell in working more closely with a number of stakeholders, including the Local Authority, Welsh Government and other schools in order to further improve educational outcomes.

- 2.24** The Council works closely with the governing bodies of its schools to ensure that standards are robust, that teaching and learning is of a high quality, and that leadership and governance is strong. Stanwell and the Council work with two organisations in order to monitor the performance of schools and to support school improvement. Community maintained status would strengthen this relationship.

#### Statutory Process

- 2.25** Welsh Government issued a revised School Organisation Code in 2018 ("the Code") that came into effect on the 1st November 2018. The Council must "act in accordance with the Code" as determined by the School Standards and Organisation (Wales) Act 2013.
- 2.26** Section 48 of the School Standards and Organisation (Wales) Act 2013 Act requires that before school organisation proposals are published, they must first be subject to consultation. A consultation document must be published and provided to prescribed consultees and Welsh Ministers.
- 2.27** Consultees must be advised by letter or email of the availability of the consultation document and that a hard copy can be obtained on request. Consultees must be given at least 42 days to respond to the document, with at least 20 of these being school days. Meetings will be held during the consultation period to provide additional information as requested and would include meetings with parents, pupil representatives, governing bodies, staff of the school and the community as set out in the Code.
- 2.28** A consultation report must be published including a summary of comments received and the Governing Body's response to these comments, at least two weeks prior to the publication of any statutory notice.
- 2.29** The Governing Body must then decide whether or not to proceed with the proposal within twenty-six weeks of the end of the period allowed for consultation responses. If following the consultation process the Governing Body decides that the proposal is to be progressed, a statutory notice would be published providing 28 days for objections. The notice must be published on a school day and must include 15 school days (in addition to the day on which it is published).
- 2.30** If objections are received, an objection report must be published with a summary of the objections and the Governing Body's response before the end of 7 days beginning with the day of its determination.
- 2.31** Where the proposal does not require approval under section 50 and 51 of the 2013 Act, they fall to be determined by the proposer. Under section 53 of the 2013 Act, determination by the proposer must be made within 16 weeks (112 days) of the end of the objection period. Where the proposer fails to determine the proposal within the period of 16 weeks it is taken to have withdrawn the proposal and it is required to republish the proposals if it wishes to proceed.
- 2.32** Proposals published under section 48 require approval under section 51 of the 2013 Act if a) they do not require approval by the Welsh Ministers; b) they have



been made by a proposer other than the relevant local authority; c) an objection to the proposals has been made and has not been withdrawn in writing before the end of 28 days beginning with the end of the objection period.

- 2.33** Where proposals require approval by the local authority, the proposer must notify the local authority of a proposal requiring approval and forward to them the documents following documents within 35 days of the end of the objection period; a copy of the consultation document, consultation report, published notice, objection report, copies of the statutory notice, copies of the statutory objections, copies of all of the documents listed, in relation to any proposals which are related to the proposals requiring approval. Local Authorities must decide whether any related proposals sent to them require their approval. They must deal with the proposals which require approval without delay in so far as is compatible with the proper consideration of the issues. In any event, the local authority must issue its decision within 16 weeks (112 days) beginning with the end of the objection period. However, a failure to comply with that time limit does not affect the validity of any decision reached. The Local Authority must decide whether to approve, reject or approve with modifications, the proposals.
- 2.34** Modifications can only include changes to matters related to implementation such as changes to admission numbers or to the timing of implementation. The Local Authority must not make modifications that would, in effect, substitute a new proposal for that proposal which was published. Before making any modification, the local authority must first consult with the proposer and obtain either consent to the modification. The must also obtains the consent of the Welsh Ministers. If consent cannot be obtained, and the local authority believes that the proposals are not acceptable in the published state, they must reject the proposals. The local authority must also consult with the opening of any school to which the proposals relate.

### **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** The proposal has been appraised in terms of how it contributes to delivering upon the aspirations of the Act, the Wellbeing goals, and the ways of working. This does not form part of the statutory consultation process but was considered beneficial to meeting the spirit of the Act.
- 3.4** The proposed consultation exercise would be undertaken in line with the five ways of working, promoting collaboration and ensuring all stakeholders are involved throughout the decision-making process.

#### **4. Climate Change and Nature Implications**

- 4.1** There are no direct Climate Change and Nature implications identified as part of this consultation.

#### **5. Resources and Legal Considerations**

##### **Financial**

- 5.1** As a community school, Stanwell school building would transfer to the Council. As a result, major capital works required as identified via condition and suitability surveys would be prioritised and maintained from the Council's capital funding and asset renewal funds rather than Stanwell's delegated revenue budget.
- 5.2** As a community school purchasing the finance SLA, Stanwell would receive specialist support with budget setting and monitoring processes from the Council's Schools Finance team. This would be as a result of Stanwell school signing up to the School Finance SLA, rather than a result of moving from a foundation school to a community school. Stanwell school is required to adhere to the fair funding scheme, regardless of status. They have been in breach of their duties with regard to this responsibility and the school requires ongoing support in meeting those requirements, which the change in status will facilitate.
- 5.3** There would be no additional funding as a result of moving from foundation school status to community school status as Stanwell is already funded by the mainstream schools funding formula. However, opportunities for savings and shared best practice across all schools would be optimised by this change and Stanwell staff and pupils would have the protection of being part of a much larger organisation. Following the change in status, there would be access to additional funding streams not currently accessible, and greater support from the LA in managing capital assets via the Council's School Investment Strategy and asset renewal programme.

## **Employment**

- 5.4** The staff at Stanwell will be employed by the Council under the same terms and conditions of employment as they currently enjoy.
- 5.5** The Vale of Glamorgan Council will support the governing body to ensure full consultation with staff and recognised Trade Unions takes place throughout this process with regards to any employment related matters relevant to this consultation. Governors and the Local Authority will ensure full compliance with all TUPE requirements that occur as a result of the change of status. The school will benefit from appropriate legal advice and support from the Council as part of the managing the TUPE contractual process.
- 5.6** Local Authority officers in liaison with the school's human resource providers, will aim to work closely with the school and governors to best support staff as appropriate and to ensure regular and clear communication always takes place.

## **Legal (Including Equalities)**

- 5.7** Part 3 of Schedule 4 to the School Standards and Organisation (Wales) 2013 Act requires any publicly funded land which, immediately before the implementation date, was held by trustees of the school or the governing body for the purposes of the school is, on that date, to be transferred to and vest in the local authority. Any other land which, immediately before that date, was held by the trustees of the school or the governing body for the purposes of the school is to be transferred to, and vest in, the local authority in accordance with a transfer agreement.
- 5.8** Publicly funded land is defined in schedule 4 to the 2013 Act and includes land provided by the local authority or by means of a capital grant (within the meaning of Chapter 6 of Part 3 to the Education Act 1996). If the parties are unable to reach agreement in relation to a transfer, either party may apply to the Welsh Ministers to exclude the transfer of any area of land. The Welsh Ministers must then decide whether to direct its exclusion.
- 5.9** There are no trustees in relation to Stanwell School and therefore no consultation is required in this case. The land would automatically transfer to the local authority on the change of status.
- 5.10** 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.
- 5.11** 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.

- 5.12** Section 14 of the 1996 Act then provides that the Council shall secure that sufficient schools for providing primary education and secondary education are available in the Council's area. Schools available for an area shall not be regarded as sufficient unless they are sufficient in number, character and equipment to provide for all pupils the opportunity for appropriate education. Appropriate education means education which offers such variety of instruction and training as may be desirable in view of (a) the pupils' different ages, abilities and aptitudes; and (b) the different periods for which they may be expected to remain at school, including practical instruction and training appropriate to their different needs.
- 5.13** Powers for Local Authority's and Governing bodies of voluntary schools to develop school organisation proposals are governed by the School Standards and Organisation (Wales) Act 2013 and the School Organisation Code 2018.

#### (1) School Standards and Organisation (Wales) Act 2013

- 5.14** Part 3 of the School Standards and Organisation (Wales) Act 2013 ("the 2013 Act") is concerned with school organisation. The Welsh Ministers have issued the School Organisation Code ("the Code"). Local authorities must, when exercising functions under Part 3 of the 2013 Act, act in accordance with any relevant requirements contained in the Code and must have regard to any relevant guidelines contained in it. A copy of the Code is found here: <https://beta.gov.wales/sites/default/files/publications/2018-03/school-organisation-code.pdf>
- 5.15** The statutory process in respect of this proposal is set out in the key issues for consideration section of this report (paragraph )

#### (2) The Code

The Code contains the following elements:

- 5.16** It imposes requirements in accordance with which relevant bodies (including all local authorities in Wales) must act. Where mandatory requirements are imposed by the Code or by the 2013 Act or another statute or statutory instrument, it is stated that the relevant bodies must comply with the particular provision. Where practices are prohibited, it is stated that the relevant bodies must not use this practice.
- 5.17** It includes statutory guidance to which the Council must have due regard and sets out the policy context, general principles and factors that should be taken into account by those bringing forward proposals to reconfigure school provision and by those responsible for determining proposals. Where guidance is given by the Code, it is stated that relevant bodies should follow this guidance unless they can demonstrate that they are justified in not doing so.

**5.18** Paragraph 1.1 of the Code sets out the key background principles and policies, which should be taken into account by the Council in developing school organisation proposals. These include:

- United Nations Convention on the Rights of the Child
- The Well-being of Future Generations (Wales) Act 2015 (see below)
- Cymraeg 2050, A Million Welsh Speakers
- Action Plan, Cymraeg 2050
- One Wales: One planet, a new sustainable development scheme for Wales May 2009 or any successor strategy
- Child Poverty Strategy for Wales (issued February 2011 Information document number 95/2011), or any successor strategy
- Faith in Education
- Local plans for economic or housing development
- Welsh in Education Strategic Plans (made under part 4 of the School Standards and Organisation (Wales) Act 2013
- Children and Young People’s Plans (or successor plans)
- Sustainable Communities for Learning – Capital Investment Programme and the relevant wave of investment
- Learner Travel Statutory Provision and Operational Guidance 2014: <https://beta.gov.wales/learner-travel-statutory-provision-and-operational-guidance>
- Measuring the capacity of schools in Wales, Circular No: 021/2011: <https://beta.gov.wales/measuring-capacity-schools-guidance>
- Children and Young People’s National Participation Standards

**5.19** Section 1.4 of the School Organisation Code 2018 outlines that Council’s should consider the extent to which the proposal would support the targets in the approved Welsh in Education Strategic Plan (WESP).

**5.20** If following the consultation process and the consideration of responses a decision is made to proceed to a statutory notice, the notice will comply with the requirements of the Schools Standards and Organisation (Wales) Act 2013 and the School Organisation Code 2018, Statutory Code Document no. 011/2018.

## **6. Background Papers**

Appendix A [consultation document](#)



# CONSULTATION DOCUMENT TO CHANGE STANWELL SCHOOL FROM FOUNDATION SCHOOL TO COMMUNITY MAINTAINED SCHOOL FROM SEPTEMBER 2024



*This document can be made available in Braille. Information can also be made available in other community languages if needed.*

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## EXPLANATION OF TERMS USED IN THIS DOCUMENT

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

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

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

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

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

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

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

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

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

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

**'PLASC'** (Pupil Level Annual School Census) - In January of every year, verified information is collected by schools for submission to the Welsh Government. This includes the number of pupils enrolled in each school, their age groups, home addresses, ethnicity and data on Welsh language, free school meals eligibility, special education needs and first language.

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

**'SEMPH'** (Social, emotional & mental health difficulties) - is a broad term used to define a range of different needs children may have at any given time. This term has gained more attention as teachers and parents have become aware of the increased awareness of mental health in children and the impact that this can have on their wellbeing and ability to learn.

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

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

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

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# 1. INTRODUCTION

## 1.1. BACKGROUND

The proposal presented by the governing body of Stanwell School is to change the category of the school from a foundation school to a community-maintained school from September 2024. This proposal has transpired due to recent financial and organisational challenges Stanwell School have faced, and provides a mechanism to support Stanwell's community-centred ambitions. The decision to change from a foundation school to a community school is a decision made by the governing body of Stanwell School and would be with the agreement of the Vale of Glamorgan Council. The change to a community-maintained school would improve financial management, ensure compliance and support long-term sustainability as well as impacting positively on the management of admissions within its current catchment area, as well as across the Vale of Glamorgan. It would allow for improved access to funding streams such as community focussed schools grants and s106 funding, for example, via the Councils Capital Maintenance and School Investment Programme. The school would benefit from working more closely with other secondary schools via the Local Authority ensuring that all opportunities are available and leveraged appropriately. This consultation document further outlines the advantages and disadvantages of changing status.

### Foundation Schools

Stanwell School is a co-educational foundation school with sixth form provision for children aged between eleven and eighteen. The school is in the town of Penarth, 5 miles south-west of Cardiff. There are 299 places currently available per year group from years 7 to 11 with a separate 6th form that will increase to 324 places from September 2024. There are 1953 pupils currently on roll with a total capacity for 1947 pupils.

A Foundation School is a Local Authority funded school within which the governing body has different responsibilities and accountability in the management of the school than they do in community schools. Foundation schools were set up under the School Standards and Framework Act 1998 to replace grant-maintained schools, which were funded directly by central government. Grant-maintained schools that had been voluntary controlled or community-maintained schools were given the option to become foundation schools.

Stanwell School is one of only ten foundation schools left in Wales. Foundation schools are "maintained schools," meaning that they are funded by Welsh government via the Local Authority, and do not charge fees to students. As with voluntary controlled schools, all capital and revenue costs are met via the Local Authority. As with voluntary aided schools, the governing body employs the staff and has responsibility for admissions to the school, subject to the rules imposed by the Welsh government.

When considering proposals for the change of school category, the governing body of Stanwell School has considered the following factors required by the School Organisation Code (2018).

- All categories of school - community, foundation, voluntary controlled or voluntary aided are of equal status.
- All permissible proposals to change the category of a school will be considered on their individual merits.
- Changing category has the potential to cause disruption to the running of the school and/or place added burdens on the governing body and/or add complexity to school reorganisation or admissions. Therefore, there should be a presumption against changes where benefits cannot be identified and wherever possible, arrangements should be put in place to mitigate against disruption wherever possible.
- Whether any trust deed relating to the school allows for the change of category proposed. If there is any doubt, or if a variation in the trust deed is clearly necessary, proposers should make early contact with the Charity Commission.

Due to the foundation status of this school, the governing body will lead on the proposal with support from the Local Authority. The governing body are responsible for the determination of the proposal where no statutory objections are received in response to the publication of a statutory notice but where objections are received, the Local Authority would determine the proposal.

## 1.2. RESPONDING TO THE PROPOSAL

The governing body of Stanwell School is committed to ensuring that this consultation is meaningful, relevant, and appropriate for the communities that are involved. As it is felt that the proposal is in the best interest of the school, the governing body have a duty of care to ensure that proposals are clear, transparent, and reflective of those affected. This is a vision that can only be realised by working in partnership with The Vale of Glamorgan Council, parents, staff, and pupils as well as the wider community served.

This consultation gives all consultees the opportunity to ask questions and make comments that will be considered by the governing body when we decide how to proceed.

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

**Under the School Organisation Code (2018), it is vital that any feedback be received in writing by 23 October 2023 in order to be considered as part of this consultation. Any items received after that date cannot be considered. All responses will be coordinated by the Vale of Glamorgan Council and then presented to the governing**

**body for consideration. Responses can be completed online using the online response form or alternatively by completing the consultation response form and returning to the address provided.**

## 2. THE PROPOSAL

### 2.1. SUMMARY

This proposal requests a change to the categorisation of Stanwell School from a Foundation School to a Community Maintained School from September 2024.

This proposal is considered under section 1.13 of the School Organisation Code (2018).

#### **Why are we Proposing the Changes?**

We are proposing the change as the governing body believe that it is in the best interest of the school. The change to a community-maintained school would help facilitate improved financial management and provide the school with assurance and sustainability of the school's successes as reflected in the most recent Estyn report. It will facilitate the development of greater partnership working with the Local Authority, Welsh Government and with schools across the whole Vale of Glamorgan. It would allow for improved access to funding streams such as community focussed schools grants and s106 funding via the Councils Capital Maintenance and School Investment Programmes and in ensuring compliance with Fair Funding regulations.

This proposal will also encourage greater partnership working through sharing best practice and services with other schools across the Vale of Glamorgan. It is anticipated that these factors will provide an overall betterment to the school in maintaining its outcomes, especially when considering current and future financial pressures and liabilities.

#### **Financial Benefits**

Stanwell school is funded as a maintained school via the Vale of Glamorgan Councils Mainstream Schools funding Formula. The annual budget for 2023/24 is £9.557M inclusive of the delegated Post 16 grant. The school out-turned the 2022/23 financial year in a deficit position of £0.588M and have prepared a recovery plan to eradicate this deficit over a three year period.

The school's budget is currently managed by the governing body without oversight from the Vale of Glamorgan Council. Should this proposal come to fruition. Stanwell School would benefit from additional specialist financial support on budget management by the Vale of Glamorgan Council. The school would also benefit from support with cash flow, procurement, and access to Section 106 funds for capital projects.

As a community school, responsibility of Stanwell's buildings would transfer to the Council and as a result, capital works identified through condition surveys would be prioritised and maintained from the Council's capital funding and asset renewal program

As a foundation school, Stanwell has not been subject to The Vale of Glamorgan's collective agreement for job evaluation. If we become a community school, then the Vale

of Glamorgan Council would provide Stanwell School with the necessary support to address any employment issues. Stanwell have recently signed up to the Vale of Glamorgan payroll and financial support services. This change is as a result of Stanwell adopting the service level agreement offered, rather than a result of any proposed change in categorisation.

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## SCHOOL ADMISSIONS

Currently Stanwell School is a foundation status school and is managed by the governing body which means that:

- The school admission processes are currently managed by Stanwell school due to its foundation status. It currently operates on a feeder school arrangement for entry to the school. It receives applications in excess of the number of places available from the feeder primary schools at year 6 transfer stage. This means that pupils residing outside of the Vale of Glamorgan can access a place in a feeder primary school and have priority for school places over pupils living in the local community who have not accessed a place in one of Stanwell's feeder schools. Under the council's policy, residence within a school catchment area would ensure that local children are prioritised for entry to their local school. In most cases under current feeder school arrangements, most children in feeder schools are also resident in Stanwell's school catchment area so this would not have a significant change on admissions to the school, however it would provide a better approach to admissions for those pupils living within the local community.
- The feeder schools are currently Albert Primary School, Evenlode Primary School, Sully Primary School and Victoria Primary School. The change to community status would mean that pupil admissions to Stanwell would be subject to the Vale of Glamorgan's admissions policy and admissions would be managed by the Council. The Vale of Glamorgan has committed to ensuring that all Vale of Glamorgan pupils can access a school place at a school as close to their home address as possible. This change would facilitate this.
- The council's school admissions policy is subject to annual review and consultation and as such, does not form part of this consultation.
- Should this proposal materialise, with effect from September 2024, the local authority's admission arrangements would apply to the school as a result of a change to community status where residence within catchment area is a high priority for entry to the school.
- As part of this proposal, the Council commits to establishing transition arrangements for those children in attendance at one of Stanwell's designated feeder primary schools prior to the change of status. The designated feeder schools are Albert,

Evenlode, Sully and Victoria. Transition arrangements would form part of the admissions policy and would be subject to approval by the Councils Cabinet.

- The Council will therefore retain the feeder primary school link for those children in attendance at a designated feeder primary school during the academic year 2023/2024. All children in the reception to year 6 age group of a designated feeder school during the 2023/2024 academic year would retain their feeder status.
- The transitional arrangements would cease for the year 6 transfer process to Secondary education in September 2030 when the last child under transitional arrangements leaves their feeder primary school.
- In year admission transfer applications to Stanwell School from September 2024 will be considered in line with the local authority's admission arrangements where residence within the catchment area is a high priority for admission to the school.

A change of category would mean that all English medium secondary schools, excluding St Richard Gwyn Catholic High School, would be community-maintained schools. St Richard Gwyn Catholic High School has however already opted to be part of the coordinated admission arrangements in place within the Vale of Glamorgan. The inclusion of Stanwell would create a consistent approach to school admissions across all Vale secondary schools which would ensure a fair and equitable system for children on transfer to secondary education, prioritising those from within the local community. For parents, this would mean that the Council would provide a single place offer for children on transfer to secondary education and parents would not be able to hold more than one school place for their child. The Council admissions systems are effective and transparent, and parents would only need to use one system and have one point of contact. The offer of multiple school places (for example parents applying for and being offered a place for their child at Stanwell and St Cyres) often prevents other children being offered places until a late stage and can be a barrier for schools in accurately projecting requirements such as staffing and financial planning. As a result, there can be uncertainty as to which school pupils will be able to attend as late as September. The change of category would provide greater certainty for all schools at an early stage of the number of pupils entering year 7. This is particularly important for timetabling, transition support, class management and school budget purposes.

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## CATCHMENT AREA

The image below provides an overview of the catchment area for Stanwell School. The school is located in the town of Penarth, 5 miles south-west of Cardiff.

The council undertakes regular reviews of school catchment areas. The council's school catchment area profile would be updated to include Stanwell school, and the oversubscription policy would apply where residence within a school catchment area is a high priority for admission to a secondary school, highlighting our ethos of 'local schools for local children'.



Figure 1: Stanwell School Catchment area



**It is not proposed that there will be any changes to Stanwell School's catchment area as a result of this proposal. Any future changes to catchment areas would be outlined in a future annual admissions arrangement's consultation by Vale of Glamorgan Council.**

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## CURRICULUM AND PUPIL MANAGEMENT POLICIES

- The planned proposal will have no impact on the curriculum. Stanwell School will continue with work to implement and embed the Curriculum for Wales as it sees fit. This curriculum was adopted by the school during the summer term 2022 and implementation started in September 2022.
- Stanwell School will continue to be supported by Central South Consortium in relation to curriculum development.
- The school would benefit from working more closely with other secondary schools and sharing data with the local authority, thereby ensuring additional opportunities available to the school are maximised.
- Stanwell would benefit from working fully within the LA's Managed move Protocol. The school already refer to the Social, Emotional and Mental Health Panel (SEMHP) and the Inclusion Team for support around attendance and exclusions,

and adopting the protocol would therefore better support learners to access the full range of support mechanisms available, as outlined in the SEMHP Continuum.

### 3. IMPLICATIONS OF PROPOSAL

#### 3.1. SCHOOL INFORMATION

The table below outlines the current capacity information for Stanwell School:

**Table 1: Stanwell School Information**

| School          | Type of school    | Language category | Admission number | School capacity | Number on roll | Age range |
|-----------------|-------------------|-------------------|------------------|-----------------|----------------|-----------|
| Stanwell School | Foundation School | English Medium    | 299              | 1947            | 1955           | 11-18     |

#### DEMAND FOR SCHOOL PLACES

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

**Table 2: Stanwell School Projected Pupil Demand**

| School          | Current School Capacity | PLASC 2019 | PLASC 2020 | PLASC 2021 | PLASC 2022 | Current NOR 2023 | 2023/24 | 2024/25 | 2025/26 | 2026/27 | 2027/28 |
|-----------------|-------------------------|------------|------------|------------|------------|------------------|---------|---------|---------|---------|---------|
| Stanwell School | 1947                    | 1993       | 2001       | 1998       | 1979       | 1953             | 1951    | 1969    | 1962    | 1955    | 1964    |

The tables below indicate the current numbers on roll (NOR) for all Penarth maintained schools, including St Cyres Comprehensive school which shares the same catchment area as Stanwell.

**Table 3: Neighbouring and Feeder Primary Schools' Information**

| School                            | Admission Number | School Capacity | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Total NOR | Total Surplus Capacity | Over Capacity |
|-----------------------------------|------------------|-----------------|-----------|--------|--------|--------|--------|--------|--------|-----------|------------------------|---------------|
| Albert Primary (feeder primary)   | 55               | 385             | 53        | 54     | 55     | 52     | 57     | 55     | 57     | 383       | 2                      | 0             |
| Cogan Primary                     | 30               | 210             | 30        | 27     | 30     | 28     | 30     | 30     | 27     | 202       | 8                      | 0             |
| Evenlode Primary (feeder primary) | 60               | 420             | 60        | 61     | 60     | 61     | 59     | 61     | 59     | 421       | 0                      | 1             |
| Fairfield Primary                 | 45               | 315             | 39        | 30     | 43     | 42     | 45     | 45     | 45     | 289       | 26                     | 0             |
| Sully Primary (feeder primary)    | 50               | 350             | 52        | 51     | 52     | 50     | 51     | 50     | 51     | 357       | 0                      | 7             |
| St Josephs RC Primary             | 30               | 210             | 25        | 27     | 30     | 30     | 30     | 29     | 31     | 202       | 8                      | 0             |
| Victoria Primary (feeder primary) | 60               | 420             | 60        | 60     | 59     | 60     | 60     | 59     | 59     | 417       | 3                      | 0             |
| Ysgol Pen Y Garth                 | 60               | 420             | 39        | 37     | 43     | 41     | 42     | 32     | 43     | 277       | 143                    | 0             |
| Total                             | 390              | 2730            | 358       | 347    | 372    | 364    | 374    | 361    | 372    | 2548      | 182                    | 8             |
| Places available in year groups   | -                | -               | 32        | 43     | 18     | 26     | 16     | 29     | 28     | -         | -                      |               |

| School   | Admission Number | Capacity | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 | Total NOR | Surplus Capacity |
|----------|------------------|----------|--------|--------|--------|---------|---------|---------|---------|-----------|------------------|
| St Cyres | 210              | 1246     | 210    | 208    | 207    | 204     | 206     | 94      | 73      | 1202      | 44               |

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

**Table 4: Neighbouring Schools and Stanwell's Feeder Primary schools previous Number on Roll data**

| School                       | Current School Capacity | January 2019 | January 2020 | January 2021 | January 2022 |
|------------------------------|-------------------------|--------------|--------------|--------------|--------------|
| St Cyres                     | 1246                    | 1157         | 1156         | 1215         | 1204         |
| Albert<br>(feeder primary)   | 385                     | 384          | 382          | 386          | 373          |
| Cogan                        | 210                     | 205          | 206          | 209          | 206          |
| Evenlode<br>(feeder primary) | 420                     | 447          | 414          | 421          | 417          |
| Fairfield                    | 315                     | 302          | 301          | 292          | 281          |
| St Josephs                   | 210                     | 196          | 196          | 199          | 201          |
| Sully (feeder primary)       | 350                     | 349          | 343          | 349          | 352          |
| Victoria<br>(feeder primary) | 420                     | 441          | 444          | 447          | 418          |
| Ysgol Pen Y Garth            | 420                     | 337          | 334          | 302          | 281          |

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

**Table 5: Neighbouring Schools and Stanwell Feeder Primary Schools projected Number on Roll data**

| School          | Current School Capacity | 2023/24 projection | 2024/25 projection | 2025/26 projection | 2026/27 projection | 2027/28 projection |
|-----------------|-------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| St Cyres School | 1246                    | 1227               | 1255               | 1263               | 1268               | 1271               |
| Albert Primary  | 385                     | 378                | 376                | 374                | 377                | 376                |

| School                            | Current School Capacity | 2023/24 projection | 2024/25 projection | 2025/26 projection | 2026/27 projection | 2027/28 projection |
|-----------------------------------|-------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| (feeder primary)                  |                         |                    |                    |                    |                    |                    |
| Cogan Primary                     | 210                     | 204                | 203                | 204                | 203                | 204                |
| Evenlode Primary (feeder primary) | 420                     | 418                | 417                | 416                | 418                | 418                |
| Fairfield Primary                 | 315                     | 288                | 282                | 278                | 275                | 271                |
| St Josephs RC Primary             | 210                     | 201                | 200                | 198                | 197                | 196                |
| Sully Primary (feeder primary)    | 350                     | 358                | 360                | 361                | 363                | 363                |
| Victoria Primary (feeder primary) | 420                     | 418                | 418                | 419                | 419                | 418                |
| Ysgol Pen Y Garth                 | 420                     | 272                | 278                | 274                | 270                | 268                |

### 3.2. EDUCATIONAL OUTCOMES

A change to Community maintained status would support Stanwell in working more closely with a number of stakeholders, including the Local Authority, Welsh Government and schools in order to further improve educational outcomes. The Vale of Glamorgan Council works closely with the governing bodies of its schools to ensure that standards are robust,

that teaching and learning is of a high quality, and that leadership and governance is strong. Stanwell and the Council work with two organisations in order to monitor the performance of schools and to support school improvement. Community maintained status would strengthen this relationship.

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

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

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

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## ESTYN REPORT (FEBRUARY 2022)

Stanwell School was last inspected in February 2022. The report summarises:

Stanwell School offers pupils a stimulating learning environment and a wide range of opportunities for them to pursue their own interests. Senior leaders provide a clear direction to staff and have high expectations for continuous improvement. They have fostered an ethos where staff are confident to be innovative and experiment with their teaching methods.

Senior leaders understand the importance of developing subject-specific teaching methodologies and trust middle leaders to promote strategies that engage pupils' curiosity and capture their interest. In most cases, the quality of teaching is high. Leaders are placing an increasing focus on pupils' well-being and staff show high levels of respect and care for pupils. The school also offers pupils valuable opportunities to take on key leadership roles and get their voice heard.

Most pupils have positive attitudes towards learning and many are aspirational. They are articulate and have good reading skills, although they do not always make enough progress in their ability to communicate in Welsh. In general, pupils make strong gains in their subject understanding and skills, although in a few instances teachers do not ensure that pupils understand the reasoning behind the methods they use to solve particular problems. Pupils with additional learning needs make good progress as a result of well-considered, individualised support.

Staff are sensitive to pupils' needs and consistently promote a positive culture based on high aspirations, inclusivity and respect. The school's provision for personal and social education is well considered and comprehensive, although pupils feel that they do not get enough time during the school day to relax, socialise or pursue their own interests. Overall,

pupils' behaviour is good and in many cases it is exemplary. In most instances, pupils interact well with one another and support each others' learning. They listen carefully to their peers' views and respond maturely to them.

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## RECOMMENDATIONS

In order to improve, the school needs to:

- R1 Improve teachers' use of questioning to develop pupils' ability to think independently
- R2 Ensure that pupils get enough time during the school day to relax, socialise or pursue their own interests
- R3 Increase the range of opportunities that pupils have to practise their Welsh

The inspection report for Stanwell School can be found at:

<https://www.estyn.gov.wales;>

### 3.3. INTENDED IMPACT ON EDUCATION OUTCOMES

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#### STANDARDS AND PROGRESS

The proposal to change the school category would not impact on standards and the progress of pupils and staff at Stanwell school. The school senior leadership would maintain the same day to day management with no changes apart from the Vale of Glamorgan managing the school's admissions process.

The school is already working more closely the Vale of Glamorgan Council in addressing some of the challenges to date, and the change in status would reflect and support this trajectory longer term and secure the school's longer-term sustainability.

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#### WELLBEING AND ATTITUDES TO LEARNING

Key points from last Estyn inspection:

- Most pupils demonstrate positive attitudes to learning and take pride in their work.
- Many pupils are enthusiastic learners and work diligently in class. They co-operate with each other maturely in pairs and small groups.
- Many pupils have very high aspirations, demonstrate curiosity and show interest in their work.
- Most pupils feel safe in school and many feel that any incidents of bullying or harassment are dealt with appropriately.
- Many pupils value the broad range of enrichment activities available to them and these activities impact very positively on their well-being.
- Pupils in the school's 'neurodiversity club' feel valued and appreciate the opportunity the club provides them to celebrate diversity within the school and to develop friendships and communication with like-minded peers.

As a result of the proposal, the school would continue to be managed by the Senior leadership team in place with no impact on pupils or staff. Leaders and teachers would continue to drive the positive wellbeing and attitudes forward.

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## TEACHING AND LEARNING EXPERIENCES

Key points from last Estyn inspection:

- Most teachers have strong subject knowledge and are good role models for their pupils. They foster positive working relationships and provide clear and helpful explanations that support pupils' learning well.
- The teachers make effective use of subject terminology and provide strong language models to help pupils to improve their spoken and written responses.
- Many teachers understand how to select and use the most appropriate subject specific teaching strategies to support learning.
- In general, teachers monitor pupils' learning in lessons suitably and provide helpful verbal feedback to support their progress.
- The school has a comprehensive system to monitor and track pupils' progress. Leaders and teachers use this effectively to identify pupils who are at risk of underachieving and intervene successfully.

The proposal would not impact the teaching and learning experiences. The only change would be to the school status. Leaders and teachers will continue to drive the positive teaching and learning experiences forward.

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## CARE, SUPPORT AND GUIDANCE

Key points from last Estyn inspection:

- Staff are sensitive to pupils' needs and consistently promote a positive culture based on high aspirations, inclusivity and respect.
- The school has a well-considered and comprehensive personal and social education programme to develop pupils' awareness of their own well-being, mental health, and emotional needs.
- In addition, there is a wide range of well-planned opportunities to explore themes such as identity, equality, and diversity.
- Overall, these programmes are having a positive impact on pupils' personal development and most pupils interact with their peers with care and respect.
- The school offers pupils valuable opportunities to take part in making decisions about important aspects of school life.
- Leaders have strengthened the school's arrangements to keep pupils safe, and staff at all levels work carefully to promote a positive safeguarding culture.

As a result of the proposal, it would not impact the teaching and learning experiences. The only change would be to the school status. Leaders and teachers will continue to drive the positive care, support and guidance for pupils.



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## LEADERSHIP AND MANAGEMENT

Key points from last Estyn inspection:

- The headteacher has a clear vision for the school based on nurturing pupils' wellbeing and supporting their aspirations.
- Senior leaders have introduced beneficial approaches to collaborative working and collective learning, which are fostering a sense of cohesion among staff.
- Leaders are increasingly promoting an inclusive ethos based on trust and respect where all pupils 'learn to excel' in a broad range of contexts.
- Leaders are starting to share this vision more widely to create beneficial opportunities for parents and pupils to discuss the future priorities of the school.
- Leaders are placing an increasing priority on promoting a culture of safeguarding where pupils' well-being is central.
- The headteacher has restructured the roles and responsibilities within the leadership team to support this change.
- Governors support the school well.
- Senior leaders have high expectations for all aspects of the school's work and promote a culture of continuous improvement.
- Leaders have high expectations of all staff. They are encouraged and supported to develop their practice and contribute to whole school initiatives.

There would be no direct impact on the leadership and management of the school as a result of this proposal. Working more closely with the LA will also offer more benefits in terms of compliance, project management specialisms and contract management.

### 3.4. ADDITIONAL LEARNING NEEDS (ALN) PROVISION

The school does not have an attached specialist resource base (SRB). It provides specialist support for children who have identified needs in an inclusive setting within the school. The school ALNCO writes and reviews Individual Development Plans (IDPs) for pupils in the school, outlining their barriers to learning, and ensuring that pupils can access supportive Additional Learning Provision (ALPS) within the school. There is an onus on schools to work with the AL in supporting ALN and this would be better supported as a community school, especially with the increased levels and complexity of ALN need in recent years.

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

**Table 4: ALN Information for Stanwell School**

| January 2023             |                    | Stanwell School | LA            | Wales                   |
|--------------------------|--------------------|-----------------|---------------|-------------------------|
| Percentage of ALN Pupils | School Action      | Not available   | Not available | 13.4% (Pupils with ALN) |
|                          | School Action Plus | 1%              | 3%            |                         |
|                          | Statemented        | 0.20%           | 0.45          |                         |
|                          | IDP                | 3%              | 3.29%         | 16.60%                  |

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

### 3.5. IMPACTS UPON OTHER SCHOOLS

The proposal is unlikely to have a significant impact on any other schools in the local area as no change to the existing catchment area is proposed as part of this proposal. St Cyres school, which shares its catchment area with Stanwell is also consistently over subscribed for the year 7 transfer process.

### 3.6. LAND AND BUILDINGS

Through implementation, part 3 of Schedule 5 to the School Standards and Organisation (Wales) 2013 Act sets out full details relating to the transfer of land. Any transfers will take place on the implementation date. Where a foundation, voluntary aided or voluntary controlled school without a religious character becomes a community school any publicly funded land transfers automatically to the local authority.

Publicly funded land is defined in schedule 4 to the 2013 Act and includes land provided by the local authority or by means of a capital grant (within the meaning of Chapter 6 of Part 3 to the Education Act 1996). Any other land held by trustees, or the governing body must be transferred to the local authority by means of a transfer agreement to be drawn up by the relevant parties. If the parties are unable to reach agreement in relation to a transfer, either party may apply to the Welsh Ministers to exclude the transfer of any area of land. The Welsh Ministers must then decide whether to direct its exclusion.

There are no trustees in place at Stanwell School and therefore no consultation is required in this case. The land would automatically transfer to the local authority on the change of status.

As the school is currently a foundation school, it is the governing body's responsibility to undertake condition and suitability surveys to establish its condition. However, if the school changes to become a community school, the Vale of Glamorgan would carry out a full

condition and suitability survey. The condition and suitability surveys inform asset renewal and capital expenditure decisions for all Council assets and is one of the key drivers for the Sustainable Communities for Learning Programme.

### 3.7. FINANCE

#### Capital funding

As a community school, Stanwell school building would transfer to the Council. As a result, major capital works required as identified via condition and suitability surveys would be prioritised and maintained from the Councils capital funding and asset renewal funds rather than Stanwell's delegated revenue budget

#### Revenue

As a community school purchasing the finance SLA, Stanwell would receive specialist support with budget setting and monitoring processes from the council's Schools Finance team. This would be as a result of Stanwell school signing up to the School Finance SLA, rather than a result of moving from a foundation school to a community school. There would be no additional funding as a result of moving from foundation school status to community school status as Stanwell is already funded by the mainstream schools funding formula. However, opportunities for savings and shared best practice across all schools would be optimised by this change and Stanwell staff and pupils would have the protection of being part of a much larger organisation.

### 3.8. HUMAN RESOURCES

The Vale of Glamorgan Council will support governors to ensure full consultation with staff and recognised Trade Unions takes place throughout this process with regards to any employment related matters relevant to this consultation. Governors and the Local Authority will ensure full compliance with all TUPE requirements that occur as a result of the change of status. Local Authority officers in liaison with the school's human resource providers, will aim to work closely with the school and governors to best support staff as appropriate and to ensure regular and clear communication always takes place.

### 3.9. TRANSPORT AND LEARNER TRAVEL ARRANGEMENTS

The Vale of Glamorgan Council has a statutory duty to provide free school transport for pupils of statutory school age who reside beyond walking distance to the nearest appropriate school. "This is defined as more than 2 miles to the nearest suitable school for

Primary Pupils and more than 3 miles for Secondary School Pupils. Distances are measured by the nearest available walking route.”

Any pupil attending Stanwell on the date of transfer to the new status who lives more than 3 miles from the school site would therefore continue to be entitled to free school transport subject to any changes to the policy in place for all schools.

## 4. OTHER CONSIDERATIONS

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

Changing the status of Stanwell to a Community Maintained school would;

- Enable the school to further improve holistic management of the school, through additional specialist support from the Vale of Glamorgan Council.
- Help facilitate improved financial management and adherence to legislative requirements, regulation and policy.
- Support the school's sustainability and support staff and governors in continuing the school's learning and teaching successes as reflected in the most recent Esty report.
- Facilitate the development of greater partnership working across the whole Vale of Glamorgan, as well as with the Local Authority and Welsh Government.
- Allow for improved access to funding streams such as community focussed schools grants, s106 funding etc. via the Councils Capital Programme.
- Enable the Vale of Glamorgan Council to support the school with future capital projects and manage building projects more effectively.
- Support the school in addressing recent challenges relating to compliance and financial management.

Increase the level of community access and interaction through the use of the school's educational facilities whilst meeting the needs of the school.

- Provide equal opportunities for the community for school places throughout the Vale of Glamorgan Council via the application of the Vale of Glamorgan admission procedures.
- Provide reassurance that pupils are being taught in a suitable environment through carrying out condition and suitability surveys.
- The school would fall under the Vale of Glamorgan Councils capital and asset renewal programme to ensure school building is maintained and all digital requirements are to standards etc.

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

- The school would no longer manage its own admissions process and there would be a requirement to ensure all parents of future pupil are aware of this change. Parents have chosen feeder primary schools for their children's education and for priority transfer to secondary education at Stanwell School. Any potential concern would be managed by ensuring transition arrangements were in place until 2030.
- There are potential challenges with capital asset transfer due to the status.

- There could also be potential destabilisation caused by transferring staff to single status pay structure.

#### 4.3. POTENTIAL RISKS OF THIS PROPOSAL AND MEASURES TO MITIGATE IDENTIFIED RISKS

- There are currently financial and due diligence concerns for Stanwell School. Risks can be mitigated through additional support from Vale of Glamorgan Council.
- As a foundation school, Stanwell currently has restricted access to additional sources of funding and support. Changing status to a community-maintained school would mitigate these risks. The Vale of Glamorgan Council will provide additional support on budget management, monitoring and compliance.
- Transitional admission arrangements will be put in place to mitigate the effects of the change of category allowing children to retain their feeder status up until the year 6 transfer process to Secondary education for September 2030.

#### 4.4. EQUALITY IMPACT ASSESSMENT

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

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

#### 4.5. COMMUNITY IMPACT ASSESSMENT

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

The impact assessment identifies that the proposal would likely have a positive impact on the local community across 5 of the 8 measures assessed. The proposal would likely have a neutral impact on the local community across 3 of the 8 measures assessed. Overall, the proposal would likely have a positive impact on the local community.

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

The proposal would provide a consistent approach from 11- 18 years that would promote and underpin continuity and progression for pupils, ensuring breadth and balance across the curriculum.

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

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

<https://www.valeofglamorgan.gov.uk/en/living/schools/Consultations/Changing-Stanwell-School-from-Foundation-School-to-Community-Maintained-School.aspx>

## 4.6. CONTRIBUTIONS TO THE WELLBEING OF FUTURE GENERATIONS

[The Wellbeing of Future Generations \(Wales\) Act 2015](#) requires the governing body 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 Act puts in place seven Wellbeing goals and five “ways of working” which must inform the decision-making processes of public bodies.

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

## 4.7. ALTERNATIVES CONSIDERED

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### OPTION 1: REMAIN A FOUNDATION SCHOOL

#### **Why was this option discounted?**

Foundation schools are no longer an option in Wales given the inherent challenges in the model, especially as it relates to finance and accountability. There is now an increased expectation and greater reliance from Welsh Government in schools working as part of the Local Authorities which fund them. Under the School Standards and Organisation (Wales) Act 2013 legislation the Local Authorities are responsible for the school but being a foundation school, the Local Authority has limited input/access to support it.

This option was considered and discounted as part of discussions between the Vale of Glamorgan Council and the governing body at Stanwell School following concerns relating to the vulnerability of the school from a financial management and compliance perspective, which has recently been highlighted via recent financial audits. The school was identified as having a ‘No Assurance’ rating relating to its financial management and processes. Support to improve these can be best addressed as a community-focussed school with greater support from the Local Authority. School operations and the role of the governing body would not change, with the exception of no longer being responsible for school buildings, nor as the employer.

If the school remained a foundation school, the Council would have less flexibility to support the school in all aspects, including;

- Effective Project Management and monitoring
- Budget management and reporting



- School Governance arrangements and admissions
- Education provision for the local community
- Compliance and liability

## 5. THE STATUTORY CONSULTATION PROCESS

**Table 4: Outline of the statutory consultation process**

| <b>Steps</b>                                | <b>Description</b>                                                                                                                                                                                                                                                                                                                                                              |
|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Step 1: Develop a proposal</b>           | An initial proposal will be developed and considered by the governing body. Section 2 of the School Organisation Code outlines when the statutory procedure is required.                                                                                                                                                                                                        |
| <b>Step 2: Consultation</b>                 | A consultation document must be published on the school and Council website. The consultation document must be published on a school day and consultees must be given at least 42 days to respond to the document, with at least 20 of these being school days. Stakeholders identified in section 3.4 of the School Organisation Code (2018) must be notified by letter/email. |
| <b>Step 3: Consultation response report</b> | Feedback submitted during the consultation period will be considered and a response report will be developed and presented to the governing body for consideration.                                                                                                                                                                                                             |
| <b>Step 4: Governing Body consideration</b> | The governing body will consider the consultation response report and determine whether to publish the report and to approve the publication of the proposal in the form of a statutory notice.                                                                                                                                                                                 |
| <b>Step 5: Statutory notice</b>             | The statutory notice must be published on a school day and as outlined in section 4.1 of the School Organisation Code (2018).                                                                                                                                                                                                                                                   |
| <b>Step 6: Objection period</b>             | Anyone wishing to make objections to a proposal has the opportunity to do so. Objections must be made in writing or by email, and sent to the proposer before the end of 28 days beginning with the day on which the notice was published.                                                                                                                                      |

| Steps                           | Description                                                                                                                                                                                                                                                                      |
|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                 |                                                                                                                                                                                                                                                                                  |
| <b>Step 7: Objection report</b> | Under section 49 of the School Standards and Organisation (Wales) Act 2013 when objections have been received proposers <b>must</b> publish a summary of the statutory objections and the proposer’s response to those objections (“the Objection Report”).                      |
| <b>Step 8: consideration</b>    | If any objections have been received during the objection period the full proposal must be referred to the local authority for determination (this is if the school are undertaking the proposal) Cabinet consider the objection report for final determination on the proposal. |
| <b>Step 9: Decision letter</b>  | Confirmation of the decision and objection report will be issued to stakeholders.                                                                                                                                                                                                |

## 5.1. KEY DATES

Feedback from this education consultation will be collated and summarised by the Vale of Glamorgan Council with insight from Stanwell’s governing body. The consultation report will be available for everybody to view on the school’s website. Copies can also be obtained on request by using the contact details within this document.

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

**Table 5: Key dates of the process**

| Statutory Process                                                                | Timescale                             |
|----------------------------------------------------------------------------------|---------------------------------------|
| Issue consultation document                                                      | <b>11<sup>th</sup> September 2023</b> |
| Closing date for views on the proposals                                          | <b>23 October 2023</b>                |
| Consultation report considered and published on the school and Council’s website | <b>November 2023</b>                  |

| Statutory Process                                                                                        | Timescale                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Subject to approval, Statutory notice issued during which time formal written objections will be invited | <b>20<sup>th</sup> November 2023</b>                                                                                                                                                                                             |
| End of Statutory Notice Period                                                                           | <b>18<sup>th</sup> December 2023</b>                                                                                                                                                                                             |
| Objection report published where objections are received                                                 | <b>January 2024</b>                                                                                                                                                                                                              |
| Decision notification                                                                                    | <p><b>February 2024</b> If no objections are received the governing body will determine the proposal.</p> <p><b>March 2024</b> - If objections are received the matter is referred to the Councils Cabinet for determination</p> |
| Introduce change from                                                                                    | <b>September 2024</b>                                                                                                                                                                                                            |

*The proposed timetable may be subject to change.*

## 6. FREQUENTLY ASKED QUESTIONS (FAQS)

*Why is Stanwell School changing from a foundation school to a community school?*

Stanwell School are planning to change from a foundation to community-maintained school to ensure that the school benefits from the advantages of being part of a wider organisation, including accessing further support from the Vale of Glamorgan Council in many areas, such as budget management, governance arrangements, admission support and project management. Stanwell is an excellent school and provides good education to the children and young people it serves. Further to the change, the school would continue to improve and provide the best education outcomes.

*What was the outcome of the recent school audit report?*

The audit report highlighted concerns relating to the vulnerability of the school from a financial management and compliance perspective. The school was identified as having a 'No Assurance' rating relating to its financial management and processes. Support to improve these can be best addressed as a community-focussed school with greater support from the Local Authority. School operations and the role of the governing body would not change, with the exception of no longer being responsible for school buildings, nor as the employer. The report and Cabinet meeting can be found at the following link [Annual Internal Audit Report \(valeofglamorgan.gov.uk\)](https://www.valeofglamorgan.gov.uk).

*What are the advantages of changing status?*

This will allow further support from the Vale of Glamorgan Council in many areas, including budget management, governance arrangements, admission support and project management.

It would also enable the Vale of Glamorgan Council to support them with future capital projects and manage projects effectively.

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

It would also provide equal opportunities for the community for school places through following the Vale of Glamorgan Council admission procedures.

*What is the intended timescale of changes?*

There are statutory procedures to follow in terms of changing the status. There are many processes that must be approved before the change is implemented. We estimate that the change of status will take effect from September 2025.

*Will there be changes to staff and headteacher?*

The change of status to a community school will mean that, whilst governors retain employment responsibility for staffing at the school, the Local Authority will be the employer. Subject to approval of the proposal to change the status, the governing body and Local

Authority will ensure full compliance with TUPE regulations which are in place to protect the employment rights of employees. This will include meaningful and timely consultation with union representatives and staff at the appropriate time. The Local Authority would also recommend adoption of agreed Vale HR policies and procedures to the governing body. Local Authority officers in liaison with the school's human resource providers will work closely with the school and governors to support staff to ensure regular and clear communication always takes place.

*Will the change of status impact the children currently at the school?*

Due to this consultation focusing on change of legal status, the school will continue to operate as usual, other than with regard to admission decisions and there will be no impact on the children at the school.

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

*My child currently attends a feeder primary school for Stanwell. Will their application for Stanwell be disadvantaged by this proposed change?*

It is proposed that transition arrangements would be in place to ensure that any child attending a current feeder primary school for Stanwell on the date of the change is given the same priority as they would do under the existing policy in place, providing they apply for a place at the appropriate time.

The Council would retain the feeder primary school link for those children in attendance at a designated feeder primary school during the academic year 2023/2024. All children in the reception to year 6 age group of a designated feeder school during the 2023/2024 academic year would retain their feeder status when transferring to secondary education in future.

The transitional arrangements would cease for the year 6 transfer process to Secondary education in September 2030 when the last child under transitional arrangements leaves their feeder primary school.

## 7. INVOLVING STAKEHOLDERS AND RESPONDING TO THE CONSULTATION

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

Before any decisions are made, the governing body needs to ensure that it offers a number of opportunities for individuals and interested groups to make their views and opinions on the proposals known to enable the governing body to consider these views as part of the decision-making process.

The governing body is consulting with the following groups:

**Table 6: List of groups to consult as part of the consultation process**

|                                                                                     |                                                                     |
|-------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| Staff (teaching and non-teaching) at Stanwell School                                | Governing Body of Stanwell School                                   |
| Parents/Carers and Guardians of children at Stanwell School                         | Penarth Town Council                                                |
| Parents/Carers and Guardians of children attending Stanwell's linked feeder schools | Vale of Glamorgan Council                                           |
| Families First/Flying Start Management Board                                        | Vale of Glamorgan Early Years Development Partnership (EYDCP)       |
| Diocesan Directors of Education                                                     | Further education institutions serving the area of the school       |
| Assembly Members (AM's) / Members of Parliament (MP's) / Regional Assembly Members  | Local Councillors                                                   |
| Rhieni dros Addysg Gymraeg (RHAG)                                                   | Welsh Language Commissioner                                         |
| Estyn                                                                               | Neighbouring Primary and Secondary schools in the Vale of Glamorgan |
| Welsh Government Ministers                                                          | Central South Consortium Joint Education Service                    |
| Local Police and Crime Commissioner                                                 | Trade Unions                                                        |
| Council's Transportation Department                                                 | Directors of Education –<br>All Neighbouring Authorities            |

## 7.1. INVOLVING CHILDREN IN THE CONSULTATION

It is important that when bringing forward proposals, we must make suitable arrangements to consult with pupils and, where possible, those pupils likely to attend the school. The school firmly believes that its pupils should be given the opportunity to make their views known about this proposal.

It is intended that a consultation workshop will be held with pupils at Stanwell to gather their views about the proposal, this will also include consultation with pupils within the feeder primary schools. The information gathered at these sessions will be included in the final consultation report.

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

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

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

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

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

We have also arranged meetings for staff at the school.

This document and further supporting information can also be found on the Schools website:

[Welcome to Ysgol Stanwell School](#)

Any updates can also be found on the School and Vale of Glamorgan's webpages, a link has been provided below (under give your views).

Details of the consultation meeting dates are given below:

**Table 7: Consultation Engagement Events**

| Nature of consultation | Date/Time | Venue            |
|------------------------|-----------|------------------|
| Staff meeting          | Tuesday   | Stanwell School, |

| Nature of consultation                         | Date/Time                                                | Venue                                     |
|------------------------------------------------|----------------------------------------------------------|-------------------------------------------|
|                                                | 12 <sup>th</sup> September<br>3.15-4.15                  | Archer Road CF64 2XL                      |
| Parents and Community drop in session          | Wednesday<br>27 <sup>th</sup> September<br>15:00 – 18:00 | Stanwell School,<br>Archer Road CF64 2XL  |
| Pupil engagement sessions with Stanwell Pupils | Wednesday 4 <sup>th</sup><br>October 9:00 – 10:00        | Stanwell School,<br>Archer Road, CF64 2XL |
| Pupil engagement session with feeder schools   | Wednesday 4 <sup>th</sup><br>October 10:30am – 11:30     | Stanwell School,<br>Archer Road, CF64 2XL |
| Community drop in session                      | Wednesday 11 <sup>th</sup><br>October<br>15:30 – 17:30   | Stanwell School,<br>Archer Road CF64 2XL  |

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

#### FIND OUT MORE

This document and further supporting information can be found on the

<https://www.valeofglamorgan.gov.uk/en/living/schools/Consultations/Changing-Stanwell-School-from-Foundation-School-to-Community-Maintained-School.aspx>

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

You can also contact us on **01446 709828** or [sustainablecommunitiesforlearning@valeofglamorgan.gov.uk](mailto:sustainablecommunitiesforlearning@valeofglamorgan.gov.uk) for further information on the proposal.



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## GIVE YOUR VIEWS

The consultation period will run from **11<sup>th</sup> September 2023 to 23<sup>rd</sup> October 2023**. You can respond to our proposals at any time during this period. Your views are important to us, and there are a number of ways that you can let us know.

You can:

- Complete the online response form at:  
<https://forms.office.com/e/6WQn5j2YUu>

Or

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

Change of status to Stanwell School,

Stanwell School

Archer Road

Penarth

CF64 2XL

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

**The closing date for responses to this consultation is 23<sup>rd</sup> October 2023. Unfortunately, responses received after this date will not be considered.**

All responses given to us will be considered before we decide whether or not to publish a statutory notice about the proposals.

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

## 8. CONSULTATION RESPONSE FORM

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

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

<https://forms.office.com/e/6WQn5j2YUuor>

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

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Please return the form to the postal address:

Change of status to Stanwell School,

Stanwell School

Archer Road

Penarth

CF64 2XL

**The closing date for responses to this consultation is 23 October 2023. Unfortunately, no responses received after this date can be considered.**

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

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

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

|                        |  |
|------------------------|--|
| <b>Your Full Name:</b> |  |
| <b>Postcode:</b>       |  |

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

|                                                                |  |
|----------------------------------------------------------------|--|
| <b>*Please confirm which school/s you are affiliated with:</b> |  |
|----------------------------------------------------------------|--|

| <b>1. Do you support the proposal to change Stanwell school from foundation status to community status from September 2024?</b> |                          |    |                          |                       |                          |
|---------------------------------------------------------------------------------------------------------------------------------|--------------------------|----|--------------------------|-----------------------|--------------------------|
| Yes                                                                                                                             | <input type="checkbox"/> | No | <input type="checkbox"/> | No opinion either way | <input type="checkbox"/> |
| <b>Please explain why:</b>                                                                                                      |                          |    |                          |                       |                          |
|                                                                                                                                 |                          |    |                          |                       |                          |

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

**3. Any other comments?**

Thank you for your comments.

Please return this form by no later than **23 October 2023**.

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

|                                                                  |              |
|------------------------------------------------------------------|--------------|
| <b>I wish to be notified via:</b> (please delete as appropriate) | Email / Post |
| <b>Email address:</b>                                            |              |
| <b>Postal address:</b>                                           |              |

Blank area for notes.

## 9. EQUALITY MONITORING FORM

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

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

## Welsh Language

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

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



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

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