

DIRECTORATE OF LEARNING AND SKILLS Consultation Document

Consultation on the proposal to meet increased demand for English medium primary education in Cowbridge from September 2022 by:

- **changing the age range of Cowbridge Comprehensive School from 11 - 19 to 3 – 19;**
- **increasing the capacity of Cowbridge Comprehensive School from 1,586 places to 1,796 places to accommodate 210 English medium primary school places with an additional 48 part-time nursery places; and**
 - **constructing a new school building on the Cowbridge Comprehensive School site to accommodate the primary and nursery phases.**



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Introduction

Background

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

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

The Council considered a range of sites to deliver both phases; with the Cowbridge Comprehensive Site being identified as the preferred site for the English-medium expansion and the Darren Farm site for the Welsh-medium expansion.

The Council previously consulted on a proposal to increase English medium capacity by establishing a 3-19 all-through school on the Cowbridge Comprehensive School site to accommodate 420 primary places with an additional 96 part time nursery places. This would have resulted in the existing Y Bont Faen Primary School being discontinued, with all staff and pupils transferring to the all-through school.

The Council noted the concerns raised by staff, governors, parents and members of the community to the previous proposal and as such fully explored the alternative approaches available to deliver the required capacity.

The Council identified an alternative approach that would meet future demand for English medium primary education, whilst also addressing a number of concerns submitted as part of the consultation exercise.

On 9 March 2020, the Council's Cabinet authorised the Director of Learning & Skills to undertake a consultation from 16 March 2020 to 1 May 2020 on a revised proposal to increase the number of primary school places in Cowbridge.

Cowbridge Comprehensive School advised the Council that it would be suspending all formal education from 23 March 2020 due to implications associated with the ongoing COVID-19 virus. The consultation remained open during this period and consultees were able to submit feedback using the online form or the response form contained at the end of the consultation document. In person drop-in sessions and meetings with the school's council and governing body were suspended, consultees were able to submit any queries to the 21st Century Schools team via email or phone. The frequently asked questions section on the website was updated throughout the consultation to reflect queries raised.

Therefore, the Council is relaunching the consultation period to ensure school stakeholders and the local community are able to make their views known. Any responses received during the period in which the consultation remained open (from 16 March 2020) will be kept and integrated into the consultation report along with any responses received within the new consultation period.

It has been brought to our attention that some parents/carers of pupils attending Cowbridge Comprehensive School did not receive the email issued on 9 September to advise of the new consultation end date of 18 October 2020.

To ensure all parents/carers have the opportunity to fully consider the proposal we have extended the consultation end date which will now be 23 November 2020.

The proposal

The consultation period is open until **23 November 2020** on the revised proposal to increase the number of primary school places in Cowbridge.

This document explains the **Council's proposal to meet the increased demand for English medium primary education in Cowbridge from September 2022 by;**

- **Changing the age range of Cowbridge Comprehensive School from 11 - 19 to 3 - 19;**
- **Increasing the capacity of Cowbridge Comprehensive School from to 1,586 places to 1,796 places to accommodate 210 English medium primary school places with an additional 48 part-time nursery places; and**
- **Constructing a new school building on the Cowbridge Comprehensive School site to accommodate the primary and nursery places.**

This proposal would result in an additional 210 English medium primary school places with an additional 48 part-time nursery places in Cowbridge.

This proposal is considered under section 2.3 of the School Organisation Code (2018). Section 2.3 refers to Regulated Alterations of a school, which includes increasing the capacity of the school by at least 200 places and extending the age range of a school by a year or more.

Responding to the consultation

The Vale of Glamorgan Council is committed to ensuring that consultations are meaningful, relevant and appropriate for the communities that are involved, and the Council has a duty of care to ensure that proposals are clear, transparent, and reflective of those affected. This is a vision that can only be realised by working in partnership with schools, governors, parents and the wider communities we all serve.

This consultation gives you the opportunity to ask questions and make comments that will be considered when the Council's Cabinet decides how to proceed.

Further information regarding planned stakeholder engagement sessions and how you can respond to the consultation is detailed in the "Involving stakeholders and responding to the consultation" section from page 45. This section links to the online survey and also contains a response form if you would like to submit a response via post.

Under the School Organisation Code (2018), it is vital that any feedback be received by 23 November 2020 in order to be considered as part of this consultation. Any items received after that date cannot be considered.

Explanation of terms used in this document

'All-through School' - An all-through school is an education model which combines more than one stage of a child's education in a single education establishment.

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

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

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

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

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

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

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

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

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

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

'MUGA' (Multi-Use Games Area) – A year-round sports area, usually containing a steel anti vandal outdoor fenced area with built in goal post units for various types of sports games, such as football, basketball or tennis. The outer fencing makes it easier to keep the ball in play.

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

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

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

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

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

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

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

'VA' (Voluntary Aided) - A state-funded school in which a foundation or trust (usually a religious organisation), contributes to building costs and has a substantial influence in the running of the school.

'VC' (Voluntary Controlled) - A state-funded school in which a foundation or trust (usually a Christian denomination) has some formal influence in the running of the school. Such schools have less autonomy than voluntary aided schools.

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

The Proposal

The proposal

Summary

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

The Council must ensure that schools serve their local communities and are reflective of demand. There is a need to meet future demand from the new housing developments in Cowbridge. A new 210 place school building on the Cowbridge Comprehensive School site would accommodate the projected increase in pupil numbers from the new development.

The Council is consulting on the proposal to meet the increased demand for English medium primary education in Cowbridge from September 2022 by;

- Changing the age range of Cowbridge Comprehensive School from 11 - 19 to 3 - 19;
- Increasing the capacity of Cowbridge Comprehensive School from to 1,586 places to 1,796 places to accommodate 210 English medium primary school places with an additional 48 part-time nursery places; and
- Constructing a new school building on the Cowbridge Comprehensive School site to accommodate the primary and nursery places.

This proposal is considered under section 2.3 of the School Organisation Code (2018). Section 2.3 refers to Regulated Alterations of a school, which includes increasing the capacity of the school by at least 200 places and extending the age range of a school by a year or more.

What would this mean?

This proposal would result in an additional 210 English medium primary school places with an additional 48 part-time nursery places in Cowbridge.

A new self-contained building would be constructed on the Cowbridge Comprehensive School site to accommodate the primary and nursery phases.

A description of the facilities the self-contained primary building would have as standard and some examples from previous primaries built under the 21st Century Schools programme are set out in more detail in the “Land and Buildings” section (from page 16). However, it should be noted that feedback on the construction of a new building is not directly considered as part of this education proposal under the School Organisation Code (2018). The building and related transport infrastructure would be subject to a full planning process at a later stage if the proposal were to go ahead.

Why are we proposing the changes?

Rising demand for primary education within Cowbridge

The main driver for this proposal is to meet increased demand for English medium primary education in Cowbridge as a result of recent and proposed housing developments.

The Vale of Glamorgan Local Development Plan (LDP) 2011-2026 provides the local planning policy framework for the Vale of Glamorgan and was adopted by the Council on 28 June 2017. A

number of housing developments in Cowbridge have been included in the Council's Local Development Plan 2011 - 2026. The largest of these developments being the 'Land to the north and west of Darren Close' with 475 dwellings. This development has obtained planning permission and construction has begun on site.

The development is served by the following schools for primary education:

Table 1 – Data about primary schools serving the development						
School	Type	Language	Admission No.	Capacity	Current NOR	Age Range
Iolo Morganwg	Community	WM	30	210	176	3 – 11
St David's CIW	VA	EM	20	140	149	3 – 11
Y Bont Faen	Community	EM	30	210	218	3 – 11

The table above shows that there is limited capacity across all 3 primary schools serving the Darren Farm development. The projected number of pupils emanating from a development is calculated using a formula derived from census data of householders in the Vale of Glamorgan. The formula is contained within the Council's Supplementary Guidance for planning purposes. The development is projected to yield around 48 nursery and 132 primary pupils.

In order to accommodate the projected yield, primary provision in Cowbridge needs to be increased with consideration to the following;

- Demand for denominational education has been addressed with the approval of the proposal to increase the capacity of St David's CIW Primary School from September 2021.
- There is sufficient capacity to meet initial demand for Welsh-medium primary education at Ysgol Iolo Morgannwg, albeit Welsh medium will require future expansion to accommodate anticipated future demand in line with local and national policies.
- English medium primary provision is already at capacity and will require expansion at the earliest opportunity in order to meet future demand.

The Council's Cabinet met on 4 November 2019 to consider a report on increasing primary education in Cowbridge to meet increased demand as a result of recent and proposed housing developments.

In order to accommodate the anticipated demand, Cabinet approved a phased approach to increasing primary education in Cowbridge with English-medium primary education being addressed as part of phase one and Welsh-medium primary education being addressed as part of phase two.

Due to the limited land available to the Council in the Cowbridge area, the Council undertook a feasibility assessment to deliver both phases. Three main sites were explored to deliver both phases of the proposal;

- The existing Y Bont Primary School site was considered to deliver the English medium expansion. However, an initial feasibility assessment of the site highlighted that constructing a new build would not be possible whilst keeping the existing school operational. This is mainly due to the limited construction access that would be possible on the site. Temporary relocation of pupils during the construction period would result in a considerable increase in costs which could not be met within the existing budget.
- The Section 106 agreement for the Darren Farm development states that a 2-hectare site shall be transferred to the Council on the occupation of one hundred and fifty dwellings. As this land is not available immediately, it was not considered suitable to deliver an English

medium expansion. The Darren Farm site was also considered an ideal location to deliver the phase two Welsh medium expansion due to its proximity to the A48 which would result in improved access for minibuses and cars traveling from the wider catchment area.

- Cowbridge Comprehensive School is a 1,586 place English medium secondary school in the Cowbridge area. A feasibility study undertaken on the Cowbridge Comprehensive School site identified that a 420-place primary school building could be accommodated on the existing site. As Cowbridge Comprehensive School is an English medium school, and the land was available immediately, the site was considered suitable to deliver the English medium expansion as part of phase one.

Previous proposal

The Cowbridge Comprehensive School site was identified as the preferred site for the English medium expansion and the Darren Farm site was identified as the preferred site for the future Welsh medium expansion.

As the preferred English medium option would result in two schools sharing a single site, consideration was given to the most appropriate model of education. The Council determined that the all-through model provided greater opportunities for collaboration, efficiencies and improved site management.

Cabinet initially determined to consult on the proposal to increase the number of English medium primary school places by amalgamating Y Bont Faen Primary School and Cowbridge Comprehensive School from September 2022 by:

- Changing the age range of Cowbridge Comprehensive School from 11 - 19 to 3 - 19;
- Increasing the capacity of Cowbridge Comprehensive School from 1586 places to 2006 places to accommodate 420 English medium primary school places with 96 part-time nursery places;
- Constructing a new school building on the Cowbridge Comprehensive School site to accommodate the primary and nursery phases; and
- Discontinuing Y Bont Faen Primary School (a 210 place English medium primary with 60 part-time nursery places).

A consultation was held in accordance with the School Organisation Code 2018 between 18 November 2019 and 10 January 2020. The Council received in total 267 individual responses to the consultation. Of the 267 individual responses, 77 (29%) consultees were in support of the proposal, 180 (67%) were opposed and 10 (4%) offered no opinion either way. Further information about the previous proposal consultation can be found on the Council's website: www.valeofglamorgan.gov.uk/cowbridgeschools

Revised proposal

The Council notes the concerns raised by staff, governors, parents and members of the community to the proposal and as such has fully explored the alternative approaches available to deliver the required capacity.

The Council has identified an alternative preferred option to expand the age range of Cowbridge Comprehensive School to establish an all-through school to accommodate 210 primary pupils with an additional 48 part-time nursery places.

This alternative preferred option would address a number of concerns raised as part of the

consultation exercise, whilst also delivering the required capacity to meet projected demand for English medium primary education in Cowbridge.

This new proposal would mean that:

- A new building would be constructed on the Cowbridge Comprehensive School site to accommodate projected increased demand for English medium primary education.
- Y Bont Faen Primary School would not be subject to this proposal and would remain on its existing site with its existing capacity.
- The Darren Farm site would remain available for a future Welsh medium expansion.

What is an all-through school?

An all-through school is an education model which combines more than one stage of a child's education in a single education establishment. In this context, it would see both the primary and secondary education phases being managed as a single school. There would be a single headteacher and governing body with overall responsibility of all education phases.

Although all education phases are managed as a single establishment, the primary phase would still have a leader (in previous models this has been a head of primary phase) and would be accommodated in a separate building designed specifically for primary pupils. This building would be accommodated on the Cowbridge Comprehensive School site but would be self-contained and fenced with its own external play areas, including a MUGA. The footprint and internal layout would be similar to that at Oak Field Primary School in Barry which was delivered as part of Band A of the 21st Century Schools Programme. Further details regarding the design and facilities of the proposed primary building are available in the "Land and Buildings" section on page 16.

In the Vale of Glamorgan, there are a number of examples of schools sharing a single site, including:

- Ysgol Gymraeg Bro Morgannwg – An all-through school with primary and secondary phases on a single site with two separate buildings.
- Llantwit Learning Community – Three separate schools (two primary schools and one secondary school) sharing a single site with three separate buildings. There is also a leisure centre on this site in a self-contained building.
- Penarth Learning Community – Two separate schools (one secondary and one all-through special school) sharing a single site with a semi-detached building.

It was considered that the all-through model provides greater opportunities to maximise facilities across a single site with a single management team being responsible for the management of all phases. An all-through school also ensures there is a shared approach to management of the site, including the management of parking, drop off and pick up. This includes school day timings and a single traffic management plan.

Based on previous experiences, the Council considers there to be a number of benefits associated with the all-through school model, including:

- A consistent vision and shared values across education phases.
- Shared professional learning community.
- Consistent engagement with parents across the primary and secondary phase.
- Expertise across the full age range.
- Professional development opportunities for staff within a through school environment.

- Increased focus on the key transitions particularly between Key Stage 2 and the secondary phase ensuring that gains in learning are built upon year by year with the minimum of disruption as the child moves through the learning structure(s).
- One single accountability and inspection regime, including a single Challenge Advisor from the Consortium.
- A single budget across the school, simplifying financial management.
- Opportunity to realise cost efficiencies from co-location on a single site and rationalisation of support service contracts such as grounds maintenance.
- Removal of duplication of data returns and pupil census data.
- Streamlined primary to secondary admissions process with existing pupils automatically transferring to the secondary phase without submitting a new application.

All-through schools have increased in popularity over recent years with 21 all-through schools across Wales and a further 5 due to open over the next 3 years. This model has also increased in popularity across England.

The National College for School Leadership has undertaken research on the all-through model. The research was conducted in 16 settings using face-to-face interviews. Most of the interviews were conducted with the leader, a senior and a middle leader in the same setting. The findings are summarised below.

Teaching and Learning

- The positive impact of transition was seen in all-through schooling as a critical component of the personalisation agenda.
- Personalising the curriculum means children learn at a time when they are ready and not a time prescribed by their birth date.
- Early intervention and tracking were enhanced by the all-through setting.
- It was possible to create common systems of quality assurance, covering pupil assessment, monitoring and tracking and performance management of staff or teams.
- Understanding and establishing an all-through pedagogy, whilst undefined by school leaders, was nonetheless seen to be an essential aspiration for the all-through institution.
- The deployment of teaching staff across phases was seen to benefit learners and create efficiencies.
- Innovative solutions to remove barriers to learning was seen as more likely in the all-through setting because there are no prescribed solutions.
- Bringing together the skills of early years teachers with secondary specialists enabled cohesive curriculum planning aiming to create a seamless curriculum.

Professional Development

- Teachers had opportunities to teach out of phase, thus broadening their experience of children's learning.
- Best practice was shared between phases. Bringing together different groups of practitioners in cross-phase training groups was regarded as a 'collective opportunity'.
- Cross-phase lesson observation in some settings had 'brought a different flavour to performance management'.
- Those responsible for systems and process say that systems need to be as appropriate for 3 year olds as for 16 year olds and therefore 'more robust'. This reflects the general

consensus that, because so much is new, innovative solutions are expected and that in itself offers tremendous opportunity to school leaders.

Efficiency

- Reduce planning and administrative costs by exploiting economies of scale
- Extend the reach and impact of the strongest leaders, teachers and governors in the participating schools
- Enable the employment of shared staff
- Shared facilities across education phases

Across Wales there are examples of this model working effectively to improve outcomes, likewise, there are examples where this model has not been successful in improving outcomes. From speaking to other Local Authorities and Estyn, it is clear that a determining factor in the success of this model is the rationale for its implementation. The proposal has not been established to address poor performance.

This model would allow the secondary phase to continue to perform well, whilst providing the opportunity for the all-through school to take advantage of the opportunities associated with all-through schools. A key driver for the success of a school is the staff and leadership. The existing leadership of Cowbridge Comprehensive School was recently determined to be 'excellent' by Estyn. The primary phase would be led by an appointed leader, who would form part of the Senior Leadership Team.



School Information

School Information

Previous Numbers on Roll at schools serving the Darren Farm development

School	Type	Language	Capacity	2016	2017	2018	2019
Cowbridge Comprehensive School	Community	EM	1,586	1,537	1,534	1,515	1,531
Iolo Morganwg	Community	WM	210	194	193	181	173
St David's CIW	VA	EM	140	136	124	133	130
Y Bont Faen	Community	EM	210	206	206	209	209

Primary schools within the catchment

As this proposal concerns extending the age range of a secondary school, it is important to consider the neighbouring primaries serving the Cowbridge Comprehensive School catchment area.

School	Type	Language	Admission No.	Capacity	Current NOR	Surplus (%)	Nursery Places
Iolo Morganwg	Community	WM	30	210	176	16%	66
Llancarfan	Community	EM	18	126	69	45%	0
Llanfair	Community	EM	18	129	130	-1%	20
Llangan	Community	EM	15	111	102	8%	24
Llansannor CIW	VA	EM	30	210	210	0%	30
Pendoylan CIW	VA	EM	30	210	194	8%	30
Peterston-Super-Ely CIW	VC	EM	27	189	174	7%	28
St Brides CIW	VA	EM	29	203	194	8%	48
St David's CIW	VA	EM	20	140	149	-6%	28
St Nicholas CIW	VC	EM	18	126	124	2%	0
Y Bont Faen	Community	EM	30	210	218	-4%	60

The majority of primary schools within the Cowbridge Comprehensive School catchment area have less than 10% surplus capacity. The exceptions being Iolo Morganwg, which is Welsh Medium, and Llancarfan primary which is being relocated into a more densely populated area. St David's CIW and St Nicholas CIW have also been included within the Council's 21st Century Schools programme. More information about these expansions and new builds can be found at <https://www.valeofglamorgan.gov.uk/21st-Century-Schools>

Pupil projections

The proposal would mean an increase in the English medium, non-denominational places in the area. The following table shows the projected number of pupils on roll at Y Bont Faen Primary School and the primary phase of the new 3-19 all-through school.

Table 4 – Pupil projections for Y Bont Faen and the proposed primary phase of Cowbridge Comprehensive School

School	Capacity	2020 /21	2021 /22	2022 /23	2023 /24	2024 /25	2025 /26	2026 /27	2027 /28	2028 /29
Y Bont Faen	210	221	221	221	220	220	221	210	210	210
Proposed school	210	0	0	25	56	81	105	132	158	185

The table above reflects the staggered implementation of admissions, pupils would not be admitted to Year groups 1-6 at the time of opening. Intake would start at reception in September 2022. The School would also offer 48 part-time nursery places from September 2022.

Land and Buildings

The condition of current school buildings and facilities

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

The Council surveys and categorises its school buildings on a 4-point scale from good to bad.

Table 5 – Condition Grading System

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

A new build for Cowbridge Comprehensive School was completed in 2010. The Council's latest condition survey of Cowbridge Comprehensive School was undertaken in 2019. The condition and suitability of the school from the Council's survey was judged as follows and includes costs of identified repairs.

Table 6 – Cowbridge Comprehensive School Condition Survey Results from the Vale of Glamorgan Council's Condition Survey (2019)

Condition of school building	Suitability of school building	Cost of identified repairs
Good	Good	£286,300

The buildings have been identified by the Council's condition survey as good in both condition and suitability. If the proposal were to be accepted, a new 210 place primary with an additional 48 part-time nursery would be constructed on the same site as the current Cowbridge Comprehensive School.

The proposed arrangements for school buildings and facilities

Although the proposal is to establish an all-through school, the primary and secondary phases would be separate, utilising separate buildings. A new building would be constructed on the Cowbridge Comprehensive School site. This building would be sufficient to accommodate 210 pupils and 48 part-time nursery places, compliant with Building Bulletin 99, the framework for primary school buildings. The school building would utilise the Council's standard design school

currently being used for the three new build 210 place primary schools being delivered in St Nicholas, Colwinston and Rhoose. The school building would include classrooms (of a suitable size to accommodate 30 pupils per classroom), a main hall for sport and dining, offices for senior staff and administration, a staffroom, and break out areas for pupil interventions.

The school would be fenced to safeguard primary pupils with intercom access for visitors. Within the grounds of the primary phase, there would be external play areas, a multi-use games area (MUGA) and habitat areas for forest school provision and to enhance pupil well-being.

The benefit of an all-through school model is that certain facilities can be shared across the primary and secondary phase. As a comprehensive school, Cowbridge Comprehensive School has additional facilities that a primary school would not usually have access to. These include, performance space, fitness suite, 4 court sports hall, specialist classrooms and 3G all-weather pitch provision. Use of these facilities would be timetabled and managed by school staff to ensure safety and well-being of primary phase pupils.

There would be a reduction in outside space at the Cowbridge Comprehensive site if the proposal were to be approved. This would include the footprint of a new building for primary provision with space for 210 pupils and a nursery with 48 part-time places. The impact of the loss of outdoor space could be mitigated by improvements to sporting facilities currently available on site, such as an additional all-weather pitch. The design team would work closely with the school to ensure the nature-based skills developed through current provision are able to continue and potentially be enhanced through tailored outdoor provision.

If the proposal were to go ahead, suitable tree species and vegetation to enhance the Cowbridge Comprehensive School site would be identified through extensive ecology surveys. Primaries delivered within Band A of the 21st Century Schools have also previously created nature areas with ponds, bug hotels, and planting as part of their outdoor learning spaces. Cowbridge Comprehensive School already has a pond on site and garden areas which are utilised by pupils. The garden provides an opportunity where, under supervision, pupils could collaborate and share knowledge between the primary and secondary stages.

All site options within Cowbridge Comprehensive School would be considered and subject to full planning application. The planning approval would also be subject to sustainable drainage requirements which involves extensive designs for surface water management; i.e. water flow rates must meet specific requirements and be achieved through natural solutions like swales and raingardens.

The proposed new primary school building would provide:

- A high-quality IT rich learning environment for pupils meeting the educational curriculum needs of the 21st Century
- Unobstructed access between all internal areas for children and staff
- Enhanced safeguarding and site security for pupils and staff
- Improved outdoor sports facilities for both pupil and community use
- Full access for the whole community with full disabled access to internal and external areas.

Some example images of primary school buildings constructed during Band A of the 21st Century Schools programme are available below and more can be found on our main webpage:

www.valeofglamorgan.gov.uk/21st-Century-Schools



Figure 1 – Images from previous schools built by the Vale’s 21st Century Schools programme

Current performance

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

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

- Estyn is the office of Her Majesty’s Chief Inspector of Education and Training in Wales. It is a Crown body, established under the Education Act 1992. Estyn is independent of the National Assembly for Wales but receives its funding from the Welsh Government under section 104 of the Government Wales Act 1998. Estyn inspects quality and standards in education and training providers in Wales.
- The Central South Consortium Joint Education Service (CSCJES) was established in September 2012. The Local Authority works with the Consortium to support and challenge all schools in the Vale of Glamorgan.

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

Estyn Report

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

Table 7 – Estyn Inspection Criteria		
Judgement	What the judgement means prior to September 2017	What the judgement means post-September 2017
Excellent	<ul style="list-style-type: none"> Very strong, sustained performance and practice Many strengths, including significant examples of sector-leading practice 	<ul style="list-style-type: none"> Very strong, sustained performance and practice
Good	<ul style="list-style-type: none"> Strong features, although minor aspects may require improvement Many strengths and no important areas requiring significant improvement 	<ul style="list-style-type: none"> Strong features, although minor aspects may require improvement
Adequate	<ul style="list-style-type: none"> Strengths outweigh weaknesses, but important aspects require improvement Strengths outweigh areas for improvement 	<ul style="list-style-type: none"> Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory	<ul style="list-style-type: none"> Important weaknesses outweigh strengths Important areas for improvement outweigh strengths 	<ul style="list-style-type: none"> Important weaknesses outweigh strengths

Welsh Government categorisation of schools

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

The categorisation system is described below:

Table 8 – Welsh Government Criteria	
Category	What the category means
Green	A highly effective school which is well run has strong leadership and is clear about its priorities for improvement.
Yellow	An effective school which is already doing well and knows the areas it needs to improve.
Amber	A school in need of improvement which needs help to identify the steps to improve or to make change happen more quickly.
Red	A school in need of greatest improvement and will receive immediate, intensive support.

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

Of the 45 primary schools in the Vale of Glamorgan, 26 are categorised as green, 17 as yellow, and 2 amber.

Of the 8 secondary schools in the Vale of Glamorgan, 3 are categorised as green, 4 as yellow, and 1 amber.

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

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

Cowbridge Comprehensive Estyn Report (April 2019)

The inspection report for Cowbridge Comprehensive can be found at:

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

Summary

Table 9 – Summary Estyn Inspection Results for Cowbridge Comprehensive	
Inspection area	Judgement
Standards	Excellent
Wellbeing and attitudes to learning	Excellent
Teaching and learning experiences	Excellent
Care, support and guidance	Excellent
Leadership and management	Excellent

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

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

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

Recommendations:

- There are no recommendations following this inspection.

Table 10 - Estyn areas of inspection results for Cowbridge Comprehensive		
Estyn Area of Inspection	Grade	Key Points
Standards	Excellent	<ul style="list-style-type: none"> • Most pupils are enthusiastic learners. They take obvious pride in their work and make strong progress in lessons. • Many pupils, of all abilities, make thoughtful and highly articulate contributions to peer discussion. • A majority of pupils produce sophisticated, carefully crafted and engaging writing including perceptive and thoughtful analyses of literary texts.

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

Welsh Government categorisation of schools

The categorisation for Cowbridge Comprehensive can be found at:
<http://mylocalschool.wales.gov.uk/School/6734065?lang=en>

Table 11 – Welsh Government Standards and Improvement Categories Cowbridge Comprehensive			
Publication Date	Standards Grade	Improvement Capacity	Overall Category
January 2020	N/A	A	Green
January 2019	N/A	A	Green
January 2018	N/A	A	Green
January 2017	1	A	Green

January 2020 National Categorisation Report

Summary of key points raised in the national categorisation report

Table 12 – National Categorisation School Report for Cowbridge Comprehensive (2019-2020)	
Area of Inspection	Key Points
Standards	<ul style="list-style-type: none"> • Performance in key stage 3 (KS3), at level 5 and above (L5+), for the last three years is very high. • Performance for the core subjects, at level 7 and above (L7+), have remained similar over the last three years. • The majority of eFSM pupils achieve L5 or higher in all three core subjects. • Over the last three years, standards at key stage 4 (KS4) are outstanding. • The school has used early entry strategically to target specific pupils. Leaders and staff analyse item level data and use information diagnostically to support pupils to improve their learning subsequently where required. • Attendance rates for the last three years are very high, above 95.0%. • Nearly all pupils display highly positive attitudes to their learning. They are enthusiastic, resourceful and independent learners. Nearly all behave maturely and respectfully in lessons and around the school.
Improvement Capacity	<ul style="list-style-type: none"> • Leadership across the school is excellent and delivers high standards for all pupils. The headteacher provides strong, assured leadership. She is supported well by her senior leadership team. • Governors play an important role in setting the school's strategic vision. They have a clear understanding of the school's strengths and improvement priorities and offer valuable support and challenge to leaders. • The headteacher and senior leaders have developed a strong culture of evaluation and improvement. • The improvement plan has three overarching priorities: Achieving exceptional standards; Outstanding care, support and guidance; and Inspirational teaching and leadership. • In addition, the school plans to further strengthen its health and wellbeing strategy in order to improve pupils' emotional resilience and leadership skills. • The school has a strong record of implementing successfully national and local priorities, including preparing for the new curriculum for Wales. Furthermore, the school leads its cluster for supporting the implementation of the new ALN Act and strategies for supporting pupils with adverse childhood experiences and mental health issues. • Consistently effective teaching, careful curriculum planning and strong provision for the development of pupils' skills have a substantial impact on pupils' personal development, wellbeing and the standards that they achieve. • Teachers have high expectations, forge productive working relationships and establish clearly understood classroom routines that have a positive impact on pupils' wellbeing and progress. • The school has developed a carefully planned and highly effective programme of professional learning. Activities align closely to individual, departmental, school and national priorities. In particular, an extensive 'menu' of development opportunities provides staff with valuable support for specific training needs.

	<ul style="list-style-type: none"> • The school has a very good track record of supporting other schools and has shared its practice successfully. • For the last two years, staff in Cowbridge comprehensive have worked very successfully to support a number of primary schools, within the local authority, to improve the quality of their compliance, health and safety, as well as site contracts. • Following a very successful Estyn inspection, where the school received five excellent judgements and no recommendations, leaders were invited to share two best practice case studies: Developing high impacting student leadership and effective professional learning.
Recommendations	<ul style="list-style-type: none"> • Develop a whole school wellbeing, health and fitness strategy, to improve pupils' emotional resilience, and to raise aspirations, progress, engagement and attendance for disadvantages pupils. • Prepare for the introduction of the new curriculum for Wales. • Develop specific ALN intervention (& staff training) to ensure provision is high quality, intensive and has high impact on standards of achievement and value added measures (including ACE & Trauma support).

Implications of the proposal

The intended impacts on education outcomes

Standards and progress

An all-through school model would enable the establishment of one set of policies, shared staff and a shared ethos which the primary pupils would be familiar with on their transition to the secondary phase. This would maximise the benefits arising from continuous provision. This may benefit Cowbridge Comprehensive School, which already has a strong reputation as a provider of secondary education, as continuous provision offers greater potential for improving the levels of achievement for all pupils.

There is generally a dip in pupil performance as a result of transition between primary and secondary phases. An all-through school model provides greater continuity for those pupils who automatically transition from the primary to secondary phase. These pupils would be familiar with the staff, school surroundings and policies, and could help support those pupils transferring from other primary schools into the secondary phase.

Educational outcomes are monitored annually, along with a range of building operation data, as part of the Post-Occupancy Evaluation requirements of 21st Century Schools. This monitoring ensures any educational progress resulting from improved learning environments can be tracked for sharing good practice, and any arising issues can be identified early on to ensure the buildings are delivering high quality learning environments.

Wellbeing and attitudes to learning

The building constructed to accommodate the primary phase would include break out areas for pupil well-being and interventions. A recommendation from the January 2020 National Categorisation Report for Cowbridge Comprehensive School was to *'develop a whole school well-being, health and fitness strategy, to improve pupils' emotional resilience'*. The proposal could be an opportunity to develop the school's well-being strategy further in collaboration with primary specialists.

Previously completed 21st Century Schools schemes have seen attendance increase as pupils enjoy learning in 21st Century teaching environments. Attendance is already very high at Cowbridge Comprehensive School. In 2018-2019, attendance was 95.7% which was the highest within its family of similar schools (All Wales Core Data Sets) and so the proposal would seek to continue the high standards into the new primary phase.

In the 2019 Estyn inspection of an all-through school operating within the Vale, Ysgol Gymraeg Bro Morgannwg, positive pupil attitudes towards learning was highlighted as a strength as older pupils *'act as mature role-models when supporting younger pupils with literacy and numeracy activities'*. There is potential for a similar role model system in Cowbridge.

There is a potentially negative impact upon Cowbridge Comprehensive School during and after the build process in terms of pupils' access to green space. This would need to be carefully considered within the design to ensure continued suitable outdoor secondary provision.

Outdoor learning is an important consideration within the 21st Century Schools design and provision within the new site would include nature areas and sporting facilities. The design team would work closely with the school to ensure the nature-based skills developed through current provision, for example use of the garden area, are able to continue and potentially be enhanced through tailored outdoor provision. Primaries delivered within Band A of the 21st Century Schools

have created nature areas with ponds, bug hotels and planting as part of their outdoor learning spaces.

Both primary and secondary phases would be able to benefit from shared sporting facilities and nature areas. These facilities would enable pupils to transfer knowledge and experiences across the different age groups under supervision; e.g. older pupils could coach younger pupils in afterschool sports clubs as part of their Welsh Baccalaureate studies.

Teaching and learning experiences

The new school building would also provide consistent teaching spaces with capacity for 30 pupils, with communal break-out areas.

The learning environment and infrastructure, including both indoor and outdoor facilities and learning space are key elements in supporting both teachers and learners. This is reflected in the aims of the national curriculum and Digital Competence Framework (DCF) and the Council's ambitions for 21st Century Schools with full access to 21st Century technologies.

Digital expectations will be embedded in the new curriculum and settings and schools will be:

- Comparing existing approaches to DCF implementation with the new curriculum
- Embedding digital competence across the school curriculum
- Sharing good practice within and outside the school
- Engaging with the school council and pupil voice
- Evaluating how the current approach to digital competence fits with the new curriculum.

From September 2022, settings and schools will be delivering digital competence on a cross-curricular basis. They will:

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

Providing the appropriate resources and technologies to ensure learners are supported to meet the objectives of the framework is therefore an important consideration in developing plans for the new school building.

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

The Council's 21st Century Schools Team would be responsible for managing the build process. A contractor would be appointed using the SEWSCAP framework. SEWSCAP is a construction framework used by 16 local authorities and provides pre-qualified and suitably experienced Contractors to deliver the 21st Century Schools Programme, and other public buildings, relating to both new build and refurbishment projects over £1.5 million. Contractors on the SEWSCAP framework all have extensive experience delivering school buildings on live sites, meaning they understand and make arrangements for work schedules to fit around examinations and other important events in the school calendar. Demonstrating clear plans for logistics management is one of the areas considered in the tendering process. There would also be regular meetings between the Council, contractor and school to ensure the design and construction progress runs smoothly and any issues can be resolved efficiently.

There are potential educational benefits for pupils during the construction phase as appointed contractors would hold site visits and workshops with pupils. For example, on a previous project an English lesson was held on site and pupils wrote poems about their experiences. Workshops

suitable for relevant key stages would be held with pupils. Additionally, the project would participate in the construction ambassadors programme, which enables pupils to gain confidence and skills by learning more about construction and updating their peers on site progress.

Care, support and guidance

As referenced above, the proposal would enable a shared ethos which the primary pupils will be familiar with on their transition to the secondary phase.

Security arrangements within the building would also be a key consideration and South Wales Police would be consulted as part of the design process and the 'Designing Out Crime' officer would provide feedback on the proposed design. A lockdown strategy would also be developed to limit visitor access throughout the school building. The new building would provide an intercom and security lobby to enhance security arrangements.

Additional break out spaces would also be provided for ALN interventions. Developing specific ALN intervention and staff training was a recommendation from the January 2020 National Categorisation Report for Cowbridge Comprehensive School and so this proposal could be an opportunity to further develop ALN provision with tailored provision.

Leadership and management

The proposed extension of age range provides staff with continuing professional development opportunities by enabling them to gain experience both in the primary and secondary phases thereby improving their career options.

The model makes it easier for parents to engage with the school particularly where they have children in both phases as they would only need to familiarise themselves with one set of policies and one set of communications.

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

Welsh language provision

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

Although Cowbridge Comprehensive school teaches predominantly through the medium of English, the high standards achieved in Welsh language contribute to the Council's commitment to encouraging bilingual speakers.

Ysgol Iolo Morganwg and Ysgol Dewi Sant are Welsh-medium primary schools serving the Western Vale. As outlined above, existing Welsh medium primary provision in Cowbridge is sufficient to meet anticipated demand for Welsh medium education over the next 5 years.

However, the Council notes that Welsh medium education is increasing in popularity and has seen significant growth over the last 18 years since the opening of Ysgol Gymraeg Bro

Morgannwg. This has been evident in the recent 'Transforming Secondary Education in Barry' project which has seen a reduction in the number of English medium secondary places available in Barry from 2754 to 2350 and an increase in the number of Welsh medium secondary places available from 1151 to 1450.

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

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

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

Additional Learning Needs (ALN) provision

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

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

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

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

The 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.

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

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

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

Impacts upon Early Years education

This proposal would result in an additional 48 part time English-medium nursery places in Cowbridge. As outlined above, recent and proposed housing developments will result in increased demand for education services. The housing development at Darren Farm is projected to yield 48 nursery aged pupils. It is anticipated that there is sufficient capacity to accommodate the projected demand for Welsh-medium and denominational early years education at Iolo Morganwg and St David's CIW Primary School respectively.

Early years education would be provided within the new purpose-built school building. Pupils will have direct access to a secure external play area. More information can be found in the "Land and Buildings" section on page 16.

This consultation document will be made available to other childcare and early years institutions, including private and third sector providers. Any feedback would be considered as part of the consultation report.

Impacts upon other schools

Impact upon Y Bont Faen Primary School

The Council has a statutory duty to ensure sufficient school places in the Vale of Glamorgan. As outlined above, projections indicate there will be insufficient English medium primary places available within the Y Bont Faen Primary School catchment area to meet anticipated demand from September 2020. This could result in catchment pupils being refused admission and being offered places at alternative primary schools. This could increase transportations costs if the nearest suitable alternative is more than 2 miles from their residence.

The Council has explored a range of options to meet the increased demand, including a feasibility assessment on increasing the capacity of Y Bont Faen Primary School on its existing site. The feasibility study determined that it would not be possible to construct a new 420 place primary school building on the existing site whilst the current school remains operational. This is mainly due to the restricted construction access and site topography. A temporary relocation of pupils to allow demolition and construction would be costly and could not be met within the allocated budget.

The existing Cowbridge Comprehensive School site was identified as the preferred site to deliver the increased English medium capacity by establishing a new all-through school. The Council previously consulted on a proposal to provide 420 primary places on the Cowbridge Comprehensive School site by discontinuing Y Bont Faen Primary School and transferring all staff and pupils.

A number of concerns were submitted as part of the consultation, so the Council re-explored all approaches available to deliver the required capacity to meet future demand. This proposal would result in 210 English medium primary places being available on the Cowbridge Comprehensive School site in addition to the 210 English medium primary places available at Y Bont Faen Primary School.

As the increased demand is being generated from within the existing catchment area as a result of current and proposed housing developments, both Y Bont Faen and the proposed primary phase of the 3-19 school would share the existing catchment area. This would avoid creating an

unnecessary divide within the Cowbridge community by splitting the town into two separate catchment areas.

When applying for school places, parents are able to identify more than one preference. Those resident within the catchment area would be able to apply for both schools to minimise the chance of not being allocated a place. Table 4 (page 16) shows the projected number on roll at both schools. Admissions arrangements and catchment areas are reviewed by the Council on an annual basis.

One of the benefits of the previous proposal was that it would address the condition of the existing Y Bont Faen Primary School buildings which are in poor condition (as per the latest condition survey undertaken in 2019). This proposal would not address the condition of the existing Y Bont Faen primary School buildings as the school would remain on its existing site with its existing capacity.

However, the capital costs associated with this proposal are £2.417m less than the previous proposal. Part of this funding could be invested in improving existing facilities at Y Bont Faen Primary School, however, this would need to be reviewed in the context of the Council's ongoing asset renewal programme, in respect of which £600k is reserved each year for maintenance of school buildings. Schemes are reviewed and prioritised on an annual basis. It should be noted that the vast majority of schools across the Vale of Glamorgan have backlog maintenance. There are currently 7 primary schools in the Vale of Glamorgan area that have a higher level of backlog maintenance compared to Y Bont Faen Primary School.

Impacts upon other primary schools in the Cowbridge Comprehensive School catchment area

The proposal is unlikely to have a significant impact on other primary schools in the local area for the following reasons:

- The additional capacity is to meet growing demand within the catchment area;
- The catchment area for the primary phase would mirror that of Y Bont Faen Primary School;
- There are no proposals to close any of the neighbouring schools; and
- The increased intake would be phased with 30 reception places and 48 part-time nursery places being available from September 2022.

As noted above, the capacity has been designed to meet demand from within the catchment area. As table 3 (page 15) shows there is not a significant surplus of places within the Cowbridge area (most primaries currently have below 10% surplus of places) and therefore the additional capacity would not significantly compete with existing primary provision.

It is also worth noting that the existing secondary capacity of Cowbridge Comprehensive School exceeds the pupil population within the catchment area; 38% of the current pupils on roll are not resident within the school's catchment area.

The admission number for the September 2022 reception intake would be 30 pupils. The School would also offer 48 part-time nursery places from September 2022. Pupils would not be admitted to Year groups 1-6 at the time of opening. The primary phase would grow and admit pupils to these year groups over a seven-year period. This limits the impact of new school provision on neighbouring schools and allows stable growth of a new school.

School Admissions

The catchment area for the primary phase of the 3-19 all-through school would mirror the existing catchment area for Y Bont Faen Primary School. This would provide parents with a choice and would avoid dividing Cowbridge with two separate catchment areas. The increased capacity is required to meet the needs of the growing population within this catchment area.

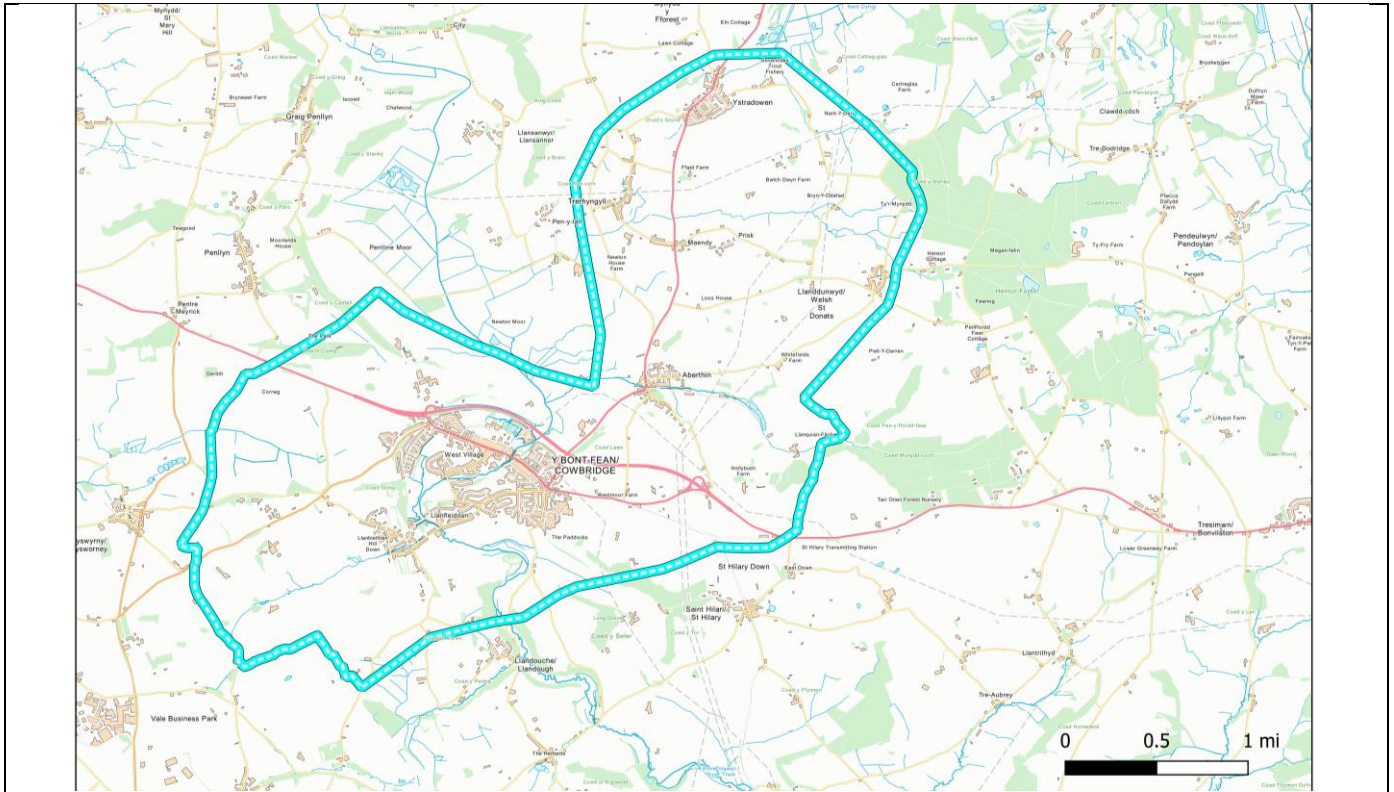


Figure 2 - Proposed Catchment for Primary Phase

The Vale of Glamorgan Council is the admission authority for the schools. The admission number would be 30 pupils. At secondary phase pupils would naturally transfer from year 6 to year 7 without applying for a place.

All admissions arrangements within the Vale of Glamorgan are subject to annual review.

Finance

Subject to the approval of this proposal, a significant capital investment would be made to establish a new school building for 210 primary places on the Cowbridge Comprehensive site. The Council would manage the process and the governing body, staff, parents and pupils of the schools would be fully engaged in the development of the plans. The Council would also be responsible for managing the construction.

It is estimated that the total capital funding required to build a new school, including the installation of utilities services and highways provision, would be £5 million. The project would be fully funded by the Council utilising funding that was previously allocated to the 21st Century Schools programme prior to the Welsh Government intervention rate change.

The Council's capital funding breakdown is as follows:

	Funding (£)
Section 106	4,653,000
Capital Receipts	271,000
Prudential Borrowing	76,000
Total	5,000,000

The all-through school would receive a single budget allocated using the Council's Schools Funding Formula. The estimated revenue cost of operating the school in the first year would be £5.474m (excluding post 16 pupils which are funded by a Welsh Government Grant). This would rise to £5.870m when the school reaches full capacity. The revenue budget delegated for Cowbridge Comprehensive School for 2019/20 is £5.198m. The additional revenue cost would be met from within the delegated schools budget via the funding formula.

The majority of a school's delegated budget is driven by pupils on roll rather than capacity, therefore, **the school's budget would gradually increase in line with the growth of pupils on roll.**

Larger schools are generally able to secure better value for money though economies of scale and a single budget may be easier to manage e.g. accounting for spend on site maintenance which would benefit both primary and secondary phase compared with administering two different contracts. As school funding is distributed via the schools funding formula, efficiency savings would be retained by the school.

Human Resources

The governing body of Cowbridge Comprehensive School would be responsible for developing a staffing structure for the all-through school, including developing the leader of the primary phase role. Any proposed changes to staffing would be subject to full consultation with staff and the relevant trade unions where necessary.

The proposal is likely to lead to an increase in employment opportunities at the school as additional pupil numbers and expansion of the age range would lead to growth in future staffing levels. The governing body of Cowbridge Comprehensive School would need to consider an increase in the staffing structure for the additional pupil numbers from September 2022.

Transport and learner travel arrangements

Traffic and transport implications would be considered as part of the Transport Assessment that would be required in order to achieve planning consent for the building works should this proposal be implemented. A full transport assessment would be undertaken as part of the design process for the new school building. This would assess the impact on the local infrastructure and include a swept path analysis to ensure compliance with current legislation on accessibility for all emergency services.

It is understood that traffic along and around Aberthin Road is of local concern and that the footpath underneath the bypass is considered inadequately lit for a comfortable walking route. It is specific local conditions such as these which would be considered under the transport assessment as part of the design process. Measures would then be identified to mitigate negative impacts and enhance safe routes to school. The Council's 21st Century Schools team would work

closely with the governing body throughout the design process on this and other matters.

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

The final design would be subject to planning permission, including transport arrangements. The planning process includes a statutory consultation with local residents. Firstly, the Pre-Application Consultation (PAC) allows residents to provide feedback on the proposed design, as well as the transport assessment, to the contractor. Final designs would then be subject to the formal planning process. Local residents would be notified of the planning application and would be able to submit feedback that would be considered by the Council's Planning Committee.

The Council has a statutory duty to provide free school transport for pupils of statutory school age who reside beyond walking distance to the nearest appropriate school. In accordance with 'The Learner Travel (Wales) Measure 2008'.

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

The proposed catchment area is relatively small due to the density of the population in Cowbridge and it would not be anticipated many pupils would be entitled to free school transport. For example, there are currently no pupils entitled to free school transport to Y Bont Faen Primary School.

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

Potential benefits of this proposal compared to the status quo

- Ensure the Council is able to accommodate the future demand for English medium primary education in Cowbridge.
- Enable 'excellent' provision at Cowbridge Comprehensive School to continue whilst catering for a greater pupil population.
- Provide innovative and creative learning environments which are adaptable to change and will challenge and support children to reach their full potential.
- Increase the level of community access and interaction through the use of the school's educational facilities whilst meeting the needs of the school.
- There are a number of opportunities associated with the all-through school model as outlined in the "What is an all-through school?" section above (page 11).

Potential disadvantages of this proposal compared to the status quo

- Management of staff and resources may be disrupted during the implementation of the proposal.
- Disruption for staff and pupils during construction of the new building on the Cowbridge Comprehensive School site.
- Loss of external space for secondary pupils.

Potential risks of this proposal and measures to mitigate identified risks

Table 15 – Potential risks and mitigation measures

Risk	Mitigation
The projected numbers from housing developments could fail to materialise and the school would be undersubscribed.	<p>The site to the north-west of Cowbridge (commonly referred to as Darren Farm) is allocated within the Council's adopted Local Development Plan (2011-2026) for 475 dwellings. The site has outline planning permission (reference 2014/01505/OUT) and reserved matters consent (references 2017/00841/RES and 2018/00240/RES) and is currently under construction.</p> <p>The Council is in continuous dialogue with Taylor Wimpey regarding the progress of the site, and the completions thus far have been in accordance with the Council's housing projections. There is no reason to believe that the development will not be completed, and it is anticipated that the development will be completed within the Plan period i.e. prior to 2026, dependent upon sales rates.</p>
Primary aged pupils could be exposed to specific behavioural issues from sharing a site with comprehensive aged pupils.	<p>All through schools have increased in popularity over recent years with 21 all-through schools across Wales and a further 5 due to open over the next 3 years. This model has also increased in popularity across England.</p> <p>The primary and secondary phases would be separate, utilising separate buildings. The school would be fenced to safeguard primary pupils with intercom access for visitors. Use of any shared facilities would be timetabled and managed by school staff to ensure safety and well-being of primary phase pupils.</p> <p>Policies to deal with bullying and protecting pupil well-being are already well established at Cowbridge Comprehensive School and could be developed further with primary specialities. Primary pupils could participate in peer mentoring and well-being services which are available as part of the secondary school's "Well-being plan". This could include opportunities for secondary school pupils to act as mentors to help primary pupils in the year 7 transition stage.</p>
Traffic management around the Cowbridge Comprehensive site could be difficult to manage and parents	A full transport assessment would be undertaken as part of the design process for the new school building. This would assess the impact on the local infrastructure and include a swept path analysis to ensure compliance with current legislation on accessibility for all emergency services. This would also include assessment of safe walking routes.

<p>could be uncomfortable walking primary aged children down Aberthin road (safety and pollution concerns).</p>	<p>The transport assessment would be used as part of the design process to mitigate against any negative impacts identified.</p> <p>There is scope through the design and build process to improve connecting pathways to enhance the safety and enjoyment of the routes. Designs would be subject to the formal planning process which includes a statutory consultation with local residents.</p> <p>The school could operate phased start and end times for the primary and secondary phases to minimise disruption, as happens at Ysgol Gymraeg Bro Morgannwg, a 3-19 all-through school in Barry. The school could further separate peak traffic times through wrap-around care and afterschool clubs.</p>
<p>There could be a divide within the community by having two English medium primaries sharing the same catchment area.</p>	<p>The Council has a statutory duty to provide sufficient school places and projections indicate existing English medium primary provision will not be sufficient to meet future demand. The Council previously consulted on a proposal to provide 420 English medium primary places on the Cowbridge Comprehensive School site. However, a number of concerns were submitted as part of the consultation process and the Council has fully explored alternative approaches and a new proposal is now being put forward. This would result an additional 210 English medium primary school places being accommodated on the Cowbridge Comprehensive School site. Y Bont Faen Primary School would remain on its existing site with its existing capacity.</p> <p>The proposed catchment area for primary phase of Cowbridge Comprehensive School would mirror that of Y Bont Faen Primary School to provide parents with two options, rather than dividing Cowbridge into two separate catchment areas.</p> <p>If either school is oversubscribed, the oversubscription criteria would be applied. Applications from within the catchment area would be ranked based on their distance from the school. During the admissions process, parents would be able to apply for both schools by indicating more than one preference.</p> <p>The Council reviews admissions arrangements and catchment areas on an annual basis to ensure an efficient supply and demand of school places.</p>
<p>The primary phase could be overshadowed by the secondary phase in terms of decision-making.</p>	<p>The governing body would be responsible for all education phases. The governing body would need to be reflective of the school and positions would need to be made available to parents and staff of the primary phase. This can be done as terms expire and positions become available.</p> <p>The school would receive a single budget showing the split across the primary and secondary phases.</p> <p>The all-through school would be inspected as a single school in future Estyn inspections. The school would also continue to be supported by a challenge advisor from the Central South Consortium.</p>

<p>An all-through school could be intimidating for primary pupils.</p>	<p>As outlined above, the primary phase would be accommodated in a self-contained building with separate access and its own external areas.</p> <p>Any sharing of facilities would be timetabled with pupils being escorted.</p> <p>The benefit of an all-through school is that pupils can gradually adjust to the larger comprehensive school environment throughout the primary phase, thereby simplifying the transfer from the primary to secondary phase.</p>
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Equality impact assessment

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

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

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

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

Community impact assessment

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

The impact assessment identifies that the proposal would likely have a neutral impact on the local community across 1 of the 8 measures assessed. The proposal would likely have a positive impact on the local community across 7 of the 8 measures assessed. Overall, the proposal would likely have a positive impact on the local community.

The proposal would enable Cowbridge Comprehensive School to continue its success while catering for a greater pupil population. It would provide innovative and creative learning environments which are adaptable to change and would challenge and support children to reach their full potential. The proposal would maintain and increase the level of community access and interaction through the use of the school's educational facilities whilst meeting the needs of the school.

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

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

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

www.valeofglamorgan.gov.uk/cowbridgeprimaryprovision

Contributions to the Well-being of Future Generations

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

To make sure we are all working towards the same purpose, the Act puts in place seven well-being 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 well-being goals, and the ways-of-working. This is does not form part of the statutory consultation process but was considered beneficial to meeting the spirit of the Act.

The full appraisal of this proposal's contributions to the Well-being of Future Generations can be viewed via the following link: www.valeofglamorgan.gov.uk/cowbridgeprimaryprovision

Alternatives considered

Option 1: Construct a new build for Y Bont Faen Primary School on existing site and construct a new build for Iolo Morganwg on Darren Farm site.

Why was this option discounted?

A feasibility study has been undertaken and the Council does not consider it possible to construct a new 420 place school building on the existing Y Bont Faen Primary School site, whilst the school remained operational for the following reasons;

- The topography of the site provides limited options for the footprint of the new building. Although the existing site is large enough to accommodate a 420-place school building in accordance with Building Bulletin 99 (excluding pitch provision), at least an acre of the site is unsuitable for development. The only option would be to construct a 2-storey building directly behind the existing school building where the running track is currently located. This is not an ideal location as it is at the rear of the site, the furthest point from the existing (and only) road access. This would be logistically prohibitive to construct due to limited access for construction vehicles.
- The existing site access is limited, particularly during drop off and pick up times. Increasing the capacity from 210 places to 420 places would exacerbate the existing access issues and congestion in the centre of Cowbridge. In order to satisfy the Council's Highways Department that the development should be granted planning approval, it is likely drop off and pick up would be required onsite. This would increase the construction cost and would take up a considerable proportion of the existing site, thereby reducing the

external play space available for the school.

Option 2: Construct new build for Y Bont Faen Primary School on Darren Farm Site. Construct a new build for Iolo Morganwg on existing Y Bont Faen Primary School site.

Why was this option discounted?

This option was discounted for the following reasons:

- The Section 106 agreement for the Darren Farm development states that a 2-hectare site shall be transferred to the Council on the occupation of one hundred and fifty dwellings. Relying on this site to accommodate the English medium primary expansion could result in significant delays as the Council would need to negotiate an early transfer.
- The Darren Farm site has also been identified as an ideal site for a future Welsh medium expansion due to its location on the outskirts of Cowbridge and its proximity to the A48. The existing catchment area for Iolo Morganwg covers a significant proportion of the Western Vale and a large number of pupils are provided with free transport. The Darren Farm site would reduce the impact on the local highway infrastructure.

Option 3: Construct new build for Y Bont Faen Primary School on Cowbridge Comprehensive School site, operating as a separate entity. Construct a new build for Iolo Morganwg on Darren Farm site.

Why was this option discounted?

An amalgamation was identified as the preferred option following an assessment of the existing arrangements across the Vale of Glamorgan. There are a number of examples across the Vale of Glamorgan of schools sharing a single site, including:

- Ysgol Gymraeg Bro Morgannwg – An all-through school with primary and secondary phases on a single site with two separate buildings.
- Llantwit Learning Community – Three separate schools (two primary schools and one secondary school) sharing a single site with three separate buildings. There is also a leisure centre on this site in a self-contained building.
- Penarth Learning Community – Two separate schools (one secondary and one all-through special school) sharing a single site with a semi-detached building.

It was considered that the all-through model provides greater opportunities to maximise facilities across a single site with a single management team being responsible for the management of both phases. An all-through school also ensures there is a shared approach to management of the site, including the management of parking, drop off and pick up. This includes school day timings and a single traffic management plan.

Two separate schools with independent governing bodies could result in conflict between the two schools.

This option would also result in an overall reduction in the external space available to Cowbridge Comprehensive School as the grounds of the primary school would be managed by a separate governing body.

Option 4: Construct a new build for Y Bont Faen Primary School on an alternative Site in Cowbridge and construct a new build for Iolo Morganwg on Darren Farm site.

Why was this option discounted?

As part of the original consultation, a number of alternative sites were suggested for the expansion of Y Bont Faen Primary School. These included:

- Cowbridge Market
- Police Fields
- Old Sixth Form Block

Exploring alternative sites can be a timely process, particularly if the land needs to be purchased or acquired through a Compulsory Purchase Order (CPO). As noted above, additional English medium capacity is required immediately. The processes involved with scoping additional land would likely cause significant delays to this process.

The Statutory Consultation process

The Statutory Consultation process

Table 16 - Outline of the statutory consultation process

Steps	Description
Step 1: Develop a proposal	An initial proposal will be developed and considered by the Council's Cabinet. Section 2 of the School Organisation Code outlines when the statutory procedure is required.
Step 2: Cabinet consideration	The Council's Cabinet to consider the proposal and approval to consult. The Council's Cabinet determined to consult on this proposal on 9 March 2020.
Step 3: Consultation	A consultation document must be published on the Council website. The consultation document must be published on a school day and consultees must be given at least 42 days to respond to the document, with at least 20 of these being school days. Stakeholders identified in section 3.4 of the School Organisation Code (2018) must be notified by letter/email. The consultation period for this proposal ends on 23 November 2020. See page 47 for further details of how to respond and make your views known. Within 13 weeks of 23 November 2020 a consultation report will be published on the Council's and website. Hard copies of the report will also be available on request. The report will summarise the issues raised by consultees during the consultation period and responses to these issues. The report will also contain Estyn's view of the proposals. In December 2020 Cabinet will consider the consultation report and decide whether or not to progress to the next stage. If the Council decides to continue with the proposals it must publish a statutory notice.
Step 4: Consultation response report	Feedback submitted during the consultation period will be considered and a response report will be developed and presented to Cabinet for consideration.
Step 5: Cabinet consideration	Cabinet will consider the consultation response report and determine whether to publish the report and to approve the publication of the proposal in the form of a statutory notice.
Step 6: Statutory notice	The statutory notice must be published on a school day and as outlined in section 4.1 of the School Organisation Code (2018). The statutory notice would be published on the Vale of Glamorgan Council website and posted at or near the main entrance to Cowbridge Comprehensive School. Copies of the notice would be distributed to pupils, parents, guardians, and staff members. The school may also distribute the notice by email. The notice would set out the details of the proposals and invite anyone who wishes to object to do so in writing within the specified period.
Step 7: Objection period	Anyone wishing to make objections to a proposal has the opportunity to do so. Objections must be made in writing or by email and sent to the proposer before the end of 28 days beginning with the day on which the notice was published.
Step 8: Objection report	Under section 49 of the School Standards and Organisation (Wales) Act 2013 when objections have been received proposers must publish a summary of the statutory objections and the proposer's response to those objections ("the Objection Report").

Step 9: Cabinet consideration	Cabinet consider the objection report for final determination on the proposal. The Council would determine the proposal. Cabinet may decide to approve, reject or approve the proposals with modifications. In doing so, the Council would consider any statutory objections that it has received.
Step 10: Decision letter	Confirmation of the decision and objection report availability will be issued to stakeholders. Following determination of proposals all interested parties would be informed of the decision which will be published electronically on the Vale of Glamorgan Council's website.

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

Key dates

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

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

Table 17 – Key dates of the process	
Statutory Process	Timescale
Issue consultation document	16 March 2020
Closing date for views on the proposals	23 November 2020
Consultation report considered by Cabinet and published on the school and Council's website	December 2020
Subject to Cabinet approval, Statutory notice issued during which time formal written objections will be invited	January 2021
End of Statutory Notice Period	February 2021
Determination by Cabinet with objection report.	March 2021
Decision notification	March 2021
Planning process (if proposal accepted)	July – November 2021
Construction period (if planning accepted)	December 2021
Proposal implemented	September 2022

The proposed timetable may be subject to change.

Frequently Asked Questions (FAQs)

Why establish an all-through school?

As outlined above, the key driver for this proposal is to meet future demand for English medium primary education in Cowbridge as a result of existing and proposed housing developments. The Cowbridge Comprehensive School site was identified as the preferred site to deliver the increased capacity. The Council considered other examples in the area where multiple education phases share a single site, such as Llantwit Learning Community and Ysgol Gymraeg Bro Morgannwg. The all-through school model provides additional opportunities in terms of greater collaboration, enhanced facilities, improved transition and consistent site management.

What is the intended timescale of development?

It is intended that construction of the new school would commence by December 2021 and be completed by December 2022.

Would there be a new headteacher?

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

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

The Council's 21st Century Schools Team would be responsible for the build process. A contractor would be appointed and a full transport assessment would be undertaken as part of the design process. Any implications identified would be factored into the design of the new building. The contractor would submit a full planning application for the new building.

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

The Vale of Glamorgan Council is the admission authority for community schools. The admission number for the September 2022 reception intake would be 30 pupils. The School would also offer 48 part-time nursery places from September 2022. Pupils would not be admitted to Year groups 1-6 at the time of opening. The primary phase would grow and admit pupils to these year groups over a seven-year period. This limits the impact of new school provision on neighbouring schools and allows stable growth of a new school. At secondary phase pupils would naturally transfer from year 6 to year 7 without applying for a place.

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

As outlined above, pupils from the primary phase of the all-through school would naturally transfer from year 6 to year 7 without applying for a place. The existing capacity of Cowbridge Comprehensive School is deemed suitable to meet the increased demand for secondary education within the catchment area. Even though Cowbridge Comprehensive School is regularly oversubscribed, the school attracts a large number of applications from outside the catchment area. In September 2019, only 151 (63%) of the 240 pupils allocated a place were from within the catchment area. Of the 1,539 pupils currently on roll at Cowbridge Comprehensive School, only 960 (62%) reside within the catchment area. This means 579 (38%) pupils on roll currently reside outside the school's catchment area. Therefore, this proposal would result in a more efficient supply and demand of secondary school places within the Cowbridge Comprehensive School catchment area.

What would the school name be?

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

What would the uniform be?

A uniform for the school would be decided by the governing body.

What options are available for parents wanting Welsh medium education?

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

Who would manage the construction of the new school building?

The Council's 21st Century Schools Team would be responsible for managing the build process. A contractor would be appointed using the SEWSCAP framework. SEWSCAP is a construction framework used by 16 local authorities and provides pre-qualified and suitably experienced Contractors to deliver the 21st Century Schools Programme, and other public buildings, relating to both new build and refurbishment projects over £1.5 million. A programme of engagement would be devised to ensure all stakeholders are informed of progress and are able to feed into the design process. There would be regular meetings between the Council, contractor and school.

What would the new school building design entail?

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

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

How would we be involved throughout the design process?

A programme of engagement would be devised to ensure all stakeholders are informed of progress and are able to feed into the design process. There would be regular meetings between the Council, contractor and school. Any feedback or thoughts can be sent to the 21st Century Schools Team on: 21stcenturyschools@valeofglamorgan.gov.uk

Involving stakeholders and responding to the consultation

Involving school stakeholders in the consultation

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

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

The Council is consulting with the following groups:

Staff (teaching and non-teaching) at Cowbridge Comprehensive School	Governing Body of Cowbridge Comprehensive School
Parents/Carers and Guardians of children attending Cowbridge Comprehensive School	Cowbridge (Ancient Borough) with Llanblethian Town Council
Vale of Glamorgan Children and Young People's Programme Board	Vale of Glamorgan Early Years Development Partnership (EYDCP)
Assembly Members (AM's) / Members of Parliament (MP's) / Regional Assembly Members	Local Councillors
Rhieni dros Addysg Gymraeg (RHAG)	Welsh Language Commissioner
Estyn	Neighbouring Primary and Secondary schools in the Vale of Glamorgan
Welsh Government Ministers	Central South Consortium Joint Education Service
Local Police and Crime Commissioner	Trade Unions
Council's Transportation Department	Directors of Education – All Neighbouring Authorities
Diocesan Directors of Education	

Involving children in the consultation

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

A consultation workshop will be held with Cowbridge Comprehensive's school council to gather their views about the proposal. The information gathered at this session will be included in the final consultation report. The full report will be submitted to Cabinet for consideration following the consultation period.

How you can find out more and give your views

Find out more

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

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

You can also contact us on **01446 709828** or 21stcenturyschools@valeofglamorgan.gov.uk for further information on the proposal.

Community and parent drop-in sessions would normally be held during the consultation. Due to the ongoing Covid-19 situation it is not feasible to hold these sessions. However, you can contact us at any time during the consultation with any queries using the contact details provided above. We will also update the webpage FAQs with frequent queries and responses.

Give your views

The consultation period is open until **23 November 2020**. You can respond to our proposals at any time during this period. Your views are important to us, and there are a number of ways that you can let us know.

You can:

- Complete the online response form at:
<https://wh1.snapsurveys.com/s.asp?k=158401049910>
- or
- Complete the consultation response form at the end of this document and send to:

Freepost RTGU-JGBH-YYJZ
Cowbridge Primary Provision Consultation
The Vale of Glamorgan Council
Civic Offices
Holton Road
Barry
CF63 4RU

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

The closing date for responses to this consultation is 23 November 2020.

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

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

Responses received from consultees who are opposed to these proposals, although considered as part of the consultation report, will not be treated as statutory objections. A statutory objection

would form part of the statutory notice period, if it is approved at the next stage by the Council's Cabinet. If you wish to object to the notice at the next stage of the process, should it proceed, you will need to do so in writing during the statutory objection period. These key dates are outlined on page 42.

Consultation Response Form

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

- **completing the online response** form at <https://wh1.snapsurveys.com/s.asp?k=158401049910>

or

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

Please return the form to the postal address:

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

The closing date for responses to this consultation is 23 November 2020. Unfortunately, no responses received after this date can be considered.

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

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

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

Your Full Name:	
Postcode:	

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

*Please confirm which school/s you are affiliated with:	
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Consultation on the proposal to meet the increased demand for English medium primary education in Cowbridge from September 2022 by;

- Changing the age range of Cowbridge Comprehensive School from 11 - 19 to 3 - 19;
- Increasing the capacity of Cowbridge Comprehensive School from to 1,586 places to 1,796 places to accommodate 210 English medium primary school places with an additional 48 part-time nursery places; and
- Constructing a new school building on the Cowbridge Comprehensive School site to accommodate the primary and nursery places.

1. Do you support the proposal outlined above?

Yes		No		No opinion either way	
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Please explain why:

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

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3. Any other comments?

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Thank you for your comments.

Please return this form to the Vale of Glamorgan Council by no later than **23 November 2020**.

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

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

Vale of Glamorgan Equality Monitoring Form

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

Welsh Language

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

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

Sexual Identity

Which of the following options best describes how you think of yourself?

<input type="checkbox"/> Heterosexual / straight	<input type="checkbox"/> Gay or lesbian	<input type="checkbox"/> Bisexual
<input type="checkbox"/> Other	<input type="checkbox"/> Prefer not to say	

Religion

What is your religion?

<input type="checkbox"/> No religion	<input type="checkbox"/> Christian (all denominations)	<input type="checkbox"/> Buddhist
<input type="checkbox"/> Hindu	<input type="checkbox"/> Jewish	<input type="checkbox"/> Muslim
<input type="checkbox"/> Any other religion (please specify):	<input type="checkbox"/> Prefer not to say	

Pregnancy and Maternity

Are you currently pregnant or have you been pregnant within the last year?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Prefer not to say
Have you taken maternity leave within the past year?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Prefer not to say

Marriage and Civil Partnership

What is your legal marital or same sex civil partnership status?	<input type="checkbox"/> Single, that is never married and never registered in a same sex civil partnership <input type="checkbox"/> Married and living with husband/wife <input type="checkbox"/> Separated but still legally married <input type="checkbox"/> Divorced <input type="checkbox"/> Widowed <input type="checkbox"/> In a registered same-sex civil partnership and living with your partner <input type="checkbox"/> Separated, but still legally in a same-sex civil partnership <input type="checkbox"/> Formerly in a same-sex civil partnership which is now legally dissolved <input type="checkbox"/> Surviving partner from a same-sex civil partnership <input type="checkbox"/> Prefer not to say
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