

Meeting of:	<b>Cabinet</b>
Date of Meeting:	<b>Monday, 15 July 2019</b>
Relevant Scrutiny Committee:	Learning and Culture
Report Title:	Proposal to increase the number of primary school places from 140 places to 210 places at St David's CIW Primary School.
Purpose of Report:	To seek final determination on the governing body's proposal to increase the number of school places from 140 places to 210 places at St David's CIW Primary School from September 2021.
Report Owner:	Cabinet Member for Education and Regeneration
Responsible Officer:	Paula Ham, Director of Learning and Skills
Elected Member and Officer Consultation:	<p>Lisa Lewis: Operational Manager, Strategy &amp; Resources  Jane O'Leary: 21st Century Schools Programme Manager  Carolyn Michael: Operational Manager, Accountancy  Trevor Baker: Head of Strategy, Community Learning &amp; Resources</p> <p>Committee Reports</p> <p>Public consultation with all required consultees and interested parties has been carried out, in accordance with the relevant legislation and statutory guidance</p> <p>Local Ward Members have been consulted.</p>
Policy Framework:	This is a matter for Executive decision by Cabinet.
<p>Executive Summary:</p> <ul style="list-style-type: none"> <li>• The purpose of this report is to advise Cabinet of the outcome of the statutory process on the governing body's proposal to make a regulated alteration to St David's CIW Primary School by; <ul style="list-style-type: none"> <li>- increasing the capacity of St David's CIW Primary School from 140 places to 210 places from September 2021.</li> </ul> </li> <li>• In accordance with section 51 of the School Standards and Organisation (Wales) Act 2013, the Local Authority is responsible for determining proposals made by governing bodies when formal objections have been received.</li> <li>• On 21 June 2019, the governing body of St David's CIW Primary School advised the Council that 3 formal objections had been received and issued the relevant documentation to the Council for</li> </ul>	

final determination.

## **Recommendations**

1. That Cabinet considers this report, the consultation document, consultation report, statutory notice, formal objections and objection report of the governing body of St David's Church in Wales Primary School's proposal to increase the capacity of the school from 140 places to 210 places from September 2021.
2. That Cabinet approves implementation of the proposal to make a regulated alteration under section 2.3 of the School Organisation Code 2018 to increase the capacity of St David's Church in Wales Primary School to meet future demand for Church in Wales primary education by:
  - Increasing the capacity of St David's Church in Wales Primary School from 140 places to 210 places from September 2021.
3. That Cabinet notes that the major investment towards a new school building set out in the proposal is subject to the necessary funding being approved by Welsh Government.

## **Reasons for Recommendations**

1. To ensure that all relevant information is considered by Cabinet in reaching a decision on whether to approve the implementation of the proposal.
2. To ensure that there are sufficient school places to meet the increased demand for primary education as a result of recent and proposed housing developments in the Western Vale.
3. To ensure Cabinet is aware that the full investment in the school building described in the consultation documents is dependent on Welsh Government funding.

## **1. Background**

- 1.1 St David's CIW Primary School is a voluntary aided school situated in Colwinston. The school is one of seven Church in Wales primary schools in the Western Vale.
- 1.2 Cabinet received an update report 21 January 2019 on the governing body of St David's Church in Wales Primary School's decision to consult on the proposal to increase the capacity of the school from 140 places to 210 places from September 2021.
- 1.3 In line with the requirements of the School Standards and Organisation (Wales) Act 2013 (the 'Act') and the School Organisation Code (2018) ('the Code'), a

consultation exercise with prescribed consultees was undertaken between 28 January 2019 and 15 March 2019. The aim of the consultation was to inform prescribed consultees about the proposal to increase the number of primary school places at St David's CIW Primary School and to seek their views as part of the decision making process.

- 1.4** The establishment of a new 210 place school for St David's CIW Primary School has been included as part of Band B of the Council's 21st Century Schools Programme. It is proposed that St David's CIW Primary School transfers to the new site to accommodate the increased capacity. Although moving the school to the new building was included as part of the consultation, this aspect of the proposal is not a regulated alteration for the purposes of the Act and the 2018 Code as the main entrance of the school on its new site would be within 1.609344 kilometres (1 mile) of the main entrance of the school on its current site.
- 1.5** The proposal was designed to address a number of challenges, including:
  - Addressing the issues with the existing St David's CIW Primary School site which does not comply with Building Bulletin 99: building framework for primary school projects.
  - Ensuring the Council is able to meet the increased demand for education as a result of recent and proposed housing developments.
- 1.6** The Consultation Document was published on the school and Council's website on 28 January 2019 and issued to all prescribed consultees as required by the relevant sections of the School Organisation Code (2018).
- 1.7** The governing body received 15 individual responses by the closing date of the 15 March 2019. Of the total 15 individual response received, 14 were in favour of the proposal and 1 provided no opinion either way. There were no responses opposed to the proposal.
- 1.8** The governing body considered the responses to the consultation on 21 March 2019 and determined to progress the proposal through the publication of a statutory notice. The statutory notice was published on 29 April 2019. In accordance with section 49 of the Act, any person could object to the proposal before the end of 28 days beginning with the day on which the proposals were published, that is to say by Monday 27 May 2019.
- 1.9** The governing body received 3 formal objections to the proposal. The governing body responded to the objections through the publication of an objection report. This was issued to prescribed consultees and published on the school and Council website on 20 June 2019.
- 1.10** In accordance with section 51 of the Act, the Local Authority is responsible for determining proposals made by governing bodies when formal objections have been received. On 21 June 2019, the governing body of St David's CIW Primary School notified the Council that 3 objections had been received and issued the following documents to the Council.

<b>Document</b>	<b>Where Available</b>
Consultation Document	Appendix A
Consultation Report	Appendix B
Statutory Notice	Appendix C
Objections Received	Available for Members to consider in the Cabinet Office
Objection Report	Appendix D

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

### **Statutory Process**

**2.1** Three objections were received by the governing body during the objection period. A number of key themes were raised and responded to as part of the objection report. These were:

- Tax payers money should not be spent on a Church in Wales school
- The new school building should not be transferred to the diocese upon completion
- Increasing the capacity would result in increased congestion compromising the safety of residents and pupils
- The proposal does not offer value for money for taxpayers
- The methodology used to model future demand for school places is flawed
- Section 106 funding should not be used for this proposal

**2.2** The governing body has responded to the objections in the objection report (Appendix D).

### **Funding**

**2.3** A new school for St David's CIW Primary School has been included as part of the Council's 21st Century Schools Programme. The total cost of the scheme is £4.185 million which would be funded 85% by Welsh Government and 15% by the Council. The Welsh Government funding rate is higher than the standard 65% funding as St David's CIW Primary School is a faith school.

**2.4** The 15% Council contribution would be fully funded using Section 106 contributions as the new school is required to meet the anticipated future demand for school places as a result of recent and proposed housing developments in the Western Vale.

### **Transfer of Land**

**2.5** As with all voluntary aided schools, the land that the existing buildings occupy is owned by the diocese whilst the remainder of the site is owned by the Council.

**2.6** This arrangement would remain the same following the creation of the new school building as the new footprint would be transferred to the diocese upon

completion. The land that the existing buildings occupy would be transferred back to the Council. As the new school would likely be a 2-storey building, the footprint would be similar to the existing arrangement.

### **Demand for School Places**

- 2.7** The Council has a statutory duty to secure sufficient school places both in number and character.
- 2.8** A number of large scale housing developments are planned for the Vale of Glamorgan area. A housing development was recently completed adjacent to the current school site. Planning permission has also been granted for 475 dwellings on the land to the north and west of Darren Close, Cowbridge. St David's CIW Primary School is the nearest Church in Wales Primary School to this development.
- 2.9** 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.
- 2.10** The Cowbridge development in total is projected to yield around 48 nursery, 132 primary and 118 secondary school pupils.
- 2.11** The demand for schooling required for the 132 primary age children emanating from the development, based on current demand in the area, would result in 69 pupils requiring Church in Wales education.
- 2.12** In order to ensure St David's CIW Primary School is able to meet anticipated future demand for Church in Wales education, its capacity would need to increase. This would also ensure the Council is able to meet its statutory duty to provide sufficient school places.

### **Condition of Buildings**

- 2.13** 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.
- 2.14** St David's CIW Primary School buildings have been categorised as being in poor condition and suitability. This means the school is exhibiting major defects and teaching methods are adversely affected. It would not be possible to refurbish teaching areas to fully meet 21st century standards. The school currently utilises temporary accommodation to provide sufficient space for the number of pupils on roll.
- 2.15** Backlog maintenance costs for St David's CIW Primary School currently stand at £766,590, the fifth highest primary school maintenance costs within the Vale of Glamorgan.

### **Quality and Standards in Education**

- 2.16** The governing body are confident that this proposal would have a positive impact on quality and standards in education through the implementation of innovative learning environments that are suitable for the 21st century.

**2.17** The proposed new school building would provide:

- A high quality ICT rich learning environment for pupils meeting the educational curriculum needs of the 21st Century.
- Unobstructed access between all internal areas for children and staff as the new school would be contained within a single building.
- Break out spaces for staff and pupils.
- Enhanced safeguarding and site security for pupils and staff.
- Improved outdoor sports facilities for both pupil and community use.
- Full access for the whole community with improved disabled access.

**2.18** 100% of responses received from parents, pupils and staff of the school were in favour of the proposal or expressed no opinion.

### **Impact on Transport**

**2.19** 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.

**2.20** 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.

**2.21** As the new building would be constructed on the same site as the current school the proposal would not impact upon learner travel arrangements at St David's CIW Primary School.

**2.22** An objection was received outlining that increasing the capacity of the school would result in increased congestion in the village which compromises the safety of pupils and residents.

**2.23** As part of the development of the building design, a full transport assessment would be undertaken. The findings of this assessment would be used to inform the design of the building to mitigate impacts where possible. The design of the new school would also be subject to a full planning application. This application would include formal consultation with local residents.

### **Impact on the Community**

**2.24** As outlined above, the impact this proposal would have on congestion has been a concern for local residents. This would be addressed through the design of the new school building and the subsequent planning process.

**2.25** The governing body and Headteacher of St David's CIW Primary School met with representatives from the local Community Councils prior to the consultation being undertaken. The governing body also arranged a number of drop-in sessions throughout the consultation period. Council Officers were also in attendance at these sessions to answer any questions regarding the build process.

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

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

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

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

**3.3** This proposal contributes to achieving the wellbeing goals by:

- Improving sustainability of school buildings through the creation of BREEAM Excellent accommodation.
- Ensure an efficient supply and demand of school places across the Vale of Glamorgan through effective forecasting of future demand.
- Providing an additional 70 Church in Wales primary school places to meet increased demand for school places as a result of recent and proposed housing developments.
- Providing facilities available for community use.

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

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

- The importance of balancing short-term needs with the needs to safeguard the ability to also meet long-term needs.
- Considering how the Council’s objectives impact upon each of the wellbeing goals listed above.

- The importance of involving people with an interest in achieving the well-being goals and ensuring that those people reflect the diversity of the area which the Council services.
- Acting in collaboration with other persons and organisations that could help the Council meet its wellbeing objectives.
- Acting to prevent problems occurring or getting worse.

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

**3.7** Well-being Outcome 3, 'An Aspirational and Culturally Vibrant Vale' is specifically linked to education with a number of objectives contributing to the 21st Century Schools programme. We have prioritised the need to raise standards of achievement as one of our well-being objectives. We are proud of the Vale of Glamorgan and our place in Wales and that the use of the Welsh language is growing in the Vale. We respect and value diversity within our communities and recognise the importance of promoting equality of opportunity. We also appreciate our unique heritage and culture and the importance for people of all ages to enjoy a range of activities and to have the opportunities to be creative. We have therefore identified valuing culture and diversity as one of our eight well-being objectives.

**3.8** Details of the relevant objectives are listed below:

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

- All Vale of Glamorgan citizens have opportunities to achieve their full potential.

### **Objective 5: Raising overall standards of achievement**

- Improve standards of achievement for pupils through sharing excellence between schools and the targeting of resources.
- Secure improved outcomes for groups of learners at risk of underachievement, such as those entitled to free school meals.
- Increase the learning opportunities for disadvantaged individuals and vulnerable families.
- Reduce the number of young people not in education, employment or training.
- Improve outcomes for post 16 learners through greater cooperation between schools, training providers and businesses.
- Develop a new school modernisation programme in readiness for the next 21st century schools funding due to commence in 2019/20.

**3.9** This proposal has met the five ways of working by:

- Responding to the need to ensure that there is a well-managed balance of supply and demand of school places in the Western Vale as a result of recent and planned housing developments. It is recognised that the changing demographics in the Vale



of Glamorgan will significantly affect the demand for our services. Short term and long term need and the assessment of demographic increases is an important aspect of the Councils strategic planning responsibilities.

- Developing schools that will have an environment reflective of the national mission for education in Wales and future curriculum.
- Working towards ensuring that all pupils within the Vale have every opportunity to attain the best possible outcomes. This ambition is achieved by ensuring that schools remain sustainable, reflects the needs of local communities and are equipped with the best possible learning environments.
- Contributing towards a healthier Wales by supporting sustainable transport strategies.
- Contributing towards a prosperous Wales by committing to working with Welsh Government on the 21st Century Schools Programme. The 21st Century Schools and Education Programme in the Vale of Glamorgan will drive greater social value while delivering on the Welsh Governments community benefits through its investment in education infrastructure and employment. Specifically, it will increase contributions to education, training and skills across the Vale and the region and commit to resourcing local tradespeople and resources wherever possible
- Delivering rigorous consultation with open communication channels and numerous opportunities for stakeholders to engage throughout the process.
- Ensuring that schools are of the right size, in the right places and serving the educational needs of their local communities as part of the school organisation process.

## **4. Resources and Legal Considerations**

### **Financial**

- 4.1** It is estimated that the total capital funding required to build a new school on the proposed site would be £4.185M.
- 4.2** The Council has secured 85% of this funding under Band B of the Welsh Government 21st Century Schools Programme, subject to the approval of a business case. The remaining funding for the new school building is within the Council's capital programme. This is entirely funded by Section 106 contributions.
- 4.3** The estimated revenue cost of operating a new 210 place school is £830k. The revenue budget delegated for St David's CIW Primary School for 2018/19 is £553k. 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.

## **Employment**

- 4.4 The staff, governing body and pupils at St David's CIW Primary School would move to the new school building. Staff would remain on current terms and conditions.
- 4.5 This proposal would lead to an increase in employment opportunities at the school as additional pupil numbers would lead to growth in future staffing levels. Any proposed changes to staffing would be subject to full consultation with staff and the relevant trade unions where necessary.

## **Legal (Including Equalities)**

- 4.6 Part 1 of the Education Act 1996 ("the 1996 Act") imposes a number of general duties on all local authorities in Wales. The general duty in section 13 of the 1996 Act is to contribute (so far as the Council's powers enable them to do so) towards the spiritual, moral, mental and physical development of the community by securing that efficient primary education and secondary education are available to meet the needs of the population of their area.
- 4.7 Section 13A(3) of the 1996 Act states that a local authority in Wales must ensure that their relevant education functions and their relevant training functions are exercised by the authority with a view to promoting high standards, and promoting the fulfilment of learning potential by every person to whom the subsection applies, including those who are of compulsory school age or are below school age and are registered as pupils at schools maintained by the authority.
- 4.8 Section 14 of the 1996 Act then provides that the Council shall secure that sufficient schools for providing primary education and secondary education are available in the Council's area. Schools available for an area shall not be regarded as sufficient unless they are sufficient in number, character and equipment to provide for all pupils the opportunity for appropriate education. Appropriate education means education which offers such variety of instruction and training as may be desirable in view of (a) the pupils' different ages, abilities and aptitudes; and (b) the different periods for which they may be expected to remain at school, including practical instruction and training appropriate to their different needs.
- 4.9 Powers to develop school organisation proposals are governed by the School Standards and Organisation (Wales) Act 2013 and the School Organisation Code (2018).

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

- 4.10 Part 3 of the School Standards and Organisation (Wales) Act 2013 ("the 2013 Act") is concerned with school organisation. The Welsh Ministers have issued the School Organisation Code ("the Code"). Local authorities and governing bodies must, when exercising functions under Part 3 of the 2013 Act, act in accordance with any relevant requirements contained in the Code, and must have regard to

any relevant guidelines contained in it. A copy of the Code is found here: <http://www.assembly.wales/laid%20documents/sub-ld11730/sub-ld11730-e.pdf>

- 4.11** Chapter 2 of Part 3 of the 2013 Act deals with school organisation proposals. An alteration which is a “regulated alteration” in relation to the type of school in question may be made to a maintained school only in accordance with Part 3 of the 2013 Act. The term “regulated alteration” is defined in Schedule 2 to the Act. The following change is a “regulated alteration”:
- The enlargement of the premises of the school which would increase the capacity of the school by at least 25% or 200 pupils as compared with the school’s capacity on the appropriate date (see paragraph 10 of Schedule 2 to the Act).
- 4.12** Under section 42(2) of the 2013 Act, a governing body has the power to make proposals to make a regulated alteration to a voluntary school.
- 4.13** Section 48(2) of the 2013 Act provides that before publishing such proposals, a proposer (in this case, the governing body) must consult on its proposals in accordance with the Code. The consultation document must be issued during the term time of the schools affected and consultees must be given at least 42 days to respond to the document, with at least 20 of these being school days.
- 4.14** The proposer must publish a report on the consultation it has carried out in accordance with the Code. The consultation report must summarise each of the issues raised by consultees, responding to these by means of clarification, amendment to the proposal or rejection of the concerns, with supporting reasons.
- 4.15** If a governing body decides to proceed with a proposal to make regulated alterations to a maintained school, it must publish proposals to that effect in accordance with the Code (section 48(1)). The proposal must be published by way of statutory notice. Chapter 4 of the Code sets out specific requirements as to how statutory proposals must be published. Proposals must be published on a school day and the objection period must include 15 school days (in addition to the day on which it is published).
- 4.16** Section 49 of the 2013 Act makes provision for any person to object to proposals published under section 48 within the objection period of 28 days. The proposer must then publish a summary of all objections made to the proposal and its response to those objections before the end of 28 days beginning with the end of the objection period.
- 4.17** The proposer must then determine whether the proposals should be implemented. Where a governing body's proposals have received objections, which have not been withdrawn before the end of 28 days beginning with the end of the objection period, the proposer must send a copy of the documents listed in 51(3) to the relevant local authority before the end of 35 days beginning with the end of the objection period and who will be required to approve the proposal.

## **(2) The Code**

**4.18** The Code contains the following elements:

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

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

- United Nations Convention on the Rights of the Child
- The Well-being of Future Generations (Wales) Act 2015 (see below)
- Cymraeg 2050, A Million Welsh Speakers
- Action Plan, Cymraeg 2050
- One Wales: One planet, a new sustainable development scheme for Wales May 2009 or any successor strategy
- Child Poverty Strategy for Wales (issued February 2011 Information document number 95/2011), or any successor strategy
- Faith in Education
- Local plans for economic or housing development
- Welsh in Education Strategic Plans (made under part 4 of the School Standards and Organisation (Wales) Act 2013)
- Children and Young People's Plans (or successor plans)
- 21st Century Schools – Capital Investment Programme and the relevant wave of investment
- Learner Travel Statutory Provision and Operational Guidance 2014: <https://beta.gov.wales/learner-travel-statutory-provision-and-operational-guidance>
- Measuring the capacity of schools in Wales, Circular No: 021/2011: <https://beta.gov.wales/measuring-capacity-schools-guidance>
- Children and Young People's National Participation Standards

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

- 4.20** The Well-being of Future Generations (Wales) Act 2015 ('the 2015 Act') sets out new ways of working – of planning and making decisions – for local authorities

and other public bodies it lists. The aim is that, by improving these things, the overall well-being of Wales will be better improved by the things public bodies collectively do. The Act and the statutory guidance makes it clear that local authorities must, in the course of their corporate planning and their delivery against those plans:

- balance short term needs against the ability to meet long term needs;
- think about the impact their objectives have on other organisations' objectives, and on the well-being of Wales, in an integrated way;
- involve in those processes people who reflect the diversity of the population they serve;
- work together collaboratively with other organisations to better meet each other's objectives; and
- deploy their resources to prevent problems from getting worse or from occurring in the first.
- The statutory guidance, for organisations subject to the Act, sets out the expectations for how the duties should be met:
- <http://gov.wales/topics/people-and-communities/people/future-generations-act/?lang=en>
- The Act itself is available to view online:
- <http://www.legislation.gov.uk/anaw/2015/2/contents/enacted>
- Current practice on the use of surplus school accommodation, Information document No 158/2014

#### **(4) Public Sector Equality Duty**

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

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

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

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

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

**4.24** In short, indirect discrimination would arise if a local authority applied the same provision, criterion or practice to everyone, but it put those in a certain protected group at a “particular disadvantage” when compared with persons not in that group. Even if a “particular disadvantage” arises, indirect discrimination is not present if the provision, criterion or practice can be justified – i.e. if it is a proportionate means of achieving a legitimate aim. Members must pay due regard to any identified risk of such discrimination arising in respect of the decision before them. These matters are summarised in the Equality Impact Assessment appended to this report (Appendix E).

**4.25** Having due regard to the need to advance equality of opportunity includes having due regard to the need to remove or minimise disadvantages suffered by people with a protected characteristic. Due regard must also be had to the need to take steps to meet the needs of such persons where those needs are different from those of persons who do not have that characteristic, and to encourage those who have a protected characteristic to participate in public life.

**4.26** The steps involved in meeting the needs of disabled persons include steps to take account of the persons’ disabilities.

**4.27** Having due regard to “fostering good relations” involves having due regard to the need to tackle prejudice and promote understanding.

**4.28** Complying with the PSED may involve treating some people better than others, so far as that is allowed by discrimination law.

**4.29** The equality duty arises where the Council is deciding how to exercise its statutory powers and duties under the 1996 Act and the 2013 Act. The Council’s duty under section 149 of the Equality Act is to have “due regard” to the matters set out in relation to equalities when considering and making decisions in relation to its statutory duties under those Acts. Accordingly due regard to the need to eliminate discrimination, advance equality, and foster good relations must form an integral part of the decision-making process. Members must consider the effect that implementing a particular decision will have in relation to equality before making a decision. The Council must have an adequate evidence base for its decision making. This can be achieved by means including engagement with the public and interest groups, and by gathering details and statistics on those who use St David's CIW Primary School currently, and how the school is used.

- 4.30** Where it is apparent from the analysis of the information that the proposals would have an adverse effect on equality then reasonable adjustments should be made to avoid that effect (mitigation).
- 4.31** Members should be aware that the duty is not to achieve the objectives or take the steps set out in s.149. Rather, the duty on public authorities is to bring these important objectives relating to discrimination into consideration when carrying out its public functions (which includes the functions relating to school reorganisations). “Due regard” means the regard that is appropriate in all the particular circumstances in which the authority is carrying out its functions. There must be a proper regard for the goals set out in s. 149. At the same time, Members must also pay regard to any countervailing factors, which it is proper and reasonable for them to consider. Improving the quality of education in the Council’s area, making schools more efficient, budgetary pressures and practical factors will often be important, which are addressed above in section 4 of this report. The weight of these countervailing factors in the decision-making process is a matter for Members in the first instance.
- 4.32** The duty covers the nine protected characteristics: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. However, section 149, so far as relating to age, does not apply to the exercise of a function relating to the provision of education to pupils in schools (see paragraph 1 of Schedule 18 to the 2010 Act).
- 4.33** The Council must also comply with the specific equality duties imposed by the Equality Act 2010 (Statutory Duties)(Wales) Regulations 2011, SI 2011/1064 (“the Regulations”), particularly regulation 8 (imposing specific duties to make arrangements for assessing the impact of its policies/practise and monitoring of the same).
- 4.34** The Equality Impact Assessment identifies that there would be a positive impact on persons with the protected characteristics of age, disability, gender reassignment/ identity, and religion and belief. The proposal would support the school to ensure that it is has the improved facilities to promote equality of opportunity and foster good relations between those with different protected characteristics.
- 4.35** There has been no perceived negative impact on the protected characteristics identified. The existing site is not fully compliant with the requirements of the Equality Act 2010 due to site constraints. Successful implementation of the proposal would enable compliance by providing a fully accessible building with gender neutral facilities.

## **5. Background Papers**

- 5.1** 21 January 2019, Proposal to Increase the Number of Primary School Places at St. David's Church in Wales Primary School (minute C560).

# St David's Church in Wales Primary School Consultation Document

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



This document can be made available in alternative formats.  
Information can also be made available in other community languages if needed.  
Please contact us on 01656 656447 to arrange this.



# Contents

Introduction.....	3
Explanation of terms used in this document .....	4
Involving children in the consultation .....	6
Involving parents, governors and staff - how you can find out more and give your views ...	6
Background to the Proposal.....	7
The Proposal.....	8
School Admissions .....	9
Why are we proposing the changes? .....	9
Current performance .....	11
The intended impact on education outcomes.....	15
Impact of the proposal on the Welsh Language .....	20
Impact of the proposal on schools with a designated religious character .....	20
Land and Buildings .....	20
How would other schools be affected? .....	21
How would Additional Learning Needs (ALN) provision be affected?.....	21
What are the potential advantages of these proposals?.....	21
What are the potential disadvantages of these proposals? .....	22
Transition plan if the proposals are approved.....	22
Risks associated with the proposals.....	22
Alternatives considered .....	22
Finance – capital investment.....	23
Finance – running costs .....	23
Human Resources .....	23
Transport.....	24
Learner travel arrangements .....	24
Equality impact assessment.....	25
Considering community impact.....	25
Outline of the statutory consultation process .....	26
Key dates.....	26
Consultation period.....	27
Statutory Notice .....	27
Determination of the proposals.....	27
Decision Notification.....	28
Frequently Asked Questions .....	28
Consultation Response Form.....	30

## Introduction

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

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

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

Before any decisions are made, the governing body needs to ensure that it offers a number of opportunities for individuals and interested groups to make their views and opinions on the proposals known.

Under the School Organisation Code 2018, it is vital that any feedback be received by **15 March 2019** in order to be considered as part of this consultation. Any items received after that date cannot be considered. This consultation gives you the opportunity to ask questions and make comments that will be considered when the governing body decides how to proceed.

The governing body is consulting with the following groups:

Staff (teaching and non-teaching) at St Davids CIW Primary School	Colwinston Community Council
Parents/Carers and Guardians of children attending St David's CIW Primary School	Llandow Community Council
Diocesan Directors of Education	Cowbridge Town Council
Vale of Glamorgan Children and Young People's Programme Board	Vale of Glamorgan Early Years Development Partnership (EYDCP)
Assembly Members (AM's) / Members of Parliament (MP's) / Regional Assembly Members	Local Councillors
Care and Social Services Inspectorate Wales (CSSIW)	Welsh Language Commissioner
Rhieni dros Addysg Gymraeg (RHAG)	Neighbouring Primary and Secondary schools in the Vale of Glamorgan
Estyn	Central South Consortium Joint Education Service
Welsh Government Ministers	Trades Unions
Local Police and Crime Commissioner	Directors of Education – All Neighbouring Authorities
Council's Transportation Department	

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

## Explanation of terms used in this document

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

**'ALN'** – Additional Learning Needs.

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

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

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

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

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

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

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

**'FSM'** – Free School Meals.

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

**'ICT'** – Information Communication Technology

**'JRSO'** – Junior Road Safety Officer

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

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

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

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

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

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

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

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

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

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

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

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

**‘SRB’** – Specialist Resource Base for children with special educational needs.

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

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

## Involving children in the consultation

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

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

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

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

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

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

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

We have also arranged meetings for staff of the school.

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

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

Details of the consultation meeting dates are given below:

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

Table 2 - Staff, Governor and Parents meetings

## Your Views Matter

The consultation period will run from **28 January 2019** to **15 March 2019**. You can respond to our proposals at any time during this period. Your views are important to us, and there are a number of ways that you can let us know.

You can:

- Complete the on line response form at:  
<https://www.snapsurveys.com/wh/s.asp?k=154765165305>
- Email your response to: [stdavidsp@valeofglamorgan.gov.uk](mailto:stdavidsp@valeofglamorgan.gov.uk)
- Attend a drop-in session and speak to us in person. This is a good way to be able to get answers to any questions you may have about the proposals. We will still ask that you complete a consultation response form, as we can only accept views in writing. You can also contact us on 01656 656447 for further information on the proposal.
- Complete the consultation response form at the end of this document and send to:

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

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

Responses received from consultees who are opposed to these proposals, although considered as part of the consultation report, will not be treated as statutory objections. A statutory objection would form part of the statutory notice period, if it is approved at the next stage, by the governing body.

If you wish to object to the notice at the next stage of the process, should it proceed, you will need to do so in writing during the statutory objection period. These key dates are outlined in the Statutory Process Timetable on page 27.

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

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

## Background to the Proposal

### School information

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

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

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

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

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

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

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

## **21<sup>st</sup> Century Schools Programme**

The 21st Century Schools Programme is a long-term strategic investment in educational estate throughout Wales. It is a unique collaboration between Welsh Government, the Welsh Local Government Association (WLGA), local authorities, colleges and dioceses. All of the Vale of Glamorgan Council projects that were undertaken as part of Band A of the 21<sup>st</sup> Century Schools Programme were completed on time and within budget. The Council is expected to receive Welsh Government Band B funding through the 21st Century School Programme to replace the school in Colwinston.

## **The Proposal**

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

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

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



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

## School Admissions

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

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

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

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

## Why are we proposing the changes?

### New Housing Development

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

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

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

The projected number of pupils emanating from a development is calculated using a formula derived from census data of householders in the Vale of Glamorgan. The formula is contained within the Council's Supplementary Guidance for planning purposes.

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

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



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

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

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

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

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

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

### **Building fit for purpose**

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

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

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

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

demand from new developments.

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

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

## Current performance

The Vale of Glamorgan Council works closely with the governing bodies of schools to ensure that standards are robust, that teaching and learning is of a high quality and that leadership and governance is strong. The Council works with two organisations in order to monitor the performance of schools and to support school improvement.

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

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

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

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

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

Table 4 – Estyn Inspection Criteria

## **Estyn Summary Report (February 2012)**

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

### **Current performance**

The school’s current performance is adequate because:

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

However:

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

### **Prospects for improvement**

The school’s prospects for improvement are adequate because:

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

However:

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

## **Recommendations**

In order to improve, the school needs to:

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

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

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

R4 Provide more challenging learning experiences for more able pupils;

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

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

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

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

Table 5 – Estyn Revisit Summary

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

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

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

[http://docs.wixstatic.com/ugd/0cd98f\\_0ab4f3a9951c426bbf4bcd5eff4113fb.pdf](http://docs.wixstatic.com/ugd/0cd98f_0ab4f3a9951c426bbf4bcd5eff4113fb.pdf)

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

[http://docs.wixstatic.com/ugd/0cd98f\\_7a82f462565c46b797e03894cee7d562.pdf](http://docs.wixstatic.com/ugd/0cd98f_7a82f462565c46b797e03894cee7d562.pdf)

## Welsh Government categorisation of schools

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

The categorisation system is described below:

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

Table 6 – Welsh Government Criteria

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

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

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

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

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

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

## The intended impact on education outcomes

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

### Standards:

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

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

### Wellbeing and Attitudes to Learning:

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

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

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

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

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



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

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

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

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

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

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

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

### **Teaching and Learning Experiences:**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **Care, Support and Guidance:**

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

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

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



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

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

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

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

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

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

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

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

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

### **Leadership and Management:**

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

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

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

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

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

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

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

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

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

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

### **Targets for Improvement**

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

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

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

### **Impact of the proposal on the Welsh Language**

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

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

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

### **Impact of the proposal on schools with a designated religious character**

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

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

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

### **Land and Buildings**

The Vale of Glamorgan Council has a vision to provide the best possible facilities for children and young people in the Vale to support their learning.

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

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

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

Table 9 – 2018 Condition Survey

The proposed new school building would provide:

- A high quality IT rich learning environment for pupils meeting the educational curriculum needs of the 21st Century.
- Unobstructed access between all internal areas for children and staff as the new school would be contained within a single building.
- Break out spaces for staff and pupils.
- Enhanced safeguarding and site security for pupils and staff.
- Improved outdoor sports facilities for both pupil and community use.
- Full access for the whole community with improved disabled access.

### How would other schools be affected?

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

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

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

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

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

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

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

### What are the potential advantages of these proposals?

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

- Enable the school to further improve while catering for a greater pupil population.
- Provide innovative and creative learning environments which are adaptable to change and would challenge and support children to reach their full potential and better able to respond to new curriculum changes.
- Provide innovative and creative learning environments which are adaptable to change and would challenge and support children to reach their full potential.
- The proposed increased size of the school would better facilitate distributed leadership amongst an increased workforce. This would support continued professional development and reduce the burden of staff responsibilities often linked to schools below 210 pupils.
- Increase the level of community access and interaction through the use of the school's educational facilities whilst meeting the needs of the school.
- Provide 21<sup>st</sup> century learning environments, replacing a school building that is not fit for purpose.
- The new building would meet BREEAM (Building Research Establishment Environmental Assessment Method) Excellent standards and be built to an EPC (Energy Performance Certificate) A rating.

### **What are the potential disadvantages of these proposals?**

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

### **Transition plan if the proposals are approved**

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

### **Risks associated with the proposals**

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

### **Alternatives considered**

#### **Maintaining the status quo**

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

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

## Finance – capital investment

Subject to the approval of this proposal, a significant capital investment would be made to establish a new school building for St David's CIW Primary School. The Council would manage the process and the governing body, staff, parents and pupils of St David's CIW Primary School would be fully engaged in the development of the plans. The Council would also be responsible for managing the construction.

It is estimated that the total capital funding required to build a new school, including the installation of utilities services and highways provision, would be £4.185 million. The Council is expected to receive £3.557 million in Welsh Government Band B funding through the 21st Century Schools Programme for this project. The additional £0.628 million would be funded by the Council and is within the Council's Capital Programme. Section 106 funding would be utilised from the local housing developments.

## Finance – running costs

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

## Human Resources

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

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

The Vale of Glamorgan Council fully supports the governors, Headteacher and staff at the school with any employment related matters. The school has access to the Council's Human Resources policies and procedures, including recruitment policies. The Human Resources service works





## Equality impact assessment

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

## Considering community impact

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

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

There is concern within the community that this proposal would result in increased traffic into the area. Should the governing body agree to progress with this proposal, the Council's 21<sup>st</sup> Century Schools team would appoint a contractor to undertake the build process using the SEWSCAP framework. SEWSCAP is a construction framework used by 16 local authorities and provides pre-qualified and suitably experienced Contractors to deliver the 21<sup>st</sup> Century Schools Programme, and other public buildings, relating to both new build and refurbishment projects over £1.5 million. Prior to the submission of a planning application, a full transport assessment would be undertaken. The Community Council advised that there is S106 contribution available for improvements to the highway which would be factored in within the design of the new school building.

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

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

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



## Outline of the statutory consultation process

Outline of the statutory consultation process	
Steps	Description
<b>Step 1: Develop a proposal</b>	An initial proposal will be developed and considered by the school's governing body, as well as the diocese. Section 2 of the School Organisation Code outlines when the statutory procedure is required.
<b>Step 2: Consultation</b>	A consultation document must be published on the school's website. The consultation document must be published on a school day and consultees must be given at least 42 days to respond to the document, with at least 20 of these being school days. Stakeholders identified in section 3.4 of the School Organisation Code must be notified by letter/email.
<b>Step 3: Consultation response report</b>	Feedback submitted during the consultation period will be considered and a response report will be developed and presented to the governing body for consideration.
<b>Step 4: Governing Body Consideration</b>	The governing body will consider the consultation response report and determine whether to publish the report and to approve the publication of the proposal in the form of a statutory notice.
<b>Step 5: Statutory notice</b>	The statutory notice must be published on a school day and as outlined in section 4.1 of the School Organisation Code.
<b>Step 6: Objection period</b>	Anyone wishing to make objections to a proposal has the opportunity to do so. Objections must be made in writing or by email, and sent to the proposer before the end of 28 days beginning with the day on which the notice was published.
<b>Step 7: Objection report</b>	Under section 49 of the 2013 Act when objections have been received proposers <b>must</b> publish a summary of the statutory objections and the proposer's response to those objections ("the Objection Report").
<b>Step 8: Consideration</b>	If any objections have been received during the objection period the full proposal must be referred to the local authority for determination.
<b>Step 9: Decision letter</b>	Confirmation of the decision and objection report availability will be issued to stakeholders.

Table 11 – Overview of consultation process

## Key dates

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

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

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

**Table 12 - Timetable for consultation**

**The proposed timetable may be subject to change**

## **Consultation period**

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

## **Statutory Notice**

The statutory notice would be published on the school and Council website and posted at or near the main entrance to St David's CIW Primary School. Copies of the notice would be distributed to pupils, parents, guardians, and staff members. The notice would set out the details of the proposals and invite anyone who wishes to object to do so in writing within the specified period.

## **Determination of the proposals**

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

## Decision Notification

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

## Frequently Asked Questions

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

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

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

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

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

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

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

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

*Who would manage the construction of the new school building?*

The Council's 21<sup>st</sup> 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 21<sup>st</sup> Century Schools Programme, and other public buildings, relating to both new build and refurbishment projects over £1.5 million. A programme of engagement would be devised to ensure all stakeholders are informed of progress and are able to feed into the design process. There would be regular meetings between the Council, contractor and school.

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

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

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

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

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

*How would we be involved throughout the design process?*

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

## Consultation Response Form

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

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

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

or

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

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

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

**The closing date for responses to this consultation is Friday 15 March 2019. Unfortunately no responses received after this date can be considered.**

Consultation responses will not be counted as objections to the proposals, although considered by the governing body when making its decision.

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

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

Your Name:

Address:

Postcode:

Email Address:

Date:

Please tell us whether you are responding as:

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

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

**Questions**

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

Yes

No

If you support or do not support the proposal then please explain why.

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

Any other comments?

Thank you for your comments

Please tick the box below if you wish to be notified of publication of the consultation report

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

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

**Notes on Consultation Document**



# St David's Church in Wales Primary Primary School Consultation Report

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



This document can be made available in alternative formats.  
Information can also be made available in other community languages if needed.  
Please contact us on 01656 656447 to arrange this.

## **Contents**

Background .....	3
Outline of the consultation process.....	3
Publication of the consultation .....	3
Consultation stakeholder engagement.....	3
Consultation meetings and drop in sessions.....	4
Consultation with children and young people.....	4
Consultation Questions.....	5
Consultation responses .....	5
Profile of respondents.....	5
A summary of comments received in favour of the proposal. ....	7
Conclusion.....	8
Recommendations.....	9
Annex A - Consultation undertaken with young people. ....	10
Annex B – Frequently Asked Questions (FAQs) .....	13

## Background

This report presents the feedback received during the consultation, undertaken from 28 January 2019 to 15 March 2019, in response to the governing body's proposal to expand St David's CIW Primary School from 140 places to 210 places from September 2021.

This report outlines the consultation process, provides an overview of responses to the consultation, and offers further details of the key issues and favourable comments raised by stakeholders.

## Outline of the consultation process

The consultation processes followed Welsh Government guidelines, in compliance with the Schools Standards and Organisation (Wales) Act 2013. The consultation processes gave prescribed consultees the opportunity to learn about the proposal and for the governing body to hear the views of all those with an interest so that they can be taken into account before any decisions are made.

### Publication of the consultation

Formal consultations were conducted through a consultation document and response form distributed electronically to prescribed consultees and published on the school and the Vale of Glamorgan Council websites on 28 January 2019. Consultees were also provided with an email link to the school's and the Vale of Glamorgan Council's websites.

The publication of a consultation document is central to the consultation process for school reorganisation and is prescribed by Welsh Government in the School Organisation Code 2018. The consultation document outlined the proposal being considered, the rationale for the proposal and the details of the consultation exercise. The consultation document also incorporated an individual response form. Consultees were advised of the availability of an online version to complete.

### Consultation stakeholder engagement

Engagement for both consultations on the proposal was undertaken with prescribed consultees as contained within the School Organisation Code 2018.

The governing body consulted with the following groups:

Staff (teaching and non-teaching) at St David's CIW Primary School	Colwinston Community Council
Parents/Carers and Guardians of children attending St David's CIW Primary School	Llandow Community Council
Diocesan Directors of Education	Cowbridge Town Council
Vale of Glamorgan Children and Young	Vale of Glamorgan Early Years Development

People's Programme Board	Partnership (EYDCP)
Assembly Members (AM's) / Members of Parliament (MP's) / Regional Assembly Members	Local Councillors
Care and Social Services Inspectorate Wales (CSSIW)	Welsh Language Commissioner
Rhieni dros Addysg Gymraeg (RHAG)	Neighbouring Primary and Secondary schools in the Vale of Glamorgan
Estyn	Central South Consortium Joint Education Service
Welsh Government Ministers	Trades Unions
Local Police and Crime Commissioner	Directors of Education – All Neighbouring Authorities
Council's Transportation Department	

**Table 1 – List of groups consulted as part of the consultation process**

## Consultation meetings and drop in sessions

A meeting was held with the staff at St David's CIW Primary School which was attended by the Headteacher and Council officers. The main points of the consultation document were highlighted as well as an explanation of the statutory process.

Drop in sessions were held for parents and members of the community to ask questions about the proposals and provide informal comments.

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

**Table 2 – Staff, Governor and Parents meetings**

## Consultation with children and young people

A consultation session was undertaken with the School Council of St David's CIW Primary School to engage the pupils in the consultation process. A report on the outcomes of these sessions can be found at Annex A.

## Consultation Questions

Consultees were asked for their opinion on a key question:

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

Consultees were also offered the opportunity to comment further:

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

**Any other comments?**

## Consultation responses

The consultation responses received in writing between 28 January 2019 and 15 March 2019 are outlined below.

### Results of the feedback from all stakeholders

The governing body received 15 individual responses by the consultation closing date of the 15 March 2019. Of the total 15 individual responses received, 14 were in favour of the proposal, 0 were opposed, and 1 provided no opinion either way.

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

### Profile of respondents

The table below provides a breakdown of the responses:

Respondent groups	Number of responses from respondent groups	% of responses from respondent groups
Parent	4	27
Pupil	0	0
Staff	8	53
Local Resident	1	7
Other	2	13

**Table 3 – Number and percentage of responses from respondent groups**

### Responses by theme

A summary of key issues raised by statutory consultees and a summary of the comments received in favour of the proposal are outlined below.

The frequently asked questions (FAQs) document has been updated to include the key questions raised during the engagement sessions (Annex B).

A consultation session was undertaken with the School Council of St David's CIW Primary to engage the pupils in the consultation process. A report on the outcome of this session can be found at Annex A.

### **A summary of key issues raised by statutory consultees.**

The following summarises the key issues/concerns raised during the formal consultation period. The issues present an overview of responses and are not intended to be verbatim. All written responses have been made available to governors.

#### **Issue 1**

##### **Traffic in the village would need to be a serious consideration**

One response stated that it was essential that traffic concerns were factored into the design of the new schools building. This was also raised by a number of parents and members of the community at the drop-in sessions.

##### **Governing body's response to the concerns raised**

The school has previously accommodated 178 pupils so has experience dealing with larger numbers of pupils arriving and leaving the site. However, the governing body acknowledges the concerns raised by parents and members of the community and would work closely with the Council's 21<sup>st</sup> Century Schools Team to implement measures to minimise congestion. Previously, a number of measures have been introduced, including:

- Phasing the end of the school day
- Introduction of breakfast club
- Introduction of after school club
- Staff presence at the gate before and after school

The governing body also notes that the existing free transport provided to eligible pupils is significantly under-utilised. The governing body would work with parents to better understand the reasons for not using this service and encourage increased utilisation.

The 21<sup>st</sup> Century Schools Team would manage the design and build process. A transport assessment would be undertaken and factored into the design. The new school building would be subject to planning permission which would include formal consultation with members of the community.

#### **Issue 2**

##### **Access to external space during construction**

A number of concerns were raised at the drop-in sessions regarding the limited external space available during the construction of the new school on the existing site.

##### **Governing body's response to the concerns raised**

It is proposed that construction of the new school would commence from July 2020 and would take approximately 12 months to complete. It is anticipated that staff and pupils would move into the new school building for September 2021. Following this, the existing school building would be demolished and external space developed. During this time, the school would work closely with the 21<sup>st</sup> Century Schools team to ensure pupils have access to sufficient outside space and the curriculum is not compromised. The school currently uses the nearby community play facilities for sport which would continue throughout the construction phase. The school would work closely with the construction team to ensure pupils are involved throughout the process and the curriculum is enhanced through regular site visits.

### **Issue 3**

#### **Loss of the small school ethos**

During the pupil engagement session a number of pupils raised concerns regarding the loss of the small school ethos as the school grew to 210 pupils. The full pupil engagement report can be found at Annex A.

#### **Governing body's response to the concerns raised**

The Headteacher and governing body of St David's CIW Primary School are confident that the ethos of the school would remain unchanged as a result of this proposal. All staff and governors would transfer to the new site from September 2021. The design of the new school would include communal areas and breakout spaces.

The increase in pupil numbers would be gradual with the admission number increasing from 20 to 30 from September 2021. It wouldn't be until September 2027 that the school could have 210 pupils.

Staff and pupils would be fully supported through the transition and would be involved throughout the design and build process.

#### **A summary of comments received in favour of the proposal.**

This section provides a selection of comments raised during the formal consultation period by those in favour of the proposal. The following presents an overview of responses and are not exhaustive or intended to be verbatim. All written responses have been made available to governors.

#### **Comment 1**

##### **The proposed new facilities would enhance educational standards and extra-curricular activities at the school.**

The current site is not fit for purpose, better facilities are needed to support the teaching staff in delivering the excellent standards they achieve currently on a wider scale. The benefits the new site can offer would enable this to happen. Currently there is not enough space in some of the classrooms for pupils to have an adequate work area, there are no specific facilities for extra-curricular activities like music lessons, and suitable spaces for SEN provision is severely limited. ICT

requirements of the curriculum are also difficult to deliver due to insufficient facilities. The lack of corridors can be disruptive to classes when pupils or staff need to move through the school and some classrooms do not have internal access to toilet facilities.

### **Comment 2**

#### **There will be a need for more school places due to new housing developments.**

Expansion of the school is necessary to meet increased demand from the new housing developments. Several respondents noted that this expansion is vital to the sustainability of school places within the area. Whilst some of the pupils expressed concerns during the engagement session in losing the small school ethos, they have been reassured that the headteacher and staff would work to ensure the core ethos of the school is maintained and increases in pupil intake will be conducted over several years.

### **Comment 3**

#### **Church in Wales education is valuable and should be expanded.**

Responses remark upon the positive values the school promotes through Church in Wales education. There is support for increasing the school provision in order to further the benefit of Church in Wales education.

### **Comment 4**

#### **Increased access to community facilities at the proposed new school site would be beneficial to local residents.**

The residents of Colwinston and the wider community area would benefit from increased access to community facilities.

## **Conclusion**

Following consideration of the responses received throughout the consultation period, the governing body has revisited the proposal to determine the likely impact on quality and standards in education, the local community and travel arrangements.

### **Quality and standards in education**

This proposal would likely have a positive impact on the quality and standards in education. A number of responses from parents and members of staff have noted the limitations with the existing site which would make fully implementing the new curriculum difficult to achieve.



### **Community impact**

The school has engaged with members of the community throughout the consultation, including community drop-in sessions and a meeting with representatives of the local Community Councils.

The proposal would have a positive impact on the local community by:

- Ensuring an efficient supply and demand for school places, meeting the growing population as a result of recent and proposed housing developments; and
- Providing improved school facilities that could be utilised for community use. Encouraging community use is a key objective of the 21<sup>st</sup> Century Schools Programme.

The governing body acknowledges that there are concerns regarding increased traffic and the impact on local infrastructure. As outlined above, the governing body would work closely with the 21<sup>st</sup> Century Schools Team to ensure these concerns are factored into the design of the new school building.

### **Travel arrangements**

Free school transport is available to eligible pupils attending St David's CIW Primary School. As noted above, this service is currently under-utilised and the governing body would work with parents of eligible pupils to encourage use of free transport to limit the impact on the local infrastructure.

## **Recommendations**

1. That the governing body considers this report.
2. That the governing body approves the publication of the consultation report.
3. That should the governing body decide to progress the proposal further, the governing body approves the publication of the proposal for the regulated alteration in the form of a statutory notice.

## **Annex A - Consultation undertaken with young people.**

**Consultation with St David's Church in Wales Primary School on behalf of Vale of Glamorgan Council on the proposal to expand the school from 140 places to 210 places to meet future demand for Church in Wales education.**

### **Background and Aim**

- In their Consultation document on the above proposal the Vale of Glamorgan Council note the importance of making suitable arrangements to consult with pupils and where possible those pupils likely to attend the school: 'The Governing Body firmly believes that the pupils of St David's CIW Primary School should be given the opportunity to make their views known about this proposal'.
- A consultation workshop was arranged with the school council on 14 February 2019 to gather their views about the proposal.
- The information gathered from the session will be included in the final consultation report. The full report will be submitted to the Council's Cabinet for consideration following the consultation period.

### **Methodology**

- An interactive workshop which gave pupils an opportunity to discuss and share ideas together.
- It started with a discussion on the meaning of consultation and why it was important to talk to pupils
- Agreement was reached on what made a good discussion/consultation
- The consultation document was then explained to them, including the background and the timeline for the activity.
- The pupils were divided into 2 groups to share and note their own ideas. The two groups then merged to have further discussion on these ideas, based on the rules of engagement as agreed at the beginning of the session.
- Following the feedback pupils were given information on the advantages and shortcomings noted in the consultation document, they were reminded of the timeline and it was explained to them that their comments would be fed into a report on this session and that it would be presented to the council as part of the evidence gathered on this consultation.

**Pupils' responses (12 members of School Council: age range 6-11)**

**What makes a good discussion?:**

- Listen to everybody
- Opportunities for everyone to speak
- Not shouting out
- One person speaks at a time
- Respect everyone's opinions

### **Benefits of the proposed plan**

- More room for a working environment
- Easier for teachers to teach in more space
- More resources for everyone e.g. stationery for classrooms, bulbs for projectors
- More freedom
- It will be safer; be able to park safely
- Pupils will be able to create maps so that people will know where to go
- A safer environment - more space to play, more space to play at break
- More friends, happier children
- The school will be more popular
- More opportunities e.g. cooking lessons
- It will encourage more teachers - there will be more money to help with supplies; more male teachers (?)
- There'll be no dead ends – all rooms will be connecting
- There'll be more teachers for different things; maybe it will be more like comp where you can have specialised teachers e.g. for maths, music.
- Easier for teachers with only one year-group in a class
- More pupils
- More choice of equipment – better PE lessons
- It will help those with disabilities – more whiteboards; there's be extra support for those with learning needs
- Bigger sports shed – too cramped at the moment, will make us fitter and healthier
- Better equipment, better footballs, netballs etc; better musical instruments; bigger sports cupboard
- Better air-con (it gets hot in the classrooms in summer)
- Bigger classes

### **Possible pitfalls of the proposed plan**

- There'll be confusion and pupils will get lost; worried that people won't know where to go but have thought of a solution (see advantages and reference to maps)
- You won't know everyone as the school population will increase; you won't get noticed
- No mixed classes – no different friends
- More people will get hurt on the playground – they recommended getting ideas from the pupils to alleviate this problem
- People won't respect the new equipment – children need to get involved with others to sort this out otherwise it will be a waste of money
- More crowded classrooms
- Playground won't be tidy

- Not everyone wants a new school because they like this school so much, their family have been here

### **General comments**

Overwhelming support for the proposal and only real concerns were in terms of the school possibly losing it's close, friendly environment which has been synonymous with the school's traditional ethos over the years.

Other slight concern was that the experience that they currently have in their mixed classes allows them to appreciate other fellow pupils of different age groups and mix with them.

It was interesting that the pupils felt strongly that they could sort out or alleviate some of the potential problems by being proactive about things themselves.

**14.ii.19**

**gj**

## Annex B – Frequently Asked Questions (FAQs)

This section provides comments to frequently asked question in relation to the proposal.

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

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

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

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

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

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

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

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

### *Who would manage the construction of the new school building?*

The Council's 21<sup>st</sup> 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 21<sup>st</sup> Century Schools Programme, and other public buildings, relating to both new build and refurbishment projects over £1.5 million. A programme of engagement would be devised to ensure all stakeholders are informed of progress and are able to feed into the design process. There would be regular meetings between the Council, contractor and school.

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

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

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

As the proposed new build would be built on the existing site, the school would lose outside space during the construction phase. During this time, the school would

work closely with the 21<sup>st</sup> Century Schools team to ensure pupils have access to sufficient outside space and the curriculum is not compromised. The school currently uses the nearby community play facilities for sport which would continue throughout the construction phase. The school would work closely with the construction team to ensure pupils are involved throughout the process and the curriculum is enhanced through regular site visits.

*How would we be involved throughout the design process?*

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

**[21stcenturyschools@valeofglamorgan.gov.uk](mailto:21stcenturyschools@valeofglamorgan.gov.uk)**



**St David's Church in Wales Primary School  
Colwinston, Cowbridge. CF71 7NL**

**STATUTORY NOTICE TO INCREASE THE CAPACITY OF ST DAVID'S CHURCH IN WALES PRIMARY SCHOOL FROM 140 PLACES TO 210 PLACES FROM SEPTEMBER 2021.**

NOTICE IS GIVEN in accordance with sections 42(2) of the School Standards and Organisation (Wales) Act 2013, 'the Act', and the School Organisation Code 2018 that governing body, having consulted such persons as required, propose to make a regulated alteration to St David's Church in Wales Primary School by:

Increasing the school capacity for pupils of statutory school age from 140 places to 210 places (paragraph 10 Schedule 2 of 'the Act')

The school is an English-medium Church in Wales voluntary aided primary school maintained by the Vale of Glamorgan Council.

The governing body undertook a period of consultation before deciding to publish this proposal. A consultation report containing a summary of the issues raised by consultees, along with the proposer's responses are available to view on school and the Vale of Glamorgan Council website at the following addresses.

[www.stdavidscwprimaryschool.co.uk](http://www.stdavidscwprimaryschool.co.uk)

[www.valeofglamorgan.gov.uk/Expanding-St-Davids-CIW-Primary](http://www.valeofglamorgan.gov.uk/Expanding-St-Davids-CIW-Primary)

It is proposed to implement the proposal on 1<sup>st</sup> September 2021. The school will remain a voluntary aided school and will continue to admit pupils of both sexes.

The proposal will result in the published admission number for the school increasing from 20 to 30. The number of pupils to be admitted to the school in Reception at age 4/5 in the first school year will be 30. The admission number for nursery aged pupils in the 3 to 4 age range at the school in the first school year will be 48 part time pupils. Admission arrangements do not make provision for selection by ability (pupil banding). As at January 2019, there were 130 pupils of statutory school age on roll at the school. The school capacity for pupils of statutory school age will increase from 140 places to 210 places.

The All Wales Learner Travel arrangements<sup>1</sup> provide eligibility for school transport if pupils reside beyond walking distance to their nearest or designated catchment area school.

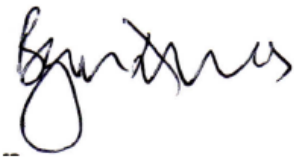
<sup>1</sup> The Learner Travel (Wales) Measure 2008 and Learner Travel Statutory Provision and Operational Guidance June 2014

Walking distance is defined as two miles or further for primary age and three miles or further for secondary age pupils, as measured by the shortest available walking route. The Vale of Glamorgan provides transport in accordance with the above. School transport arrangements, eligibility and accessibility are not affected by this proposal.

In accordance with section 49 of 'the Act', any person may object to the proposal before the end of 28 days beginning with the day on which the proposals were published, that is to say by Monday 27 May 2019.

Objections should be sent to St David's CIW Primary School, Colwinston, Cowbridge, CF71 7NL or e-mail: [stdavidsp@valeofglamorgan.gov.uk](mailto:stdavidsp@valeofglamorgan.gov.uk)

Signed:



Byron Davies  
Chair of Governors  
29 April 2019

#### **EXPLANATORY NOTE – THIS DOES NOT FORM PART OF THE STATUTORY NOTICE**

The governing body proposes to expand St David's CIW Primary School from 140 places to 210 places from September 2021.

The proposal is made under section 2.3 School Organisation Code 2018 referred to as a Regulated Alteration.

The governing body is the admission authority for the school. The school will provide 48 part time nursery and 210 primary school places.

Significant capital investment will be made, subject to Welsh Government funding, in establishing a new school building for St David's CIW Primary School on the existing site. The estimated cost of the project is £4.183 million.



# St David's Church in Wales Primary Primary School Objection Report

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



This document can be made available in alternative formats.  
Information can also be made available in other community languages if needed.  
Please contact us on 01656 656447 to arrange this.

# Contents

Background.....	3
Consultation Report .....	3
Statutory Notice .....	3
Objections to the Proposal.....	4
Conclusion .....	7
Recommendations .....	8

## Background

The governing body of St David's CIW Primary School undertook a consultation exercise on the proposal from 28 January 2019 to 15 March 2019. The aim of the consultation was to inform prescribed consultees about the school re-organisation proposal being put forward under section 2.3 of the School Organisation Code and referred to as a regulated alteration as follows:

- To increase the capacity of St David's CIW Primary School from 140 places to 210 places from September 2021.

The consultation process followed Welsh Government guidelines as outlined in the School Organisation Code 2018. It provided an opportunity for prescribed consultees as well as members of the local community to learn about the proposal and for the governing body to hear the views of all those with an interest so that they can be taken into account before decisions are made.

During the consultation exercise, no responses were received against the proposal. The governing body did respond to a number of queries and concerns that were submitted by members of the community. The responses were published in the consultation report.

## Consultation Report

A consultation report was published following the consultation exercise. The consultation report was considered by the governing body on 21 March 2019.

## Statutory Notice

Following consideration of the consultation report on 21 March 2019, the governing body decided to progress the proposal and approve the publication of a statutory notice.

The statutory notice on the proposal was published on 29 April 2019 for a period of 28 days to allow for objections. The statutory notice period expired on 27 May 2019.

The notice was published on the school and Vale of Glamorgan Council's website ([www.valeofglamorgan.gov.uk/Expanding-St-Davids-CIW-Primary](http://www.valeofglamorgan.gov.uk/Expanding-St-Davids-CIW-Primary)) and posted at the main entrances of the school. Copies of the notice were distributed to parents, carers and guardians, governors and staff members. All other organisations and consultees required under the School Organisation Code 2018 were either provided with a hard copy or e-mailed a link to the published notice on the council's website. All email recipients were provided

with a copy of the letter and notice as an attachment to the email as well as a link to the notice on the website.

Where objections are received to the statutory notice, an objection report must be published summarising the statutory objections and the proposer's response to those objections.

## **Objections to the Proposal**

The governing body received 3 individual objections by the end of the objection period. The objections received are summarised below, along with the governing body's response.

All objections received during the objection period have been made available to the members of the governing body for consideration alongside this report.

### **Objection theme 1**

Tax payers' money should not be spent on a Church in Wales school. Local community primary schools should be prioritised.

### **Governing body's response to the objection raised**

The Council has a statutory duty to secure sufficient school places both in number and character. St David's CIW Primary School has a capacity of 140 school places and currently has 130 pupils on roll. Both reception and year 1 classes are above the published admission number of 20 pupils. This shows that St David's CIW Primary School has limited capacity to accommodate additional pupils. Recent and future housing developments are projected to increase demand for Church in Wales education. This proposal would support the Council to meet its statutory duty to provide sufficient school places.

The anticipated cost of the new school is £4.185million. 85% of this funding will be sought from Welsh Government through the 21<sup>st</sup> Century Schools Programme. The level of Welsh Government funding is higher for faith schools as the funding rate for community schools is 65%. The Council would provide the remaining 15% funding. However, this would not be funded by the tax payer but from Section 106 contributions received from housing developers. These contributions have been received to mitigate the impact of additional pupils resulting from developments.

It is also worth noting that the condition of St David's CIW Primary School's buildings have been rated by the Council as in poor condition. Investing in a new school building would reduce ongoing maintenance costs and would provide a better teaching and learning environment for the pupils of St David's CIW Primary School.

## **Objection theme 2**

The new school building should not be transferred to the diocese upon completion and should remain in public ownership.

### **Governing body's response to the objection raised**

The land that the school buildings occupy is currently owned by the Diocese and the land surrounding the buildings is owned by the Council. This is the case with all voluntary aided schools in the Vale of Glamorgan. It is proposed that the new school is built on the existing site, this would likely be on the existing school field.

Upon completion of the new school, the land that the new school occupies would be transferred to the diocese. The land that the current school buildings occupy would be transferred to the Council. As the new school building is likely to be a two story building, the footprint of the new school would likely occupy a similar footprint to the existing building resulting in limited change to the existing arrangements.

## **Objection theme 3**

Increasing the capacity of the school would result in increased congestion in the area. This is a serious safety concern for residents and pupils.

### **Governing body's response to the objection raised**

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. The transport assessment would be used as part of the design process to mitigate against any negative impacts identified. The governing body would work closely with the Council's 21<sup>st</sup> Century Schools Team throughout the design process.

The final design would be subject to planning permission. The planning process includes a statutory consultation with local residents. Local residents would be able to provide feedback on the design, including the transport assessment.

The governing body would also work closely with the Council's 21<sup>st</sup> Century Schools Team and the contractor to limit disruption during the construction of the new school building on the existing site. Delivery times would be restricted during peak times to limit the impact. The Council has advised that site logistics are assessed as part of the tender process.

## **Objection theme 4**

The proposal does not offer value for money for taxpayers.

### **The governing body's response to the objection raised**

As outlined above, the Council has a statutory duty to secure sufficient school places both in number and character. This proposal supports the Council to meet its statutory duty as projections indicate St David's CIW Primary School would not have sufficient capacity to meet future demand without expansion.

The proposal would also result in new facilities that would be available for community use. The existing facilities are in poor condition and are unsuitable for community use.

The new school building would also reduce ongoing repairs and maintenance costs. The new school building would also meet BREEAM Excellent by ensuring efficiency and sustainability.

The proposal would result in 21<sup>st</sup> century learning environments for existing and future pupils of St David's CIW Primary School.

It is also worth noting that the Council's contribution would not be funded using taxpayers' money but would utilise Section 106 funding received from housing developers. The remaining funding would be sought from Welsh Government through the 21<sup>st</sup> Century Schools Programme. A higher contribution rate is allocated to faith schools at 85%. The funding would be subject to a business case which would be assessed by Welsh Government.

This proposal meets a number of the 21<sup>st</sup> Century Schools Programme objectives, including;

- expansion of schools and colleges in areas of increased demand for educational services;
- addressing condition of educational assets; and
- making assets available for community use where demand exists, to optimise the infrastructure and resources for public services.

### **Objection theme 5**

The methodology used to model future demand for school places is flawed and does not reflect recent national social attitude surveys which put Anglican Christianity between 14-18%.

### **The governing body's response to the objection raised**

The projected future demand for pupil places was provided by the Council's School Access and Organisation Team. The Council's pupil projection methodology follows Audit Commission guidance and is based on the application of catchment ratios and cohort survival rates (the relationship between the number of pupils in one cohort in one school year, and the same cohort in the following school year). Pupil projections are evidence based and also take account of current and historical school data, birth rates, planned housing developments and cross catchment movement. A 2013 Estyn Inspection of the Vale of Glamorgan's Services for Children and Young People reported "The authority has appropriate systems in place for forecasting pupil numbers and the requirements for school places using a suitable range of data".

In terms of housing developments, 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 Planning Guidance for planning purposes. At nursery level this is calculated at 0.1 pupils per unit and at primary level 0.278 per unit. The demand for individual schools is based on historical percentage split.

It is also worth noting that 60% of pupils attending St David's CIW Primary School have been identified as being Christian.

### **Objection theme 6**

Section 106 funding should not be used to fund this proposal as it would not benefit all of society. Affordable housing could be an alternative use.

### **The governing body's response to the objection raised**

The Council has the power to enter into legal agreements with developers under Section 106 of the Town and Country Planning Act 1990, to require developers to provide works, services or financial contributions to mitigate the impacts that arise as a consequence of the new development.

The Council's policies on affordable housing and planning obligations are set out in the Vale of Glamorgan Local Development Plan (LDP) (2011-2026) and the adopted Affordable Housing and Planning Obligations Supplementary Planning Guidance documents (SPGs).

The contributions that would be utilised to fund this proposal have been received for education and could not be used for alternative purposes, such as affordable housing, as per the individual Section 106 Agreements. As outlined in the consultation document, the anticipated future demand for St David's CIW Primary School is increasing as a result of recent and proposed housing developments. Therefore, the use of Section 106 contributions to fund this proposal would be consistent with the Section 106 Agreements.

## **Conclusion**

The governing body conclude that the proposal would have a positive impact on the existing and future pupils of St David's CIW Primary School. The proposal would result in 21<sup>st</sup> century teaching and learning environments that would promote pupil wellbeing and attitudes to learning. Improved ICT infrastructure would ensure the school is adaptable to future changes to the curriculum.

The proposal would also ensure the Council is able to meet its statutory duty to provide sufficient school places. St David's CIW Primary School has limited capacity and oversubscription is becoming more regular as the local population increases with additional housing developments.

The existing buildings are in poor condition and ongoing maintenance is costly and disruptive. A new school building would reduce the revenue impact of this ongoing maintenance.

The governing body notes the concerns of local residents regarding increased traffic and would work closely with the 21<sup>st</sup> Century Schools Team to limit the impact of this. As outlined above, a full transport assessment would be undertaken and would be factored into the design. The final design would be subject to a planning application. This includes a formal consultation with local residents.

## **Recommendations**

It is recommended:

1. That the governing body consider the objection report along with the individual objections received during the objection period.
2. That the governing body approve the publication of the objection report
3. That the governing body approve the implementation of the proposal to increase the capacity of St David's CIW Primary School from 140 places to 210 places from September 2021.
4. That the governing body refer the Consultation Document, Consultation Report, Statutory Notice, Objection Report and Objections to the Council for final determination in line with section 51 of the School Standards and Organisation (Wales) Act 2013.



## 1. What are you assessing?

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

## 2. Who is responsible?

<b>Name</b>	Matthew Curtis	<b>Job Title</b>	21 <sup>st</sup> Century Schools Project Manager
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## 3. When is the assessment being carried out?

<b>Date of start of assessment</b>	17 December 2018
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## 4. Describe the proposal?

### What is the purpose of the proposal?

In January 2019, the Governing Body launched a new consultation aimed at expanding faith education in Colwinston. The aim of the consultation was to inform prescribed consultees about the school proposal being put forward to provide additional school places to meet the future demand for faith education by expanding St David's CIW Primary from 140 places to 210 places from September 2021, and to seek feedback on this proposal.

The feedback and views expressed in the consultation are being considered together in the publication of a consultation report on the proposal and this Equality Impact Assessment.

The proposal being put forward is to build a new 210 place school building for St David's CIW Primary, with the addition of a 48 part time nursery which would be located in Colwinston. It is proposed that all pupils, staff and governors from St David's CIW Primary would transfer into the new school building. Although the transferring of the school to the new building is included as part of this consultation, this is not subject to the statutory process as the transfer would be within 1.609344 kilometres (1 mile).

All staff and pupils would move to the new school building and the governing body would remain unchanged. Careful planning and management of any transitional arrangements would be necessary to mitigate the challenges of pupils moving in to the area between 2019 and 2021, ensuring no disadvantage to pupils moving to the new school building or negative impact on the current good performance of St David's CIW Primary.

### Why do you need to put it in place?

## New Housing Development

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

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

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

The projected number of pupils emanating from a development is calculated using a formula derived from census data of householders in the Vale of Glamorgan. The formula is contained within the Council's Supplementary Guidance for planning purposes.

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

School	School Type	AN	School Capacity	Number on Roll (NOR) per year group at schools serving Cowbridge							Total NOR	Total Surplus Capacity
				Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
St David's CIW Primary School	VA	20	140	22	21	17	18	16	19	17	130	10
Llansannor CIW Primary School	VA	30	210	27	31	27	29	32	28	28	202	8
Y Bont Faen Primary School	EM	30	210	30	31	30	30	30	28	31	210	0
Ysgol Iolo Morgannwg	WM	30	210	20	29	21	24	24	28	27	173	37
Llangan Primary School	EM	15	111	14	20	15	15	15	13	16	108	3
St Nicholas CIW Primary School	VC	18	126	19	18	18	19	18	18	19	129	-3
Total												

Table 1 - Number on Roll per year group at Jan 19 PLASC

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

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

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

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

## **Building fit for purpose**

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

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

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

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

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

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

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

Subject to the approval of this proposal, a significant capital investment would be made to establish a new school building for St David's CIW Primary School. The Council would manage the process and the governing body, staff, parents and pupils of St David's CIW Primary School would be fully engaged in the development of the plans. The Council would also be responsible for managing the construction.

It is estimated that the total capital funding required to build a new school, including the installation of utilities services and highways provision, would be £4.185 million. The Council is expected to receive £3.557 million in Welsh Government Band B funding through the 21st Century Schools Programme for this project. The additional £0.628 million would be funded by the Council and is within the Council's Capital Programme. Section 106 funding would be utilised from the local housing developments.

Officer time has been addressed within the Vale of Glamorgan Council via the creation of a 21<sup>st</sup> Century Schools Team.

## **What are the intended outcomes of the proposal?**

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

- Enable the school to further improve while catering for a greater pupil population.
- Provide innovative and creative learning environments which are adaptable to change and would challenge and support children to reach their full potential and better able to respond to new curriculum changes.
- Provide innovative and creative learning environments which are adaptable to change and would challenge and support children to reach their full potential.
- The proposed increased size of the school would better facilitate distributed leadership amongst an increased workforce. This would support continued professional development and reduce the burden of staff responsibilities often linked to schools below 210 pupils.
- Increase the level of community access and interaction through the use of the school's educational facilities whilst meeting the needs of the school.
- Provide 21<sup>st</sup> century learning environments, replacing a school building that is not fit for purpose.
- The new building would meet BREEAM (Building Research Establishment Environmental Assessment Method) Excellent standards and be built to an EPC (Energy Performance Certificate) A rating.

## **Who does the proposal affect?**

All staff, pupils, parents of pupils, and governors at St David's CIW Primary on the date of

the move to a new improved school building in Colwinston. The date of the move is anticipated to be September 2021.

In addition this proposal if implemented would provide a local school for the growing Colwinston community and surrounding areas, ensuring that the majority of pupils can be educated at a school within their community.

## **Will the proposal affect how other organisations work?**

The proposal is unlikely to have a significant impact on any other schools in the local area. Whilst the Council is increasing the number of places, the current faith education primary provision in the Colwinston area will not be able to meet the future demand for school places from the new housing development. This proposal has been presented in order to meet future demand, ensure best use of resources and reduce overall surplus capacity in line with Welsh Government targets.

## **Will the proposal affect how you deliver services?**

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 Colwinston. A new 210 place school would accommodate the projected increase in pupil numbers from the new development in Colwinston, in addition to the projected pupil numbers that would move from the existing site of St David's CIW Primary. Reviewing the wider needs of Colwinston offers an opportunity to establish a new 21st century school building while addressing community need and surplus capacity challenges.

All staff and pupils would move to the new school building and the governing body would remain unchanged. Careful planning and management of any transitional arrangements would be necessary to mitigate the challenges of pupils moving in to the area between 2019 and 2021, ensuring no disadvantage to pupils moving to the new school or negative impact on the current performance of St David's CIW Primary.

The needs of the new school community that will attend this school in future cannot be known, however a great deal of information is available with relation to the population within the Vale of Glamorgan. This can be accessed from the following sources.

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

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

ONS 2016 population estimates (row 392 code W06000014)  
<https://www.ons.gov.uk/file?uri=/peoplepopulationandcommunity/populationandmigration/populationestimates/datasets/populationestimatesforukenglandandwalesscotlandandnorthernireland/mid2017/ukmidyearestimates2017finalversion.xls>

Protected characteristic data from 2011 Census  
<https://gov.wales/statistics-and-research/census-population/?lang=en>

## Will the proposal impact on other policies or practices?

The proposal is part of the councils overall strategic outline programme for Band B of the 21<sup>st</sup> Century Schools Programme. The operation of the school will continue to be supported by many policies and procedures. The governing body will be required to continue to comply with all policies, including the Council and schools Equality Policies. All schools will have their part to play in meeting the equality objectives that the Learning and Skills Directorate is responsible for delivering and support the performance reported on in the annual equality monitoring report where appropriate.

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 new school for the Colwinston development was included as part of the LDP.

## How will you achieve the proposed changes?

The consultation period for the proposal started on 29 January 2019 and ended on 15 March 2019.

The governing body considered the responses to the consultation on 21 March 2019 and determined to progress the proposal through the publication of a statutory notice. The statutory notice was published on 29 April 2019.

The governing body received 3 formal objections to the proposal during the statutory notice period. In accordance with the School Standards and Organisation Act 2013, all documentation was issued to the Council for final determination.

## Who will deliver the proposal?

Subject to the approval of this proposal, a significant capital investment will be made to establish a new school building for St David's CIW Primary.

This building would be delivered by the 21<sup>st</sup> Century Schools team within the Directorate of Learning & Skills as part of the Councils School Investment Programme following its successful bid for funding as part of the 21<sup>st</sup> Century Schools Programme. Projects are subject to statutory consultation and rigorous business case as required by the School Organisation Code and Welsh Government. The 21st Century Schools Programme is a long-term strategic investment in educational estate throughout Wales. It is a unique collaboration between Welsh Government, the Welsh Local Government Association (WLGA), local authorities, colleges and dioceses. All of the Vale of Glamorgan Council projects that were undertaken as part of Band A of the 21st Century Schools Programme were completed on time and on budget.

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

The Council would have determined the proposal to:

- Provide additional school places to meet the future demand for faith education in Colwinston by expanding St David's CIW Primary from 140 places to 210 places from September 2021

The Council may decide to approve, reject or approve the proposals with modifications. In doing so, the Council will take into account any statutory objections that it has received.

## 5. What evidence are you using?

### Engagement (with internal and external stakeholders)

The consultation processes followed Welsh Government guidelines, in compliance with the Schools Standards and Organisation (Wales) Act 2013 and School Organisation Code 2018. The Governing Body consulted with a range of statutory consultees outlined in and required by the Code.

The governing body received 15 individual responses by the consultation closing date of the 15 March 2019. Of the total 15 individual responses received 14 were in favour of the proposal and 1 provided no opinion either way.

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

Feedback from consultation meetings and drop in sessions are not included in this report as it was stated clearly in the consultation document that the governing body would only accept responses using the official consultation response form. Consultees were advised of this at the drop in sessions. The consultation and engagement processes followed Welsh Government guidelines, in compliance with the Schools Standards and Organisation (Wales) Act 2013 and School Organisation Code 2018. The Governing Body consulted with a range of statutory consultees outlined and required by the Code.

Consultation was undertaken at a formative stage and allowed for intelligent consideration and response. The timescales for consultation comply with the School Organisation Code and allowed 7 weeks for consultees to consider and prepare a response.

Prior to the consultation, a meeting was held with representatives from the Colwinston Community Council and Llandow Community Council to discuss the proposal and respond to the queries raised by the Community Councils.

The Governing Body is using the feedback and responses received to the engagement and consultation exercises carried out in relation to the proposal, this also included engagement with pupils of St David's CIW Primary. The Governing Body held drop in sessions and



invited stakeholders to attend as part of the process.

A number of themes received in as part of the process will be addressed and contained within a consultation report to be reported to Governing Body on the proposal. The Governing Body has a statutory duty to publish a consultation report on the proposal.

## **Consultation (with internal and external stakeholders)**

The consultation processes followed Welsh Government guidelines, in compliance with the Schools Standards and Organisation (Wales) Act 2013 and School Organisation Code 2018. The Governing Body consulted with a range of statutory consultees outlined in and required by the Code.

Formal consultations were conducted through a consultation document and response form distributed electronically to prescribed consultees and published on the school's and Vale of Glamorgan Council's websites the on the 29 January 2019.

The bilingual consultation documents were published on 29 January 2019 and distributed online; through social media, the school's website, and on the Vale of Glamorgan Council's website. Consultees were provided with an electronic copy of the documents and a link to the Vale of Glamorgan Council website. Hard copies were available at the school and also at all of the consultation events.

Consultees for both consultations were asked for their opinion on a key question:

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

Consultees were also offered the opportunity to comment further:

- If you would like to suggest any changes or alternatives to the proposals, please detail these below.
- Any other comments?

Meetings for the consultation were held with the staff at St David's CIW Primary which were attended by members of the Governing Body and by Council officers. Three drop in sessions were held for all stakeholders in St David's CIW Primary. A consultation session was undertaken with the School Council of St David's CIW Primary to engage the pupils in the consultation process.

The consultation processes gave a range of consultees and local people the opportunity to learn about the proposal and for the Governing Body to hear the views of all those with an interest so that they can be taken into account before any decisions are made. The number of respondents and characteristics thereof are detailed in the consultation response report.



## National data and research

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

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

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

ONS 2016 population estimates (row 392 code W06000014)  
<https://www.ons.gov.uk/file?uri=/peoplepopulationandcommunity/populationandmigration/populationestimates/datasets/populationestimatesforukenglandandwalesscotlandandnorthernireland/mid2017/ukmidyearestimates2017finalversion.xls>

Protected characteristic data from 2011 Census  
<https://gov.wales/statistics-and-research/census-population/?lang=en>

The Governing Body's proposal will be delivered through the Welsh Government 21<sup>st</sup> Century Schools Programme. The 21st Century Schools Programme is a long-term strategic investment in educational estate throughout Wales. It is a unique collaboration between Welsh Government, the Welsh Local Government Association (WLGA), local authorities, colleges and dioceses. All of the Vale of Glamorgan Council projects that were undertaken as part of Band A of the 21<sup>st</sup> Century Schools Programme were completed on time and within budget. The Council is expected to receive Welsh Government Band B match funding through the 21st Century School Programme for the proposal.

Changes to school provision, in the form of statutory school organisation proposals, are often necessary as part of local authority plans within the 21st Century Schools and Education Capital Programme.

The School Standards and Organisation (Wales) Act 2013 requires that the Welsh Ministers issue a School Organisation Code. The School Organisation Code 2018 sets out requirements for consultation upon and publication of, statutory proposals for change and local authorities are required to follow the Code. The Code sets out requirements and provides guidance in respect of school reorganisation proposals brought forward to reconfigure school provision and for those responsible for determining proposals. The consultation process follows Welsh Government guidelines outlined in the School Organisation Code.

## Local data and research

The Governing Body is using current demographic, school and pupil data to inform the proposal. A strategic review of data was used to inform the process.

St David's CIW Primary is a Voluntary Aided school serving 3 to 11 year olds in Colwinston. In terms of admissions, there are 20 pupils per year group with a total capacity of 210 pupils.

The school also has a 48 place part-time nursery.

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

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

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

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

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

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

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

A new 210 place school building would accommodate the projected increase in pupil numbers from the new development. The increased capacity would also accommodate the projected increase in parents choosing Church in Wales education.

## **6. How robust is the evidence?**

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

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

extended age range can receive education. The proposal may also be positive for those children attending St David's CIW Primary who live in the Colwinston area, particularly those from the new housing developments.

There may be a negative impact in terms of potential disruption during the construction phase. The school would be unable to access the playing field and conservation area. The school would work closely with the construction team to limit disruption as was the case with the adjacent housing development. The school currently utilises the outdoor community facilities at the Village hall. It is anticipated that this could complement the hard standing areas.

## **What are the gaps?**

The protected characteristics of future new residents emanating from the proposed new development are unknown at this stage. There is limited information held within the Directorate of the protected characteristics of the staff and Governing Body however the proposal is designed to have a positive or neutral impact on those with protected characteristics accessing the new building. As the staff and Governing Body are small in number, this data may also serve to identify individuals and personal information held about them. However as part of the consultation several opportunities via a variety of confidential methods were given to staff and governors to express concerns with relation to their personal circumstances as well as any wider concerns. No issues were raised during the consultation or subsequently that were considered to have an adverse impact on the protected characteristics of staff or governors. As a result this is not included in this assessment.

The Governing Body would ensure that all staff and governors would not be adversely impacted as a result of their protected characteristic as a result of this proposal.

## **What will you do about this?**

Consideration of the protected characteristics of the pupils, staff and Governing Body would be reflected in the development of the new building for example via the provision of a fully accessible building and gender neutral toilets.

The protected characteristics of future occupiers of the school cannot be known however the new building would ensure equality of opportunity for all those accessing the new building.

Information is provided to the school by the parents and professionals on the child's enrolment at the school. This allows the school to ensure that the school can meet their needs.

## **What monitoring data will you collect?**

The Pupil Level Annual School Census (PLASC) data is collected on an annual basis,

protected characteristics are captured through this process.

### **How often will you analyse and report on this?**

The pupils Level Annual School Census (PLASC) is completed annually. The Council and schools use the data to develop and monitor policy and performance in the Vale of Glamorgan. The effectiveness of this proposal will be monitored via the school's governing body, the Council, the Central South Consortium and Estyn.

### **Where will you publish monitoring data and reports?**

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

There would be continued monitoring of school standards across all year groups by the governing body, the Local Authority and the Central South Consortium and via Estyn.

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

## **7. Impact**

### **Is there an impact?**

There would be a positive impact on persons with the protected characteristics of age, disability and gender reassignment/ identity. The proposal would support the school to ensure that it has the improved facilities to promote equality of opportunity and foster good relations between those with different protected characteristics.

There has been no perceived negative impact on the protected characteristics identified. The existing site is not fully compliant with the requirements of the Equality Act 2010 due to site constraints. Successful implementation of the proposal would enable compliance by providing a fully accessible building with gender neutral facilities.

The positive impacts are outlined below in the relevant section.

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

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

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

### Age

According to the Pupil Level Annual School Census (PLASC) carried out in January 2019 there were 130 children on roll of compulsory school age. 78 children were aged 4–7 and 52 children were aged 8–11.

The proposal would provide a 210 place primary school building with a 48 part time place nursery class. This proposal would develop continuity and progression in children’s learning from the age of three. A consistent approach to the planning and delivery of the foundation phase (nursery to year two) would be enhanced through a purpose build nursery unit with access to outdoor learning areas. The already well-developed holistic approach could be embedded from an early age.

As the school on a new site would be of sufficient size to provide the required places for children of nursery and primary school age who will be residing in the area, the proposal would provide a **positive** impact for children of these age brackets. The school would be able to provide sufficient places for primary school age children that would not be available without the new school building.

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

### Disability

The data held on pupils is characterised by Special Educational Needs (SEN) not disability. 15.2% of children attending St David’s CIW Primary have SEN which is slightly higher than the average (14.3%) for the Vale of Glamorgan Primary School population. This will include pupils with a disability however it will also include pupils without a disability. There are no pupils with a disability which impacts on their mobility currently on roll at the school. The degree of need varies across a range of additional learning needs types including:

Additional Learning Needs (ALN) Groups
ASD (Autistic Spectrum Disorder)
BESD (Behavioural, emotional and social difficulties)
DYSL (Dyslexia)
GLD (General Learning Difficulties)
MLD (Moderate Learning Difficulties)
SLCD (Speech, Language and Communication Difficulties)

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

The proposed new school building would be designed in such a way as to equip staff to meet the needs of learners with additional learning needs. The school would provide a targeted and bespoke curriculum which is responsive to the individual child's abilities and ensures that all children who require additional support are integrated across all areas of the curriculum.

It has been recognised that some parents may have selected St David's CIW Primary due to a preference for a smaller school to support their child's individual needs. As the Governing Body is not proposing to close the school, the staff would remain unchanged and would be very aware of the individual needs of pupils. All staff, governors and pupils would be in a position to liaise with the Council's 21<sup>st</sup> Century Schools team at the design stage in order to ensure that the learning environment is supportive of all pupils, including those who benefit from a quieter learning environment.

There are many design elements that could be incorporated to support pupils. These could include, for example a small room between a pair of classrooms which could be used for individual / small group learning or could be used as a breakout space should a pupil need to retreat from the classroom. Creative use of acoustic materials and bespoke calming colour schemes etc. would also be considered by part of the design team in full consultation with staff pupils and governors. The school will be designed to have flexible spaces which could be adapted by the use of furniture for specific activities, which would include quiet areas for individual learning. The building will be designed to current acoustic standards (BB93). This will define the acoustic performance standard that the school will be designed to. The whole building will be designed to comply with current building regulations for disabled access, with parking and access into the school building as well as assess throughout the school. Natural daylighting and ventilation will be a key feature of the new learning environment.

The protected characteristics of children who will emanate from the new development in Colwinston are unknown at this stage. This data is collected where appropriate on admission and the Council and schools use the data to develop and monitor policy and performance in the Vale of Glamorgan. The effectiveness of this proposal will be monitored via the school's governing body, the Council, the Central South Consortium and Estyn.

Based on the policies in place that would not change as a result of the move to a new school building, staff would continue to receive protection under the Equalities Act 2010 which would be referred to by the governing body and Council in order to support the staff at the school and all people accessing the building will benefit from its accessible nature.

The proposal will therefore provide a **positive** impact for pupils, staff, governors and the wider community visiting the school who have been identified within this protected group as they will have access to a fully accessible school building which has been designed to consider individual needs and will be managed by existing senior leaders at the school.

## Gender reassignment, including gender identity

Gender reassignment is not recorded for Primary age pupils however individual pupils choosing to live other than at their birth gender are supported within Primary Schools. All children would continue to receive a high quality education at the new school site. The new building would have suitable facilities in place to accommodate pupils of any gender; no pupil would need to consider changing schools due to gender reassignment. Pupils and staff have the right to access the toilet that corresponds to their gender identity. Any pupil or staff member who has a need or desire for increased privacy, regardless of the underlying reason, would be provided access to a single stall toilet, but no pupil or staff member shall be required to use such a toilet. The new building would provide single stall toilets that can be used by all, albeit separate facilities would be available for adults and children.

The use of changing rooms by transgender pupils and staff would be assessed on a case by-case basis in discussion with the individual concerned. The school would maximise social integration and promote an equal opportunity to participate in physical education classes and sports, ensuring the safety and comfort, and removing adverse impact for the individual. In most cases, transgender pupils or staff would have access to a changing space that corresponds to their gender identity.

Staff would also have access to improved, gender neutral facilities and would continue to receive protection under the Equalities Act 2010 which would be referred to by the Governing Body and Council in order to support the staff at the school. Non-binary people, including staff, governors and members of the community accessing the facilities would benefit from the gender neutral adaptations to the school that have been identified above.

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

## Marriage and civil partnership (discrimination only)

None of the respondents indicated that this proposal would have an adverse impact on their status in this regard. This information is not held at a directorate level for staff and governors however the proposal is designed to have a positive or neutral impact on those with protected characteristics accessing the new building. Pupils at the School are below the legal marriage age. Staff would continue to receive protection under the Equalities Act 2010 which would be referred to by the governing body and Council in order to support the staff at the school.

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

## Pregnancy and Maternity

It is considered that there will not be a negative impact on pupils in this protected group as there is a minimal likelihood of pupils falling within this protected group due to the age

range of the school. The provision of education for any pupil who were within this protected group would remain unaltered by the proposal.

Staff who are currently on maternity leave or are pregnant at the point of the proposed move would be protected under the Equalities Act 2010.

None of the respondents indicated that this proposal would have an adverse impact on their status in this regard however reference to the impact, both positive and negative, on future children was made in a small number of responses. Based on the policies in place that would not change as a result of the proposal, this proposal would have a **neutral** impact on people in this protected group.

## Race

The predominant ethnicity at St David's CIW Primary is currently White – Welsh/English/Scottish/Northern Irish British with 99.3% of children falling within this category. This is higher than the average (90% White British) across the wider Vale Primary School population.

As the children will be moving to a new school building, it is unlikely that the proposal will change the ethnic profile of the school although the characteristic of children emanating from the new development in Colwinston being built at this time is unknown at this stage.

All staff, pupils and governors would continue to receive protection under the Equalities Act 2010 which would be referred to by the Governing body and Council in order to support the staff at the school.

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

## Religion and belief

Staff would continue to receive protection under the Equalities Act 2010 which would be referred to by the Governing body and Council in order to support the staff at the school.

Respect for all religious and non-religious beliefs would not change due to this proposal. This school is a Voluntary Aided school and the aspect of the curriculum relating to religion and belief would not change as a result of this proposal.

There are 17 primary schools within the Western Vale. St David's CIW Primary School is one of the seven Church in Wales primary schools. This proposal would increase the school's capacity from 140 places to 210 places resulting in an additional 70 Church in Wales school places.

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



None of the respondents indicated that this proposal would have an adverse impact on their status in this regard. Provision for Church in Wales education would increase, meaning the proposal would have a **positive** impact on people in this protected group.

## Sex

The school currently has 52.2% (83) female pupils on roll and 47.8% (76) male. This is a similar percentage to the Vale wide primary pupil population (49% female and 51% male), therefore there would be no perceived negative impact. The staff population is 100% female, compared with a Vale wide profile of 89.7% female and 10.3% male staff in Primary Schools.

Children of both sexes would be treated and taught equally in the school at its new site. There would be no different methods of teaching or curricula for either sex. The school would aim to reduce - as far as possible - segregating pupils and students by Gender. Pupils would continue to be supported to enable equal access to PE and where lessons are segregated by sex/gender they would be enabled to participate in the activity which corresponds to their gender identity if this is what they request. The aspect of the curriculum management relating to any identified gender based attainment gap would not change as a result of this proposal.

Staff would continue to receive protection under the Equalities Act 2010 which would be referred to by the Governing body and Council in order to support the staff at the school. This proposal would lead to an increase in employment opportunities at the school as additional pupil numbers would lead to growth in future staffing levels. This may lead to more employment opportunities for people of either sex.

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

## Sexual orientation

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

Inspectors will also consider types, rates and patterns of bullying and the effectiveness of

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

Staff would continue to receive protection under the Equalities Act 2010 which would be referred to by the Governing body and Council in order to support the staff at the school.

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

## Welsh language

Parental demand for Welsh medium primary education will continue to be provided through the catchment area school Ysgol Iolo Morgannwg.

St David's CIW Primary is an English medium school and this proposal does not seek to change this. The Council was very successful in increasing Welsh medium primary sector capacity within the Vale of Glamorgan under Band A of the 21st Century Schools Programme. In order to build on this success, a key priority for Band B is to increase capacity in the Welsh medium secondary sector as well as consideration of further developments at primary level. In order to ensure that the Council actively addresses the Welsh Government target of one million Welsh speakers by 2050, the Council will be undertaking an active programme of addressing need with regard to Welsh and English medium education.

Staff would continue to receive protection under the Equalities Act 2010 which would be referred to by the Governing Body and Council in order to support the staff at the school.

None of the respondents indicated that this proposal would have an adverse impact on their status in this regard. Based on current evidence, this proposal would have a **neutral** impact on people in this protected group.

## Human rights

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

- The right of access to education – the right of every child to education on the basis of equality of opportunity and without discrimination on any grounds. To achieve this goal, education must be available for, accessible to and inclusive of all children.
- The right to quality education – the right of every child to a quality education that enables him or her to fulfil his or her potential, realize opportunities for employment and develop life skills. To achieve this goal, education needs to be child-centred, relevant and embrace a broad curriculum, and be appropriately resourced and monitored.

- The right to respect within the learning environment – the right of every child to respect for her or his inherent dignity and to have her or his universal human rights respected within the education system. To achieve this goal, education must be provided in a way that is consistent with human rights, including equal respect for every child, opportunities for meaningful participation, freedom from all forms of violence, and respect for language, culture and religion.

This proposal has been presented in order to address the right of access to education, the right to quality education and the right to respect within the learning environment for all pupils within the Vale of Glamorgan.

Moving the school to larger accommodation with sustainable numbers would:

- Enable the school to further improve while catering for a greater pupil population.
- Ensure that the environment was accessible for all
- 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.
- Establishing a new building and site offers a more efficient and sustainable model of delivery of education for the 21st Century that meets national building standards and reduces the recurrent costs and carbon footprint of education buildings. The new building will meet BREEAM (Building Research Establishment Environmental Assessment Method) Excellent standards and be built to an EPC (Energy Performance Certificate) A rating.
- Develop the ethos and culture of the school in children from an earlier age, leading to effective interpersonal relationships and higher self-esteem.
- All curriculum planning and resourcing would build successfully on previous pupil knowledge and experience and engage interest.
- Support pupils to develop their ability to learn new skills and apply their subject knowledge more positively and creatively across a continuum of learning.
- Improve the already good arrangements for the care, support and guidance of pupils from an earlier age.
- Extend and develop partnerships with families from the earliest opportunity to strengthen home / school transition.

It is not anticipated that there would be any adverse impacts for staff as they would simply move to a new building on their existing contracts. This proposal would lead to an increase in employment opportunities at the school as additional pupil numbers would lead to growth in future staffing levels. If the move to a new school site takes place, the governing body and headteacher would need to consider an increase in the staffing structure for the additional pupil numbers from September 2021. Any proposed changes to staffing would be subject to full consultation with staff and the relevant trades unions where necessary.

The Vale of Glamorgan Council fully supports the governors, headteacher and staff at the school with any employment related matters. The school has access to the Council's

Human Resources policies and procedures, including recruitment policies. The Human Resources service works closely with governors to ensure regular and clear communication with all employees takes place on all matters relating to a change in location of their workplace.

None of the respondents indicated that this proposal would have an adverse impact on their status in this regard. Based on current evidence, this proposal would have a **positive** impact on people in this protected group.

## How do you know?

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

Data is provided and analysed through the Pupil Level Annual School Census data collected in the January of each year. The Council also uses current demographic, school and pupil data to inform the proposal. The staff would also continue to receive protection under the Equalities Act 2010 which would be referred to by the Governing body and Council in order to support the staff at the school.

## What can be done to promote a positive impact?

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

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

It is acknowledged that complying with the duty may involve treating some people better than others, as far as that is allowed by the discrimination law.

### Age

As the school would continue to provide sufficient places for children of primary school age. Inclusivity and respect of others is an intrinsic element of the national curriculum.

## **Disability**

St David's CIW Primary's buildings do not meet 21<sup>st</sup> Century School design guidance. This new building would be designed to ensure it was fully accessible to all, regardless of the nature of their disability.

As stated previously design elements would be incorporated to support pupils such as a small room between a pair of classrooms which could be used for individual / small group learning or could be used as a breakout space should a pupil need to retreat from the classroom. The school would be designed to have flexible spaces which could be adapted by the use of furniture for specific activities, which would include quiet areas for individual learning. The school would be designed to current acoustic standards (BB93); this will define the acoustic performance standard that the school will be designed to. The whole building will be designed to comply with current building regulations for disabled access, with parking and access into the school building as well as assess throughout the school. Natural daylighting and ventilation will be a key feature of the new learning environment.

Inclusivity and respect of others is an intrinsic element of the national curriculum. The proposal would provide a positive impact.

## **Gender reassignment, including gender identity**

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

Inclusivity and respect of others is an intrinsic element of the national curriculum. The proposal would provide a positive impact.

## **Marriage and civil partnership**

Staff would continue to receive protection under the Equalities Act 2010 which would be referred to by the Governing body and Council in order to support the staff at the school.

Inclusivity and respect of others is an intrinsic element of the national curriculum. The Council will ensure that the school promotes this requirement through its monitoring and challenge carried out by the school improvement service and Human Resources.

## **Pregnancy and Maternity**

Staff would continue to receive protection under the Equalities Act 2010 which would be referred to by the Governing body and Council in order to support the staff at the school.

Inclusivity and respect of others is an intrinsic element of the national curriculum. The Council will ensure that the school promotes this requirement through its monitoring and challenge carried out by the school improvement service and Human Resources.

## **Race**

Inclusivity and respect of others is an intrinsic element of the national curriculum. The Council will ensure that the school promotes this requirement through its monitoring and challenge carried out by the school improvement service and Human Resources.

## **Religion and belief**

Inclusivity and respect of others is an intrinsic element of the national curriculum. The Council will ensure that the school promotes this requirement through its monitoring and challenge carried out by the school improvement service and Human Resources.

## **Sex**

Children of both sexes would continue to be treated and taught equally in the new school building. There would be no different methods of teaching or curricula for either sex. Inclusivity and respect of others is an intrinsic element of the national curriculum. The Council will ensure that the school promotes this requirement through its monitoring and challenge carried out by the school improvement service and Human Resources.

## **Sexual orientation**

Staff would continue to receive protection under the Equalities Act 2010 which would be referred to by the Governing body and Council in order to support the staff at the school.

Inclusivity and respect of others is an intrinsic element of the national curriculum. The Council will ensure that the school promotes this requirement through its monitoring and challenge carried out by the school improvement service and Human Resources.

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

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

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

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

The current facilities are not fully accessible and this would be addressed positively as part of this proposal. The building will be designed to be fully accessible. In addition, small classrooms and quiet break out areas will be considered as part of the design plan in order to ensure that children requiring a quieter and less busy learning environment can be accommodated.

## Will the impact be positive, negative or neutral?

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

**Age – Positive**

**Disability – Positive**

**Gender reassignment, including gender identity – Positive**

**Marriage and civil partnership – Neutral**

**Pregnancy and Maternity – Neutral**

**Race – Neutral**

**Religion and belief – Positive**

**Sex – Neutral**

**Sexual orientation – Neutral**

**(Welsh language – Neutral**

**Human rights – Positive)**

Please see reasons outlined in the previous sections. In conclusion, there is no real risk of direct or indirect discrimination as the Council is pursuing a legitimate aim (namely, improving the capacity and efficiency of education) and the decision to publish the proposals to make a regulated alteration is a proportionate means of achieving that aim.

## 8. Monitoring on-going impact

### Date you will monitor progress

PLASC data is annual and if approved by cabinet a project plan for this proposal will be initiated. This will include reference to this document. Any changes in outcomes resulting from this ongoing analysis will be used to update this Equality Impact Assessment, including any mitigating actions which may be required.

### Measures that you will monitor

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

### Date you will review implemented proposal and its impact

Subject to Governing Body approval, the school will receive enhanced support and challenge in the year following its move as is the practice following all school re-organisations. This will be provided by the Council. Thereafter, the school will be subject

to routine monitoring and challenge from the Central South Consortium, Estyn, and the Council.

The Vale of Glamorgan Council works closely with the governing bodies of schools to ensure that standards are robust, that teaching and learning is of a high quality and that leadership and governance is strong. The Council works with two organisations in order to monitor the performance of schools and to support school improvement.

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

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

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

In September 2017 a new Estyn School Common Inspection Framework was introduced for all schools across Wales. St David's CIW Primary was last inspected in February 2012 under Estyn's previous School Inspection Framework which evaluates a provider's effectiveness using a four-point judgement scale.



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

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

## 10. Outcomes and Actions

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

## 11. Important Note

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

## 12. Publication

Where will you publish your approved proposal and equality impact assessment?  
The school and Council website

## 13. Authorisation

Approved by (name)	
Job Title (senior manager)	

<b>Date of approval</b>	
<b>Date of review</b>	

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