

Meeting of:	Cabinet
Date of Meeting:	Monday, 22 March 2021
Relevant Scrutiny Committee:	Learning and Culture
Report Title:	School Admission Arrangements 2022/2023
Purpose of Report:	To advise Cabinet of the outcome of the consultation exercise undertaken on school admission arrangements for Community Schools in accordance with the Education (Determination of Admission Arrangements) (Wales) Regulations 2006
Report Owner:	Deputy Leader and Cabinet Member for Education and Regeneration
Responsible Officer:	Paula Ham, Director of Learning & Skills
Elected Member and Officer Consultation:	<p style="text-align: center;">Officers Consulted</p> <p style="text-align: center;">Trevor Baker: Head of Strategy, Community Learning & Resources Lisa Lewis: Operational Manager, Strategy & Resources Mike Matthews: Strategic Planning Officer Matt Curtis 21st Century Schools Project Manager</p> <p style="text-align: center;">Committee Reports</p> <p style="text-align: center;">Public consultation with all interested parties has been carried out, in accordance with legislation.</p>
Policy Framework:	This is a matter for Executive decision by Cabinet
Executive Summary:	<ul style="list-style-type: none"> The purpose of this report is to advise Cabinet of the outcome of the statutory consultation on the school admission arrangements for the academic year 2022/23 for admission to Community Schools in accordance with the Education (Determination of Admission Arrangements) (Wales) Regulations 2006. The Council received 165 responses by the closing date of 8 February 2021. Of the 165 individual responses 71 consultees were in support of the proposals and 94 were opposed. A summary of the key themes and issues raised during the consultation exercise is included in the consultation report attached at Appendix B.

- The Council has a statutory duty to consult on school admission arrangements annually and to determine the arrangements for 2022/23 following appropriate consultation by no later than 15 April 2021.

Recommendations

1. That Cabinet considers this report, the consultation report and other appendices included as part of this report.
2. That Cabinet approves the School Admissions Policy at Appendix A including an additional criterion prioritising admission of ex feeder pupils on roll at a primary school prior to the withdrawal of the 'feeder system' as part of the oversubscription criteria, until the end of academic year 2024/25 following which it will be removed.
3. That Cabinet approves the proposed changes to Ysgol Dewi Sant and Ysgol St Baruc school catchment areas for 2022/23.

Reasons for Recommendations

1. To ensure that all relevant information is considered by Cabinet in reaching a decision on the proposed arrangements.
2. The Council is required to consult on school admissions annually and report on the outcome of the consultation and any proposals which arise from it.
3. To ensure that the Council reviews its school admission arrangements annually, keep school catchment areas under review, and to determine its admissions arrangements by the 15 April 2021 following statutory consultation.

1. Background

- 1.1 Cabinet met on 16 November 2020 to consider a report on the proposal to consult on the local authority's school admission arrangements as required by the Welsh Government's School Admission Code issued in July 2013. The report was also referred to the Scrutiny Committee (Learning and Culture) on 14 January 2021 on as part of the statutory consultation. Agreed admission arrangements must be in place in order to determine the allocation of places for the academic year 2022/23.
- 1.2 The Council has a statutory duty to consult with:
 - The governing body of the relevant schools
 - All neighbouring local authorities
 - Admission authorities for all other maintained schools in the relevant area
 - Governing bodies of all other schools in the relevant area (i.e. community and voluntary controlled schools which do not have delegated admission powers).
 - In the case of schools with a religious character, such body or person representing the religious denomination in question.
 - The Council should also consult with parents and the Admissions Forum where a significant change is proposed
- 1.3 As this proposal was considered to be significant, the Admissions Forum and the parents of 9,675 children currently attending Vale of Glamorgan primary schools were consulted during the exercise.

- 1.4** The School Admissions Policy was issued for consultation on 14 December 2020 and the consultation period ended on 8 February 2021.
- 1.5** The Council is required to produce a draft School Admissions Policy each year for the subsequent school year's admission round detailing school admission arrangements for all maintained schools in its area. The policy for 2021/22 and 2020/21 can be found within the Council's Parental Guide to School Admissions which is available on the Council's website.

2. Key Issues for Consideration

Consultation

- 2.1** The Consultation Document outlining the proposed changes to the existing Vale of Glamorgan Admissions Policy is attached at Appendix A.
- 2.2** The Council has a statutory duty to consult on school admission arrangements annually and to determine the arrangements for 2022/23 following conclusion of the consultation by no later than 15 April 2021. In the event that Cabinet do not approve the proposed School Admissions Policy and catchment area changes for 2022/23, the existing arrangements agreed for 2021/22 would be adopted for the academic year 2022/23 in order to ensure that the statutory requirement to determine the policy by 15 April 2021 is met.
- 2.3** The key changes proposed as part of this consultation included:
 - For primary school arrangements, a permanent change to Ysgol Dewi Sant and Ysgol St Baruc school catchment areas.
 - A temporary change to St Cyres School catchment area for a period of three years commencing 2022/23. There is sufficient capacity overall in the Vale of Glamorgan to meet the needs of the future secondary school population, but catchment areas are imbalanced. Demand from within some school catchment areas is considerably less than the school is able to accommodate whilst in other catchment areas demand is in excess of the school capacity. The revision was initially proposed to address a better balance of school places to meet future demand for parents living in the Pencoedtre High School catchment area requiring a school place.
- 2.4** Following receipt of responses from consultees and specifically the secondary schools in Barry and in order to address some concerns raised by the schools concerned it is recommended that instead of introducing the dual catchment area for St Cyres, which could potentially allow for a high number of Barry residents to apply successfully for a place in St Cyres, priority is given to ex feeder pupils via an amendment to the oversubscription criteria found in Appendix A to access the secondary school of their choice along with their peers.
- 2.5** Prioritising applications for pupils residing in Barry but attending primary schools in Penarth and Dinas Powys to transfer to St Cyres will address concerns expressed by these parents as part of the consultation and also alleviate pressure on Barry secondary schools.

- 2.6** As part of the consultation, counter proposals were made by the three English medium secondary schools to work with the Council to manage the additional Barry pupils equitably within Barry.
- 2.7** Pencoedtre High School in particular has identified a clear proposal to manage additional pupils over a three-year period as a way of supporting the school in the longer term, particularly as numbers begin to decline after 24/25. It is considered that this would be a more prudent measure.
- 2.8** A summary of key themes and issues raised during the consultation exercise is included in the consultation report attached at Appendix B. Anonymised individual responses to the consultation are available to members on request.
- 2.9** Consultation has taken place with prescribed consultees and a range of individuals, the details of which are attached in the consultation document at Appendix B.
- 2.10** Along with the consultation report, an Equality Impact assessment is included at Appendix C for Members to consider alongside the consultation report.
- 2.11** Council officer's ensured appropriate time was made available to ensure meaningful, relevant and transparent engagement with stakeholders as part of the consultation process with a number of individual meetings held. This was achieved by ensuring that all consultees were given details of the proposal and clear guidance on the methods of communicating with the Council on this matter.
- 2.12** Respondents were encouraged to submit their views in writing to the Council for consideration as part of the consultation report attached at Appendix B. Respondents had the option to respond via post, email or electronic survey hosted online.
- 2.13** The table below provides a breakdown of the responses:

Support proposal	71
Do not support proposal	94
Total	165

- 2.14** A number of key themes were highlighted in favour of the proposal. These included:
- **Theme 1** – The proposal supports pupils disadvantaged by removal of the feeder system.
 - **Theme 2** – The proposal promotes places for Vale residents.
 - **Theme 3** – The methodology is clear and logical.
 - **Theme 4** – The proposal supports parental choice.
 - **Theme 5** – The proposal takes advantage of existing Welsh medium playgroup links.
- 2.15** A number of key themes were highlighted in opposition to the proposal. A short summary is included below for reference, however full details and complete responses for all identified themes both in favour and opposed to the proposal are included for Members consideration in Appendix B:

- **Theme 6** – Respondents outline concerns regarding the additional costs for pupil transport and its effect on climate change.

Response – It is acknowledged that there would be additional costs associated with the dual feeder proposal and these were detailed in the consultation document. The recommendation to discontinue the dual catchment proposal would reduce the requirement for additional transport.

- **Theme 7** – The proposal undermines co-education in Barry and is damaging to Pencoedtre’s reputation.

Response – The Council has continued to support the staff and governing body of Pencoedtre High School to ensure the success of the Transforming Secondary Education in Barry Project. As part of the consultation process, the Council has been working with stakeholders and acknowledges the disadvantages for Pencoedtre in relation to the dual catchment proposal. To mitigate these concerns this report includes a recommendation to discontinue the proposed dual feeder for St Cyres and is working with secondary schools to ensure provision is available within the area until projected numbers begin to decline after 2024/25.

- **Theme 8** – Further research and consultation is required.

Response –The Council is required to determine its admissions arrangements in accordance with the statutory code and in order to ensure that sufficient places are available to accommodate pupils. Significant research, including an ongoing analysis of the changes in parental preference is ongoing. The proposals outlined are necessary and respond to the increased demand for school places created by housing developments and population growth.

- **Theme 9** - Local school places should be provided for local children.

Response – The Council has been clear in its intention to ensure that wherever possible, pupils can attend their local school. Following receipt of feedback as part of this consultation, it is acknowledged that there may be some unintended consequences following the temporary provisions introduced in the proposal in relation to the dual catchment proposal with some parents looking to apply to attend a secondary school some distance away instead of their local school. As a result of this dialogue, it has been recommended that this element of the proposal is discontinued and instead, the additional pupils will be accommodated either in Barry or via the inclusion of a new criterion prioritising pupils admission to their previous feeder secondary school if they were in attendance at the primary school concerned prior to the removal of the feeder system.

- **Theme 10** – Previous amendments to Admission Arrangements need time to take effect.

Response – Admission arrangements are required by law to be considered and consulted on annually in order to respond to changing current and future demands. The impact of the existing arrangements has been modelled and projected. As a result of this review, it was identified that additional action was required to address demand in Barry.

- **Theme 11** – St Cyres Comprehensive’s capacity and number on roll. Where will the displaced pupils go?

Response - In the case of a school being oversubscribed, until all applications received by the published closing date are ranked by the over subscription criteria in place, offers or refusals cannot be known, even by the admission authority. In the case of St Cyres, a significant number of pupils admitted every year live in Cardiff as they are geographically closer than pupils living in Barry for example. If they are displaced as a result of a change in admission arrangements, they will be accommodated in Cardiff schools.

- **Theme 12** – A 3 Year Proposal has implications for younger siblings

Response – The Council recognises the importance of a sibling connection when allocating places. The Council’s current admissions oversubscription criteria provides priority for sibling connections over children living outside the catchment area with no sibling connection.

- **Theme 13** –Ysgol Dewi Sant Siblings.

Response – By reducing the size of the catchment area of Ysgol Dewi Sant, catchment applications will decrease and although no guarantee can be given that siblings living outside of the catchment areas will gain a place in future, they are a higher priority to gain a place than those who live outside the catchment area with no sibling connection.

- **Theme 14** – There may be a move from Welsh Medium to English Medium.

Response – The Council appreciates that in order to contribute effectively to the Welsh Government’s target of 1 million Welsh Speakers by 2050, significant commitment is required to both generate and facilitate demand for Welsh language education. Feedback has suggested that Rhoose parents feel Llantwit Major is a long way for children to travel. As the Rhoose area is in closer proximity to Barry than Llantwit, the proposed change would reduce journey times for children.

- **Theme 15** – There is a negative impact on St Cyres due to Stanwell School admissions.

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

Theme 16 –Delay response and impact by introducing changes for reception year groups.

- **Response** - Delaying a response to the challenges facing the Council would mean that the impact of any proposed change would come into effect at a later date than is required as a result of the increased demand for school places. By prioritising ex feeder pupils in the oversubscription criteria, this reduces the adverse impact reported by parents as part of this consultation.

- **Theme 17** –Admission Number concerns were raised previously.

Response - The Councils projections were based on trends and historic admissions patterns of Barry residents at the time. The Council recognised that Barry residents were in favour of mixed sex education and the anticipated change in parental

preference happened quicker than anticipated. The removal of the feeder school system was not a factor when initially considering the capacity of the new mixed sex school. It is acknowledged that this has had an impact upon pupil numbers in the Barry area with less Barry pupils gaining places at their feeder and preferred secondary schools such as St Cyres.

- **Theme 18**– Future 21st Century School for St Richard Gwyn will ensure Barry secondary schools are more equal in size.

Response - A new 3-16 faith school has been included as part of the Council's 21st Century Schools Programme. However, no formal proposal has been developed to date and the scheme is currently in the early stages of development. Any future proposal for St Richard Gwyn would be subject to consultation in accordance with the School Standards and Organisation (Wales) Act 2013.

Equality Impact Assessment

2.16 A copy of the Equality Impact Assessment in this case is attached at Appendix C. No negative impacts have been identified as a result of this proposal. The findings of the Equality Impact Assessment are summarised below for each of the protected characteristics:

- Age – Positive impact. As this proposal has been put forward to support the council to ensure the provision of sufficient places for children of secondary school age, the proposal would provide a positive impact for children.
- Disability – Positive impact. The admission criteria proposed requires pupils with special educational needs, when a particular school is named as the most appropriate setting, to be admitted before applying the oversubscription criteria. The proposal will therefore provide a positive impact for pupils with special educational needs.
- Gender reassignment, including gender identity – Neutral impact. Gender reassignment is not recorded for Primary age pupils however individual pupils choosing to live other than at their birth gender are supported within all schools. All children would continue to receive high quality education regardless of gender identity.
- Marriage and civil partnership – Neutral impact. The pupils affected by this proposed change in policy are below the legal marriage age.
- Pregnancy and Maternity – Neutral impact. It is considered that there will not be a negative impact on pupils in this protected group as there is a minimal likelihood of pupils falling within this protected group due to the age of the pupils on their transfer to secondary school. The provision of education for any pupil falling within this protected group would remain unaltered by the proposal.
- Race – Neutral impact. None of the respondents indicated that this proposal would have an adverse impact on their status in this regard. Based on the policies in place that would not change as a result of the proposal, this proposal would have a neutral impact on people in this protected group.

- Religion and belief – Positive impact. The continuation of the coordinated admission arrangements and collaborative working with St Richard Gwyn will maximise the opportunities for parents to access a faith based secondary education for their child should they wish to. The teaching of respect for all religious and non-religious beliefs is provided at all community-maintained schools and it is not proposed that this would change due to this proposal. Admission to St Richard Gwyn would remain a decision for the governing body.
- Sex – Neutral impact. All of the community-maintained schools are coeducational therefore parents of children of both sexes would be offered the same opportunity to apply for the school of their choice. There would be no different methods of teaching or curricula for either sex.
- Sexual orientation – Neutral impact. Sexual orientation for the cohort concerned with this proposal is not recorded. Inclusivity and respect of others is an intrinsic element of the national curriculum at all community maintained secondary schools. Based on the policies in place that would not change as a result of the proposal, this proposal would have a neutral impact on people in this protected group.
- Welsh language – Positive impact. The change to Ysgol Dewi Sant and Ysgol St Baruc catchment areas will ensure children can access Welsh medium education at a local school and will also provide a better balance of school places to meet future demand for Welsh medium education in the Vale of Glamorgan. As Ysgol Bro Morgannwg is the only school providing Welsh medium secondary education in the Vale of Glamorgan, this school is considered to be the catchment Welsh medium school for the whole geographical area of the Vale of Glamorgan. None of the respondents indicated that this proposal would have an adverse impact on their status in this regard. Based on current evidence, this proposal would therefore have a positive impact on people in this protected group.
- Human rights – Positive impact. This proposal has been presented in order to address the right of access to education at an appropriate school, as close as possible to the child’s home address. None of the respondents indicated that this proposal would have an adverse impact on their status in this regard. Based on current evidence, this proposal would have a positive impact on people in this protected group as it is intended that all pupils will be able to be educated at a secondary school within the Vale of Glamorgan providing an application is made at the appropriate time.

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

- 3.1** The Well-being of Future Generations Act 2015 (“the 2015 Act”) requires the Council to think about the long-term impact of their decisions, to work better with people, communities and each other and to prevent persistent problems such as poverty, health inequalities and climate change.
- 3.2** To make sure we are all working towards the same purpose, the 2015 Act puts in place seven well-being goals on the Council. The 2015 Act makes it clear the

listed public bodies must work to achieve all of the goals, not just one or two, these being:

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

3.3 This proposal contributes to achieving the wellbeing goals by:

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

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

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

- The importance of balancing short-term needs with the needs to safeguard the ability to also meet long-term needs.
- Considering how the Council’s objectives impact upon each of the wellbeing goals listed above.
- The importance of involving people with an interest in achieving the well-being goals and ensuring that those people reflect the diversity of the area which the Council services.

- Acting in collaboration with other persons and organisations that could help the Council meet its wellbeing objectives.
 - Acting to prevent problems occurring or getting worse.
- 3.6** The Vale of Glamorgan Corporate Plan 2020-25 outlines the Council’s strong vision for the future of the Vale of Glamorgan. This vision guides us in how we plan, deliver and review our services. Our vision for the Vale of Glamorgan is “Strong communities with a bright future”. Our four new well-being objectives are:
- To work with and for our communities
 - To support learning, employment and sustainable economic growth
 - To support people at home and in their community
 - To respect, enhance and enjoy our environment
- 3.7** The proposed School Admissions Policy contributes to the Council's wellbeing objective: to support learning, employment and sustainable economic growth by ensuring that wherever possible all pupils are educated in a school close to their home address.
- 3.8** This proposal has met the five ways of working by:
- Responding to the need to ensure that there is a well-managed balance of supply and demand of school places within the Vale of Glamorgan. It is recognised that the changing demographics in the Vale of Glamorgan will significantly affect the demand for our services. Short term and long-term need, and the assessment of demographic increases is an important aspect of the Councils strategic planning responsibilities.
 - Contributing towards a healthier Wales by supporting sustainable transport strategies.
 - Delivering rigorous consultation with open communication channels and numerous opportunities for stakeholders to engage throughout the process.
 - Ensuring that schools serve the educational needs of their local communities as part of the school admissions process.
 - This consultation is in part a response to population increase across the Vale of Glamorgan. The proposed changes to admission arrangements and school catchment areas will promote fair access to school places and support more children to be able to attend a school close to their home address.

4. Resources and Legal Considerations

Financial

- 4.1** Schools’ revenue budgets are determined via the schools funding formula in conjunction with the Vale of Glamorgan Council’s Fair Funding Scheme for Schools. Within the formula, schools receive an amount of funding per child referred to the Age Weighted Pupil Unit (AWPU).

- 4.2** By not progressing the proposed change to the St Cyres Catchment area, it is likely that Barry Comprehensive schools will admit in excess of admission numbers. This increase in pupil numbers will drive further funding via the APWU into their revenue budgets to enable the schools to meet the educational needs of the additional pupils.
- 4.3** Secondary age pupils are entitled to free school transport if they live three or more miles to their nearest or catchment area school.
- 4.4** By not progressing with the proposed change to St Cyres catchment area this will not increase transportation costs for pupils residing three miles or more by avoiding the requirement for securing new contract vehicles and routes.
- 4.5** At present a bus operates from Rhoose to Ysgol Dewi Sant that also picks up children from the St Athan area. The current service would see a reduction in contract price to exclude the Rhoose area in future.
- 4.6** Similar transport arrangements solely from the Rhoose area would be required in the long term for the number of children travelling to Ysgol St Baruc in Barry. The change in transport costs in the short term is likely to be cost neutral once the current contract price is adjusted but likely to increase by around £8,000 per year in the longer term as numbers requiring transport increase each year. The current school transport contract from Rhoose and St Athan to Ysgol Dewi Sant benefits from a linked contract price with Llantwit Major School that would not exist to the Barry area.
- 4.7** The Council will be required to honour existing transport arrangements for children currently receiving school transport from Rhoose and attending Ysgol Dewi Sant until the last child finishes schooling at the school. This is likely to result in additional transport costs of around £6,000 each year in the short term until the last child entitled to school transport leaves the school.

Employment

- 4.8** There will be the potential requirement to employ additional staff to accommodate additional pupils within the Barry Secondary schools. Schools revenue budgets are determined via the schools funding formula which is driven (70%) by pupil numbers. Should there be an increase in pupil numbers at any of the Barry secondary schools, these schools will receive additional funding driven by the Age Weighted pupil Unit within the formula. This funding would be used to meet the educational needs of pupils which may involve employing more Teaching and non- teaching staff.

Legal (Including Equalities)

- 4.9** 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.

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

(1) School Standards and Framework Act 1998

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

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

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

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

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

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

4.14 The Act itself is available to view online:

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

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

(3) Public Sector equality duty

4.16 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.

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

4.18 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.

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

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

4.21 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.

- 4.22** The steps involved in meeting the needs of disabled persons include steps to take account of the persons' disabilities.
- 4.23** Having due regard to "fostering good relations" involves having due regard to the need to tackle prejudice and promote understanding.
- 4.24** Complying with the PSED may involve treating some people better than others, so far as that is allowed by discrimination law.
- 4.25** The equality duty arises where the Council is deciding how to exercise its statutory powers and duties under the 1996 Act and the 2013 Act. The Council's duty under section 149 of the Equality Act is to have "due regard" to the matters set out in relation to equalities when considering and making decisions in relation to its statutory duties under those Acts. Accordingly, due regard to the need to eliminate discrimination, advance equality, and foster good relations must form an integral part of the decision-making process. Members must consider the effect that implementing a particular decision will have in relation to equality before making a decision. The Council must have an adequate evidence base for its decision making. This can be achieved by undertaking an Equality Impact Assessment of proposals. The potential equality impact of the proposal has been assessed in the appended Equality Impact Assessment, and a summary of the position has been set out in the section "Equality Impact Assessment" above, starting at paragraph 4.14. A careful consideration of this assessment is one of the key ways in which Members can show "due regard" to the relevant matters.
- 4.26** 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).
- 4.27** Members should be aware that the duty is not to achieve the objectives or take the steps set out in s.149. Rather, the duty on public authorities is to bring these important objectives relating to discrimination into consideration when carrying out its public functions (which includes the functions relating to school admissions). "Due regard" means the regard that is appropriate in all the particular circumstances in which the authority is carrying out its functions. There must be a proper regard for the goals set out in s. 149. At the same time, Members must also pay regard to any countervailing factors, which it is proper and reasonable for them to consider. This would include ensuring that School Admission policy actively contributes to ensuring that the delivery of education is more efficient. The weight of these factors in the decision-making process is a matter for Members in the first instance.
- 4.28** 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).

- 4.29** The Council must also comply with the specific equality duties imposed by the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011, SI 2011/1064 (“the Regulations”), particularly regulation 8 (imposing specific duties to make arrangements for assessing the impact of its policies/practise and monitoring of the same).

5. Background Papers

- 16 November 2020, School Admission Arrangements 2021/22 (Cabinet minute C376)



VALE of GLAMORGAN COUNCIL
School Admissions Policy
2022/2023

Directorate of Learning and Skills



RELEVANT AREA FOR CONSULTATION

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

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

Community and Voluntary Controlled Schools

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

ADMISSION ARRANGEMENTS – INTRODUCTION

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

The Council is coordinating admissions for six partner voluntary aided schools who are their own admissions authority, these include;

- Llansannor CIW Primary;
- St Andrews CIW Primary;
- St Brides CIW Primary;
- St David’s CIW Primary;
- Wick & Marcross CIW Primary.
- St Richard Gwyn Catholic Secondary School

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

- Coordinated arrangements provide parents with a single school place offer for their child;
- Parents would not be holding more than one school place. The offer of multiple schools denies parents places at schools, preventing other children being offered these places;

- There is often uncertainty as to which pupils will start at schools, a coordinated approach would provide greater certainty for schools of the numbers and pupils entering reception.

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

Admission Number

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

Infant Class Size Regulations

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

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

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

Late Applicants

Only applications received by the closing date for reception and transfer to year 7 at secondary school can be considered in the first round of admissions. Parents should therefore note these dates in order to ensure that their application is received in time to be considered alongside all other parents applying on time. Late applications will be dealt with only after the first round of applications has been completed. This may affect a child's chances of gaining a place in the parents' school of choice if for example sufficient applications are received prior to the closing date for the Council to admit up to the admission number. This would mean, for example, that applicants who live outside of the catchment

area who apply on time are offered places instead of pupils who live within the catchment area whose parents did not apply by the closing date.

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

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

Evidence of Residence & Shared Parental Responsibility

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

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

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

Statutory Appeals

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

Waiting Lists

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

In respect of the annual allocation of places, applications will remain on the waiting list until 30th September of the next academic year. General transfer applications received outside of

the annual allocation of places will also remain on the waiting list until 30th September. After this time parents will be expected to make a further application for admission if they wish to remain on the waiting list.

Admissions to Sixth Forms

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

Admissions Process – Timetable

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

TIMETABLE	2022/2023 Academic Year		
	Secondary – (Year 7 intake September 2021)	Primary – (Reception intake September 2021)	Nursery – (Nursery intake September 2021)
Admissions information sent to parents/schools by LA. Online application service opens	24 September 2021	5 November 2021	24 January 2022
Closing date for receipt of preference forms	26 November 2021	14 January 2022	25 March 2022
VA/ Foundation schools notify LA of results of applications	1 February 2022	2 April 2022	30ll May 2022
Notification of results to parents of applications to Community , Voluntary Aided and Foundation Schools	1 March 2022	19 April 2022	20 May 2022

NURSERY EDUCATION

The Council is the Admissions Authority for all maintained Community Nursery Schools and Nursery Classes in Community Schools in the Vale of Glamorgan. Children are entitled to a part-time nursery place from the start of the term following their third birthday and **must** attend for five half days. No place can be allocated at a community or controlled nursery without formal application. The Council will normally accept children who are three years old at the start of term (1st September, 1st January or 1st April) up to the schools approved capacity. Where the number of applications for admission exceeds the number of places available, places will be allocated applying the following criteria, in the order of priority set out below, up to the approved capacity.

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

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

Nursery Admission Oversubscription Criteria

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

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

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

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

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

1. Children who will be three on or before 31 August where evidence has been supplied to confirm that they are looked after, or have been previously looked after by a local authority in accordance with Section 22 of the Children Act 1989.

2. Children who had their third birthday before the last day of the previous term and are resident within the defined catchment area of the school on or before the published closing date for receipt of application forms. Evidence of permanent residence will be required. In the event of over-subscription by applicants from this category alone, the criteria set out below, in order of priority, will be applied to produce an order of preference;

(a) Children who have a brother or sister in attendance at the school during the academic year in which the child is to be admitted. (Where preferences exceed places available, the Council determines priority by reference to the age of the pupils' youngest sibling in the school, the youngest commanding the highest degree of priority).

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

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

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

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

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

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

7. Children who will be three on or before 31 March where evidence has been supplied

to confirm that they are looked after, or have been previously looked after by a local authority in accordance with Section 22 of the Children Act 1989.

8. Children who will be three on or before 31 March, resident within the defined catchment area of the school on or before the published closing date for receipt of preference forms. Evidence of permanent residence will be required. In the event of over-subscription by applicants from this category alone, the criteria set out at point 2 above, in order of priority, will be applied to produce an order of preference.

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

Remaining Applications

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

Early Years Funding

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

PRIMARY EDUCATION

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

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

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

In deciding upon admissions, the Council will consider each individual application received by the published closing date. Only applications received by the published closing date for

receipt of preference forms will be considered in the initial round of allocation of places. Other preference forms received will be considered as late applications.

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

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

Oversubscription Criteria

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

school, as measured by the shortest available walking route; those living nearest will have priority. The Council uses a Geographical Information System (GIS) to calculate home to school distances.

SECONDARY EDUCATION

Children normally transfer to secondary school in the September following their eleventh birthday. In the autumn term parents of Year 6 pupils are invited to nominate their preferred secondary school by the published closing date. No firm guarantee can be given that parents preference can be met in every case as requests for places in certain schools may exceed the number of places available. The Council will endeavour to meet parental preference wherever possible provided there are spaces available and a school's admission number will not be exceeded.

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

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

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

Oversubscription Criteria

1. Children where evidence has been supplied to confirm that they are looked after, or have been previously looked after in accordance with Section 22 of the Children Act 1989.
2. Pupils who are currently permanently resident within the designated catchment area of the school on or before the published closing date for receipt of preference forms. Evidence of permanent residence of a child must be supplied if requested. In the event of over-subscription by applicants from this category alone criteria (4), (5), (6) and (7), in order of priority, would be applied to produce an order of preference.
3. Pupils not currently permanently resident within the designated catchment area of the school whose parents have satisfied the Council, on or before the published closing date for receipt of preference forms, that the child will be taking up residence within the catchment area by the commencement of the school term to which the application relates. In the event of over-subscription by applicants from this category alone criteria (4), (5), (6), and (7), in order of priority, would be applied to produce an order of preference.

4. Pupils who were on roll at a previous feeder primary school prior to the withdrawal of the feeder school arrangements in September 2020. In the event of over-subscription by applicants from this category alone criteria (5), (6), and (7), in order of priority, would be applied to produce an order of preference.
5. Pupils in respect of whom the Council judges that there are compelling medical or social grounds for their admission to a specified secondary school i.e. those children recommended for placement at a named school due to medical, psychological or special education reasons. (Written recommendations from the appropriate external agencies or professional advisers will normally be required in such cases). In the event of oversubscription by applicants from this category alone criteria (6) and (7) would be applied.
6. Pupils who have a brother or sister in attendance at the school in years 7 to 11 during the academic year in which the child is to be admitted. In the event of over-subscription by applicants from this category alone, the Council will determine priority and allocate places by reference to the age of the pupils youngest sibling in the school, the youngest commanding the highest degree of priority.
7. In determining applications for admission in respect of other pupils the Council gives particular regard to the proximity of the pupil's home to the secondary school as measured by the shortest available walking route, those living nearest will have priority. The Council uses a Geographical Information System (GIS) to calculate home to school distances.

Admission Numbers: September 2022/23

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

School Name	Admission Number
<u>Secondary Schools</u>	
Pencoedtre High School	210
Whitmore High School	180
Cowbridge Comprehensive	240
Llantwit Major School	180
St Cyres School	210
St Richard Gwyn RC High School	163
Stanwell School	299

Ysgol Gymraeg Bro Morgannwg	240*
<u>Primary Schools</u>	
Albert Primary	55
All Saints CIW Primary	30
Barry Island Primary	30
Cadoxton Primary	60
Cogan Primary	30
Colcot Primary	45
Dinas Powys Primary	60
Evenlode Primary	60
Fairfield Primary	45
Gladstone Primary	60
Gwenfo CIW Primary	30
High Street Primary	30
Holton Primary	60
Jenner Park Primary	30
Llancarfan Primary	30*
Llandough Primary	30
Llanfair Primary	18
Llangan Primary	15
Llansannor CIW Primary	30
Oak Field Primary	30
Palmerston Primary	30
Pendoylan CIW Primary	30
Peterston-S-Ely CIW Primary	27
Rhws Primary	53

Romilly Primary	90
St Andrew's Major CIW Primary	30
St Athan Primary	30
St Brides Major CIW Primary	30
St David's CIW Primary	30*
St Helen's RC Primary	44
St Illtyd Primary	54
St Joseph's RC Primary	30
St Nicholas CIW Primary	30*
Sully Primary	50
Victoria Primary	60
Wick & Marcross CIW Primary	22
Y Bont Faen Primary	30
Ysgol Gwaun y Nant	60
Ysgol Gymraeg Dewi Sant	30
Ysgol Gymraeg Bro Morgannwg	30
Ysgol Gymraeg Pen y Garth	60
Ysgol Iolo Morganwg	30
Ysgol Sant Baruc	60*
Ysgol Sant Curig	60
Ysgol Y Ddraig	60

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



DIRECTORATE OF LEARNING AND SKILLS

Consultation Report

On the outcome of the consultation exercise undertaken on school admission arrangements for Community Schools 2022/23 in accordance with the Education (Determination of Admission Arrangements) (Wales) Regulations 2006



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

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Background and outline of consultation process

The School Admissions Policy for the academic year 2022/23 was issued for consultation on 14 December 2020. Responses were required by 8 February 2021.

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

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

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

The Council proposed a change to school admission arrangements for community schools for the academic year 2022/2023 in respect of a proposed temporary change to St Cyres School catchment area for a period of three years commencing 2022/23 and a permanent change to Ysgol Dewi Sant School catchment area.

A school catchment area is a geographically defined area of addresses drawn up to ensure that all schools in an area receive a fair share of pupils in which children are eligible to attend a local school and are used;

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

The establishment of a dual catchment area for St Cyres School to include Pencoedtre High school catchment area was proposed for a period of three years commencing 2022/23 to manage demand as a result of large year 6 cohorts progressing to secondary education and particularly in the Barry area.

A dual catchment area refers to an area serving more than one school. The proposal would include Pencoedtre High School catchment area within St Cyres catchment area. Pencoedtre would continue to operate and serve its existing catchment area.

A dual catchment area was proposed in order to provide a wider pool of applicants with a greater opportunity of pupils getting into their school of choice, albeit within a defined geographical area.

Pencoedtre has very high catchment pupil population progressing through to secondary education in the future. A number of Barry parents express a preference for St Cyres, particularly where their children attend Penarth and Dinas Powys based primary schools. Due to the removal of the feeder system in September 2020 these parents no longer gain places, aside from sibling connections, at St Cyres when the school is oversubscribed. This puts pressure back to Barry secondary schools for school places for these pupils. Supporting parents to access a place for their child at the same secondary school as their peers would ensure that wherever possible parent's first preference is met, an opportunity lost to them following the removal of the feeder system. This would also reduce pressure on Barry English medium secondary schools. Allowing these pupils to attend St Cyres would therefore allow for maximum parental preference as well as supporting Vale pupils to ensure they are offered a place at a Vale secondary school.

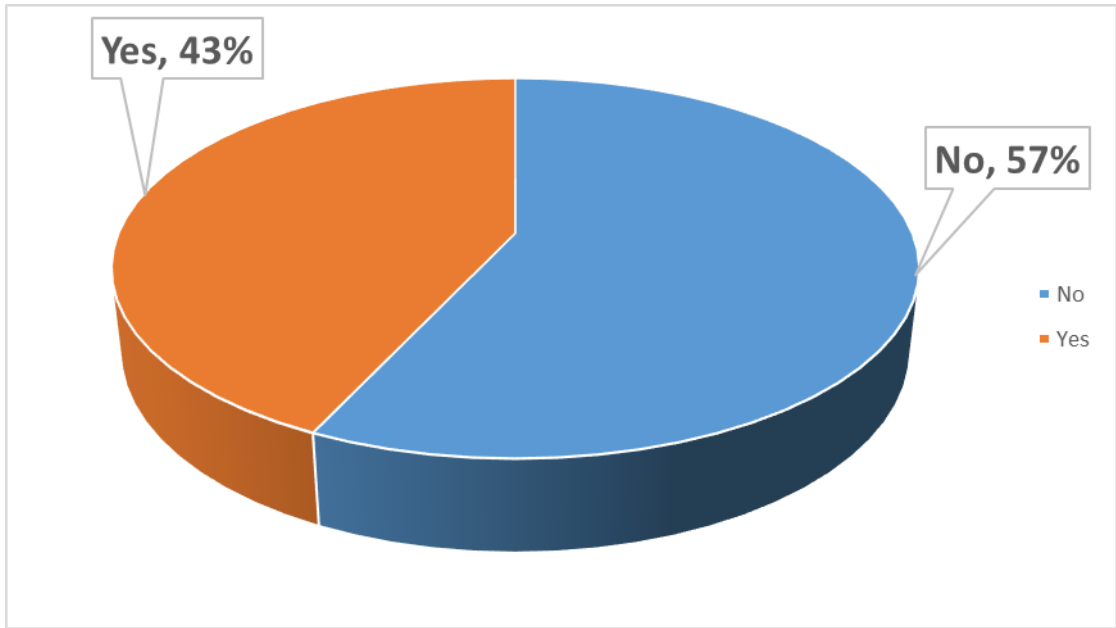
Consultation responses

A counter proposal was put forward from the governing bodies of St Richard Gwyn and Pencoedtre to look at ways for the Council to collaborate with Barry Schools to ensure that Barry pupils wherever possible could be accommodated in Barry.

The three English medium secondary schools in Barry have expressed a desire to work with Council officers to consider providing additional places in all three years covered by the proposed catchment area changes, to ensure that places are maximised. This proposal was welcomed by the Council and would support more children to be able to attend their local secondary school in the longer term. As a result of this counter proposal, the following outcome is recommended.

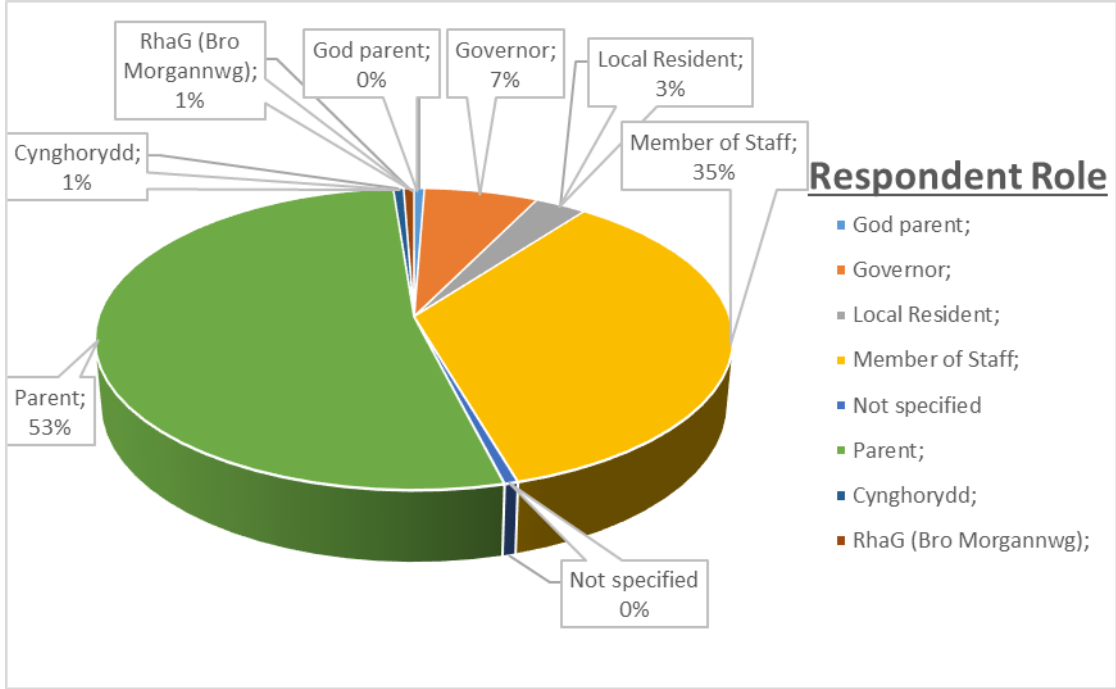
- Discontinuation of the proposal for a dual feeder for St Cyres.
- Inclusion of an additional criterion in the over subscription criteria prioritising pupils who were on roll at a previous feeder prior to the withdrawal of the feeder arrangements
- Progress with the proposal to change the Ysgol Dewi Sant School catchment area.

Respondents were given the opportunity to respond online on the Council's website, by post or via email. The authority received 165 responses in total by the closing date. Of the 165 responses received, 71 were in favour and 94 were not in favour. Of those not in favour, 59 were identical responses, a copy of which is found at Annex D



A summary of the key themes and issues raised by respondents and the response from the Vale of Glamorgan Council can be found within this report. All anonymised responses have been made available via Democratic Services.

Summary of respondents



Responses to themes 1-5 relate to issues raised in support of the proposal

Theme 1

The proposal supports pupils disadvantaged by removal of the feeder system. The proposal addresses concerns in relation to the removal of the feeder system by ensuring pupils can transfer to secondary school with their social groups and siblings

A number of respondents indicated that it would lessen the negative impact of the previous removal of feeder schools and in turn provide greater opportunity for these children to gain a place at their school of preference. Children attending schools in Dinas Powys and/or Penarth have greater opportunity to attend a secondary School with their friendship groups or siblings. A number of families had indicated that the previous removal of feeder schools has led to them attempting to move house and/or transfer their child to an alternative school.

Council's response

The Council ensures that it meets parent's first preference for a school place wherever possible and we are proud of the fact that over 90% of parents on average each year receive the offer of a place at their first choice of school. The responses to this consultation has highlighted the significant concern some parents have in relation to the removal of the feeder system, in particular where parents have in the past selected a primary school due in part to its feeder status to a specific secondary school and as a result of a change in policy effective September 2020 they no longer have priority for admission.

The table below highlights the number of pupils residing in Barry and attend an ex St Cyres feeder.

School	Year 7 (2024/25)	Year 7 (2023/24)	Year 7 (2022/23)
Cogan	1	2	1
Dinas Powys	8	13	11
Fairfield	1	4	1
Llandough St Andrew's	2	1	2
Major	10	10	12
Total	22 (18*)	30 (43*)	27 (59*)

*No of pupils to be accommodated over capacity in Barry

In order to address this, an additional criterion has been recommended for inclusion in the over subscription criteria to give priority to pupils who were on roll at a feeder primary school prior to the removal of the feeder system but do not live within the catchment area of the secondary school concerned. This additional priority will address the perceived inequality identified by a number of parents as part of this consultation. This criterion will be included until the academic year 2024/25 after which it will be removed.

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

St Cyres School does not meet its admission number from pupils within its catchment area each year. A number of pupils each year gain places who live outside the school catchment area. This amendment to the criteria, whilst not guaranteeing places for pupils in previous feeder schools, will provide an excellent chance of Barry pupils attending previous feeder primary schools being admitted provided applications are made on time by the published closing date for applications.

Theme 2

The proposal promotes places for Vale residents.

A number of respondents stated that they agreed that schools should serve children from within that particular local authority. The proposed changes will ensure that children residing in the Vale of Glamorgan have increased opportunity of gaining a place at a secondary school in the area.

Council's response

Any change proposed by the Council is done so following a thorough review of school place planning data with the intention of ensuring that our schools meet the needs of the communities they serve. Priority is given to local children following application of the oversubscription criteria in place.

Although the priority is always to accommodate local children first, the Council is not able to exclude admission of pupils residing outside of the Vale of Glamorgan. The Greenwich judgement of 1990 made it unlawful for a local authority to give priority in school admissions to its own residents over residents from neighbouring authorities. The Council cannot therefore discriminate against parents applying for a school place that is located within a neighbouring local authority. Under legislation, if there are places left after allocating places to pupils residing within the catchment area and there are applications for those places from out of county pupils, we must admit. This can unfortunately mean that there are no places left for children moving into the catchment area after the allocations have been made.

Theme 3

The methodology is clear and logical

Respondents expressed views that the Council had demonstrated clearly and logically the methodology used in order to create the proposal and provided evidence to support.

Council's response

The Council takes its responsibilities for school place planning seriously and continuously reviews all available data alongside current and predicted trends as well as taking into consideration new and planned housing developments. The Council has robust measures to model and project demand for school places. This data is reviewed on an annual basis and admissions arrangements are regularly updated to reflect emerging trends. The Council methodology follows recommended Audit Commission guidance and Council policy in the application of data analysis and pupil projections. The pupil data is evidence based and takes account of current and historic data, birth rates, planned housing developments and cross catchment movement.

The success of the Transforming Secondary Education in Barry project is one such trend. The Council regularly assesses the data and methodology and projections have accurately reflected actual demand.

Theme 4

The proposal supports parental choice

A respondent supported the proposal as it will increase the parental choice for those residents in the Pencoedre catchment area.

Council's response

It is the Council's intention to ensure that there are sufficient places for local pupils to attend their catchment school. However following consideration of responses received from Barry secondary schools, it is acknowledged that it is important to ensure an equal balance of pupils across all schools and wherever possible accommodate pupils at their local school.

As part of the consultation process, secondary schools have presented proposals that allow for pupils to be accommodated within their catchment school wherever possible. This not only ensures environmental and financial considerations are prioritised but also ensures that all schools are given the same opportunities to serve their communities.

Parents will still be able to exercise parental preference and apply for places at their preferred school. This is a statutory requirement which has not changed as a result of this consultation. It is anticipated that the majority of parent's first choices will continue to be successful. It is the Council's intention to ensure that there are sufficient places for local pupils to attend their catchment school.

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

Theme 5

The proposal takes advantage of existing Welsh medium playgroup links.

Respondent stated that the proposal to include Rhoose within the catchment area for Ysgol Sant Baruc would be to the benefit of parents within the area as there are a wider range of playgroups available within the Barry area which would add increased support for those with early year's children.

Council's response

The Vale of Glamorgan Council appreciates that in order to contribute effectively to the Welsh Government's target of 1 million Welsh Speakers by 2050, significant investment in provision is required to both generate and facilitate demand for Welsh language education. For us to succeed in this ambition it will be required to ensure that Welsh medium provision is available in all areas of the Vale of Glamorgan from birth in order to feed demand for Welsh medium education. Opportunities for Welsh medium playgroups in Rhoose will be considered via the Childcare Sufficiency Assessment annual report and updated Action Plan.

Examples of the type of pre-school activities to support Welsh medium include Cymraeg i blant held weekly baby massage, yoga and Storytime sessions for parents with babies up to a year old in Barry, Cowbridge and Penarth. Information is also shared with prospective parents and new parents through the local Midwifery and Health Visiting teams.

Cymraeg i blant also hold family fun events in partnership with Menter Bro Morgannwg and the Vale FIS and Dysgu Cymraeg to promote the bilingual journey to parents. Work will continue to identify opportunities to promote bilingualism in the Rhoose area.

Responses to themes 6-18 relate to issues of concern raised in opposition to the proposal

Theme 6

Respondents outline concerns regarding the additional costs for pupil transport and its effect on climate change.

Respondents felt that the negative financial and environmental effects of extra transport provision required as part of the proposal would outweigh any positives to be gained and some questioned whether this was a suitable use of resources. There was concern expressed that the proposal was contrary to the Well-being of Future Generations Act 2015 commitment to “Contribute to a healthier Wales by supporting sustainable travel strategies.”

Council’s response to the concerns raised.

The initial proposal would have school transport implications for secondary pupils living three miles or more to the nearest catchment area school. It is estimated that the cost of additional transport requirements would be in the region of £31,000 per annum for a 35/53 seater vehicle possibly rising to £62,000 over an initial four year period as pupil numbers requiring transport increase each year. Removing the dual feeder element of the proposal will potentially reduce the demand for transport from Barry to Penarth.

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

Amending the proposal as indicated above will support responsible planning in relation to environmental and financial concerns. This report supports attendance of pupils at a local school thereby reducing the need to transport some pupils in public and private vehicles.

Theme 7

The proposal undermines co-education in Barry and is damaging to Pencoedtre’s reputation.

A key aim of the proposal to establish two new mixed-sex schools was to enable Barry pupils to be educated in Barry. Respondents commented that “this proposal significantly undermines the aims of the project and the hard work and effort of governors and staff to establish Pencoedtre High School as the school of choice for parents and pupils living in the East of Barry”.

Council’s response to the concerns raised.

The Council has been clear in its intention to ensure the success of the two new mixed-sex schools in Barry. As part of the consultation process, the Council has been working with stake holders and acknowledges the disadvantages for Pencoedtre in relation to the dual catchment proposal. To mitigate these concerns this report includes a recommendation to discontinue the proposed dual feeder for St Cyres and is working with secondary schools to ensure provision is available within the area until projected numbers begin to decline after 2024/25. The inclusion of a new criterion prioritising pupils’

admission to their previous feeder secondary school is proposed for inclusion in the oversubscription criteria, for pupils in attendance at the primary school concerned prior to the removal of the feeder system.

The Council has fully supported the staff and governing body of Pencoedtre High School to ensure the success of the Transforming Secondary Education in Barry Project. This has included providing additional financial and staffing resources to support the opening of both new schools in Barry. The proposed admissions arrangements were to address a short-term surplus of pupils' resident within the catchment area. When setting a capacity of a school, the Council must consider demand for places across the Vale of Glamorgan to ensure an efficient supply and demand for school places in the long-term. Cohorts do fluctuate from year to year which is not a reason to increase the capacity of a school for the long-term. The Council considers the existing capacity of Pencoedtre High School to be sufficient to meet long term demand from within the catchment area.

Theme 8

Further research and consultation is required.

Some respondents suggested that further research and consideration of alternative options, alongside further consultation with affected residents, pupils and parents was required in order to fully evaluate the best option.

Some respondents suggested that the data provided is incomplete and insufficient. The data gives a simplistic overview with projections based solely on catchment population. This does not appear to take into account the significant role parental preference plays in the admissions process.

Council's response to the concerns raised

The Council is required to act in order to ensure that sufficient places are available to accommodate pupils. Significant research, including an ongoing analysis of the changes in parental preference is ongoing. Action is required now to respond to the increased demand for school places created by housing developments and population growth. Currently it is anticipated that there are 58 more pupils for September 2021 requiring a place than there are places available in Barry, 59 for September 2022, 43 for September 2023 and 18 for September 2024. These figures take account of parental preference in that some pupils will gain places outside of the Barry area. Due to a collaborative approach between the Council and the English medium secondary schools in Barry, this is being addressed for September 2021.

Pupil data indicates that from September 2025 onwards, there will be sufficient places for Barry pupils requiring a secondary school place in Barry albeit it will not always be the parent's first choice of secondary school. In the event of oversubscription at schools, places will be allocated applying the Council's published oversubscription criteria.

Theme 9

Local schools for local children.

Some respondents expressed a concern that a previous amendment to the admission arrangements; the removal of the feeder system, promoted local schools for local children. However, this proposal seems to promote the opposite effect, with children travelling further to access their catchment school.

Council's response to the concerns raised

The Council has been clear in its intention to ensure that wherever possible, pupils can attend their local school. Following receipt of feedback as part of this consultation, it is acknowledged that there may be some unintended consequences in relation to the dual catchment proposal with some parents looking to apply to attend a secondary school some distance away instead of their local school. As a result of this dialogue, it has been recommended that this element of the proposal is discontinued and instead, the additional pupils will be accommodated either in Barry or via the inclusion of a new criterion prioritising pupils' admission to their previous feeder secondary school if they were in attendance at the primary school concerned prior to the removal of the feeder system.

Theme 10

Previous amendments to Admission Arrangements need time to take effect.

Some respondents indicated that the previous few years have seen several amendments to the admission arrangements, such as the removal of the feeder school system and the catchment area changes that took effect for the 21/22 academic year. The respondents suggest that further time is required to pass in order for those amendments to achieve their desired effect. One respondent intimated that previous amendments can't have had the desired effect, what is the evidence to suggest this one will?

Council's response to the concerns raised

Admission arrangements are required by law to be considered and consulted on annually in order to respond to changing current and future demands. The impact of the existing arrangements have been modelled and projected. As a result of this review, it was identified that additional action was required to address demand in Barry.

Whilst there is sufficient capacity overall in the Vale of Glamorgan to meet the needs of the future secondary school population, some catchment areas remain unbalanced. Large year 6 cohorts are expected to transfer to the secondary sector from 2021 onwards putting pressure on secondary school places. Action was therefore considered to be necessary as identified via an ongoing review of the supply and demand for school places, including a reflection of the changes in parental preferences following the removal of the

feeder system and the impact of these decisions. Continuous review and response is necessary to ensure schools reflect the needs of the populations they serve recognising that parental preference does change and this has an impact on the overall position.

Theme 11

St Cyres Comprehensive's capacity and number on roll. Where will the displaced pupils go?

A number of respondents expressed concern that St Cyres Comprehensive is fully subscribed in most, if not all year groups. If the proposal is confirmed, where will the children attend that would gain a place at the school under the current admission arrangements?

Council's response to the concerns raised

When publishing admission arrangements, the Council ensures that parents understand that no guarantee can be given that their child will be admitted to any school, or indeed that their application will be refused. The Council's admission arrangements are subject to annual review and consultation as well as changes in legislation and are therefore subject to periodic change. For example, if a school is not fully subscribed during the annual transfer process to secondary school, then all applications are accepted regardless of how far a child may live from the school in question. In the case of a school being oversubscribed, until all applications received by the published closing date are ranked by the over subscription criteria in place, offers or refusals cannot be known, even by the admission authority. In the case of St Cyres, a significant number of pupils admitted every year live in Cardiff as they are geographically closer than pupils living in Barry for example. If they are displaced as a result of a change in admission arrangements, they will be accommodated in Cardiff schools.

The Greenwich judgement of 1990 made it unlawful for a local authority to give priority in school admissions to its own residents over residents from neighbouring authorities. The Council cannot discriminate against parents applying for a school place that is located within a neighbouring local authority. Under legislation, if there are places left after allocating places to pupils residing within the catchment area and there are applications for those places from out of county pupils, we must admit. This can mean that there are no places left for children moving into the catchment area after the allocations have been made or for pupils from the Vale who live further away.

Theme 12

A 3 year proposal has implication for younger siblings.

Several respondents expressed concern for those families that could have one child possibly gain a place at St Cyres Comprehensive under the proposed arrangements for the 3 years from 22/23 but had a younger sibling that would likely be unsuccessful with a future application to the same school as it is considered under the current admission arrangements.

Council's response to the concerns raised

The Council recognises the importance of a sibling connection when allocating places. The Council's current admissions oversubscription criteria provides priority for sibling connections over children living outside the catchment area with no sibling connection.

The changes reflected in this report do not mean that children living outside of a secondary school's catchment area will not be able to apply for and secure a place at a secondary school. The oversubscription criteria are used to rank applications and allocate school places in the event of over subscription. The Council are proud of the fact that over 90% of parents on average each year receive the offer of a place at their first choice of school. However, no guarantee is ever given that any child will automatically receive an offer of their first choice of school either under the current or the proposed admission arrangements.

The proposal was been made for a three-year period in order to address a specific issue with pupil numbers and the priority of ex feeder pupils would be in place for the same period. The Council is experiencing large year 6 catchment area cohorts that are progressing through to secondary sector over the next four years, this will put pressure on the demand for secondary school places in the Vale and particularly for the Barry area.

Theme 13

Ysgol Dewi Sant Siblings.

Several respondents expressed concern relating to the proposal to remove Rhoose from within the catchment area for Ysgol Dewi Sant and add it to the catchment area for Ysgol Sant Baruc. How would families of children currently be attending Ysgol Dewi Sant be affected if they have a younger sibling that would be less likely to be successful in gaining a place at the school under the proposed arrangements?

Council's response to the concerns raised

The Council recognises the importance of a sibling connection when allocating places and there is no proposal to change this. The Council's admissions oversubscription criteria provides priority for sibling connections over children living outside the catchment area with no sibling connection.

By reducing the size of the catchment area of Ysgol Dewi Sant, catchment applications will decrease and although no guarantee can be given that siblings living outside of the catchment areas will gain a place in future, they are a higher priority to gain a place than those who live outside the catchment area with no sibling connection.

Theme 14

There may be a move from Welsh Medium to English Medium.

Several respondents expressed concern that families of children residing in Rhoose and attending Ysgol Dewi Sant may choose to remove their children from the school in favour of the local English medium primary due to logistical reasons.

Council's response to the concerns raised

The Vale of Glamorgan Council appreciates that in order to contribute effectively to the Welsh Government's target of 1 million Welsh Speakers by 2050, significant commitment is required to both generate and facilitate demand for Welsh language education. The promotion of bilingualism is important in ensuring this ambition is reached and a focus on opportunities in Rhoose to address this are planned. It was noted that the number of pupils residing in Rhoose attending Welsh medium provision dropped when the Welsh medium catchment school for Rhoose changed from Ysgol St Curig in Barry to Ysgol Dewi Sant in Llantwit Major. Feedback has suggested that Rhoose parents feel Llantwit Major is a long way for children to travel. As the Rhoose area is in closer proximity to Barry than Llantwit, the proposed change would reduce journey times for children.

It is the council's view that this revision will provide a better balance of school places to meet future demand for Welsh medium education in Llantwit Major and the surrounding area.

Theme 15

There is a negative impact on St Cyres due to Stanwell School admissions.

Some respondents stated that they felt that Stanwell School having foundation school status and being responsible for their own admissions policy and procedures had negatively affected the pupils that are admitted to St Cyres.

Council's response to the concerns raised

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

Stanwell currently operates a feeder school system as a priority for entry to the school. The primary feeders for Stanwell are Albert, Victoria, Evenlode and Sully Primary Schools. Pupils living in Penarth have the option of attending either Stanwell or St Cyres at secondary phase as their catchment area school. St Cyres catchment population is currently small compared to the

school's capacity to accommodate pupils. Demand from within the existing catchment areas is considerably less than the school can accommodate and as a result the school admits a high number of out of county pupils every year. By proposing to increase the catchment area for St Cyres, it is anticipated that the school will be able to accommodate more Vale residents and in doing so alleviate pressure on other Vale Secondary Schools

Theme 16

Delay response and impact by introducing changes for Reception year groups.

One parent suggested that the proposed amendments to the admission arrangements are allowed to take effect in 7 years' time, to allow the current primary cohort to progress to secondary education under the current admission arrangements.

Council's response to the concerns raised

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

Theme 17

Admission Number concerns were raised previously.

One respondent advised that concerns were raised that the proposed capacity of both schools would be too small to cater for the anticipated number of pupils of Barry, given that single gender had been already identified as the single most common reason for children traveling outside Barry to secondary schools. The Council confirmed that the proposed capacity was in line with pupil projections.

Council's response to the concerns raised

The Councils projection were based on trends and historic admissions patterns of Barry residents at the time. The Council recognised that Barry residents were in favour of mixed sex education and the anticipated change in parental preference happened quicker than anticipated. The removal of the feeder school system was not a factor when initially considering the capacity of the new mixed sex school. It is acknowledged that this has had an impact

upon pupil numbers in the Barry area with less Barry pupils gaining places at their feeder and preferred secondary schools such as St Cyres. This has put pressure back to the Barry area and for Barry schools to accommodate those pupils. The Council is working with all secondary schools in the Barry area collaboratively to address future demand for secondary places in Barry.

Theme 18

Future 21st Century School will ensure Barry secondary schools are more equal in size.

St Richard Gwyn is the last secondary school in the Vale of Glamorgan that is to have its old buildings replaced by a new school (scheduled for 2024). Vale proposals seek a 180 per year intake at the new school, which is scheduled for replacement during the school life of the pupils who are covered by the proposed changes. If the Vale of Glamorgan's proposals for St Cyres are accepted, the new school will be below capacity for a number of years, especially given the potential fall in pupil numbers from 2025 onwards.

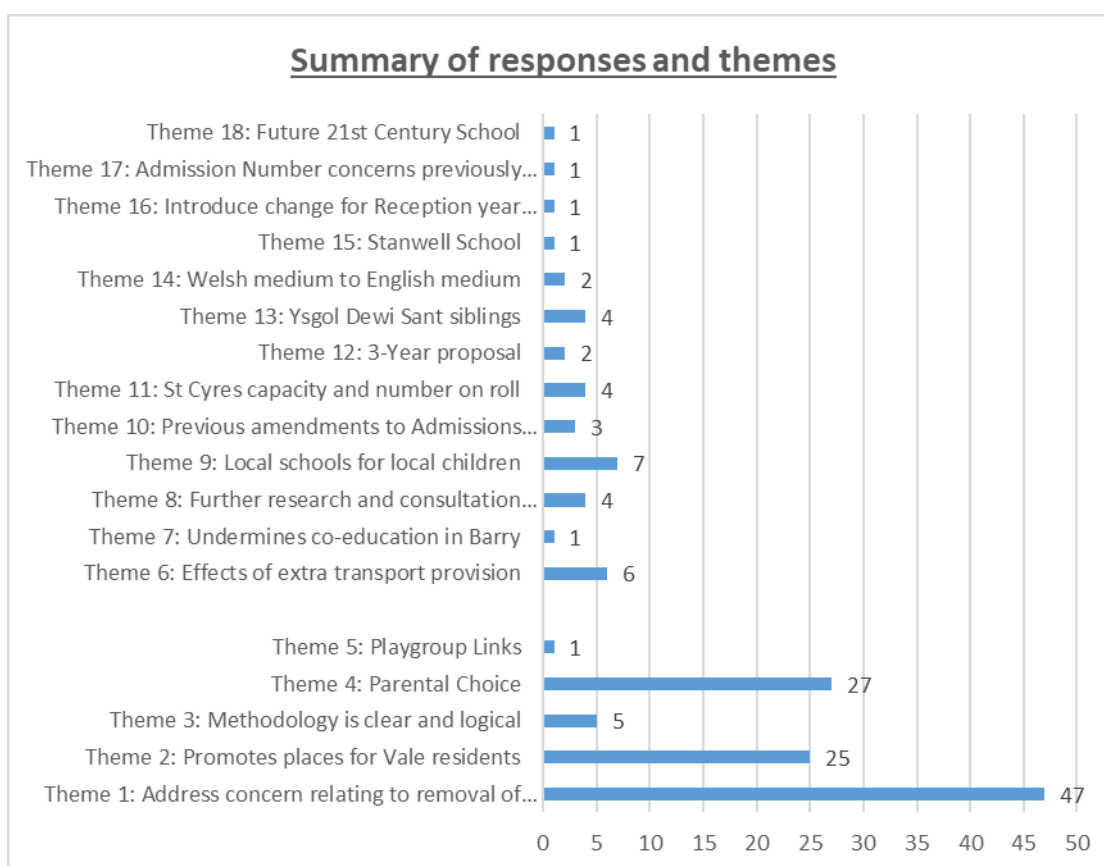
This will ensure that the three English language secondary schools in Barry are more equal in size – a change that will alleviate current funding disparities, known problems, arising from size disparity.

Council's response to the concerns raised

A new 3-16 faith school has been included as part of the Council's 21st Century Schools Programme. However, no formal proposal has been developed to date and the scheme is currently in the early stages of development.

Any future proposal for St Richard Gwyn would be subject to consultation in accordance with the School Standards and Organisation (Wales) Act 2013.

Annex A - A summary of responses received from individuals



Theme	Number of respondents that raised theme in their response	%
Theme 1: Address concern relating to removal of feeder system	47	28%
Theme 2: Promotes places for Vale residents	25	15%
Theme 3: Methodology is clear and logical	5	3%
Theme 4: Parental Choice	27	16%
Theme 5: Playgroup Links	1	1%
Theme 6: Effects of extra transport provision	6	4%
Theme 7: Undermines co-education in Barry	1	1%
Theme 8: Further research and consultation required	4	2%
Theme 9: Local schools for local children	7	4%
Theme 10: Previous amendments to Admissions Arrangements need time	3	2%
Theme 11: St Cyres capacity and number on roll	4	2%
Theme 12: 3-Year proposal	2	1%
Theme 13: Ysgol Dewi Sant siblings	4	2%
Theme 14: Welsh medium to English medium	2	1%
Theme 15: Stanwell School	1	1%
Theme 16: Introduce change for Reception year groups	1	1%
Theme 17: Admission Number concerns previously raised	1	1%
Theme 18: Future 21st Century School	1	1%

Annex B – A response from the governing body of Pencoedre High School

Feedback on the School Admissions proposal to temporarily change the catchment area of Pencoedre High School

Proposal

On 16 November 2020, the Council's Cabinet approved the consultation on the Council's School Admission Arrangements for 2022/23. This includes incorporating the Pencoedre High School catchment area as a dual catchment area for St Cyres for the three academic years from 2022/23 to alleviate 'short term' pressure for secondary school places in Barry. This proposal has been based on the following catchment data.

Pupil Data

English medium primary pupil numbers living in the Barry area requiring a school place by age group and year of entry to year 7 of secondary school (excludes St Helens and St Josephs pupils)							
	Rec (YR 7 intake 2027)	Year 1 (YR 7 intake 2026)	Year 2 (YR 7 intake 2025)	Year 3 (YR 7 intake 2024)	Year 4 (YR 7 intake 2023)	Year 5 (YR 7 intake 2022)	Year 6 (YR 7 intake 2021)
Pencoedre catchment pupils	270	301	291	316	347	332	333
Whitmore catchment pupils	180	195	184	197	191	222	220
Waterfront housing development pupils	15	15	15	15	15	15	15
Total Barry pupils requiring secondary school places each year	465	511	490	528	553	569	568
<u>The availability of Places</u>							
Places available at Pencoedre (210) and Whitmore (180)	390	390	390	390	390	390	390
Places available at St Richard Gwyn after feeder schools	90	90	90	90	90	90	90
Number of Barry pupils who are admitted to other secondary schools	30	30	30	30	30	30	30

<u>Total places available for Barry pupils</u>	<u>510</u>	<u>510</u>	<u>510</u>	<u>510</u>	<u>510</u>	<u>510</u>	<u>510</u>
Net school place requirement surplus+/-shortfall-	+45	-1	+20	-18	-43	-59	-58

The governing body of Pencoedre High School believes this proposal to be ill-conceived and significantly undermines the ongoing work to successfully implement co-education in Barry and improve the educational opportunities of students in the town, as outlined below.

Background

In 2016, the Council launched a consultation on a proposal to transform secondary education in Barry by closing Bryn Hafren and Barry Comprehensive Schools and opening two new mixed-gender secondary schools from September 2018.

As part of the proposal, the number of places at each school would reduce to 1,100, which was in line with projected pupil numbers.

The key aims of the proposal were;

- To build the reputation and popularity of the English medium secondary schools in Barry and reduce the number of children that travel to other secondary schools outside Barry;
- To meet the demand for additional mixed sex secondary education provision in Barry; and
- To ensure that there is a sustainable balance between the supply and demand for secondary school places across Barry for the long term.

The proposal was subsequently approved by the Council's Cabinet in March 2017.

Temporary governing bodies were established for the new schools and an Executive Headteacher was appointed in July 2017. A project team was established to oversee the transition to the new schools. The overall objective/aspiration of the project was to establish two successful mixed sex secondary schools to meet the needs to the pupils of Barry.

During the transition period, the Executive Headteacher and temporary governing bodies raised concerns that the proposed capacity of both schools would be too small to cater for the anticipated number of pupils of Barry, given that single gender had been already identified as the single most common reason for children traveling outside Barry to secondary schools. On numerous occasions, the Council's admissions team confirmed that the proposed capacity was in line with pupil projections.

In September 2018, the five-year co-education transformation project started its second year with the opening of Pencoedtre High School and Whitmore High School.

Pupil Projection Data

The governing body has little reason to believe the accuracy of the data provided by the Council. As outlined above, the Executive Headteacher and governing body have repeatedly raised that the capacity of the new school would be insufficient to meet demand from within the catchment area. The Council eventually acknowledged this and increased the proposed capacity of the new school building on the Pencoedtre site from 1,100 places to 1,250 places. The additional area was segregated to ensure that this could be allocated for alternative uses in the future as the Council was unconvinced that this additional capacity would be required in the long term. Now it transpires that the increased capacity will be **insufficient** to meet projected demand from the moment the new build is completed and ready for occupation.

A key aim of the proposal to establish two new mixed-sex schools was to prevent Barry pupils from being educated outside Barry, however, it does not appear that projections have ever taken this into account. Now that the co-educational transformation project is proving to be successful in achieving this aim, the Council is proposing to alter catchment areas to encourage pupils to opt for secondary education in Penarth. This significantly undermines the aims of the project and the hard work and effort of governors and staff to establish Pencoedtre High School as the school of choice for parents and pupils living in the East of Barry.

The governing body also believes that the data provided is incomplete and insufficient. The data gives a simplistic overview with projections based solely on catchment population. This does not appear to take into account the significant role parental preference plays in the admissions process.

In addition, the governing body questions:

- Whether pupils attending Stanwell's feeder schools are excluded from the catchment projections, such as those attending Sully Primary School.
- Llantwit Major School has projected surplus capacity which could also reduce demand for places in Barry if parental preference is taken into account.
- The data notes that St Richard Gwyn has 90 places after feeder schools which also does not appear to take parental preference into account. Do all feeder school pupils attend St Richard Gwyn or could this provide additional capacity?
- The projections do not give sufficient detail for the governing body to determine implications specific to Pencoedtre High School as the data focuses on Barry as a whole whilst the only proposed change is to Pencoedtre's catchment area. The governing body would like to see a review of the Pencoedtre High School catchment area showing the

average percentage of pupils attending St Richard Gwyn and alternative secondary schools outside of Barry.

- The assessment of surplus capacity at St Cyres is flawed and again does not take into account parental preference. Projections indicate that St Cyres could have 61 places available for September 2022, excluding pupils living in Stanwell’s catchment area. However, this does not take into account pupils from St Cyres catchment area being allocated a place at Stanwell. This could increase the number of places available at St Cyres for Barry pupils. For example, St Cyres has a projected capacity of 61 places in September 2022 and Stanwell has 45 places. If pupils residing in the St Cyres catchment area were to get these places, there could be 106 places available which could result in significant surplus capacity in Barry. Given that Barry is in a central location within the Vale of Glamorgan it is unlikely these places would be taken by *out of county* pupils.
- There are no projections based on the implementation of this proposal, the data merely identifies the issue. The governing body does not understand how the Council is able to assess this proposal without understanding the potential impact. The governing body would like to see a range of scenarios based on this proposal being approved.
- The Council has not attempted to identify demand for places at St Cyres from parents living in the Pencoedtre High School catchment area. Given the potential significant impact this proposal could have on admissions at Pencoedtre High, the governing body would like to see a parental survey undertaken to assess potential impact.

Socio Economic Implications

During the consultation to establish the two new mixed-sex secondary schools, there was considerable concern that the proposed catchment areas did not fully take into account socio-economic factors. Since the schools were open in September 2018, Pencoedtre High School has seen a significant increase in the percentage of pupils entitled to free school meals. During the consultation on the admission arrangements for 2021/22, the governing body were concerned that, with the removal of Wenvoe from the Pencoedtre High School catchment area, this would result in a greater socio-economic divide between the two schools.

The table below shows the current entitlement to free school meals at Pencoedtre High School.

Year 7	Year 8	Year 9	Year 10	Year 11
42.72%	34.47%	36.72%	38.14%	25.93%

Pencoedtre High School has an overall entitlement of 36% free school meals which is considerably higher than the 14% average across the Vale of Glamorgan. The existing entitlement puts the school amongst the most challenged schools in Wales. As outlined in the table below, funding per pupil at Pencoedtre High School is considerably lower than other secondary schools with similar free school meal entitlement.

School	e FSM	All pupils	eFSM %	Funding/pupil
Secondary - 6814075: Cardiff West Community High School	360	690	52%	£6,893
Secondary - 6704076: Dylan Thomas Community School	250	520	48%	£6,646
Secondary - 6814041: Willows High School	310	665	47%	£5,847
Secondary - 6814076: Eastern High	440	965	46%	£5,882
Secondary - 6814049: Cantonian High School	255	655	39%	£6,794
Secondary - 6734069: Pencoedtre High School	304	842	36%	£4,971
Secondary - 6814054: Cathays High School	265	750	35%	£5,858
Secondary - 6804021: Llanwern High School	270	770	35%	£5,239
Secondary - 6744083: Ferndale Community School	205	585	35%	£4,989
Secondary - 6704031: Cefn Hengoed	285	850	34%	£5,090
Secondary - 6644013: St. David's High School	115	345	33%	£5,265

The governing body believes that this proposal would further exacerbate this issue if pupils who are not entitled to free school meals chose to seek, and were then allocated, a place at St Cyres. Experience demonstrates that applications from pupils who are entitled to free school meals are less likely to apply within the admissions window, meaning they are less likely to be allocated a place at St Cyres.

In summary, this proposal does not take socio economic considerations into account - disappointing given that Welsh Government is looking to implement the Socio-economic Duty early next year. Therefore, the governing body would like to see projections based on free school meal entitlement.

Long Term Implications

The Council has been making annual incremental changes to school admissions which have looked to address short term issues. Admission arrangements for 2020/21 and 2021/22 have introduced changes that have not been fully assessed and have led to additional challenges for schools across the Vale of Glamorgan. Yet again, the Council is consulting on additional amendments to catchment areas which address short term issues. These incremental changes make effective transition and resource management impossible for schools across the Vale of Glamorgan. The governing body believe that the Council should undertake a holistic review of admissions arrangement across the Vale of Glamorgan to meet the long-term needs of the pupils residing in the Vale of Glamorgan.

The 2021/22 admission arrangements resulted in the Pencoedtre High School and Whitmore High School catchment areas being reduced. However, the projections provided as part of **this** current consultation suggests that there is a projected shortfall of 58 places in Barry for September 2021. The consultation does not provide a solution for this issue.

The proposed change would be temporary to address three years' shortfall in places - but could have long term implications for school admissions. A large number of *out of county* pupils are allocated a place at St Cyres due to its proximity to Grangetown. If pupils from Barry are allocated these places instead, future parental preference could be affected long term, with St Cyres no longer being the school of choice for Grangetown families. When numbers reduce from 2025, the Council could be left with significant surplus capacity which would impact long term education funding. There is also likely to be longer term implications as a result of sibling connections being allocated a place at St Cyres.

We believe that this proposal contradicts the Council's mission to provide **local schools for local pupils**. This sends the message to parents living in the Pencoedtre High School catchment area that Pencoedtre High School is not the school of choice. This could have long term implications for the school which is working very hard to engage with the community and thus be the school of choice for parents. This proposal risks giving confusing and inconsistent messages to parents.

Projections indicate that pupil numbers will reduce from 2023 and the Barry schools will have surplus capacity from 2025. However, this surplus capacity is likely to be higher than projected with more pupils being allocated to schools outside of Barry as a result of sibling connections. This could be significantly worse if St Cyres for similar reasons is unable to attract the number of pupils from out of county that it does at the moment.

Transport

The Council is proposing to transport pupils living in Barry to St Cyres. Given that the Council recently declared a climate emergency and has committed to achieving net-zero carbon by 2030, this contradicts these principles as additional transport will be needed until at least 2032. This would also have a negative impact on pupil wellbeing with pupils likely to spend an hour a day traveling to school by bus when they could otherwise walk or cycle to school.

Revenue Costs

The report notes that the proposal would result in additional transport costs £31,000 per annum, which is likely to rise to £62,000 per annum over the 4 years. The proposal could result in a total transport cost of £450,000 to transport pupils to St Cyres. This is an unnecessary use of Council funding which could otherwise be spent on education. This funding could provide additional classroom space at Pencoedtre High School to meet projected demand, if required.

Alternatives

The governing body is of the opinion that this proposal should be abandoned, and existing catchment arrangements should be retained. If required, Pencoedtre High School would be able to admit above the admission number to meet demand from within the catchment area. We have undertaken a curriculum analysis and would have sufficient space within the new school

building to accommodate three year groups of 240 pupils, based on all other year groups being full. However, as outlined in the projections, pupil numbers reduce following 2025 which would likely result in smaller year groups, therefore making the curriculum easier to deliver.

The governing body of Whitmore High School has undertaken a similar exercise and could also accommodate an additional class and deliver the curriculum within the new building for the limited timescale identified in this proposal.

The Governors and staff of both Pencoedre and Whitmore High Schools are committed to work collaboratively and cooperatively to achieve the aspirations of the Council's own co-education transformation project, now half way through its delivery timescale. Whilst our suggestions would put additional pressure of the schools, it is a preferable to undermining the hard work and commitment of governors and staff to establish two new mixed-sex schools that provide first class education to the pupils of Barry. This situation could have been avoided completely had the governing bodies concerns regarding the proposed capacity of the new schools been taken seriously when raised during the transition board's deliberations and whilst the new build plans for both schools were being finalised.

In addition, in order to retain students in Barry, the Headteacher of St Richard Gwyn has indicated that he too would have the capacity and would be willing to admit larger cohorts of pupils in order to accommodate the projected additional demand.

Summary

In summary, the governing body fundamentally disagrees with the proposal to amend the catchment area of Pencoedre High School.

The proposal would have long term consequences for the school which would undermine the work undertaken to successfully establish a new mixed-sex secondary school.

The governing body believes that the data contained as part of the proposal is incomplete and does not fully assess the potential implications.

In 2016, the Council embarked on a journey to establish two new mixed-sex schools in Barry to ensure Barry pupils are taught within their community. The governing body fully supported this proposal and considerable time and effort has been put in to realising these aspirations. This proposal undermines both the hard work and commitment of governors and staff to establish two new mixed sex schools for pupils residing in Barry, but also the Council's own objectives in changing the structure of the delivery of secondary education in the medium of English.

Furthermore, The Council has not engaged with the governing body to assess the implications or explore alternatives. If approved, this proposal would be a retrograde step for education in Barry and could result in long term

consequences for Pencoedtre High School and its sister school, Whitmore High.

The governing body asks that the Council withdraws this proposal and engages with the school to develop a long-term plan that is consistent with the aims and objectives of the Transforming Secondary Education in Barry project and meets the future needs of the pupils of Barry.

Annex C – A response from the governing body of St Richard Gwyn Catholic High School

CONSULTATION RESPONSE OF ST RICHARD GWYN CATHOLIC SCHOOL GOVERNING BODY IN RESPECT OF: THE VALE OF GLAMORGAN COUNCIL - SCHOOL ADMISSION ARRANGEMENTS 2022/2023 CHANGE TO SECONDARY ST CYRES CATCHMENT AREA

The Governing body do not support the proposed changes in respect of St Cyres Secondary School Catchment Changes, unless it is impossible to cater for pupils in Barry schools.

Background

As a Governing Body, we are replying to your consultation document regarding the Council's proposed admissions policy for 2022/23, specifically as to how that will affect school admissions in secondary schools in general and St Richard Gwyn in particular. As governors of a Secondary School, we have no comment to make on the part of the consultation that deals with Primary Education.

St Richard Gwyn Catholic High school's catchment area covers the whole of the Vale of Glamorgan. The school caters primarily for those who seek a Christian based education, but also provides for those from other faiths, as well as those who are agnostic. Currently approximately a third of attendees are Catholic, a third Church in Wales, and a third are from other faiths or do not express any faith. St Richard Gwyn rightly prides itself on providing the highest level of Pastoral care from those of all faiths and of none.

As there is no Church in Wales Secondary School in the Vale of Glamorgan, St Richard Gwyn school actively encourages pupils to attend the school who have attended Church in Wales Primary Schools.

Making Additional places available for Barry pupils in Barry schools.

As Governors, we are committed to assisting the Vale of Glamorgan Council in providing the best, most sustainable education to children within the Vale of Glamorgan, and we are currently engaging with Officers of the Council.

St Richard Gwyn School is working closely with the Council to pilot co-ordinated admissions, in line with the council's approach to create, "a fairer, more equitable system of allocating places." We are discussing how we can assist in alleviating the short-term pressure in the next school year (2021 / 2022), where there is a shortfall of 58 places for Barry: this falls outside the period of the proposed catchment changes. (Identified at page 4 Appendix B of the Vale Council's "Secondary School Review (October2020)"). It is hoped That St Richard Gwyn can accommodate up to 27 pupils over our current authorised establishment.

We have already indicated that we will assist the LEA, if at all possible, by increasing our intake for the years covered in the proposed catchment changes, reducing the figures given for pupils not having secondary places in their local Barry area. The Council review of Secondary Schools shows that

during the proposed change to the St Cyres catchment area, that within the Barry area the number of pupils requiring places for whom places don't currently exist are: -

Year 1 – 59 places

Year 2 – 43 places

Year 3 – 18 places

St Richard Gwyn School is working with Council Officers to consider if we can assist in providing additional places in all three years covered by the proposed catchment area changes, to ensure that places are maximised.

St Richard Gwyn School Governors View

We do not agree with the Vale Council's proposed changes as we take the view that if at all possible, all Barry children should be educated in Barry. Whilst this would mean other secondary schools in Barry would also have to find additional places, we believe that this is a far more pupil friendly, sustainable option.

Reasons for St Richard Gwyn School Governors view: -

1. No additional consultation would be required – St Richard Gwyn School's catchment covers the whole of the Vale of Glamorgan.

2. Would assist the Vale Council, (detailed in Vale Cabinet meetings), of: -

“Ensuring that wherever possible children can attend their local school.”

Our proposal would support more children to be able to attend their local secondary school in the longer term.

3. To assist the Vale of Glamorgan Council in fulfilling their obligations under the 'Well-being of Future Generations Act 2015, specifically in respect of sustainability and climate change,

“Contributing to a healthier Wales by supporting sustainable travel strategies.”

Contrary to Vale Cabinet minutes, we would suggest that the consultation doesn't support the 2015 Act as detailed: -

“.....to the well-being goals in several ways including encouraging pupils to be able to walk to school wherever possible and promoting cohesive communities by attending a school in their local area for example.”,

All pupils attending St Cyres from Barry would be unable to walk to the school, given the lack of suitable walking routes, and the distance to the school.

Additionally, all school activities for pupils living in Pencoedtre, attending St Cyres school, that start or finish outside of the school hours, would require either public or private transport, a potentially considerable increase in costs to parents and a major carbon cost impeding sustainability goals.

4. Reduce the travel time for pupils at the beginning and end of each day, specifically ensuring that those in the Pencoedtre area can walk to school.

5. Reduce the problems that a change of catchment area may bring to other Local Authorities.

Currently 29% (356) of St Cyres pupils are from outside their catchment area. Given that St Cyres taking more pupils from the Vale will reduce their capacity to take non-catchment area pupils, this may place additional strain on Cardiff Council, who are currently experiencing problems catering for their secondary school intakes.

6. St Richard Gwyn is the last secondary school in the Vale of Glamorgan that is to have its old buildings replaced by a new school (scheduled for 2024). Vale proposals seek a 180 per year intake at the new school, which is scheduled for replacement during the school life of the pupils who are covered by the proposed changes. If the Vale of Glamorgan's proposals for St Cyres are accepted, the new school will be below capacity for a number of years, especially given the potential fall in pupil numbers from 2025 onwards.
7. Ensure that the three English language secondary schools in Barry are more equal in size – a change that will alleviate current funding disparities, known problems, arising from size disparity.

Finance

1. Under the consultation proposal the secondary school transport costs for a 3-year intake (the last group leaving after the 2028/29 school year) would be a minimum of $7 \times \text{£}13\text{k} = \text{£}210,000$ and a maximum of $7 \times \text{£}62\text{k} = \text{£}410,000$. This not insignificant amount could be used to provide additional support for Barry schools to provide additional places during the period in question.

Concerns for staff if changes go ahead

The Governors of St Richard Gwyn have a major concern that if St Cyres takes pupils up to its maximum for each of the three years, that there could be a large number of unfilled places in Barry schools (what if all pupils within the Pencoedtre area opt for St Cyres as their first choice?). This has potentially serious financial implications for the school(s) affected, specifically in relation to **potential redundancies**. Further costs are likely if those children who attend during the three-year period have younger siblings who will also be entitled to attend St Cyres.



Chair of Governors

Annex D – A response from 59 employees of Pencoedtre High

Having read the consultation document and the Pencoedtre High School Governing body response I find myself in complete agreement with the governing body in that I fundamentally disagree with the proposal to amend the catchment area of Pencoedtre High School.

The proposal would have long term consequences for the school which would undermine the work undertaken to successfully establish a new mixed-sex secondary school.

I believe that the data contained as part of the proposal is incomplete and does not fully assess the potential implications.

In 2016, the Council embarked on a journey to establish two new mixed-sex schools in Barry to ensure Barry pupils are taught within their community. This proposal undermines both the hard work and commitment of governors and staff to establish two new mixed sex schools for pupils residing in Barry, but also the Council's own objectives in changing the structure of the delivery of secondary education in the medium of English.

If approved, this proposal would be a retrograde step for education in Barry and could result in long term consequences for Pencoedtre High School and its sister school, Whitmore High.

I would like to join with the Pencoedtre High School Governors in asking that the Council withdraws this proposal and engages with the school to develop a long-term plan that is consistent with the aims and objectives of the Transforming Secondary Education in Barry project and meets the future needs of the pupils of Barry.

Annex E – A response from NASUWT representative of Pencoedre High



Vale of Glamorgan Council

Proposal to change school admission arrangements for community schools for the academic year 2022/2023 in respect of a proposed temporary change to St Cyres school catchment area for a period of three years commencing 2022/23 and a permanent change to Ysgol Dewi Sant school catchment area.

1. The NASUWT welcomes the opportunity to comment upon the consultation document proposal to change school admission arrangements for community schools for the academic year 2022/2023.
2. The NASUWT is the largest teachers' union in Wales representing teachers and school leaders.

General Comments.

1. The NASUWT strongly disagrees with the proposals to amend the catchment areas for Pencoedre High School.
2. The NASUWT membership of Pencoedre High School believes this proposal to be ill-conceived and will significantly undermine the ongoing work to successfully implement co-education in Barry and improve the educational opportunities of students in the town.
3. The ethos of the "Transformation" process was to encourage students' to attend "21st Century" schools in their local vicinity. This proposal rejects that ethos and significantly disadvantages Pencoedre High school.
4. These proposals do not promote "fair access". By transporting, at significant additional transport costs, students an additional 3.86 miles to St Cyres Comprehensive actively disadvantages Pencoedre High school.
5. Given that the Council has committed to achieving net-zero carbon by 2030, this contradicts these principles as additional transport will be needed until at least 2032. This would also have a negative impact on pupil wellbeing with pupils likely to spend an hour a day traveling to school by bus when they could otherwise walk or cycle to school.
6. The NASUWT is concerned at the additional costs for transportation of the pupils to St Cyres and considers this unnecessary in a time of austerity. This is of particular concern when there is a "21st century" new build school already situated within three miles.
7. The NASUWT also believes that the data provided is incomplete and insufficient. The data gives a simplistic overview with projections based solely on catchment population. This does not appear to take into account the significant role parental preference plays in the admissions process.
8. Pencoedre High School has an overall entitlement of 36% free school meals which is considerably higher than the 14% average across the Vale of Glamorgan. The existing entitlement puts the school amongst the most challenged schools in Wales. The NASUWT believes that this proposal would further exacerbate this issue.

Therefore, the NASUWT rejects the proposal in its entirety. The proposal would have long term consequences which would undermine the work undertaken to successfully establish a new mixed-sex secondary school. Furthermore, the NASUWT believes that there are far more suitable alternatives for catchment provision within Barry and the Vale of Glamorgan.

For further information on the Union's response, please contact:

Mark Adams, NASUWT Representative

Pencoedre High School, Vale of Glamorgan Association.

Annex F – A response from governing body of Whitmore High

General

Whitmore High School is a partner with Pencoedtre High School in the Vale's aspirational project to transform secondary-level education for students in Barry who choose to be educated through the medium of English. The success of either school is dependent on the success of its partner in delivering this project.

The project saw the opening of two co-education school in September 2018. Since that date there have been three changes to the admissions policy of the County that effect this project.

Whilst appreciating that forecasting admission demand is a difficult and challenging matter, we suggest that involving both schools in looking at the available data and working collectively to find a longer-term solution would produce a more acceptable way forward. This could possibly be through recalling the project team that worked on the original proposal.

Specific points

One of the main objectives of the five-year transformation project, (yet to be completed timewise), is to halt the trend of students in Barry going outside their community to access secondary education. This proposal does not support that aim.

Another of the aims was to establish two schools whose catchment areas/feeder schools would broadly deliver equitable schools in terms of deprivation (measured in FSM entitlement). The current data suggest that this has not happened, and indeed the gap is widening – and we are of the opinion that this proposal merely exacerbates that trend.

We are further concerned that the data is not robust or complete: we have previously raised concerns about the size of the new building at WHS – already we know that children from what had been regarded as feeder schools for WHS are unable to follow their form peers in joining the school of their choice because of postcode changes – and remain concerned that, without some further analysis of the data and an ability to physically extend provision at WHS, the problem of how to keep students in Barry will only grow.

If approved, this proposal would be a retrograde step for education in Barry and could result in long term consequences for both Pencoedtre High School and Whitmore High School.

The Governing Body at Whitmore High School joins with the Pencoedtre High School Governors in asking the Council to withdraw this proposal and engage with the project (i.e. both schools) to develop a long-term plan that is consistent with the aims and objectives of the Transforming Secondary Education in Barry project and meeting the future needs and aspirations of the students of Barry.

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

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

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

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

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

A proposal to change admission arrangements policy for 2022/23

2. [Who is responsible?](#)

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

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

Date of start of assessment	14 December 2020
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4. [Describe the proposal?](#)

What is the purpose of the proposal?

The Vale Council is consulting with all consultees required by the School Admissions Code 2013 on a proposed change to school admission arrangements for community schools for the academic year 2022/2023. The admission arrangements for aided and foundation schools are not affected by the proposed change as they are their own admissions authority and determine their arrangements separately.

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

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

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

- A proposed change to St Cyres School catchment area by establishing a dual catchment area for the school to include Pencoedtre High school catchment. This will be for a period of three years commencing 2022/23 to manage demand as a result of large year 6 cohorts progressing to secondary education and particularly in the Barry area. A dual catchment area refers to an area serving more than one school. The proposal would include Pencoedtre's High School catchment area within St Cyres catchment area. Pencoedtre would continue to operate and serve its existing catchment area. A dual catchment area would provide a wider pool of applicants with a greater opportunity of pupils getting into their school of choice, albeit within a defined geographical area.
- A proposed change to Ysgol Dewi Sant and Ysgol St Baruc catchment area by transferring the area of Rhoose into Ysgol St Baruc catchment area, the Rhoose area is currently within Ysgol Dewi Sant catchment area. The Rhoose area traditionally served the Barry area for Welsh medium primary provision. Ysgol Dewi Sant has seen increasing pressure for school places from within the schools catchment area. The Council received more applications from children living within the school catchment area than places available for the reception intake for September 2020 with catchment children being denied places. Ysgol Sant Baruc is expanding to a two form entry school from September 2022 that will have the capacity to accommodate children from the Rhoose area. This would ease the pressure and demand for places at Ysgol Dewi Sant that would also provide a better balance of school places to meet future demand for Welsh medium education in the Vale of Glamorgan
- Continuation of a coordinated admissions programme in partner voluntary aided schools in order to promote a fairer, more equitable system of allocating places was also proposed. The coordinated admissions programme will be reviewed after the conclusion of the September 2021 reception admissions round with a view to extending the programme to other voluntary aided schools for 2022/23 on a voluntary basis.

The School Admissions Policy was issued for consultation on 14 December 2020 to headteachers and chairs of governors of all schools in the Vale of Glamorgan, neighbouring local authorities and diocesan directors of education. Responses were required by 8 February 2021.

The Council is required to produce a draft School Admissions Policy each year for the subsequent school year's admission rounds detailing school admission arrangements for all maintained schools in its area. The policy for 2021/22 can be found within the Council's Parental Guide to School Admissions which is available on the Council's website. A hard copy is also available on request.

Why do you need to put it in place?

The Vale of Glamorgan Council is consulting on a proposed change to the school admission arrangements for community schools for the academic year 2022/2023 in respect of a change to St Cyres secondary school together with Ysgol Dewi Sant and Ysgol St Baruc primary school catchment areas.

The proposed change to Ysgol Dewi Sant catchment area by removing the area of Rhoose will ease the pressure and demand for places at the school and provide a better balance of school places to meet future demand for Welsh medium education in the Vale of Glamorgan. As Ysgol St Baruc is expanding to a two form entry school from September 2022 it will have the capacity to accommodate children from the Rhoose area.

Changes to secondary school catchment areas are required as large year 6 cohorts are progressing to secondary education and particularly in the Barry area. Whilst there is sufficient capacity overall in the Vale of Glamorgan to meet the needs of the future secondary school population, demand from within some school catchment areas is considerably less than the school is able to accommodate whilst others have excess demand. The proposal to establish a dual catchment area for St Cyres School to include Pencoedtre High school catchment for a period of three years commencing 2022/23 will manage demand in and around the Barry area as large year 6 cohorts are progressing to secondary education over the three-year period 2022 to 2025.

Pencoedtre has very high catchment numbers progressing through to secondary education in the future whereas St Cyres has capacity to accommodate an increase in its school catchment area to manage further demand.

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

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

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

The proposed admissions arrangements support attendance of pupils at a local school thereby reducing the need to transport pupils in public and private vehicles wherever possible. Some increases in transport cost have been forecast and these are highlighted in the consultation document. This is in line with the increase pupil numbers expected.

Officer time has been addressed from within existing staff resources.

What are the intended outcomes of the proposal?

The intended outcomes are to ensure that wherever possible children can attend a local secondary school. A rise in demand for secondary school places in parts of the Vale of

Glamorgan requires the Council to ensure that School Admissions Policy supports the Council's wider strategic plan. The Council had committed, as part of its Corporate Plan 2016-20, to achieving a vision of 'Strong Communities with a Bright Future'. This plan is also reflective of the Welsh Government's Well-being of Future Generations Act and is comprised of a number of Well-being objectives to deliver this vision.

Who does the proposal affect?

This proposal will affect pupils currently in year 5 who will transfer to secondary school in September 2022. In accordance with the School Admissions Statutory Code (July 2013), admission authorities are required to consult with "relevant areas". These are as follows:

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

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

Will the proposal affect how other organisations work?

The proposal will impact on admissions to community maintained secondary schools within the Vale of Glamorgan where the Council is the admission authority. The proposal does not impact on admissions to aided or foundation schools who are their own admission authority.

Will the proposal affect how you deliver services?

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

In terms of the proposed change to the WM primary catchment area, this is proposed to ensure that there is an equitable balance in terms of the availability of WM places, thereby ensuring that every parent wishing to access WM education for their child is able to do so.

A school catchment area is a geographically defined area of addresses drawn up to ensure that all schools in an area receive a fair share of pupils in which children are eligible to attend a local school and are used;

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

Will the proposal impact on other policies or practices?

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

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

During the consultation several counter proposals were received from secondary schools in Barry. As a result of dialogue with these schools it was acknowledge that there may be some unintended negative consequences for Pencoedtre High School and to a lesser extent St Richard Gwyn Catholic High School. As a result of this, the outcome of this consultation was an amendment to the initial proposal as follows;

- Discontinuation of the proposal for a dual feeder for St Cyres.
- Inclusion of an additional criterion in the over subscription criteria prioritising pupils who were on roll at a previous feeder prior to the withdrawal of the feeder arrangements
- Progress with the proposal to change the Ysgol Dewi Sant School catchment area.

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

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

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

The proposed change to the oversubscription criteria highlighted above does not mean that children living outside of a secondary or primary school's catchment area will not be able to apply for, and secure, a place at that secondary or primary school. The oversubscription criteria are used to rank applications and allocate school places in the event of over subscription. The Council are proud of the fact that over 90% of parents on average each year receive the offer of a place at their first choice of school. However, no guarantee is ever given that any child will automatically receive an offer of their first choice of school either under the current or the proposed admission arrangements.

How will you achieve the proposed changes?

The consultation period for the proposal started on 14 December 2020 and ended on 8 February 2021.

A Consultation Report will be submitted to Cabinet on 22 March 2021. The Council has a statutory duty to consult on school admission arrangements annually and to determine the arrangements for 2022/23 following appropriate consultation by no later than 15 April 2021.

These admission arrangements would then be published and applied for admission into schools during the academic year 2022/23.

Who will deliver the proposal?

Subject to the approval of this proposal, the Directorate of Learning & Skills will deliver this proposal via the application of the admission arrangements for entry into the academic year 2022/23.

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

This will be determined via the application of the agreed admission arrangements on and after 1 March 2022. It is anticipated that the change will result in pupils being able to be accommodated in their local school, providing their parents have applied for a place by the closing date.

5. What evidence are you using?

Engagement (with internal and external stakeholders)

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

The authority received 165 individual responses by the consultation closing date of the 8 February 2021. Of the total 165 individual responses received, 71 were in favour of the proposal and 94 were opposed.

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

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

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

Consultation (with internal and external stakeholders)

Formal consultations were conducted through a consultation document and response form distributed electronically to prescribed consultees and published on the Vale of Glamorgan website the on 14 December 2020.

The bilingual consultation documents were published on 14 December 2020 and distributed online; through social media and on the Vale of Glamorgan Council's website. Consultees were provided with an electronic copy of the documents and a link to the Vale of Glamorgan website. Hard copies were available on request.

National data and research

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

Household projections by local authority:

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

Future population trends:

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

ONS 2016 population estimates (row 392 code W06000014):

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

Protected characteristic data from 2011 Census:

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

Local data and research

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

<https://www.valeofglamorgan.gov.uk/Documents/Working/Education%20and%20Skills/Schools/Consultations/Secondary-School-Place-review-paper-E.pdf>

<https://www.valeofglamorgan.gov.uk/Documents/Working/Education%20and%20Skills/Schools/Consultations/Secondary-School-Place-review-paper-W.pdf>

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

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

6. How robust is the evidence?

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

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

What are the gaps?

The protected characteristics of applicants for school places for the admission year 2022/23 not currently on roll in Vale of Glamorgan schools cannot be known. In addition, the future protected characteristics of an individual cannot be predicted with any degree of certainty. However, this proposal is designed to have a positive or neutral impact on those with protected characteristics, particularly in relation to Welsh Language.

What will you do about this?

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

What monitoring data will you collect?

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

data collection has been delayed for this year due to COVID restrictions relating to school closures.

How often will you analyse and report on this?

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

Where will you publish monitoring data and reports?

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

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

7. [Impact](#)

Is there an impact?

There would be a positive impact on persons with the protected characteristics of age as the proposals support pupil attendance at a local school. There would also be a positive impact where a pupil in Rhoose wishes to access WM education as this proposal offers more opportunity for them to access this. Any secondary pupil residing three miles or more from their catchment school and any primary school pupil residing two miles or more would be provided with free transport. Any pupil requiring transport due to the nature of their disability or Additional Learning Need would be provided with free transport regardless of the distance from their home address to their school.

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

The positive impacts are outlined below in the relevant section.

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

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

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

Age

Based on the Pupil Level Annual School Census (PLASC) carried out in January 2020 there were 1647 children on roll in year 4. This is the cohort that will transfer to secondary education in 2022.

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

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

Disability

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

The data held on pupils is characterised by Special Educational Needs (SEN) not disability. 16.8% of children in year 4 at PLASC 2020 (the cohort that will transfer to secondary education in 2022) had SEN. This will include pupils with a disability however it will also include pupils without a disability. The degree of need varies across a range of additional learning needs types.

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

The protected characteristics of all children impacted by this policy are not known at this stage. This data is collected where appropriate on admission and the Council and schools use the data to develop and monitor policy and performance in the Vale of Glamorgan. The effectiveness of this proposal will be monitored as part of the annual review of admission arrangements.

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

Gender reassignment, including gender identity

Gender reassignment is not recorded for primary age pupils however individual pupils choosing to live other than at their birth gender are supported within all schools. All children would continue to receive a high quality education regardless of their gender identity. All schools within the Vale of Glamorgan are coeducational and gender identity does not impact on admission decisions.

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

Marriage and civil partnership (discrimination only)

None of the respondents indicated that this proposal would have an adverse impact on their status in this regard. This information is not held at a directorate level however the proposal is designed to have a positive or neutral impact on those with protected characteristics who require a secondary school place in September 2022. These pupils are below the legal marriage age.

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

Pregnancy and Maternity

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

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

Race

The predominant ethnicity for pupils on roll at PLASC 2020 is white British (88%) with 12% of pupils being recorded as being of an ethnic minority.

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

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

Religion and belief

The teaching of respect for all religious and non-religious beliefs is provided at all community maintained schools and it is not proposed that this would change due to this proposal. Admission to the Catholic secondary school, St Richard Gwyn, will be positively impacted by this proposal as although admission decisions for this school would remain a decision for the governing body, the intention is for there to be a collaborative approach to ensure the maximum opportunity for pupils to access a faith secondary education should they wish to do so. The aspect of the curriculum relating to religion and belief would not change as a result of this proposal.

No respondents indicated that this proposal would have an adverse impact on their status in this regard. Admission to faith secondary schools serving the Vale of Glamorgan are not covered by this policy as they manage their own admissions however by working in partnership with the council, admissions to St Richard Gwyn will be maximised. This proposal, therefore has a positive impact on parental preference for a faith secondary school application.

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

Sex

The school population at PLASC 2020 is recorded at 50.5% male and 49.5% female.

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

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

Sexual orientation

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

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

therefore including transgender pupils. Under spiritual, moral, social and cultural development Estyn will look for evidence where pupils develop awareness and respect for diversity in relation to, for example gender, race, religion and belief, sexual orientation and disability.

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

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

Welsh language

The Council was very successful in increasing Welsh medium primary sector capacity within the Vale of Glamorgan under Band A of the 21st Century Schools Programme. In order to build on this success, a key priority for Band B is to increase capacity in the Welsh medium secondary sector as well as consideration of further developments at primary level. This has ensured that there will be sufficient places available for pupils wishing to receive a Welsh medium secondary education should they wish to do so. In order to ensure that the Council actively addresses the Welsh Government target of one million Welsh speakers by 2050, the Council will be undertaking an active programme of addressing need with regard to Welsh and English medium education. The Council's School Investment Programme reflects the Council's commitments in the Welsh in Education Strategic Plan (WESP), which aims to ensure that demand for Welsh medium education can be met in the long-term.

The change to Ysgol Dewi Sant and Ysgol St Baruc catchment areas will ensure children can access Welsh medium education at a local school and will also provide a better balance of school places to meet future demand for Welsh medium education in the Vale of Glamorgan.

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

Human rights

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

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

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

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

How do you know?

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

Data is provided and analysed through the Pupil Level Annual School Census (PLASC) data collected in the January of each year. This has been delayed for 2021 due to COVID restrictions related to the closure of schools. The Council also uses current demographic, school and pupil data to inform the proposal. School staff would also continue to receive protection under the Equalities Act 2010.

What can be done to promote a positive impact?

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

The policy will be published on the Council's website and through the Council's Parental Guide to School Admissions for parents to consider when making a decision on where to express a preference for a pupil place. Having due regard to the need to advance equality of opportunity includes having due regard to the need to remove or minimise disadvantages suffered by them. Due regard would therefore be paid to the need to take steps to meet the needs of such persons where those needs are different from persons

who do not have that characteristic, and to encourage those who have a protected characteristic to participate in public life. The steps involved in meeting the needs of disabled persons include steps to take account of the persons' disabilities. Having due regard to 'fostering good relations' involves having due regard to the need to tackle prejudice and promote understanding. This is an important aspect to curriculum delivery and would not change as a result of this proposal.

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

Age

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

Disability

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

Gender reassignment, including gender identity

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

Marriage and civil partnership

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

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

Pregnancy and Maternity

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

Race

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

Religion and belief

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

Sex

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

Sexual orientation

Inclusivity and respect of others is an intrinsic element of the national curriculum. The principles of school inspection as described in the 'Framework for School Inspection', September 2015 states that the inspection will focus on the needs of pupils and parents by evaluating the extent to which schools provide an inclusive environment which meets the needs of all pupils irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation. Based on the policies in place that would not change as a result of the proposal, this proposal would have a neutral impact on people in this protected group.

Welsh language

The Council was very successful in increasing Welsh medium primary sector capacity within the Vale of Glamorgan under Band A of the 21st Century Schools Programme. In order to build on this success, a key priority for Band B is to increase capacity in the Welsh medium secondary sector as well as consideration of further developments at primary level. This has ensured that there will be sufficient places available for pupils wishing to receive a Welsh medium secondary education should they wish to do so.

The change to Ysgol Dewi Sant and Ysgol St Baruc catchment areas will ensure children can access Welsh medium education at a local school and will also provide a better balance of school places to meet future demand for Welsh medium education in the Vale of Glamorgan. The proposal would therefore have a positive impact on people in this protected group.

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

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

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

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

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

Will the impact be positive, negative or neutral?

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

Age – Positive

Disability – Positive

Gender reassignment, including gender identity – Neutral

Marriage and civil partnership – Neutral

Pregnancy and Maternity – Neutral

Race – Neutral

Religion and belief – Positive

Sex – Neutral

Sexual orientation – Neutral

(Welsh language – Positive

Human rights – Positive)

8. Monitoring on-going impact

Date you will monitor progress

PLASC data is annual and if approved by Cabinet this change in policy will be implemented for admission into secondary school in September 2022. This will include reference to this document.

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

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

Measures that you will monitor

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

Date you will review implemented proposal and its impact

Subject to Cabinet approval, the change in policy will be implemented for admission into school in September 2022. The Council is required to consult on its admission arrangements annually and any review of the admission arrangements in place will be reflected in future consultations which take place between January and March of each year.

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

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

10. Outcomes and Actions

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

11. Important Note

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

12. Publication

Where will you publish your approved proposal and equality impact assessment?

Vale of Glamorgan Website

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

13. Authorisation

Approved by (name)	Paula Ham
Job Title (senior manager)	Director of Learning & Skills
Date of approval	
Date of review	November 2022