



CONSULTATION DOCUMENT



Establishment of all-through School (4-19) and Specialist Provision for Pupils with Complex Neurodevelopmental and Learning Needs in Abergavenny

April 2021

OVERVIEW

I am pleased to present this consultation document setting out the Councils 21st Century Schools Band B proposals for education in Monmouthshire and in particular the Abergavenny area.

This consultation document relates to the proposal to establish an all-through (4-19) school in Abergavenny. Consultees should note that the provision for nursery pupils are included in the Council's overall proposals however the proposed provision for Early Years is for a non-maintained setting i.e. the accommodation will be provided by the Council but the setting will be delivered by a private provider and is therefore not subject to a statutory process

The Council is committed to developing and establishing innovative approaches to securing better outcomes through increased continuity in pupil learning through seamless phase to phase transition and a joined up strategy to learning, pastoral care and support. This is your opportunity to comment on the Councils proposals within its Band B 21st Century Schools Programme ensuring the young people of Abergavenny are equipped with the skills and qualifications they need to succeed.

To progress our proposals, the Council has to undertake a consultation process for school reorganisation. This formal consultation document provides opportunity for all stakeholders to contribute to a school reorganisation proposal for the Abergavenny area. It is your chance to ask questions and make comments that will be considered when the Cabinet decides how to proceed.

The Council will consult with a wide range of individuals and groups about the proposal and the list of Consultees is shown in appendix 1

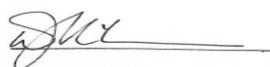
There will be a number of consultation events, listed within the appendices of document, where the proposal will be explained. These consultative events are organised so that you can ask questions and make comments that will be recorded and taken into account in the decision making process. The consultation will run from 26th April 2021 and conclude on 8th June 2021

You may also provide your views by completing the **[online consultation form](#)** or by emailing strategicreview@monmouthshire.gov.uk

I hope you will take full advantage of both the information contained in the document and the arranged 'drop in' sessions so that you have access to all the information and plans, as well as opportunity to ask questions and engage in discussion about the proposals set out in the document.

I look forward to seeing you at the sessions

Kind regards



Will McLean
Chief Officer
Children and Young People
Monmouthshire County Council

1. Introduction

Monmouthshire County Council (the Council) has a statutory duty to secure sufficient and suitable school places for children within its County, and in doing so ensure that resources and facilities are efficiently utilised to deliver the educational opportunities that our children deserve.

This document represents the Council's responsibilities as part of the School Organisation Code 2018 (a document produced by virtue of the School Standards and Organisation (Wales) Act 2013)¹ to consult with appropriate stakeholders when giving consideration to any significant school reorganisation proposals.

The purpose of this document is to provide information on the Council's proposal to establish an all-through school with specialist provision for children with Complex Neurodevelopmental and Learning needs (referred to from here on in as the specialist provision).

An all-through school combines at least Primary and Secondary stages of education and at times also Nursery and Senior Phase within a single institution, and provides continuous education for its pupils throughout phases. The school often occupies a single site and has one governing body. Evidence suggests that All through schools have beneficial effects on various aspects of school's day to day running, professional development of staff, and on the educational experience and outcomes of their pupils. Further information on all-through schools is included within this document.

At its meeting in October 2017, Cabinet agreed the submission of its Band B proposals to Welsh Government as part of the 21st Century Schools Programme. A significant part of the proposal involves the establishment of an all-through school on the King Henry VIII School site. Further development work has identified the requirement to relocate the Flying Start Provision and establish a Special Needs Resource Base as part of the new school.

The proposed School will include facilities for 1200 pupils (aged 11-16), 200 6th form, 420 primary pupils, 30 FTE Nursery pupils and 20 Flying Start places. The accommodation will provide accommodation for 71 (16 primary and 55 secondary) pupils with complex neurodevelopmental and learning needs within the school. For the reasons outlined in the Overview above, Early Years provision is not included as part of this Statutory Consultation process.

The proposed school will be established in a new building which will be funded in collaboration with Welsh Government as part of the 21st Century Schools and College Programme.

The proposed new school will be a modern educational and community facility, designed in such a way as to be adaptable to evolving learning and teaching

approaches as well as maximising the possibilities for community use. It will comprise of:

- Learning environments and technologies that are agile and respond to differentiated pedagogical approaches, preferred learning styles and individual requirements.
- Facilities that can easily adapt to accommodate a range of curriculum pathways, support personalised learning plans, relevant to the lives of children and young people, particularly those at risk of disengagement.
- Tailored support for all learners with ALN.
- Adult learning opportunities as discreet provision or alongside Post 16 students.
- Learning environments which facilitate different models of school and curriculum organisation including those where learners progress according to their stage not age.
- Collaborative provision across the school estate through a sharing of new specialist facilities and blended learning options.
- An environment that facilitates partnership working with the local community to enhance curriculum provision, work related learning and enterprise.
- A school where multi-agency teams efficiently and effectively work together to identify and address barriers to engagement, support and achievement.
- The provision of anywhere, anytime access to learning through extended day and ICT provision so students can refresh, catch up and extend their learning at a pace and time that is right for them.
- The creation of learning communities within a school enabling students to be well known.
- A school building that is easy to manage by teaching and support staff, that has a spacious and naturally well-lit teaching and working environment with low energy and renewable energy sources.
- A building capable of being used in the evenings and on weekends, providing services that complement the requirements of the adjoining Leisure Centre.

The Council is in the process of undertaking a feasibility study and creating school designs which promotes its vision for 21st Century schools. The Council's design philosophy will allow the school to deliver the following aspirations:

- The delivery of a learning and teaching environment where pupils will be inspired to achieve and maximise their aspirations
- Excellent outcomes for pupils.
- Excellent overall levels of attendance for pupils.
- Excellent transitional arrangements from primary to secondary to further education and workplace.
- Provision of smart, agile and responsive ICT provision.
- A sustainable building meeting 21st Century school standards.
- Effectively support the delivery of the Curriculum for Wales
- Provision of an integrated teaching and learning environment for all which is supportive to all the pupils needs. Where ALN provision is fully immersed into the whole school environment.

- Provision of a quality and targeted vocational offer which meets the local needs as well as strategic needs throughout the County.
- To provide a more effective, robust and secure infrastructure to deliver excellent teaching and learning, inclusion, wellbeing and equity
- To provide a robust Change Management Programme for staff as part of their Continued Professional Development.
- To develop an efficient HR structure that is able to meet the challenges of a 21st Century learning and teaching environment.
- To create a Professional Learning Community based on a common pedagogical approach.
- To provide an environment which encourages closer working within the schools' cluster, a sharing of resources, staff teaching and learning opportunities, an environment where primary and secondary teachers can work together in ensuring the pupils learning pathway is seamlessly planned.

This document allows interested parties to understand the detail behind the Council's proposals, and provides an opportunity to contribute by asking questions, putting forward comments and observations, or suggesting alternative proposals that they feel should be considered.

2. Consultation Arrangements

The Council proposes to establish an all-through School, with specialist provision, in the north of the County on the King Henry VIII Comprehensive School site. To achieve this the Council will close Deri View Primary School and King Henry VIII Comprehensive School, both of which are situated in close proximity. The proposal includes the relocation of Flying Start and development of a Provision to accommodate seventy-one pupils aged 4-19 with complex neurodevelopmental and learning needs.

The proposed development will provide accommodation for a thirty place full time equivalent (FTE) Nursery and wrap around childcare. The nursery facility will be a non-maintained setting and therefore there is no requirement to include as part of this statutory consultation.

The proposal is for the new school to open from 1st September 2023 which would result in Deri View and King Henry VIII Schools closing on 31st August 2023. The new accommodation for the proposed school will be completed in May 2024 and all pupils will relocate in readiness for September 2024.

The Council is now engaging in a statutory consultation process with all interested parties to ensure that any decision taken by the Council is one that is informed. Your views on the proposed changes are very important to us, and we would like you to engage with us throughout this consultation. Therefore, the Council will ensure that there are appropriate opportunities for you to have your say, particularly if the proposals impact on either you personally or your children.

The timescales for the formal consultation aspects of these statutory proposals are:

Statutory Consultation Period commences	Statutory Consultation Period concludes	Period of consultation
26 th April 2021	8 th June 2021	6 weeks

2.1 Formal consultation process

The formal consultation process represents an opportunity for people to learn about the proposal, ask questions and make comments that will be recorded and considered when the Council determines whether or not proposals are to be implemented.

The Council seeks to engage with a wide range of stakeholders on the proposals outlined in this consultation document. A full list of the consultees can be found under Appendix 1.

As part of the consultation process, the Council intends to hold consultation sessions with pupils, staff, governors, parents from both schools and members of the community to ensure engagement with all interested parties who may wish to learn more about the proposal. Council Officers will be in attendance to explain the proposals in detail and answer any questions and ensure all comments/views made are recorded.

In addition to the above, any views, comments, or questions on the proposals can be submitted to the Council by:

- Completing the online consultation questionnaire available via www.monmouthshire.gov.uk/statutoryconsultation
- Emailing strategicreview@monmouthshire.gov.uk.

Completion of the questionnaire will enable us to undertake detailed analysis of the feedback we receive from consultees.

Important: This consultation will not make any assumptions, so whether you are for or against the proposed changes, please take this opportunity to have your say.

If you have any questions on the proposals please contact the Access Unit on 01633 644508 or by emailing strategicreview@monmouthshire.gov.uk.

It is important to note that any unfavourable comments made during the consultation period will not be treated as objections to the proposals but will be accepted as adverse comments. Objections to the proposals can only be accepted after the consultation period has concluded and should the Council determine to proceed with the proposals by way of publishing statutory notices.

If you wish to object, you will need to do so in writing should the Council enter into a statutory objection period. If consultees submit a request during the objection period, asking for a response submitted at the consultation stage to be treated as an objection this will be accepted.

2.2 Consultation with Learners

The views of Learners are extremely important to the Council and therefore children and young people will be provided with opportunities to contribute to this consultation process. The Council has produced a summary version of this consultation document which will be made accessible for all children and young people affected by this proposal.

The Council will also hold sessions with the children and young people on roll at Deri View Primary School and King Henry VIII Comprehensive School where this is felt to be appropriate and practicable. Consultation with children and young people will be supported by key professionals and their views captured and considered in any reports that may determine our way forward.

2.3 Conclusion of the Formal Consultation process

The opportunity to respond to the proposals outlined within this consultation document will conclude at midnight on 8th June 2021. The Council's Cabinet will then be provided with a Consultation Report analysing the views shared by consultees during the formal consultation process and determine whether or not they wish to proceed with the proposal. A copy of the consultation report will be published at least 2 weeks before any statutory notices are published.

If the decision is taken by the Council's Cabinet to proceed with the proposal, a statutory notice will be published. The Council will allow for a statutory notice period lasting 28 days from the date of publication to enable consultees to express their views in the form of supporting or objecting to the proposals.

The Council's Cabinet will then consider the responses received during the statutory notice period in the form of an objection report and will then make the final decision as to whether or not to proceed with the proposal.

The proposed timetable for decision making following the formal consultation process is:

Stage of process	Key date
Cabinet consider the results of the consultation and determines whether to proceed with proposals	7 th July 2021
Council publish statutory notice and enter into objection period	2 nd September 2021
Cabinet consider the objection report and determine whether or not to implement the proposals	3 rd November 2021

2.4 Implementation of the Proposals

Should the outcome of the statutory process outlined in this document conclude that proposals are to proceed as presented, the all-through school will open from 1st

September 2023 and Deri View Primary School and King Henry VIII Comprehensive School will close with effect from 31st August 2023. The pupils will move into the new accommodation between May and September 2024.

2.5 Consultation process timeline

Consultation Stage	Date
Cabinet agree to start formal consultation	14th April 2021
Formal Consultation Process	26th April 2021 – 8th June 2021
Cabinet meeting to receive the consultation report	7th July 2021
Cabinet consider recommendations on proposed way forward and agree to publish statutory notices	7th July 2021
Statutory Notices are published	2nd September 2021 – 30th September 2021
Final decision by Cabinet	3rd November 2021
Proposals Implemented	1st September 2023

3. The Way Forward and Reasons Why

The Welsh Government (WG) has a long term investment programme that will create a generation of 21st Century Schools. Through the 21st Century Schools and Colleges programme the Welsh Government, in collaboration with local government will deliver:

- Learning environments for children and young people in Wales aged 3 to 19 that will enable the successful implementation of strategies for school improvement and better educational outcomes;
- A sustainable education system through better use of resources to improve the efficiency and cost-effectiveness of the education estate, and which enhances local public service provision; and
- A 21st Century Schools standard for all schools in Wales which reduces recurrent costs, energy consumption and carbon emissions.

For further information on 21st Century Schools visit

<https://gov.wales/21st-century-schools-programme>

4. Background

The Council is committed to improving the educational achievement and attainment for all children and young people in in the county through the provision of an inclusive education system that places the learner at the centre. ²

Through our work with schools, parents and key partners, we seek to:

- Secure equality of access to education for all children and young people
- Deliver a high quality and inclusive curriculum for all learners
- Educate our children and young people in their local communities whenever possible
- Support children and young people and their families to enable them to live a happy and fulfilling life
- Provide meaningful opportunities for learners to access support when they need it and return to their community school as soon as they are able
- Meet the needs of children and young people now and be suitably adaptable to meet changing needs in the future

The aims above link directly to our Directorate core values, which aspire to ensure that all of our children and young people will:

- **Be ready for school** - through engagement with our Early Years and Flying Start programmes.
- **Be in school** - supported by our Access and Education Welfare teams.
- **Be well behaved** - through support from our Behaviour and Inclusion teams.
- **Be well taught** - by the teachers and teaching assistants in our schools.

Over the last five years, we have made progress towards fulfilling this commitment for the majority of our children and young people.

Education remains a top priority for the Council and it is committed to delivering improved performance in educational provision in line with the requirements of the Welsh Government policy and objectives.

The Council strives to provide children and young people with the best possible start in life. Investing in all our children's learning and development, ensuring they have the environments, skills and support to flourish and be prepared for the work of the future and meet the demands of a rapidly changing world environment.

In addition to the above, the aims of our Band B 21st Century Schools and Colleges Programme are to:

- Address the condition of our school buildings and sufficiency, ensuring that the schools are of an appropriate size and design to meet the needs of 21st Century learning
- Address wider challenges of deprivation, linked both to educational outcomes and the broader indices of deprivation collated from the Welsh Index of Multiple Deprivation

² Monmouthshire County Council Corporate Plan 2017 - 2022

- Address the issue of surplus places to try to ensure we have sufficient school places in the right place for current and future demand
- The management of surplus places is directly linked to ensuring that the authority future proofs any investment that it makes in the educational estate

The Council is committed to providing lifelong learning opportunities in an environment, which is fit for 21st Century learning, ensuring children and young people have access to a modern learning environment and high quality learning provision, to support learners to achieve their full potential.

The Council will, as part of the overall strategy for the 21st Century School Programme, embrace the authority wide change in learning and teaching. An outcome of this change will be the transformational approach to reorganisation and redevelopment of the school estate.

The Curriculum for Wales will be implemented in all schools from September 2022. This means that school will need to reorganise the curriculum into the following six Areas of Learning and Experiences, underpinned by the three cross-curricular skills of literacy, numeracy and digital competence.

- Expressive Arts
- Health and Wellbeing
- Humanities
- Languages, literacy and Communication
- Mathematics and numeracy
- Science and Technology

To support learning, the new curriculum should be organised into a continuum of learning from when a child enters education to the end of statutory schooling and teaching and learning should be directed towards achieving the following four curriculum purposes:

- Ambitious, capable learners, ready to learn throughout their lives
- Enterprising, creative contributors, ready to play a full part in life and work
- Ethical, informed citizens of Wales and the world
- Healthy, confident individuals, ready to lead fulfilling lives as valued, members of society

Many of our schools are currently delivering elements of the new curriculum in anticipation of the full rollout in 2022. However, given the need for greater flexibility and capacity; changes to what and how pupils learn will be easier to manage in an all-through environment than in a single-phase school or group of schools.

Over recent years, progress has been made to transform education in Monmouthshire. Good progress has been achieved in the areas of:

- Improving access and school places
- Reducing surplus places;
- Post 16 learning;
- Improving school attendance

- Initiatives to improve the quality of learning and teaching to support pupil progress
- Reviewing Additional Learning Needs and meeting them at the point of need and location

Should this proposal be implemented it will enable the Council to improve its school estate within Abergavenny and improve education provision in terms of curriculum, staffing and organisation whilst meeting its objectives for future education within Monmouthshire.

In considering its options and developing these proposals the Council has paid due regard to the requirements of the Future Generations Act (Wales) 2015, the United Nations Convention on the Rights of the Child (UNCRC), and recommendations from Donaldson’s ‘Successful Futures’ Report

5. Current provision

King Henry VIII Comprehensive School

King Henry VIII Comprehensive School is an English medium 11-18 co-educational secondary school situated in the north of the County in Abergavenny.

The School currently has a capacity of 1290 places plus 220 place sixth form. Admission Number of 215 and the number on roll as at September 2020 was 1041

King Henry VIII Comprehensive School buildings are in a poor state of repair and following a Condition Survey being undertaken in 2020, the school buildings were categorised as Condition Category D with the backlog of maintenance estimated to be around £2.5m.

Deri View Primary School

Deri View Primary School is an English medium Primary School situated in the north of the County and 0.5 miles from King Henry VIII School.

The School currently has a capacity of 330 places plus nursery, Admission Number of 47 and the number of roll as at September 2020 is 276

Deri View School is a relatively modern building and following a Condition Survey being undertaken in 2020, the school building was categorised as Condition Category C+ with the current backlog of maintenance estimated to be around £110k.

Current pupil numbers (September 2020 census return) at the two schools are as follows:

	R	1	2	3	4	5	6	Total
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Deri View Primary Excl. Nursery	36	38	38	38	41	42	43	276
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	7	8	9	10	11	12	13	Total
King Henry VIII Comprehensive	194	176	165	177	171	75	83	1041

Whilst pupil numbers in Deri View Primary School are relatively stable there is an anticipated increase in the number of new houses to be built in the Abergavenny area in the foreseeable future.

Numbers at King Henry VIII School have grown over the last few years and projections show that this will continue over the coming years.

In due course the Council will recommence its consultation on a new Local Development Plan (LDP) and it is anticipated that there will be significant housing growth in the Abergavenny area over the next period.

6. The Proposal

The Council is proposing to establish an all-through school on the King Henry VIII School site with effect from 1st September 2023.

In order to facilitate the establishment of the all-through school in Abergavenny, the Council will cease to maintain Deri View Primary School and King Henry VIII Comprehensive School with effect from 1st September 2023.

The proposed new school building will be jointly funded by Welsh Government and Monmouthshire County Council through the 21st Century Schools and College Building Programme.

6.1 Background to the proposal

In July 2017 this project was identified within the Council's 21st Century Schools Strategic Outline Plan (SOP). The SOP set the strategic vision for the Council's Band B programme within the context of the priorities, wider aims and wellbeing goals of the Council. The project fits with the objectives of the Band B programme and key drivers set out within the Council's Corporate Plan.

The case for change identified the poor state of the King Henry VIII existing building and the need to invest to provide a modern, long-term teaching and learning facility.

Since producing the SOP, the Council has identified a requirement to establish a provision for children with complex neurodevelopmental and learning needs within the

proposed new school. There is a small amount of provision within the mainstream school at King Henry VIII School however our evidence shows that there is increasing demand within the catchment area for pupils with complex neurodevelopment and learning needs.

Deri View Primary School currently has a designated SNRB for pupils aged 4 to 11 years.

As part of the option appraisal undertaken to develop the SOP there were a number of key considerations that arose that have informed the Council's decision in choosing to establish an 'all- through' school in Abergavenny. These are as follows:

- Affect change in socio economic deprivation
- Improve the provision for vulnerable learners
- A perceived regression in pupil progress as a result of transition between Years 6 and 7
- Suitability of the existing buildings do not assist the school to meet current curriculum needs, moreover inability to be adapted to meet the needs of the new curriculum
- Poor condition of the King Henry VIII building. The recent building condition surveys undertaken by Faithfull and Gould placed King Henry VIII within category D, Deri View within Category C+
- Dispersed buildings on King Henry V111 which has a material effect on pupil movement, learning adjacencies, accessibility and integration
- School's image is affected by the visual quality of the poor building stock
- The schools are environmentally poor in performance leading to uncomfortable and inflexible learning and teaching environments, high maintenance costs and running costs
- Old and failing infrastructure which is in need of replacing
- Limited lifespan on a number of the existing building stock

6.2 Reasons for the proposal

An all-through school brings a number of potential benefits where transition between primary and secondary schools remain a key challenge. It is widely accepted that schools are able to raise attainment by establishing continuum of education from 3-19

In addition, the Council is proposing to establish a new all-through school for the following reasons:

- To improve educational outcomes
 - More effective transition between key phases of learning
 - More opportunities for staff to move between key stages, to further develop expertise in specific areas
 - Opportunities for pupils in all key stages to benefit from staff expertise in specific subject areas
 - Improved curricular and extra-curricular opportunities for pupils in all key stages

- To improve educational provision
 - Opportunities to develop a broad continuum of learning to meet the needs of pupils in all phases
 - Improved continuity and progression for all learners from 4 to 19 years
 - Opportunity to improve the range and quality of facilities and learning resources available to support effective learning across all phases
 - Improved opportunities for continuity of support for vulnerable groups of pupils.
 - Improved opportunities for more able and talented pupils

- To improve leadership and management
 - Opportunity for high quality, robust leadership across all key stages
 - Improved opportunities for the Headteacher to distribute key leadership tasks to a greater number staff across all phases of education
 - Improved opportunities for the governing body to have strategic oversight of education for pupils from 4 – 19

- To improve efficiency in the delivery of education
 - Potential for the school to operate more efficiently through more effective deployment of staff
 - Potential for sharing of resources and expertise across all key stages

- To minimise the impact of transition between key stages
 - Opportunity to provide seamless progression between each phase of education
 - Suitable facilities to support a 'stage not age' curriculum delivery model to meet the needs of individual pupils
 - Improved opportunities for continuity of support for vulnerable groups of pupils throughout their school careers.

6.3 Details of the Proposed All-through School

It is proposed to design the all-through school to provide 180 Foundation Phase places, 120 primary places, 600 Intermediate phase places, 720 Key Stage 4 places and 200 Key Stage 5 places. These figures include provision for 71 place specialist provision for children with complex neurodevelopmental and learning needs (16 primary and 55 secondary). There is a requirement to establish a Provision to provide for pupils with complex neurodevelopmental and learning needs.

In traditional terms the provision will be for 1200 pupil place secondary school plus a 200 place sixth form and 420-place primary school

A nursery is proposed within the new school, accommodating 30 FTE places. It is anticipated that the nursery will be managed by a private provider and will not be under the management of the Headteacher or Governing Body. Therefore, it is not included as part of these proposals.

Should this proposal go ahead the primary element of this proposal will be derived from the relocation of the 2 form entry English medium primary provision in Deri View Primary School Abergavenny.

The former Deri View Primary School site will be refurbished and Ysgol Gymraeg Y Fenni will relocate there from its current site. This will facilitate the continued growth of Welsh medium education in the north of the County through increasing the capacity of the school. This relocation will also enable the Council to take the opportunity to explore the feasibility of delivering learning for Key stage 3 pupils from the site.

Due to the proposed increase in size should relocation of Ysgol Gymraeg Y Fenni take place a separate statutory consultation process will be undertaken.

6.4 Pupils with Additional Learning Needs

The Council does not have a single 'special school' for children with complex neurodevelopmental and learning needs (which includes autism) within the county. This has been the case since 1996, when local authorities were restructured. Monmouthshire has developed a model of specialist resource base provision within mainstream schools. This model ensures that children and young people remain close to their communities and have meaningful inclusion opportunities with their mainstream peers, whilst also benefitting from specialist teaching and resources.

Currently there is capacity in primary and secondary specialist resource base provision in Monmouthshire for over 150 children and young people with complex special educational needs including autism. Deri View Primary School has a designated KS2 specialist resource base and King Henry VIII Secondary School is resourced to provide smaller classes for up to fifty pupils with ALN.

The Council is continuing to review its specialist provision to ensure it meets current and future needs and also invest in specialist resources and training for these settings. There is increasing demand for specialist education provision in Monmouthshire and places in out of county special schools are becoming more difficult to secure. When the ALN Act is implemented in September 2021, the Council will have increased responsibility for pupils with ALN from 0-25 years.

The inclusion of a provision for children and young people with complex neurodevelopmental and learning needs in the new school would ensure that the Council has the capacity to meet the needs of more children and young people with this identified need and provide a seamless educational offer for children across a wide age range.

The proposed new school would also provide an accessible and inclusive environment for all pupils with additional learning needs, allowing children and young people with physical/medical difficulties to be more independent.

6.5 Impact on other schools

The proposed establishment of an all-through school would further enhance the links already in place between the existing primary and secondary school.

An all-through school enables the establishment of one set of policies, shared staff and a shared ethos which would support effective transition from the primary phase to the secondary phase.

Both phases would benefit from a high quality learning environment and infrastructure, including both indoor and outdoor facilities and enhanced access to 21st Century technologies to support both teachers and learners.

The proposal would maximise the benefits arising from greater continuity of provision and would offer greater potential for improving the levels of achievement for all pupils.

The development of a new school, designed and fully equipped for 21st century learning, may mean that more parents would choose to send their children or transfer them to the new school. This means that there may be an impact on pupil numbers and they may decrease in other schools within the Abergavenny area.

The introduction of an Intermediate phase may also impact on surrounding schools if parents are concerned about transition between Years 6 & .7

On transfer to secondary school, parents may choose to send or transfer their child to the new school for convenience of location, rather than to Ysgol Gyfun Gwynllyw and therefore there could be a risk that pupil numbers expected to transfer to Year 7 may increase within the new school but decline at Ysgol Gyfun Gwynllyw.

6.6 Quality and Standards

The proposed establishment of the new school, would offer an exciting and attractive career proposition, and it is therefore expected that the new school would attract high quality leadership, management and teaching.

Pupils would be educated in high quality modern buildings which would be designed to support the effective delivery of the new curriculum. The removal of phases and key stages will give all teachers more freedom to with a wider range of professionals to decide what and how pupils will learn across a whole-school continuum. The development of a common learning continuum that works for five-year olds, teenagers, and young adults has the capacity and flexibility to meet the needs and interests of all learners, including those who are vulnerable or disadvantaged and those who are more able and talented. Opportunities to do this are far greater in all-through school compared to the traditional primary/secondary model.

6.7 What is an All-through School?

An all-through school is a school which provides both primary and secondary education. The school is led and managed by one Headteacher, a single governing body, and funded as one school. Whilst primary and secondary aged pupils would

belong to one educational establishment, and there would be some opportunity for sharing of facilities and resources, all-through schools continue to provide access to separate facilities for children of different ages. This would include separate teaching accommodation, different start and finish times as well as separate areas to use during break times.

All-through Schools are a model which is well established in England and is becoming increasingly popular in Wales, particularly in rural areas where it is seen as a way of ensuring the continued provision of education. The model also brings many benefits to pupils by providing seamless transition for pupils throughout all phases of education.

6.8 Advantages and Disadvantages of an all through school

The advantages and disadvantages of the current proposal in respect of establishing an all-through School are summarised below:

Advantages

- Enables staff expertise and good practice to be shared across a whole school continuum
- Offers a large measure of flexibility in planning and delivering the curriculum
- Offers the opportunity to organise a wider range of staff to do things in different ways
- Promotes smoother transition between phases for the pupils arising from familiarity with the school and teachers; cross phase pedagogical practices and clearer expectations as children progress through key educational stages
- Reduces potential dips in pupil progress owing to the better coherence, continuity but also flexibility associated with cross phase teaching and learning
- Provides a strong ethos and high quality of relationships resulting from common vision and core values, continuity of experience and consistent approach in addressing any behavioural issues
- Provides a more appropriate education in relation to pupils' ability levels, as staff can contribute to policies and practices in every area across the age range, especially in encouraging more able and talented pupils, and supporting those who need additional help;
- Draws from a wider range of experience and expertise across the sectors, in order to develop pupil's learning experiences. Offers more opportunities for continued professional development
- Improves parental involvement that carries over from the primary through to the secondary stage, and increased opportunities for community engagement and development;
- Provides an enhanced range of resources *, services and facilities that can be shared by pupils and primary and secondary age learners in different locations on the same site e.g. all weather pitch, gymnasium, laboratories etc.
- Offers better economic efficiency due to sharing of resources;

* Sharing of resources – it is not expected that young children will share playgrounds with older pupils at break times. Foundation, Primary, Intermediate

and Secondary pupils will receive the majority of lessons in their separate areas. The pupils will only use rooms in the other sections when specialised facilities are required. These times will be timetabled, monitored and supervised at all times.

Disadvantages

- Impact on staff as management of change process would need to take place.
- One or other sector of school staff may feel underrepresented
- Parents may be unfamiliar with the concept of an all-through school and may have concerns about the model
- Other primary schools in the Cluster may feel left out of activities
- May be requirement for retraining of teachers for cross phase teaching
- May involve increased traffic congestion on the King Henry VIII Site

6.9 Accommodation

In May 2019 the Council declared a Climate Emergency and the agreed to strive to reduce its own carbon emissions to net zero in line with the Welsh Governments targets of 2030. It is therefore imperative that the design of the proposed new school gives particular attention to decreasing the carbon footprint.

The Welsh Government state that: 'school buildings and grounds should be designed in order to reduce the use of resources and maximise energy efficiency as much as possible whilst they are being built, during their operation and maintenance.'

Therefore, the design of the proposed new school will allow for the following:

- attractive and fit-for-purpose buildings that use sustainable sources of materials and preserve the best traditions of architecture and local building and which are efficient in energy and resources;
- adequate, high quality, well-designed buildings that can be used for a wide range of teaching and learning methods and experiences;
- first class dining facilities where pupils can enjoy healthy meals;
- fit-for-purpose provision for toilets and personal hygiene requirements;
- buildings that are accessible to the whole community;
- up-to-date facilities, to be used by pupils, staff, parents/carers and members of the community;
- safe community areas;
- indoor and outdoor sports and playing facilities available to pupils during school hours and community out of school hours

7. Options Considered

A description of the options considered, how they were considered and the reasons why these options have been discounted.

Each option was scored against the following Critical Success Factors (CSF)

- Deliver a high quality and inclusive curriculum for all learners
- To deliver a sustainable and cost effective model
- Educate our children and young people and their families in their local communities whenever possible
- Meet the needs of children and young people now and be suitable adaptable to meet changing needs in the future.

The CSF were each weighted High 5, Medium 3, Low 1. Each option was then scored against the CSF and was scored on the following basis:

- 5** exceeds criteria
- 4** meets criteria
- 3** neither meets/ does not meet the criteria
- 2** partially meets the criteria
- 1** does not meet the criteria

The options for consideration ranged from:

- Status Quo
- Establish an all-through School with suitable ALN provision and close King Henry VIII and Deri View Schools,
- Extend the age range of King Henry VIII Comprehensive School to incorporate Deri View Primary School. Relocate all to a new building on the King Henry VIII site and close Deri View Primary School.

The results from the options analysis are shown below

	Option	Score
1.	Status Quo	30
2.	Establish an all-through School with suitable ALN provision and close King Henry VIII and Deri View Schools,	100
3.	Extend the age range of King Henry VIII Comprehensive School to incorporate Deri View Primary School. Relocate all to a new purpose built building on the King Henry VIII site and close Deri View Primary School.	80
4	Extend the age range of Deri View Primary School to incorporate King Henry VIII Comprehensive and relocate to new purpose built building on the King Henry VIII site	80
5.	Establish an all- through school with suitable ALN provision and Welsh Medium secondary stream and cease to maintain Deri View and King Henry VIII Comprehensive schools	20

7.1 Options Appraisal

Option 1 – Do nothing and maintain the status quo. This would mean that there would be no change to the current provision.

Option 1	
Status Quo	
Advantages	Disadvantages
Minimal risk/disruption to de-stabalising existing service delivery	This option could limit the potential for delivery the new curriculum to full effect
Stability of existing arrangements remains consistent	Pupils attainment and attendance may not be as high as it could be in a purpose built 21 st century school.
	Costs to maintain the condition of King Henry VIII and Deri View would continue to be a disproportionate be drain on councils maintenance budget
	Specialist ALN provision would not be provided in KS 3,4 &5

Option 2 – To establish an all-through School with suitable ALN provision and close King Henry VIII and Deri View Schools

Option 2	
Status Quo	
Advantages	Disadvantages
Would meet vision for learning and teaching in Monmouthshire	Impact on staff as management of change process would need to take place to allocate posts in the new school
Provide a flexible and adaptable building for learning that is future proofed and will support the delivery of personalised and independent learning	Parents may be unfamiliar with the concept of an all-through school and may have concerns about the model
Would enable staff expertise and good practice to be shared across key stages	Other primary feeder schools may have concerns about transition arrangements
Would improve transition between each key stage	Difficult to recruit staff in a period of instability
Monitoring pupil progress from 3 to 19 years of age enables staff to build up a comprehensive profile of individual children and build consistently on their achievements	Instability in the short term could impact on the continued need to improve outcomes
Consistency of approach to teaching and learning policies, curriculum planning, behaviour management, equal opportunities and special needs	Possible fear of and resistance to change amongst staff, governors and parents

A consistent vision and shared values across the schools.	All- through schools are a new concept in Monmouthshire, and parents will have concerns;
Planning and delivery of a continuous and coherent curriculum at foundation, primary, intermediate and secondary phase	
Would enable the school to run more efficiently through shared staffing, shared resources	
One Governing Body would have strategic overview over the provision of all key stages	
Ability to develop resilient leadership and management arrangements	
Opportunity to access capital investment in the future	
Potential to share best practice between staff from primary and secondary sectors	
Ability to improve quality and standards in education across both phases of education	
Ability to develop a single culture and ethos	
Specialist ALN provision would be provided in KS 3,4 &5	

Option 3 & 4

To extend the age range of King Henry VIII Comprehensive School to incorporate Deri View Primary School and relocate all to a new building on the King Henry VIII site and close Deri View Primary School.

Or

Extend the age range of Deri View Primary School to incorporate King Henry VIII Comprehensive and relocate to new purpose built building on the King Henry VIII site

Option 3 &4	
Advantages	Disadvantages

Would meet vision for learning and teaching in Monmouthshire	One school may feel as if they are being 'taken over'
Provide a flexible and adaptable building for learning that is future proofed and will support the delivery of personalised and independent learning	Will be difficult to establish a consistent vision and ethos
Would enable staff expertise and good practice to be shared across key stages	Disruptive for learners at both schools
Would improve transition between each key stage	Possible fear of and resistance to change amongst staff, governors and parents
Monitoring pupil progress from 3 to 19 years of age enables staff to build up a comprehensive profile of individual children and build consistently on their achievements	Impact on staff as management of change process would need to take place to allocate posts in the new school
Consistency of approach to teaching and learning policies, curriculum planning, behaviour management, equal opportunities and special needs	Instability in the short term could impact on the continued need to improve outcomes
A consistent vision and shared values across the schools.	Other primary feeder schools may have concerns about transition arrangements
Planning and delivery of a continuous and coherent curriculum at foundation, primary, intermediate and secondary phase	
Would enable the school to run more efficiently through shared staffing, shared resources	
One Governing Body would have strategic overview over the provision of all key stages	
Ability to develop resilient leadership and management arrangements	
Potential to share best practice between staff from primary and secondary sectors	

Ability to improve quality and standards in education across both phases of education	
Ability to develop a single culture and ethos	
Specialist ALN provision would be provided in KS 3,4 &5	

Option 4 To establish an all-through School with suitable ALN provision and Welsh Medium stream at KS 3,4 and 5 and cease to maintain King Henry VIII and Deri View Schools

Option 4	
Advantages	Disadvantages
Children and young people will be educated within their local community	The site is too small and restrictive to accommodate the ALN provision and WM stream. WM provision is secured at Ysgol Gyfun Gwynllyw
As option 2	Would not provide an immersive education for WM pupils
	Key Stage 3,4&5 pupils will still have to travel to Ysgol Gyfun Gwynllyw in Torfaen
	As option 2

7.2 The Preferred Option

The Council' preferred option is Option 2, to establish an all-through School on the King Henry VIII School site and close Deri View Primary School and King Henry VIII Comprehensive School. The Council understands there are some disadvantages associated with the proposal but feel that the advantages far outweigh the disadvantages

The governing body and leadership team of the new school, when appointed, will do everything possible to mitigate the risks and would work hard to achieve the advantages. The Headteacher will ensure staff understand their role in the school, prepare well for change and build upon the strengths of the existing schools.

8. Details of Affected Schools

- The names, locations and categories of all schools likely to be affected by the proposals

School Name	Language Category	School Type	Capacity	*AN	Age Range	Pupil Numbers Sept 2020
Cantref Primary School	English Medium	Community	210	30	3-11	209
Deri View Primary	English Medium	Community	330	47	3-11	276
Gilwern Primary	English Medium	Community	210	30	4-11	215
Goytre Fawr Primary	English Medium	Community	210	30	4-11	170
King Henry VIII Comprehensive	English Medium	Community	1290	210	11-19	1041
Llanfoist Fawr Primary School	English Medium	Community	210	30	4-11	206
Llantilio Pertholey VC Primary	English Medium	Voluntary Controlled	210	30	4-11	183
Llanvihangel Crucorney Primary	English Medium	Community	77	11	4-11	68
Our Lady and St Michaels RC Primary	English Medium	Voluntary Aided	210	30	4-11	186
Ysgol Gymraeg Y Fenni	Welsh Medium	Community	257	36	3-11	228

* AN = Admission Number

8.1 Analysis of NOR at schools affected by the proposals

The following table shows the number of pupils that have been attending schools affected by the proposals since January 2016, based on PLASC data and excluding nursery pupils

School Name	Capacity	AN	Current NOR	PLASC 2019	PLASC 2018	PLASC 2017	PLASC 2016
Cantref Primary School	210	30	209	210	210	209	209

Deri View Primary	330	47	276	254	262	253	258
Gilwern Primary	210	30	215	203	206	198	192
Goytre Fawr Primary	210	30	170	195	193	176	173
King Henry VIII Comprehensive	1290	210	1041	951	973	956	960
Llanfoist Fawr Primary School	210	30	206	210	210	208	196
Llantilio Pertholey VC Primary	210	30	183	201	204	202	203
Llanvihangel Crucorney Primary	77	11	68	68	63	57	54
Our Lady and St Michaels RC Primary	210	30	186	179	177	174	178
Ysgol Gymraeg Y Fenni	257	36	228	230	234	222	213

8.2 Projected Need

The Council utilises a range of data to analyse the forecasted demand on school places across the County. Information supplied by Aneurin Bevan Health Board (ABHB) relating to newborn children within the County enables us to review the demand levels and ensure appropriate provision is in place for those children entering into the Primary and Secondary School system.

The information in the table below demonstrates that pupil numbers in the area are increasing over the next period of time. The Projected figures within this document include figures from known housing developments however the Council will shortly consult on a new Local Development Plan (LDP) which will identify additional sites suitable for housing development in the area. The Council anticipates that these additional developments will further increase pupil numbers which the proposed new school will be able to accommodate.

8.3 Projected Numbers at affected schools

Primary Schools

The projections included for the affected schools below have been formed on the basis of the current information that is available to us. This will include current numbers on roll, live birth information available through Health, and any known housing developments that have received planning permission.

The school numbers below are formed on the basis of a cluster projection model, which ensures that there is an appropriate number of school places at schools within the cluster to accommodate any potential oversubscription at individual schools. The projections also model a percentage of young people electing to attend Welsh Medium Education, formed on the basis of current trends, which could of course change and impact on the number attending English / Welsh Medium school(s).

In addition to the above, the projections for the secondary element of the new school are formed on the basis of our aspirations to continue to improve the key stage 2 and key stage 3 transition rates.

The following table show the projected numbers on roll at Deri View Primary and King Henry VIII Comprehensive School.

School	2021/22	2022/23	2023/24	2024/25	2025/26
Deri View Primary	298	305	296	302	303
King Henry VIII Comprehensive	1068	1100	1128	1168	1193

The following table show the projected numbers on roll at schools that could be affected by the proposals.

School	2021/22	2022/23	2023/24	2024/25	2025/26
Cantref Primary School	210	210	210	210	210
Gilwern Primary	211	203	195	195	191
Goytre Fawr Primary	168	157	153	146	141
Llanfoist Fawr Primary School	210	210	210	210	210

Llantilio Pertholey VC Primary	190	191	180	173	166
Llanvihangel Crucorney Primary	71	65	69	59	56
Our Lady and St Michaels RC Primary	186	195	196	186	182
Ysgol Gymraeg Y Fenni	253	252	256	264	279

9. Impact of proposals

The following section provides data on the quality and standards of education in the schools affected and the likely impact the proposals will have on the quality of Education

9.1 Impact on surplus places

The below table shows the expected impact on surplus places with Abergavenny town schools, modelled against the projections detailed under section 8 of this document.

School	September 2021	September 2022	September 2023	September 2024	September 2025
Total expected Numbers on roll	1558	1566	1543	1540	1541
Total proposed capacity	1697	1697	1697	1890	1890
Combined English and Welsh Medium					
Total Surplus Places	139	131	154	350	349
Surplus %	8.1%	7.7%	9%	18.5%	18.4%

Note: New capacity for Ysgol Gymraeg Y Fenni (420) and the new school (420) has been applied in September 2024

The below table shows the forecasted surplus places position for the secondary element of the new school:

School	Sept 2021	Sept 2022	Sept 2023	Sept 2024	Sept 2025	Sept 2026	Sept 2027
New school (secondary)	1068	1100	1128	1168	1193	1199	1176
Capacity	1290	1290	1290	1400	1400	1400	1400
Surplus places	222	190	162	232	207	201	224
%	17.2	14.7	12.6	16.5	14.7	14.4	16

Note: New capacity for the new school has been applied in September 2024

9.2 Staff employed at affected school

There are currently 51 staff employed at Deri View Primary School and 149 staff employed at King Henry VIII. The Council is confident that the majority of staff will transfer to the new school however it will be for the temporary Governing Body to determine whether the posts of Headteacher and Deputy Headteacher will be dealt with internally by ring fencing to at risk employees or by placing a national advert.

Should this proposal proceed and there is a need for compulsory redundancies, staff will be offered the opportunity to express an interest for voluntary redundancy and these requests would be considered in the first instance.

Where there is a need for compulsory redundancies, the Council's protection of employment policy will be followed.

9.3 Quality and standards of education

The outcomes of the most recent inspection outcomes and the national categorisation as of January 2020 for the eight primary schools and one secondary school affected by the proposal are included below.

In September 2017, the Estyn common inspection framework for schools changed from judging schools against three key questions, current performance, and prospects for improvement to using five inspection areas (IA). This means that a direct comparison is not possible between schools inspected up to 31st August 2017 and from 1st September 2017.

Outcomes of Most Recent Estyn Inspections and National Categorisation

Previous Inspection Framework (September 2010 and August 2017).

Cantref Primary School

Inspection date	Outcomes	Provision	Leadership and Management	Overall Performance		Follow-up
				Performance	Prospects for Improvement	
2014	Good	Good	Good	Good	Good	No

Cantref Primary School has been in green support category for the last three years, indicating that the school has received the least amount of support to maintain standards over this period.

Gilwern Primary School

Inspection date	Outcomes	Provision	Leadership and Management	Overall Performance		Follow-up
				Performance	Prospects for Improvement	
2014	Good	Good	Good	Good	Good	LA Monitoring

Gilwern Primary School has received minimal support for the last three years and is moving towards being self-sustaining and self-improving.

King Henry VIII School

Inspection date	Outcomes	Provision	Leadership and Management	Overall Performance		Follow-up
				Performance	Prospects for Improvement	
2014	Adequate	Adequate	Adequate	Adequate	Adequate	Significant Improvement

Following the Estyn Inspection in December 2014 the school was placed in the category of Significant Improvement. Following a further Estyn Inspection in June 2016 the school was judged to have made sufficient progress and therefore removed from the list of schools requiring significant progress. In January 2019, the latest national categorisation for schools across Wales places King Henry VIII Secondary School in the 'green' support category for the second year in succession. This indicates that the school requires the least amount of support to improve standards further and is supporting other schools across the region

Llanfoist Fawr Primary School

Inspection date	Outcomes	Provision	Leadership and Management	Overall Performance		Follow-up
				Performance	Prospects for Improvement	
2015	Good	Good	Good	Good	Good	LA Monitoring

Llanfoist Fawr Primary School has received minimal support for the last three years and is moving towards being self-sustaining and self-improving. The school

successfully federated with Llanvihangel Crucorney Primary School in September 2018.

Llanvihangel Crucorney Primary School

Inspection date	Outcomes	Provision	Leadership and Management	Overall Performance		Follow-up
				Performance	Prospects for Improvement	
2015	Good	Good	Good	Good	Good	No

Llanvihangel Crucorney Primary School has received minimal support for the last three years and is moving towards being self-sustaining and self-improving. The school successfully federated Llanfoist Fawr with Primary School in September 2018.

Our Lady and St Michael's Roman Catholic Primary School

Inspection date	Outcomes	Provision	Leadership and Management	Overall Performance		Follow-up
				Performance	Prospects for Improvement	
2016	Good	Adequate	Adequate	Adequate	Adequate	Estyn Monitoring

In the latest national categorisation for schools across Wales, Our Lady and St. Michael's Roman Catholic Primary School is in a limited support category for the second year in succession and is an improvement from an enhanced level of support in 2017/18, indicating that the school requires less support to improve standards further. Estyn removed the school from the list of schools requiring monitoring in 2017.

Llantillio Pertholey Church in Wales Primary School

Inspection date	Outcomes	Provision	Leadership and Management	Overall Performance		Follow-up
				Performance	Prospects for Improvement	
2016	Adequate	Adequate	Adequate	Adequate	Adequate	Estyn Monitoring

Llantillio Pertholey Church in Wales Primary School has received a high level of support in 2019/20. This follows a period of enhanced levels of support and indicates an upward and improving trend. Estyn removed the school from the list of schools requiring monitoring in 2018.

Ysgol Gymraeg Y Fenni

Inspection date	Outcomes	Provision	Leadership and Management	Overall Performance		Follow-up
				Performance	Prospects for Improvement	
2017	Good	Good	Good	Good	Good	No

Estyn invited the school to submit an Excellent Practice Case following the inspection in 2017. In the latest national categorisation for schools across Wales, Ysgol Gymraeg Y Fenni is receiving a low level of support for the second year in succession.

New Inspection Framework (September 2017 onwards)

Deri View Primary School

Inspection date	Standards	Wellbeing and Attitudes to Learning	Teaching and Learning	Care, Support and Guidance	Leadership and Management	Follow-up
2018	Adequate	Good	Adequate	Good	Adequate	Estyn Review

Deri View is categorised as needing an enhanced level of support in 2020, which is above that of the previous two years and indicating a declining trend in securing improvements. Estyn removed the school from the list of schools requiring monitoring in 2020.

Goytre Fawr Primary School

Inspection date	Standards	Wellbeing and Attitudes to Learning	Teaching and Learning	Care, Support and Guidance	Leadership and Management	Follow-up
2019	Good	Good	Good	Good	Adequate	Estyn Review

The level of support in Goytre Fawr has varied significantly during the last three years. However, the school is on an improving trajectory, and in 2020 has received a low level of support. The school has been removed from the list of schools in Estyn Review.

Changes to school performance reporting means that we are unable to provide information about the academic performance of individual schools. This includes outcomes from teacher assessment and external examinations.

9.4 Welsh in Education Strategic Plan (WESP)

This proposal supports our vision to build sustainable and resilient bilingual communities across the county and the delivery of our goal to educate more of our children through the medium of Welsh as outlined in our current WESP.

The relocation of Ysgol Y Fenni will increase the capacity of our Welsh-medium primary places from 317 to 420 in the Abergavenny area. This will ensure that we have sufficient places available to meet the increasing trend for demand in the primary sector in this area for the next five years and is in line with our proposal in our WESP.

Ysgol Gyfun Gwynllyw is a Welsh Medium secondary school situated in the County of Torfaen and is the secondary school to which pupils at Ysgol Gymraeg Y Fenni transition. Recently, Torfaen Council have consulted on a plan to develop the site at Ysgol Gyfun Gwynllyw into a 3 to 19 school and increase capacity in the secondary sector. This proposal is likely to have an impact on the demand for primary places in the Abergavenny area as it becomes established. This means that the additional primary capacity created is likely to be sufficient to manage increased demand for longer than the original five-year plan.

In the light of this proposal, the increase in capacity in Ysgol Gyfun Gwynllyw would assure sufficient capacity to meet the demand from Monmouthshire for a longer period than initially anticipated. As a result, we have had an opportunity to review our proposal for a Welsh-medium stream within the proposed 4 to 19 provision and consider the feedback and concerns raised about the need for a fully immersive environment to nurture Welsh language development in a predominantly English speaking area. In order to achieve this, we recognise that we need to be more ambitious in our planning. Consequently, alongside other partners, we propose to develop a Welsh language only provision to secure an effective and sustainable learning pathway for all of our learners wishing to continue their education through the medium of Welsh. We would look to develop this through Band C and within the life of the new WESP 2021 -2031.

10. Finance and Capital Costs

The total cost of the project is £45.4m of that Monmouthshire County Council are required to contribute 35%, (£15.89m) with 65% being funded by Welsh Government. The proposed spend is £44.4m for the 3 – 19 school with the remaining £1m to be spent on the Deri View site for refurbishment.

The running costs for the new school are anticipated to be in line with the existing two school with the exception of the rates. The current funding (excluding any funding for Additional Learning needs are detailed below:

	Pupil Led	Premises	Post 16	Total
King Henry VIII	£3,144,035	£866,368	£698,046	£4,708,449
Deri View	£728,314	£327,110	N/A	£1,055,424

Included in the premises costs are rates funding of £118,770 (King Henry VIII) and £31,833 (Deri View) and these are expected to double with the new build. The funding formula only delegates funding for statutory building maintenance costs for the first 5 years. With Ysgol Y Fenni moving to the Deri View site this will result in a saving for the premises funding on the current site.

The net costs are

	Rates	Building Maintenance	Net
King Henry	+£118,770	- £42,059	+£76,711

Deri View	+£31,833	-£15,217	+£16,616
Total			+£93,327
Net saving on Ysgol Y Fenni premises costs			-£64,550
Total Increase in costs			£28,777

11. Home to School Transport

Nothing in this proposal will change school transport arrangements, eligibility or accessibility. Home to school transport will be provided in line with the current policy and details of the policy can be found on the following link

[https://www.monmouthshire.gov.uk/school-transport-home-to-school.](https://www.monmouthshire.gov.uk/school-transport-home-to-school)

12. Admission Arrangements

There are no plans to change the Council's policy on admission of children to schools as a result of this proposal. Detailed information regarding admission arrangements is contained in the Council's Starting School booklet, and this information can also be viewed on the Council's website

<https://www.monmouthshire.gov.uk/applying-for-a-school-place/>

13. Risks and counter measures

	Risk Description	Counter Measures
1	There will be staffing implications in that, for example there will be need for only one Headteacher. Staff will be concerned about the security of their jobs	The temporary governing body will, as soon as possible, once the statutory procedures are completed, address the staffing issues. In practice governing bodies seek to ensure as much continuity in the staffing as possible in these situations. The protection of employment policy will be followed and extensive support available through the Council's HR services to support staff affected.
2	Education instability for pupils affected	Transition arrangements will be agreed with both schools and put in place to ensure minimum disruption.
3	Some parents may prefer to send their child to two or three schools rather than to one all-through school. All-through	Factors such as the appeal of a modern 21st Century School with the latest education facilities and the availability of free transport (where eligible) could be

	schools are a new concept of education provision to many parents and there may be concerns.	important considerations for many in making their choice. Existing all-through schools in Wales are considered to be a success. Other local authorities are adopting a similar approach across Wales, England and Scotland.
4.	Public and school's opposition to change, delays or stops some or all improvements being realised. (A single objection could delay or stop the process).	Positively engage with the schools and public at appropriate times during the development of the proposal. Statutory consultation is required for these proposals because the Council wishes to establish a new school and cease to maintain Deri View and King Henry VIII Schools
5.	Pupils' education may be disrupted, as the new provision is developed on an existing "live" school site	Disruption will be kept to an absolute minimum. The council has experience of working on "live" sites and will ensure that there is full cooperation from the contractor.
6.	Failure to gain planning approval.	Ensure early engagement with Planning and Highways.
7.	Pupil numbers may not materialise and surplus places could increase	Pupil projections and surplus places will be monitored regularly throughout the development of the proposal and into the future.

14. Community Impact / Equality Impact Assessment

14.1 Community Impact Assessment

Community Impact Assessments are a structured way for the Council to fully understand the implications of its decisions and whether they are detrimental or discriminatory to certain groups or sections of the community. They help the Council to consider the impact of its decisions and policies within and between communities more generally. The Community Impact Assessment process ensures that the Council's decision making process is robust and impacts on all communities within Monmouthshire are fully considered in Council business. By carrying out impact assessments, the Council is working to promote equality for all our service users, employees and the wider community.

14.2 Equality Impact Assessment

The Council recognises that people have different needs, requirements and goals and will work actively against all forms of discrimination by promoting good relations and mutual respect within and between our communities, residents, elected members, job

applicants and workforce. The Council will also work to create equal access for everyone to our services, irrespective of ethnic origin, sex, age, marital status, sexual orientation, disability, gender reassignment, religious beliefs or non-beliefs, use of Welsh language, BSL or other languages, nationality, responsibility for any dependents, or any other reason which cannot be shown to be justified.

An Equality Impact Assessments has been undertaken and can be found at Appendix 2

15. Likely Benefits to Learners

The principal change to children and young people in Deri View and King Henry VIII will be an improvement in the quality of the educational provision, and this should have a significant impact on educational performance of the pupils.

The Welsh Government and the Council has adopted the UN Convention on the Rights of the Child which is expressed in seven core aims that all children and young people:

- have a flying start in life;
- have a comprehensive range of education and learning opportunities;
- enjoy the best possible health and are free from abuse, victimisation and exploitation;
- have access to play, leisure, sporting and cultural activities;
- are listened to, treated with respect, and have their race and cultural identity recognised;
- have a safe home and a community which supports physical and emotional wellbeing;
- are not disadvantaged by poverty.

We consider that this proposal benefits the children in the communities of Abergvenny.

14. Early Education, Flying Start and Childcare

14.1 What is the statutory duty of the Local Authority?

The Local Authority has a statutory duty to ensure all children are able to access their entitlement to early education from the term following their third birthday. In Monmouthshire we have a mixed market of LA maintained and private non-maintained early years' provision. Non-maintained settings often have greater flexibility in terms of opening hours and lengths of sessions, hence they are more able to meet the demands of working families with the added benefit that they can access their early education and wrap around childcare in one setting so there are less transitions for children.

Part of the catchment for this school falls within a Flying Start area; families living within this area are entitled to free childcare from the term following their child's second birthday.

14.2 What will be provided?

There will be a large childcare facility on site that will house a non-maintained setting providing early education, Flying Start childcare and wrap around childcare for children aged 2-5 years. This provision will offer 30 places in the morning and 30 places in the afternoon.

In addition, there will be a training room and office space for multi-agency use, including Health professionals.

15. Frequently Asked Questions

Why has a decision been taken to close my child's school?

No decision has been taken, the Council is seeking stakeholder's views on the preferred option.

If the proposal is implemented what is the likely timeframe for the establishment of a temporary governing body?

Should the Council's Cabinet decide to implement the proposal a Statutory Notice will be published in the Autumn term of 2021 which will be subject to a 28-day objection period, after which an Objection Report will need to be completed with a temporary governing body being established towards the end of the Autumn term 2021. Should this occur, a range of stakeholders would be represented on the governing body, including parents, teachers, support staff, local authority representatives and community partners.

Is the proposal realistic and will it happen?

The Council believes the proposal is realistic in relation to the proposed new build on the King Henry VIII school site. Extensive work is being undertaken to determine the viability of the site.

What does an Intermediate phase mean and why does the Council want to introduce an Intermediate phase into the new school?

The proposed school will be designed to be split into 5 specific phases rather than the traditional primary and secondary phase. The five phases are as follows:

Foundation Phase = Reception, Years 1 & 2

Primary Phase = Years 3 & 4

Intermediate Phase = Years 5,6,7 &8

Key stage 4 Phase = Years 9 &10

Key stage 5 Phase = Years 11&12

Pupils in the traditional school years 5,6,7 &8 will be part of the Intermediate phase. The proposed school will be designed to accommodate an Intermediate Phase as they are proven to be beneficial in helping pupils in this age group whose needs are proven to be significantly different from the needs of younger children or older adolescents. Traditionally a drop is seen in pupil performance between Years 6&7 and research shows that by having an Intermediate phase this can help transition and reduce the impact on children education.

How will the children's transition be supported to ensure minimum impact upon their education?

The temporary Governing Body with the support of the Local Authority will appoint a Headteacher for the proposed school who would then work with the existing schools to establish a transition plan to support the process.

Will the catchment area of the school change?

There are no plans to change the catchment area at this stage. Once the development has been completed, there may however be a need to review catchment areas in the future given other housing development that may impact on school provision in the area.

Will school transport be provided?

The current home to school/college transport policy provides free transport to those primary aged pupils who reside 1.5 miles or more from their catchment area school and secondary aged pupils who live 2 miles or more from their catchment school

What about staff?

The Council is confident that the majority of staff will transfer to the new school. The temporary Governing Body to determine whether the posts of Headteacher and Deputy Headteacher will be dealt with internally and the new HT post is ring fenced or a national advert is advertised

However, should this proposal proceed and there is a need for compulsory redundancies, staff will be offered the opportunity to express an interest for voluntary redundancy and these requests would be considered in the first instance.

Where there is a need for compulsory redundancies, the Council's protection of employment policy will be followed.

Any additional appointments required would have to be approved by the Governing Body of the new school.

When would building work commence?

If the proposal is approved the aim is to start building work on the King Henry VIII School site in the Spring/Summer of 2022. We anticipate the new school opening in September 2023 and all pupils moving to the new building in September 2024.

What about the increased traffic in the area that the new school will generate Traffic and Parking congestion outside schools at the start and end of the day are acknowledged by the Council?

A Traffic Impact Assessment (TIA) will be undertaken as part of the planning process. This will take into account traffic management on and off site.

How safe will the pupils and staff be with construction adjacent to the existing school? How will the school manage with all the noise and dust from the building work?

The Council has an excellent record of coordinating the building of replacement school buildings on live sites. The construction area will be completely separated from the day to day operation of the school with safety of the pupils and staff of paramount importance. Building material deliveries will be timed to miss the start and end of the school day to ensure as little disruption as possible. In terms of noise and dust this will be mitigated as best as possible and the contractor will work

16. Other Information

Further Information and regular up-dates on this proposal can be found on www.monmouthshire.gov.uk/schoolreorganisation.

Frequently asked questions will be up-loaded weekly and put onto the Monmouthshire County Council Website.



Appendix 1 – List of Consultees

- Parents, Guardians and carers of all pupils of schools directly affected by the proposal
- Headteacher, staff and governors of schools from which pupils transfer
- Pupils/Pupil Councils of schools directly affected by the proposal
- Headteachers of all schools in MCC area
- All MCC Members
- Welsh Ministers ?
- All MCC Town and Community Councils
- All MCC Assembly Members representing the area served by the school
- All Members of Parliament representing MCC area
- Directors of Education of all bordering LAs – Blaenau Gwent, Powys, Torfaen, Herefordshire.
- Principal of Coleg Gwent
- Mon Life
- GAVO
- Monmouthshire Association of School Governors - Jill
- Teaching Associations - Jill
- Support Staff Associations - Jill
- Policy Officer (Equalities & Welsh Language)
- Welsh Government
- ESTYN
- Church in Wales Diocesan Trust, Director of Education
- Roman Catholic Diocesan Trust, Director of Education
- South East Wales Education Achievement Service
- Gwent Police and Crime Commissioner
- RHAG
- Mudiaid Meithrin

Appendix 2 - EQIA



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sir fynwy

Equality and Future Generations Evaluation

<p>Name of the Officer completing the evaluation Cath Saunders</p> <p>Phone no: 07595647637 E-mail: cathsaunders@monmouthshire.gov.uk</p>	<p>Please give a brief description of the aims of the proposal To establish an All through school (4-19) in Abergavenny and cease to maintain King Henry VIII and Deri View Primary School.</p>
<p>Name of Service area Children and Young People Directorate, 21st Century Schools</p>	<p>Date April 2021</p>

1. **Are your proposals going to affect any people or groups of people with protected characteristics?** Please explain the impact, the evidence you have used and any action you are taking below.

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Age	No impact	No Impact	No Impact

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Disability	A centre for Learners with Complex Neurodevelopmental needs would be established for pupils from the ages of 4-19. Any school developments will ensure that the built estate is fully DDA compliant and allows any children with disabilities or / and additional learning needs to be effectively educated in the mainstream.	No Impact	No Impact
Gender reassignment	No Impact	No Impact	No Impact
Marriage or civil partnership	No Impact	No Impact	No Impact
Pregnancy or maternity	No Impact	No Impact	No Impact
Race	No Impact	No Impact	No Impact
Religion or Belief	No Impact	No Impact	No Impact

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Sex	The facility will be co-educational including boys and girls.	No Impact	No Impact
Sexual Orientation	No Impact	No Impact	No Impact

2. The Socio-economic Duty and Social Justice

The Socio-economic Duty requires public bodies to **have due regard to the need to reduce inequalities of outcome which result from socio-economic disadvantage when taking key decisions** This duty aligns with our commitment as an authority to **Social Justice**.

	Describe any positive impacts your proposal has in respect of people suffering socio economic disadvantage	Describe any negative impacts your proposal has in respect of people suffering socio economic disadvantage.	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?

<p>Socio-economic Duty and Social Justice</p>	<p>The schools involved has the highest level of pupils eligible for free school meals in the county and in the Wellbeing assessment was identified as being an area with high levels of economic deprivation. The investment in the 3-19 schooling model should allow greater impact on FSM students through early identification, targeted intervention and ongoing monitoring and tracking</p>	<p>N/A</p>	<p>N/A</p>
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How does your proposal impact on the following aspects of the Council's Welsh Language Standards:	Describe the positive impacts of this proposal	Describe the negative impacts of this proposal	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts
Policy Making Effects on the use of the Welsh language, Promoting Welsh language Treating the Welsh language no less favourably	Should the proposal be agreed Deri View Primary School will vacate their existing building. This building will then be refurbished and repurposed to enable Ysgol Gymarage Y Fenni to relocate to it and provide additional accommodation to address the increased number of pupils wishing to opt for Welsh Medium education.	N/A	N/A
Operational Recruitment & Training of workforce	N/A	N/A	N/A
Service delivery Use of Welsh language in service delivery Promoting use of the language	Should the consultation document be agreed it will be distributed to stakeholders in English and Welsh. Any communications on social media in relation to this proposal will be bilingual		



3. Policy making and the Welsh language.




4. Does your proposal deliver any of the well-being goals below? Please explain the impact (positive and negative) you expect, together with suggestions of how to mitigate negative impacts or better contribute to the goal. There's no need to put something in every box if it is not relevant!

Well Being Goal	Does the proposal contribute to this goal? Describe the positive and negative impacts.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
<p>A prosperous Wales Efficient use of resources, skilled, educated people, generates wealth, provides jobs</p>	<p>Increased employment opportunities within the proposed new school. Any enhanced built environment will allow students to develop skills that will allow them to be work ready. The redeveloped school will provide an opportunity for the school to be more cost effective in its operational costs. Such a significant investment in the town of Abergavenny we would seek to maximise the benefits of any procurement through social clauses and ensure that the workforce recruited for construction is as local as possible..</p>	
<p>A resilient Wales Maintain and enhance biodiversity and ecosystems that support resilience and can adapt to change (e.g. climate change)</p>	<p>Should the proposal be agreed a new building will be constructed – this will be in line with the Council's net zero carbon policy. The establishment of the SNRB Key stage 3,4 & 5 provision will reduce the requirement to transport children to out of county / local area placements</p>	
<p>A healthier Wales People's physical and mental wellbeing is maximized and health impacts are understood</p>	<p>This proposal could result in more learners being able to attend a school in their community and be able to walk to school rather than being transported. Any new building will incorporate Active Travel. New cycling and walking routes to school will be developed</p>	<p>Work will be undertaken with Learners at all schools affected by the proposal to understand learner preferences for travelling to school and ensuring any decisions are in the best interests of the Learners affected by the proposals</p>
<p>A Wales of cohesive communities</p>	<p>Learners will remain in their communities. A new hub in Abergavenny we will seek to</p>	

Well Being Goal	Does the proposal contribute to this goal? Describe the positive and negative impacts.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
Communities are attractive, viable, safe and well connected	maximise the impact on the local community ensuring that the proposed new school promotes community cohesion through access and shared usage	
A globally responsible Wales Taking account of impact on global well-being when considering local social, economic and environmental wellbeing		
A Wales of vibrant culture and thriving Welsh language Culture, heritage and Welsh language are promoted and protected. People are encouraged to do sport, art and recreation	If the proposal moves ahead The Welsh Language and the Government's policy aim of One Million Speakers will be supported by the potential for a doubling of the primary cohort educated through the medium of Welsh in the north of the County.	
A more equal Wales People can fulfil their potential no matter what their background or circumstances	The cluster of schools involved has the highest level of pupils eligible for freeschool meals in the county and in the Wellbeing assessment was identified as being an area with high levels of economic deprivation. The investment in the 3-19 schooling model should allow greater impact on FSM students through early identification, targeted intervention and ongoing monitoring and tracking.	

5. How has your proposal embedded and prioritised the sustainable governance principles in its development?

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.	Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?
 <p>Long Term</p> <p>Balancing short term need with long term and planning for the future</p>	<p>If children are able to attend a school within the community they are more likely to continue their education within the county.</p>	
 <p>Collaboration</p> <p>Working together with other partners to deliver objectives</p>	<p>This proposal will allow for partners to work more closely together to affect change in socio economic deprivation. To work together to deliver seamless progression between keystages</p>	

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.	Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?
 <p>Involvement</p> <p>Involving those with an interest and seeking their views</p>	<p>An open review will be undertaken that seeks the views of the entire school community prior to implementation.</p>	
 <p>Prevention</p> <p>Putting resources into preventing problems occurring or getting worse</p>	<p>The redevelopment of the schools as currently proposed will allow effective interventions for children and young people. These maybe in a range of different areas, from enhanced fitness and wellbeing to more specific early interventions in learning. One of the key benefits of the 3- 19 model advocated in this proposal is that the impact on learners who are eligible for free school meals.</p>	
 <p>Integration</p> <p>Considering impact on all wellbeing goals together and on other bodies</p>	<p>The opportunities afforded by this proposal allow the authority to take a broader perspective of a range of challenges in this area. The proposal will allow differing groups and partners to consider how they work together and how they can maximise the impact on learners and the broader community who will use the school.</p>	

6. Council has agreed the need to consider the impact its decisions has on the following important responsibilities: Corporate Parenting and Safeguarding. Are your proposals going to affect any of these responsibilities?

	Describe any positive impacts your proposal has	Describe any negative impacts your proposal has	What will you do/ have you done to mitigate any negative impacts or better contribute to positive impacts?
Safeguarding	With the potential redevelopment of the King Henry VIII site there may be opportunities to address some safeguarding issues with the openness of the school site and ongoing community use		
Corporate Parenting	N/A	N/A	N/A

7. What evidence and data has informed the development of your proposal?

Faithful and Gould condition and suitability survey including identified backlog maintenance requirements (the Proposal document cites local backlog maintenance measures)

- Free School Meal Data
- Welsh Index of Multiple Deprivation data – as set out in the Wellbeing Assessment of the eleven Monmouthshire Medium Super Output Areas (MSOA)
- Surplus places – data from MCC Access team
- Cohort retention figures – data from MCC Access team
- Planning Places data – MCC Access team
- Information from the survey of parents regarding Welsh language education
- Information re. housing development taken from the current Monmouthshire Local Development Plan (LDP)

8. SUMMARY: As a result of completing this form, what are the main positive and negative impacts of your proposal, how have they informed/changed the development of the proposal so far and what will you be doing in future?

The main benefits of the proposal in its current form are the redevelopment of a school that is no longer fit for purpose and will allow children to access the curriculum in suitable accommodation. The inclusion of a 3-19 offer has the potential to benefit those pupils and students who are in receipt of free school meals and other vulnerable groups.

9. ACTIONS: As a result of completing this form are there any further actions you will be undertaking? Please detail them below, if applicable.

What are you going to do	When are you going to do it?	Who is responsible

10. VERSION CONTROL: The Equality and Future Generations Evaluation should be used at the earliest stage, such as informally within your service, and then further developed throughout the decision making process. It is important to keep a record of this process to demonstrate how you have considered and built in equality and future generations considerations wherever possible.

Version No.	Decision making stage	Date considered	Brief description of any amendments made following consideration

	<i>e.g. budget mandate, DMT, SLT, Scrutiny, Cabinetetc</i>		