

REVIEW OF SECONDARY EDUCATION PROVISION IN THE MID AND NORTH WEST OF PEMBROKESHIRE

CONSULTATION DOCUMENT

March 2015



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Introduction

Foreword

Pembrokeshire County Council is responsible for promoting high educational standards and for delivering efficient primary and secondary education. Having the right schools in the right places and ensuring that they are fit for our 21st century learners is a challenge facing us, and all councils across Wales.

Meeting this challenge involves reviewing the number and types of school the Council has in its area, and assessing whether or not best use is being made of its resources and facilities.

The Council reviews its provision on the basis of:

- Quality and future sustainability of educational provision
- Sufficiency and accessibility of school places
- The condition, suitability and standard of school buildings
- Value for money

This consultation document sets out the case for change to secondary education provision in the Mid and North West areas of Pembrokeshire and outlines the Council's preferred option. I look forward to receiving your views.

Katharine Evan-Hughes
Director for Children and Schools

Introduction

Evidence from reviews and preliminary consultations undertaken during the last year, and from thematic reports published by Estyn, have helped to shape the options previously reported to Council and now, the proposal outlined in this Consultation Document:

- Survey of Welsh Medium Demand in the Milford Haven, Neyland and Haverfordwest (South) area (October 2013)
- Survey of Welsh Medium Demand in the St David's peninsula (February 2014)
- Strategic Review into the Development and Delivery of 14-19 Education and Training Provision in Pembrokeshire (TRIBAL, 2014)
- Review of Education Provision in the St David's Area – Preliminary Consultation (February 2014)
- Review of Secondary Education Provision in the Haverfordwest area – Preliminary Consultation (February 2014)
- Inclusion Service – Annual Report (August 2014)
- Planning for the Future of Welsh Medium Education in Pembrokeshire (Cabinet, January 2015)

The Director for Children and Schools reported to Council the findings of the preliminary consultation undertaken in the Haverfordwest and St David's areas in October 2014. A report was presented to Cabinet in January 2015 on the findings and conclusions drawn from the preliminary consultation on Welsh medium education provision. A third report, with a series of recommendations based on these findings, was presented in January 2015. At a Council meeting on 29th January 2015, the proposal stated below was debated. As a result, the Council instructed officers to proceed with statutory consultation on the proposal laid out below.

Pembrokeshire County Council wishes to seek the views of a wide range of stakeholders on the proposals to:

- Create a new 11-16 English medium school in Haverfordwest;
- Create a new sixth form centre as part of a formal collaboration between the County Council and Pembrokeshire College, with the provision located on the College's campus in Haverfordwest;
- Create a new 3-16 bilingual school in Haverfordwest
- Increase the availability of Welsh medium primary provision in north west Pembrokeshire
- Increase the provision for secondary aged learners with additional learning needs

In order to achieve this, the Council wishes to:

- Close Sir Thomas Picton School and Tasker Milward VC School and create a new 11-16 school on the site of the current Sir Thomas Picton School. This provision will include a Learning Resource Centre for pupils with additional learning needs. Post 16 provision is to be transferred to a new sixth form centre on the site of Pembrokeshire College;
- Remove the sixth forms of Ysgol Bro Gwaun and Ysgol Dewi Sant with a view to redesignating the schools as 11-16 schools. Post 16 provision is to be transferred to a new sixth form centre on the site of Pembrokeshire College;
- Remodel and enhance Ysgol Bro Gwaun to add a Learning Resource Centre for pupils with additional learning needs;

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- Close Ysgol Gymraeg Glan Cleddau and create a new 3-16 all-through Welsh medium school on the site of the current Tasker Milward VC School. Post 16 provision to be provided by Ysgol y Preseli;
- Change the catchment area of certain schools.

To achieve these changes, the Council, in partnership with Welsh Government, is planning to invest £67.7 million in new or refurbished/remodelled school buildings and facilities.

The proposals are inter-dependent projects and it is proposed that the changes will be implemented over the period to 1st September 2019.

This document fulfils part of the County Council's responsibility under the School Standards and Organisation (Wales) Act 2013 to consult with appropriate stakeholders and to explain the Council's preferred option for the future provision of secondary education for the children and young people of the mid and north west areas of Pembrokeshire. This document offers an opportunity for consultees to put forward any comments, observations or alternative proposals they wish to be considered, as well as explaining why other options considered are not the preferred option.

Consultation on this proposal will follow the School Organisation Code. Consequently, the main purpose of this document is to provide information and to gather the views of identified stakeholders. For further information on the statutory process, see page 9.

What is consultation?

As part of the Council's statutory responsibility to consult on such matters, it is sensible to explain its purpose and how responses influence decisions. We would define consultation as a process of dialogue with citizens and stakeholders, which has a defined start and end date, and informs a decision about a new proposal, policy, or service change. Consultation rarely throws up a single opinion, and members and officers will often have to reach their own judgement about the weight to be given to one or other of the views expressed. There is also a need to consider carefully whether the aspirations and needs of future generations, who will perhaps be most affected by any change, might differ significantly from those of today's population.

The results of consultation are never a substitute for the democratic process, and do not replace the legitimate role of elected members in the decision-making process. It is important to note, therefore, that a consultation does not constitute a referendum whereby subsequent decisions are based on the numbers of responses received, or the relative strength or weakness of opinion.

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Who will we consult with?

We are seeking the views of the following stakeholders:

- The Governing Bodies, parents, guardians and staff of all schools in the following clusters of schools: Sir Thomas Picton, Tasker Milward VC, Ysgol Bro Gwaun, Ysgol Dewi Sant, Milford Haven
- The Governing Bodies, parents, guardians and staff of the following schools: Ysgol y Preseli, Portfield School, Narberth Primary, Tenby Junior, Ysgol Gelli Aur
- The pupils / school councils of all the above schools
- Pembrokeshire College
- The Tasker Milward and Picton Charity
- The Directors of Education for the Diocese of St David's and the Diocese of Menevia
- The Dean of St David's Cathedral – Very Reverend Jonathan Lean
- Assembly Members: Angela Burns (constituency), Paul Davies (constituency), Rebecca Evans (regional), William Powell (regional), Simon Thomas (regional), Joyce Watson (regional)
- Members of Parliament: Stephen Crabb, Simon Hart
- Teaching and support staff trade unions: NUT, NASUWT, UCAC, ATL, NAHT, ASCLE, UNISON, GMB
- Welsh Minister for Education and Skills
- Estyn
- Carmarthenshire County Council and Ceredigion County Council
- ERW – Regional Education Consortium
- SWWITCH – Regional Transport Consortium
- Dyfed Powys Police and Crime Commissioner
- Pembrokeshire Communities First
- Pembrokeshire Local Service Board
- Hywel Dda Health Board
- SNAP Cymru
- The Charities Commission
- The following Community, Town and City Councils: Ambleston, Brawdy, Burton, Camrose, Cilgerran, Cwm Gwaun, Dale, Dinas Cross, Fishguard & Goodwick, Freystrop, Haverfordwest, Hayscastle, Herbrandston, Hook, Johnston, Letterston, Llangwm, Llanrhian, Llanstadwell, Llawhaden, Manordeifi, Marloes & St Brides, Mathry, Merlins Bridge, Milford Haven, Narberth, Nevern, New Moat, Newport, Neyland, Nolton & Roch, Pencaer, Puncteston, Rosemarket, Rudbaxton, Scloddau, Solva, Spittal, St David's, St Ishmaels, The Haven, Tiers Cross, Uzmaston, Boulston & Slebech, Walwyn's Castle, Wiston, Wolfscastle
- Non-maintained settings / providers: Mudiad Ysgolion Meithrin, TWF, Cylch Meithrin Hwlfordd, Clwb Glan Cleddau After School Club, 9 x Day Nurseries, 8 x Childminders
- Childcare & Young People's Partnership – Early Years, Childcare and Learning Group

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Consultation with children and young people

The children and young people attending all the schools identified above will be able to participate in the consultation process through their School Councils. The information provided to children and young people will be presented in a way that is relevant to their age and level of likely understanding and be in accordance with the National Standards for Children and Young People's Participation. School Council consultation events are being held to facilitate this.

How you can respond to this consultation

The consultation period will start on Monday 23rd March 2015 and end on Tuesday 5th May 2015. However, meetings with school staff and governors will precede this and take place during the weeks commencing 9th and 16th March. This consultation document will be published on the 23rd March and will be available electronically on the Council's website; hard copies will be available at the schools affected by the proposals. In addition, a number of consultation events have been arranged in locations across the county (see timetable on following pages).

You can express your views by writing to the Director for Children and Schools by using any of the following methods:

Letter to:	Mrs Katharine Evan-Hughes Director for Children & Schools County Hall Haverfordwest SA61 1TP
Response Form	See Section 9 of this document
Online:	www.pembrokeshire.gov.uk/haveyoursay

Please note that all correspondence should be received by no later than 5pm on 5th May 2015.

Responses received during the consultation period will not be treated as statutory objections. If you wish to object, you will need to do so in writing during the statutory objection period outlined below.

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Consultation Events Timetable

You are welcome to attend the appropriate meeting as detailed below.

Date	Time	School(s) Affected	Venue	Who is the meeting for?
w/c 9 March – Meetings for secondary school staff and governors				
Mon 9 March	4:00-5:00pm	Ysgol Bro Gwaun	Ysgol Bro Gwaun	Governors and school staff
Tue 10 March	4:00-5:00pm	Sir Thomas Picton	Sir Thomas Picton	Governors and school staff
Wed 11 March	4:30-5:30pm	Ysgol Dewi Sant	Ysgol Dewi Sant	Governors and school staff
Thu 12 March	4:30-5:30pm	Tasker Milward	Tasker Milward	Governors and school staff
w/c 9 & 16 March – Meetings for primary school staff and governors				
Thu 12 March	4:15-5:15pm	Sir Thomas Picton Cluster (Neyland, Prendergast, Roch, Spittal, St Aidan's)	Prendergast CP, Haverfordwest	Governors and school staff
Mon 16 March	4:15-5:15pm	Ysgol Dewi Sant Cluster (Croesgoch, Roch, Solva, Ysgol Bro Dewi)	Ysgol Bro Dewi	Governors and school staff
Tue 17 March	4:30-5:30pm	Ysgol Bro Gwaun Cluster (Bro Ingli, Ger y Llan, Glannau Gwaun, Goodwick, Holy Name, Llanychllwydog, Puncteston, Wolfscastle)	Ysgol Ger y Llan, Letterston	Governors and school staff
Wed 18 March	4:00-5:00pm	Ysgol Glan Cleddau	Ysgol Glan Cleddau	Governors and school staff
Thu 19 March	4:30-5:30pm	Tasker Milward Cluster (Broad Haven, Fenton, Hook, Johnston, Mount Airey, Cleddau Reach, H/West VC, St Marks VA, Mary Immaculate)	Pembrokeshire Archives, Haverfordwest	Governors and school staff
w/c 9th March – Meeting with special school staff and governors				
Mon 9 March	4.00-5.00pm	Portfield School	Portfield School	Governors and school staff

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Date	Time	School(s) Affected	Venue	Who is the meeting for?
w/c 23 March – Public Information Sessions: Haverfordwest, Fishguard, St David's and Tenby				
Mon 23 March	6:30-8:00pm	St David's (Ysgol Dewi Sant)	City Hall, St David's	Parents, Carers and General Public
Tue 24 March	6:30-8:00pm	Haverfordwest (STP, TM, WM)	Pembrokeshire Archives, Haverfordwest	Parents, Carers and General Public
Wed 25 March	7:00-8:30pm	Fishguard (Ysgol Bro Gwaun)	Town Hall, Fishguard	Parents, Carers and General Public
Thu 26 March	7:00-8:30pm	Tenby (Greenhill, Tenby Infants & Juniors, Narberth, WM)	Greenhill School, Tenby	Parents, Carers and General Public
w/c 13 April – Public Information Sessions: Haverfordwest, Fishguard, St David's and Crymych				
Mon 13 Apr	6:30-8:00pm	Crymych (Preseli, WM)	Ysgol y Preseli, Crymych	Parents, Carers and General Public
Tue 14 Apr	6:30-8:00pm	Fishguard (Ysgol Bro Gwaun)	Town Hall, Fishguard	Parents, Carers and General Public
Wed 15 Apr	6:30-8:00pm	St David's (Ysgol Dewi Sant)	City Hall, St David's	Parents, Carers and General Public
Thu 16 Apr	6:30-8:00pm	Haverfordwest (STP, TM, WM)	Pembrokeshire Archives, Haverfordwest	Parents, Carers and General Public
w/c 20 April – Public Information Sessions: Milford Haven and Pembroke				
Mon 20 Apr	6:30-8:00pm	Pembroke (Pembroke, Gelli Aur/Golden Grove, WM)	Pembroke Dock Community School	Parents, Carers and General Public
Wed 22 Apr	6:00-7:30pm	Milford Haven (Milford Haven, WM)	Milford Haven School	Parents, Carers and General Public

What will happen after the consultation process?

At the end of the consultation period the feedback from the consultation will be collated and summarised, and a report presented to County Council in July 2015. This Consultation Report will be available for all to view on the Council website and hard copies obtainable on request from the address detailed on page 8 of this document. Council will consider the report and decide whether to proceed with the proposal or not.

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If Council decides not to proceed, that will be the end of this proposal. However, if Council decides to proceed with the proposal, a Statutory Notice will be published in September 2015. The Statutory Notice will be published on the Council's website and posted in the named schools and other conspicuous places within the community. Copies of the notice will be made available to the relevant schools to distribute to pupils, parents/carers and members of staff.

In accordance with The School Standards and Organisation (Wales) Act 2013, anyone then wishing to make objections to the proposal will have the opportunity to do so. To be considered as statutory objections, objections will need to be made in writing or by email, and sent to the Council within 28 days of the date on which the statutory notice was published.

If objections are received, these will be summarised into an Objection Report, which will be published on the Council's website with parents/carers/guardians and staff members of the relevant schools advised of its availability. All consultees listed earlier in this section will receive hard copies of the report or be emailed a link to the relevant location on the website. In view of the proposed changes to sixth form provision, the proposal will require approval by the Welsh Ministers. In this case, the Council will notify the Welsh Ministers within 35 days of the end of the objection period and forward to them copies of the statutory objections in addition to the Objection Report.

When the Welsh Ministers' decision is made, it will be published on the Council's website and all consultees informed.

What if you have any questions?

The content of this Consultation Document is likely to provide answers to the most common questions that will arise regarding the proposal. In addition, a selection of Frequently Asked Questions is included at the end of each section. However, should you have any further questions, or if you wish to receive a hard copy of this document, please contact Huw Jones on the following email address:

EducationConsultations@pembrokeshire.gov.uk

Or you can write to:

Huw Jones
Children & Schools Directorate
County Hall
Haverfordwest
SA61 1TP

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Summary of the Statutory Process

The statutory process to be followed in respect of the proposals included in this document will comply with the School Standards and Organisation (Wales) Act 2013 and specifically, the School Organisation Code (006/2013).

The process and timetable is summarised as follows:

Date	Process
March – April 2015	<p>Consultation with staff and governing bodies</p> <p>Public information sessions with local stakeholders</p> <p>Consultation with School Councils</p>
5 May 2015	Closing date for receipt of observations on the proposal
July 2015	<p>Consultation Report presented to Full Council</p> <p>Publication of Consultation Report</p> <p><i>Council to decide whether to approve publishing a statutory notice</i></p> <p><i>If approved – proceed to Statutory Notice</i></p> <p><i>If not approved – proposal ends</i></p>
September 2015	<p>Publish Statutory Notice</p> <p><i>If approved, the Statutory Notice will be published on the Council's website and posted in the named schools and other conspicuous places within the community. Copies of the notice will be made available to the relevant schools to distribute to pupils, parents/carers and members of staff.</i></p>
28 days after date of Statutory Notice	Closing date for receipt of objections to proposal
35 days after the end of the Objection period	<p>Objections and Objection Report to be submitted to Welsh Ministers</p> <p><i>Welsh Ministers to determine proposal in light of the objections received and the content of the Objection Report.</i></p>
	Publication of Welsh Ministers' Decision
2017 - 2019	Implementation of proposal

All reports listed above will be published on the County Council's website with parents/carers/guardians and staff members of the relevant schools advised of their availability. All consultees listed earlier in this document will receive hard copies of the reports or be emailed a link to the relevant website.

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The Case for Change

The case for change is centred on the need to:

- (a) maintain or improve educational standards for learners, in terms of their academic achievements, the progress they make, and life chances and opportunities as they progress from education into training and employment;
- (b) ensure an appropriate model for post 16 provision to achieve excellent standards and outcomes for all students at post 16 level, and to widen life chances and opportunities they have as they progress towards further or higher education, employment and training;
- (c) extend primary and secondary Welsh medium provision to meet stated demand;
- (d) extend Additional Learning Needs (ALN) provision to support more effectively our most vulnerable learners.

These key drivers are entirely educational, and the proposals put forward are focused on improving the choices, learning outcomes and life chances of all our learners in mid and north Pembrokeshire.

The case for change is also efficient, as it:

- (e) addresses surplus places;
- (f) addresses the condition and suitability of buildings.

These are also important for learners now and in the future, as this means that funding for their education is spent appropriately, and not misdirected into areas which do not add value to their learning.

Therefore, it is important to note that the case for change is not limited to one factor alone, and that these reorganisation proposals are seen primarily as school improvement projects, not as resource management solutions that are separate from the interests of learners. Improving standards is the priority and the list outlined above represents a range of factors which contribute to that aspiration.

(a) Educational Standards

Education standards in the area vary from school to school. At the time of publication of this consultation document, two secondary schools under consideration are in Estyn 'follow up' categories, and none of the schools under consideration are categorised as "Green" in the National Categorisation System rating. The table provides a summary of the most recent standards and judgements relating to the secondary schools under consideration; an explanation of their categorisation follows the table.

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School	Standards / Judgements	
	National Categorisation	Estyn Inspections
Sir Thomas Picton	Yellow	The school was inspected in January 2015. The report on this inspection will be made public on 24 March 2015.
Tasker Milward VC	Red	The school was inspected in March 2013 with “Adequate” judgements for current performance and prospects for improvement. As a result, Estyn considered the school to be “in need of significant improvement”. As a result of a monitoring visit in June 2014, the school has been placed in “Special Measures”. The school received a monitoring visit by Estyn in January 2015.
Ysgol Bro Gwaun	Red	The school was inspected in April 2012 with “Adequate” judgements for current performance and prospects for improvement. As a result, it was considered that the school required “Estyn monitoring”. As a result of a monitoring visit in September 2014, the school was judged to have made insufficient progress in relation to the recommendations made following the core inspection in 2012. Consequently, it is considered that the school is “in need of significant improvement” and will be re-visited by Estyn during the autumn of 2015.
Ysgol Dewi Sant	Yellow	The school was inspected in May 2013 with “Adequate” judgements for current performance and prospects for improvement. As a result, Estyn considered the school to be “in need of significant improvement”. As a result of a monitoring visit undertaken by Estyn in October 2014, the school has been removed from the follow up category.
Milford Haven	Amber	The school was inspected in May 2011 with “Adequate” judgements for current performance and prospects for improvement. Consequently the school was placed in Estyn monitoring. Following an Estyn visit in October 2012 the school was found to have made good progress against the recommendations and removed from the list of schools requiring Estyn monitoring. However, in order to ensure continued improvement, the school is now receiving additional support and intervention as part of the Welsh Government’s Schools Challenge Cymru programme.

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What the 'colour' categorisation means

The methodology for making judgements has recently changed and now reflects the new National School Improvement and Categorisation System. Schools are categorised by colour which signify the level of support, challenge and intervention required; however these are not attributed directly to Estyn judgements or language.¹ The characteristics of each category are as follows:

Green	<p>Schools that are good or outstanding.</p> <ul style="list-style-type: none"> ▪ good or excellent outcomes are achieved ▪ no groups of learners underperform ▪ has good or excellent capacity to improve ▪ effective leadership to secure constant improvement / maintenance of high standards ▪ school knows itself well, identifies and implements its own priorities for improvement ▪ school has the capacity to lead others effectively, and provide school to school support
Yellow	<p>Schools that need to improve some outcomes.</p> <ul style="list-style-type: none"> ▪ these schools will know and understand most of the areas in need of improvement ▪ many aspects of the school's performance are self-improving ▪ bespoke challenge and support deployed according to need
Amber	<p>Schools that are causing concern in this category:</p> <ul style="list-style-type: none"> ▪ will not know and understand all the areas in need of improvement ▪ many aspects of the school's performance are not improving quickly enough ▪ bespoke challenge and intervention according to need will be required ▪ automatic letter from consortium ▪ require Self Evaluation and School Improvement Plans to be signed off by the consortium ▪ receive time limited, focused challenge and intervention ▪ be at risk of dropping to lower category and will be recognised as schools at risk of causing concern ▪ be categorised as amber on a short term basis only
Red	<p>Schools that are causing concern in this category:</p> <ul style="list-style-type: none"> ▪ standards are poor ▪ require critical intervention ▪ automatic warning letter from LA and subsequent use of statutory powers where necessary ▪ effective joint work from LA and consortium ▪ will be recognised as, and will start common 'school causing concern' arrangements ▪ loss of autonomy – a more directed approach

¹ [ERW Ladder of Support and Intervention Sept2014](#)

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The impact of the proposals on Quality and Standards in Education in mid and north Pembrokeshire

No secondary school under consideration is currently in the 'Green' category. The proposal aims to create new and improved schools and education providers across the north and west of the County, prioritising the requirement to achieve improved standards and outcomes for learners, moving all Pembrokeshire schools to 'Green'.

Outcomes (standards and wellbeing)

The process of developing new secondary provision, including additional provision for students with ALN, will include discussing innovative approaches to pedagogy, teaching and learning; the use of ICT as a central tool for accessing and analysing information; and linking learning to new school design. This process will engage all current staff, students, parents and other stakeholders in thinking about future learners and their need for high quality provision. In doing this, transformational approaches to learning appropriate to each school will be discussed and agreed. The staff in the new schools and Sixth Form Centre will receive a planned training programme supporting their ability to work seamlessly in the new, innovative schools. This approach will help generate high quality schools for 21st century learners.

As a result, it is reasonable to expect that the proposals outlined in this consultation document will raise standards and outcomes for pupils in Key stages 3 and 4, supporting schools in their aim to achieve and exceed the ERW target of 65% achieving Level 2i, and all pupils achieving L1.

Teachers will be able to focus closely on the curriculum requirements of these stages, and receive full funding to support their teaching and learning approaches, without that funding being siphoned off to support inefficient sixth form sizes. For example, at Key Stage 3 this funding may be used to provide closely targeted support in literacy and numeracy to boost levels of achievement and thus prepare pupils better for a more successful transition into Key Stage 4. This could be further enhanced by funding small groups, in-class support, and to pay for bespoke programmes (online or teacher-facilitated) which have a proven track record of success, but which are expensive.

Another element in raising outcomes will be to target effectively pupils who, through disadvantages in their backgrounds, are not generally able to make as strong progress as others. By funding activities such as breakfast clubs, after school homework clubs and adult support, as well as trialling new approaches to 'homework', and providing ubiquitous ICT facilities, pupils currently disadvantaged will have their playing field levelled, and the gap between, for example, pupils who take Free School Meals, and those that do not, to be closed. This will equally apply to pupils who are disadvantaged through other means, such as by having Additional Learning Needs.

A third important element of change will be to enhance attendance at the new and improved schools. Put bluntly, no pupil can learn if they are not at school, so attendance levels of 95% plus for all pupils are critical. The use of new registration systems, instant parental contact by text and email in the case of absence, and the funding of more effective attendance strategies, will support the improvement of attendance of a number of pupils. Allied to this

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will be the improvement in the range of choices for learning available, and the increase in the way learning happens – improving engagement, motivation in pupils, and thus attendance.

These approaches may not be currently being used due to the stated need to fund overly small sixth forms in the current schools.

Provision (learning experiences, teaching, care, support and guidance, and the learning environment)

The rationalisation of provision across mid and north west Pembrokeshire will support the increase in courses and options – both curricular and extra-curricular – for all pupils, both pre- and post-16. Widening vocational provision provides new and engaging choices for a sector of our learning population, increasing their motivation and encouraging better progress and higher outcomes. Larger class sizes for academic provision of less popular subjects – such as Drama and Music – provide those pupils with a more effective peer group with which to engage with in their learning, improving outcomes as learning becomes more enjoyable, and opportunities for group work and sharing ideas become possible. These economies of scale thus enable schools to meet more effectively the full range of needs, abilities and interests of their pupils.

The previously explained approach to change will also improve staff ability to understand and engage fully with the changes in the new curricula at both Key stages 3 and 4, supporting effective planning, team teaching approaches, confident delivery of pupil-led learning, and ensuring that all learners can fully engage with the curriculum through differentiated preparation.

Purpose-built or extensively remodelled accommodation, expressly designed to support 21st century learning, will provide a dynamic learning environment, where pupils and staff have access to high quality, modern resources to support engagement and motivation. Well-planned zoning in the new learning environments will also support extended parental engagement with schools, and community learning using the resources available to all.

Leadership and Management (leadership, improving quality, partnership working and resource management)

The proposed changes in educational provision, including the separation of sixth forms into a new Sixth Form Centre (see below), will also encourage new ways of thinking about school organisation. It will allow staff to specialise more closely in the ways they provide good teaching and support to their students. Specialist facilities to avoid wasteful duplication, and collaboration between the education providers across mid and north Pembrokeshire, will ensure that funding is targeted closely to each learner, maximising value and providing a wider choice of courses and options for each. This in turn will raise standards and outcomes as learners are increasingly engaged with their learning as the opportunities they are offered fit more closely to their needs and wishes.

Rationalisation of resources between the new schools and the Sixth Form Centre will ensure that staff in each educational provider are the very best, and appropriately suited to their role. Training and support in the programme for change will further enhance their ability to support effective learning, lead and manage others to deliver improved outcomes, and manage their

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resources more effectively. The change programme will also provide the opportunity, through professional development, to strengthen the abilities, skills and the role of middle leaders, moving them on from managers of resources to leaders of teams generating high standards. A clear focus on accountability and responsibility for outcomes through effective performance management will aid this change.

Leaders and teachers will be able to work in strong partnership with their clusters of schools, and with the College, on transition for pupils between Key stages 2 and 3, and then from Key stage 3 to 4 and 5. This will include curriculum planning and delivery, but will increasingly focus on effective information, advice and guidance relating to career and options progression and choices. This will support students making the right choices as they progress, without having to 'drop out' or change course, and allow them to access the academic and vocational pathways post-Key stage 5 that they choose, without finding that they have failed to undertake the right courses at that point.

The Partnership for Schools report in May 2010² on the educational impact of the first waves of the English 'Building Schools for the Future' programme indicated a clear and statistically significant link between rapidly improving standards for young people, and new buildings created through an educationally-led design process which focused first on clear strategies for transformational educational change. Pembrokeshire County Council is committed to using an educationally-led approach to ensure that new buildings will not simply duplicate the old, but will enhance and transform the learning environment and opportunities for learners, and the staff that support them.

(b) Welsh Medium Education

A report on Welsh medium education provision, assessing future demand and feedback from stakeholders, was presented to Cabinet on 5th January 2014. It concluded that significant work has been undertaken to establish the demand for Welsh Medium provision in Pembrokeshire. In both primary and secondary phases, more provision is indicated as being necessary to meet demand. As a result of this, proposals to provide new Welsh medium provision are included as part of this consultation exercise.

Secondary school provision

- i. A large number of parents voiced concerns that journey times³ to Ysgol y Preseli in Crymych are too long for those based in the St David's peninsula, the Milford Haven area, the Havens and south Pembrokeshire, and thus Welsh medium secondary provision is needed in the mid/south of the county.
- ii. Parents decided not to choose Ysgol y Preseli because journey times had a negative impact both on their child's general wellbeing, and on their ability to join in with clubs and activities after school, so although they wished their child to learn in the medium of Welsh, they were inclined to send them elsewhere for these reasons.

² <http://www.building.co.uk/Journals/2012/07/05/s/j/h/Benefits-Realisation-Report.pdf>

³ There is no specific guidance in the Learner Travel Measure in relation to maximum school transport travel times. However, as part of its advice on the nature of journeys to alternative provision and resulting journey times for pupils, the School Organisation Code states that sufficient regard should be given to "...whether primary school pupils will have one-way journeys in excess of 45 minutes or secondary school pupils, one-way journeys of over an hour. On the basis of the number of Pembrokeshire-resident pupils attending Ysgol y Preseli in January 2014, over 25% live more than 45 minutes from Crymych. Information obtained from the School Transport Unit indicates that the longest single journeys to Ysgol y Preseli are up to 1hr 20mins

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Primary school provision

- i. The report to Cabinet in January 2015 provided detailed evidence that Welsh medium provision at primary level is required in the Milford Haven and St David's areas;
- ii. In the St David's area, this can be achieved by changing the language category of certain schools;
- iii. In Milford Haven, new provision is required. Further consultation will be undertaken as part of the review of primary education provision in the Milford Haven area, as instructed by Council on 11th December 2014;
- iv. In Haverfordwest, Ysgol Gymraeg Glan Cleddau is at capacity and faces challenges in accommodating an increasing number of pupils.

The proposed changes will contribute to Welsh medium capacity in the primary sector. This will in turn create a strong and sustainable base from which to grow new secondary Welsh medium provision.

(c) Additional Learning Needs Provision

The County Council's education inclusion strategy supports the principle that, as far as possible, children should be educated within a mainstream school environment and as near to their home as possible. The expectation is that all secondary schools make provision for pupils with additional learning needs, including moderate learning difficulties, both for those pupils taught through the medium of English and Welsh.

There is currently insufficient provision in Pembrokeshire for pupils in Key Stages 3 and 4 with complex learning needs and more severe additional learning requirements. Pupils who previously attended a primary Learning Resource Centre do not have a clear path for progression to an equivalent secondary placement. The re-organisation establishes provision in secondary schools to cater for complex needs, an essential requirement, distinct and separate from other provision to support pupils with challenges.

Since September 2014, such provision has been made on a pilot basis at Sir Thomas Picton School in Haverfordwest and Ysgol Bro Gwaun in Fishguard, and has been judged to be successful.

The Learning Resource Centres, sharing a site with the new school in Haverfordwest, and Ysgol Bro Gwaun, will provide expert and specialist intervention for pupils with complex needs. Their existence on a shared site also allows them to work actively with mainstream staff to deliver a wider range of specific intervention programmes to support learning within mainstream classes.

By improving the learning experiences and dedicated targeted support for these learners, the number of pupils becoming NEET (Not in Education, Employment or Training) would reduce. Continued collaboration with the College to enhance the provision of KS4 vocational courses specifically supporting these pupils and their particular needs would support this aim, and allow the College to provide increasingly effective pathways of progression into Key Stage 5 for these students.

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For those pupils with the most complex needs, Portfield School will be retained and the existing satellite arrangements will be integral to the development of the new and reconfigured provision in the county.

(d) Post 16 Funding and Progression

What is happening now in our school sixth forms, and to our post 16 learners?

The review of Post 16 planning and funding undertaken by Welsh Government concluded that the new system is to focus on planning and monitoring rather than being driven by funding. The new system supports learning journeys that are simpler to understand in terms of outcomes and content, and from an employer perspective gives learners the right skills and qualifications required. It focuses attention on ensuring that learners are undertaking the right course for them at 16 and that they are retained within the programme of learning in order to succeed.

Funding is less generous than before – on 5 January 2015, the Chief Financial Officer reported to Cabinet a reduction in funding of £109,000 for the coming academic year, with a clear likelihood of this level of funding reduction taking place in subsequent years. In addition, the funding that will be received is based firstly on the learner completing the course they have chosen, and secondly, on its successful completion – achieving a given level. Education providers are thus faced with having funding removed if a student switches a course, and/or if a student does not pass the course.

In Pembrokeshire, secondary schools offer some limited vocational 14-16 pathways, and have predominantly academic sixth forms, with Pembrokeshire College providing a range of vocational programmes with some A level provision. The TRIBAL report concluded that *“this fragmented approach to delivery is costly, not providing high quality learning experiences for all learners and is impacting on outcomes for learners”*.⁴ This is despite the fact that joint planning and commissioning of post 16 education provision across Pembrokeshire has been in operation for 5 years.

Pembrokeshire Federation’s Commissioning Model has supported collaboration on planning provision since 2010. This has resulted in the removal of some duplicate learning provision. However, there has been no discernible positive impact on quality as a result of federated working. Further, it has been found that the arrangement is costly and still leads to inefficiencies with small class sizes and duplication of provision.

Participation in learning

Many students currently switch courses, do not complete them, and/or do not achieve the results they are predicted to obtain – all of which will significantly negatively impact post-16 funding in schools. The reasons for this are several; insufficient and/or ineffective guidance at pre-16 to choose the right courses, coupled with a narrow and limited range of course options, are the key contributors to this.

⁴ REF TRIBAL REPORT for full information

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The trends of school learners in Pembrokeshire who leave school after year 11 or do not progress from year 12 to year 13, are shown in the table below:

Overall Pembrokeshire conversion rates							
	Year Group		2013	2012	2011	2010	2009
	11		1425	1333	1307	1434	1457
	12		749	732	722	805	787
	13		541	527	566	582	584
Conversion to year 12			56.19%	56.01%	50.35%	55.25%	
Conversion to year 13			73.91%	72.99%	70.31%	73.95%	

Source: Pembrokeshire County Council PLASC Data 2009-2013

Looking at students in Pembrokeshire who are classed as 'NEET' (Not in Education, Employment or Training) the Year 12 figure is 2.3 % which is above the Welsh average of 2.1%. These young people should be engaged in purposeful activity of some form, but the provision currently offered has meant that they are falling through the cracks.

Destination Data for Pembrokeshire: Trends for 2009-2013 Years 11, 12 and 13									
	Year 11			Year 12			Year 13		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
Pembs	3.8%	3.1%	3.4%	3.1%	2.8%	2.3%	5.2%	3.5%	3.9%
Wales	4.4%	4.2%	3.7%	2.5%	2.7%	2.1%	6.4%	5.1%	4.7%

Data includes all centres within the Pembrokeshire Federation.

Source: Careers West Wales

Performance of different cohorts post-16 in Pembrokeshire:

In terms of A2 completion and attainment data over the past three years, the table below reflects the outcomes by the Institution where the learner is taught (centre taught)

A2 A 'Level - Completion/ Attainment Data									
	Completion			Attained			Successful Completion		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
PC	93%	83%	96%	98%	96%	98%	91%	79%	93%
STP	96%	95%	95%	96%	100%	99%	93%	94%	94%
TM	92%	76%	97%	83%	75%	96%	83%	75%	93%
YBG	93%	88%	98%	98%	99%	99%	91%	86%	97%
YDS	94%	96%	95%	100%	98%	94%	94%	94%	90%

Source: Federation Portal and Commissioning Meetings

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Note: For North Centres - 2011-12 based on centre entries for all centres. 2013-14 YBG & YDS based on centre taught. In 2013-14 both centres aligned KS5 commissioning to the Haverfordwest centres.

In terms of A2 completion over the past two years, the table below reflects the outcomes by the Institution where the learner is entered (centre entry):

Pembrokeshire A2 Outcomes 2012-2014 - Summary Based on Year 13/14 General GCE qualifications only													
Centre	Entries	Entries	A*-A		A*-B		A*-C		A*-E		U		
	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	
Greenhill School	196	213	18.40%	28.20%	45.90%	57.70%	77.00%	78.90%	98.00%	96.70%	2.00%	3.30%	
Milford Haven School	131	135	14.50%	10.40%	46.60%	22.20%	71.00%	49.60%	99.20%	95.60%	0.80%	4.40%	
Pembroke School	141	165	12.10%	22.40%	41.10%	47.30%	66.70%	71.50%	97.90%	98.80%	2.10%	1.20%	
Sir Thomas Picton School	157	207	22.30%	22.20%	52.20%	58.50%	83.40%	80.70%	99.40%	100.00%	0.60%	0.00%	
Tasker Milward School	152	135	12.50%	11.10%	33.60%	35.60%	71.70%	60.00%	98.70%	94.80%	1.30%	5.20%	
Ysgol Bro Gwaun	89	73	18.00%	24.70%	41.60%	49.30%	65.20%	79.50%	100.00%	98.60%	0.00%	1.40%	
Ysgol Dewi Sant	89	62	11.20%	22.60%	37.10%	50.00%	78.70%	71.00%	97.80%	100.00%	2.20%	0.00%	
Ysgol Y Preseli	222	202	29.30%	18.80%	53.60%	45.00%	80.20%	74.80%	99.10%	99.00%	0.90%	1.00%	
Pembrokeshire Total	1177	1192	18.50%	20.30%	45.10%	46.81%	75.10%	71.66%	98.70%	97.90%	1.30%	2.10%	

Performance & Information/School on a Page updated December 2013 and 2014 based on SSSP (WG)
Data is based on Centre Entries for each school

Centre	Entries	Entries	A*-A		A*-B		A*-C		A*-E		U	
	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13
Pembrokeshire College	102	84	33.30%	13.10%	57.80%	39.29%	83.30%	65.50%	98.00%	96.40%	2.00%	3.60%

Source: Pembrokeshire College MIS Data 2013-14 and 2012-13
Data is based on Centre Entries for Pembrokeshire College

Last updated 13/02/2015 and provided by Pembrokeshire Federation

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School sixth form sizes – a cause for concern

Evidence from the Audit Commission suggests that inefficiencies are more likely to arise when school sixth forms operate with fewer than 150 students. As can be seen in the table below, three schools in the mid and north west areas of the county have fewer than 150 students in years 12 and 13 combined. Across the North Federation, the impact of the declining numbers can be seen in the scale or provision delivered and class sizes.

Sixth Form Pupils – Years 12 and 13 (Based on school submissions in January 2015)							
	Actual	Forecast					
	2015	2016	2017	2018	2019	2020	2021
Sir Thomas Picton	201	183	187	193	199	201	205
Tasker Milward	146	121	113	109	107	111	111
Ysgol Bro Gwaun	90	96	95	97	99	102	101
Ysgol Dewi Sant	74	69	65	60	59	57	54
Milford Haven	132	151	148	153	158	164	169

1.7 A'level Courses Offered and Delivered across North Pembrokeshire Federation

Source: Federation Portal and Commissioning Meetings

Number of AS Classes offered/ delivered								
	2011-12		2012-13		2013-14		2014-15	
	Classes Offered	Classes Delivered						
PC	21	18	16	14	16	16	17	17
STP	22	21	24	21	24	24	27	27
TM	22	19	23	20	21	21	21	21
YBG	10	9	13	11	14	14	15	15
YDS	6	5	12	9	10	10	12	12
YPS	23	23	25	24	20	20	21	21
Total	104	95	113	99	105	105	113	113

Number of A2 Classes offered/ delivered								
	2011-12		2012-13		2013-14		2014-15	
	Classes Offered	Classes Delivered						
PC	20	14	17	14	14	14	16	16
STP	19	19	23	20	22	22	24	24
TM	22	20	19	22	20	20	24	24
YBG	10	10	19	17	21	17	15	15
YDS	6	6	13	9	11	11	9	9
YPS	21	21	22	20	22	22	26	26
Total	98	90	113	102	110	106	114	114

The tables above show that the numbers of classes that can be delivered are lower than those offered in each school, due to falling numbers. What the data does not show is the class size of each of the classes offered.

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Year 12 AS Level Courses – average class size within Mid, North and West Pembrokeshire						
Year	KS5	PC	STP	TM	YBG	YDS
2011-12	Yr12	17	17	12	9	13
2012-13	Yr12	23	18	12	10	15
2013-14	Yr12	16	20	12	14	15
2014-15	Yr12	16	18	11	10	11

Source: Federation Portal and Commissioning Meetings

In line with the Federation Commissioning Model, the MINIMUM target size for AS groups is 12. This target size allows the school to run its post-16 provision on post-16 funding.

It can be seen that for 2014 – 2015, three of the schools did not achieve the AS average target size of 12. The implications of this include that these schools have not been able to utilise funding fully in other parts of the school, for example in supporting Key stage 3 accelerated literacy programmes, or a wider choice of curriculum and extra-curricular activities at Key Stage 4. This in turn has a negative impact on the outcomes of these learners. One must also consider the quality of experience of the post-16 learners in these schools, where they may not have the level of challenge and support they might expect from peer support in a sustainable group size of 12-18.

The situation is clearly worse in Year 13, and the negative impact increased further.

Year 13 A2 Level courses – Average class size within Mid, North and West Pembrokeshire						
Year	KS5	PC	STP	TM	YBG	YDS
2011-12	Yr 13	10	11	10	4	8
2012-13	Yr 13	9	11	9	5	7
2013-14	Yr 13	9	11	7	6	10
2014-15	Yr 13	10	9	7	8	12

Source: Federation Portal and Commissioning Meetings

Small sixth forms = limited offer and restricted choices

This leads to lower levels of engagement, motivation to complete the course, and to do well. As part of the Federation, the secondary schools offer limited vocational post 16 pathways, and have predominantly academic sixth forms. The College provides mainly vocational programmes with some A level provision.

Vocational Courses Offered and Delivered across North Pembrokeshire Federation

The table below shows the limited vocational offer for our post-16 school-based students who may wish to 'blend' their A level and vocational course choices.

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North Pembrokeshire Average Class size by Centre and Year – vocational courses

Number of AS Vocational Classes offered/ delivered								
	2011-12		2012-13		2013-14		2014-15	
	Classes Offered	Classes Delivered						
PC	0	0	2	2	1	1	0	0
STP	1	1	1	1	1	1	0	0
TM	2	2	1	1	3	3	2	2
YBG	2	2	1	1	0	0	0	0
YDS	0	0	0	0	0	0	0	0
YPS	3	3	3	3	4	4	6	6
Total	8	8	8	8	9	9	8	8

Number of A2 Vocational Classes offered/ delivered								
	2011-12		2012-13		2013-14		2014-15	
	Classes Offered	Classes Delivered						
PC	2	2	0	0	2	2	1	1
STP	1	1	1	1	1	1	1	1
TM	2	2	1	1	1	1	3	3
YBG	1	1	2	2	0	0	0	0
YDS	0	0	0	0	0	0	0	0
YPS	2	2	2	2	6	6	5	5
Total	8	8	6	6	10	10	10	10

Source: Federation Portal and Commissioning Meetings

Conclusion

The delivery of education and training at secondary level in Pembrokeshire needs to change and develop rapidly in order to meet the demands of its learners, and to ensure that delivery structures are sustainable in a period of reduced public funding. Continuing on the current pathway, even with a federated consortium approach, has been shown not to be effective. This consultation proposes a reconfigured system to better meet the changing needs of learners, communities and employers.

The evidence to support a Sixth Form Centre approach for post 16 provision in Pembrokeshire

In 2011/12 a number of studies were carried out in England comparing outcomes and achievements of School 6th Forms with those of Sixth Form Colleges. The subsequent reports concluded that Sixth Form Colleges are highly effective and efficient providers of sixth form education. In 2011, the National Audit Office⁵ concluded that they “perform best on most measures of learner achievement” when compared to other providers, *despite receiving less funding than school sixth forms*.

⁵ National Audit Office, Getting value for money from the education of 16 to 18 year olds. Report by the Comptroller and Auditor General, <http://www.nao.org.uk/wp-content/uploads/2011/03/1011823.pdf>

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To build on the analysis undertaken by the National Audit Office, the Sixth Form Colleges' Association commissioned research⁶ in March 2012 to compare the newly available success rate data for schools and academies with those for Sixth Form Colleges.

The final report showed that the overall success rate for schools and academies stands at 80% – four percentage points below Sixth Form Colleges (84%). But this figure drops dramatically with the size of the sixth form – the success rate for schools and academy sixth forms with small sixth forms is just 69% – fifteen percentage points below the Sixth Form College average.

At the time of the study, more Sixth Form Colleges were rated as either good or outstanding by Ofsted (79%) than independent schools, maintained schools or sponsored academies. Studies also show that despite having a more comprehensive approach to admissions, Sixth Form Colleges tend to secure higher value added grades than schools and academies.⁷

Why is this the case? A 2012 report carried out by the University of Southampton⁸, which drew similar conclusions about the efficacy of Sixth Form Colleges, included interviews with ten 6th form colleges. While the report concluded that there were no definitive answers for the success of 6th form colleges, a number of themes were common to the investigation:

1. Breadth of provision

A major advantage of sixth form colleges for students is that their scale allows them to provide a broad range of subject options, making it more likely that students will be able to study subjects that fit both their interests and abilities. This was seen as a factor that distinguished colleges from schools to a great extent and that was advantageous to students. The size differential also means sixth form colleges can offer high quality resources which create a good learning environment in a range of subject areas.

2. Specialised teaching expertise

Due to their specialised nature, sixth form colleges have developed high levels of expertise in the teaching of A-level subjects. Teachers are all specialist A-level teachers, which is not always the case in school sixth forms, where teachers will typically teach across a range of Key Stages.

3. An environment that prepares for Higher Education

Sixth form colleges often create a campus-like environment, in which students have an experience of freedom and scale that is closer to university life than can typically be offered to students in a school sixth form. This may help ease the transition to university by providing students with an intermediate step between the more regulated and personal nature of school and the freedom and scale of a university campus.

⁶ Allen, N. Success rates and inspection outcomes, April 2012, Sixth Form Colleges' Association [link](#)

⁷ Sixth Form Colleges Association. Sixth Sense Report

http://www.sixthformcolleges.org/sites/default/files/sfca_6th_sense_brochure_spreads.pdf

The value added scoring and grading system has been developed by Alps (Advanced Level Performance System) and compares students' GCSE results at the start of their A level studies with their final A level results. It is a nationally recognised system for comparing the performance of A level providers. Alps Additional Data.

http://www.sixthformcolleges.org/sites/default/files/sixth_sense_-_alps_additional_data.pdf

⁸ The Impact of the Wessex Group of 6th Form Colleges

<http://www.v-cc.co.uk/wp-content/uploads/2011/10/DanielMuijsFINALWessexGroupReport.pdf>

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4. Specialist pastoral support

As well as specialised teaching expertise, sixth-form colleges can also offer a range of specialised pastoral support and careers advice. Again, the scale differences with school sixth form provision and the specialised nature of sixth form colleges that allows them to focus on the specific needs of their students are key factors in enabling this.

Moving on to a Sixth Form campus environment also allows the learner to begin afresh and to focus on his or her learning. The historical approach linking an 11-16 school with a sixth former is rooted in a Grammar School / private school approach to learning, and served fewer than 10% of the population who then almost all went on to university. This anachronistic approach rarely supports the needs of the 21st century learner now, unless they are very large school sixth forms, because it no longer provides the benefits shown above.

Governance, Leadership and Management

The governance of the Sixth Form Centre is critically important to ensure that the best interests of all learners are being met.

Various members of the Stakeholder Group clearly indicated that the local authority needed to retain a proper presence and control of post 16 provision, and that an agreed legal framework needed to be built within which this could take place.

The proposal is for the responsibility and accountability of all post 16 provision to rest with Pembrokeshire College. However, this would be within the framework of a joint governance model, whereby school and county council representatives would become part of the governing body of the College.

The College's governance structure can be changed⁹ to give the Council effective guaranteed representation on the governing body of the College. This control would not be limited to A Level provision, but would extend its influence over all the College's activities.

As well as joint governance, the Sixth Form Centre will have its own leadership and management team, working alongside Pembrokeshire College's structures. This team will communicate a strategic vision for excellent performance at AS Level and A Level, and appropriate blending of courses to best suit each individual learner in their chosen pathway. Deployment of resources and priorities for staff development will be focused towards the specific requirements of sixth form study. The management team will work in close partnership with schools to ensure a smooth transition for students as they progress in their education and become familiar with a more independent approach to learning. In particular, the Sixth Form Centre will build on the College's excellent Information, Advice and Guidance programme to ensure that choices in Year 11 are appropriate, ambitious and meets the aspirations of each learner.

⁹ Through the Further and Higher Education (Governance and Information) (Wales) Act 2014, clause 2(3) 'a further education corporation may modify or replace their instrument of government or articles of government'

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Improved Key Stage 4 outcomes through School Sixth form removal

The moving on of 16 and 17 year olds from school to College frees up a host of opportunities for students in Years 10 and 11 to take more, real, leadership responsibilities, running clubs and School Councils, and working with younger pupils. All too often, these opportunities are denied them in a school with a Sixth Form, giving rise to anecdotal negative behaviour patterns relating to Year 10 in particular.

In addition to these qualitative improvements, there is evidence close to home to suggest that a separation of 11 – 16 from Post 16 would result in a positive impact on other learner outcomes at KS4.

'The analysis showed that GCSE results in schools without 6th forms were on average 6% higher than those with sixth forms. In addition a comparison of the educational achievements shows that the percentage achieving 5 grades A- C in each of the core subjects at schools without sixth forms are on average 7% higher than at schools with sixth forms'.*

2008 Eifion Wyn Owen, Case studies from South Gwynedd and Neath Port Talbot.

In conclusion, this consultation is asking for feedback on the proposal that a Sixth form centre be created as a dedicated 6th form college, sharing a site with Pembrokeshire College. It will be jointly managed by all stakeholders who have an interest in delivering outstanding A levels and AS levels in Pembrokeshire. The evidence base is clear that this approach to delivering post-16 provision is by far the most successful for learners.

Co-locating the Sixth Form Centre on the Pembrokeshire College site

Co-location on the Pembrokeshire College site brings a number of advantages to learners:

1. Learners will be able to access a wider, more diverse curriculum. While some students will pursue a purely academic pathway, others may select a pathway that mixes A levels and AS levels with vocational subjects available through Pembrokeshire College. In this way they can tailor their learning experience to best meet the needs of employers / industry.
2. Students enrolled in the 6th form centre will have access to specialist facilities available in Pembrokeshire College without the need for duplication.
3. The expertise and insight that Pembrokeshire College has in delivering post 16 education to Pembrokeshire learners is readily available as a resource for the new 6th Form centre.
4. The profile of learning may change over time in Pembrokeshire. In co-locating the 6th Form centre and Pembrokeshire College on the same site we can ensure future flexibility / adaptability as spaces can be re-designated / migrated from one institution to another following the needs of learners.
5. The proposed Sixth Form Centre at Pembrokeshire will welcome **all** post-16 learners. As such, it should not be attached to any particular school, to ensure that students will begin their post-16 career on an even playing field, enhancing opportunities to succeed.

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The quality of Pembrokeshire College has been evidenced through its inspection processes. The College was last inspected by Estyn in February 2011, at which time “Good” judgements were received in respect of ‘current performance’ and ‘prospects for improvement’. Since then, Estyn’s Annual Review of Performance undertaken during the summer of 2014 concluded that:

- “The college has robust procedures in place to measure its own performance and to support improvement. Good performance identified in the last inspection has been maintained, along with its outcomes from main qualifications. Success rates in the Essential Skills Wales qualification have improved since the last inspection.”
- “The college uses labour market intelligence well to plan the curriculum and has particularly strong links with a wide range of local and national employers.”
- “Staff organise a wide range of extra-curricular activities and the college has implemented a strategy to support learners and help them to achieve their goals.”
- “The college has a mature programme for observing teaching and learning.”

For all the reasons provided above, the case for change with regard to school sixth forms coming together as a Sixth Form Centre represents a real step change forward in terms of choices, opportunities, and outcomes for young people in Pembrokeshire.

(e) Surplus Places

Pembrokeshire County Council has a statutory requirement to ensure that it has sufficient places for all pupils in its schools and that it does not have empty, termed surplus, places in its schools. Surplus places equate to financial resources not being used in the most efficient or effective way to improve the quality of education; funding is diverted to maintaining spaces that are not required.

There are significant levels of surplus places in the secondary schools included in this proposal. Collectively, the total surplus places are approximately 20% which will not change as shown by future pupil place projections forward to 2021. Estyn estimates that the average cost of a surplus place is £510 per place, per year. These need to be addressed.

In its report on the quality of local authority education services for children and young people in Pembrokeshire in 2012, Estyn concluded that, amongst other matters, “...*the authority is responding too slowly to the increasing level of surplus places in the secondary sector*”. The Welsh Government has recommended that there should be no more than 10% surplus places across primary and secondary schools; the following schools are forecast to have surplus places in excess of 10% by 2021: Tasker Milward VC, Ysgol Bro Gwaun, Ysgol Dewi Sant and Milford Haven School.

Surplus places cost money because schools and local authorities with surplus places have to run and maintain buildings that are bigger than they need to be. Estyn states that as it is often not feasible to remove, or decommission individual classrooms within a school, “*the removal of surplus places is therefore most effective in terms of the potential savings when it is achieved through the reorganisation of groups of schools to reduce the number of buildings and the total capacity*”.

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This proposal reduces surplus places in Fishguard, Haverfordwest and Milford Haven, and as such, addresses both Estyn's general recommendation regarding surplus places, and its specific recommendation that Pembrokeshire should respond appropriately and swiftly to the current oversupply. This in turn will allow better value for money for our education services, putting more money into schools to impact directly on teaching and learning, rather than being diverted to maintain old school buildings with unnecessary spaces.

(f) Condition and Suitability of Buildings

The condition of all school buildings under consideration is poor and they will require significant and costly ongoing repair and maintenance to prolong their use. The following table provides a summary of the condition and suitability of each of the secondary schools, and an estimate of current backlog repairs and maintenance costs.¹⁰ In total, the cost of backlog repairs and maintenance is approximately £21 million. This is significant, particularly in the context of reduced budgets and the need to focus resources on teaching and learning.

School	Building Condition Survey result	Suitability Survey result	Backlog R & M
Sir Thomas Picton	Grade C – <i>Poor with major deterioration</i>	Grade C – <i>Poor with teaching methods inhibited</i>	£4.6m
Tasker Milward VC	Grade C – <i>Poor with major deterioration</i>	Grade C – <i>Poor with teaching methods inhibited</i>	£7.3m
Ysgol Bro Gwaun	Grade C – <i>Poor with major deterioration</i>	Grade B - <i>Reasonable with behaviour/morale adversely affected</i>	£5.6m
Ysgol Dewi Sant	Grade C – <i>Poor with major deterioration</i>	Grade B - <i>Reasonable with behaviour/morale adversely affected</i>	£3.4m

¹⁰ Based on the joint Chandler/EC Harries building surveys completed in 2009/10 as part of preliminary work undertaken by Welsh Government and the WLGA in relation to the 21st Century Schools Programme.; such costs have been inflated by 3% per annum to account for the intervening period.

Section 2

Appraisal of the Options

The extensive reviews and preliminary consultations described in the introduction to this document resulted in many options for consideration. These were subjected to a desktop evaluation against a set list of evaluation criteria (see below). As a result of this, five broad options for change were presented to Council on 16th October 2014. These were subsequently appraised further by external consultants employed to ascertain the deliverability of combinations of options, as well as collating the views of stakeholders.

Evaluation Criteria	
1	Does this option offer a sustainable model for secondary education across the county, or areas thereof?
2	Does this option present ways in which vocational and post 16 pathways can be met and takes into account evidence of the Tribal review?
3	Will this option contribute towards the removal of surplus spaces and achieving Welsh Government targets?
4	Is the option achievable in terms of option building size, playing field requirements, car parking, highways and site infrastructure and planning?
5	Will this option avoid / remove duplication of facilities between schools, and also Pembrokeshire College?
6	Is the options deliverable within 21 st Century Schools Programme funding timescales?
7	Are options in line with 21 st Century Schools Programme funding criteria?
8	Can the option proceed without high or significant risk being incurred which may impact on the delivery of the project?
9	Can the option be delivered without constraints associated with planning and /or legal issues?
10	Rationalisation of academic and vocational teaching accommodation in order to raise standards and achievement and increase progression to the world of work or further learning.
11	Creating greater accessible and equality of choice for all young people in the county to choose learning pathways that best enable them to select appropriate vocational, academic and occupational qualifications and experience.
12	Offer a stimulating and broad curriculum and services which responds to future pupil, community and business needs through up-skilling school aged learners to enable them to compete effectively in the job market.
13	Financial viability and effectiveness – to provide a cost effective and efficient model for delivery, removing unnecessary duplication, aligning capacity with demand (in light of demographic change) and generating economies of scale.
14	Does this option align with the Welsh Government and the County Council's strategic plans?
15	Does this option provide a learning environment that is suitable for today and in the future?
16	Does this option provide a high quality learning environment which is flexible and adaptive and provides modern and up to date IT facilities to meet learners' and the Council's aspirations for a 21 st Century school?

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Appraisal of the Options

This process identified a number of options/combinations that were discounted, as described below.

Discounted options relating to Welsh medium provision

The consultation asks for consideration of the establishment of a new 3-16 Welsh medium school in Haverfordwest. During the process, a number of variations on this proposal were considered.

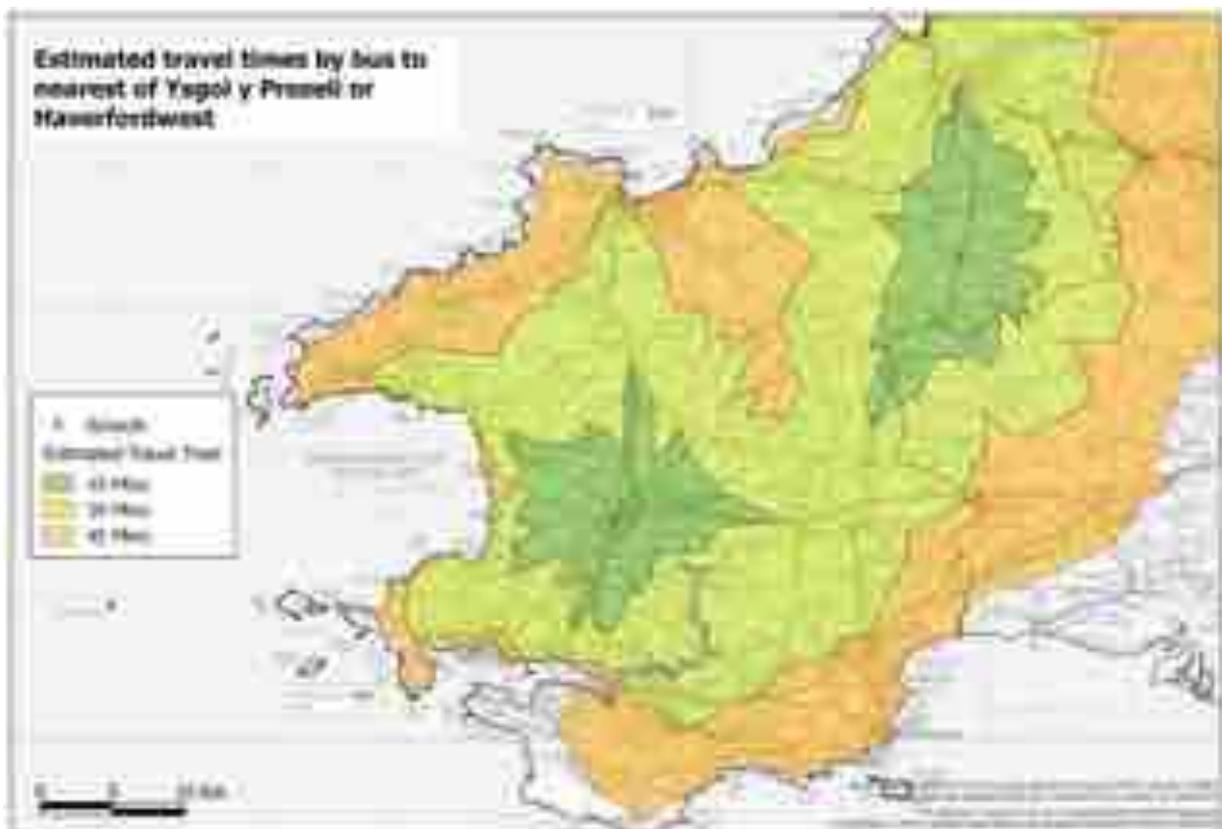
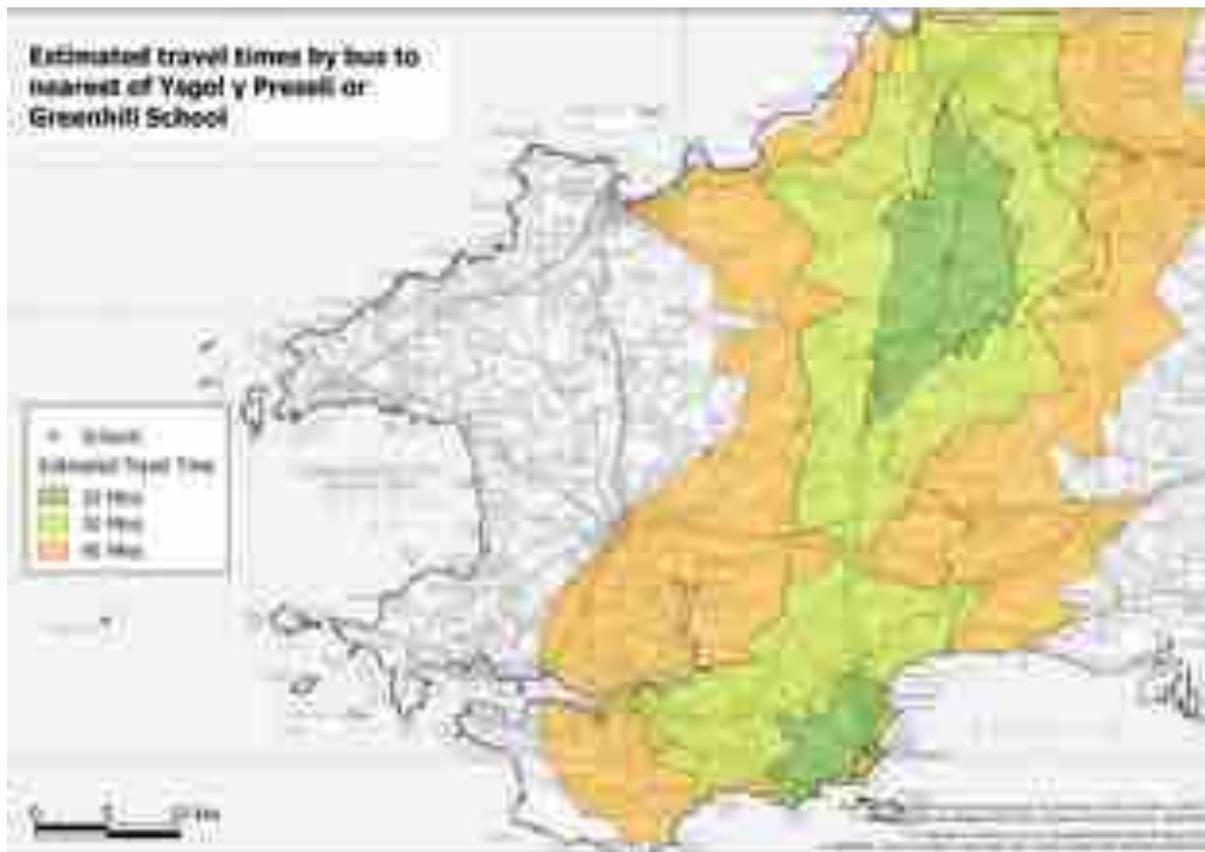
1. Establishing 3-16 WM provision in the Tenby area. This had a number of advantages specific to its location, namely that this option provides opportunity to access some facilities of the existing secondary school site (Greenhill site). However the disadvantages of using this site rather than Haverfordwest included:
 - a. Locating it here does not have strategic fit with recently agreed proposals for Tenby
 - b. There were concerns over ethos and effectiveness of the dual stream/bilingual provision in Tenby.
 - c. Location the provision in Tenby rather than Haverfordwest reduces its accessibility for a significant part of the wider Pembrokeshire population. Pupils living in Milford Haven, the Havens and North West Pembrokeshire would continue to have to face excessive travel times to reach Welsh medium provision.

Therefore, it was considered that Haverfordwest is the most appropriate location for such additional provision as this provides access to secondary Welsh medium provision to 96% of the 3-19 school population to within approximately 45 minutes of their homes. The maps below illustrate this point.

2. Establishing 11-16 WM provision rather than 3-16 WM provision. This had no material advantages over the preferred option, and does not take advantage of the opportunity to re-develop primary Welsh medium provision in Haverfordwest. This is much needed due to site and accommodation constraints at Ysgol Glan Cleddau. The siting of an 11-16 WM school in Tenby was discounted for the same reasons as outlined in 1. above.

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Appraisal of the Options



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Appraisal of the Options

Discounted options in relation to post 16 provision

All options which previously related to 11-19 provision have been discounted. The justification for this is clearly explained as part of Section 1 – The Case for Change.

Discounted options relating to 11-16 English medium secondary provision.

The proposal requires the consideration of a new 11-16 English medium secondary school based in Haverfordwest, remodelling Ysgol Bro Gwaun in Fishguard and redesignating Ysgol Bro Gwaun and Ysgol Dewi Sant as 11-16. Other options relating to these schools were discounted as described below.

1. A single 11-16 EM secondary school for the whole of Haverfordwest, St. David's and Fishguard areas on a new site. This school would be the largest of its kind in Wales and England; the largest school in Wales currently is Whitchurch High School in Cardiff, with 2400 students. Benefits to this option included:
 - a. An increased range and variety of opportunities that can be provided in terms of courses, enrichment and extra-curricular activities as a result of the economies of scale inherent in a school of such size
 - b. Funding economies of scale allow a significant sized senior leadership team, paid appropriately to attract excellent candidates.

However, these benefits were deemed to be outweighed by the following drawbacks:

- c. Questionable whether this would lead to improved standards due to the very large size of the school, and thus the organisational complexity of it;
 - d. The size of school would provide a challenge to the development of an ethos within it that was appropriate to Pembrokeshire.
 - e. Student travel distances to and from school were seen as unacceptably long for many, and thus there would be far fewer opportunities for inclusivity in terms of after school clubs / extra-curricular activities
 - f. Limited sites were available for a school of this size, and those which were potentially useful would have had adverse impacts on traffic and the local environment. ; Planning and Highways departments within the Council had key concerns relating to those that are available.
2. A single English medium 11-16 school serving north Pembrokeshire, following a merger between Ysgol Dewi Sant and Ysgol Bro Gwaun. This was a favoured option within the stakeholder group; it's advantages include:
 - a. It provides a far better solution than the 'superschool' described above,
 - b. It addresses the issue of surplus places in both schools,
 - c. It creates a sustainably sized school with all the benefits inherent in this as opposed to leaving in place two small schools, in terms of providing learners with a wide range of post-14 GCSE options, extra curricular activities and enrichment;
 - d. All the benefits noted in the Case for Change (above) would apply to the new school;
 - e. It would potentially have allowed the creation of a new school building, rather than refurbishment / remodelling alternatives.

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However, there were concerns about this option, primarily relating to whether it was more appropriate that this school were to be sited at St David's or at Fishguard, either of which necessitated the closure of the other.

The St David's site was limited in size, particularly in terms of external areas, and if established there, would necessitate more children travelling from Fishguard to St David's than the other way around.

The local community objected to the potential closure of Ysgol Dewi Sant on the grounds that it would make St David's less attractive to families and accelerate an existing trend towards the City having more older residents and holiday homes than the County average. There was also a suggestion that there would be a loss of 'feeder' choristers to St David's Cathedral choir.

The Ysgol Bro Gwaun site was a good size, was the larger of the two existing schools, and would concentrate Council investment into an area which, compared with St Davids, has lower wages, and more affordable housing. There is a higher concentration of people from equalities groups in Fishguard (eg disabled people, ethnic minorities) so continuing to provide secondary education in Fishguard will have a lower impact on these groups than moving provision to St David's.

The use of a potential new site was also considered, but its cost, and the increased timescale for the project relating to finding an appropriate site, ruled out this option.

The Stakeholder group considered arguments for and against locating the new provision in Fishguard and St David's, but did not collectively agree on a preferred location. Failure to agree a preferred location threatened the programme for overall reorganisation of secondary provision, which was seen as a significant downside risk.

3. Establish a new EM 11-16 School on the Tasker Milward site

The site of Tasker Milward was found to be too small for the school; there would be insufficient external areas.

Discounted option relating to 3-16 VA school at St David's

This option, proposed by the St David's stakeholder group, identified key benefits for St David's as a community, including strengthening the school relationship with the Diocese with consequential benefits for links with St David's Cathedral.

However, the option does not address surplus places, buildings condition and suitability in Fishguard. For the primary phase of the option, stopping the use of Ysgol Bro Dewi was a poor use of resources, as it is a relatively new school and in good condition. A 3-16 school in St David's would remain as a "small school", with fewer than 590 pupils at best projected forward to 2020, so that future viability is uncertain. There is a significant question on whether this option would be eligible for funding under the 21st Century Schools Programme, given the relatively low numbers of learners.

Finally, as in item 2 above, the re-development of the current Ysgol Dewi Sant site would require an area to the south of the A487 to be developed. The masterplanning report

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indicated that a greater attention would need to be given to sustainability and other qualitative aspects given its location within the National Park.

In conclusion, however, all or part of this option may need to be re-considered at some point in the future as part of the consideration of longer term sustainability of education provision in the St David's area.

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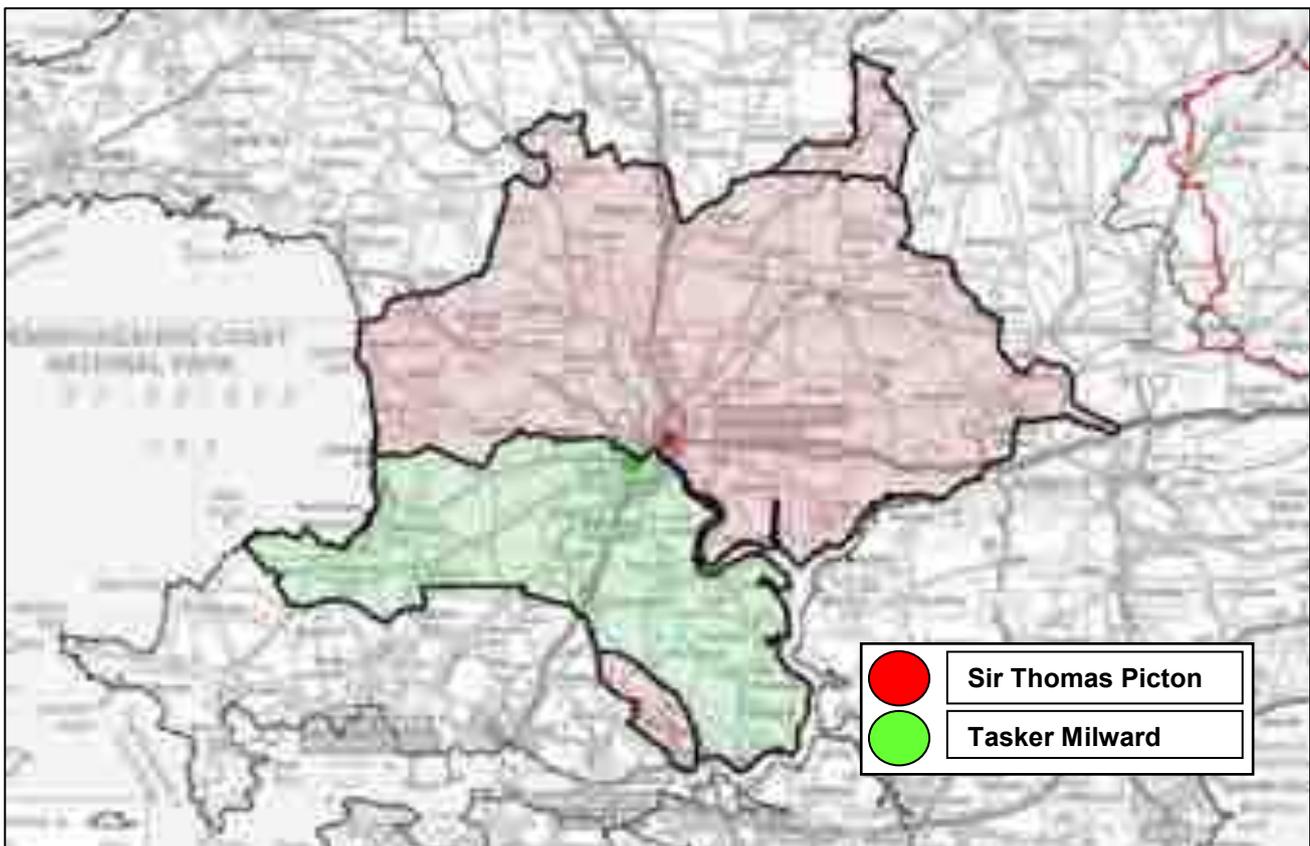
The proposed changes to secondary provision in Haverfordwest and to the catchment area for Milford Haven Secondary School

The Council's proposal in relation to secondary provision in Haverfordwest is as follows:

- The closure of Sir Thomas Picton School
- The closure of Tasker Milward VC School
- Establish a new 11-16 English Medium school on the site of the current Sir Thomas Picton school site
- All post 16 provision to be provided in a new sixth form centre as part of a collaboration with Pembrokeshire College and located on the College campus in Haverfordwest (discussed further in Section 4)
- That Cleddau Reach VC School, Johnston Community School and Neyland Community School become feeder schools to Milford Haven School

The current situation

The Haverfordwest area is served by two schools, namely Sir Thomas Picton School and Tasker Milward VC School, and both schools serve a wide area which encompasses both urban and rural characteristics.



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The proposed changes to secondary provision in Haverfordwest and to the catchment area for Milford Haven Secondary School

Name of School	Location	Status	Lang. Cat.	Age Range	Admission Number 2015/16	Pupil Numbers Jan 2015
Sir Thomas Picton School	Haverfordwest	Community	EM	11-19	217	1212
Tasker Milward VC School	Haverfordwest	VC	EM	11-19	190	768

Notes:

1. Tasker Milward is Voluntary Controlled by virtue of land and buildings being held on trust by the Tasker Milward and Picton Charity.
2. EM = English Medium

Strengths and weaknesses of the current position

School	Strength	Weaknesses
Sir Thomas Picton	<ul style="list-style-type: none"> ▪ Pupil population has remained steady ▪ A historically popular school, ▪ School remains at capacity, therefore no surplus places 	<ul style="list-style-type: none"> ▪ Categorised as “Yellow” by Welsh Government; outcome of the recent Estyn inspection is unknown at the time of publication of this document ▪ Building condition and suitability graded as C – Poor ▪ £4.6m of backlog repairs and maintenance ▪ Duplication of A’ Level provision in Haverfordwest
Tasker Milward	<ul style="list-style-type: none"> ▪ Sizeable sixth form at present 	<ul style="list-style-type: none"> ▪ Pupil population has fallen by 34% during the last 10 years ▪ Sixth form population is currently below 150 and numbers are projected to fall further ▪ Categorised as “Red” by Welsh Government, and judged to be in “Special Measures” by Estyn ▪ Building condition and suitability graded as C – Poor ▪ £7.3m of backlog repairs and maintenance ▪ Significant surplus places during next five years (>40%) ▪ Duplication of A’ Level provision in Haverfordwest

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The proposed changes to secondary provision in Haverfordwest and to the catchment area for Milford Haven Secondary School

Schools which may be affected by this proposal

In view of the nature of the Council's proposal, most maintained schools within the areas identified above are likely to be affected by this proposal. Whilst the proposal largely addresses secondary provision, it will have an impact on feeder primary schools. In the case of the Milford Haven cluster, it is proposed that pupils from three primary schools which currently feed secondary schools in Haverfordwest will feed Milford Haven School. Consequently Milford Haven School is directly affected by the proposal.

Details of all schools likely to be affected are included in the table below:

Name of School	Location	Status	Lang. Cat.	Age Range	Admission Number 2015/16	Total number on roll Jan 2015 (Note 2)
Sir Thomas Picton Cluster			English Medium			
Sir Thomas Picton School	Haverfordwest	Community		11-19	217	1220
Neyland	Neyland	Community		3-11	47	315
Prendergast	Haverfordwest	Community		3-11	64	517
Roch (Note 1)	Roch	Community		3-11	22	155
Spittal	Spittal	VC		3-11	20	155
St Aidan's	Wiston	Aided		4-11	21	93
Tasker Milward Cluster						
Tasker Milward	Haverfordwest	VC		11-19	190	768
Broad Haven	Broad Haven	Community		4-11	17	113
Fenton	Haverfordwest	Community		3-11	51	420
Hook	Hook	Community		3-11	14	104
Johnston	Johnston	Community		3-11	25	199
Mount Airey	Haverfordwest	Community		3-7	58	178
Cleddau Reach	Llangwm	VC		3-11	30	221
Haverfordwest VC	Haverfordwest	VC		7-11	39	109
St Mark's	Haverfordwest	Aided		3-11	20	122
Mary Immaculate	Haverfordwest	Aided		3-11	29	221
Milford Haven Cluster						
Milford Haven School	Milford Haven	Community		11-19	213	902
Portfield School	Haverfordwest	Community		EM	4-19	N/A

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The proposed changes to secondary provision in Haverfordwest and to the catchment area for Milford Haven Secondary School

Notes:

1. Roch Community School is a member of the Sir Thomas Picton Cluster of Schools for support purposes; however the area served by Roch Community School is split between the catchment areas of Ysgol Dewi Sant and Sir Thomas Picton School for secondary school admission and transport purposes.
2. Total number on roll includes pupils attending Learning Resource Centres attached to these schools.

Pupil Population

The age profile of pupils currently on roll at the secondary schools are shown below. The figures in relation to January 2015 are based on indicative submissions by schools as part of the annual school census; at the time of publication, they remain unverified. The age profile of the schools for the previous four years is based on the annual school census.

Pupil age as at 31 Aug preceding start of school year	11	12	13	14	15	16	17	18	19	Total Full Time Pupils
School year group	7	8	9	10	11	12	13	14	15	
Sir Thomas Picton School										
Jan 15*	210	215	203	199	192	109	87	5	0	1220
Jan 14	212	195	197	197	204	110	65	3	0	1183
Jan 13	188	195	195	203	210	87	75	4	0	1157
Jan 12	186	198	205	211	181	98	63	5	2	1149
Jan 11	198	208	214	180	176	86	93	9	0	1164
Tasker Milward VC School										
Jan 15*	91	102	115	149	163	83	55	10	0	768
Jan 14	112	125	144	166	168	78	66	10	0	869
Jan 13	128	147	170	170	174	84	58	5	0	936
Jan 12	155	175	172	174	171	69	58	8	0	982
Jan 11	176	175	183	170	169	77	65	6	0	1021
Milford Haven School										
Jan 15*	164	127	145	152	181	65	59	9	0	902
Jan 14	129	146	158	178	171	96	69	5	0	952
Jan 13	147	160	183	170	194	114	72	3	0	1043
Jan 12	161	181	169	192	198	102	56	4	0	1063
Jan 11	177	167	195	199	173	99	64	7	0	1081

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The proposed changes to secondary provision in Haverfordwest and to the catchment area for Milford Haven Secondary School

School Capacities and Pupil Forecasts¹¹

Optimal use is made of the accommodation available at Sir Thomas Picton School, but there are, or forecast to be, significant surplus places at Tasker Milward VC and Milford Haven schools. The current forecasts in relation to pupil population and projections compared to school capacity are shown below. These are based on indicative numbers submitted prior to the verification of the 2015 annual school census.

Pupil Numbers – Actual and Forecast (not including pupils attending Learning Resource Centres)

	Actual	Forecast						Capacity 2015
	2015	2016	2017	2018	2019	2020	2021	
Sir Thomas Picton	1212	1206	1231	1269	1306	1321	1348	1300
Tasker Milward VC	768	692	646	627	615	637	639	1072
Milford Haven	902	897	880	913	941	973	1004	1199

Surplus Places - Actual and Forecast (not including pupils attending Learning Resource Centres)

	Actual	Forecast						Capacity 2015
	2015	2016	2017	2018	2019	2020	2021	
Sir Thomas Picton	88	94	69	31	-6	-21	-48	1300
Tasker Milward VC	304	380	426	445	457	435	433	1072
Milford Haven	297	302	319	286	258	226	195	1199

Current School Standards

School	Free school meals 3 year average	Pupil Teacher Ratio (PTR)	% Attendance during the year	Support category	Pupils achieving the expected level in the core subjects at Key Stage 3	Pupils achieving the level 2 threshold including English / Welsh and Maths (Key Stage 4)	Average capped points score (Key Stage 4)	Pupils achieving the level 3 threshold at Key Stage 5
STP	12.6%	16.4	93.9%	Yellow	81.6%	60.3%	363	100%
Tasker Milward	16.5%	16	92.4%	Red	77.6%	53.0%	326	98.4%
Milford Haven	22.3%	18.7	92.3%	Amber	71.8%	38.0%	314	91.8%

¹¹ Capacity is measured using the “Measuring the Capacity of Schools in Wales” formula. School capacities are reviewed annually and may change when a school changes the way it uses its accommodation and when building alterations take place.

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The proposed changes to secondary provision in Haverfordwest and to the catchment area for Milford Haven Secondary School

A summary of the most recent standards and judgements relating to the above schools is included in Section 1 of this document. Consultees may access the findings of inspection reports of the above schools via the Estyn website at www.estyn.gov.uk.

Buildings / Accommodation¹²

School	Condition, Suitability and Standard of School Buildings
Sir Thomas Picton	<p>The school was constructed in the mid 1960s and has had a number of additions/modifications undertaken in subsequent years. External elevations of the various 1970s expansions are in need of replacement or extensive refurbishment. The school has a history of roof leaks, particularly in the flat roof corridor areas, and there are localised areas of damage to the brickwork, particularly at gable ends, which is likely to be weather related. Due to the age of the buildings, a continual maintenance and repair regime will be required to prolong the life of the school. The fabric of much of the building is thermally inefficient and requires significant improvement.</p> <p>The condition survey summary grading of the existing mechanical and electrical services is “C” and indicates that there is a need for extensive modernisation works.</p> <p>Estyn’s report from 2009 states that the accommodation is of good quality and sufficient for the number of pupils on roll. It is very well managed and maintained and “provides a good setting for teaching and learning”. However, the official grading of the school in respect of condition and suitability is “poor”.</p> <p>Summary: Condition grade C – <i>Poor with major deterioration</i>, Suitability grade C – <i>Poor with Teaching methods inhibited</i>. Backlog R & M = £4.6m</p>
Tasker Milward VC	<p>The school was originally built as two separate schools in the early 1960s and a number of additions/modifications have been made in subsequent years. Structurally, there are localised problems in the older buildings and as with other schools, past roof leaks risk corrosion of reinforcement within precast roof structures. The fabric of the buildings is thermally inefficient, and whilst some windows have been replaced, there remain areas where original single glazed windows remain; in addition, much of the wall structures has no insulation. Due to the age of the buildings, a continual maintenance and repair regime will be required to prolong the life of the school.</p> <p>Estyn’s report from 2013 states that all teaching areas are of an appropriate size and well resourced. In addition, the school buildings are secure and provide a suitable environment for the number of pupils on roll. The report maintains that “accommodation is of a sound state of repair”.</p> <p>Summary: Condition grade C – <i>Poor with major deterioration</i>, Suitability grade C – <i>Poor</i></p>

¹² Based on the joint Chandler/EC Harries building surveys completed in 2009/10 as part of preliminary work undertaken by Welsh Government and the WLGA in relation to the 21st Century Schools Programme

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The proposed changes to secondary provision in Haverfordwest and to the catchment area for Milford Haven Secondary School

School	Condition, Suitability and Standard of School Buildings
	<i>with Teaching methods inhibited.</i> Backlog R & M = £7.3m

Key information in relation to this part of the proposal

	New School
Location	Queensway, Haverfordwest
Category	Community or Voluntary Controlled The final category of the school will need to be determined as part of ongoing consultation with the Trustees of the Tasker Milward and Picton Charity. Whilst the ownership of the current Sir Thomas Picton school site is wholly in the ownership of the Council, this is not the case at the current Tasker Milward site where ownership is split between the Council and the charity. As pupils of both schools are beneficiaries of the above charity, it is possible that the proposed school will need to become voluntary controlled, as determined by any future charitable scheme.
Admissions arrangements	Pembrokeshire County Council will be the Admissions Authority for the school. The Council's admissions policy and oversubscription criteria will apply. The replacement school will admit pupils of both sexes and there will be no provision for selection by either aptitude or ability. In view of the need to plan ahead for the implementation of the new school, specific admissions arrangements will apply; these are outlined at the end of this section.
Capacity and Admission Number	The Capacity and Admission Number for the proposed new school will be calculated and published immediately following the completion of the design of the school, once room layouts and planned use are known. The Admission Number will be set at an appropriate level to ensure that sufficient school places are made available to meet the current and forecast demand for school places in the proposed catchment area of the school.
Age Range	11-16
Language Category	English Medium - EM
Proposed accommodation	The school will occupy a new building on the current Sir Thomas Picton School site. The accommodation will be fully accessible throughout and comply with DfE requirements. The following facilities will be included in the accommodation for the proposed school: <ul style="list-style-type: none"> • A full complement of general and specialist teaching and learning

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	<p>spaces to comply with the school's curriculum, with flexibility in both the suiting and servicing of these facilities to accommodate future changes in curriculum and pedagogy;</p> <ul style="list-style-type: none"> • Learning support spaces, including a base to support students with additional learning needs, independent study facilities to include library facilities, small group learning and breakout spaces; • Shared communal spaces, including assembly space, dining space and associated kitchen, social space and toilets. These spaces will be designed to incorporate assembly, performance, examinations, presentations, lectures and exhibitions; • Staff spaces to support effective teaching and learning, including workbases, social space, meeting and training space; • Indoor and outdoor sports and PE facilities including changing and showering facilities; • A range of ancillary support spaces for staff, including general office space, storage space, plant, hub and server spaces to enable the envisaged ubiquitous use of ICT across the new school.
ALN Provision	<p>ALN provision will consist of a satellite unit linked with Portfield School and a 12 place Learning Resource Centre (LRC) for pupils with a range of complex learning needs. The provision will aim to provide learners with a broad, balanced and relevant curriculum, whilst also having their exceptional needs met in as inclusive a way as possible.</p> <p>Pembrokeshire County Council will be the Admissions Authority for the LRC as part of its responsibility for admissions at Community and VC schools generally. Clear admission criteria for the Satellite and LRC provision will be agreed with the school in order to determine the appropriateness of the resource provision for particular pupils with ALN.</p> <p>The Governing Body of Portfield School will be accountable for the satellite provision, whilst the Governing Body of the new school will be accountable for the LRC.</p> <p>See Section 6 of this document for further details.</p>
School Transport	<p>Transport arrangements will be in accordance with the law and County Council policy.</p>

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The proposed changes to secondary provision in Haverfordwest and to the catchment area for Milford Haven Secondary School

The new 11-16 Haverfordwest EM school's proposed catchment area and its primary feeder schools

The catchment area of the proposed school is outlined below and includes the following feeder schools:

Primary School	Current Cluster	Proposed Cluster
Broad Haven	Tasker Milward	New Haverfordwest 11-16 EM school
Fenton		
Hook		
Mount Airey		
Haverfordwest VC		
St Mark's VA		
Mary Immaculate		
Prendergast	Sir Thomas Picton	Milford Haven School
Roch		
Spittal		
St Aidan's VA		
Cleddau Reach VC	Tasker Milward	Milford Haven School
Johnston	Sir Thomas Picton	
Neyland		

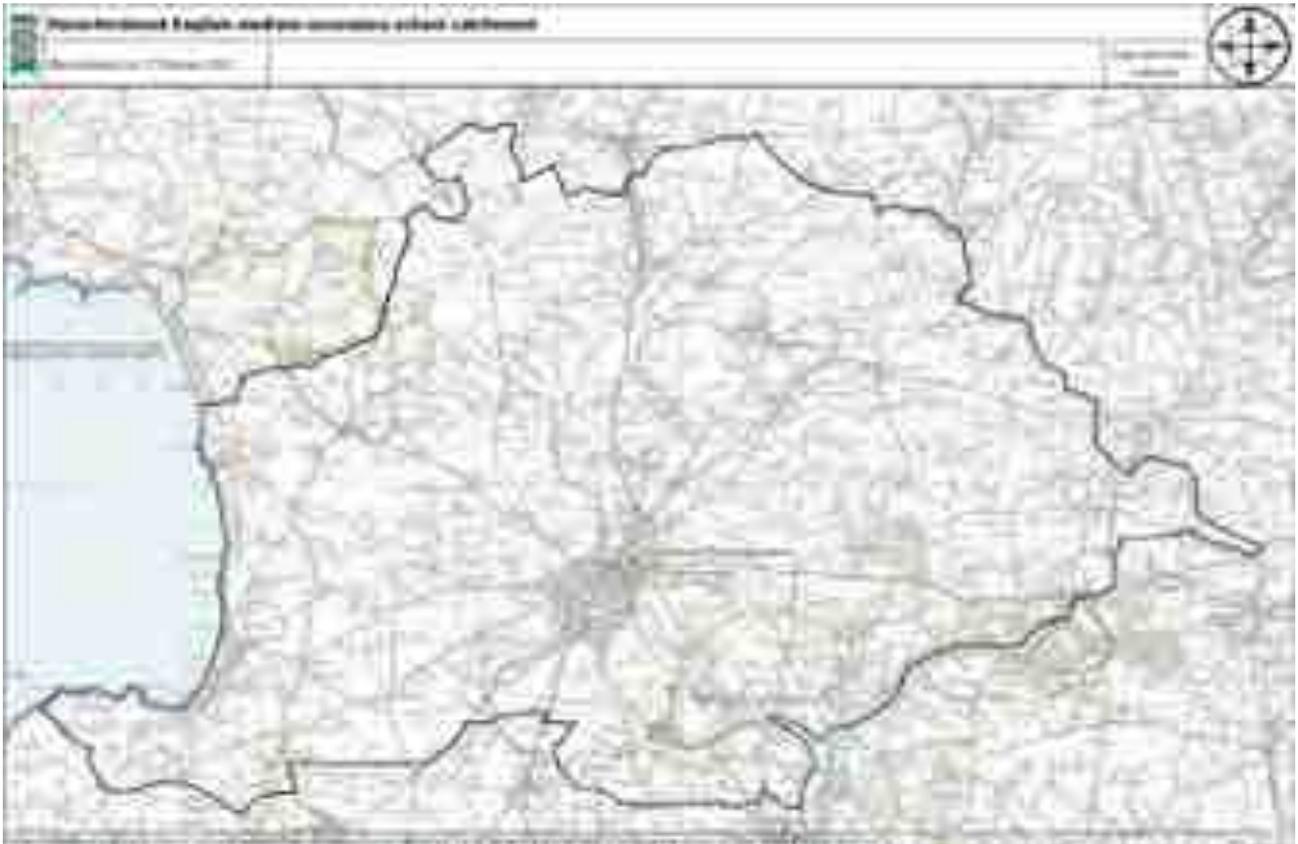
The proposed catchment changes will resolve some anomalies:

1. The current shared catchment area between Sir Thomas Picton School and Ysgol Bro Gwaun in the Ambleston / Wallis / Woodstock area be wholly defined as being part of the Ysgol Bro Gwaun catchment area. This will bring the secondary catchment areas into line with the decision by Pembrokeshire County Council to transfer this area entirely into the Puncteston CP School catchment area from September 2009.
2. To wholly define the Spittal VC School catchment area as being part of the new Haverfordwest 11-16 EM school catchment area.
3. The offer of attending secondary education at Sir Thomas Picton school for pupils residing in Roboston Wathen and the Coxhill Road and Coxhill Estate areas of Narberth will be removed¹³. Those pupils will now be offered Greenhill School in Tenby.

¹³ This decision was originally made by Dyfed County Council in 1988 as part of its reorganisation of secondary education in the Narberth, Whitland and St Clears area in the mid 1980s.

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The proposed changes to secondary provision in Haverfordwest and to the catchment area for Milford Haven Secondary School



Pupil Numbers at the new school

The estimated total numbers planned for the new school are set out below:

	Forecast				
	2017	2018	2019	2020	2021
Full Time mainstream pupils	1486	1410	1326	1263	1200
Learning Resource Centre – school based	12	12	12	12	12
<i>Learning Resource Centre – Portfield*</i>	16	16	16	16	16
Total number on roll	1498	1422	1310	1275	1212

* although included in the total number attending the school, this figure will form part of the pupil population of Portfield School

Milford Haven School

In relation to the Milford Haven area, Milford Haven School was established in September 1988 following the closure of the Milford Haven Grammar School and the Milford Haven (Central) County Secondary School. Whilst the proposal does not affect the school directly, it is proposed to amend its catchment area, and consequently, its feeder primary schools.

As part of the above changes made in 1988, the statutory notice stated that pupils residing in the catchment areas of Johnston CP School and Neyland CP Infant and Junior Schools would attend Sir Thomas Picton School in Haverfordwest. This proposal effectively reverses

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The proposed changes to secondary provision in Haverfordwest and to the catchment area for Milford Haven Secondary School

that decision. In addition, it is proposed that pupils living in the catchment area of Cleddau Reach VC School will also transfer to Milford Haven School for secondary education.

The proposed amended catchment area for Milford Haven School is shown below:



Whilst not directly affected by this proposal, it is sensible to consider the position of Coastlands school, and in particular, the areas of Waterston, Llanstadwell and Mastlebridge. At present, these areas form part of the extensive catchment area of Coastlands School, and due to the distances involved, many parents exercise their parental preference for their children to attend Neyland CP school. The maps below illustrates the area in question and the proposed new catchment area for Neyland CP school.

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The proposed changes to secondary provision in Haverfordwest and to the catchment area for Milford Haven Secondary School



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The proposed changes to secondary provision in Haverfordwest and to the catchment area for Milford Haven Secondary School

When will the changes take place?

The proposed timescale for the changes detailed above is as follows:

- 31st August 2017 - Sir Thomas Picton School and Tasker Milward VC School will be closed
- 1st September 2017 – new Year 7 intake to secondary schools admitted according to amended catchment areas for the new Haverfordwest 11-16 EM school and Milford Haven School
- 1st September 2017 - new Haverfordwest 11-16 EM school will open, initially operating on the two existing sites. Pupils who were already attending Sir Thomas Picton School and Tasker Milward VC School prior to this date will transfer to the new school.
- 1st September 2017 – pupils due to enter year 12 who previously attended Sir Thomas Picton School and Tasker Milward VC School will access 6th form provision at Pembrokeshire College
- 1st September 2018 – new building for the Haverfordwest 11-16 EM school will be ready
- 1st September 2018 – new 6th Form Centre at Pembrokeshire College will be ready

How will the changes affect the pupils?

The tables below show how proposed changes will affect pupils over the next five years. It is important to note that, whilst the tables refer to catchment schools, parents have the right to express a preference for any school and all applications for school places will be dealt with in accordance with the Authority's published Admissions Policy.

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The proposed changes to secondary provision in Haverfordwest and to the catchment area for Milford Haven Secondary School

Current Secondary Pupils on roll at Sir Thomas Picton School and Tasker Milward VC School

Current Year Group	School Year Beginning					
	Sep 2015	Sep 2016	Sep 2017	Sep 2018	Sep 2019	Sep 2020
Yr 13	Left school by Sep 2015					
Yr 12	Yr 13 at current school	Left school by Sep 2016				
Yr 11	Yr 12 at current school	Yr 13 at current school	Left school by Sep 2017			
Yr 10	Yr 11 at current school	Yr 12 at current school	Yr 13 at new EM 11-16 School (2)	Left school by Sep 2018		
Yr 9	Yr 10 at current school	Yr 11 at current school	Yr 12 at Pembrokeshire College (1)	Yr 13 at 6th Form Centre		
Yr 8	Yr 9 at current school	Yr 10 at current school	Yr 11 at new EM 11-16 School	Yr 12 at 6th Form Centre	Yr 13 at 6th Form Centre	
Yr 7	Yr 8 at current school	Yr 9 at current school	Yr 10 at new EM 11-16 School	Yr 11 at new EM 11-16 School	Yr 12 at 6th Form Centre	Yr 13 at 6th Form Centre

Notes:

(1) 6th form provision will cease when the new EM 11-16 School comes into effect in September 2017. Pupils due to enter Year 12 in September 2017 will commence their 6th form study at Pembrokeshire College, where provision will be made in advance of the opening of the 6th Form Centre in September 2018

(2) Provision will be made for pupils due to enter year 13 in September 2017, who have completed Year 12 in either Sir Thomas Picton School or Tasker Milward VC School, to complete their 6th form study at the new EM 11-16 School, so as to ensure continuity of teaching and learning.

Section 3

The proposed changes to secondary provision in Haverfordwest and to the catchment area for Milford Haven Secondary School

Current Primary Pupils on roll at ‘feeder’ primary schools (other than Cleddau Reach VC, Johnston CP and Neyland CP schools) and residing within the current catchment areas of Sir Thomas Picton School and Tasker Milward VC School (1)

Current Year Group	School Year Beginning					
	Sep 2015	Sep 2016	Sep 2017	Sep 2018	Sep 2019	Sep 2020
Yr 6	Yr 7 at existing catchment secondary school	Yr 8 at existing catchment secondary school	Yr 9 at new EM 11-16 School	Yr 10 at new EM 11-16 School	Yr 11 at new EM 11-16 School	Yr 12 at 6th Form Centre
Yr 5	Yr 6 at current school	Yr 7 at existing catchment secondary school	Yr 8 at new EM 11-16 School	Yr 9 at new EM 11-16 School	Yr 10 at new EM 11-16 School	Yr 11 at new EM 11-16 School
Yr 4	Yr 5 at current school	Yr 6 at current school	Yr 7 at new EM 11-16 School	Yr 8 at new EM 11-16 School	Yr 9 at new EM 11-16 School	Yr 10 at new EM 11-16 School
Yr 3	Yr 4 at current school	Yr 5 at current school	Yr 6 at current school	Yr 7 at new EM 11-16 School	Yr 8 at new EM 11-16 School	Yr 9 at new EM 11-16 School
Yr 2	Yr 3 at current school	Yr 4 at current school	Yr 5 at current school	Yr 6 at current school	Yr 7 at new EM 11-16 School	Yr 8 at new EM 11-16 School
Yr 1	Yr 2 at current school	Yr 3 at current school	Yr 4 at current school	Yr 5 at current school	Yr 6 at current school	Yr 7 at new EM 11-16 School
Rec	Yr 1 at current school	Yr 2 at current school	Yr 3 at current school	Yr 4 at current school	Yr 5 at current school	Yr 6 at current school

Notes:

(1) Parents of pupils who attend ‘feeder’ primary schools but do not reside within the current catchment areas of Sir Thomas Picton School and Tasker Milward VC School will, at the time of transfer to secondary education, be offered a place for their child at the catchment secondary school for their home address; however they may express a preference for any secondary school.

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The proposed changes to secondary provision in Haverfordwest and to the catchment area for Milford Haven Secondary School

Current Primary Pupils on roll at Cleddau Reach VC, Johnston CP and Neyland CP schools and residing within the amended catchment area of Milford Haven School (1)

Current Year Group	School Year Beginning					
	Sep 2015	Sep 2016	Sep 2017	Sep 2018	Sep 2019	Sep 2020
Yr 6	Yr 7 at existing catchment secondary school (2)	Yr 8 at existing catchment secondary school	Yr 9 at existing catchment secondary school	Yr 10 at existing catchment secondary school	Yr 11 at existing catchment secondary school	Yr 12 at 6th Form Centre (3)
Yr 5	Yr 6 at current school	Yr 7 at existing catchment secondary school (2)	Yr 8 at existing catchment secondary school	Yr 9 at existing catchment secondary school	Yr 10 at existing catchment secondary school	Yr 11 at existing catchment secondary school
Yr 4	Yr 5 at current school	Yr 6 at current school	Yr 7 at new catchment secondary school	Yr 8 at new catchment secondary school	Yr 9 at new catchment secondary school	Yr 10 at new catchment secondary school
Yr 3	Yr 4 at current school	Yr 5 at current school	Yr 6 at current school	Yr 7 at new catchment secondary school	Yr 8 at new catchment secondary school	Yr 9 at new catchment secondary school
Yr 2	Yr 3 at current school	Yr 4 at current school	Yr 5 at current school	Yr 6 at current school	Yr 7 at new catchment secondary school	Yr 8 at new catchment secondary school
Yr 1	Yr 2 at current school	Yr 3 at current school	Yr 4 at current school	Yr 5 at current school	Yr 6 at current school	Yr 7 at new catchment secondary school
Rec	Yr 1 at current school	Yr 2 at current school	Yr 3 at current school	Yr 4 at current school	Yr 5 at current school	Yr 6 at current school

Notes:

(1) Parents of pupils who attend Cleddau Reach VC, Johnston CP and Neyland CP schools but do not reside within the amended catchment area of Milford Haven School will, at the time of transfer to secondary education, be offered a place for their child at the catchment secondary school for their home address; however they may express a preference for any secondary school.

(2) Current year 5 and year 6 pupils whose existing catchment secondary school is either Sir Thomas Picton School or Tasker Milward VC School will follow the progression as shown in the previous table i.e. moving to the new Haverfordwest EM 11-16 School in 2017.

(3) Current year 5 and year 6 pupils who have progressed through the new Haverfordwest EM 11-16 School but reside within the amended catchment area of Milford Haven School may choose the 6th form provision at Milford Haven School.

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The proposed changes to secondary provision in Haverfordwest and to the catchment area for Milford Haven Secondary School

Frequently Asked Questions

<p>Why are you changing the catchment area for Neyland / Johnston / Burton / Llangwm?</p>	<ul style="list-style-type: none">▪ We need to change the catchments of these areas to ensure that the right numbers of pupils attend our schools. We have a legal responsibility to plan pupil places in schools, and this relates particularly to the need to remove surplus places. At the moment too many children go to Haverfordwest for their secondary education, and the numbers at Milford Haven are such that it has an excess of surplus places.▪ Changing the catchment areas suggested will ensure that we can eliminate surplus places in Haverfordwest and Milford Haven.▪ The proposal is a positive response to Estyn's criticism of the Authority in 2012 when they reported that the Council was acting too slowly in addressing surplus places.▪ The proposal effectively reverses the decision of Dyfed County Council when it established Milford Haven Secondary School in 1988. Prior to that, pupils from the Johnston and Neyland areas were designated to attend grammar or secondary modern provision in Milford Haven.
<p>When will this take place? Buildings can't be built overnight!</p>	<ul style="list-style-type: none">▪ We propose to implement the proposal in Haverfordwest at the earliest opportunity, and in advance of the new school being completed. In this instance, Sir Thomas Picton and Tasker Milward schools would be closed on 31st August 2017, with the new school operating from the two existing sites until September 2018 when the new school would be ready.
<p>Who will decide the name and uniform of the new school?</p>	<ul style="list-style-type: none">▪ Should the proposal proceed, a shadow governing body will be appointed which will be responsible for all matters in relation to the implementation of the new school. Decisions in relation to the school name and uniform will be taken by the shadow governing body.
<p>Why don't you keep Sir Thomas Picton School and merge Tasker Milward with it?</p>	<ul style="list-style-type: none">▪ It was clearly apparent from the responses received during preliminary consultation, that there was little appetite for the two schools to merge under the banner of one of the existing schools. It was felt that closing both Sir Thomas Picton and Tasker Milward schools and establishing a new one would result in an equitable approach.

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Proposed changes to sixth form provision

The Council's proposal in relation to sixth form provision is as follows:

- To reduce the age range of Ysgol Bro Gwaun to 11-16;
- To reduce the age range of Ysgol Dewi Sant to 11-16;
- That the new English Medium school in Haverfordwest will be 11-16 (See Section 3);
- To establish a new sixth form centre in collaboration with Pembrokeshire College, and located on the College campus in Haverfordwest.

Current situation

Currently, the Fishguard, Haverfordwest and St David's areas are served by secondary schools that cover the age range 11-19:

Name of School	Location	Status	Lang. Cat. (1)	Age Range	Admission Number 2015/16	Total number on roll Jan 2015 (2)
Sir Thomas Picton School	Haverfordwest	Community	EM	11-19	217	1220
Tasker Milward VC	Haverfordwest	VC	EM	11-19	190	768
Ysgol Bro Gwaun	Fishguard	Community	EW	11-19	139	557
Ysgol Dewi Sant	St David's	Community	EM	11-19	76	423

Notes:

- (1) EM = English Medium; EW = English Medium with significant use of Welsh
- (2) Total number on roll includes pupils attending Learning Resource Centres attached to these schools.

Strengths and Weaknesses of the current situation

School	Strengths	Weaknesses
Sir Thomas Picton Tasker Milward	See Section 3	
Ysgol Bro Gwaun	<ul style="list-style-type: none"> ▪ Support package provided as part of regional school improvement provides a level of certainty for improved performance ▪ The Learning Resource Centre pilot is successful and provides an assurance of success when this is 	<ul style="list-style-type: none"> ▪ Pupil population has fallen by 20% during the last 10 years ▪ Insufficient numbers to sustain an effective and efficient sixth form ▪ Categorised as "Red" by Welsh Government, and judged to be "in need of

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Proposed changes to sixth form provision

School	Strengths	Weaknesses
	formalised as part of this proposal	<p>significant improvement" by Estyn</p> <ul style="list-style-type: none"> ▪ Building condition and suitability graded as "C" (Poor) and "B" (Reasonable) respectively. ▪ £5.6m of backlog repairs and maintenance ▪ Significant surplus places during next five years (>25%)
Ysgol Dewi Sant	<ul style="list-style-type: none"> ▪ Removed from follow-up category by Estyn following monitoring visit in October 2014 ▪ Strong support for retention of school from local community 	<ul style="list-style-type: none"> ▪ Categorised as "Yellow" by Welsh Government ▪ Pupil population forecast to fall by 28% during next 5 years ▪ Insufficient numbers to sustain an effective and efficient sixth form ▪ Building condition and suitability graded as "C" (Poor) and "B" (Reasonable) respectively. ▪ £3.4m of backlog repairs and maintenance

Schools which may be affected by this proposal

With the exception of primary schools which feed the secondary schools in Haverfordwest, it is not considered that any primary schools in the Fishguard and St David's areas will be directly affected by the proposal, as they will continue to feed Ysgol Bro Gwaun and Ysgol Dewi Sant.

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Proposed changes to sixth form provision

Pupil Population

The age profile of pupils currently on roll at the secondary schools which are the subject of the proposal is shown below. The figures in relation to January 2015 are based on indicative submissions by schools as part of the annual school census; at the time of publication, they remain unverified. The age profile of the schools for the previous four years is based on the annual school census.

Pupil age as at 31 Aug preceding start of school year											Total Full Time Pupils
School year group	7	8	9	10	11	12	13	14	15		
Sir Thomas Picton School											
Jan 15*	210	215	203	199	192	109	87	5	0		1220
Jan 14	212	195	197	197	204	110	65	3	0		1183
Jan 13	188	195	195	203	210	87	75	4	0		1157
Jan 12	186	198	205	211	181	98	63	5	2		1149
Jan 11	198	208	214	180	176	86	93	9	0		1164
Tasker Milward VC School											
Jan 15*	91	102	115	149	163	83	55	10	0		768
Jan 14	112	125	144	166	168	78	66	10	0		869
Jan 13	128	147	170	170	174	84	58	5	0		936
Jan 12	155	175	172	174	171	69	58	8	0		982
Jan 11	176	175	183	170	169	77	65	6	0		1021
Ysgol Bro Gwaun											
Jan 15*	91	80	96	97	103	47	39	4	0		557
Jan 14	79	95	99	105	105	57	44	1	0		585
Jan 13	97	96	101	104	110	60	46	3	0		617
Jan 12	99	98	107	113	95	69	42	2	0		625
Jan 11	102	105	114	96	109	50	40	4	0		620
Ysgol Dewi Sant											
Jan 15*	59	58	81	65	86	34	35	5	0		423
Jan 14	57	77	68	87	88	41	43	4	0		465
Jan 13	76	65	87	90	91	45	26	9	0		489
Jan 12	62	90	92	94	74	32	41	2	0		487
Jan 11	88	92	91	79	66	51	26	0	0		493

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Proposed changes to sixth form provision

School Capacities and Pupil Forecasts¹⁴

Optimal use is made of the accommodation available at Sir Thomas Picton School and Ysgol Dewi Sant, but there are, or forecast to be, significant surplus places at Tasker Milward VC, Ysgol Bro Gwaun and Ysgol Dewi Sant schools. The current forecasts in relation to pupil population and projections compared to school capacity are shown below. These are based on indicative numbers submitted prior to the verification of the 2015 annual school census.

Pupil Numbers – Actual and Forecast (not including pupils attending Learning Resource Centres)

	Actual	Forecast						Capacity 2015
	2015	2016	2017	2018	2019	2020	2021	
Sir Thomas Picton	1212	1206	1231	1269	1306	1321	1348	1300
Tasker Milward VC	768	692	646	627	615	637	639	1072
Ysgol Bro Gwaun	547	559	556	565	578	594	590	809
Ysgol Dewi Sant	423	389	369	337	334	320	305	459

Surplus Places - Actual and Forecast (not including pupils attending Learning Resource Centres)

	Actual	Forecast						Capacity 2015
	2015	2016	2017	2018	2019	2020	2021	
Sir Thomas Picton	88	94	69	31	-6	-21	-48	1300
Tasker Milward VC	304	380	426	445	457	435	433	1072
Ysgol Bro Gwaun	262	250	253	244	231	215	219	809
Ysgol Dewi Sant	36	70	90	122	125	139	154	459

Current School Standards

School	Free school meals 3 year average	Pupil Teacher Ratio (PTR)	% Attendance during the year	Support category	Pupils achieving the expected level in the core subjects at Key Stage 3	Pupils achieving the level 2 threshold including English / Welsh and Maths (Key Stage 4)	Average capped points score (Key Stage 4)	Pupils achieving the level 3 threshold at Key Stage 5
STP	12.6%	16.4	93.9%	Yellow	81.6%	60.3%	363	100%
Tasker Milward	16.5%	16	92.4%	Red	77.6%	53.0%	326	98.4%
Ysgol Bro Gwaun	16.8%	16.5	92.9%	Red	81.0%	46.7%	339	95.3%
Ysgol Dewi Sant	10.1%	15.9	94.6%	Yellow	86.8%	62.5%	364	90%

¹⁴ Capacity is measured using the “Measuring the Capacity of Schools in Wales” formula. School capacities are reviewed annually and may change when a school changes the way it uses its accommodation and when building alterations take place.

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Proposed changes to sixth form provision

Key information in relation to this part of the proposal

The proposal will result in the re-configuration of sixth form provision in mid and north west Pembrokeshire so that all students in the Fishguard, Haverfordwest and St David's areas wishing to proceed to sixth form provision through the medium of English, do so in one specialist, purpose-built sixth form centre sited on the Pembrokeshire College campus in Haverfordwest. Pupils wishing to proceed to sixth form provision through the medium of Welsh will do so in Ysgol y Preseli.

The Case for Change for changes to sixth form provision is detailed in Section 1.

The information below highlights the key points in relation to the changes to Ysgol Bro Gwaun and Ysgol Dewi Sant. Information in relation to the changes to post 16 provision in Haverfordwest can be seen in Section 3.

	Ysgol Bro Gwaun	Ysgol Dewi Sant
Location	Heol Dyfed, Fishguard	St David's
Category	Community	Community
Admissions arrangements	Pembrokeshire County Council will continue to be the Admissions Authority for the schools. The Council's admissions policy and oversubscription criteria will apply. The schools will admit pupils of both sexes and there will be no provision for selection by either aptitude or ability. Pupils wishing to attend post 16 provision will attend Pembrokeshire College or Ysgol y Preseli (for Welsh medium).	
Capacity and Admission Number	The Capacity and Admission Number for the school will be calculated and published immediately following the completion of the design of the remodelled school, once room layouts and planned use are known, including the incorporation of the Learning Resource Centre. The Admission Number will be set at an appropriate level to ensure that sufficient school places are made available to meet the current and forecast demand for school places in the proposed catchment area of the school.	459 (76)
Age Range	11-16	11-16
Language Category	English Medium with significant use of Welsh - EW	English Medium - EM
Proposed accommodation	The existing school will be extensively refurbished,	No change in accommodation is planned as part of this proposal

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Proposed changes to sixth form provision

	Ysgol Bro Gwaun	Ysgol Dewi Sant
	<p>remodelled and upgraded, and this will result in new accommodation for ALN provision and a STEM and environmental facility in partnership with Pembrokeshire College.</p> <p>The school will benefit from improved learning support spaces, including a base to support students with additional learning needs, independent study facilities to include library facilities, small group learning and breakout spaces.</p>	
SEN Provision	See Section 6	N/A
School Transport	Transport arrangements will be in accordance with the law and County Council policy.	

School Catchment Areas and their primary feeder schools

It is proposed that the catchment areas for Ysgol Bro Gwaun and Ysgol Dewi Sant will continue as they are, save for the following changes:

Ysgol Bro Gwaun	Ysgol Dewi Sant
The shared catchment area between Sir Thomas Picton School and Ysgol Bro Gwaun will become part of the Ysgol Bro Gwaun catchment	No change
Feeder Primary Schools	
Ysgol Bro Ingli	Ysgol Gymunedol Croesgoch
Ysgol Glannau Gwaun	Solva CP
Ysgol Llanychllwydog	Ysgol Bro Dewi VA
Puncheston CP	
Ysgol Gymunedol Wdig	
Wolfscastle CP	
Ysgol Ger y Llan	
Holy Name Catholic School	

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Proposed changes to sixth form provision

Proposed catchment area for Ysgol Bro Gwaun



Pupil Numbers following implementation

	Forecast 11-16			
	2018	2019	2020	2021
New 11-16 EM School in Haverfordwest	1410	1326	1263	1200
Ysgol Bro Gwaun	468	479	492	489
Ysgol Dewi Sant	277	275	263	251

When will the changes take place?

The proposed timescale for the changes detailed above is as follows:

- **31st August 2017** – 6th form provision at Ysgol Bro Gwaun and Ysgol Dewi Sant will be closed
- **31st August 2017** - Sir Thomas Picton School and Tasker Milward VC School will be closed
- **1st September 2017** – pupils due to enter year 12 who previously attended Sir Thomas Picton School, Tasker Milward VC School, Ysgol Bro Gwaun and Ysgol Dewi Sant will access the Sixth Form Centre provision at Pembrokeshire College

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Proposed changes to sixth form provision

- **1st September 2018** – new building for the Sixth Form Centre at Pembrokeshire College will be ready

How will the changes affect the pupils?

The tables below show how proposed changes will affect pupils over the next five years.

Current Year Group	School Year Beginning					
	Sep 2015	Sep 2016	Sep 2017	Sep 2018	Sep 2019	Sep 2020
Yr 13	Left school by Sep 2015					
Yr 12	Yr 13 at current school	Left school by Sep 2016				
Yr 11	Yr 12 at current school	Yr 13 at current school	Left school by Sep 2017			
Yr 10	Yr 11 at current school	Yr 12 at current school	Year 13 at current school / new EM 11-16 school (1)	Left school by Sep 2018		
Yr 9	Yr 10 at current school	Yr 11 at current school	Yr 12 at Pembrokeshire College	Year 13 at 6th Form Centre		
Yr 8	Yr 9 at current school	Yr 10 at current school	Yr 11 at current school / new EM 11-16 school (2)	Yr 12 at 6th Form Centre	Year 13 at 6th Form Centre	
Yr 7	Yr 8 at current school	Yr 9 at current school	Yr 10 at current school / new EM 11-16 school (2)	Yr 11 at current school	Yr 12 at 6th Form Centre	Yr 13 at 6th Form Centre

Notes:

(1) Provision will be made for pupils due to enter year 13, who have completed Year 12 in either Sir Thomas Picton School or Tasker Milward VC School, to complete their 6th form study at the new EM 11-16 School, so as to ensure continuity of teaching and learning. Similarly, pupils due to enter year 13 who previously attended Ysgol Bro Gwaun or Ysgol Dewi Sant will remain in their current school to complete their 6th form study

(2) Pupils who were already attending Sir Thomas Picton School and Tasker Milward VC School prior to September 2017 will transfer to the new school

Transport Arrangements

Pembrokeshire College provides transport free of charge to full-time students who are under the age of 19 on 1st September on the year of entry. Therefore all students who require

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transport to 6th form provision at the College will be able to access the College's dedicated bus services.

Frequently Asked Questions

<p>The original options presented to Council in October revolved around 11-19 schools. Why the sudden shift to 11-16 and how will this improve standards?</p>	<ul style="list-style-type: none">▪ We have taken the recommendations of the TRIBAL report which outlined the need to streamline post 16 provision in Pembrokeshire so that young people are given the right advice on the correct courses for them, whether academic or vocational, and that a full choice of subjects is available to them on one site.▪ The new funding mechanism for post 16 means that such provision in schools will result in greater challenges for small sixth forms; in the context of this report, four of the secondary schools in the area are forecast to have sixth forms with fewer than 150 students.
<p>Why is Milford Haven School not included in the proposals to include sixth form provision as part of the College? Won't parents opt for this?</p>	<ul style="list-style-type: none">▪ Parents may well opt for this, and they have the right to exercise this parental preference.
<p>If parents living in the Haverfordwest area would prefer their children to attend a school sixth form, e.g. at Milford Haven, would they be able to do so?</p>	<ul style="list-style-type: none">▪ The answer is yes, as they have the right to exercise this parental preference. However, school transport would not be provided.
<p>Can the College accommodate 6th Form provision – the College Campus already seems fully utilised?</p>	<ul style="list-style-type: none">▪ The College currently delivers 6th form provision from its Haverfordwest Campus. The increase in 6th form learners would be accommodated from September 2018 to align with the opening of the proposed new schools. In the interim period, should it be necessary, some additional students could be accommodated, dependent upon subject selection.▪ The College would need to build new accommodation. The Corporation Board has been consulted on the recommendation, and is in a position to build this new accommodation.▪ The College is currently reorganising other aspects of its provision, moving some courses and provision from the Haverfordwest site to other sites such as the Pembroke School Learning Campus.

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<p>Would the Council retain an influence on sixth form provision, and if so, how? Would this be reflected in a change of the current governance arrangements?</p>	<ul style="list-style-type: none"> ▪ Yes, the Council will have close and extensive interest in, and influence on, sixth form provision. While Pembrokeshire College would become responsible and accountable for the sixth form centre overall, this would be within the framework of a joint governance model, whereby School and County Council representatives would become part of the governing structure of the College. The governance structure of the College would be changed to give the Council effective guaranteed representation on the governing body of the College. This control would not be limited to 'A' Level provision, but would extend to influence over all the College's activities. ▪ The Sixth Form centre will also have its own dedicated management structures to lead and manage this area of provision.
<p>Does this proposal spell the end of secondary school sixth form provision in Pembrokeshire? With the exception of Ysgol y Preseli, what future is there for Greenhill and Pembroke?</p>	<ul style="list-style-type: none"> ▪ No part of this proposal affects the provision at Greenhill and Pembroke. However, the authority will periodically review provision as a matter of course and cannot rule out this happening in the future.
<p>Why is siting the sixth form provision "more cost effective" at Pembrokeshire College than if it was established on the Tasker Milward site?</p>	<ul style="list-style-type: none"> ▪ The masterplanning process has identified that it is more cost effective to establish this provision on the College site due to the capital costs of each option. This is due to the fact that the capital costs are higher. The Executive Summary of our external consultant's report highlights this.
<p>Your proposals will hinder the development of 'artistic' pupils, particularly in the areas of music and drama. What will you do to mitigate against this?</p>	<ul style="list-style-type: none"> • There is no reason to believe that students' involvement in the County's music service activities would be any less than at present. Students would still be eligible and encouraged to participate in county music activities organised by the Music Service. • Increased partnership with Pembrokeshire College is likely to lead to improved opportunities for a larger group of students, and provision would be made available to all students playing an instrument or singing, and not just those studying music on various music related courses.
<p>What are Pembrokeshire College's "associated plans" for the Tasker Milward site?</p>	<ul style="list-style-type: none"> • Pembrokeshire College is proposing to relocate its Sports Science provision to the Tasker Milward site to create a centre of excellence for Pembrokeshire. They will utilise the school and Council leisure sports facilities as part of this arrangement.

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Proposed changes to sixth form provision

<p>I have heard that school 6th forms outperform FE Colleges in delivering A levels and AS levels. How can I be sure that a new 6th form centre will better meet the needs of students in Pembrokeshire?</p>	<p>The proposed 6th form centre will be run as a dedicated 6th form college sharing a site with Pembroke College and will be jointly managed by all stakeholders who have an interest in delivering outstanding A levels and AS levels in Pembrokeshire.</p> <p>In 2011/12 a number of studies were carried out in England comparing outcomes and achievements of School 6th Forms with those of Sixth Form Colleges. The subsequent reports concluded that Sixth Form Colleges are highly effective and efficient providers of sixth form education. In 2011, the National Audit Office¹ concluded that they “perform best on most measures of learner achievement” when compared to other providers, despite receiving less funding than school sixth forms.</p> <p>To build on the analysis undertaken by the National Audit Office, the Sixth Form Colleges’ Association commissioned research² in March 2012 to compare the newly available success rate data for schools and academies with those for Sixth Form Colleges.</p> <p>The final report showed that the overall success rate for schools and academies stands at 80% – four percentage points below Sixth Form Colleges (84%). But this figure drops dramatically with the size of the sixth form – the success rate for schools and academy sixth forms with small sixth forms is just 69% – fifteen percentage points below the Sixth Form College average.</p> <p>At the time of the study, more Sixth Form Colleges were rated as either good or outstanding by Ofsted (79%) than independent schools, maintained schools or sponsored academies.</p> <p>Studies also show that despite having a more comprehensive approach to admissions, Sixth Form Colleges tend to secure higher value added grades than schools and academies.^{3,4} The value added scoring and grading system has been developed by Alps (Advanced Level Performance System) and compares students’ GCSE results at the start of their A level studies with their final A level results. It is a nationally recognised system for comparing the performance of A level providers.</p> <p>References:</p> <p>1 National Audit Office, Getting value for money from the education of 16 to 18 year olds. Report by the Comptroller and Auditor General. http://www.nao.org.uk/wp-content/uploads/2011/03/1011823.pdf</p> <p>2 Allen, N. Success rates and inspection outcomes, April 2012, Sixth Form Colleges’ Association link</p> <p>3. Sixth Form Colleges Association. Sixth Sense Report http://www.sixthformcolleges.org/sites/default/files/1.%20Sixth%20Sense%20Report_0.pdf</p> <p>4. Alps Additional Data. http://www.sixthformcolleges.org/sites/default/files/sixth_sense_-_alps_additional_data.pdf</p>
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Section 4

Proposed changes to sixth form provision

<p>Why do students in sixth form colleges outperform their peers in school sixth form?</p>	<p>A 2012 report carried out by the University of Southampton⁵ included interviews with 10 6th form colleges. While the report concluded that there were no definitive answers for the success of 6th form colleges, a number of themes were common to the investigation:</p> <ol style="list-style-type: none">1. Breadth of provision A major advantage of sixth form colleges for students is that their scale allows them to provide a broad range of subject options, making it more likely that students will be able to study subjects that fit both their interests and abilities. This was seen as a factor that distinguished colleges from schools to a great extent and that was advantageous to students. The size differential also means sixth form colleges can offer high quality resources which create a good learning environment in a range of subject areas.2. Specialised teaching expertise Due to their specialised nature, sixth form colleges have developed high levels of expertise in the teaching of A-level subjects. Teachers are all specialist A-level teachers, which is not always the case in school sixth forms, where teachers will typically teach across a range of Key Stages.3. An environment that prepares for HE Sixth form colleges often create a campus-like environment, in which students have an experience of freedom and scale that is closer to university life than can typically be offered to students in a school sixth form. This may help ease the transition to university by providing students with an intermediate step between the more regulated and personal nature of school and the freedom and scale of a university campus.4. Specialist pastoral support As well as specialised teaching expertise, sixth-form colleges can also offer a range of specialised pastoral support and careers advice. Again, the scale differences with school sixth form provision and the specialised nature of sixth form colleges that allows them to focus on the specific needs of their students are key factors in enabling this <p>References: 5. The Impact of the Wessex Group of 6th Form Colleges http://www.v-cc.co.uk/wp-content/uploads/2011/10/DanielMuijsFINALWessexGroupReport.pdf</p>
<p>Could the proposed 11-16 schools provide any A' level provision in the future as part of these proposals?</p>	<p>Yes. Some secondary schools that are subject to these proposals are being proactive in discussing this possibility with Pembrokeshire College. In these instances, local secondary schools could become outreach centres for certain A' level courses or elements thereof.</p>

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Proposed changes to sixth form provision

<p>What are the advantages of the new 6th form centre sharing the Pembrokeshire College site?</p>	<p>Co-location on the Pembrokeshire College site brings a number of advantages to learners:</p> <ol style="list-style-type: none">1. Learners will be able to access a wider, more diverse curriculum. While some students will pursue a purely academic pathway others may select a pathway that mixes A levels and AS levels with vocational subjects available through Pembrokeshire college. In this way they can tailor their learning experience to best meet the needs of employers / industry.2. Students enrolled in the 6th form college will have access to specialist facilities available in Pembrokeshire College without the need for duplication.3. The expertise and insight that Pembrokeshire College have in delivering post 16 education to Pembrokeshire learners is readily available as a resource for the new 6th Form college.4. The profile of learning may change over time in Pembrokeshire. In co-locating the 6th Form centre and Pembrokeshire College on the same site we can ensure future flexibility / adaptability as spaces can be re-designated / migrated from one institution to another following the needs of learners. <p>If the Centre is placed on the site of a current 11-16 school, the other attendees from other schools may feel disadvantaged, and the benefits of the Sixth Form Centre may not be fully realised.</p>
<p>Won't the removal of Sixth Form provision from schools have a negative impact on the aspirations of the younger students?</p>	<p>There is no evidence to suggest that pupils in 11-16 schools do not move on to post-16 provision because they have not been motivated and inspired by the existence of older students studying on the same site.</p> <p>Younger students may be frustrated by the lack of leadership, mentoring and coaching opportunities in 11-19 schools, and will flourish in the new environment where they have a wider range of opportunities to work together.</p> <p>The benefits to the post-16 student are statistically significant, as shown above, and should not be sacrificed for the unevicenced benefit of some others.</p> <p>The existence of a successful, popular Sixth Form Centre, which will be visited frequently by students from the schools in Pembrokeshire as part of their learning experiences, will be highly motivating as the next stage in growing up and moving forward in their learning.</p>

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The proposed changes to Welsh medium provision

The Council's proposal in relation to Welsh medium provision is as follows:

- The closure of Ysgol Gymraeg Glan Cleddau on 31st August 2019
- The establishment of a new 3-16 Welsh medium school (Bilingual AB 2A) on the site of the current Tasker Milward VC school, with effect from 1st September 2019.

The current situation

Currently, Ysgol y Preseli in Crymych is Pembrokeshire's sole Welsh medium secondary school and all pupils across the county wishing to continue their studies in a Welsh medium setting must travel to this school. Welsh medium schools are predominantly situated in the traditional Welsh speaking area of North East Pembrokeshire, however these are supplemented by a designated Welsh medium school in Haverfordwest (Ysgol Gymraeg Glan Cleddau) and Welsh units as part of Dual Stream schools in Fishguard, Narberth, Pembroke and Tenby.

Strengths and Weaknesses of the current situation

School	Strengths	Weaknesses
Ysgol y Preseli	<ul style="list-style-type: none">▪ Pupil population has grown significantly since being established▪ A popular school▪ School remains at capacity▪ Retains a strong Welsh identity and is the educational and cultural hub of the local community	<ul style="list-style-type: none">▪ Location seen by many parents in southern and western areas of the county as being a deterrent to commencing or continuing with Welsh medium education▪ Categorised as "Yellow" by Welsh Government▪ Despite significant investment in a number of new buildings since 1996, the overall condition of the school remains "Poor"
Ysgol Glan Cleddau	<ul style="list-style-type: none">▪ An increasingly popular school▪ The school serves an extensive area by virtue of it being the nearest Welsh medium school	<ul style="list-style-type: none">▪ The school is at capacity and site and accommodation constraints restricts further expansion▪ Categorised as "Yellow" by Welsh Government

Schools which may be affected by this proposal

Ysgol Glan Cleddau is the only school which will be directly affected by this proposal. However, other primary schools which currently feed Ysgol y Preseli will be affected as it is proposed that they will feed the new 3-16 Welsh medium school at 11 years of age. Details of all school likely to be affected are included in the table below:

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Name of School	Location	Status	Lang. Cat. (1)	Age Range	Admission Number 2015/16	Total number on roll Jan 2015
Ysgol Glan Cleddau	Haverfordwest	Community	WM	3-11	33	255
Ysgol Gelli Aur	Pembroke	Community	DS	3-11	English 35 Welsh 14	355
New WM school in Tenby (2)	Tenby	Community	WM	3-11	N/A	N/A
Narberth	Narberth	Community	DS	3-11	42	326
Ysgol y Preseli	Crymych	Community	AB (2A)	11-19	159	963

Notes:

- (1) AB (2A) = Bilingual; WM = Welsh Medium; DS = Dual Stream
- (2) new WM school in Tenby will be implemented in September 2016

Pupil Population

The age profile of pupils currently on roll at Ysgol Gymraeg Glan Cleddau and the schools identified above as being most affected by the proposal is shown below. The figures in relation to January 2015 are based on indicative submissions by schools as part of the annual school census; at the time of publication, they remain unverified. The age profile of the schools for the previous four years is based on the annual school census.

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Pupil age as at 31 Aug preceding start of school year	2 PT	3 PT	3 FT	4 FT	5	6	7	8	9	10	Full Time	Part Time	FTE
School year group	N1	N2	N2	Rec	1	2	3	4	5	6			
Ysgol Gymraeg Glan Cleddau													
Jan 15*	11	27	9	32	33	23	34	30	26	30	217	38	236
Jan 14	9	17	13	33	24	35	28	26	29	22	210	26	223
Jan 13	12	19	12	25	31	28	27	30	22	25	200	31	215.5
Jan 12	11	21	8	33	28	27	30	22	25	25	198	32	214
Jan 11	10	20	14	29	27	29	25	28	25	31	208	30	223
Ysgol Gelli Aur													
Jan 15*	11	22	11	49	41	52	48	42	45	34	322	33	338.5
Jan 14	10	29	13	41	51	48	44	45	30	42	314	39	333.5
Jan 13	11	28	14	57	50	43	45	31	44	38	322	39	341.5
Jan 12	11	41	15	55	44	46	33	45	39	33	310	52	336
Jan 11	14	35	21	43	45	36	44	37	35	33	294	49	318.5
Narberth CP													
Jan 15*	0	9	9	45	45	48	42	34	50	44	317	9	321.5
Jan 14	0	9	20	39	46	41	35	50	44	48	323	9	327.5
Jan 13	0	11	12	44	35	31	46	45	47	38	298	11	303.5
Jan 12	0	9	21	33	33	44	43	46	39	51	310	9	314.5
Jan 11	0	7	10	38	42	41	43	38	49	39	300	7	303.5

Pupil age as at 31 Aug preceding start of school year	11	12	13	14	15	16	17	18	19	Total Pupils
School year group	7	8	9	10	11	12	13			
Ysgol y Preseli										
Jan 15*	145	166	155	174	149	79	91	4	0	963
Jan 14	173	156	179	152	155	104	98	1	0	1018
Jan 13	163	176	156	159	158	106	89	4	0	1011
Jan 12	177	159	167	159	153	100	87	2	0	1004
Jan 11	159	170	160	156	125	103	89	5	0	967

Note: Pupil numbers in relation to Dual Stream schools are for both English and Welsh streams.

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School Capacities and Pupil Forecasts¹⁵

Optimal use is made of the accommodation available at Ysgol Gymraeg Glan Cleddau and at Ysgol y Preseli. The current forecasts in relation to pupil population and projections compared to school capacity are shown below. These are based on indicative numbers submitted prior to the verification of the 2015 annual school census.

Pupil Numbers – Actual and Forecast (net of part-time pupils)

	Actual	Forecast					Capacity
	2015	2016	2017	2018	2019	2020	2015
Ysgol Glan Cleddau	217	220	223	224	227	N/A	262
Ysgol Gelli Aur	322	332	322	318	308	N/A	348
Narberth	317	311	310	320	323	N/A	300
Ysgol y Preseli	963	959	977	977	946	N/A	1018

Surplus Places - Actual and Forecast (net of part-time pupils)

	Actual	Forecast					Capacity
	2015	2016	2017	2018	2019	2020	2015
Ysgol Glan Cleddau	45	42	39	38	35	N/A	262
Ysgol Gelli Aur	26	16	26	30	40	N/A	348
Narberth	-17	-11	-10	-20	-23	N/A	300
Ysgol y Preseli	55	59	41	41	72	N/A	1018

Note: Forecast pupil numbers and surplus places in respect of 2020 are not available at the time of the publication of this document. In relation to Ysgol Glan Cleddau, the school is able to accommodate 20 nursery places.

Current School Standards

School	Free school meals 3 year average	Pupil Teacher Ratio (PTR)	% Attendance during the year	Support category	Pupils achieving the expected outcome in the Foundation Phase	Pupils achieving the expected level in the core subjects at Key Stage 2
Ysgol Glan Cleddau	7.9%	22.3	95.6%	Yellow	91.4%	100%
Ysgol Gelli Aur	24.0%	21.6	93.5%	Yellow	100%	90.2%
Narberth	13.9%	22.5	94.8%	Yellow	95.2%	85.4%

¹⁵ Capacity is measured using the "Measuring the Capacity of Schools in Wales" formula. School capacities are reviewed annually and may change when a school changes the way it uses its accommodation and when building alterations take place.

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The view of the Regional Consortia School Improvement Service (ERW) about the categorisation of Ysgol Gymraeg Glan Cleddau is as follows:

School	Category	Outcomes/Provision/Leadership
Ysgol Gymraeg Glan Cleddau	Yellow	<p>In Foundation Phase, Ysgol Glan Cleddau is currently in the 3rd FSM quartile for the Foundation Phase Outcome Indicator (FPOI). At Key Stage 2, the school is in the 1st quartile of the Core Subject Indicator (CSI).</p> <p>Leadership of the school is currently judged to be good and effective in raising standards and outcomes of learners. The vision for improvement, the policies and procedures are in place to secure ongoing improvement. Management of resources is good and all resources are used effectively for the benefit of the pupils who attend the school. The governors of the school are extremely committed, well informed and play an active role in the life of the school.</p> <p>The school was last inspected by Estyn in March 2010 as part of the previous inspection framework. At that time the school obtained one Grade 1 and six Grade 2 judgements.</p>

Consultees may access the findings of inspection reports of the above school via the Estyn website at www.estyn.gov.uk.

Buildings / Accommodation

The following information refers to Ysgol Glan Cleddau only, and has been extracted from the joint Chandler/EC Harries building surveys undertaken as part of preliminary work to the 21st Century Schools Programme.

School	Condition, Suitability and Standard of School Buildings
Ysgol Glan Cleddau	<p>The school was originally built in 1972 but opened as Ysgol Glan Cleddau in 1996. The building was extended in 2001 (additional one classroom) and 2003 (additional two classrooms). Seven classrooms are undersized according to Building Bulletin 99: Briefing Framework for Primary School Projects. The building and site do not meet BB99 recommended size for the number of pupils on roll and the school has difficulty implementing the PE curriculum due to the small hall and lack of outdoor space.</p> <p>Estyn's report from 2010 states that the building is pleasant, open and in good condition; however, the yard is sloping and the playing field is small, which means that some outdoor activities have to take place away from the school site.</p> <p>Summary: Condition grade B – <i>Satisfactory with minor deterioration</i>, Suitability grade B – <i>Reasonable but behaviour/morale adversely affected</i></p>

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Key information in relation to this part of the proposal is included in the following table:

	New School
Location	Portfield Avenue, Haverfordwest
Category	<p>Community or VC</p> <p>The final category of the school will need to be determined as part of ongoing consultation with the Trustees of the Tasker Milward and Picton Charity. Whilst the ownership of the current Sir Thomas Picton school site is wholly in the ownership of the Council, this is not the case at the current Tasker Milward site where ownership is split between the Council and the charity. As pupils of both schools are beneficiaries of the above charity, it is possible that the proposed school will need to become voluntary controlled, as determined by any future charitable scheme.</p>
Admissions arrangements	Pembrokeshire County Council will be the Admissions Authority for the school. The Council's admissions policy and oversubscription criteria will apply. The replacement school will admit pupils of both sexes and there will be no provision for selection by either aptitude or ability. Pupils attending Ysgol Gymraeg Glan Cleddau prior to implementation will transfer to the new school.
Capacity and Admission Numbers	The Capacity and Admission Number for the proposed new school will be calculated and published immediately following the completion of the design of the school, once room layouts and planned use are known. The Admission Number will be set at an appropriate level to ensure that sufficient school places will be set at an appropriate level to ensure that sufficient school places are made available to meet the current and forecast demand for school places in the proposed catchment of the school.
Age Range	3-16
Number of Nursery Places	See Capacity and Admission Numbers above
Language Category	Bilingual – AB 2A
Proposed accommodation	<p>The school will be located on the site of the current Tasker Milward VC School and accommodation will be fully accessible throughout and will comply with DfE requirements.</p> <p>The proposal will result in primary and secondary facilities being shared, but effective timetabling will ensure that they are not shared at the same time. Age groups will be segregated appropriately to maximise safety and curriculum management.</p> <p>In addition to the above, it is proposed that the school will include provision for pupils regarded as latecomers to the Welsh language as part of a Language unit attached to the school.</p> <p>The following facilities will be included in the proposed new school:</p>

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	<ul style="list-style-type: none"> • A full complement of general and specialist teaching and learning spaces to comply with the school's curriculum, with flexibility in both the suiting and servicing of these facilities to accommodate future changes in curriculum and pedagogy; • Learning support spaces, including a base to support students with additional learning needs, independent study facilities to include library facilities, small group learning and breakout spaces; • Shared communal spaces, including assembly space, dining space and associated kitchen, social space and toilets. These spaces will be designed to incorporate assembly, performance, examinations, presentations, lectures and exhibitions; • Staff spaces to support effective teaching and learning, including workbases, social space, meeting and training space; • Indoor and outdoor sports and PE facilities including changing and showering facilities; • A range of ancillary support spaces for staff, including general office space, storage space, plant, hub and server spaces to enable the envisaged ubiquitous use of ICT across the new school.
School Transport	Transport arrangements will be in accordance with the law and County Council policy.

The school's proposed catchment area and its primary feeder schools

In view of the extended age range, the new school will have separate catchment areas for primary and secondary phases as follows:

It is proposed that the catchment areas for the new school will be as follows

The catchment areas for the proposed school are outlined below. The school will have separate catchment areas for primary and secondary phases as follows:

New 3-16 Welsh medium school	
Primary catchment	Secondary catchment
<p>This will include the area currently serving the catchment of the following primary schools: Prendergast, Fenton, Mount Airey/Haverfordwest VC, St Marks VA, The Meads Infants / Milford Haven Juniors / St Francis , Hakin Community School / Hubberston VC School, Broad Haven.</p> <p>In view of planned consultation on primary re-organisation in the Milford Haven area,</p>	<p>At present, Ysgol y Preseli is the designated bilingual secondary school in Pembrokeshire, and in view of this, it serves pupils beyond its immediate geographic catchment area. The new school will serve this wider area.</p>

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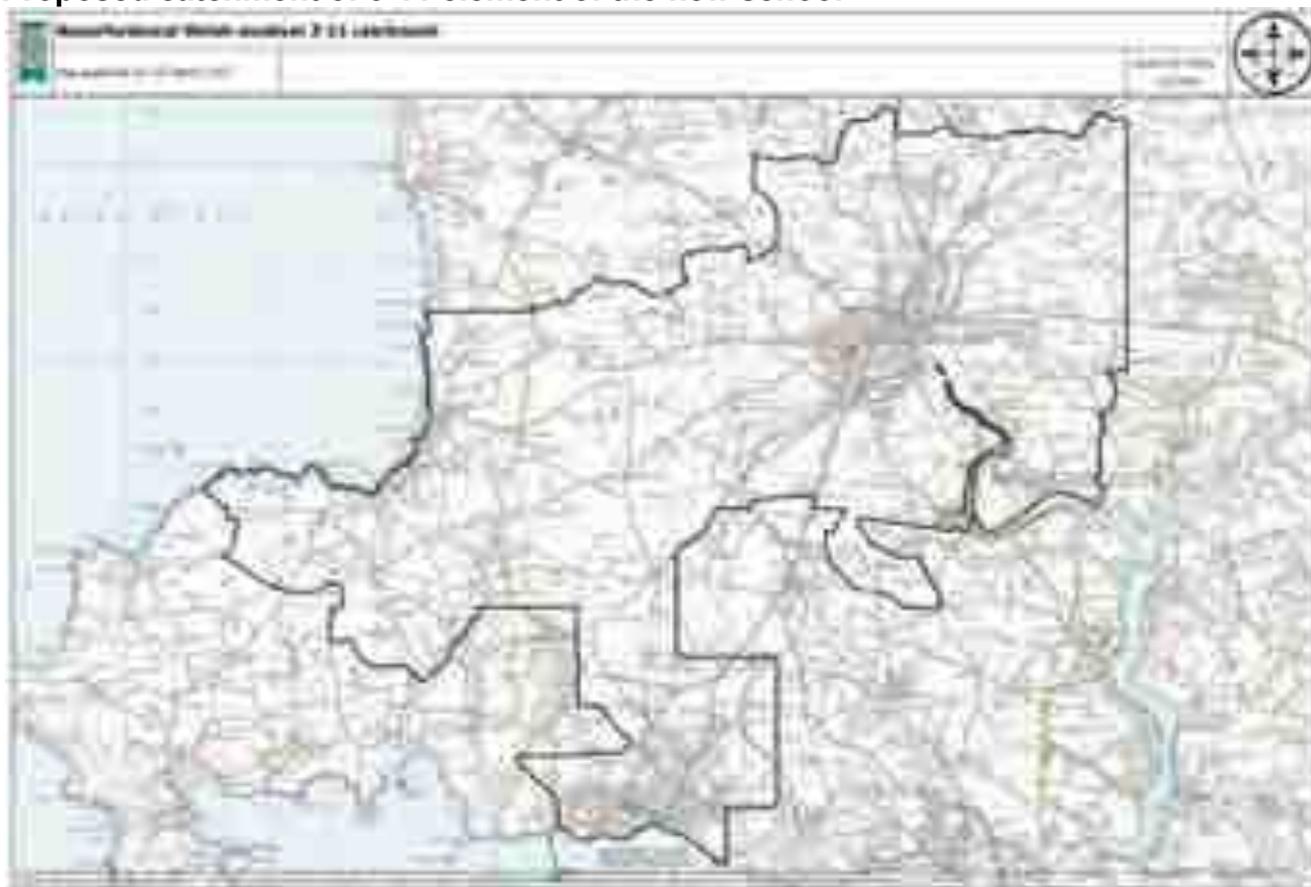
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the above catchment is subject to change.	
Feeder Primary schools	
Ysgol Gelli Aur / Golden Grove – Welsh Unit	
New Tenby WM School (Effective from September 2016)	
Narberth CP School – Welsh Unit	

Notes:

Tenby Junior Community School will be replaced by a full WM primary school when the new separate EM 3-11 and WM 3-11 schools in Tenby open in September 2016. Any arrangements in respect of Tenby Junior Community School mentioned within this section should therefore be interpreted as also applying to the new WM school.

Proposed catchment of 3-11 element of the new school



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Proposed catchment of 11-16 element of the new school



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Pupil numbers at the new school

The following table represents an indication of total pupil numbers planned for the new school. Assumptions are based on existing pupil numbers, secondary transfer trends of feeder schools and the planned development of a new Welsh Medium primary school in Tenby. The following table shows how the school could grow following implementation in 2019.

New 3-16 WM School	Number on Roll (Full time & Nursery)				
	2019	2020	2021	2022	2023
3-11 element	336	347	358	360	360
11-16 element	67	148	237	322	415
Total 3-16	403	495	595	682	775

Quality and Standards in Education

The Impact of the proposal on quality and standards in education are detailed in Section 1, 'The Case for Change', part (a) Educational Impact. In addition to the case made there, this particular aspect of the proposal will create benefits as follows:

Outcomes

The revised age range of the 3-16 school will support the creation of a large team of teachers and support staff to provide a stronger pool of expertise in the full range of subjects and areas of expertise. This will enable the school to meet the full range of needs of all pupils from Foundation Phase to end of Key Stage 4, and this will support the further raising of standards with a higher percentage achieving above expected outcomes. There will be greater opportunities for pupils of all ages to use and apply their Welsh linguistic skills within the community.

The economies of scale of this large school will support the targeted performance of groups of learners with particular needs, e.g. those pupils who get free school meals (FSM), those with numeracy and/or literacy challenges and under-achieving boys.

In Foundation Phase, Ysgol Glan Cleddau is currently in the 3rd FSM quartile for the Foundation Phase Outcome Indicator (FPOI) but is in the top quartile at Key Stage 2. By creating a 3-16 school the potential exists for the new school to perform within the top quartile in all phases.

Provision (learning experiences, teaching, care support and guidance, and learning environment)

- The proposal will make Welsh medium education available, at both primary and secondary level, within a reasonable travelling distance for all children and young people in Pembrokeshire;
- The new school will meet the demand for increased Welsh medium education in the Haverfordwest area.

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The likely impact on the delivery of the curriculum

If a new 3 – 16 Welsh medium school is formed then the ability of the school to deliver the National Curriculum requirements at all stages will be considerably strengthened. Linguistic continuity and progression from primary to secondary education will be improved. It will enable staff expertise to be deployed across key stages to fully plan for a more pupil-led approach to meeting individual needs of particular learners and vulnerable pupils. The increased resource will facilitate the development of specific teams of staff to deliver specific programmes to meet the full and diverse range of needs of the pupils. Improved data systems will enable staff to monitor and track progress more effectively right through from Nursery to Year 11.

Governance

If the proposal is approved, a shadow governing body will be established prior to the opening of the new school. It will be the responsibility of the shadow governing body to prepare for the opening of the new school by taking the necessary actions such as appointing a headteacher, agreeing a staffing structure and adopting policies.

When the new school is opened, it will initially be managed by the shadow governing body until a permanent body is established. The governing body of Ysgol Gymraeg Glan Cleddau will continue until the school is closed on 31 August 2019.

When will the changes take place?

The proposed timescale for the changes detailed above is as follows:

- 31st August 2019 – Ysgol Gymraeg Glan Cleddau will be closed
- 1st September 2019 – new Haverfordwest WM 3-16 school will open. Pupils who were already attending Ysgol Gymraeg Glan Cleddau prior to this date will transfer to the new school (see tables below for those pupils entering secondary education at this date).
- 1st September 2019 – secondary provision at the new school will only be available for year 7 pupils
- 1st September 2020 – secondary provision at the new school will be available for years 7 and 8
- 1st September 2021 - secondary provision at the new school will be available for years 7, 8 and 9
- 1st September 2022 - secondary provision at the new school will be available for years 7, 8, 9 and 10
- 1st September 2023 - secondary provision at the new school will be available for all years, 7 - 11

The timetable shows that secondary provision will be phased in over the first five years. This will allow the school to plan provision in line with demand and also enable Ysgol y Preseli to plan for a gradual reduction in their pupil numbers

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How will the changes affect the pupils?

The tables below show how proposed changes will affect pupils over the next five years. It is important to note that, whilst the tables show progression from Welsh Medium primary education to Welsh medium secondary education, parents have the right to express a preference for any school and all applications for school places will be dealt with in accordance with the Authority's published Admissions Policy.

Current primary pupils on roll at Ysgol Gymraeg Glan Cleddau

Current Year Group	School Year Beginning					
	Sep 2015	Sep 2016	Sep 2017	Sep 2018	Sep 2019	Sep 2020
Yr 6	Yr 7 at Ysgol y Preseli (1)	Yr 8 at Ysgol y Preseli	Yr 9 at Ysgol y Preseli	Yr 10 at Ysgol y Preseli	Yr 11 at Ysgol y Preseli	Yr 12 at Ysgol y Preseli
Yr 5	Yr 6 at current school	Yr 7 at Ysgol y Preseli (1)	Yr 8 at Ysgol y Preseli	Yr 9 at Ysgol y Preseli	Yr 10 at Ysgol y Preseli	Yr 11 at Ysgol y Preseli
Yr 4	Yr 5 at current school	Yr 6 at current school	Yr 7 at Ysgol y Preseli (1)	Yr 8 at Ysgol y Preseli	Yr 9 at Ysgol y Preseli	Yr 10 at Ysgol y Preseli
Yr 3	Yr 4 at current school	Yr 5 at current school	Yr 6 at current school	Yr 7 at Ysgol y Preseli (1)	Yr 8 at Ysgol y Preseli	Yr 9 at Ysgol y Preseli
Yr 2	Yr 3 at current school	Yr 4 at current school	Yr 5 at current school	Yr 6 at current school	Yr 7 at new WM 3-16 School (2)	Yr 8 at new WM 3-16 School
Yr 1	Yr 2 at current school	Yr 3 at current school	Yr 4 at current school	Yr 5 at current school	Yr 6 at new WM 3-16 School	Yr 7 at new WM 3-16 School (2)
Rec	Yr 1 at current school	Yr 2 at current school	Yr 3 at current school	Yr 4 at current school	Yr 5 at new WM 3-16 School	Yr 6 at new WM 3-16 School
N2	Rec at current school	Yr 1 at current school	Yr 2 at current school	Yr 3 at current school	Yr 4 at new WM 3-16 School	Yr 5 at new WM 3-16 School
N1	N2 at current school	Rec at current school	Yr 1 at current school	Yr 2 at current school	Yr 3 at new WM 3-16 School	Yr 4 at new WM 3-16 School

Notes:

(1) Parents of pupils who attend Ysgol Gymraeg Glan Cleddau, are currently in years 3-6 and are resident in Pembrokeshire will, at the time of transfer to secondary education, be

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offered a place for their child at both Ysgol y Preseli and the catchment EM secondary school for their home address; however they may express a preference for any secondary school.

(2) Parents of pupils who attend Ysgol Gymraeg Glan Cleddau (current year 2 or below) or the primary phase at the new WM 3-16 School and are resident in Pembrokeshire but do not reside within the catchment area of the new WM 3-16 school will, at the time of transfer to secondary education, be offered a place for their child at both Ysgol y Preseli and the catchment EM secondary school for their home address; however they may express a preference for any secondary school.

For both (1) and (2) parents of pupils who reside outside of the County will be offered a secondary school place by the Local Authority for their home address but may express a preference for a secondary school place in Pembrokeshire.

Current Primary Pupils on roll in the Welsh streams at Ysgol Gelli Aur / Golden Grove Community School, Narberth Community Primary School and Tenby Junior Community School

Current Year Group	School Year Beginning					
	Sep 2015	Sep 2016	Sep 2017	Sep 2018	Sep 2019	Sep 2020
Yr 6	Yr 7 at Ysgol y Preseli (1)	Yr 8 at Ysgol y Preseli	Yr 9 at Ysgol y Preseli	Yr 10 at Ysgol y Preseli	Yr 11 at Ysgol y Preseli	Yr 12 at Ysgol y Preseli
Yr 5	Yr 6 at current school	Yr 7 at Ysgol y Preseli (1)	Yr 8 at Ysgol y Preseli	Yr 9 at Ysgol y Preseli	Yr 10 at Ysgol y Preseli	Yr 11 at Ysgol y Preseli
Yr 4	Yr 5 at current school	Yr 6 at current school	Yr 7 at Ysgol y Preseli (1)	Yr 8 at Ysgol y Preseli	Yr 9 at Ysgol y Preseli	Yr 10 at Ysgol y Preseli
Yr 3	Yr 4 at current school	Yr 5 at current school	Yr 6 at current school	Yr 7 at Ysgol y Preseli (1)	Yr 8 at Ysgol y Preseli	Yr 9 at Ysgol y Preseli
Yr 2	Yr 3 at current school	Yr 4 at current school	Yr 5 at current school	Yr 6 at current school	Yr 7 at new WM 3-16 School (2)	Yr 8 at new WM 3-16 School
Yr 1	Yr 2 at current school	Yr 3 at current school	Yr 4 at current school	Yr 5 at current school	Yr 6 at current school	Yr 7 at new WM 3-16 School (2)
Rec	Yr 1 at current school	Yr 2 at current school	Yr 3 at current school	Yr 4 at current school	Yr 5 at current school	Yr 6 at current school
N2	Rec at current school	Yr 1 at current school	Yr 2 at current school	Yr 3 at current school	Yr 4 at current school	Yr 5 at current school
N1	N2 at current school	Rec at current school	Yr 1 at current school	Yr 2 at current school	Yr 3 at current school	Yr 4 at current school

Section 5

The proposed changes to Welsh medium provision

Notes:

(1) Parents of pupils who attend the Welsh streams at Ysgol Gelli Aur / Golden Grove Community School, Narberth Community Primary School and Tenby Junior Community School, are currently in years 3-6 and are resident in Pembrokeshire will, at the time of transfer to secondary education, be offered a place for their child at both Ysgol y Preseli and the catchment EM secondary school for their home address; however they may express a preference for any secondary school.

(2) Parents of pupils who attend the Welsh streams at Ysgol Gelli Aur / Golden Grove Community School, Narberth Community Primary School and Tenby Junior Community School, are currently in year 2 or below and are resident in Pembrokeshire but do not reside within the catchment area of the new WM 3-16 school will, at the time of transfer to secondary education, be offered a place for their child at both Ysgol y Preseli and the catchment EM secondary school for their home address; however they may express a preference for any secondary school.

For both (1) and (2) parents of pupils who reside outside of the County will be offered a secondary school place by the Local Authority for their home address but may express a preference for a secondary school place in Pembrokeshire.

Transport Arrangements

Transport will continue to be provided to Ysgol y Preseli, as the Authority's current designated bilingual school, for all pupils who live more than 3 miles from the school until 31st August 2019.

From 1st September 2019, all pupils who have previously attended Ysgol y Preseli will continue to receive transport to the school (where eligible) until the end of their statutory education.

Parents of pupils who are due to enter year 7 on 1st September 2019 (and in subsequent years) will be provided with transport, subject to distance eligibility, to their designated WM catchment secondary school i.e. to either the new WM 3-16 School in Haverfordwest or to Ysgol y Preseli. Parents may express a preference for either of the WM secondary schools but transport will only be provided to the designated school for the pupil's home address.

Section 5

The proposed changes to Welsh medium provision

Frequently Asked Questions

<p>Why are you proposing a stand-alone Welsh medium school as opposed to satellite provision?</p>	<ul style="list-style-type: none">▪ This has received careful consideration, and it is felt that as the new school will, in effect, serve largely non-Welsh speaking areas, that the ethos of the school will be totally different to that of Ysgol y Preseli. The proposal seeks not only to provide accessible secondary Welsh medium provision, but also to extend the primary provision in Haverfordwest, currently provided by Ysgol Gymraeg Glan Cleddau. The proposal presents an opportunity to provide a transformational solution to both primary and secondary Welsh medium provision, which would be different to the campus approach in Crymych.▪ In relation to the preliminary consultation undertaken last autumn, a “satellite” provision, attached to Ysgol y Preseli, was seen by some respondents as a ‘safe’ option, and would offer greater assurance of being able to attract suitably qualified teachers. However, other respondents indicated that it would be more appropriate to establish a ‘seedling’ new school so that it could develop its own identity and ethos▪ It is highly likely that the new school and Ysgol y Preseli will work together closely; in particular, students from the new school wishing to continue towards sixth form studies would do so at Ysgol y Preseli.
<p>Where is the evidence which justifies the need for new Welsh medium secondary provision?</p>	<ul style="list-style-type: none">▪ It should be noted that Estyn’s recommendation in relation to identifying and meeting demand for Welsh medium education, following the 2012 LA inspection, has only been partly met. It is reasonable to assume that this would remain un-met if the proposal is not approved.▪ The authority undertook surveys to assess the demand for Welsh medium education in the Milford Haven and St David’s area during the autumn/winter of 2013/14. In addition, the authority undertook a whole county consultation on planning for the future of Welsh medium education in the autumn of 2014.▪ The findings and conclusions from both surveys and preliminary consultation were reported to Cabinet on 5th January 2015.

Section 5

The proposed changes to Welsh medium provision

<p>Isn't one Welsh Medium secondary school in Pembrokeshire sufficient?</p>	<ul style="list-style-type: none">▪ Ysgol y Preseli is full. There is also a growing pressure on places from pupils living in adjacent areas of Carmarthenshire and Ceredigion and wishing to access their nearest Welsh medium school▪ In addition a high percentage of pupils attending the Welsh units at Tenby and Gelli Aur choose to continue their secondary education through the medium of Welsh, at Ysgol y Preseli▪ The Council has a legal responsibility to:<ul style="list-style-type: none">▪ measure demand for Welsh medium education▪ plan and provide Welsh medium provision where there is demand▪ We already know that 267 pupils (>25%) attend Ysgol y Preseli from locations >45 mins from Crymych (based on Jan 2014 PLASC). Currently, the longest single journey duration is 1hr 20mins. Many of these pupils live in the Haverfordwest, Pembroke/Dock and Tenby areas. It is unfair for this to continue and a large number of consultees cited this as a reason for them deciding not to consider Welsh medium provision for their children▪ Evidence received from demand surveys and preliminary consultation makes it clear that additional demand is required to address the situation outlined in the previous point and to make Welsh medium provision accessible to a wider population, including the St David's peninsula and the Milford Haven area.
<p>Isn't your proposal to establish a new Welsh medium school in Haverfordwest a snub to south Pembrokeshire?</p>	<ul style="list-style-type: none">▪ Not at all. It is acknowledged that a growing number of parents are opting for their children to attend Welsh medium education from the Pembroke and Tenby areas. Increasingly, these pupils are opting to attend Welsh medium secondary provision in Preseli.▪ However, when planning new provision, consideration was given to maximising accessibility to all the population in Pembrokeshire. If Welsh medium secondary provision was established in Tenby, i.e. in addition to Crymych, then such provision is within reasonable distance/time of 60% of the pupil population. This increases to 96% if the provision is located in Haverfordwest.

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The proposed changes to Welsh medium provision

<p>How do the standards of Welsh medium schools compare with English medium?</p>	<ul style="list-style-type: none"> ▪ Pembrokeshire's only designated Welsh medium school has consistently performed equally, if not better than other Pembrokeshire secondary schools ▪ Across the ERW region, Welsh medium, or higher order bilingual schools perform better than other schools in the Level 2 Inclusive measure, i.e. A* - C. During the last three years, this equates to 12 percentage points.
<p>Why don't the proposals for a new Welsh medium school include a sixth form?</p>	<ul style="list-style-type: none"> ▪ It is recognised that the new school would be a seedling school which would take time to develop and to increase capacity. In view of this and the increasing financial pressure on sixth form funding, it is sensible for this provision to continue with Ysgol y Preseli. However, this situation can be reviewed and considered in future.
<p>How have you established that 45 minutes is a "reasonable" single travel time for a secondary pupil to travel from home to school?</p>	<ul style="list-style-type: none"> ▪ There is no specific guidance on this. Neither the Learner Travel Measure nor the Council's School Transport policy specify a time limit for journeys, however, the Council is required to assess the individual needs of learners when considering if a journey time is reasonable. However, in the absence of specific guidance on the matter, The School Organisation Code, in its advice on the nature of journeys to alternative provision and resulting journey times for pupils, states that relevant bodies should have regard to "...whether primary school pupils will have one-way journeys in excess of 45 minutes or secondary school pupils one – way journeys of over an hour".
<p>In the proposed 3-16 Welsh medium school, will primary and secondary pupils have to share facilities and resources?</p>	<ul style="list-style-type: none"> ▪ The proposal will result in primary and secondary facilities being shared, but effective timetabling will ensure that they do not occur at the same time. It will not result in young children sharing playgrounds or break times with much older pupils.

Section 6

The proposed addition of secondary Learning Resource Centres in Haverfordwest and Fishguard

The Council's proposal in relation to Additional Learning Needs provision is as follows:

- **The establishment of new Learning Resource Centres for pupils identified with complex learning difficulties in Haverfordwest and Fishguard.**

Additional Learning Needs – Proposed Portfield School satellite arrangements and new Learning Resource Centres for Haverfordwest and Fishguard

This proposal increases the provision for pupils identified with complex learning difficulties. There will be a continuum of provision with pupils with more complex needs based in Portfield School satellite provision in local secondary schools.

As part of the proposal, pupils will be able to access a wide range of 'mainstream' experiences within the satellite provision or a learning resource centre (LRC) based in their local secondary school, while enjoying the benefit of specialist education provision to meet their particular needs. The satellite provision and LRC will provide specialist learning facilities within the school, and will also provide curriculum expertise to mainstream class teachers.

What will the impact be on the ALN Provision?

The Portfield satellite provision and LRC will be integrated with each school, providing an appropriate environment in which pupils can develop and thrive among their peers, and have increased access to the mainstream curriculum, where appropriate. The overall aim of the Satellite and LRC provision is to provide a continuum of provision and generate and maximise opportunities for inclusion within the mainstream environment, while meeting the individual learning, emotional and social needs of children and young people identified with particular complex needs. This will be achieved by:

- Specialist satellite class base;
- Individual and group support provided by specialist staff within the LRC;
- Supported opportunities to access the range of mainstream experiences;
- Opportunities to extend self-confidence and self-esteem;
- Opportunities to develop independence skills;
- Access to appropriate specialist service from other agencies;
- Ensure that all school staff have an understanding of, and skills relating to, the learning requirements of children with ALN, primarily through a programme of continuous professional development and, where appropriate, opportunities for accreditation with nationally recognised qualifications;
- Where possible, in conjunction with other specialist staff/teams, the satellite and LRC will provide consultancy, outreach support and a resource base for staff and parents.

Two satellite classes already exist in Tasker Milward School and this proposal will continue this provision at the new 11-16 English medium school in Haverfordwest. In addition, pilot Learning Resource Centres already exist at Sir Thomas Picton School and Ysgol Bro Gwaun

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The proposed addition of secondary Learning Resource Centres in Haverfordwest and Fishguard

and the implementation of this proposal will formalise this provision. These arrangements will continue until the proposed buildings work has been completed.

The proposal will aim to provide learners with a broad, balanced and relevant curriculum, whilst also having their exceptional needs met in as inclusive a way as possible and will be structured as follows:

	New EM 11-16 School in Haverfordwest	Ysgol Bro Gwaun
	Places	
Portfield Satellite	16	8
Learning Resource Centre	12	12

Admission Arrangements

The Council will be the Admissions Authority for the provision. Clear admission criteria will be agreed with the relevant schools in order to determine the appropriateness of the resource provision.

Transport Arrangements

Transport arrangements will be in accordance with the law and County Council policy.

Governance

The responsibility for the Portfield satellite provision will rest with the Governing Body of Portfield School, whilst the LRCs will be the responsibility of the relevant governing bodies of the new EM 11-16 schools in Haverfordwest and Ysgol Bro Gwaun.

What are “Special Educational Needs”?

The proposal will make provision for learners with special educational needs, as defined by Section 312 (1) of Education Act 1996 as follows:

A child has “special educational needs” if he/she has a learning difficulty which calls for special educational provision to be made for him/her. A child has a “learning difficulty” if:

- (a) he/she has a significantly greater difficulty in learning than the majority of children of his/her age
- (b) he/she has a disability which either prevents or hinders him/her from making use of educational facilities of a kind generally provided for children of his/her age in schools within the area of the local authority, or
- (c) he/she is under compulsory school age and is, or would be if special educational provision were not made for him/her, likely to fall within paragraph (a) or (b) when of that age.

A child is not to be taken as having a learning difficulty solely because the language (or form of the language) in which he/she is, or will be, taught is different from a language (or form of a language) which has at any time been spoken in his/her home.

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The proposed addition of secondary Learning Resource Centres in Haverfordwest and Fishguard

“Special educational provision” means:

(a) in relation to a child who has attained the age of two, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of his/her age in schools maintained by the local authority (other than special schools), and

(b) in relation to a child under the age of two, educational provision of any kind.

A “child” includes any person who has not attained the age of 19 and is a registered pupil at a school.

The characteristics of pupils who will attend the proposed provision is that they will have a range of Complex Learning Needs.

Section 7

Proposed Changes – General Matters

FINANCE

Capital Investment

In December 2011, the County Council obtained Welsh Government approval for its 21st Century Schools improvement programme. This programme set out key transformational investment projects for the development of its schools. The Council's Strategic Outline Programme set out proposed projects for a range of schools projects, and included remodelling, refurbishment or new build projects which would be subject to consultation and relevant statutory processes and approval by Welsh Government of a detailed business case process.

As part of this programme and in order to facilitate the proposal, it is proposed that capital investment will be made as follows:

School	Investment £ million
New English Medium 11-16 school in Haverfordwest to include ALN provision	36.9
New Welsh medium 3-16 school in Haverfordwest	16.3
New sixth form centre	8.0
Remodelling of Ysgol Bro Gwaun to include bilingual ALN provision	6.5
TOTAL	67.7

The above programme is funded equally by Welsh Government and the County Council and no capital receipts will be realised as part of this proposal.

Revenue Implications

All schools are funded according to a formula which is largely pupil based and this is the funding which is delegated to school governing bodies for schools' revenue expenditure. In addition, other costs relating to school provision are not delegated, notably home to school transport. In the context of the proposals contained in this document, costs are examined holistically.

CURRENT 2014/15		Delegated Funding and Net Revised Estimate 2014/15	COST OF PROPOSAL	
£ million	Notes		£ million	Notes
28.715	1	Net delegated funding	28.083	2,3,4
5.474		School Transport	5.473	5
34.189		TOTAL	33.556	

Notes:

1. Delegated funding for 2014/15 is shown for all Pembrokeshire schools and Ysgol Glan Cleddau, and is net of specific grants, including Post 16 funding grant;

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- Proposed delegated funding is for all secondary schools, and 3-16 Welsh medium school. This is shown net of specific grants;
- Proposed delegated funding does not include any adjustment for any additional National Non Domestic Rates (NNDR) liability which will become due as a result of revaluations; these cannot be reasonably estimated at this time;
- The estimated costs of the proposal do not include the cost of any redundancy payments which may be required, nor for any transitional arrangements until full implementation takes place;
- The estimated school transport costs associated with the preferred option is £5.473 million. This is based on current transport numbers and costs.

Any cost savings realised as part of this proposal will be re-invested in the children and schools service.

Pupil Costs

The current costs per pupil of all schools directly affected by the proposals are as follows:

School	2014/2015		
	Pupils Jan 2014	Cost per pupil (net of SEN)	Average Pems cost per pupil (net of SEN)
	FTE	£	£
Ysgol Gymraeg Glan Cleddau	223	3498	3716
Sir Thomas Picton	1184	3800	3924
Tasker Milward	869	3928	3924
Ysgol Bro Gwaun	585	4533	3924
Ysgol Dewi Sant	466	3817	3924

Note: Based on 2014/15 Education Budget Statement (Section 52 of the School Standards and Framework Act 1998)

It is not possible at this stage to estimate the per pupil costs upon implementation. However, schools will continue to receive funding via an agreed formula. In the case of the new 3-16 Welsh medium school, a new formula will be needed in order to take account of the following:

- the age range of the pupils attending the school to provide the main teacher funding;
- the site areas of buildings and grounds;
- ALN requirements;
- Language issues;
- Leadership;
- Central administration core costs.

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Proposed Changes – General Matters

The County Council will seek to fund the school fairly, equitably and in a transparent way in order to allow the school to flourish, having regard to existing primary and secondary formulas, and the funding provided in similar age range schools across Wales.

LAND AND BUILDINGS

School	Ownership	Transfer / Disposal
Ysgol Gymraeg Glan Cleddau	County Council	Redundant site to be retained for educational purposes as part of possible further primary re-organisation in Haverfordwest
Sir Thomas Picton School	County Council	Utilised as part of proposal
Tasker Milward VC School	<ul style="list-style-type: none">County CouncilTasker Milward & Picton Charity – The Council has commenced consultation with the Trustees of the Charity in relation to its proposal.	<ul style="list-style-type: none">It is proposed that the current Tasker Milward upper school be utilised for the purpose of establishing the new 3-16 Welsh medium school.It is proposed that the current Tasker Milward lower school be demolished to make way for the relocation of Pembrokeshire College's Sports Science provision; this will create a sporting centre of excellence for Pembrokeshire with facilities which will be available for use by the new 3-16 school and the wider community.
Ysgol Bro Gwaun	County Council	Utilised as part of proposal
Ysgol Dewi Sant	County Council	Utilised as part of proposal

RISKS ASSOCIATED WITH THE PROPOSAL

The Council's proposal included as part of this Consultation Document represents a significant change to the configuration and delivery of secondary and post 16 education provision in Pembrokeshire. As such, risks are inevitable and the following table outlines the main risks associated with the proposal.

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Proposed Changes – General Matters

It should be noted that there are a number of risks associated with not proceeding with the proposal and these are covered sufficiently in The Case for Change.

	Risk	Counter Measure
1.	Failure to improve educational outcomes as a result of implementing the proposal	<ul style="list-style-type: none"> – All stakeholders views considered as part of statutory consultation – School stakeholders involved in early engagement as part of building projects – Communicate the reality that current school standards are unacceptable and that change is necessary
2.	Failure to provide the appropriate number of school places for the re-organised schools and planned for the future leading to reputational issues for the Council.	<ul style="list-style-type: none"> – Early involvement with the Education Team and schools to identify student numbers. – Review potential impact of future housing developments which would fall into the schools' catchment area.
3.	Failure to ensure that schools' needs are met during project development and feasibility.	<ul style="list-style-type: none"> – Ensure stakeholders are identified at an early stage and are fully involved. – Engage and consult with stakeholders, e.g. Headteachers, governors. – Ensure all parties are aware and have agreed delivery timescales.
4.	Failure to obtain planning permission for proposed projects.	<ul style="list-style-type: none"> – Ensure planning department of L.A. are consulted at the outset of the project inception and are consulted throughout. – Ensure any planning risks are identified at an early stage for identified options.
5.	Failure to obtain relevant statutory notice approvals and Education Statutory obligations by due dates.	<ul style="list-style-type: none"> - Ensure that all options are considered in light of WG circular 021/2009 and the School Organisation Code 2013. - Ensure sufficient time is allocated to undertake process. - Undertake consultation with appropriate statutory consultees.
6.	Failure to implement proposal within the timescales set out in this document	<ul style="list-style-type: none"> – Ensure that any concerns received as part of consultation are fully considered – If necessary, make amendments to arrangements

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	Risk	Counter Measure
7.	Unable to achieve spending profile submitted to WG.	<ul style="list-style-type: none">– Closely monitor programme to ensure works progress according to spend profile– Accountants to hold regular meetings with Project Managers to ensure costs are contained within budget and that spend profiles are met.
8.	Loss of key personnel during lifetime of project.	<ul style="list-style-type: none">– Working parties established.– Key roles and responsibilities identified.– Clear documented procedures.– Succession planning.
9.	Failure to manage risk of projects.	<ul style="list-style-type: none">– Project Board to oversee and manage risks.– Risk register to be established.– Risk workshops to be set up.– Internal auditor to be involved and to identify ownership of key risks.

Section 8

Impact Assessments

The following represent the Council's assessment of the impact of the proposal on the community, equalities, transport, staff and the Welsh language.

Community Impact Assessment

The following represents the executive summary of the community impact assessment undertaken for this proposal. The full assessment can be seen on the Council's website at www.Pembrokeshire.gov.uk/haveyoursay.

The proposals for school re-organisation that Extraordinary Council agreed should go to statutory consultation are for a series of significant and transformative changes in secondary school education in Pembrokeshire.

Despite the scale of the changes introduced, there is comparatively little change in secondary school provision in towns across Pembrokeshire. St David's' and Fishguard's communities will continue to have a secondary school (albeit ones that do not provide sixth form provision). For Haverfordwest the change is more wide reaching. However there will continue to be schools that offer 11 – 16 provision which will be located on the sites of the two existing schools.

The changes will result in some pupils travelling longer distances to school; in other cases shorter. The pupils who are likely to have to travel furthest are those who would access sixth form provision in Haverfordwest rather than in Fishguard. The same is true, but to a lesser extent for St Davids. This is because some sixth form students attending St David's already live mid-way between the two towns.

Sixth form students who attend Sir Thomas Picton school are, on balance likely to travel slightly longer distances to a combined sixth form centre though some will have a shorter distance to travel (as a result of them being within Tasker Milward catchment but attending STP through parental preference). Changes to the catchment area for Milford Haven school will result in a net effect that many pupils who currently attend STP travelling a shorter distances because they live closer to Milford Haven than they do to Haverfordwest.

Schools have an important role within their wider communities and are a focus for them. The proposals will maintain spaces that can be utilised by the community out of school hours. School sites host sports facilities that are used by the wider public and the proposals will continue this arrangement. Schools are significant employers. The location of where people who are employed by the Council in communities will not change significantly. The proposals will not affect where school based staff's spending power is exercised.

The wider social and economic forces that shape communities continue to shape demand for school provision. The full community impact document considers these in further detail. In summary, over the past 40 years, the number of children living in Pembrokeshire has declined whilst the overall population has increased. This trend is not unusual and is less marked than for Wales as a whole. Coupled with this, the proportion of children who live in rural areas has declined whilst the proportion living in towns has increased. These changes are, in part, driven by the housing market.

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Pembrokeshire's housing market has become much less affordable in the previous decade and this has been particularly marked in rural and coastal communities. Although high house price to earnings ratios in rural areas means that for many families cannot access the housing market, keeping schools open in St David's and Fishguard means that these communities are attractive to people with families who can afford to live there.

The proposals are unlikely to have an effect on the local economy. Proposals maintain secondary school provision in all the towns where it is currently provided. As a result, any change that results from the proposals is likely to be slight. The potential for this impact is greatest in St David's and Fishguard where there will be a little less scope for local businesses (especially those in the tourism sector) to employ young people on weekdays after school. The proposals maintain the significant centres of public sector employment in Fishguard, St David's and Haverfordwest. Any change that occurs as a result of the proposals is likely to be much smaller than the likely contraction of general public sector employment as a result of budget cuts.

Young disabled people are more likely to live in Pembrokeshire's main towns. The proposals are unlikely to have a detrimental impact on disabled people as new school buildings will achieve higher standards for accessibility. Buildings will also have better IT and network facilities which makes it easier to support pupils with additional needs through IT. Specialist provision will continue at Portfield school which will have satellite provision as part of the proposal to include ALN provision in Haverfordwest and Fishguard.

Young people from an ethnic minority background are unlikely to be adversely affected by the proposals as Pembrokeshire has a low proportion of people from an ethnic minority. The Prendergast area of Haverfordwest, which will be the site of the English medium 11–16 school, has one of the highest proportions of young people from an ethnic minority background in Pembrokeshire.

Both Tasker Milward and Sir Thomas Picton schools host community sports facilities and accommodation which is used by the wider community. The proposal will result in such facilities being retained, either fully, or in part. However, it is possible that this provision is likely to be interrupted during certain parts of the construction phase for the new schools.

Pembrokeshire has low crime rates. Rates of crime and disorder are higher in towns however no one town has rates that are significantly high. It is very unlikely that the proposals will result in an increase in crime and disorder.

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Equality Impact Assessment

Protected Characteristics	Current Schools	Proposal	Impact
Race	<ul style="list-style-type: none"> ▪ Pembrokeshire has a low proportion of people from an ethnic minority. The Prendergast area of Haverfordwest, which will be the site of 11 – 16 education has one of the highest proportions of young people from an ethnic minority background in Pembrokeshire. ▪ No discrimination against race in Admissions Policy 	<ul style="list-style-type: none"> ▪ Young people from an ethnic minority background are unlikely to be adversely affected by the proposals. ▪ No discrimination against race in Admissions Policy 	No change
Disability	<ul style="list-style-type: none"> ▪ Young disabled people are more likely to live in Pembrokeshire's main towns. ▪ Access Plans indicate significant issues in relation to improving the physical environment of schools to increase the extent to which disabled people can take advantage of education and associated services in schools 	<ul style="list-style-type: none"> ▪ All schools / premises benefitting from capital investment from the 21st Century Schools Programme will have full accessibility. ▪ Buildings will also have better IT and network facilities which makes it easier to support pupils with additional needs through IT. • Specialist provision will continue at Portfield school and this will be extended to include appropriate facilities at Ysgol Bro Gwaun and the new 11-16 school in Haverfordwest 	Positive
Gender	<ul style="list-style-type: none"> ▪ All schools included in the review are mixed sex 	<ul style="list-style-type: none"> ▪ New provision will be mixed sex 	No change

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Impact Assessments

Protected Characteristics	Current Schools	Proposal	Impact
Age	<ul style="list-style-type: none"> All secondary schools currently provide provision up to the age of 19. 	<ul style="list-style-type: none"> Secondary schools retained in main population areas for pupils up to 16 years of age, i.e. the end of compulsory school age Loss of sixth forms will result in Years 12 and 13 students being educated at a central centre Post 16 learners will be able to access a blend of academic, technical and vocational subjects 3-16 school will result in improved transition from KS2 to KS3 – whole school approach 	No change
Religion & Belief	<ul style="list-style-type: none"> There are no Church schools included as part of the proposal. All schools' provision for religious instruction are in accordance with the doctrines of the Church in Wales or the Catholic Church 	<ul style="list-style-type: none"> New provision will mirror existing provision. 	No change
Sexual Orientation	<ul style="list-style-type: none"> Not Applicable 	<ul style="list-style-type: none"> Not Applicable 	Not Applicable

Transport Impact Assessment

Officers' assessment on the impact of the proposal on school transport is described in the Community Assessment above. Each element of the proposal described in this document includes reference to transport arrangements, if applicable.

The Learner Travel (Wales) Measure 2008 places a duty on the Council to assess the travel needs of learners under the age of 19. In addition to those children who qualify for free transport provision due to meeting the eligibility for distance between home and school, the Council is under a legal obligation to assess the travel needs of learners who walk to school. In relation to the proposal included within this document, walking routes to certain schools

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will need to be assessed to ensure that learners can reach their destination in safety. In the case of the proposal to establish a new 11-16 English Medium school in Haverfordwest, this is particularly relevant, and officers from the School Transport Unit will undertake such assessments as required.

There are no changes proposed to the Council's Home to School Transport policy. This can be viewed online at www.pembrokeshire.gov.uk.

Staff Impact Assessment

It is inevitable that various teaching and non teaching staff will be affected by such a large scale proposal. However, it should be noted that governing bodies have responsibility for setting staffing structures and the appointment and dismissal of staff.

At the end of the statutory consultation period, meaningful consultation will take place with affected staff and recognised trade unions on the possible impact of the outcome of the

statutory consultation. During this period, staff and trade unions will be given the opportunity to comment on the changes and Governing bodies and Local Authority representatives (which will include designated support from the Human Resources Department) will listen and take account of views expressed. A fair and unbiased decision will be made as to whether any views can be acted upon. Discussion will take place through agreed joint consultative processes with recognised trade unions and collective consultation meetings with staff. The terms of reference and timescale for the consultation will be clearly explained at the outset.

Welsh language Assessment

The proposal represents a positive impact on the Welsh language by virtue of the following:

- 3-16 Welsh medium school in Haverfordwest results in 96% of the pupil population of Pembrokeshire being within 45 minutes of Welsh medium secondary provision. Currently, choice is limited to Ysgol y Preseli in Crymych and evidence from preliminary consultation suggests that the travelling distances involved in accessing this provision result in parents not choosing Welsh medium education at 3 and/or 11 years of age;
- 3-16 Welsh medium school in Haverfordwest allows primary provision in Haverfordwest to grow to meet increasing demand. Ysgol Gymraeg Glan Cleddau is at capacity and there are site and accommodation constraints;
- Bilingual ALN provision will be included as part of Ysgol Bro Gwaun

Section 9

Statutory Consultation Response Form

Please note: We may make any comments that you make publicly available as part of the subsequent report. You are not asked to provide your personal details. All the information you provide will be handled in accordance with the Data Protection Act 1998.

Section 1: Post 16 Provision

(A new sixth form centre for Mid and North West Pembrokeshire, located at Pembrokeshire College and as part of a formal collaboration between the County Council and Pembrokeshire College)

Question 1

Please indicate to what extent you agree or disagree with the proposal for post-16 education (please tick only one)

- Strongly Agree
- Agree
- Neither
- Disagree
- Strongly Disagree

Question 2

Please indicate to what extent you agree or disagree with the following statement:
“What is proposed for post-16 education will sufficiently address changing needs for sixth form education in Pembrokeshire, and future challenges.” (please tick only one)

- Strongly Agree
- Agree
- Neither
- Disagree
- Strongly Disagree

Section 2: 11 – 16 English-medium provision in Haverfordwest

(Discontinue Sir Thomas Picton and Tasker Milward VC schools and establish a new 11 – 16 English-medium secondary school on the site of the current Sir Thomas Picton School. This includes the necessary re-alignment of some catchment boundaries)

Question 3

Please indicate to what extent you agree or disagree with the proposal for 11 – 16 education in Haverfordwest. (please tick only one)

- Strongly Agree
- Agree
- Neither
- Disagree
- Strongly Disagree

Section 9

Statutory Consultation Response Form

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Section 3: 11 – 16 Provision for Additional Learning Needs (ALN)

(Additional new ALN provision as part of the proposed new English-medium secondary school in Haverfordwest, and as part of Ysgol Bro Gwaun)

Question 4

Please indicate to what extent you agree or disagree with the proposal for 11 – 16 education for pupils with ALN. (please tick only one)

- Strongly Agree
- Agree
- Neither
- Disagree
- Strongly Disagree

Question 5

Please indicate to what extent you agree or disagree with the following statement:

“What is proposed for pupils aged 11 – 16, with ALN, will sufficiently meet their needs within mainstream secondary provision.” (please tick only one)

- Strongly Agree
- Agree
- Neither
- Disagree
- Strongly Disagree

Section 4: Welsh-medium provision

(Discontinue Ysgol Gymraeg Glan Cleddau and establish a new 3-16 Welsh-medium / bilingual school on the site of Tasker Milward school.)

Question 6

Please indicate to what extent you agree or disagree with the proposal for Welsh-medium education. (please tick only one)

- Strongly Agree
- Agree
- Neither
- Disagree
- Strongly Disagree

Section 9

Statutory Consultation Response Form

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Question 7

Please indicate to what extent you agree or disagree with the following statement:

“What is proposed for Welsh-medium education will sufficiently meet the demand for Welsh-medium education in Pembrokeshire.” (please tick only one)

- Strongly Agree
- Agree
- Neither
- Disagree
- Strongly Disagree

Question 8

Do you currently have a child (children) in Welsh-medium primary education? (please tick only one)

- Yes – now go to question 9
- No – now go to question 11

Question 9

Please indicate where your child (children) is (are) in Welsh-medium primary education (please tick all that apply)

- Fishguard area
- Haverfordwest
- Narberth
- Pembroke
- Tenby
- Other

Question 10

If you have a child (children) in Welsh-medium primary education in the Fishguard area, Haverfordwest, Narberth, Pembroke or Tenby, please indicate where you would prefer them to study at ages 11 – 16 (please tick only one)

- Haverfordwest
- Crymych
- Other (please specify) -----

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Statutory Consultation Response Form

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Section 5: The Overall Proposal

Question 11

To what extent do you agree with the overall proposal? (please tick only one)

- Strongly Agree
- Agree
- Neither
- Disagree
- Strongly Disagree

Question 12

If you have indicated 'disagree' / 'strongly disagree' please briefly tell us why

Question 13

If you wish to make any other brief comments about the proposal, please use the space below:

Section 9

Statutory Consultation Response Form

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Section 6: About You

Question 14

Please tick all that apply, and please give the name of the school where applicable

- Parent of a pre-school child
- Parent of a primary school pupil
(please give name of school) _____
- Parent of secondary school pupil
(please give name of school) _____
- Parent of a child aged 16 – 19
(please give name of school) _____
- A primary school governor
(please give name of school) _____
- A secondary school governor
(please give name of school) _____
- Primary school staff
(please give name of school) _____
- Secondary school staff
(please give name of school) _____
- Local resident
- Elected member
- Representative of local business or community group
(please give name of business or group) _____
- Other *(please specify)* _____

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Statutory Consultation Response Form

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You are being asked to provide the following information for Equalities Monitoring purposes. It will be used for statistical purposes only.

Question 15

Are you? (please tick only one)

- Aged 16 or under
- Aged 17 – 24
- Aged 25 – 64
- Aged 65 or over
- Prefer not to say

Question 16

What is your first language (please tick only one)

- Welsh
- English
- Other (please specify)

Question 17

Do you have a physical or mental health condition or illness lasting, or expected to last, for 12 months or more, and which reduces your ability to carry out day-to-day activities? (please tick only one)

- Yes
- No
- Prefer not to say

Question 18

Do you provide care for someone (aged 19 or under) who has a physical or mental health condition or illness lasting, or expected to last, for 12 months or more, and which reduces their ability to carry out day-to-day activities? (please tick only one)

- Yes
- No
- Prefer not to say

Question 19

What is your religion? (please tick only one)

- No religion
- Christian (all denominations)
- Buddhist
- Hindu
- Jewish
- Muslim
- Sikh
- Prefer not to say

Please return to: Katharine Evan-Hughes, Director for Children & Schools, Pembrokeshire County Council, County Hall, Haverfordwest, SA61 1TP no later than **Tuesday 5th May 2015.**

Thank you for your time