Cyngor Bwrdeistref Sirol Pen-y-bont ar Ogwr
Bridgend County Borough Council

Swyddfeydd Dinesig, Stryd yr Angel, Pen-y-bont, CF31 4WB / Civic Offices, Angel Street, Bridgend, CF31 4WB

Rydym yn croesawu gohebiaeth yn Gymraeg. Rhowch wybod i ni os mai Cymraeg yw eich dewis iaith.
We welcome correspondence in Welsh. Please let us know if your language choice is Welsh.

Cyfarwyddiaeth y Prif Weithredwr / Chief Executive's Directorate
Deialu uniongyrchol / Direct line /: 01656 643148 / 643147 / 643694
Gofynnwch am / Ask for: Democratic Services

Ein cyf / Our ref:
Eich cyf / Your ref:

Dyddiad/Date: Dydd Mercher, 15 Gorffennaf 2020

Annwyl Cynghorydd,

CABINET

Cynhelir Cyfarfod Cabinet o bell trwy Microsoft Teams ar **Dydd Mawrth, 21 Gorffennaf 2020** am **14:30**.

AGENDA

1. Ymddiheuriadau am absenoldeb
Derbyn ymddiheuriadau am absenoldeb gan Aelodau.

2. Datganiadau o fuddiant
Derbyn datganiadau o ddiddordeb personol a rhagfarnol (os o gwbl) gan Aelodau / Swyddo gion yn unol â darpariaethau'r Cod Ymddygiad Aelodau a fabwysiadwyd gan yCyngor o 1 Medi 2008.

3. Monitro Cyllideb 2020-21 Rhagolwg Refeniw Chwarter 1 — 3 - 30

4. Canlyniad Rhaglen Gyfalaf 2019-20 a diweddariad Chwarter 1 2020/21 — 31 - 56

5. Grant Llywodraeth Cymru - Peilot Cartrefi Gwag Dyffrynoedd Gorllewinol — 57 - 60

6. Estyniad Contract - Gwasanaeth Byw â Chymorth Clos Penglyn — 61 - 64

7. Adroddiad Gwybodaeth i'w Nodi — 65 - 80

8. Polisi Teithio Dysgwyr — 81 - 206

9. Adborth ar yr Ymgynghoriad Cyhoeddus Cam 4 ar gysyniadau posibl ar gyfer Darpariaeth ÔI-16 ar draws Cyngor Bwrdeistref Sirol Pen-y-bont ar Ogwr ac argymhellion ar gyfer Dyfodol yr Adolygiad — 207 - 580

10. Rhaglen Moderneiddio Ysgolion Band B, Model Buddsoddi Cydfuddiannol Partneriaeth Addysg Gymreig - Cytundeb Partneriaeth Strategol — 581 - 610

11. Materion Brys

I ystyried unrhyw eitemau o fusnes y, oherwydd amgylchiadau arbennig y cadeirydd o'r farn y dylid eu hystyried yn y cyfarfod fel mater o frys yn unol â pharagraff 2.4 (e) o'r Rheolau Trefn y Cabinet yn y Cyfansoddiad.

12. Gwahardd y Cyhoedd

Nid
oedd yr eitem canlynol yn cael eu cyhoeddi, gan fod eu bod yn cynnwys gwybodaet h eithriedig fel y'i diffinnir ym Mharagraffau 14 a 16 o Ran 4 a Pharagraff 21 o Ran 5, Atodlen 12A, Deddf Llywodraeth Leol 1972, fel y'i newidiwyd gan Orchymyn Llyw odraeth Leol (Cymru) 2007 (Mynediad at Wybodaeth) (Amrywio).

Os, yn dilyn cymhwyso'r prawf budd y cyhoedd yn y
Cabinet yn penderfynu yn unol â'r Ddeddf i ystyried yr eitem hyn yn breifat, bydd y c yhoedd yn cael eu gwahardd o'r cyfarfod yn ystod ystyriaeth o'r fath.

13. Grant Cyfalaf ICF arfaethedig i Linc Cymru 611 - 618

Nodyn: Nodyn: Sylwch: Yn sgil yr angen i gadw pellter cymdeithasol, ni fydd y cyfarfod hwn yn cael ei gynnal yn ei leoliad arferol. Yn hytrach, bydd hwn yn gyfarfod rhithwir a bydd Aelodau'r Pwyllgor a Swyddogion yn mynychu o bell. Bydd y cyfarfod yn cael ei recordio i'w ddarlledu ar wefan y Cyngor ar ol i'r cyfarfod orffen. Os oes gennych unrhyw gwestiwn am hyn, cysylltwch â cabinet_committee@bridgend.gov.uk neu ffoniwch 01656 643147 / 643148.

Yn ddiffuant
K Watson
Prif Swyddog – Gwasanaethau Cyfreithiol, Adnoddau Dynol a Rheoleiddio

Dosbarthiad:

Cynghowrwyr	Cynghorwyr	Cynghorwyr
HJ David	PJ White	D Patel
CE Smith	HM Williams	RE Young

BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CABINET

21 JULY 2020

REPORT OF THE INTERIM CHIEF OFFICER – FINANCE, PERFORMANCE AND CHANGE

BUDGET MONITORING 2020-21 – QUARTER 1 REVENUE FORECAST

1.0 Purpose of this report

1.1 The purpose of this report is to provide Cabinet with an update on the Council's revenue financial position as at 30th June 2020, and to seek approval for budget virements between £100,000 and £500,000 as required by the Council's Financial Procedure Rules.

2.0 Connections to corporate wellbeing objectives / other corporate priorities

2.1 This report assists in the achievement of the following corporate well-being objectives under the **Well-being of Future Generations (Wales) Act 2015**:-

1. **Supporting a successful economy** – taking steps to make the county borough a great place to do business, for people to live, work, study and visit, and to ensure that our schools are focused on raising the skills, qualifications and ambitions of all people in the county borough.

2. **Helping people and communities to be more healthy and resilient** – taking steps to reduce or prevent people from becoming vulnerable or dependent on the Council and its services. Supporting individuals and communities to build resilience, and enable them to develop solutions to have active, healthy and independent lives.

3. **Smarter use of resources** – ensuring that all resources (financial, physical, ecological, human and technological) are used as effectively and efficiently as possible and support the creation of resources throughout the community that can help deliver the Council's well-being objectives.

2.2 The allocation of budget determines the extent to which the Council's well-being objectives can be delivered.

3.0 Background

3.1 On 26th February 2020, Council approved a net revenue budget of £286.885 million for 2020-21. As part of the Performance Management Framework, budget projections are reviewed regularly and reported to Cabinet on a quarterly basis. The delivery of agreed budget reductions is also kept under review and reported to Cabinet as part of this process.

4.0 Current situation / proposal

4.1 Summary financial position at 30th June 2020

4.1.1 The Council's net revenue budget and projected outturn for 2020-21 is shown in Table 1 below.

Table 1- Comparison of budget against projected outturn at 30th June 2020

Directorate/Budget Area	Original Budget 2020-21 £'000	Revised Budget 2020-21 £'000	Projected Outturn Q1 2020-21 £'000	Projected Over / (Under) Spend 2020-21 £'000	Projected Over / (Under) Spend Qtr 1 2019-20 £'000
Directorate					
Education and Family Support	120,931	120,833	122,825	1,992	548
Social Services and Wellbeing	70,894	70,989	72,171	1,182	274
Communities	27,790	28,161	27,113	(1,048)	559
Chief Executive's	18,228	18,228	18,905	677	(618)
Total Directorate Budgets	**237,843**	**238,211**	**241,014**	**2,803**	**763**
Council Wide Budgets					
Capital Financing	7,329	7,329	7,329	0	0
Levies	7,459	7,460	7,471	11	0
Apprenticeship Levy	650	650	636	(14)	(80)
Council Tax Reduction Scheme	15,254	15,254	15,571	317	(162)
Insurance Premiums	1,438	1,438	1,372	(66)	(257)
Repairs & Maintenance	870	870	870	0	0
Pension Related Costs	430	430	430	0	0
Other Corporate Budgets	15,612	15,243	15,243	0	0
Total Council Wide Budgets	**49,042**	**48,674**	**48,922**	**248**	**(499)**
Total	**286,885**	**286,885**	**289,936**	**3,051**	**264**

4.1.2 The overall projected position at 30th June 2020 is a net over spend of £3.051 million, comprising £2.803 million net over spend on directorates and £248,000 net over spend on corporate budgets. The projected position is based on:-

- Inclusion of reimbursed expenditure to date on COVID-19 spend from Welsh Government (WG).
- Exclusion of COVID-19 spend that is currently on hold with WG at the time of writing this report.
- Exclusion of COVID-19 spend that has not yet been claimed as will be incurred in quarters 2 to 4.
- Exclusion of support from WG for loss of income as the level of support has not been confirmed at the time of writing this report.

A detailed analysis of the more significant projected under and over spends is set out in section 4.3.

COVID-19

4.1.3 The UK was put into lockdown on 23rd March 2020 in an unprecedented step to attempt to limit the spread of coronavirus. The impact of the COVID-19 pandemic will have an inevitable impact on the Council's financial position in a number of ways:

Additional cost pressures	Some will be one-off and some recurrent. The majority of one-off cost pressures will be submitted for funding to the WG Hardship Fund, e.g. PPE, ICT, voids etc. It is not known how much will be funded. Recurrent pressures are not likely be met in the medium term.
Lost income	Again, some will be one-off losses, others will be deferred losses (e.g. potentially planning income), and others could be permanent recurrent losses. WG has announced £78m towards lost income, but it is expected that an emphasis must be on 'change' to secure some of the funding. Main areas affected at this stage are car parking, school meals and planning fees.
2020-21 MTFS savings not met	Total MTFS savings for the year of £2.413m which may not be achieved (e.g. staffing restructures, remodelling of services, income generation) or which may be achieved fortuitously due to circumstances, but will require decisions going forward on whether or not to proceed or revisit.
Unanticipated savings	For areas where service provision has reduced or stopped and subsequent savings have been made e.g home to school transport, premises and fuel.
Council Tax	There is likely to be a shortfall in council tax collection, especially given the delay in starting recovery, and an increase in council tax benefits.

4.1.4 The Council will need to review its priorities and budgets in light of the impact of the pandemic in the County Borough, and re-focus these to enable them to move towards a more stable recovery phase as we move out of lockdown.

4.1.5 The Welsh Government has been proactive in providing financial support in many service areas to try to mitigate some of the effects of the pandemic. Key headlines include:-

	All-Wales	
Business Rates Grants	£1.4bn	£10K for all on SBBR, £25K retail, leisure & hospitality RV £12,001 - £51,000. Also rates holiday for all under RV £500K
Small Charities Business Rates	£26m	Charity run shops, sports premises and community centres
Local Authorities Covid-19 Hardship Fund	£188.5m	Including £40m Adult Social Care, £40m FSM, £10m homelessness, £78m loss of income
Bus Operators	£29m	Equivalent of Bus Services Support Grant, Mandatory Concessionary Fare reimbursement and payments under MyTravelPass scheme
Digitally Excluded School Pupils	£3m	Repurposed school devices for pupils plus 4G MiFi connectivity
Local Authority Cyber Security	£248K	£9K for each LA plus bids into additional £50K
Children's Mental Health	£1.25m	School Counselling Services

Estimated costs of the Council's response to the COVID-19 pandemic

4.1.6 In response to the pandemic, the Council, alongside other organisations, is providing direct support to its community / residents in a number of ways. Welsh Government has provided specific eligibility criteria for each of its funding streams, and all directorates have been made aware of them, and are capturing costs accordingly. Any COVID-19 costs which are not identified and claimed will need to be funded from the normal service budgets. Claims submitted to date to Welsh Government, and the outcome of these claims are shown in Table 2.

Table 2 – COVID-19 expenditure claims for Quarter 1 2020-21

Specific Hardship Fund	April Claim (March costs)	May Claim (April costs)	June Claim (May Costs)	TOTAL	Paid	On hold	Disallowed
	£'000	£'000	£'000	£'000	£'000	£'000	£'000
General	263	406	694	**1,363**	771	0	591
Homelessness	0	232	169	**401**	232	169	0
Free School Meals	0	0	273	**273**	137	137	0
Adult Social Services	9	368	499	**875**	875	0	0
Total	**271**	**1,006**	**1,635**	**2,912**	**2,015**	**306**	**591**

4.1.7 The majority of the disallowed expenditure (£420,381) relates to ICT costs incurred by the Council primarily to establish home working arrangements. The WG hardship panel agreed that these costs may be additional and not within the council's financial plans, however they also felt that having such assets in place provides longer term benefits to local authorities. A contribution of 50% has therefore been agreed across Wales toward these costs. The other significant element of disallowed expenditure (£153,630) related to support provided for the

running costs of our leisure services during lockdown. £305,727 has been placed on hold with more detailed information requested by WG to substantiate the claim. As there is no certainty at the time of writing this report in relation to the outcome of the items placed on hold, the reimbursement of costs has not been assumed in the quarter 1 projections.

4.1.8 The Council has also submitted a claim for loss of income to the Welsh Government for the first quarter of 2020-21. Welsh Government has committed funding of £78 million to mitigate against loss of income, but no agreement has been reached at this time on how this will be distributed, or which areas will be prioritised. Bridgend's estimate for the first quarter is shown in Table 3 - £2.518 million. At the time of writing this report, feedback has not been received on Bridgend's claim, therefore the projections have excluded any support for loss of income, although reference is made to value of claims where it significantly affects individual budget headings.

Table 3 – COVID-19 loss of income for Quarter 1 2020-21

Service Category	£'000	Main service area
Education & Family Support	1,378	£910K – school meal income, £302K – recoupment income
Social Services & Wellbeing	306	£154K – contribution to Council's leisure service provider, Residential (£107K) and non-residential (£45K) client contribution income
Communities	634	£217K – corporate landlord, £51K – garden and trade waste, £230K – car park income, £53K – civil enforcement income
Chief Executive's	200	£153K – legal, democratic and regulatory, £47K deposit, hire and rental income
TOTAL	**2,518**	

4.1.9 In addition to lost income from service provision, the Council is also likely to see a reduction in council tax income over the 2020-21 financial year as more people have suffered financial hardship through the pandemic. A number of measures were put in place to support those facing difficulty in paying their council tax, but it is estimated that there is still likely to be a lower collection rate than normal. A 1% reduction in the council tax income collection rate could result in an additional pressure to the Council of around £1 million. Given the range of measures put in place to support council tax payers, it is too early to provide a realistic indication of projected council tax for this financial year, but it will be monitored continuously throughout the year and reported accordingly.

4.1.10 Alongside this, the impact of a significant increase in claims for universal credit is manifesting itself in an increase in eligibility for council tax reduction support, and the additional cost of this could be between £500,000 to £1 million over the 2020-21 financial year. No additional funding has yet been identified by Welsh Government for either reduced council tax income or increased council tax support.

Budget virements/technical adjustments

4.1.11 There have been a number of budget virements and technical adjustments between budgets since the MTFS was approved by Council in February 2020. The budget position is reported on the assumption that these virements will be approved. The main virements and technical adjustments are outlined below:

Budget Virements

Service vired from / to	Amount
Increase in Coroner's contribution as a result of increased Pathologist fees, Forensic/Toxicology fees, undertaker fees, salaries and rent.	£17,658
One-off contribution from Corporate Contingency to fund the shortfall on the MREC savings within the waste collection budget (see paragraph 4.1.16).	£300,000

Technical Adjustments

Service vired from / to	Amount
Transfer of funding out of the Fire Service budget due to late notification of the budget requirement for 2020-21. This funding has been returned to corporate budgets.	-£16,674
Transfer of funding from corporate landlord to Social Services & Wellbeing directorate – service charge from external provider now covers building running costs.	£26,730
Transfer of staff from Employability & Enterprise (Education and Family Support) to the Communities Directorate due to restructure of service and change of line management.	£97,900

Pay/Price Inflation

4.1.12 When the budget for 2020-21 was set, directorates were provided with funding for known pay and price inflation. The remaining provision was retained centrally within Council wide budgets, to be allocated as further information was known about specific contractual price increases e.g. for energy. We are currently in the process of gathering information about increased energy prices for 2020-21, and will amend budgets accordingly during the year.

4.1.13 Inflationary pressures include those arising from specific contractual commitments and significant increases in staffing costs arising not only from the above inflation increases in the national living wage, and the recent implementation of the real living wage by the Council, but also the ongoing discussions regarding the pay claim for National Joint Council (NJC) workers. There is a risk that there may not be sufficient funding available within these budgets for any unexpected major price inflation increases. Inflation rates have also fluctuated since the budget was set (CPI was 1.7% in February 2020 and had reduced to 0.7% by May 2020). With the uncertainty around Brexit and COVID-19, and the possible economic fallout arising from these, the budget will need to be monitored closely during the remainder of the year.

Budget Reduction Proposals

4.1.14 The net budget for the financial year has been set assuming full implementation of the current year budget reduction requirements across the Council's budget, which amount to £2.413 million. Where proposals to meet this requirement have been delayed or are not achievable directorates have been tasked with identifying alternative proposals to meet their requirements such as vacancy management, or bringing forward alternative budget reduction proposals.

4.1.15 In February 2020 Council approved the Medium Term Financial Strategy for 2020-21 to 2023-24. This identified the need to develop recurrent budget reduction proposals, based on the most likely scenario, amounting to £29.293 million over the next four years. Against that background it is essential that expenditure is kept within the overall approved budget and that longer term proposals continue to be developed so that the Council has as much flexibility as possible to meet the challenges which lie ahead.

4.1.16 In the Revenue Budget Outturn report 2019-20, reported to Cabinet on 30th June 2020, an ongoing shortfall against the MREC saving was noted with consideration to be given at quarter 1 2020-21 for the funding of this shortfall through a permanent budget pressure. For 2020-21 the shortfall will be funded from the Council's contingency budget, and for future years the Communities Directorate will be required to submit a budget pressure request as part of the 2021-22 MTFS process.

4.1.17 At year end consideration will be given to requests from directors to carry forward any planned directorate under spends for specific purposes into the following year, in line with the Council's Reserves and Balances Protocol, as long as these can be met from within the Council's cash limited budget for 2020-21. This is in line with the reports to Cabinet and Council on the MTFS, and the Council's Financial Procedure Rules. Similarly, consideration will be given to any budget over spends to determine whether these should be carried forward as a first call on the directorate budget for the following year. Finally, outstanding prudential borrowing will be repaid, where possible, to reduce future capital financing charges. However, a decision will not be made until towards the end of the financial year when the overall outturn position is more definite.

4.2 Monitoring of Budget Reduction Proposals

Prior Year Budget Reductions

4.2.1 A report was presented to Cabinet on 30th June 2020 on Revenue Budget Outturn 2019-20. In the report it was highlighted that, for 2017-18 to 2018-19, there were £2.342 million of budget reduction proposals that were not met in full, with a total outstanding balance to be met of £459,000. In addition, of the 2019-20 budget reduction proposals of £7.621 million, it was reported that there was a total outstanding balance to be met of £806,000. Directors have been asked to identify if any of these proposals are still not likely to be achieved in full during the 2020-21 financial year, and to identify mitigating actions that will be undertaken to achieve them. A summary of the latest position is attached as Appendix 1 with a summary per directorate provided in Table 4.

Table 4 – Outstanding Prior Year Budget Reductions

	Total Budget Reductions Required	Total Budget Reductions Likely to be Achieved	Shortfall
DIRECTORATE /BUDGET REDUCTION AREA	**£'000**	**£'000**	**£'000**
Education and Family Support	269	0	269
Social Services and Wellbeing	452	452	0
Communities	1,750	1,310	440
Chief Executive's	30	30	0
TOTAL	**2,501**	**1,792**	**709**

4.2.2 Table 2 shows that of the £2.501 million outstanding reductions, £1.792 million is likely to be achieved in 2020-21 leaving a shortfall of £709,000. Proposals still not likely to be achieved include:

- Learner Transport Policy and Transport Route efficiencies (£194,000) and Review of Special Schools Home to School Transport (£75,000). A public consultation and external review of BCBC's transport arrangements has been undertaken and the results are due to be reported to Cabinet on the 21st July 2020.
- Permitting Scheme for Road Works (£100,000) due to delays in approval process with Welsh Government.
- Reductions to the budget for the MREC (£1.3 million). As noted in paragraph 4.1.16, the shortfall will be funded from the Council's contingency budget in 2020-21, and for future years the Communities Directorate will be required to submit a budget pressure request as part of the 2021-22 MTFS process

4.2.3 As outlined in the MTFS reports to Cabinet and Council, MTFS Principle 7 states that *"Savings proposals are fully developed and include realistic delivery timescales prior to inclusion in the annual budget. An MTFS Budget Reduction Contingency Reserve will be maintained to mitigate against unforeseen delays".* An MTFS Budget Reduction Contingency reserve was established in 2016-17. This reserve has been used to meet specific budget reduction proposals in previous years on a one-off basis pending alternative measures. During the financial year, the Section 151 Officer will consider applications from Directorates to the MTFS Budget Reduction Contingency reserve to mitigate some of the shortfalls.

Budget Reductions 2020-21

4.2.4 The budget approved for 2020-21 included budget reduction proposals totalling £2.413 million, which is broken down in Appendix 2 and summarised in Table 5 below. The current position is a projected shortfall on the savings target of £510,000, or 21% of the overall reduction target.

Table 5 – Monitoring of Budget Reductions 2020-21

	Total Budget Reductions Required	Total Budget Reductions Likely to be Achieved	Shortfall
DIRECTORATE /BUDGET REDUCTION AREA	**£'000**	**£'000**	**£'000**
Education and Family Support	239	139	100
Schools	0	0	0
Social Services and Wellbeing	820	537	283
Communities	646	578	68
Chief Executive's	508	508	0
Council Wide Budgets	200	200	0
TOTAL	**2,413**	**1,962**	**451**

4.2.5 The most significant budget reduction proposals unlikely to be achieved in full include:

- EFS1 - Phased Implementation of Learner Transport Policy (£75,000)
- SSW20 – Further savings from leisure centres and swimming pools (£70,000)
- SSW27 – Increase income generation from mobile response and telecare charging (£75,000)
- SSW29 – Further review of staffing structures across Adults' and Children's Services (£175,000)

4.2.6 Appendix 2 identifies the projected amount of saving against these proposals in detail and action to be taken by the directorate to mitigate the shortfall. Directors continue to work with their staff to deliver their proposals or alternatives and this is reflected in the forecast outturn for the year. During the financial year the Section 151 Officer will also consider applications from directorates to the MTFS Budget Reduction Contingency reserve to mitigate some of the shortfalls.

4.2.7 In the longer term, these proposals must be realised or must be met through alternative budget reduction proposals in order to deliver a balanced budget position. These will continue to be closely monitored and draw down from the MTFS Budget Reduction Contingency reserve will be made as part of the overall review of earmarked reserves during quarter 2.

4.3 Commentary on the financial position at 30th June 2020

Financial position at 30th June 2020

A summary of the financial position for each main service area is attached as Appendix 3 to this report and comments on the most significant variances are provided below. The main impact of COVID-19, if funding is not forthcoming for additional expenditure (paragraph 4.1.6) and loss of income (paragraph 4.1.8), is summarised in Table 6 below:-

Table 6 – Net impact of COVID-19 on the financial position at 30th June 2020

Directorate	Covid Related Over spends £'000	Covid Related Under spends £'000	Net Over spend £'000	Comments
Education and Family Support	1,349	-337	1,012	Net loss on the provision of school meals and shortfall in special school recoupment income, offset by reduced payments to bus contractors.
Social Services and Wellbeing	1,221	0	1,221	Contribution towards Council's leisure provider for gross net loss of running the leisure services along with reduction in personal contributions
Communities	597	-121	476	Reduced income from car parks and civil parking enforcement, and costs of providing rent free holidays, offset by net reduction in seasonal staff costs for parks and playing fields.
Chief Executive's	1,133	0	1,133	Additional costs of facilities for homeless plus lower income from registrars, licensing and public health.
Total	**4,300**	**-458**	**3,842**	

4.3.5 **Education and Family Support Directorate**

The net budget for the Directorate for 2020-21 is £120.833 million. Current projections indicate an over spend of £1.992 million at year end. Expenditure and loss of income claims included in this projection amount to £1.515 million - if these were to be successful, the projection would improve to an over spend of £477,000. The main variances are:

EDUCATION & FAMILY SUPPORT DIRECTORATE	Net Budget £'000	Projected Outturn £'000	Projected Variance Over/ (under) budget £'000	% Variance	Over/ (under) specifically COVID-19 related £'000
Inclusion	2,314	3,010	696	30.1%	302
Home to School Transport	5,509	5,904	395	7.2%	(337)
Catering Services	896	2173	1,277	142.5%	1,047
Integrated Working	1,472	1,400	(72)	-4.9%	-
Youth Justice	444	281	(163)	-36.7%	-

Schools' Delegated Budgets

Total funding delegated to schools in 2020-21 is £99.552 million.

The schools' delegated budget is reported as balanced as any under or over spend is automatically carried forward into the new financial year before being considered by the Corporate Director - Education and Family Support in line with the 'Guidance and Procedures on Managing Surplus School Balances'.

Total school balances decreased by £506,000 during 2019-20, down to £108,000 at year end. However, without last minute additional funding from Welsh Government and the Central South Consortium, the overall schools balance would have been a negative figure, a deficit of £254,000. At the start of 2020-21, projections indicated an overall deficit balance for school delegated budgets of £1.146 million at year end. There are 26 primary schools, 3 secondary schools and 1 special school (51% of all schools) projecting a deficit balance at year end.

Central Education and Family Support Budgets

Inclusion

- There is a projected over spend of £696,000 for Inclusion which primarily relates to the shortfall in recoupment income for other LA placements at Heronsbridge School and Ysgol Bryn Castell. £302,000 has been included in our claim to WG for 'loss of income' for the first quarter of 2020-21 with the balance as a result of a reduction in the number of other LA pupils in Bridgend schools from 23 in the summer term 2019 compared to 20 currently.

Home to School Transport

- As reported to Cabinet on the 30th June, there was an over spend of £774,000 on Home to School Transport in 2019-20. Whilst the schools were closed for the majority of the first quarter of 2020-21 due to COVID-19, the Minister for Economy, Transport and North Wales recommended that local authorities continue to pay a minimum of 75% of the contract value for school and other contracted local passenger services in order for them to remain viable while longer-term measures were developed. It is estimated that £337,000 was saved during this period. However, at quarter 1 the projections indicate a projected over spend position of £395,000 illustrating the significant ongoing pressure on the home to school transport budget.
- A report is also being considered by Cabinet on the 21st July on Learner Travel which will present the outcome of a 12 week public consultation that took place from September 2019 on a number of policy proposals to effect additional savings.

Catering Services

- The projected over spend of £1.277 million has primarily arisen as a result of the COVID-19 pandemic. The first quarter of 2020-21 has seen catering services arranging the provision of sandwiches, food parcels and catering at the HUB schools. The main shortfall in the catering budget is the reduction in forecast levels of school meal income as the schools have been closed for the majority of the first quarter of 2020-21 - £910,000 has been included in our claim to WG for 'loss of income' for the first quarter of 2020-21. In addition, as noted in Table 4, £136,515 of the net costs incurred in the provision of free

school meals is currently on hold by WG until further supporting evidence is received, and therefore not included in our projections.
- The projections have assumed that normal service will return to schools in September.

Integrated Working
- The projected under spend of £72,000 relates to current staff vacancies within the service. The vacant posts are expected to be filled during the year.

Youth Service
- There is a projected under spend of £163,000 within Youth Services. This is primarily due to current staff vacancies within the service. The service are actively recruiting to fill posts but there have been delays due to COVID-19. Grant income has also been maximised where possible.

4.3.6 **Social Services and Wellbeing Directorate**

The Directorate's net budget for 2020-21 is £70.989 million. Current projections indicate an over spend of £1.182 million at year end. Loss of income claims included in this projection amount to £306,000 – if these were to be successful, the projection would improve to an over spend of £876,000. The main variances are:

SOCIAL SERVICES AND WELLBEING DIRECTORATE	Net Budget £'000	Projected Outturn £'000	Projected Variance Over/(under) budget £'000	% Variance	Over/ (under) specifically COVID-19 related £'000
Adult Social Care	46,936	47,416	480	1.0%	152
Prevention and Wellbeing	5,105	6,087	982	19.2%	917
Childrens Social Care	18,948	18,668	(280)	-1.5%	

Adult Social Care
- There is a projected over spend of £480,000 on the Adult Social Care budget. This is primarily because in the residential care budget (£541,000) due to increased placement costs and reduction in personal contributions. £152,000 has been included in the claim to WG for 'loss of income' for the first quarter of 2020-21.

Prevention and Wellbeing
- The projected overspend is primarily due to the £917,000 projected contribution to the Council's leisure provider for the gross net loss of running the leisure services in 2020-21 due to COVID-19. Unless further funding is received from WG towards this contribution, Council will need to consider re-purposing some of the public realm fund (see section 4.3.7). An update will be provided in the quarter 2 revenue forecast report to Cabinet.

Childrens Social Care
- There is a projected under spend of £280,000 on Children's Social Care. This primarily relates to an under spend on the Looked After Children Budget (LAC) of £269,000.
- There are currently 8 children in out of authority placements and out of these, 3 placements are due to cease in 2020.

- It should be noted that this budget area can be volatile and small changes in demand can result in relatively high costs being incurred. For example one case in 2019-20 cost £318,000. The budget is being closely monitored to ensure that the current projected under spend is effectively managed.

4.3.7 **Communities Directorate**

The net budget for the Directorate for 2020-21 is £28.161 million. The current projection is an anticipated under spend of £1.048 million. Loss of income claims included in this projection amount to £634,000 - if these were to be successful, the projection would improve to an under spend of £1.682 million. The main variances are:

COMMUNITIES DIRECTORATE	Net Budget £'000	Projected Outturn £'000	Projected Variance Over/(under) budget £'000	% Variance	Over/ (under) specifically COVID-19 related £'000
Parks & Open Spaces	2,182	2,061	(121)	-5.5%	(121)
Public Realm Infrastructure	1,771	55	(1,716)	-96.9%	-
Parking Services	-297	58	355	-119.5%	377
Corporate Landlord	2,708	3,043	335	12.4%	220

Parks and Open Spaces

- There is a projected under spend of £121,000 for the parks and open spaces budget. This is a combination of reduced income from pitch and pavilion hire offset by a reduction in the use of seasonal staff, both circumstances attributable to the pandemic. £36,000 has been included in our claim to WG for 'loss of income' for the first quarter of 2020-21.

Public Realm Infrastructure

- Council approved a £2 million public realm budget pressure for 2020-21 as part of the MTFS budget setting process in February 2020. There is a projected underspend of £1.716 million and whilst there are potential areas of spend identified against this budget, the impact of COVID-19 and the results of income and expenditure claims to WG will need to be considered, before any of these projects are committed. As noted in section 4.3.6 unless further funding is received from WG towards the contribution towards the net loss of running the leisure services due to COVID-19, Council will need to consider re-purposing some of the public realm fund. An update will be provided in the quarter 2 revenue forecast report to Cabinet.

Parking Services

- There is a projected over spend on the parking services budget of £355,000. This is primarily due to reduced levels of income received in car parks as town centre car parks are free to the end of July to support the shops and businesses in re-opening. There are also reduced levels of civil enforcement income. £283,000 has been included in our claim to WG for 'loss of income' for the first quarter of 2020-21 for these two areas.

Corporate Landlord

- There is a projected over spend on the corporate landlord budget of £335,000. This is primarily due to lower levels of rental income than forecast from properties due to the agreed 4 month rent holiday. £160,000 has been included in our claim to WG for 'loss of income' for the first quarter of 2020-21.

4.3.8 **Chief Executive's**

The net budget for the Directorate for 2020-21 is £18.228 million. Current projections anticipate an over spend against this budget of £677,000. Expenditure and loss of income claims included in this projection amount to £1.320 million - if these were to be successful, the projection would improve to an under spend of £643,000. The main variances are:

CHIEF EXECUTIVE'S	Net Budget	Projected Outturn	Projected Variance Over/ (under) budget	% Variance	Over/ (under) specifically COVID -19 related
	£'000	£'000	£'000		£'000
Housing & Homelessness	1,127	2,040	913	81.0%	980
HR and Organisational Development	1,790	1,500	(290)	-16.2%	-
Legal, Democratic & Regulatory	4,867	4,998	131	2.7%	153
Communication & Engagement	1,585	1,485	(100)	-6.3%	-

Housing & Homelessness

- The projected over spend of £913,000 on Housing & Homelessness is primarily due to the additional costs due to COVID-19 – e.g. provision of facilities to isolate homeless individuals (B&B, hotels etc) and provision of essential supplies. As shown in Table 4, £401,091 has been claimed for COVID-19 homelessness costs incurred to May 2020, of which £231,879 has been paid by WG. The current projection does not include the amount currently on hold, or the value of future claims to WG to cover COVID-19 costs for the remainder of 2020-21. The final claim is estimated to be £980,000 and if the claims are successful, the projections would improve by this amount.

HR and Organisational Development

- There is a projected under spend of £290,000. This primarily relates to the fact that whilst Council approved a £200,000 Council Wide Apprenticeship Programme budget pressure for 2020-21 as part of the MTFS in February 2020, the pandemic has impacted on the ability to appoint to the apprenticeship posts. There have been other staffing vacancies and HR are actively recruiting to fill, or have already filled them.

Legal, Democratic & Regulatory

- There is a projected over spend of £131,000. This is primarily due to lower than forecast levels of income received for registrars, land charges, licencing fees and public health fees. £153,000 has been included in our claim to WG for 'loss of income' for the first quarter of 2020-21.

Communication & Engagement

- The projected under spend of £100,000 is primarily due to staff vacancies. Various recruitment activities have been actioned in order to fill vacant posts but appointments have been affected by COVID-19.

4.3.9 **Council Wide budgets**

This section includes budgets, provisions and services which are council wide, and not managed by an individual directorate. The budget for 2020-21 is £48.674 million. The projected outturn is £48.922 million, resulting in a projected over spend of £248,000. The main variance is detailed below:

COUNCIL WIDE BUDGETS	Net Budget £'000	Projected Outturn £'000	Projected Variance Over/(under) budget £'000	% Variance	Over/ (under) specifically COVID -19 related £'000
Council Tax Reduction Scheme	15,254	15,571	317	2.04%	-

Council Tax Reduction Scheme

- There is a projected over spend of £317,000 on the Council Tax Reduction Scheme based on spend to date and comparison against 2019-20 outturn. This is a demand led budget and take-up is difficult to predict. As noted in paragraph 4.1.10, the Covid pandemic has resulted in a significant increase in claims for universal credit, with a subsequent increase in eligibility for the council tax reduction scheme. The final additional cost of this could be even greater – estimated between £500,000 to £1 million over the 2020-21 financial year. No additional funding has been identified for increased council tax support hence the projected overspend as at quarter 1. This budget will require close monitoring during 2020-21.

As referred to in paragraph 4.1.13, the recent implementation of the real living wage, the ongoing discussions regarding the pay claim for local government workers, risk of unexpected major price inflation increases along with the uncertainty of Brexit and Covid-19 at this point in the financial year, it is prudent to assume that all other Council wide budgets will be fully spent by the year end.

5.0 Effect upon policy framework & procedure rules

5.1 As required by section 3 (budgetary control) of the Financial Procedure Rules; Chief Officers in consultation with the appropriate Cabinet Member are expected to manage their services within the approved cash limited budget and to provide the Chief Finance Officer with such information as is required to facilitate and monitor budgetary control.

6.0 Equalities Impact Assessment

6.1 There are no equality implications arising from this report.

7.0 Well-being of Future Generations (Wales) Act 2015 Implications

7.1 The well-being goals identified in the Act were considered in the preparation of this report. As the report is for information it is considered that there will be no significant or unacceptable impacts upon the achievement of wellbeing goals/objectives as a result of this report.

8.0 Financial implications

8.1 These are reflected in the body of the report.

9.0 Recommendation

9.1 Cabinet is requested to:

- note the projected revenue position for 2020-21
- recommend that Council approve the virements between £100,000 and £500,000 as outlined in paragraph 4.1.11.

Gill Lewis
Interim Chief Officer – Finance, Performance and Change
July 2020

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Background documents: Individual Directorate Monitoring Reports
MTFS Report to Council – 26 February 2020

PRIOR YEAR BUDGET REDUCTIONS CARRIED FORWARD INTO 2020-21

Ref.	Budget Reduction Proposal		Original Reduction and RAG £000	Revised RAG £000	Total amount of saving likely to be achieved by 20-21 £000	Reason why not achievable	Proposed Action in 2020-21 to achieve

RAG STATUS KEY	
RED	Not likely to be achieved **at all** in this financial year or less than 25%.
AMBER	Reduction not likely to be achieved in full in financial year but greater than 25%
GREEN	Reduction likely to be achieved in full

EDUCATION & FAMILY SUPPORT

EFS1 (2017-18)	Phased implementation of Learner Transport Policy regarding statutory distances for free travel.		20		0	Although assessments of safe routes have concluded, their implementation is to be considered by Cabinet in line with the proposed policy changes as a result of the recent public consultation on the Learner Travel Policy.	Cabinet approved a report on the 23rd July 2019 to commence a 12 week public consultation on a number of policy proposals to effect additional savings. Following the public consultation held between October 2019 and January 2020 a report to Cabinet will be considered on the 21st July.
EFS2 (2017-18)	School transport route efficiencies.		40		0	The outcome of the Independent Review of Transport is due to be considered by Cabinet in line with the proposed policy changes as a result of the recent public consultation on the Learner Travel Policy.	An external review of BCBC's transport arrangements has been completed. Consideration of the findings of this review by Cabinet will be included in the outcome of the Learner Travel public consultation.
EFS1 (2018-19)	Phased implementation of Learner Transport Policy regarding statutory distances for free travel.		67		0	Although assessments of safe routes have concluded, their implementation is to be considered by Cabinet in line with the proposed policy changes as a result of the recent public consultation on the Learner Travel Policy.	Cabinet approved a report on the 23rd July 2019 to commence a 12 week public consultation on a number of policy proposals to effect additional savings. Following the public consultation held between October 2019 and January 2020 a report to Cabinet will be considered on the 21st July.
EFS27 (2018-19)	Review arrangements for Special Schools Home to School Transport with a view to achieving efficiency savings		75		0	Saving proposal is dependent on the outcome of the recent public consultation on the Learner Travel Policy due to be considered by Cabinet.	Cabinet approved a report on the 23rd July 2019 to commence a 12 week public consultation on a number of policy proposals to effect additional savings. Following the public consultation held between October 2019 and January 2020 a report to Cabinet will be considered on the 21st July.
EFS 1 (2019-20)	Phased implementation of Learner Transport Policy regarding statutory distances for free travel.		67		0	Although assessments of safe routes have concluded, their implementation is to be considered by Cabinet in line with the proposed policy changes as a result of the recent public consultation on the Learner Travel Policy.	Cabinet approved a report on the 23rd July 2019 to commence a 12 week public consultation on a number of policy proposals to effect additional savings. Following the public consultation held between October 2019 and January 2020 a report to Cabinet will be considered on the 21st July.
	Total Education & Family Support Directorate		**269**		**0**		

SOCIAL SERVICES & WELLBEING

SSW010 (2018-19)	Increase in-house fostering provision		392		392	Savings were staggered over 3 year period. No reason why this saving should not be achieved in full in 2020-21.	Close monitoring of this budget will be required in 2020-21 - it is anticipated that the saving will be achieved in full.
SSW22 (2019-20)	Identify further savings from library and cultural facilities and related services including reviewing the numbers of facilities (libraries, community centres) and also reductions in services or opening hours.		60		60	No reason why this saving should not be achieved in full in 2020-21.	No action required. Full saving should be achieved in 2020-21.
	Total Social Services & Wellbeing Directorate		**452**		**452**		

Ref.	Budget Reduction Proposal		Original Reduction and RAG £000	Revised RAG £000	Total amount of saving likely to be achieved by 20-21 £000	Reason why not achievable	Proposed Action in 2020-21 to achieve
COMMUNITIES							
COM19 (2017-18)	Permitting Scheme road works net of existing income of £95,000		100		0	Timeline not in the direct control of BCBC officers as the business case is going through multiple steps in an approval process with WG. However ultimately a positive response is expected, and this is being lead by the group manager to ensure it is followed through.	Ongoing communication with WG to progress the business case. However, the responsible highways network budget area is committed to stay within budget irrespective of the delivery of the scheme.
COM 4 (2019-20)	Review of School Crossing Patrol service in line with GB standards		10		0	The level of service need is currently in excess of the available budget, hence saving is not likely to be fully achieved in 2020-21.	The provision of the service and the MTFS is predicated on sites meeting certain guidance. Thus assessments of sites will continue and if sites do not meet the criteria they could be considered for dis-establishment.
COM 20 (2019-20)	Highways Dept Management Structural Savings Target		100		100	No reason why this saving should not be achieved in full in 2020-21.	No action required. Full saving should be achieved in 2020-21.
COM 26 (2019-20)	Investigate the introduction of charging to users of the Shopmobility facility in Bridgend Town Centre to reduce/remove the current level of subsidy		5		0	Cabinet considered a report in January 2020 and approved the introduction of new hire fees and alteration to opening times to enable this saving to be achieved. However, whilst the new charges have been implemented in 2020-21, the lockdown of the town centre due to COVID-19 has impacted on the ability to fully achieve the savings proposal.	No further action required as shortfall is COVID-19 related. Close monitoring of the income levels will be required for the remainder of 2020-21.
COM 44 (2019-20)	Bridgend Bus Station - alternative measures to explore full cost recovery and external support will be pursued but, failing this, the likely required step to deliver this saving is closure.		45		45	Budget re-alignment from Public Realm budget actioned in 2020-21.	No action required. Budget re-alignment actioned in 2020-21.
COM 46 (2019-20)	Removal of budget for Subsidised Bus Routes		148		148	No reason why this saving should not be achieved in full in 2020-21.	No action required. Full saving should be achieved in 2020-21.
COM 52 (2019-20)	Reductions to the budget for the Materials Recovery and Energy Centre (MREC) to be achieved through the current procurement being undertaken with Neath Port Talbot CBC for the provision of new operator arrangements for the MREC facility at Crumlyn Burrows		1,300		1,000	Shortfall in savings identified of £300,000 - funded from corporate contingency in 2020-21 with a Budget Pressure to be submitted as part of the 2021-22 MTFS process.	Budget Pressure to be submitted as part of the 2021-22 MTFS process
COM 55 (2019-20)	Increase charge for Green Waste Service from £28.30 per household to £38.30		25		0	Whilst the new charges have been implemented, closure of the green waste processing facility and hence cessation of the green waste service for the first part of 2020-21 due to COVID-19 has impacted on the ability to fully achieve the savings proposal	No further action required as shortfall is COVID-19 related. Close monitoring of the income levels will be required for the remainder of 20-21.
COM 59 (2019-20)	Reduction to the opening hours of the Community Recycling Centres by 1 hour, per day.		17		17	No reason why this saving should not be achieved in full in 2020-21.	No action required. Full saving should be achieved in 2020-21.
	Total Communities Directorate		**1,750**		**1,310**		
CHIEF EXECUTIVE'S							
CEX10 (2019-20)	Review CCTV function with aim to create efficiencies		30		30	No reason why this saving should not be achieved in full in 2020-21.	No action required. Full saving should be achieved in 2020-21.
	Total Chief Executive's Directorate		**30**		**30**		
	GRAND TOTAL OUTSTANDING REDUCTIONS		**2,501**		**1,792**		
	REDUCTIONS SHORTFALL				**709**		

MONITORING OF 2019-20 BUDGET REDUCTIONS

APPENDIX 2

Ref.	Budget Reduction Proposal	Impact, including on 5 Ways of Working as set out in the Wellbeing of Future Generations Act	Proposed 2020-21 £'000	Value Likely to be Achieved 2020-21 £'000	Reason why not likely to be achievable
EDUCATION & FAMILY SUPPORT					
CENTRAL EDUCATION & FAMILY SUPPORT					
EFS1	Phased implementation of Learner Transport Policy regarding statutory distances for free travel	• Savings should occur naturally as a result of the policy application year on year, however dispersed learners and contractual pressure from operators as routes become more untenable may mean it becomes increasingly difficult to find the identified savings. • Risk of price increases from Contractors.	75	0	Cabinet approved a report on the 23rd July 2019 to commence a 12 week public consultation in September 2019 on a number of policy proposals to effect additional savings. This will be reported back to Cabinet on the 21st July 2020.
EFS44	Review of Childcare Team	Review existing staffing structure within the Childcare Team with a view to moving core funded staff to grant, where this option is eligible under grant conditions. In addition a review of the service demand placed on the Development Officers in supporting the private nursery settings throughout the county borough, ensuring a streamlined service that meets minimum statutory requirements. There are however, significant risks in making further reductions in this budget line (RSG) given Welsh Government's policy linked with both the national statutory Childcare Offer and Child Sufficiency requirements. In addition, this budget line has been reduced in previous years and existing demand (to fund placements) is exceeding budget.	10	10	Full saving should be achieved in 2020-21.
EFS48	Efficiency saving targeting supplies and services budgets across the Education and Family Support Directorate	Limited impact as review has identified small historic underspends against this budget category.	87	87	Full saving should be achieved in 2020-21.
EFS54	Further reduction to contribution to the Central South Consortium (CSC)	This would need to be agreed with other partners within the Consortium.	17	17	Full saving should be achieved in 2020-21.
EFS57	Further review of staffing structures across the Education and Family Support Directorate	Potential delays in service delivery.	50	25	Delays to implementation of restructure due to COVID-19.
	Total Education and Family Support		**239**	**139**	

SOCIAL SERVICES & WELLBEING

MONITORING OF 2019-20 BUDGET REDUCTIONS

APPENDIX 2

Ref.	Budget Reduction Proposal	Impact, including on 5 Ways of Working as set out in the Wellbeing of Future Generations Act	Proposed 2020-21 £'000	Value Likely to be Achieved 2020-21 £'000	Reason why not likely to be achievable
SSW19	Further review of HALO partnership contract, including the Council taking over the management and payment of utility bills currently incurred by HALO. This will result in VAT efficiencies for HALO and contribute towards the reduction in the management fee	Previous negotiations have proved successful. No adverse impact identified.	40	0	Ongoing detailed discussions and seeking advice from VAT consultants. Underspends held across the service area to mitigate the shortfall in the short term.
SSW20	Identify further savings from leisure centres and swimming pools including reviewing the number of facilities and also reductions in services or opening hours.	Reduced availability of services and accessibility to the public. Negative impact on healthier wales wellbeing goals.	70	0	COVID-19 has impacted on the delivery of this saving in 2020-21. Underspends being held across the service area to mitigate the shortfall in the short term.
SSW22	Identify further savings from library and cultural facilities and related services including reviewing the numbers of facilities (libraries, community centres) and also reductions in services or opening hours.	Reduced availability of services and accessibility to the public. Negative impact on healthier wales wellbeing goals.	20	20	Full saving should be achieved in 2020-21.
SSW26	Remodelling day service provision for older people and learning disability services	Full review of services which could mean alternative methods of service delivery	90	90	Full saving should be achieved in 2020-21.
SSW27	Increase income generation from mobile response and telecare charging	Limited impact on current services but would require commercial expertise to assist with the proposal	75	0	Commercial expertise involvement required to progress this proposal. Savings likely to be achieved will not be known until review has been completed.
SSW28	Increase non-residential charging limits from £90 to £100 per week. This is totally reliant on Welsh Government changing the limits within their non-residential charging policy in 2020/21	Limited impact on services	200	200	Full saving should be achieved in 2020-21 as charging policy has been amended by Welsh Government.

MONITORING OF 2019-20 BUDGET REDUCTIONS

APPENDIX 2

Ref.	Budget Reduction Proposal	Impact, including on 5 Ways of Working as set out in the Wellbeing of Future Generations Act	Proposed 2020-21 £'000	Value Likely to be Achieved 2020-21 £'000	Reason why not likely to be achievable
SSW29	Further review of staffing structures across Adults and Children Services including:- • The management structures in the direct provider services as well as reviewing the demands on the service and the direct care hours needed to meet those demands. • The overall management structure across Adults, Children and Wellbeing services • The service will be reviewing its overall professional staff to ensure the levels of the staff meet current demands whilst being aware that the service need to ensure that the caseloads of qualified staff are in line with acceptable standard because if they are not it would impact on practice and performance and increase risk in the service as well as impacting on recruitment and retention and the Authority's ability to attractive suitably experienced and qualified staff .	This will mean reducing staff numbers, which will incur redundancy costs. There will also be reduced capacity within teams across the directorate	175	77	Shortfall due to timing of implementation of restructures. Close scrutiny of staff vacancy management will support the current shortfall.
SSW30	Further review of care packages linked to the assessment framework to include consideration of transport	It is envisaged that the number of care hours will reduce for service users across the directorate	150	150	Full saving should be achieved in 2020-21.
	Total Social Services & Wellbeing Directorate		**820**	**537**	

COMMUNITIES

COM26	Investigate the introduction of charging to users of the Shopmobility facility in Bridgend Town Centre to reduce/remove the current level of subsidy otherwise closure of the facility will be necessary	The popularity of the service is generally declining with a significantly reduced number of users. Changes in technology have meant that lightweight, affordable scooters have now greatly increased in private ownership, compared to when the facility was introduced. The provision is non statutory and not one provided in other town centres in the County Borough or in many town centres of neighbouring authorities. On this basis in order to make the service viable it is proposed to introduce charging but if this does not present a realistic option to make the full required saving closure of the facility would be necessary. There is a risk that some members of the community with mobility issues may struggle to pay the necessary charges and therefore maybe unable to gain access to the town centre. It is proposed to engage with users of the facility to inform the way forward.	18	0	Cabinet considered a report in January 2020 and approved the introduction of new hire fees and alteration to opening times to enable this saving to be achieved. However, whilst the new charges have been implemented in 2020-21, the lockdown of the town centre due to COVID-19 has impacted on the ability to fully achieve the savings proposal.

MONITORING OF 2019-20 BUDGET REDUCTIONS

APPENDIX 2

Ref.	Budget Reduction Proposal	Impact, including on 5 Ways of Working as set out in the Wellbeing of Future Generations Act	Proposed 2020-21 £'000	Value Likely to be Achieved 2020-21 £'000	Reason why not likely to be achievable
COM42	Review of parks and playing fields service split over two financial years - 19/20 and 20/21:- 15% reduction to seasonal operatives budget (£75K). Corresponding reduction to large and small plant (£29k). Removal of bowls club grant (£34K).	The cut identified for both 2019-20 and 2020-21 will mean that there are reduced levels of maintenance and slower reaction times which will mean a degradation over time which will result in higher future capital costs i.e. maintenance of remaining pavilions.	69	69	Full saving should be achieved in 2020-21.
COM43	End of management of Kenfig National Nature Reserve	The agreement between BCBC and Kenfig Corporation Trust (KCT) ends in December 2019. It is currently proposed that BCBC does not enter into any new agreement. KCT are underway with a process, supported by their agent HRT, to identify a new tenant. This process is being conducted in partnership with NRW. There is a risk that the level of management may be affected, however there is also the opportunity that the new tenant may be able to draw on resources that BCBC cannot.	35	35	Full saving should be achieved in 2020-21.
COM51	Ongoing implementation of Corporate Landlord model	The savings will be delivered in a number of ways including operational efficiencies, streamlined business processes, IT investment, improved procurement and contract management, and some deletions of vacant posts.	350	325	Level of savings identified as at Quarter 1 2020-21. Service area will continue to identify efficiencies to meet shortfall
COM55	Increase charge for Green Waste Service from £28.30 per household to £38.30	The new waste contract related items would require both Contract Variation negotiations with Kier to confirm the saving levels proposed and public consultation regarding the charge changes and reduced levels of service.	25	0	Whilst the new charges have been implemented, closure of the green waste processing facility and hence cessation of the green waste service for the first part of 2020-21 due to COVID-19 has impacted on the ability to fully achieve the savings proposal
COM56	Increase charge for collection of 3 bulky waste items from £15.50 to £20.	The waste contract items would require both Contract Variation negotiations with Kier to confirm the saving levels proposed and public consultation regarding the charge changes and reduced levels of service.	10	10	Full saving should be achieved in 2020-21.
COM59	Reduction to the opening hours of the Community Recycling Centres by 1 hour, per day.		17	17	Full saving should be achieved in 2020-21.
COM73	BCBC to save the annual BID funding now BID no longer functions	No impact that is within the control of BCBC following a unsuccessful BID ballot.	15	15	Full saving should be achieved in 2020-21.
COM76	Review of Porthcawl Marina with a view to it running on a full cost recovery basis. This will involve a review of the berth fees.	This would involve a review of the berth fees and other operational costs. Any approach to outsourcing management would likely require financial support and therefore negate any savings.	25	25	Full saving should be achieved in 2020-21.

MONITORING OF 2019-20 BUDGET REDUCTIONS

APPENDIX 2

Ref.	Budget Reduction Proposal	Impact, including on 5 Ways of Working as set out in the Wellbeing of Future Generations Act	Proposed 2020-21 £'000	Value Likely to be Achieved 2020-21 £'000	Reason why not likely to be achievable
COM77	Direct Services Organisation (DSO) staffing restructure - the front line staffing for highways which deal with a range of highway issues such as Winter gritting, Traffic collisions clear up, Flooding, Gully maintenance, Maintenance of Traffic signs, streetlights and traffic signals. The team have a major role within the Borough in the maintenance and repair of the highway. Since the loss of work the team undertook on behalf of the South Wales Trunk Road Agency (SWTRA) there is the potential to make a saving in the DSO staffing structure.	This would be potentially focused at a managerial level with the implication on the ability to deal with service requests in regard of local construction projects. It would also increase the single point failure in regard of sickness absence for remaining members of team.	50	50	Full saving should be achieved in 2020-21.
COM79	Investigate reducing costs and increasing charging for running the Bridgend Business Forum for specific events to reduce/remove the current level of subsidy otherwise reduction in the service level will be necessary.	If reduced costs and increased charges are accepted impact should be minimal, there is a risk that the level of support / number of events may need to be reduced to support the saving.	18	18	Full saving should be achieved in 2020-21.
COM96	WG National AHP Waste Programme - capital contribution from WG towards 7.5 tonne vehicle to collect AHP recycling	This would require Contract Variation negotiations with Kier to confirm the saving levels proposed based on a reduction in costs in relation to the current AHP vehicle that is leased	14	14	Full saving should be achieved in 2020-21.
	Total Communities Directorate		**646**	**578**	

CHIEF EXECUTIVES

CEX1	Efficiencies from Shared Regulatory Service	May require restructuring within service and impact on response times, but will be managed across the 3 participating Councils and will aim to minimise impact.	37	37	Full saving should be achieved in 2020-21.
CEX11	The expansion of the shared internal audit service has created efficiencies resulting in reduced contribution for BCBC	No impact on service provision	40	40	Full saving should be achieved in 2020-21.
CEX12	Reduction of HR staffing budgets	Potential reduction of posts and redundancy costs	44	44	Full saving should be achieved in 2020-21.
CEX13	Reduction of Partnerships Services budgets - savings achieved through software rationalisation and removal of vacancies within the ICT service unit	Minimal service impact as savings a result of vacancies and efficiencies	200	200	Full saving should be achieved in 2020-21.
CEX15	Reduction of Legal fees budgets	Minimal impact	80	80	Full saving should be achieved in 2020-21.

MONITORING OF 2019-20 BUDGET REDUCTIONS

APPENDIX 2

Ref.	Budget Reduction Proposal	Impact, including on 5 Ways of Working as set out in the Wellbeing of Future Generations Act	Proposed 2020-21 £'000	Value Likely to be Achieved 2020-21 £'000	Reason why not likely to be achievable
CEX16	Reduce Members' training budget	Less training opportunities for elected members.	7	7	Full saving should be achieved in 2020-21.
CEX17	Reduction of Business Support staffing budgets	Potential reduction of posts and redundancy costs	100	100	Full saving should be achieved in 2020-21.
	Total Chief Executive's Directorate		**508**	**508**	

MONITORING OF 2019-20 BUDGET REDUCTIONS

APPENDIX 2

Ref.	Budget Reduction Proposal	Impact, including on 5 Ways of Working as set out in the Wellbeing of Future Generations Act	Proposed 2020-21 £'000	Value Likely to be Achieved 2020-21 £'000	Reason why not likely to be achievable
CORPORATE / COUNCIL WIDE					
CWD6	Reduction in funding required for Apprenticeship Levy	No impact as budget historically been higher than required.	50	50	Full saving should be achieved in 2020-21.
CWD11	Reduction in the budget to cover the cost to the Council of the outstanding liability for Employers Liability, Public Liability and Property following favourable insurance contract renewals in previous years.	No impact as favourable insurance contract renewals have been achieved, however no mitigation available for potential increases to premiums in future years.	150	150	Full saving should be achieved in 2020-21.
	Total Corporate / Council Wide		**200**	**200**	
	GRAND TOTAL REDUCTIONS		**2,413**	**1,962**	
	TOTAL BUDGET REDUCTION REQUIREMENT (MOST LIKELY)		**2,413**	**2,413**	
	REDUCTION SHORTFALL		**0**	**451**	

1,023	1,535
996	575
394	303
2,413	2,413

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BRIDGEND COUNTY BOROUGH COUNCIL	Budget 2020-21 Expenditure Budget £000	Income Budget £000	Net Budget £000	Projected Outturn £000	Projected Variance Over/(under) budget £000	% Variance
EDUCATION AND FAMILY SUPPORT						
School Delegated Budgets	120,854	(21,302)	99,552	99,552	-	0.0%
Learning	9,779	(3,060)	6,719	7,248	529	7.9%
Strategic Partnerships & Comm	24,645	(10,462)	14,183	15,680	1,497	10.6%
Health and Safety	381	(2)	379	345	(34)	-8.9%
TOTAL EDUCATION AND FAMILY SUPPORT	**155,659**	**(34,826)**	**120,833**	**122,825**	**1,992**	**1.6%**
SOCIAL SERVICES AND WELLBEING						
Adult Social Care	65,040	(18,104)	46,936	47,416	480	1.0%
Prevention and Wellbeing	5,898	(793)	5,105	6,087	982	19.2%
Safeguarding & Family Support	19,834	(886)	18,948	18,668	(280)	-1.5%
TOTAL SOCIAL SERVICES AND WELLBEING	**90,772**	**(19,783)**	**70,989**	**72,171**	**1,182**	**1.7%**
COMMUNITIES DIRECTORATE						
Regeneration & Development	6,611	(3,447)	3,164	3,060	(104)	-3.3%
Street Scene	34,937	(12,795)	22,142	20,878	(1,264)	-5.7%
Director - Communities	147	-	147	138	(9)	-6.1%
Corporate Landlord	13,720	(11,012)	2,708	3,037	329	12.1%
TOTAL COMMUNITIES	**55,415**	**(27,254)**	**28,161**	**27,113**	**(1,048)**	**-3.7%**
CHIEF EXECUTIVE'S						
Chief Executive	509	-	509	515	6	1.2%
Finance	46,476	(42,828)	3,648	3,625	(23)	-0.6%
HR/OD	2,059	(269)	1,790	1,500	(290)	-16.2%
Partnerships	2,808	(846)	1,962	1,785	(177)	-9.0%
Legal, Democratic & Regulatory	5,855	(988)	4,867	4,998	131	2.7%
Elections	198	(60)	138	138	-	0.0%
ICT	4,629	(1,313)	3,316	3,330	14	0.4%
Housing & Homelessness	7,124	(5,997)	1,127	2,040	913	81.0%
Business Support	982	(111)	871	974	103	11.8%
TOTAL CHIEF EXECUTIVE'S	**70,640**	**(52,412)**	**18,228**	**18,905**	**677**	**3.7%**
TOTAL DIRECTORATE BUDGETS	**372,486**	**(134,275)**	**238,211**	**241,014**	**2,803**	**1.2%**
Council Wide Budgets	49,644	(970)	48,674	48,922	248	0.5%
NET BRIDGEND CBC	**422,130**	**(135,245)**	**286,885**	**289,936**	**3,051**	**1.1%**

NB: Differences due to rounding of £000's

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BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CABINET

21 JULY 2020

REPORT OF THE INTERIM CHIEF OFFICER – FINANCE, PERFORMANCE AND CHANGE

CAPITAL PROGRAMME OUTTURN 2019-20 AND QUARTER 1 UPDATE REPORT 2020-21

1. Purpose of report

1.1 The purpose of this report is to:-

- comply with the requirement of the Chartered Institute of Public Finance and Accountancy's (CIPFA) 'The Prudential Code for Capital Finance in Local Authorities (2017 edition)
- provide an update on the capital outturn for 2019-20 (**Appendix A**)
- provide an update of the Capital Programme for the period 1 April to 30 June 2020 (**Appendix B**)
- seek agreement from Cabinet to present a report to Council for approval for a revised capital programme for 2020-21 to 2029-30 (**Appendix C**)
- note the projected Prudential and Other Indicators for 2020-21 (**Appendix D**)

2. Connection to corporate well-being objectives / other corporate priorities

2.1 This report assists in the achievement of the following corporate well-being objectives under the **Well-being of Future Generations (Wales) Act 2015**:

1. **Supporting a successful sustainable economy** – taking steps to make the county borough a great place to do business, for people to live, work, study and visit, and to ensure that our schools are focussed on raising the skills, qualifications and ambitions for all people in the county borough.

2. **Helping people and communities to be more healthy and resilient** - taking steps to reduce or prevent people from becoming vulnerable or dependent on the Council and its services. Supporting individuals and communities to build resilience, and enable them to develop solutions to have active, healthy and independent lives.

3. **Smarter use of resources –** ensure that all resources (financial, physical, ecological, human and technological) are used as effectively

and efficiently as possible and support the creation of resources throughout the community that can help to deliver the Council's well-being objectives.

2.2 Capital investment in the Council's assets is a key factor in meeting the Council's well-being objectives.

3. Background

3.1 The Local Authorities (Capital Finance and Accounting) (Wales) Regulations 2003 as amended, contain detailed provisions for the capital finance and accounting controls, including the rules on the use of capital receipts and what is to be treated as capital expenditure. They modify accounting practice in various ways to prevent adverse impacts on authorities' revenue resources.

3.2 As well as the legislation, the Council manages its Treasury Management and Capital activities in accordance with the following associated guidance:-

- CIPFA's Treasury Management in the Public Services: Code of Practice
- CIPFA's The Prudential Code for Capital Finance in Local Authorities
- Welsh Government (WG) revised Guidance on Local Authority Investments

3.3 The Prudential Code for Capital Finance in Local Authorities requires Local Authorities to have in place a Capital Strategy which demonstrates that the authority takes capital expenditure and investment decisions in line with service objectives and properly takes account of stewardship, value for money, prudence, sustainability and affordability. To demonstrate that the Council has fulfilled these objectives, the Prudential Code sets out a number of Indicators that must be set and monitored each year.

3.4 On 20 February 2019 Council approved a Capital Programme of £35.474 million for 2019-20 as part of a capital programme covering the period 2019-20 to 2028-29. The programme was last updated and approved by Council on 26 February 2020. This report provides an update on the following:

- Capital Programme outturn 2019-20
- Capital Programme monitoring quarter 1 2020-21
- Capital Strategy monitoring
- Prudential and other indicators

4. Current situation

4.1 Capital Programme Outturn Position 2019-20

4.1.1 This section of the report provides Members with an update on the Council's capital programme for 2019-20. The original budget approved by Council on 20 February 2019 has been further revised and approved by Council during the year to incorporate budgets brought forward from 2018-19 and any new schemes and grant approvals. The most recent programme for 2019-20,

approved by Council in February 2020 as part of the Medium Term Financial Strategy, totalled £30.137 million, of which £13.964 million is met from BCBC resources, including capital receipts, revenue contributions from earmarked reserves and borrowing, with the remaining £16.173 million coming from external resources.

4.1.2 Appendix A provides details of the individual schemes within the capital programme, showing the budget available in 2019-20 compared to the actual spend. The revised programme was only approved in February 2020, so there have been few amendments since then other than the following main changes:

- new approvals of £1.964 million as a result of a new grant scheme from the Welsh Government - the Hwb Infrastructure Grant
- £0.403 million funding brought back from 20-21 to reflect spend profiles.

This brings the revised budget to £32.504 million

4.1.3 Total expenditure as at 31 March 2020 is £22.822 million, resulting in a total under spend of £9,682 million. During the year a number of schemes have commenced but not been completed during the year, or have been moved wholly into 2020-21. These include the refurbishment of Waterton Depot, Bridge Strengthening at the A4061 Ogmore Valley, City Deal and regeneration works at Llynfi Valley. Slippage has arisen due to a number of reasons including delays in starting projects due to the need to undertake more detailed survey works, ongoing discussions with funding bodies and other general programme delays. There is also likely to be significant slippage during 2020-21 as a consequence of the Covid-19 lockdown and subsequent regulations on social distancing.

4.1.4 Net slippage into 2020-21 of £9.073 million is required, the main schemes being:

- £2,246,000 in respect of the Llynfi Development – Welsh Government has agreed an extension to the loan of 6 months to enable the Council to undertake further feasibility work
- £908,600 of funding for minor capital works has slipped due to the delay in completing a number of schemes
- £564,000 in respect of the Children's Residential Hub due to delays in finalising funding approval
- £471,000 in respect of Bridge Strengthening. Substantial elements of the works were delayed by the utility company and as such many elements of the contract spend were deferred until later within the revised contract period.
- £582,000 in respect of the Enterprise Hub due to the project being reprofiled and reconfigured in 2020-21
- £520,000 in respect of Digital Transformation whilst the digital strategy has been developed, to ensure the development is taking into account the effects

of Covid -19 and how digital can support the Council in terms of its operational model

- £320,000 in respect of 21st Century Schools Band B. New schemes are currently at feasibility stage
- £260,000 in respect of Maesteg Town Hall due to delays, and changes to funding profiles as a result of the Council maximising additional grant funding during 2019-20

4.2 Capital Programme Quarter 1 Update

4.2.1 This section of the report provides Members with an update on the Council's capital programme for 2020-21 since the budget was last approved by Council and incorporates any new schemes and grant approvals. The revised programme for 2020-21 currently totals £62.305 million, of which £40.313 million is met from Bridgend County Borough Council (BCBC) resources, including capital receipts, revenue contributions from earmarked reserves and borrowing, with the remaining £21.992 million coming from external resources, including General Capital Grant. Table 1 below shows the capital programme for each Directorate from the February 2020 approved Council position to quarter 1:

Table 1 – Capital Programme per Directorate 2020-21

Directorate	Approved Council February 2020 £'000	Slippage Brought forward from 2019-20 £'000	Slippage into 2021-22 £'000	New Approvals £'000	Revised Budget 2020-21 £'000
Education & Family Support	6,582	1,885	(1,243)	400	7,624
Social Services and Well-being	-	889	-	1,300	2,189
Communities	46,614	5,542	(3,937)	18	48,237
Chief Executive's	2,550	757	-	260	3,567
Unallocated	688	-	-	-	688
Total	**56,434**	**9,073**	**(5,180)**	**1,978**	**62,305**

4.2.2 Table 2 below summarises the current funding assumptions for the capital programme for 2020-21. The capital resources are managed to ensure that maximum financial benefit for the Council is achieved. This may include the realignment of funding to maximise government grants.

Table 2 – Capital Programme 2020-21 Resources

CAPITAL RESOURCES	BCBC £'000	External £'000	Total £'000
Capital Receipts	13,915	-	13,915
Grants	-	21,727	21,727
Earmarked Reserves	13,228	-	13,228
Unsupported Borrowing	5,333	-	5,333
Supported Borrowing	4,134	-	4,134
Other Loans	1,471	2,246	3,663
Revenue Contribution	40	-	40
Other Contributions	-	265	265
TOTAL	**38,067**	**24,238**	**62,305**

4.2.3. **Appendix B** provides details of the individual schemes within the capital programme, showing the budget available in 2020-21 compared to the projected spend at 30 June 2020.

4.2.4. There are a number of amendments to the capital programme for 2020-21, such as new and amended schemes, since the capital programme was last approved including:

21st Century Schools Band B

The overall funding envelope for the programme has been amended to reflect the latest scheme cost submitted to Welsh Government for the programme based on 3 schools (including a replacement special school) being funded from capital grant and 2 schools funded via the Mutual Investment Model (MIM). The overall funding of the programme within the capital budget has been revised and updated to reflect current intervention rates. All schemes will be subject to full business cases and any changes to the overall funding envelope will be reported back to Cabinet and Council as necessary.

Mynydd Cynffig Primary School – Mobile Classrooms

A condition survey of Mynydd Cynffig Primary School (infants' site) highlighted serious issues with the building. Technical officers advised that the nature and assortment of the disrepairs highlighted meant that isolated repair works to individual fabric elements of the building would be extremely challenging and economically unfeasible. As a result of the potential health and safety risk presented to pupils and staff, it was agreed that the school building would close and alternative teaching accommodation would be provided as a matter of urgency.

In May 2020, in the absence of full Council meetings, the Chief Executive used his emergency powers to amend the capital programme to authorise expenditure of £1.2 million for the provision of temporary classrooms and to undertake infrastructure works on sections of the main school building that are required to be retained and kept in use (e.g. hall and kitchen). The works are to be funded mainly from the existing Schools' Capital Maintenance Grant

(£800,000) with the balance of £400,000 funded from an earmarked reserve established at year end for this purpose.

Installation of Electric Vehicle Charging Points (EVCPs)

In May 2020, in the absence of full Council meetings, the Chief Executive signed a Delegated Power to authorise additional expenditure of £25,000 from within the capital programme for the installation of Electric Vehicle Charging Points (EVCPs) at Ravens Court, linking in to the Government's Road to Zero Strategy. This was deemed to be the preferred location for a number of reasons:

- Availability of secure parking, the spare electric load capacity in the building and the ease of electric connection of the new EVCP to the distribution board.
- The facility management team is based in Ravens Court and this will allow the team to continue operating the EVs and closely monitor the new EVCP.

The funding was met from additional capital funding provided by Welsh Government in the local government settlement for 2020-21 to enable local authorities to respond to the urgent need to decarbonise. The scheme is now built into the capital programme.

Children's Residential Accommodation Hub

In February 2018, Cabinet approved the implementation of the new model for Children's Residential Services, a fundamental component of which was the development of a Placement Hub. At that time it was reported that the Hub will initially be developed by re-designing the existing children's residential 'estate' and would therefore be based at Newbridge House. However, in February 2020 a new site was proposed, at the former Brynmenyn Primary School site, as it became clear that this was the only viable option for the new Hub, based on the specific complex and challenging requirements of the children and young people, and also recognising the feedback received from the earlier consultation and engagement.

The new development at Brynmenyn School will provide a specially designed and purpose-built Placements Hub, from which the newly implemented service model can be effectively delivered from, enabling more teams to be located there, seamless working and better outcomes for individuals. Following the resolution of common land issues, designs have been finalised and estimated costs received. Capital funding of £1.25 million has already been secured for the new Hub:

- £600,000 already approved by Council in the MTFS capital programme for 2018-19, which has subsequently been rolled forward;
- £650,000 Integrated Care Fund (ICF) capital funding for 2020-21.

There is a shortfall identified of £650,000, which will be met from a combination of the earmarked reserve for Looked After Children (£350,000) and the capital pressures earmarked reserve (£300,000). However, additional funding will also be sought via regional ICF Capital which may allow BCBC to reduce these

amounts – but there are no guarantees that this will be successful at this moment in time.

Bryncethin Depot

Following Council's agreement in November 2018 to the proposal to operate on a reduced footprint at Waterton Depot, with partial staff relocation to Bryncethin Depot, a range of works has been undertaken at Bryncethin Depot to get this fit for purpose. Recently a small number of additional minor works schemes have been identified, both capital and revenue, and primarily for health and safety reasons, to enable the depot to operate efficiently and safely. In terms of capital, these are the replacement of the diesel storage tank and re-roofing of the workshop to remove any risk of asbestos. The total cost of these schemes is £18,000 and this will be met from an earmarked reserves already established for Bryncethin minor works.

Bridgend Enterprise Hub

In April 2018, Council approved the Enterprise Hubs Development Programme. The programme consisted of the refurbishment of the Innovation Centre and development of new business units at Village Farm Industrial Estate. Council originally approved a total budget of £3,611,948, of which £2,347,766 was ERDF funding and £1,264,183 BCBC match funding. This was later amended in the capital programme to reflect additional external funding provided. Following this, detailed survey work at the Innovation Centre identified a significant level of additional costs that were not known at the time of business plan submission to WEFO. This would have resulted in a significant increase in total costs and match funding requirement from BCBC. A prudent approach was therefore taken to remove the Innovation Centre from the scheme entirely rather than increase the level of financial risk. A revised funding letter has been agreed with WG confirming an ERDF contribution of £1,494,953 towards the revised project costs of £2,299,928, leaving a requirement for BCBC match of £804,975. The other elements of the programme are progressing well with planning permission for phase 1 of the developments at Village Farm Industrial Estate having been submitted.

Community Recycling Centre (CRC), Village Farm Industrial Estate, Pyle

On 1 March 2016, as part of the 2016-17 to 2019-20 MTFS, Council approved capital funding of £1.322 million towards a new Community Recycling Centre at Village Farm Industrial Estate. Since then work has been underway to identify the most suitable location, design the site, seek planning permission and go out to tender. Following evaluation the lowest tender is £1.594 million, which is higher than the budget available mainly due to the requirement to build in social distancing measures for staff into the tender price. It is proposed to meet the shortfall through a virement of £272,000 from the Investing in Communities Fund.

Western Valley Empty Homes Pilot

The Minister for Housing and Local Government has agreed to an in principle allocation of capital funding of up to £169,000 for Bridgend County Borough Council in 2020-21 to establish a one year pilot project to increase the availability of social housing for tenants by bringing empty homes back into use.

This offer of grant funding is subject to match funding being provided by Bridgend Council to the value of £91,000. This represents 35% of the total cost of the pilot which is £260,000, and will be met from existing capital receipts. This grant will support the delivery of the Council's and Welsh Government's priority of returning empty properties back into use offering additional social housing across Bridgend County Borough, to help regenerate communities, provide more choice and suitable accommodation for residents.

4.2.5 A Revised Capital Programme is included as **Appendix C**.

4.3 Prudential and Other Indicators 2020-21 Monitoring

4.3.1 In February 2020, Council approved the Capital Strategy for 2020-21, which included the Prudential Indicators 2020-21 to 2022-23 together with some local indicators.

4.3.2 The Capital Strategy is intended to give an overview of how capital expenditure, capital financing and treasury management activity contribute to the provision of services along with an overview of how associated risk is managed and the implications for future sustainability. To this end, a number of prudential indicators were included, and approved by Council. In line with the requirements of the Prudential Code, the Chief Finance Officer is required to establish procedures to monitor both performance against all forward-looking prudential indicators and the requirement specified.

4.3.3 **Appendix D** details the actual indicators for 2019-20, the estimated indicators for 2020-21 set out in the Council's Capital Strategy and the projected indicators for 2020-21 based on the revised Capital Programme. These show that the Council is operating in line with the approved limits.

4.4 Capital Strategy Monitoring

4.4.1 The Capital Strategy also requires the monitoring of non-treasury management investments and other long term liabilities. The Council does have an existing investment portfolio which is 100% based within the County Borough and primarily the office and industrial sectors. The income streams are generally spread between the single and multi-let office investments on Bridgend Science Park, the multi-let industrial estates and the freehold ground rent investments. The total value of Investment Properties was £4.635 million at 31 March 2020.

4.4.2 The Council has a number of Other Long Term Liabilities which are included within the Capital Strategy, the most significant being the Maesteg School Private Finance Initiative (PFI). The Council has a PFI arrangement for the provision of a Secondary School in Maesteg. This forms a long-term liability for the Council which is £15.6 million at 31 March 2020. This is a 25 year agreement which will end during the 2033-34 financial year. Other long term liabilities totalling £0.9 million include lease arrangements for the Innovation Centre, the Council's Waste Contract and a Welsh Government energy efficiency loan.

5. Effect upon policy framework and procedure rules

5.1 As required by Financial Procedure Rule 3.5.3 within the Council's Constitution, "The Chief Finance Officer shall report quarterly to Cabinet an update on the Capital Strategy and the Prudential Indicators".

6. Equality Impact Assessment

6.1 Projects within the capital programme with be subject to the preparation of Equality Impact Assessments before proceeding. There are no equality implications arising from this report.

7. Well-being of Future Generations (Wales) Act 2015 Implications

7.1 The well-being goals identified in the Act were considered in the preparation of this report. As the report is for information and is retrospective in nature it is considered that there will be no significant or unacceptable impacts upon the achievement of well-being goals/objectives as a result of this report. Specifically the development of a 10 year capital programme, which reflects the Council's affordability in terms of capital receipts and borrowing, supports the principle of sustainability over the long term.

8. Financial implications

8.1 The financial implications are reflected within the report.

9. Recommendation

9.1 It is recommended that Cabinet:

- notes the capital outturn for 2019-20 (**Appendix A**)
- notes the Council's Capital Programme 2020-21 Quarter 1 update to 30 June 2020 (**Appendix B**)
- agree that the revised Capital Programme (**Appendix C**) be submitted to Council for approval
- notes the projected Prudential and Other Indicators for 2020-21 (**Appendix D**)

Gill Lewis
Interim Chief Officer – Finance, Performance and Change
July 2020

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Background documents:

Bridgend County Borough Council

APPENDIX A

CAPITAL MONITORING REPORT 2019-20

	Budget 19-20 (Council February 2020)	New Approvals	Virement	Slippage	Revised Budget 2019-20	Total Exp to date	Over / (Under) spend	Slippage requested	Impact on BCBC Resources	Comments
	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	
Education & Family Support										
21ST CENTURY SCHOOLS BAND B	320				320	-	(320)	320	-	Band B currently in feasibility stage
PENYFAI PRIMARY	308				308	308	0	(0)	-	
BRYNMENYN PRIMARY	44				44	-	(44)	44	-	No further expenditure anticipated, however additional funding may be required to address works to the school access road
GATEWAY TO THE VALLEYS SEC SCH	140				140	43	(97)	97	-	Car park scheme is currently in design - anticipating that the works will take place in 2020-21
GARW VALLEY SOUTH PRIMARY PROVISION	160				160	-	(160)	160	-	
PENCOED PRIMARY	100				100	38	(62)	62	-	
GARW VALLEY PRIMARY HIGHWAYS	30				30	-	(30)	30	-	
PENCOED PRIMARY SCHOOL HIGHWAYS WORKS	65				65	9	(56)	56	-	
BRYNMENYN SCHOOL HIGHWAYS WORK	70				70	55	(15)	15	-	Awaiting prices to undertake works
ALN PROVISION	37				37	30	(7)	7	-	
REDUCTION OF INFANT CLASS SIZES	160				160	130	(30)	30	-	
CROESTY PRIMARY SCHOOL	391			6	397	397	(0)	-	-	
SCHOOLS CAPITAL MINOR WORKS	519		(2)		517	423	(94)	94	-	
HERONSBRIDGE SCHOOL	-		1		1	1	(0)		-	
FLYING START- BETTWS	17		1		18	18	(0)		-	
SCHOOLS TRAFFIC SAFETY	265				265	13	(252)	252	-	
CEFN CRIBWR PRIMARY SCHOOL ALN	126				126	75	(51)	51	-	
EDUCATION S106 SCHEMES	232				232	30	(202)	202	-	Porthcawl funded by S106
COMPLEX & MEDICAL NEEDS PROVISION	650				650	601	(49)	49	-	
SCHOOLS' CAPITAL MAINTENANCE GRANT	1,731				1,731	1,562	(169)	169	-	
WELSH MEDIUM CHILDCARE PROVISION - BETTWS	55				55	55	0	(0)	-	
WELSH MEDIUM CHILDCARE PROVISION - BRIDGEND	-				-	-	-	-	-	
WELSH MEDIUM CHILDCARE PROVISION - OGMORE	25			3	28	28	0		-	
WELSH MEDIUM CHILDCARE PROVISION - HIGHWAYS	100				100	-	(100)	100	-	
WLGA - ADDITIONAL FUNDING FOR ICT -SCHOOLS	81				81	-	(81)	81	-	
EAST HUB- BRYNTEG COMPREHENSIVE	384				384	318	(66)	66	-	
TOTAL Education & Family Support	**6,010**	**-**	**-**	**9**	**6,019**	**4,134**	**(1,885)**	**1,885**	**-**	
Social Services and Wellbeing										
BRYNGARW PARK - ACCESS IMPROVEMENTS	35				35	-	(35)	35	-	Deferred until 2020-21
BRYN Y CAE - HFE'S	40				40	-	(40)	40	-	En suite work now completed
WELLBEING MINOR WORKS	105				105	74	(31)	31	-	Various minor projects actioned - some outstanding to be completed in 20-21
TY PENYBONT	50				50	12	(38)	38	-	
BAKERS WAY MINOR WORKS	13				13	3	(10)	10	-	
GLAN YR AFON CARE HOME	51				51	-	(51)	51	-	Demolition delayed due to Covid-19
ARCH WELLBEING CENTRE	547	4			551	551	0		-	Project complete. Includes an additional revenue contribution
CHILDRENS RESIDENTIAL HUB	600				600	36	(564)	564	-	Covered costs of surveys - still awaiting funding approval
ICF CAPITAL FUNDING	65			36	101	101	(0)		-	Project now completed
EXTRA CARE FACILITIES	200				200	80	(120)	120	-	

	Budget 19-20 (Council February 2020)	New Approvals	Virement	Slippage	Revised Budget 2019-20	Total Exp to date	Over / (Under) spend	Slippage requested	Impact on BCBC Resources	Comments
	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	
TOTAL Social Services & Wellbeing	**1,706**	**4**	**-**	**36**	**1,746**	**858**	**(888)**	**888**	**-**	
Communities										
Street Scene										
PARKS/PAVILIONS/COMMUNITY CENTRES CAT	340				340	252	(88)	88	-	Bryncethin RFC funded by S106
ABERFIELDS PLAYFIELDS	11				11	-	(11)	11	-	
CARDIFF CAPITAL REGION CITY DEAL	-				-	-	-	-	-	No spend on new City Deal capital schemes in 2019-20
PORTHCAWL TOWN SEA DEFENCE	83				83	31	(52)	52	-	Retention to be paid in 20-21
EASTERN PROMENADE PORTHCAWL	207		38		245	245	0		-	
COYCHURCH CREMATORIUM	173			34	207	207	(0)		-	
REMEDIAL MEASURES - CAR PARKS	152				152	27	(125)	125	-	
CIVIL PARKING ENFORCEMENT	38				38	-	(38)	38	-	
STREET LIGHTING ENERGY SCHEMES (SALIX)	600			112	712	712	0		-	
SAFE ROUTES TO SCHOOL	243				243	238	(5)	-	-	
ROAD SAFETY SCHEMES	115				115	51	(64)	64	-	
ACTIVE TRAVEL- PENCOED TECHNOLOGY PARK	898		29		927	927	0		-	
HIGHWAYS STRUCTURAL WORKS	187			9	196	196	0		-	
CARRIAGEWAY CAPITAL WORKS	189			19	208	208	0		-	
ACTIVE TRAVEL - BRIDGEND TO BRACKLA	717		(134)		583	338	(245)	-	-	
ROAD SAFETY IMPROVEMENTS - HEOL MOSTYN	-				-	-	-	-	-	
RIGHTS OF WAY MINOR WORKS	40		1		41	41	(0)		-	
HIGHWAYS REFURBISHMENT WORKS	1,600				1,600	1,449	(151)	151	-	
CARRIAGEWAY & FOOTWAYS RENEWAL	1,000			78	1,078	1,078	(0)		-	
SCIENCE PARK DRAINAGE	-		281		281	281	0		-	
NATIONAL CYCLE NETWORK PHASE 2	-				-	-	-	-	-	
REPLACEMENT OF STREET LIGHTING	230				230	199	(31)	31	-	
BRIDGE STRENGTHENING A4061	1,220				1,220	749	(471)	471	-	Spend deferred until 20-21
COMMUNITIES MINOR WORKS	250				250	149	(101)	101	-	Minor Works funding carried forward
RIVER PROTECTION MEASURES	190				190	187	(3)	3	-	
RETAINING WALL REPLACEMENT BETTWS	11				11	-	(11)	11	-	
PYLE PARK AND RIDE METRO	-		105		105	105	0		-	
LOCAL TRANSPORT FUND - BUS CORRIDORS	150				150	-	(150)	-	-	
LOCAL TRANSPORT FUND - PENPRYSG ROAD BRIDGE	240				240	64	(176)	-	-	
LOCAL TRANSPORT FUND - BRIDGEND TO COYCHURCH	750				750	736	(14)	-	-	
SAFE ROUTES - COITY HIGHER	218				218	198	(20)	-	-	
FLEET VEHICLES	239				239	239	-		-	
HEOL MOSTYN JUNCTION	-			23	23	23	0		-	
RELOCATE RECYCLING CENTRE	30				30	-	(30)	30	-	
HIGHWAYS S106 MINOR SCHEMES	65				65	2	(63)	63	-	Funded by S106
TOTAL Streetscene	10,186	-	320	275	10,781	8,933	(1,848)	1,239	-	
Regeneration & Development										
BRIDGEND BUS SUPPORT NETWORK	90				90	52	(38)	38	-	
PORTHCAWL RESORT INVESTMENT FOCUS (PRIF)	1,144				1,144	1,117	(27)	27	-	Project extended to Jun'21.Retention to be paid
PORTHCAWL TIG	-		171		171	171	(0)		-	Harlequin building - project completed
EU CONVERGANCE SRF BUDGET	70				70	-	(70)	70	-	
PURCHASE OF SALT LAKE CAR PARK	64				64	-	(64)	64	-	
VRP - BRYNGARW PARK	250				250	237	(13)	13	-	
VRP - PARC SLIP	329				329	261	(68)	68	-	
URBAN CENTRE PROPERTY ENHANCEMENT FUND (UCPEF)	100			2	102	102	0	-	-	Reprofiling of grant in 20-21
URBAN CENTRE LIVING GRANT (UCLG)	50				50	-	(50)	50	-	Reprofiling of grant in 20-21

	Budget 19-20 (Council February 2020) £'000	New Approvals £'000	Virement £'000	Slippage £'000	Revised Budget 2019-20 £'000	Total Exp to date £'000	Over / (Under) spend £'000	Slippage requested £'000	Impact on BCBC Resources £'000	Comments
LLYNFI DEVELOPMENT SITE	2,246				2,246	-	(2,246)	2,246	-	
MAESTEG TOWN HALL CULTURAL HUB	550				550	290	(260)	260	-	Project being reprofiled in 20-21
TOWN & COMMUNITY COUNCIL FUND	139				139	129	(10)	10	-	
BRIDGEND TOWNSCAPE HERITAGE	-				-	-	-	-	-	
PORTHCAWL THI	475		(171)		304	170	(134)	134	-	
TOTAL Regeneration & Development	5,507	-	-	2	5,509	2,529	(2,980)	2,980	-	
Corporate Landlord										
CAPITAL ASSET MANAGEMENT FUND	20				20	-	(20)	20	-	
CORPORATE LANDLORD ENERGY EFFICIENCY SCHEME	50				50	1	(49)	49	-	
ENTERPRISE HUB	989		(281)		708	126	(582)	582	-	Project being re-profiled and re-configured in 20-21.
RAVEN'S COURT MINOR WORKS	20				20	8	(12)	12	-	
RELOCATION OF REGISTRARS	296				296	287	(9)	9	-	
BRIDGEND/MAESTEG MARKET MINOR WORKS	25				25	-	(25)	25	-	
DDA WORKS	109				109	93	(16)	16	-	
MINOR WORKS	222		(39)		183	178	(5)	5	-	
FIRE PRECAUTIONS MINOR WORKS	211				211	121	(90)	90	-	
BRYNCETHIN DEPOT FACILITIES	192				192	59	(133)	133	-	
WATERTON UPGRADE	342				342	-	(342)	342	-	
CIVIC OFFICE ENVELOPE	12	22			34	34	0		-	Increased spend funded by additional revenue contribution
EVERGREEN HALL - LEASE ACQUISITION	40				40	-	(40)	40	-	
Total Corporate Landlord	2,528	22	(320)	-	2,230	906	(1,324)	1,324	-	
TOTAL Communities	**18,221**	**22**	**-**	**277**	**18,520**	**12,368**	**(6,152)**	**5,543**	**-**	
TOTAL Chief Executive	-	-	-	-	-	-	-		-	
BRYNMENYN HOMELESSNESS UNIT	90		(90)		-	-	-	-	-	
DISABLED FACILITIES GRANTS (DFG)	2,493		(161)	81	2,413	2,413	0	(0)	-	Funding brought forward from 20-21 to fund overspend
TARGET HARDENING GRANTS	-		48		48	48	(0)		-	
HOUSING RENEWAL AREA	101		(88)		13	13	(0)	0	-	
EMPTY HOMES GRANT	-		75		75	75	(0)		-	
COMFORT SAFE & SECURITY GRANTS	-		31		31	31	(0)		-	
EMERGENCY REPAIR LIFETIME GRANT	-		54		54	54	(0)		-	
ENABLE SUPPORT GRANT	180		60		240	240	0		-	
HOMES IN TOWN GRANT	-		71		71	71	0		-	
TOTAL Housing/Homelessness	2,864	-	-	81	2,945	2,945	(0)	(0)	-	
ICT LAPTOP REPLACEMENT	86				86	86	(0)	0	-	
DIGITAL MEETING SPACES	100				100	74	(26)	26	-	
ICT INFRA SUPPORT	300				300	89	(211)	211	-	
HWB INFRASTRUCTURE GRANT ASSETS	-	1,908			1,908	1,908	0		-	New Grant Approval
DIGITAL TRANSFORMATION	520				520	-	(520)	520	-	
DATA CENTRE	330	30			360	360	0		-	Increased spend funded by additional revenue contribution
TOTAL ICT	1,336	1,938	-	-	3,274	2,518	(756)	757	-	

	Budget 19-20 (Council February 2020) £'000	New Approvals £'000	Virement £'000	Slippage £'000	Revised Budget 2019-20 £'000	Total Exp to date £'000	Over / (Under) spend £'000	Slippage requested £'000	Impact on BCBC Resources £'000	Comments
TOTAL Chief Executive	4,200	1,938	0	81	6,219	5,462	(757)	756	0	
GRAND TOTAL	**30,137**	**1,964**	**-**	**403**	**32,504**	**22,822**	**(9,682)**	**9,073**	**-**	

Bridgend County Borough Council

APPENDIX B

CAPITAL MONITORING REPORT **QUARTER 1 TO 30 JUNE 2020**

	Budget 20-21 (Council Feb 20) £'000	2019-20 Slippage b/f £'000	New Approvals £'000	Virement £'000	Slippage £'000	Revised Budget 2020-21 £'000	Total Exp to date £'000	Projected Spend £'000	Over / (Under) spend £'000	Impact on BCBC Resources £'000
Education & Family Support										
21ST CENTURY SCHOOLS BAND B	923	320			(1,243)	-	-	-	-	-
HIGHWAYS SCHEMES BAND B	500	-				500		500		
PENYFAI PRIMARY	-	-				-	-	-	-	-
BRYNMENYN PRIMARY	-	44				44	-	44	-	-
GATEWAY TO THE VALLEYS SEC SCH	-	97				97	1	97	-	-
COITY PRIMARY SCHOOL	-	-				-	-	-	-	-
GARW VALLEY SOUTH PRIMARY PROVISION	-	160				160	(4)	160	-	-
PENCOED PRIMARY	-	62				62	7	62	-	-
GARW VALLEY PRIMARY HIGHWAYS	-	30				30	-	30	-	-
PENCOED PRIMARY SCHOOL HIGHWAYS WORKS	-	56				56	-	56	-	-
BRYNMENYN SCHOOL HIGHWAYS WORK	-	15				15	(1)	15	-	-
ALN PROVISION	-	7				7	-	7	-	-
CWMFELIN PRIMARY	-	-				-	-	-	-	-
REDUCTION OF INFANT CLASS SIZES	40	30				70	(3)	70	-	-
CROESTY PRIMARY SCHOOL	149	-				149	(8)	149	-	-
SCHOOLS CAPITAL MINOR WORKS	178	94				272	(44)	272	-	-
HERONSBRIDGE SCHOOL	-	-				-	-	-	-	-
FLYING START- BETTWS	-	-				-	-	-	-	-
SCHOOLS TRAFFIC SAFETY	-	252				252	-	252	-	-
MAESTEG COMP HIGHWAYS	-	-				-	-	-	-	-
SCHOOL MODERNISATOIN RETENTION	591	-				591	-	591	-	-
CEFN CRIBWR PRIMARY ALN	387	51				438	26	438		
EDUCATION S106 SCHEMES	-	202				202	-	202	-	-
COMPLEX & MEDICAL NEEDS PROVISION	-	49				49	17	49	-	-
MYNYDD CYNFFIG PRIMARY SCHOOL MOBILES	-	-		800		800	-	800	-	-
SCHOOLS' CAPITAL MAINTENANCE GRANT	2,093	169	400	(800)		1,862	75	1,862	-	-
WELSH MEDIUM CHILDCARE PROVISION - BETTWS	578	-				578	14	578	-	-
WELSH MEDIUM CHILDCARE PROVISION - BRIDGEND	55	-				55	-	55	-	
WELSH MEDIUM CHILDCARE PROVISION - OGMORE	128	-				128	18	128	-	-
WELSH MEDIUM CHILDCARE PROVISION - PORTHCAWL	55	-				55		55		
WELSH MEDIUM CHILDCARE PROVISION - HIGHWAYS	-	100				100	-	100		
WLGA - ADDITIONAL FUNDING FOR ICT -SCHOOLS	-	81				81	-	81	-	-
EAST HUB- BRYNTEG COMPREHENSIVE	905	66				971	104	971	-	-
TOTAL Education & Family Support	**6,582**	**1,885**	**400**	**-**	**(1,243)**	**7,624**	**202**	**7,624**	**-**	
Social Services and Wellbeing										
BRYNGARW PARK - ACCESS IMPROVEMENTS	-	35				35	-	35	-	-
BRYN Y CAE - HFE'S	-	40				40	-	40	-	-
WELLBEING MINOR WORKS	-	31				31	5	31	-	-
TY PENYBONT	-	38				38	(10)	38	-	-
TREM Y MOR - ACCOMODATION	-	-				-	2			
BAKERS WAY MINOR WORKS	-	10				10	-	10	-	-
GLAN YR AFON CARE HOME	-	51				51	-	51	-	-
HARWOOD HOUSE	-	-				-	-	-	-	-

	Budget 20-21 (Council Feb 20) £'000	2019-20 Slippage b/f £'000	New Approvals £'000	Virement £'000	Slippage £'000	Revised Budget 2020-21 £'000	Total Exp to date £'000	Projected Spend £'000	Over / (Under) spend £'000	Impact on BCBC Resources £'000
ELECTRONIC SCHEDULING SYSTEM	-	-				-	-	-	-	-
ARCH WELLBEING CENTRE	-	-				-	-	-	-	-
CHILDRENS RESIDENTIAL HUB	-	564	1,300			1,864	29	1,864	-	-
ICF CAPITAL FUNDING	-	-				-	5			
EXTRA CARE FACILITIES	-	120				120	-	120	-	-
TOTAL Social Services & Wellbeing	**-**	**889**	**1,300**	**-**	**-**	**2,189**	**31**	**2,189**	**-**	**-**

Communities

Street Scene

PARKS/PAVILIONS/COMMUNITY CENTRES CAT	660	88				748	-	748	-	-
ABERFIELDS PLAYFIELDS	-	11				11	-	11		
CARDIFF CAPITAL REGION CITY DEAL	5,552	-				5,552	-	5,552	-	-
PORTHCAWL TOWN SEA DEFENCE	-	52				52	(55)	52	-	-
EASTERN PROMENADE PORTHCAWL	-	-				-	10	-	-	-
CORNELLY CEMETERT EXTENSION	-	-				-	-	-	-	-
COYCHURCH CREMATORIUM	835	-				835	-	835	-	-
PORTHCAWL CEMETERY EXTENSION	-	-				-	-	-	-	-
REMEDIAL MEASURES - CAR PARKS	-	125				125	-	125	-	-
CIVIL PARKING ENFORCEMENT		38				38		38		
STREET LIGHTING ENERGY SCHEMES (SALIX)	-	-				-	116	-	-	-
SAFE ROUTES TO SCHOOL	-	-				-	(74)	-	-	-
ROAD SAFETY SCHEMES	-	64				64	-	64	-	-
ACTIVE TRAVEL- PENCOED TECHNOLOGY PARK	-	-				-	(38)	-	-	-
HIGHWAYS STRUCTURAL WORKS	200	-				200	(1)	200	-	-
CARRIAGEWAY CAPITAL WORKS	250	-				250	-	250	-	-
ACTIVE TRAVEL - BRIDGEND TO BRACKLA	-	-				-	(24)	-	-	-
ROAD SAFETY IMPROVEMENTS - HEOL MOSTYN	600	-				600	17	600	-	-
RIGHTS OF WAY MINOR WORKS	-	-				-	-	-	-	-
HIGHWAYS REFURBIHMENT GRANT	-	151				151	29	151	-	-
CARRIAGEWAY & FOOTWAYS RENEWAL	3,003	-				3,003	250	3,003	-	-
NATIONAL CYCLE NETWORK PHASE 2	-	-				-	(17)	-	-	-
REPLACEMENT OF STREET LIGHTING	424	31				455	-	455	-	-
BRIDGE STRENGTHENING A4061	814	471				1,285	373	1,285	-	-
COMMUNITIES MINOR WORKS	-	101				101	(34)	101	-	-
RIVER PROTECTION MEASURES	-	3				3	(3)	3	-	-
RETAINING WALL REPLCMNT BETTWS	-	11				11	-	11	-	-
PYLE PARK AND RIDE METRO	-	-				-	42	-		
LOCAL TRANSPORT FUND - BUS CORRIDORS	-	-				-	-	-	-	-
LOCAL TRANSPORT FUND - PENPRYSG ROAD BRIDGE	-	-				-	74	-	-	-
LOCAL TRANSPORT FUND - BRIDGEND TO COYCHURCH	-	-				-	(31)	-	-	-
SAFE ROUTES - COITY HIGHER	-	-				-	(15)	-	-	-
RESIDENTS PARKING BRIDGEND TC	128	-				128	-	128	-	-
FLEET VEHICLES	2,085	-				2,085	-	2,085	-	-
RELOCATE RECYCLING CENTRE	1,292	30		272		1,594	-	1,594	-	-
AHP WASTE	238	-				238		238		
HEOL MOSTYN JUNCTION	-	-				-	2	-		
EXTENSION TO CORNELLY CEMETERY	314	-				314		314		
EXTENSION TO PORTHCAWL CEMETERY	216	-				216		216		
STREET LIGHTING ENERGY SALIX	1417	-				1,417		1,417		
HIGHWAYS S106 MINOR SCHEMES	-	63				63	-	63	-	-
TOTAL Streetscene	18,028	1,239	-	272	-	19,539	621	19,539	-	-

	Budget 20-21 (Council Feb 20) £'000	2019-20 Slippage b/f £'000	New Approvals £'000	Virement £'000	Slippage £'000	Revised Budget 2020-21 £'000	Total Exp to date £'000	Projected Spend £'000	Over / (Under) spend £'000	Impact on BCBC Resources £'000
Regeneration & Development										
BRIDGND BUS SUP NETWORK	90	38				128	12	128	-	-
PORTHCAWL RESORT INVESTMENT FOCUS (PRIF)	72	27				99	10	99	-	-
EUCONVERGANCE SRF BUDGET	920	70				990	-	990	-	-
PURCHASE OF SALT LAKE CAR PARK	2,543	64				2,607	-	2,607	-	-
VRP - BRYNGARW PARK	250	13				263	-	263		
VRP - PARC SLIP	71	68				139	5	139		
URBAN CENTRE PROPERTY ENHANCEMENT FUND (UCPEF)	600	-				600	25	600		
URBAN CENTRE LIVING GRANT (UCLG)	170	50				220		220		
PORTHCAWL REGENERATION PROJECT	-	-				-	10	-		
ECONOMIC STIMULUS PROJECT	887	-				887		887		
COASTAL RISK MANAGEMENT PROGRAM	2,750	-				2,750		2,750		
LLYNFI DEVELOPMENT SITE	-	2,246				2,246	-	2,246	-	-
PORTHCAWL REST BAY WATERSIDE CYCLE	-	-				-	-	-	-	-
BRIDGEND HEAT SCHEME	450	-				450	-	450	-	-
MAESTEG TOWN HALL CULTURAL HUB	6,422	260			(1,524)	5,158	284	5,158	-	-
TOWN & COMMUNITY COUNCIL FUND	239	10				249	10	249	-	-
CAERAU HEAT NETWORK	1,939	-				1,939		1,939		
TAL	-	-				-	-	-	-	-
PORTHCAWL THI	-	134				134	-	134	-	-
TOTAL Regeneration & Development	17,403	2,980	-	-	(1,524)	18,859	356	18,859	-	-
Corporate Landlord										
CAPITAL ASSET MANAGEMENT FUND	800	20				820	-	820	-	-
CORP LANDLORD ENERGY EFFIC SAV	1,250	49				1,299	-	1,299	-	-
ENTERPRISE HUB	2,458	582	(2,413)			627	(5)	627	-	-
RAVEN'S COURT MINOR WORKS	442	12				454	3	454	-	-
ELECTRIC VEHICLE CHARGING POINTS RAVENS COURT	25					25	-	25		
RELOCATION OF REGISTRARS	-	9				9	(7)	9	-	-
BRIDGEND/MAESTEG MARKET MINOR WORKS	-	25				25	-	25	-	-
DDA WORKS	-	16				16	-	16	-	-
MINOR WORKS	1,228	5				1,233	-	1,233	-	-
FIRE PRECAUTIONS MINOR WORKS	5	90				95	-	95	-	-
BRYNCETHIN DEPOT FACILITIES	-	133	18			151	-	151	-	-
NON OPERATIONAL ASSETS	480	-				480	-	480	-	-
WATERTON UPGRADE	2,495	342				2,837	-	2,837	-	-
CIVIC OFFICE ENVELOPE	-	-				-	-	-	-	-
MINOR WORKS BOILERS	-	-				-	-	-	-	-
EVERGREEN HALL - LEASE ACQUISITION	-	40				40	-	40	-	-
INVESTING IN COMMUNITIES	2,000	-		(272)		1,728	-	1,728	-	-
Total Corporate Landlord	11,183	1,323	(2,395)	(272)	-	9,839	(9)	9,839	-	-
TOTAL Communities	**46,614**	**5,542**	**- 2,395**	**-**	**- 1,524**	**48,237**	**968**	**48,237**	**-**	**0**
Chief Executive										
CORPORATE CAPITAL FUND	200	-				200	-	200	-	-
TOTAL Corporate Capital Fund	200	-	-	-	-	200	-	200	-	-
BRYNMENYN HOMELESSNESS UNIT	-	-				-	-	-	-	-
DISABLED FACILITIES GRANTS (DFG)	1,950	-				1,950	209	1,950	-	-

	Budget 20-21 (Council Feb 20) £'000	2019-20 Slippage b/f £'000	New Approvals £'000	Virement £'000	Slippage £'000	Revised Budget 2020-21 £'000	Total Exp to date £'000	Projected Spend £'000	Over / (Under) spend £'000	Impact on BCBC Resources £'000
TARGET HARDENING GRANTS	-	-				-	-	-	-	-
HOUSING RENEWAL AREA	100	-				100	-	100	-	-
VALLEYS TASK FORCE EMPTY PROPERTIES GRANT	300	-				300	-	300	-	-
WESTERN VALLEY EMPTY HOMES PILOT	-	-	260			260	-	260	-	-
COMFORT SAFE & SECURITY GRANTS	-	-				-	-	-	-	-
EMERGENCY REPAIR LIFETIME GRANT	-	-				-	-	-	-	-
ENABLE SUPPORT GRANT	-	-				-	-	-	-	-
HOMES IN TOWN GRANT	-	-				-	-	-	-	-
TOTAL Housing/Homelessness	2,350	-	260	-	-	2,610	209	2,610	-	-
ICT LAPTOP REPLACEMENT	-	-				-	-	-	-	-
DIGITAL MEETING SPACES	-	26				26	11	26	-	-
ICT INFRA SUPPORT	-	211				211	-	211	-	-
DIGITAL TRANSFORMATION	-	520				520	-	520	-	-
DATA CENTRE	-	-				-	2	-	-	-
TOTAL ICT	-	757	-	-	-	757	13	757	-	-
UNALLOCATED	688	-	-	-	-	688	-	688	-	-
TOTAL Chief Executive	**3,238**	**757**	**260**	**0**	**0**	**3,567**	**222**	**3,567**	**0**	
GRAND TOTAL	**56,434**	**9,073**	**(435)**	**-**	**(2,767)**	**62,305**	**1,423**	**62,305**	**-**	**-**

CAPITAL PROGRAMME 2020-2030 **APPENDIX C**

	Total 2020-2030			Total Costs to 31-3-20	Council February 2020	2019-20 Slippage b/f	2020-2021				FUTURE YEARS									CUMULATIVE
	Total Cost £'000	BCBC Funding £'000	External Funding £'000	£'000	£'000	£'000	New Approvals £'000	Vire £'000	Slippage into 2021-22 £'000	Revised 2020-21 £'000	2021-2022 £'000	2022-2023 £'000	2023-2024 £'000	2024-2025 £'000	2025-2026 £'000	2026-2027 £'000	2027-2028 £'000	2028-2029 £'000	2029-2030 £'000	Total 2020 - 2030 £'000
Education & Family Support																				-
Coleg Cymunedol y Dderwen Comprehensive School	97	97	-	15		97				**97**										**97**
Additional Learning Needs	7	7	-	4,082		7				**7**										**7**
Garw Valley South Primary Provision	160	160	-	10,433		160				**160**										**160**
Garw Valley Primary Highways Works	30	30	-	265		30				**30**										**30**
Pencoed Primary School	62	62	-	10,933		62				**62**										**62**
Pencoed School Highways Works	56	56	-	355		56				**56**										**56**
Brynmenyn Primary School	44	44	-	8,115		44				**44**										**44**
Brymenyn Primary Highways Works	15	15	-	737		15				**15**										**15**
21st Century Schools Band B	49,502	15,652	33,850		923	320			(1,243)	**-**	1,910	5,663	24,631	16,580	718					**49,502**
Highways Schemes Band B Schools	3,400	3,400	-		500					**500**	2,900									**3,400**
Mynydd Cynffig Primary School Mobiles	1,200	1,200	-				400	800		**1,200**										**1,200**
School's Capital Maintenance Grant	1,462	1,462	-		2,093	169		(800)		**1,462**										**1,462**
Welsh Medium Childcare Provision - Bettws	595	-	595		578					**578**	17									**595**
Welsh Medium Childcare Provision - Bridgend	650	-	650		55					**55**	98	497								**650**
Welsh Medium Childcare Provision - Ogmore	625	-	625		128					**128**	497									**625**
Welsh Medium Childcare Provision - Porthcawl	650	-	650		55					**55**	98	497								**650**
Welsh Medium Childcare Provision - Highways Schemes	100		100			100				**100**										**100**
WLGA - Additional funding for ICT in Schools	81	-	81			81				**81**										**81**
Reduction of Infant Class Sizes - Bro Ogwr	70	-	70	10	40	30				**70**										**70**
Reduction of Infant Class Sizes - Croesty	149	-	149	17	149					**149**										**149**
Brynteg Comp - East Hub	1,010	-	1,010		905	66				**971**	39									**1,010**
Schools Minor Works	272	272	-	136	178	94				**272**										**272**
Cefn Cribwr Primary School ALN	438	438			387	51				**438**										**438**
School Modernisation	591	591			591					**591**										**591**
Schools Traffic Safety	252	252		323		252				**252**										**252**
Education S106 Schemes	202	-	202	146		202				**202**										**202**
Complex and Medical Needs Works in Schools	49	49	-	313		49				**49**										**49**
Total Education and Family Support	**61,769**	**23,787**	**37,982**	**51,961**	**6,582**	**1,885**	**400**	**0**	**(1,243)**	**7,624**	**5,559**	**6,657**	**24,631**	**16,580**	**718**	**0**	**0**	**0**	**0**	**61,769**
Social Services and Well-being																				
Adult Social Care																				-
Extra Care Facilities	120	120	-	1,717		120				**120**										**120**
Adult Social Care Minor works	38	38	-			38				**38**										**38**
Bryn Y Cae	40	40	-			40				**40**										**40**
Bakers Way	10	10	-			10				**10**										**10**
Social Services Care Act	51	51	-	71		51				**51**										**51**
Wellbeing Minor Works	31	31				31				**31**										**31**
Bryngarw Park- Access	35	35				35				**35**										**35**
Children's Residential Accommodation Hub	1,864	1,214	650	367		564	1,300			**1,864**										**1,864**
Total Social Services and Well-being	**2,189**	**1,539**	**650**	**2,545**	**0**	**889**	**1,300**	**0**		**2,189**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**2,189**
Communities																				
Street Scene																				
Town Beach Revetment Sea Defence, Porthcawl	52	28	24	3,151		52				**52**										**52**
Highways Structural Works	2,000	2,000	-	213	200					**200**	200	200	200	200	200	200	200	200	200	**2,000**
Carriageway Capital Works	2,500	2,500	-	311	250					**250**	250	250	250	250	250	250	250	250	250	**2,500**
Highways Refurbishment Grant	151	-	151			151				**151**										**151**
Replacement of Street Lighting Columns	4,055	4,055	-	1,093	424	31				**455**	400	400	400	400	400	400	400	400	400	**4,055**
River Bridge Protection Measures	3	3	-			3				**3**										**3**
Road Safety	64	64	-	26		64				**64**										**64**
Fleet Vehicles	2,085	2,085	-	236	2,085					**2,085**										**2,085**
Re-locate Household Waste Recycling Centre - West	1,594	1,594	-	6	1,292	30		272		**1,594**										**1,594**
AHP Waste	238	238	-		238					**238**										**238**
Parks/Pavilions/Community Centres CAT	748	748	-	3	660	88				**748**										**748**
Aber Playing Fields	11	11				11				**11**										**11**
Bridge Strengthening - A4061 Ogmore Valley	1,285	1,285	-	381	814	471				**1,285**										**1,285**
Communities Minor Works	101	101	-	50		101				**101**										**101**
Residents Parking Bridgend Town Centre	128	128	-		128					**128**										**128**
S106 Highways Small Schemes	63	-	63			63				**63**										**63**
Remedial Measures - Car Parks	125	125	-	64		125				**125**										**125**
Road Safety Improvements - Heol Mostyn	600	600	-	265	600					**600**										**600**
Coychurch Crem Works	835	-	835		835					**835**										**835**
Retaining Wall Replacement, Bettws	11	11	-	164		11				**11**										**11**
Civil Parking Enforcement	38	38	-			38				**38**										**38**
City Deal	42,134	7,880	34,254	3,447	5,552					**5,552**	4,055	4,310	6,029	6,043	7,567	7,570	762	246		**42,134**

	Total 2020-2030			Total Costs to 31-3-20	Council February 2020	2019-20 Slippage b/f	2020-2021				FUTURE YEARS									CUMULATIVE
	Total Cost £'000	BCBC Funding £'000	External Funding £'000	£'000	£'000	£'000	New Approvals £'000	Vire £'000	Slippage into 2021-22 £'000	Revised 2020-21 £'000	2021-2022 £'000	2022-2023 £'000	2023-2024 £'000	2024-2025 £'000	2025-2026 £'000	2026-2027 £'000	2027-2028 £'000	2028-2029 £'000	2029-2030 £'000	Total 2020 - 2030 £'000
Carriageway Resurfacing & Renewal of Footways	3,003	3,003	-	1,568	3,003					**3,003**										**3,003**
Extension to Cornelly Cemetery	314	314	-		314					**314**										**314**
Extension to Porthcawl Cemetery	216	216	-		216					**216**										**216**
Street Lighting Energy Efficiency	1,417	1,417	-	483	1,417					**1,417**										**1,417**
Regeneration & Development																				
Porthcawl Resort Investment Focus	99	64	35	1,038	72	27				**99**										**99**
Coastal Risk Management Program - Porthcawl	6,032	1,509	4,523		2,750					**2,750**	3,132	150								**6,032**
Porthcawl Regeneration	2,543	2,543	-		2,543					**2,543**										**2,543**
Special Regeneration Funding	990	990	-		920	70				**990**										**990**
Porthcawl Townscape Heritage Initiative	134	134	-	489		134				**134**										**134**
Economic Stimulus Grant	887	887	-		887					**887**										**887**
Business Support Framework	128	128	-	27	90	38				**128**										**128**
Llynfi Valley Development Programme	2,246	2,246	-			2,246				**2,246**										**2,246**
Purchase of Land at Salt Lake Car Park, Porthcawl	64	64	-	36		64				**64**										**64**
VRP- Bryngarw Country Park	263	-	263		250	13				**263**										**263**
VRP - Parc Slip	139	-	139		71	68				**139**										**139**
UCPEF	600	-	600		600					**600**										**600**
UCLG	220	-	220		170	50				**220**										**220**
Maesteg Town Hall Cultural Hub	7,183	2,604	4,579	417	6,422	260			(1,524)	**5,158**	2,025									**7,183**
Smart System and Heat Programme	500	500	-		450					**450**	50									**500**
Caerau Heat Network	6,293	1,168	5,125		1,939					**1,939**	2,434	1,531	389							**6,293**
Community Projects	699	699	-		239	10				**249**	50	50	50	50	50	50	50	50	50	**699**
Corporate Landlord																				**-**
Corporate Landlord - Energy Savings Strategy	1,299	1,299	-		1,250	49				**1,299**										**1,299**
Investing in Communities	1,728	1,728	-		2,000			(272)		**1,728**										**1,728**
Evergreen Hall	40	40	-			40				**40**										**40**
Enterprise Hub - Innovation Centre	2,084	589	1,495	97	2,458	582	(2,413)			**627**	1,422	35								**2,084**
Raven's Court	454	454			442	12				**454**										**454**
Minor Works	11,403	11,403	-	206	1,228	5				**1,233**	1,130	1,130	1,130	1,130	1,130	1,130	1,130	1,130	1,130	**11,403**
Electrical vehicle charging points Ravens Court	25	25	-		25					**25**										**25**
Fire Precautions	95	95	-		5	90				**95**										**95**
DDA Works	16	16	-			16				**16**										**16**
Relocation of Depot Facilities	151	151	-	984		133	18			**151**										**151**
Waterton Upgrade	8,144	8,144	-		2,495	342				**2,837**	5,307									**8,144**
Bridgend Market	25	25	-			25				**25**										**25**
Relocation of Registrars	9	9	-	4		9				**9**										**9**
Non-Operational Assets	480	480	-		480					**480**										**480**
Capital Asset Management Fund	820	820	-		800	20				**820**										**820**
Total Communities	**119,564**	**67,258**	**52,306**	**18,483**	**46,614**	**5,542**	**-2,395**	**0**	**(1,524)**	**48,237**	**20,455**	**8,056**	**8,448**	**8,073**	**9,597**	**9,600**	**2,792**	**2,276**	**2,030**	**119,564**
Chief Executive's																				
Corporate Capital Fund	2,000	2,000			200					**200**	200	200	200	200	200	200	200	200	200	**2,000**
ICT																				**-**
Investment in ICT	211	211	-			211				**211**										**211**
Digital Transformation	520	520	-			520				**520**										**520**
Digital Meeting Spaces	26	26	-	51		26				**26**										**26**
Housing / Homelessness																				**-**
Housing Renewal / Empty Properties	1,000	1,000	-	99	100					**100**	100	100	100	100	100	100	100	100	100	**1,000**
Valleys Taskforce Empty Properties Grant	300	105	195		300					**300**										**300**
Western Valley Empty Homes Pilot	260	91	169				260			**260**										
Disabled Facilities Grants	19,500	19,500	-	1,623	1,950					**1,950**	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	**19,500**
Enable Grant	-	-	-							**-**										**-**
Total Chief Executive's	**23,817**	**23,453**	**364**	**2,168**	**2,550**	**757**	**260**	**0**		**3,567**	**2,250**	**2,250**	**2,250**	**2,250**	**2,250**	**2,250**	**2,250**	**2,250**	**2,250**	**23,817**
Unallocated	9,055	9,055	-		688					**688**					477	1,725	2,055	2,055	2,055	**9,055**
Total Expenditure	**216,394**	**125,092**	**91,302**	**75,157**	**56,434**	**9,073**	**-435**	**0**	**(2,767)**	**62,305**	**28,264**	**16,963**	**35,329**	**26,903**	**13,042**	**13,575**	**7,097**	**6,581**	**6,335**	**216,394**
Expected Capital Resources																				
General Capital Funding																				
General Capital Funding - General Capital Grant	25,367	25,367	-		3,997			644	(644)	**3,997**	2,397	2,397	2,397	2,397	2,397	2,194	2,397	2,397	2,397	**25,367**
General Capital Funding - Supported Borrowing	39,355	39,355	-		3,986				148	**4,134**	3,844	3,938	3,938	3,938	3,938	3,811	3,938	3,938	3,938	**39,355**
Capital Receipts - Schools	1,215	1,215	-		601	614				**1,215**										**1,215**
Capital Receipts - General	18,695	18,695	-		11,730	3,012	(117)	(644)	(1,281)	**12,700**	5,307		688							**18,695**
Earmarked Reserves	28,890	28,890	-		11,282	1,587	894		(535)	**13,228**	4,363	2,203	5,332	2,366	23	1,375				**28,890**
Revenue Contribution	40	40	-		51	38	(49)			**40**										**40**
Prudential Borrowing (Directorate Funded)	3,798	3,798	-		4,047	49	(532)			**3,564**	234									**3,798**
Prudential Borrowing (Corporately Funded)	4,069	4,069	-		1,769					**1,769**	2,300									**4,069**
SALIX Interest Free Loan - WG	1,417	1,417	-		1,417					**1,417**										**1,417**

	Total 2020-2030			Total Costs to 31-3-20	Council February 2020	2019-20 Slippage b/f	2020-2021				FUTURE YEARS									CUMULATIVE
	Total Cost £'000	BCBC Funding £'000	External Funding £'000	£'000	£'000	£'000	New Approvals £'000	Vire £'000	Slippage into 2021-22 £'000	Revised 2020-21 £'000	2021-2022 £'000	2022-2023 £'000	2023-2024 £'000	2024-2025 £'000	2025-2026 £'000	2026-2027 £'000	2027-2028 £'000	2028-2029 £'000	2029-2030 £'000	Total 2020 - 2030 £'000
Llynfi Development Site Loan - WG	2,246	2,246	-			2,246				**2,246**										**2,246**
Sub-Total General Capital Funding	**125,092**	**125,092**	**0**		**38,880**	**7,546**	**196**	**0**	**(2,312)**	**44,310**	**18,445**	**8,538**	**12,355**	**8,701**	**6,358**	**7,380**	**6,335**	**6,335**	**6,335**	**125,092**
External Funding Approvals																				
WG - Highways Grant	151	-	151			151				**151**										**151**
WG - Other	1,014		1,014		725		169			**894**	120									**1,014**
WG - 21st Century Schools	34,811	-	34,811		905	66				**971**	239	2,230	17,638	13,241	492					**34,811**
WG - Porthcawl Revetment	24	-	24			24				**24**										**24**
WG - Coastal Risk Mangement Program - Porthcawl	4,523	-	4,523		2,062					**2,062**	2,349	112								**4,523**
WG - Integrated Care Fund (ICF)	650	-	650				650			**650**										**650**
WG - Welsh Medium Capital Grant	2,701	-	2,701		816	181				**997**	710	994								**2,701**
WG - Infant Class Size Grant	219	-	219		189	30				**219**										**219**
WG - Economic Stimulus Grant	-	-	-			10			(10)	**-**										**-**
WG- VRP	402	-	402		321	81				**402**										**402**
WG - TRI	820	-	820		770	50				**820**										**820**
Westminster	30,677	-	30,677		3,977					**3,977**	3,128	3,128	4,504	4,505	5,722	5,713				**30,677**
CSC Foundry	3,577	-	3,577		113					**113**	175	430	443	456	470	482	762	246		**3,577**
National Resources Wales	-	-	-							**-**										**-**
S106	314	-	314			314			(49)	**265**	49									**314**
Transport Grant	-	-	-							**-**										**-**
Heritage Lottery Fund (HLF)	682	-	682		671				(39)	**632**	50									**682**
EU	9,285	-	9,285		5,849	370	(1,450)		(153)	**4,616**	2,749	1,531	389							**9,285**
Other	1,452	-	1,452		1,156	250			(204)	**1,202**	250									**1,452**
Sub-Total External Funding Approvals	**91,302**	**0**	**91,302**		**17,554**	**1,527**	**(631)**	**0**	**(455)**	**17,995**	**9,819**	**8,425**	**22,974**	**18,202**	**6,684**	**6,195**	**762**	**246**	**0**	**91,302**
Total Funding Available	**216,394**	**125,092**	**91,302**		**56,434**	**9,073**	**(435)**	**0**	**(2,767)**	**62,305**	**28,264**	**16,963**	**35,329**	**26,903**	**13,042**	**13,575**	**7,097**	**6,581**	**6,335**	**216,394**
Funding Shortfall/Surplus	**0**	**0**	**0**		**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**-**

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APPENDIX D

PRUDENTIAL AND OTHER INDICATORS 2019-20 and 2020-21

The Prudential Indicators are required to be set and approved by Council in accordance with CIPFA's Prudential Code for Capital Finance in Local Authorities. Table 1 shows the 2019-20 actual capital expenditure, the capital programme approved by Council on 26 February 2020 and the latest projection for the current financial year which has incorporated slippage of schemes from 2019-20 together with any new grants and contributions or changes in the profile of funding.

Table 1: Prudential Indicator: Estimates of Capital Expenditure

	2019-20 Actual £m	2020-21 Estimate (Council Feb 20) £m	2020-21 Projection £m
Council Fund services	22.822	55.954	61.825
Investment Properties	-	0.480	0.480
TOTAL	**22.822**	**56.434**	**62.305**

All capital expenditure must be financed, either from external sources (government grants and other contributions), the Council's own resources (revenue, reserves and capital receipts) or net financing requirement (borrowing, leasing and Private Finance Initiative). The planned financing of the expenditure has been projected as follows:

Table 2: Capital financing

	2019-20 Actual £m	2020-21 Estimate (Council Feb 20) £m	2020-21 Projection £m
External sources	16.199	21.551	24.238
Own resources	1.408	23.664	27.180
Net Financing Requirement	5.215	11.219	10.887
TOTAL	**22.822**	**56.434**	**62.305**

The net financing requirement or 'debt' is only a temporary source of finance, since loans and leases must be repaid, and this is therefore replaced over time by other financing, usually from revenue which is known as the Minimum Revenue Provision (MRP). As well as MRP, the Council makes additional voluntary revenue contributions to pay off Prudential or Unsupported Borrowing. The total of these are shown in Table 3 below:-

Table 3: Replacement of debt finance

	2019-20 Actual £m	2020-21 Estimate (Council Feb 20) £m	2020-21 Projection £m
Minimum Revenue Provision (MRP)	2.858	**2.925**	**2.925**
Additional Voluntary Revenue Provision	1.948	**1.505**	**1.327**
Total MRP & VRP	**4.833**	**4.430**	**4.252**
Other MRP on Long term Liabilities	**0.690**	**0.743**	**0.743**
Total Own Resources	**5.523**	**5.173**	**4.995**

The Council's cumulative outstanding amount of debt finance is measured by the Capital Financing Requirement (CFR). This increases with new debt-financed capital expenditure and reduces by the MRP amount within the year. Based on the above figures for expenditure and financing, the Council's estimated CFR is as follows based on the movement on capital expenditure at quarter 1:

Table 4: Prudential Indicator: Estimates of Capital Financing Requirement

	2019-20 Actual £m	2020-21 Estimate £m	2020-21 Projection £m
Capital Financing Requirement			
Opening CFR excluding PFI & other liabilities	155.084	155.893	155.466
Opening PFI CFR	17.000	16.309	16.310
Total opening CFR	**172.084**	**172.203**	**171.776**
Movement in CFR excluding PFI & other liabilities	0.382	6.789	6.635
Movement in PFI CFR	(0.690)	(0.743)	(0.743)
Total movement in CFR	**(0.308)**	**6.046**	**5.892**
Closing CFR	**171.776**	**178.249**	**177.668**
Movement in CFR represented by:			
Net financing need for year (Table 2 above)	5.215	11.219	10.887
Minimum and voluntary revenue provisions	(4.833)	(4.430)	(4.252)
MRP on PFI and other long term leases (Table 3)	(0.690)	(0.743)	(0.743)
Total movement	**(0.308)**	**6.046**	**5.892**

The capital borrowing need (Capital Financing Requirement) has not been fully funded with loan debt as cash supporting the Council's reserves, balances and cash flow has been used as a temporary measure. This is known as Internal Borrowing. Projected levels of the Council's total outstanding debt, which comprises of borrowing, PFI and Other Long Term Liabilities, are shown below compared with the Capital Financing Requirement:-

Table 5: Prudential Indicator: Gross Debt and the Capital Financing Requirement

	2019-20 Actual £m	2020-21 Estimate (Council Feb 20) £m	2020-21 Projection £m
Debt (incl. PFI & leases)	116.867	**117.867**	**117.867**
Capital Financing Requirement	171.776	**178.249**	**177.668**

Statutory guidance is that debt should remain below the capital financing requirement, except in the short-term. As can be seen, the Council expects to comply with this in the medium term.

The Council is legally obliged to set an affordable borrowing limit (also termed the authorised limit for external debt) each year. In line with statutory guidance, a lower "operational boundary" is also set as a warning level should debt approach the limit.

Table 6: Prudential Indicators: Authorised limit and operational boundary for external debt in £m

	2019-20 Actual £m	2020-21 Estimate (Council Feb 20) £m	2020-21 Projection £m
Authorised limit – borrowing	145.000	**170.000**	170.000
Authorised limit – other long term liabilities	30.000	**30.000**	30.000
Authorised Limit Total	**175.000**	**200.000**	**200.000**
Operational boundary – borrowing	105.000	**140.000**	140.000
Operational boundary – other long term liabilities	20.000	**20.000**	20.000
Operational Boundary Limit Total	**130.000**	**165.000**	**165.000**
Total Borrowing and Long Term Liabilities	**116.867**	**177.823**	**177.668**

Although capital expenditure is not charged directly to the revenue budget, interest payable on loans and MRP are charged to revenue, offset by any investment income receivable. The net annual charge is known as financing costs; this is compared to the net revenue stream i.e. the amount funded from Council Tax, business rates and general government grants.

Table 7: Prudential Indicator: Proportion of financing costs to net revenue stream

	2019-20 Actual £m	2020-21 Estimate (Council Feb 20) £m	2020-21 Projection £m
Capital Financing Central	6.728	6.995	7.106
Other Financing costs	3.893	3.451	3.452
TOTAL FINANCING COSTS	**10.821**	**10.446**	**10.558**
Proportion of net revenue stream	3.92%	3.85%	3.89%

This shows that in 2019-20, 3.92% of our net revenue income was spent paying back the costs of capital expenditure.

BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CABINET

21 JULY 2020

REPORT OF THE INTERIM CHIEF OFFICER – FINANCE, PERFORMANCE AND CHANGE

WELSH GOVERNMENT GRANT – WESTERN VALLEY EMPTY HOMES PILOT

1. Purpose of report

1.1 The purpose of this report is to provide Cabinet with the background and financial and operational implications of the above project and to ask Cabinet to recommend to Council that match funding for the scheme is included within .

2. Connection to corporate well-being objectives / other corporate priorities

2.1 This report assists in the achievement of the following corporate well-being objectives under the **Well-being of Future Generations (Wales) Act 2015**:-

1. **Supporting a successful sustainable economy** –. Taking steps to make the county borough a great place to do business, for people to live, work, study and visit, and to ensure that our schools are focussed on raising the skills, qualifications and ambitions for all people in the county borough.

2. **Helping people and communities to be more healthy and resilient -** taking steps to reduce or prevent people from becoming vulnerable or dependent on the Council and its services. Supporting individuals and communities to build resilience, and enable them to develop solutions to have active, healthy and independent lives.

3. **Smarter use of resources** – ensure that all resources (financial, physical, ecological, human and technological) are used as effectively and efficiently as possible and support the creation of resources throughout the community that can help to deliver the Council's well-being objectives.

3. Background

3.1 Welsh Government has introduced 2 initiatives to focus on bringing empty properties back into use.

3.2 The northern parts of Bridgend are within the Valleys Task Force (VTF) catchment area. On 30th June 2020 Cabinet approved phase 2 of the Valleys Taskforce Empty Homes Grant and approval was given toenter into an agreement with Rhondda Cynon Taf County Borough Council (RCT) who shall run, and administer the Grant for those northern parts of the county only.

3.3 For geographic areas outside of the VTF initiative, Welsh Government has proposed a separately run initiative. This initiative is available to Bridgend, Swansea,

Carmarthenshire and Neath Port Talbot Councils. Two of these authorities have agreed to take part, one authority has declined due to difficulties providing the match funding.

3.4 The 2 projects are distinct – the VTF initiative is open to people who wish to purchase an empty house, or owners of an empty property to apply for a grant provided the house has been empty for 6 months and plan to live in the property as their main home for at least 5 years. The Western Valleys Empty Homes project is a grant designed for landlords to bring the property back into use in exchange for nomination rights for social housing purposes.

4. Current situation/proposal

4.1 The Minister for Housing and Local Government has agreed in principle to an allocation of capital funding of up to £169,000 for Bridgend in 2020-21 to establish a one year pilot. The offer of grant funding is subject to match funding of 35% being provided by the Council which is the same percentage of match funding the Council provides under the VTF project. Welsh Government has made this offer based on the following calculations:

Number of empty properties – 1350
Application 1% interest = 13 properties/units at £20,000 = max grant
Programme Value £260,000
WG funding contribution = £169,000
LA 35% contribution = £91,000

4.2 Specific locations of housing need would need to be identified to take part in the project. This scheme cannot be applied in conjunction with other schemes and a request made to Welsh Government to convert this scheme into the VTF project to ensure a consistent offer across the county was refused. A further request to allow this funding to be used as supplementary funding for RSLs to purchase empty properties was declined.

4.3 It is proposed that Cabinet agree to take part in the pilot and recommend that Council makes available the match funding of up to £91,000. Covid-19 limitations and the length of time left within this financial year may impact on the eventual outcome and 13 properties may not be achieved. Therefore the level of grant and match funding will be adjusted on a pro-rata basis.

5. Effect upon policy framework and procedure rules

5.1 There is no effect on policy framework and procedure rules.

6. Equality Impact Assessment

6.1 There are no equality implications arising from this report.

7. Well-being of Future Generations (Wales) Act 2015 implications

7.1 The well-being goals identified in the Act were considered in the preparation of this report. These proposals align to one or more of the 7 WFGA goals as detailed below:

A prosperous Wales	Helping local people to acquire housing
A resilient Wales	Supporting local people and communities
A healthier Wales	Providing social housing to those in need
A more equal Wales	Increasing access to housing in the private sector
A Wales of Cohesive communities	Supporting sustainable communities
A Wales of vibrant culture and thriving Welsh language	Supporting sustainable communities
A globally responsive Wales	Increasing the supply of social housing for people in need

7.2 A summary of the implications from the Well-being of Future Generations assessment, using the 5 ways working, is as follows:

Long term	Bringing empty homes into use will support objectives of the Act
Preventative	Would prevent a wasted resource within communities and support social housing
Involvement	Would involve private sector landlords
Integration	Benefits community development and sustainability
Collaboration	Would involve working with private sector landlords and social housing applicants

8. Financial implications

8.1 The Council will be required to provide a capital match funding contribution of £91,000, which will be funded from available capital receipts and will be subject to full Council approval.

8.2 As a pilot, funding would be required in this financial year and, at this stage, there is no further financial commitment to this project.

9. Recommendation(s)

9.1 It is recommended that Cabinet:

- approves BCBC's participation in the scheme and enters into an agreement with Welsh Government;

- recommends to Council that the capital programme be revised to include the full scheme costs, including £169,000 WG grant and BCBC match funding contribution of £91,000.

Gill Lewis
Interim Chief Officer – Finance, Performance and Change
July 2020

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Background documents: None

BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CABINET

21 JULY 2020

REPORT OF THE CORPORATE DIRECTOR SOCIAL SERVICES & WELLBEING

CONTRACT EXTENSION – CLOS PENGLYN SUPPORTED LIVING SERVICE

1. Purpose of report

1.1 The purpose of this report is to seek authority to vary the current contract with DRIVE Ltd in respect of the specialist supported living service at Clos Penglyn, by extending the existing term for a further 12 months, in accordance with Contract Procedure Rule (CPR) 3.2.9.3

2. Connection to corporate well-being objectives / other corporate priorities

2.1 This report assists in the achievement of the following corporate well-being objectives under the **Well-being of Future Generations (Wales) Act 2015**:-

1. **Helping people and communities to be more healthy and resilient -** taking steps to reduce or prevent people from becoming vulnerable or dependent on the Council and its services. Supporting individuals and communities to build resilience, and enable them to develop solutions to have active, healthy and independent lives.

2. **Smarter use of resources** – ensure that all resources (financial, physical, ecological, human and technological) are used as effectively and efficiently as possible and support the creation of resources throughout the community that can help to deliver the Council's well-being objectives.

3. Background

3.1 The current contract for the provision of a specialist supported living service at Clos Penglyn for individuals with complex learning disabilities and autism was commissioned in 2016, and was awarded to DRIVE Ltd following a tender exercise being undertaken. The existing contract in place with DRIVE Ltd expires on 31st August 2020, with no further extension provision.

3.2 Due to the significant and unforseen impact of the Covid-19 pandemic, and the subsequent 'lockdown' restrictions in place to control further infection, it has not been possible for officers to carry out a recommissioning exercise as had been originally intended, or to competitively tender the service.

3.3 This recommissioning work which includes a market engagement with providers was intended to be carried out in advance of a new procurement exercise, which was to be undertaken in line with the contractual timescales set out above. i.e. Recommissioning activity during the spring and summer 2020, with a view to new contracts commencing from 1st September 2020.

4. Current situation/proposal

4.1 In view of uncertainty over the duration of the existing 'lockdown' measures in place, it is proposed that the existing contract in place with DRIVE Ltd for the provision of a specialist supported living service at Clos Penglyn be extended for a further 12 months, to 31st August 2021, which is the length of time necessary in order to carry out a recommissioning exercise. The recommossioning activitiy will involve engagement with key stakehlders, which will be reliant on easing of the restrictions imposed by the Covid-19 lockdowns in place. There are also capacity issues with Commissioning Team members focusing on Covid-related activities, all of which requires a further 12 months extension.

4.2 There is provision under CPR 3.2.9.3 to seek to modify an existing contract where:

(i) the need for modification has been brought about by circumstances which the Council having been duly diligent could not have foreseen;
(ii) the modification does not alter the overall nature of the Contract;
(iii) any increase in price does not exceed 50% of the value of the original Contract or Framework Agreement.

4.3 The need for modification has been brought about by the impact of the Covid-19 pandemic, circumstances which the Council could not have foreseen when entering into the original contract with Drive. The overall nature of the contract will not be altered, and all other contractual terms remain unchanged, as the proposed variation is for a 12 month extension only. The proposed modification does not exceed 50% of the original contract value. Please see the Financial Implications below for further details on the value of the proposed modification.

4.4 During 2019/20, the service that DRIVE Ltd provide at Clos Penglyn entered into Escalating Concerns and they were required to make some service improvements . DRIVE Ltd worked closely with BCBC and colleagues in health to develop and implement an action plan in order to resolve the issues and they have now satisfactorily worked through all the required actions. As soon as Officers are able to enter the Home (post covid) they will be officially removed from the escalating concerns. BCBC are assured that the required actions have been undertaken, and no further issues have since been presented or reported to BCBC in respect of the service provided at Clos Penglyn.

5. Effect upon policy framework and procedure rules

5.1 This report seeks to modify an existing contract in accordance with CPR rule 3.2.9.3. There is no direct impact on the Council's policy framework and procedure rules.

6. Equality Impact Assessment

6.1 An Equality Impact Assessment (EIA) was undertaken in June 2020. It was found that a full EIA is not required as there would be no changes to the level of service received by individuals supported at Clos Penglyn as a result of the contract being extended for a further 12 months.

7. Well-being of Future Generations (Wales) Act 2015 implications

7.1 Variation of the existing contract for Clos Penglyn supports the five ways of working under the Wellbeing of Future Generations (Wales) Act 2015, as follows:

Long Term – extending the existing contract at Clos Penglyn will enable the provider to continue to maintain close and long-term working relationships with local community groups and agencies.
Prevention – The aim of the Closer to Home project is to avoid the need for out of County placements by providing local, specialised supported living services for people who have both health and social care needs and whose condition may be considered complex and challenging.
Integration – the service provider will continue to work with a wide range of stakeholder groups in order to help Individuals better integrate into their local community.
Collaboration – The Closer to Home project, (of which the Clos Penglyn scheme forms part), is a collaboration between Bridgend County Borough Council, the Health Board and the Learning Disability and Mental Health Delivery Board.
Involvement – Key stakeholders were involved in shaping and informing the existing service.

8. Financial implications

8.1 The cost of the proposed contract extension for a period of 12 months is estimated at £550k, which is based on the rates currently being paid to DRIVE Ltd in 2020/21, and has been accepted by the provider.

8.2 The sum estimated above does not exceed £1,135,084, which is 50% of the original contract value, and the maximum amount allowable under CPR's.

9. Recommendation(s)

9.1 Cabinet is recommended to:

- Authorise the modification of the existing contract with DRIVE Ltd in relation to Clos Penglyn by extending the existing term for a further 12 months to 31st August 2021, in accordance with CPR 3.2.9.3.

Susan Cooper

Corporate Director – Social Services and Wellbeing
June 2020

Contact Officers

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Background documents: None

BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CABINET

21 JULY 2020

REPORT OF THE CHIEF OFFICER LEGAL, HR AND REGULATORY SERVICES

INFORMATION REPORT FOR NOTING

1. Purpose of Report .

1.1 The purpose of this report is to inform Cabinet of the Information Report for noting which has been published since its last scheduled meeting.

2. Connection to corporate well-being objectives / other corporate priorities.

2.1 This report assists in the achievement of the following corporate well-being objective under the Well-being of Future Generations (Wales) Act 2015:-

- Smarter use of resources – ensuring that all its resources (financial, physical, human and technological) are used as effectively and efficiently as possible and support the development of resources throughout the community that can help deliver the Council's priorities.

3. Background.

3.1 At a previous meeting of Cabinet, it was resolved to approve a revised procedure for the presentation to Cabinet of Information Reports for noting.

4. Current situation / proposal.

4.1 Information Report

The following information report has been published since the last meeting of Cabinet:-

Title	Date Published
Treasury Management Quarter 1 Report 2020-21	15 July 2020

4.2 Availability of Documents

This document has been circulated to Elected Members electronically via Email and placed on the BCBC website. It is also available from the date of publication.

5. Effect upon Policy Framework and Procedure Rules.

5.1 This procedure has been adopted within the procedure rules of the Constitution.

6. Equality Impact Assessment

6.1 There are no negative equality implications arising from this report.

7. Wellbeing of Future Generations (Wales) Act 2015 Implications

7.1 The well-being goals identified in the Act were considered in the preparation of this report. It is considered that there will be no significant or unacceptable impacts upon the achievement of well-being goals/objectives as a result of this report.

8. Financial Implications.

8.1 There are no financial implications regarding this report.

9. Recommendation.

9.1 That Cabinet acknowledges the publication of the document listed in this report.

K Watson
Chief Officer Legal, HR and Regulatory Services & Monitoring Officer
July 2020

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Background documents: None

BRIDGEND COUNTY BOROUGH COUNCIL

INFORMATION REPORT TO CABINET

21 JULY 2020

REPORT OF THE INTERIM CHIEF OFFICER – FINANCE, PERFORMANCE AND CHANGE

TREASURY MANAGEMENT – QUARTER 1 REPORT 2020-21

1. Purpose of report

1.1 The purpose of this report is to:-

- Comply with the requirement of the Chartered Institute of Public Finance and Accountancy's 'Treasury Management in the Public Services: Code of Practice' to produce interim Treasury Management Reports.

- Report on the projected Treasury Management Indicators for 2020-21.

2. Connection to corporate well-being objectives / other corporate priorities

2.1 This report assists in the achievement of the following corporate well-being objective/objectives under the **Well-being of Future Generations (Wales) Act 2015**:

1. Supporting a successful sustainable economy – taking steps to make the county borough a great place to do business, for people to live, work, study and visit, and to ensure that our schools are focussed on raising the skills, qualifications and ambitions for all people in the county borough.

2. Helping people and communities to be more healthy and resilient - taking steps to reduce or prevent people from becoming vulnerable or dependent on the Council and its services. Supporting individuals and communities to build resilience, and enable them to develop solutions to have active, healthy and independent lives.

3. Smarter use of resources – ensure that all resources (financial, physical, ecological, human and technological) are used as effectively and efficiently as possible and support the creation of resources throughout the community that can help to deliver the Council's well-being objectives.

2.2 The Treasury Management Report is integral to the delivery of all of the Council's well-being objectives as the allocation of resources determines the extent to which the well-being objectives can be delivered.

3. Background

3.1 Treasury management is the management of the Council's cash flows, borrowing and investments, and the associated risks. The Council is exposed to financial risks including the loss of invested funds and the revenue effect of changing interest rates. The successful identification, monitoring and control of financial risk are therefore central to the Council's prudent financial management.

3.2 Treasury risk management at the Council is conducted within the framework of the Chartered Institute of Public Finance and Accountancy's (CIPFA) Treasury Management in the Public Services: Code of Practice 2017 Edition (the CIPFA Code) which requires the Council to approve a Treasury Management Strategy (TMS) before the start of each financial year. The CIPFA Code also requires the Council to set a number of Treasury Management Indicators, which are forward looking parameters and enable the Council to measure and manage its exposure to treasury management risks, and these are included throughout this report. In addition, the Welsh Government (WG) issued revised Guidance on Local Authority Investments in November 2019 that requires the Council to approve an Investment Strategy before the start of each financial year. This report fulfils the Council's legal obligation under the Local Government Act 2003 to have regard to both the CIPFA Code and the Welsh Government Guidance.

3.3 In 2017 CIPFA also published a new version of the Prudential Code for Capital Finance in Local Authorities (the Prudential Code). The updated Prudential Code includes a requirement for Local Authorities to provide a Capital Strategy, which is a summary document approved by full Council covering capital expenditure and financing, treasury management and non-treasury investments. The definition of investments in the revised 2017 CIPFA Code now covers all the financial assets of the Council as well as other non-financial assets which the authority holds primarily for financial return. The Council's Capital Strategy 2020-21, complying with CIPFA's requirement includes the Prudential Indicators which in previous years were included in the TMS, along with details regarding the Council's non-treasury investments.

3.4 The Capital Strategy and TMS should be read in conjunction with each other as they are interlinked as borrowing and investments are directly impacted upon by capital plans and were approved together by Council on 26 February 2020.

3.5 The Council's treasury management advisors are Arlingclose. The current services provided to the Council include:-

- advice and guidance on relevant policies, strategies and reports
- advice on investment decisions
- notification of credit ratings and changes
- other information on credit quality
- advice on debt management decisions
- accounting advice
- reports on treasury performance
- forecasts of interest rates

- training courses

The contract with Arlingclose as our Treasury Management Advisors is due to end at the end of August 2020. Work is currently underway to re-tender the contract.

4. Current situation / proposal

4.1 Economic Context

4.1.1 The interest rate views incorporated in the Council's TMS 2020-21 were based upon officers' views supported by a forecast from Arlingclose. When the TMS 2020-21 was prepared at the beginning of 2020, it was written on the basis of an orderly transition to a deep free trade agreement between the United Kingdom (UK) and the European Union. Consequently Arlingclose forecasted that the Bank Rate would remain at 0.75% until the end of 2022, unless Brexit uncertainty dragged on or global growth failed to recover. To date no trade deal has been agreed and the transition period will end on 31 December 2020.

4.1.2 In addition to the Brexit uncertainty, at the start of the year nobody could have predicted the widespread Covid-19 pandemic, the prolonged period of lockdown across the UK or the devastating impact on the economy in general, UK finances and the Council's own budgets. The Bank Rate was reduced from 0.75% to 0.25% on 11 March 2020 and then lowered again to 0.1% on 19 March 2020. In May 2020 the Bank of England governor suggested that there is a risk that Britain's economy will take longer to recover from the impact of the coronavirus than originally anticipated. He said that the risks were undoubtedly to the downside for the economic recovery to be "longer and harder". He added *"It is also possible that the pace at which activity recovers will be limited by continued caution among households and businesses even as official social distancing measures are relaxed".* The Bank of England has stated that it is ready to provide further support for the economy and this includes cutting interest rates below zero, but the governor stated that this would need careful consideration. Arlingclose has indicated that any further reduction in the bank rate to zero, or a negative rate, will have an impact on money market and deposit account rates, money market fund returns and borrowing costs. The impact of the pandemic on the Council's financial position will be kept under continuous review during the financial year and any necessary changes reported at the earliest opportunity.

4.1.3 Since the outbreak of the Covid-19 pandemic, the UK and Welsh Governments have announced a wide range of financial support schemes to try and mitigate the impact on the economy, businesses and individuals. These include:

- Job Retention Scheme (furlough) (UK)
- Self Employed Income Support Scheme (UK)
- Business Rates Grants (WG)
- Small Charities Business Rates Grants (WG)
- Local Government Hardship Fund, including £40m for Adult Social Care, £40 million for free school meals and £10 million for homelessness.
- Economic Resilience Fund (WG)

The local authority has administered a number of the Welsh Government Schemes which involved the payment of over 2,300 business and charity grants worth over £29 million, as well as bearing the upfront costs of additional support required throughout the pandemic in advance of receiving WG funding. This has clearly had an impact on the Council's cash flow during the first quarter of the financial year and measures have had to be put in place to manage the significant sums of money flowing into and out of the Council's bank account, including seeking earlier payments of Revenue Support Grant and interim business grant payments from Welsh Government, making short term deposits until funding is required and increasing our daily BACS limits to enable more payments to be processed quickly.

4.2 External Debt and Investment Position

4.2.1 On 30 June 2020, the Council held £96.87 million of external long-term borrowing and £70.65 million of investments. The external debt and investment position for 1 April to 30 June 2020 is shown below in Table 1. More detail is provided in section 4.3 - Borrowing Strategy and Outturn, and section 4.4 - Investment Strategy and Outturn.

Table 1: Council's external debt and investment position 1 April to 30 June 2020

	Principal 01/04/2020 £m	Average Rate 01/04/2020 %	Principal 30/06/2020 £m	Average Rate 30/60/2020 %
External Long Term Borrowing:				
Public Works Loan Board	77.62	4.70	77.62	4.70%
Lender's Option Borrower's Option	19.25	4.65	19.25	4.65%
Total External Borrowing	**96.87**	**4.69**	**96.87**	**4.69**
Other Long Term Liabilities (LTL):				
Private Finance Initiative (PFI)*	**16.30**		**16.10**	
Other LTL	**1.10**		**1.10**	
Total Other Long Term Liabilities	**17.40**		**17.20**	
Total Gross External Debt	**114.27**		**114.07**	
Treasury Investments:				
PWLB	37.00	0.06	11.15	0.02
Local Authorities	18.00	0.97	38.50	0.68
Banks	5.00	0.34	5.00	0.28
Building Societies	2.00	0.78	-	-
Money Market Fund***	-	-	16.00	0.24
Total Treasury Investments	**62**	**0.37**	**70.65**	**0.45**
Net Debt	**52.27**		**43.42**	

***** (PFI) arrangement for the provision of a Secondary School in Maesteg 14.5 years remaining term
****the fund provides instant access

4.2.2 Where a Council finances capital expenditure by debt, it must put aside revenue resources to repay that debt in later years and this amount charged to revenue is called the Minimum Revenue Provision (MRP). The Local Authority (Capital Finance and Accounting) (Amendment) (Wales) Regulations 2008 requires the Council to produce and approve an annual Minimum Revenue Provision (MRP) Statement before the start of the financial year that details the methodology for the MRP charge and this is detailed in the Council's Capital Strategy. The underlying need to borrow for capital purposes is measured by the Capital Financing Requirement (CFR), while usable reserves and working capital are the underlying resources available for investment. The Council's current strategy is to maintain borrowing and investments below their underlying levels, sometimes known as internal borrowing. This strategy is prudent as investment returns are low and counterparty risk is relatively high. Whilst the Council is forecasting the CFR to remain static over the year, it is forecasting an increased CFR due to the amount of prudential borrowing in the capital programme in future years.

4.2.2 The liability benchmark has been calculated and compares the Council's actual borrowing against an alternative strategy, showing the lowest risk level of borrowing. Table 2 below has been produced using estimates of capital spend and forecasts on usable reserves for the current financial year. The Loans CFR ignores cash balances and may be too high if the authority benefits from long term positive cash flows which this Council does benefit from. The benchmark assumes that cash and investment balances are kept to a minimum level of £10 million at each year-end to maintain sufficient liquidity but minimise credit risk. It shows a forecast liability benchmark of £114.6 million at the end of the financial year. The Council will have debt above or below this amount, which

will leave it with excess cash or a borrowing need respectively. The Council feels it is prudent to maintain an under-borrowed position.

Table 2: Liability benchmark

	2019-20 Actual £m	2020-21 Estimate TMS £m	2020-21 Projection £m
Loans Capital Financing Requirement	157.0	157.4	157.0
Less: Usable reserves	(76.0)	(48.1)	(52.4)
Working capital	(7.0)	-	-
Plus: Minimum investments	10.0	10.0	10.0
Liability Benchmark	**84.0**	**119.3**	**114.6**

4.3 Borrowing Strategy and Outturn

4.3.1 At 30 June 2020, the Council held £96.87 million of long-term loans as part of its strategy for funding previous years' capital programmes. The TMS 2020-21 forecast that the Council would need to borrow £16 million in 2020-21. It is now forecast that there will be no long term borrowing requirement in 2020-21 due to anticipated slippage of capital schemes following the Covid-19 pandemic. More detail on forecast capital spend is provided in the Capital Strategy 2020-21 and the Capital Monitoring report.

4.3.2 The Council's chief objective when borrowing money is to strike an appropriately low risk balance between securing low interest costs and achieving certainty of those costs over the period for which funds are required. The flexibility to renegotiate loans, should the Council's long-term plans change, is a secondary objective. Therefore the major **objectives** to be followed in 2020-21 are:

- to minimise the revenue costs of debt
- to manage the Council's debt maturity profile i.e. to leave no one future year with a high level of repayments that could cause problems in re-borrowing
- to effect funding in any one year at the cheapest cost commensurate with future risk
- to monitor and review the level of variable interest rate loans in order to take greater advantage of interest rate movement
- to reschedule debt if appropriate, in order to take advantage of potential savings as interest rates change
- to optimise the use of all capital resources including borrowing, both supported and unsupported, usable capital receipts, revenue contributions to capital and grants and contributions

4.3.3 Given the impact of the Covid-19 pandemic on the economy and public finances in general, as well as on local government funding in particular, and the uncertainty going forward, the Council's borrowing strategy continues to

address the key issue of affordability without compromising the longer-term stability of the debt portfolio. The ever increasing uncertainty over future interest rates increases the risks associated with treasury activity. As a result the Council will take a cautious approach to its treasury strategy. With short-term interest rates currently much lower than long term rates, it is likely to be more cost effective in the short term to either use internal resources or take out short term loans instead.

4.3.4 The Council's primary objective for the management of its debt is to ensure its long term affordability. The majority of its loans have therefore been taken out with the Public Works Loan Board (PWLB) at long term fixed rates of interest but we will also investigate other sources of finance, such as Welsh Government and local authority loans and bank loans that may be available at more favourable rates. Following the increase in the numbers of local authorities taking out PWLB loans to buy commercial properties for yield, the UK government is currently consulting on the PWLB future lending terms. The outcome of this consultation may impact on future borrowing opportunities for the Council.

4.3.5 The last time the Council took out long-term borrowing was £5 million from the PWLB in March 2012 and, as detailed above, the current forecast is that there will be no requirement for new long-term borrowing in 2020-21. The Council may take out short term loans (normally for up to one month) to cover unexpected cash flow shortages. Market conditions have meant that there has been no rescheduling of the Council's long term borrowing so far this year however, in conjunction with Arlingclose, the loan portfolio will continue to be reviewed for any potential savings as a result of any loan rescheduling.

4.3.6 The £19.25 million in Table 1 above relates to Lender's Option Borrower's Option (LOBO) loans which have a maturity date of 2054, however these may be re-scheduled in advance of this maturity date. The LOBO rate and term may vary in the future depending upon the prevailing market rates, with the lender exercising their option to increase rates at one of the bi-annual trigger points and therefore the Council being given the option to accept the increase or to repay the loan without incurring a penalty. The lender did not exercise their option on 22 January 2020 and the next trigger point is 22 July 2020. The lender is unlikely to exercise their option in the current low interest rate environment, however, an element of refinancing risk remains. The Council would take the option to repay these loans at no cost if it has the opportunity to do so in the future. The current average interest rate for these LOBO's is 4.65% compared to the PWLB Loans average interest rate of 4.70%.

4.3.7 The Treasury Management indicator shown in Table 3 below is for the **Maturity Structure of Borrowing** and is set for the forthcoming financial year to control the Council's exposure to refinancing risk with respect to the maturity of the Council's external borrowing, and has been set to allow for the possible restructuring of long term debt where this is expected to lead to an overall saving or reduction in risk. It is the amount of projected borrowing maturing in each period as a percentage of total projected borrowing. The upper and lower limits on the maturity structure of borrowing set out in the TMS 2020-21 and the projection for 2020-21 is:

Table 3: Treasury Management Indicator Maturity Structure of Borrowing 2020-21

Refinancing rate risk indicator Maturity structure of borrowing 2020-21	TMS 2020-21 Upper limit %	TMS 2020-21 Lower limit %	Projection 31-3-21 %
Under 12 months	50	-	19.87
12 months and within 24 months	25	-	-
24 months and within 5 years	25	-	9.59
5 years and within 10 years	40	-	16.33
10 years and within 20 years	50	-	11.48
20 years and above	60	25	42.73

The 19.87% shown in Table 3 above relates to the £19.25 million LOBO loans which may be re-scheduled in advance of their maturity date of 2054, as detailed in paragraph 4.3.6. The CIPFA Code requires the maturity of LOBO loans to be shown as the earliest date on which the lender can require payment, i.e. the option/call dates in 2020-21, so the maturity date is actually uncertain but is shown in the "Under 12 months" category as per the Code

4.4 Investment Strategy and Outturn

4.4.1 Both the CIPFA Code and the WG Guidance require the Council to invest its funds prudently and to have regard to the security and liquidity of its investments before seeking the highest rate of return, or yield. The Council's objective when investing money is to strike an appropriate balance between risk and return, balancing the risk of incurring losses from defaults against receiving unsuitably low investment income.

The major objectives during 2020-21 are:-

- To maintain capital **security**
- To maintain **liquidity** so funds are available when expenditure is needed
- To achieve the **yield** on investments commensurate with the proper levels of security and liquidity

4.4.2 The Annual Investment Strategy incorporated in the Council's TMS 2020-21 includes the credit ratings defined for each category of investments and the liquidity of investments. The Council's investments have historically been placed in mainly short term bank and building society unsecured deposits and local and central government. However, investments may be made with any public or private sector organisations that meet the minimum credit criteria and investment limits specified in the Investment Strategy. The majority of the Council's surplus cash is currently invested in Money Market Funds and with other local authorities but the Council will continue to look at investment options in line with the limits detailed in the Investment Strategy. In the last 3 months Arlingclose has been constantly stress testing the financial institutions on its recommended counterparty list during the pandemic and, as a result, has removed a number from its recommended list for unsecured deposits and revised the credit rating, outlook and recommended deposit period for a number of others. This reflects the revised likely credit worthiness of the institutions from the economic and financial market implications of coronavirus. The Council

takes into account updated advice from its advisors before making any investment decisions.

4.4.3 The Council holds surplus funds representing income received in advance of expenditure plus balances and reserves and as shown in Table 1 above the balance on investments at 30 June 2020 was £70.65 million. Table 4 below details these investments by counterparty type. The average investment rate in the period 1 April to 30 June 2020 was 0.35% (Table 4) and was 0.45% at 30 June 2020 (Table 1 – Total treasury investments). As a result of the pandemic and reduction in the Bank of England interest rate in March 2020, future average returns are likely to reduce.

Table 4: Investments Profile 1 April to 30 June 2020

Investment Counterparty Category	Balance 01 April 2020 (A) £m	Investments raised (B) £m	Investments Repaid (C) £m	Balance 30 June 2020 (A+B-C) £m	Investment income received** Apr-Jun 2020 £'000	Average original duration of the Investment Days	Weighted average investment balance Apr-Jun 2020 £m	Weighted average interest rate Apr-Jun 20 %
Government DMO	37.00	473.05	498.90	11.15	13.40	12	37.76	0.05
Local Authorities	18.00	22.50	2.00	38.50	31.40	332	22.03	0.90
Banks (Fixed Maturity)	2.00	-	-	2.00	8.90	138	2.00	0.73
Banks Instant Access/Notice Period Account*	3.00	-	-	3.00	-		2.95	-
Building Societies	2.00		2.00	-	-	182	0.66	0.78
Money Market Fund (Instant Access)*	-	16.00		16.00	3.76		9.32	0.29
Total/Average	**62.00**	**511.55**	**502.90**	**70.65**	**57.46**	**166**	**74.72**	**0.35**

* An average duration is not shown as there is no original duration as instant access or notice period and money is added and withdrawn to/from these accounts as required by cash-flow

** Received in the Council's bank account not interest earned

4.4.4 The Treasury Management indicator shown below in Table 5 is for **Principal Sums Invested for periods longer than a year.** Where the Council invests, or plans to invest, for periods longer than a year, an upper limit is set for each forward financial year period for the maturing of such investments. The purpose of this indicator is to control the Council's exposure to the risk of incurring losses by seeking early repayment of long term investments. The limit on the long term principal sum invested to final maturities beyond the period end are set out in the TMS 2020-21.

Table 5: Treasury Management Indicator Principal Sums Invested for periods longer than a year

Price risk indicator	TMS 2020-21 £m	Projection 31-3-21 £m
Limit on principal invested beyond financial year end	15	Nil

All investments longer than 365 days (non-specified) will be made with a cautious approach to cash flow requirements and advice from Arlingclose will be sought as necessary.

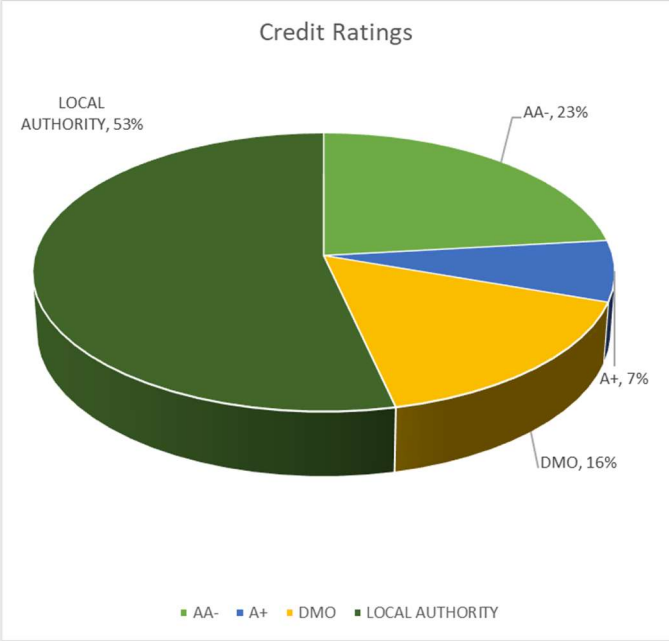
4.4.5 Two investments with Local Authorities whose original duration was 4 years are due to mature during 2020-21 and are therefore no longer classified as long-term. Therefore all investments at 30 June 2020 were short term deposits including Government Debt Management Office, Money Market Fundss, Local Authorities, instant access and notice accounts. Table 6 below details these investments by counterparty type based on the remaining maturity period as at 30 June 2020:

Table 6: Investments Outstanding Maturity Profile 30 June 2020

Counterparty Category	Instant Access	Deposits Maturing Within 1 Month	Deposits Maturing Within 2-3 Months	Deposits Maturing Within 4-12 Months	Deposits Maturing Within 1-2 Years	Total
	£m	£m	£m	£m	£m	£m
Government DMO		11.15				11.15
Local Authorities			21.00	17.50	0.00	38.50
Banks	3.00	2.00				5.00
Building Societies						-
Money Market Fund	16.00					16.00
Total	**19.00**	**13.15**	**21.00**	**17.50**	**0.00**	**70.65**

4.4.6 Investment decisions are made by reference to the lowest published long-term credit rating from a selection of external rating agencies to ensure that this lies within the Council's agreed minimum credit rating. Where available the credit rating relevant to the specific investment or class of investment is used, otherwise the counterparty credit rating is used. However, investment decisions are never made solely based on credit ratings, and all other relevant factors including external advice will be taken into account. **Appendix A** shows the equivalence table for credit ratings for three of the main rating agencies Fitch, Moody's and Standard & Poor's and explains the different investment grades. The Council defines high credit quality as organisations and securities having a credit rating of A- or higher that are domiciled in the UK or a foreign country with a sovereign rating of AA+ or higher.

4.4.7 The pie chart below summarises Table 6 by credit ratings and shows the £70.65 million investments at 30 June 2020 by percentage outstanding. Most Local Authorities do not have credit ratings and the £2 million invested with an A- rated building society was an approved counterparty by Arlingclose, whilst the remainder of the investments all had a credit rating of A or above.



4.5 Interest Rate Exposures – Borrowing and Investments

4.5.1 The Council is exposed to interest rate movements on its borrowings and investments. Movements in interest rates have a complex impact on the Council depending on how variable and fixed interest rates move across differing financial instrument periods. Short term and variable rate loans expose the Council to the risk of short term interest rate rises and are therefore subject to the Treasury Management indicator in Table 7 below to manage **Interest Rate Exposures.**

Table 7: Treasury Management Indicator Interest Rate Exposures

Interest rate risk indicator	Indicator £'000	Actual 30-06-20 £'000
One year revenue impact of a 1% rise in interest rates	(264)	(371)
One year revenue impact of a 1% fall in interest rates	181	552

4.5.2 This has been set as an indicator (not a limit) to measure the net impact over one year on the revenue account of both a 1% rise and a 1% fall in all interest rates for borrowing net of treasury investments. This is calculated at a point in time on the assumption that maturing loans and investments will be replaced at rates 1% higher or lower than they would otherwise have been on their maturity dates and that the treasury investment and borrowing portfolios remain unchanged over the coming year. Interest rates can move by more than 1% over the course of a year, although such instances are rare.

4.5.3 The figures for the 1% fall in interest rates indicator are not the same figures as the 1% rise in interest rates (but reversed) as the borrowing relates to variable LOBO loans where it is assumed that the lender would not exercise their option if there was a fall in interest rates. All other borrowing does not have a rate reset in the next year and is with the PWLB at fixed rates.

5. Effect upon policy framework and procedure rules

5.1 As required by Financial Procedure Rule 20.3 within the Council's Constitution, all investments and borrowing transactions have been undertaken in accordance with the TMS 2020-21 as approved by Council with due regard to the requirements of the CIPFA's Code of Practice on Treasury Management in the Public Services.

6. Equality Impact Assessment

6.1 There are no equality implications arising from this report.

7. Well-being of Future Generations (Wales) Act 2015 Implications

7.1 The well-being goals identified in the Act were considered in the preparation of this report. As the report is for information only and is retrospective in nature it is considered that there will be no significant or unacceptable impacts upon the achievement of well-being goals/objectives as a result of this report.

8. Financial implications

8.1 The financial implications are reflected within the report.

9. Recommendation

9.1 It is recommended that Cabinet:

- Note the Council's treasury management activities for the period 1 April 2020 to 30 June 2020;
- Note the projected Treasury Management Indicators for 2020-21 against the ones approved in the Treasury Management Strategy 2020-21.

Gill Lewis
Interim Chief Officer – Finance, Performance and Change
July 2020

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Background documents:
Treasury Management Strategy 2020-21

APPENDIX A

Credit Rating Equivalence Table

	Description	Fitch		Moody's		Standard & Poor's	
		Long	Short	Long	Short	Long	Short
INVESTMENT GRADE	Extremely strong	AAA	F1+	Aaa	P-1	AAA	A-1+
	Very strong	AA+		Aa1		AA+	
		AA		Aa2		AA	
		AA-		Aa3		AA-	
	Strong	A+	F1	A1		A+	A-1
		A		A2		A	
		A-	F2	A3	P-2	A-	A-2
	Adequate	BBB+		Baa1		BBB+	
		BBB		Baa2		BBB	
		BBB-	F3	Baa3	P-3	BBB-	A-3
SPECULATIVE GRADE	Speculative	BB+	B	Ba1	Not Prime (NP)	BB+	B
		BB		Ba2		BB	
		BB-		Ba3		BB-	
	Very speculative	B+		B1		B+	
		B		B2		B	
		B-		B3		B-	
	Vulnerable	CCC+	C	Caa1		CCC+	C
		CCC		Caa2		CCC	
		CCC-		Caa3		CCC-	
		CC		Ca		CC	
		C				C	
	Defaulting	D	D	C		D	D

Standard & Poor's (S&P), Moody's and Fitch are the three most significant rating agencies in the world. These agencies rate the creditworthiness of countries and private enterprises.

"AAA" or "Aaa" is the highest rating across all three rating agencies and indicates the highest level of creditworthiness. A "D" rating ("C" rating from Moody's) indicates poor creditworthiness of a company or government. A difference is made between short-term and long-term ratings.

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BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CABINET

21 JULY 2020

REPORT OF THE CORPORATE DIRECTOR EDUCATION AND FAMILY SUPPORT

LEARNER TRAVEL POLICY

1. Purpose of report

1.1 The purpose of this report is to:

- report on the outcomes of the consultation exercise approved by Cabinet regarding the proposed changes to the local authority's Learner Travel Policy;
- assist Cabinet in determining whether or not it should progress with any of the proposals;
- identify how the proposals would contribute to the overall saving to the Council's medium-term financial strategy;
- request suspension of the local authority's contract procedure rules in respect of the retendering of bus, minibus, special minibus and some taxi contracts; and
- report on the outcomes of the independent strategic review of transport.

2. Connection to corporate well-being objectives/other corporate priorities

2.1 This report assists in the achievement of the following corporate well-being objectives under the Well-being of Future Generations (Wales) Act 2015:

- **Supporting a successful sustainable economy** – taking steps to make the county borough a great place to do business, for people to live, work, study and visit, and to ensure that our schools are focussed on raising the skills, qualifications and ambitions for all people in the county borough.

- **Helping people and communities to be more healthy and resilient -** taking steps to reduce or prevent people from becoming vulnerable or dependent on the Council and its services. Supporting individuals and communities to build resilience, and enable them to develop solutions to have active, healthy and independent lives.

- **Smarter use of resources** – ensure that all resources (financial, physical, ecological, human and technological) are used as effectively and efficiently as possible and support the creation of resources throughout the community that can help to deliver the Council's well-being objectives.

3. Background

3.1. The Council's statutory responsibilities in relation to home to school/college transport are set out in the Learner Travel (Wales) Measure 2008 (the Measure).

3.2. Local authorities must:

a) assess the travel needs of learners in their authority area;
b) provide free home to school transport for learners of compulsory school age attending primary school who live two miles or further from their nearest suitable school;
c) provide free home-to-school transport for learners of compulsory school age attending secondary school who live three miles or further from their nearest suitable school;
d) assess and meet the needs of 'looked after' children in their authority area;
e) promote access to Welsh-medium education;
f) promote sustainable modes of travel; and
g) where learners are not entitled to free transport, local authorities have the power to provide transport on a discretionary basis.

3.3. In Bridgend, the term 'nearest suitable school' applies to the local catchment area school and this can be an English-medium, Welsh-medium, voluntary aided, voluntary controlled or maintained special schools.

3.4. Section 2 of the Measure requires local authorities to assess the travel needs of all learners under the age of 19 who receive education or training and who are ordinarily resident in the local authority's area. This includes those who have reached the age of 19 but started a course when under the age of 19 and continue to attend that course. However, there is no statutory duty in the Measure to provide free transport for the following learners:

- Those who are not of statutory school age, and this includes nursery aged children as well as post-16 students; or

- Those who, by parental preference, attend a voluntary aided (VA) school, where the school is not the nearest suitable school.

3.5. The Learner Travel Statutory Provision and Operational Guidance 2014 was published in June 2014. This guidance includes statutory provisions, which local authorities must consider in undertaking their responsibilities under the Measure. This guidance includes statutory guidance on risk assessing walked routes to school.

3.6. The Measure also provides guidance on circumstances in which local authorities may choose to make their own discretionary arrangements.

3.7. The Learner Travel Policy is closely aligned with the local authority's School Admissions Policy although it does not form part of the admission arrangements. Nevertheless, the Council's Learner Travel Policy will be a material consideration in respect of the choice of school for many parents and is therefore detailed in the local authority's Admissions Policy ie the 'Starting School' Booklet for parents.

3.8. The learner transport budget has been under significant financial pressure for many years. Ongoing annual budget reductions under the medium-term financial strategy (MTFS) have been significant with efficiency savings of £1.869m between 2014-2015 and 2020-2021. There has, however, also been some budget growth of £906k to support increased pressure on the home-to-school transport budget in the period 2018-2018-2019 to 2020-2021. Table 1 below provides further detail of these savings and growth.

Table 1 MTFS savings/growth 2014-2015 to 2020-2021

MTFS savings	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	TOTAL
	£000s	£000s	£000s	£000s	£000s	£000s	£000s	
Retender learner transport contracts	250	400	100					750
Rationalise special education needs transport	200	100	150					450
School transport route efficiencies		200	200	40				440
Phased implementation of Learner Transport Policy regarding statutory distances for free travel				20	67	67	75	229
TOTAL	**450**	**700**	**450**	**60**	**67**	**67**	**75**	**1,869**

MTFS growth	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	TOTAL
	£000s	£000s	£000s	£000s	£000s	£000s	£000s	
Increasing costs associated with home-to-school transport, including demand for pupils with additional learning needs (ALN) and demographic growth						427		427
Transport costs for Welsh Government's Junior Apprenticeship Programme						42		42
Increase in costs of learner travel due to re-tender exercise that took place in 2017-2018					81			81
Retendering of contracts for buses and taxis							356	356
TOTAL					**81**	**469**	**356**	**906**

3.9. However, ongoing pressure on the home-to-school transport budget, as a result of the significant savings set against the budget identified in Table 1, has meant that year-on-year spend has exceeded the available annual budget, leading to a £774k overspend position in 2019-2020. While there has been additional budget growth of £906k over the 2018-2019 to 2020-2021 period, this has only addressed the additional costs brought about primarily through increased contractor prices, changes to eligibility for pupils and additional costs associated with transporting pupils with ALN.

3.10. In September 2015, Cabinet determined changes to the local authority's Home to School/College Transport Policy in order to meet MTFS savings identified from 2016-2017 to 2019-2020. The policy change and corresponding budget MTFS budget reduction proposals were implemented in September 2016. However, initial savings were predicated on the full implementation of a change to statutory distances of 2 miles for primary school-age children from the previous 1.5 miles and 3 miles for secondary school-age children (including post-16 learners) from the previous 2 miles. No change was proposed to nursery-age children eligibility of 1.5 miles. On implementing the policy change, Cabinet determined to protect the entitlement of all pupils currently benefitting from home-to-school transport at the former distances until they moved schools or moved from one phase of education to another. Furthermore, protection was provided for siblings of children already in receipt at the former distances, where they too would benefit from free transport at the same distance.

3.11. Cabinet was not minded to remove the discretionary arrangements for post-16 learners, who would therefore continue to benefit from home-to-school/college transport at the 3-mile distance.

3.12. The 'in-receipt' and the 'sibling rule' entitlement has meant that, year-on-year, the number of pupils the policy change applies to, is relatively small. However, parents have challenged this inequality and have been critical of its intention, especially as children without siblings are disadvantaged.

3.13. Parents who have been aggrieved that their child has been at detriment in comparison with their peers (ie a child without siblings in the same school, entering their statutory education in reception or transitioning from primary education into secondary education in Year 7) have typically challenged the safety of walked routes to school in order to address this inequality. Without sufficient formal assessments under the requirements of the Learner Travel (Wales) Statutory Provision and Operational Guidance 2014 (the Operational Guidance), it has been difficult for the local authority to contest much of the challenge on the availability of walked routes to school. On this basis, the School Transport Team issues a number of temporary bus passes each year to pupils where there has been a challenge to the availability of a walked routes to school.

3.14. Without adequate assurances that routes considered as available by the local authority had followed the procedure outlined in the aforementioned Operational Guidance, the local authority would not be able to fully implement its policy decision made in September 2015.

3.15. Therefore, in August 2017, the local authority agreed to progress the formal assessments of walking routes in accordance with the operational guidance to identify the major safe walking routes to schools. These formal assessments did not include all possible walked routes, as such an assessment would be unfeasible, but included

an assessment of all major routes across the county borough from the main residential areas to local schools. Routes that were generally considered as 'well-travelled' as part of the 'public realm' (eg modern streets through residential estates where sufficient pavements/footways were present with good street lighting were automatically considered to be 'available' as per the operational guidance or as per previous assessments undertaken by officers).

3.16. The physical assessments of the main routes were progressed by an independent consultant. Physical assessments were undertaken before routes were deemed available, taking into consideration the statutory provisions contained within the Operational Guidance. An officer of the local authority was appointed to progress statutory consultations with schools, learners and parents, to ensure that their views were heard as part of the assessment and engagement process.

3.17. Twelve reports were produced covering the following geographical areas/school catchments:

- Abercerdin Primary School
- Blaengarw Primary School
- Brynteg School
- Bryntirion Comprehensive School
- Coleg Cymunedol Y Dderwen
- Cynffig Comprehensive School
- Garw Valley
- Maesteg School
- Nantymoel Primary School
- Ogmore Vale Primary School
- Pencoed Comprehensive School
- Porthcawl Primary School

3.18. All assessment undertaken fully followed the statutory requirements outlined in the aforementioned operational guidance.

3.19. Section 5 of the local authority's current Home to School/College Transport Policy identifies the local authority's response to the identification of available routes and states that in determining the comparative safety of a walking route where routes are reviewed, 'provision may be withdrawn where for example, identified hazards have been mitigated against. This will then be classed as an identified and available safe walking route. Parents will be given at least one term advance notice of the withdrawal of transport and any withdrawal will normally be implemented to coincide with the start of an academic year.'

3.20. Following these assessments, officers identified that the impact of fully implementing the available walking route assessments on those learners currently benefitting from free home-to-school transport where routes had previously been challenged by parents as 'unsafe', would be significant.

3.21. With this in mind, and in order to make sufficient savings to address the current £774k overspend in 2019-2020 and the MTFS proposal in 2020-2021 of an additional £75k, it was proposed to seek the views of the public on a number of policy proposals, not least the implementation of available walked route assessments.

3.22. Therefore, in July 2019, Cabinet agreed to undertake a full 12-week public consultation on a new set of proposals that would both address the inherent inequality in the current Home-to-School/College Transport Policy (principally the 'sibling rule' and 'in-receipt' protection) and to provide sufficient savings to support the £1.869m of budgets savings made since 2014. Therefore, the following proposals to the Learner Travel Policy were approved for consultation by Cabinet in July 2019:

- removal of escorts from all taxis and minibuses (excluding those transporting pupils with special education need) of less than 8 passengers;
- withdrawal of transport for all learners benefitting from an identified and available (safe) routes to school in line with statutory distances of 2 miles for primary school-age pupils and 3 miles for secondary school-age pupils;
- removal of 'sibling' and 'in receipt' protection for pupils;
- removal from the local authority's Home to School/College Transport Policy of specific examples of the special circumstances where the local authority will provide discretionary transport;
- removal of all transport for nursery pupils; and
- removal of all post-16 transport.

3.23. The public consultation took place over a 12-week period from 14 October 2019 to 5 January 2020. The consultation was available bilingually and through a variety of alternative formats. Consultation with learners took place throughout January at specially arranged events in the Council Chamber and in support of the separate consultation on the review of Post-16 education in Bridgend.

3.24. Two of the proposals agreed by Cabinet for consultation in July 2019 were combined as material issues into five total proposals that formed the proposals detailed in the public Consultation Document (see Appendix 1) and summarised as follows:

Proposal 1

Withdrawal of transport for all learners benefitting from an available walking route to school, in line with statutory distances of two miles for primary school-age pupils and three miles for secondary school-age pupils.

Proposal 2

Removal of escorts from all taxis and minibuses of less than 8 passengers.

Proposal 3

Removal from the local authority's Home to School/College Transport Policy of specific examples of the special circumstances where the local authority will provide discretionary transport.

Proposal 4

To stop providing free transport for learners aged 16 or over, who go to school or college other than those pupils who attend a Welsh-medium sixth-form at a school

within Bridgend or who wish to pursue a faith-based education in a sixth-form at a voluntary aided school within Bridgend.

Proposal 5

To stop providing free transport for nursery-age pupils (aged three and four-years-old).

3.25. Table 2 below provides a summary of the impact of these proposals on learners if they were to be approved by Cabinet.

Table 2 - Current and proposed learner travel policy arrangements

Post-16 transport		
Learner type	**Current arrangement**	**Proposed arrangement** (from September 2021)
Post-16 student (English-medium) Attending Bridgend College or the nearest college offering the course eg Coleg Cymoedd	Free home-to-college transport provided over three miles from college or where there is no available walking route (normally this is provided via a public service bus pass)	No home-to-college transport provided
Post-16 student (English-medium) Attends sixth-form at • Brynteg School • Pencoed Comprehensive School • Cynffig Comprehensive School • Porthcawl Comprehensive School • Coleg Cymunedol Y Dderwen • Maesteg School • Bryntirion Comprehensive School	Free home-to-school transport provided over three miles from school or where there is no available walking route.	No home-to-school transport provided
Post-16 student (Welsh-medium) Attends sixth-form at Ysgol Gyfun Gymraeg Llangynwyd	Free home-to-school transport provided over three miles from school or where there is no available walking route	No change

Post-16 transport		
Learner type	**Current arrangement**	**Proposed arrangement** (from September 2021)
Post-16 student (faith-based education) Attends sixth-form at Archbishop McGrath Catholic High School	Free home-to-school transport provided over three miles from school or where there is no available walking route	No change
Post-16 student with additional learning needs (ALN) in specialist provision	Free home-to-school transport provided if over three miles from school or where there is no available walking route Free home-to-school transport also provided at the discretion of the local authority	Free home-to-school transport provided at the discretion of the local authority following an assessment of the needs of the learner
Post-16 student with ALN not in a specialist provision	Free home-to-school transport provided over three miles from school or where there is no available walking route	Free home-to-school transport provided at the discretion of the local authority following an assessment of the needs of the learner

School transport for secondary school-age pupils		
Learner type	**Current arrangement**	**Proposed arrangement** (from September 2021)
Secondary school-age pupil (English-medium, Welsh-medium and faith-based education) Age 11-16 Attends a secondary school which is their nearest suitable school, and they live over three miles from the school or no available walking route exists	Free home-to-school transport provided	No change

School transport for secondary school-age pupils		
Learner type	**Current arrangement**	**Proposed arrangement** (from September 2021)
Secondary school-age pupil (English-medium, Welsh-medium and faith-based education) Age 11-16 Attends a secondary school but it is not their nearest suitable school, as a parent has expressed their parental preference for an alternative school	No home-to-school transport provided	No change
Secondary school-age pupil (English-medium, Welsh-medium and faith-based education) Age 11-16 Attends a secondary school which is their nearest suitable school, and they live over two miles from the school and they were previously in receipt of free home-to-school transport at this distance when the policy changed in September 2016	Home-to-school transport provided	Home-to-school transport provided only where the pupil lives over three miles from school or where there is no available walking route
Secondary school-age pupil (English-medium, Welsh-medium and faith-based education) Age 11-16 Attends a secondary school which is their nearest available school and they live over 2 miles from the school as they	Home-to-school transport provided	Home-to-school transport provided only where the pupil lives over three miles from school or where there is no available walking route

School transport for secondary school-age pupils		
Learner type	**Current arrangement**	**Proposed arrangement** (from September 2021)
became eligible for free transport when the policy changed in September 2016 as a sibling was already attending the same school and was already in receipt of free home-to-school transport at this distance		

School transport for primary school-age pupils		
Learner type	**Current arrangement**	**Proposed arrangement** (from September 2021)
Primary age pupil (English-medium, Welsh-medium and faith-based education) Age 5-11 Attends a primary school which is their nearest suitable school, and they live over two miles from the school or no available walking route exists	Home-to-school transport provided	No change
Nursery-age pupil (English-medium, Welsh-medium and faith-based education) Age 5-11 Attends a primary school, but it is not their nearest suitable school as a parent has expressed their parental preference for an alternative school	No home-to-school transport provided	No change
Primary school-age pupil (English-medium, Welsh-medium and faith-based education)	Home-to-school transport provided	Home-to-school transport provided only where the pupil lives over two miles

School transport for primary school-age pupils		
Learner type	**Current arrangement**	**Proposed arrangement** (from September 2021)
Age 5-11 Attends a primary school which is their nearest suitable school, and they live over 1.5 miles from the school, as they were previously in receipt of free home-to-school transport at this distance when the policy changed in September 2016		from school or where there is no available walking route
Primary school-age pupil (English-medium, Welsh-medium and faith-based education) Age 5-11 Attends a primary school which is their nearest suitable school and they live over 1.5 miles from the school and they became eligible for free transport when the policy changed in September 2016, as a sibling was already attending the same school and was already in receipt of free home-to-school transport at this distance	Home-to-school transport provided	Home-to-school transport provided only where the pupil lives over two miles from school or where there is no available walking route

Transport for nursery children		
Learner type	**Current arrangement**	**Proposed arrangement** (from September 2021)
Nursery age pupil (English-medium, Welsh-medium and faith-based education) Age 3-4 Attends nursery school which is their nearest suitable school, and they live over 1.5 miles from the school or no available walking route exists	Home-to-school transport provided	No home-to-school transport provided
Nursery age pupil (English-medium, Welsh-medium and faith-based education) Age 3-4 Attends nursery school, but it is not their nearest available school as a parent has expressed their parental preference for an alternative school	No home-to-school transport provided	No change

3.26. Some learners with ALN who are of compulsory school age have their needs met within a mainstream school setting, but with prescribed support (confirmed on their Statement of Special Education Needs). For these learners travel assistance will be assessed and provided on an individual basis.

3.27. The consultation report (see Appendix 2) provides detail of the consultation approach taken and results.

3.28. In total, there were 1396 interactions during the consultation. The method of response is detailed below in Table 3 below.

Table 3 - Consultation response interactions

Interactions	Number
Survey completions	943
Parents meetings	97
Pupil workshops	305
Emails	13

Letters	3
Social media comments	35
Total interactions	**1396**

4. Current situation/proposal

4.1. The outcome of the consultation is as follows and is detailed in the Consultation Report (see Appendix 2) and in the thematic 'Emerging Themes' summary (see Appendix 3). However, the main issues from the responses are summarised below

4.2. Proposal 1 - Withdrawal of transport for all learners benefitting from an available walking route to school, in line with statutory distances of two miles for primary school-age pupils and 3 miles for secondary school-age pupils

4.3. There were three main responses relating to this proposal (for a full breakdown see consultation report in Appendix 2).

- 57% of the respondents and 76% of learners did not agree with the proposals.
- 29% of the respondents did agree with the proposal and 14% were unsure. Whereas 18% of learners agreed with this proposal and 6% were unsure.
- Of the 456 respondents disagreeing with the proposal 27% identified that it was too far to walk and would take too long especially in bad weather and 24% identified that children would be unsafe walking to school.
- Of the 296 learners responding, 14.5% identified that it would be too far to walk, 11% identified that the local authority should keep all transport and 9% identified that there was no safe walking route to school.

4.4. There did seem to be some misunderstanding of the already implemented distances of two miles for primary school-age pupils and three miles for secondary school-age pupils. The local authority's current Home-To-School/College Transport Policy was approved in September 2015 and implemented from September 2016. The local authority's current policy matches the statutory distances of two miles for primary school children and three miles for secondary school children are laid down in national legislation ie the Learner Travel (Wales) Measure 2008.

4.5. Proposal 2 - Removal of escorts from all taxis and minibuses of less than eight passengers

4.6. There did appear to be some confusion regarding this proposal, as many public respondents as well as learners, assumed that this proposal included the complete removal of escorts on vehicles for pupils with additional learning needs, even though this is not part of the proposal as clarified in the consultation document.

- 43% of the respondents and 35% of learners did not agree with the proposals.
- 37% of the respondents did agree with the proposal and 20% were unsure. Whereas 37% of learners agreed with this proposal and 28% were unsure.

- Of the 264 respondents disagreeing with the proposal 16% identified that there could be safeguarding issues for both children and driver and 15% identified that child safety could be compromised.
- Of the 303 learners responding 40% provided reasons for their responses, 18% of these commented that escorts were not needed, 18% commented that an escort was not needed if the driver makes the pupil feel comfortable and safe and 16% commented that escorts provide personal/medical support.

4.7. It is important to note that the role of escorts is not to provide any form of medical support to pupils, merely to ensure pupil and vehicle safety by communicating with the driver who takes ultimate charge of the safety of the vehicle and occupants. Any emergency situation would be dealt with via the vehicle stopping and the emergency services being contacted. Escorts are not authorised to administer medication to pupils or provide any personal support.

4.8. Proposal 3 - Removal from the local authority's Home to School/College Transport Policy of specific examples of the special circumstances where the local authority will provide discretionary transport

4.9. There did appear to be some confusion regarding this proposal, as it does not identify a specific reduction of provision, merely the refinement of the Home to School/College Transport Policy.

- 37% of the respondents and 31% of learners did not agree with the proposal. 20% of respondents and 44% of learners agreed with this proposal.
- 43% of respondents and 25% of learners were unsure.
- There 138 comments from respondents disagreeing with the proposal. Of these 25% identified that each pupil should be assessed on a case by case basis and 14% identified that the service is needed.
- 78 learners responding provided comments. 34% of these commented that it will encourage more people to apply and 26% commented that pupils with special circumstances should have this transport.

4.10. Proposal 4 - To stop providing free transport for learners aged 16 or over, who go to school or college

4.11. A significant 71% of public respondents and 85% of learners did not agree with this proposal.

- 18% of public respondents and 8% of learners agreed with this proposal.
- 11% of public respondents and 7% of learners were unsure.
- There were 412 comments received from respondents disagreeing with the proposal. Of these, 19% identified that 'it will discourage young people from attending sixth form' and 54% identified that it will be costly to pay for transport. 13% commented that it would negatively impact young people living in poverty/deprived areas and a similar 13% commented that we should encourage young people to attend sixth form.
- 136 learners responding provided comments. 41% of these commented that pupils will be unable to pay for travel and 20% commented that this proposal limits opportunities for pupils.

4.12. Respondents and learners were asked to identify who they believed should still receive free post-16 transport if this was to be removed. Disabled young people (694) and young people in care (572) were the two highest responses from public respondents. Learners chose disabled young people' (155) followed by 'care leavers' (96).

4.13. Proposal 5 - To remove all transport for nursery pupils

- 58% of the respondents and 63% of learners did not agree with the proposals.
- 25% of the respondents did agree with the proposal and 17% were unsure. Whereas 26% of learners agreed with this proposal and 11% were unsure.
- Of the 246 respondents disagreeing with the proposal 19% identified that it would impact negatively on Welsh-medium education and 15% commented it would be difficult for working parents.
- 117 learners responded with comments 27% commented that Welsh-medium education should be protected.

4.14. The community engagement workshops primarily identified concerns in relation to safe walking routes and the distance from home-to-school and how this is measured. The impact on post-16 learners was also identified as a concern and that the proposal to remove post-16 transport should be considered alongside the proposed options for post-16 education in Bridgend.

Assessment of the impact of the policy proposals

4.15. It is clear that the current home-to-school/college transport policy is complicated.

4.16. The policy has been subject to change but not consistently applied due to:

- nuances in policy (sibling rule and 'already in-receipt' retention of eligibility;
- historic insecurities in up-to-date assessments of availability of walking routes (now resolved);
- nursery transport at 1.5 miles and over;
- primary transport - a mix of over 1.5 and 2 miles eligibility (dependent on local challenges over the availability of walked routes to school, as well as the 'sibling' and 'in-receipt' rules); and
- secondary transport - a mix of over 2 and 3 miles eligibility (dependent on local challenges over the availability of walked routes to school as well as the 'sibling' and 'in-receipt' rules).

4.17. Some historic anomalies also exist where there is no eligibility under any previous or current policy (eg North Cornelly to Cynffig Comprehensive School.) and therefore for many years there has been a legitimate expectation that such an arrangement will continue unchallenged.

4.18. Assessment of impact of proposal 1 - Withdrawal of transport for all learners benefitting from an available walking route to school, in line with statutory distances of two miles for primary school-age pupils and three miles for secondary school-age pupils.

4.19. The majority of all school transport provided to learners in both primary and secondary schools is provide by 'big bus' transport. A 'big bus' is defined as having 22 or more seats.

4.20. 4,638 Bridgend pupils travel to school on a 'big bus' (January 2020).

4.21. Big bus transport is provided for 20 schools (12 primary schools and 8 secondary schools). The 12 primary schools include all of Bridgend's Welsh-medium and Catholic schools (along with three English-medium schools in Bridgend and two out-of-county bilingual/Welsh-medium schools).

4.22. Big bus transport is also provided to Dolau Primary School and YG Llanhari in Rhondda Cynon Taf because of the current eligibility for pupils to attend these schools under the local authority's Schools Admission Policy (however, this arrangement will end from 2020 for new admissions).

4.23. The only secondary school where big bus transport is not required is Bryntirion Comprehensive School. This is because the proximity of the local population to the school means that in general, very few pupils are eligible under the current or previous Home to School/College Transport Policies.

4.24. Table 4 below identifies the numbers of pupils on 'big bus' transport in January 2020 and the estimated impact on eligible pupils travelling if all safe routes were implemented as per the most recent assessments. Cohorts of learners and their address/geographical location can vary dramatically year-on-year and such an analysis is therefore meant to be representative only. However, a large number of learners benefitting from transport currently are predicted to lose their eligibility if this policy proposal was to be implemented. This is because of a large number of secondary school pupils in certain schools who live between the former 2 mile distance, (where under the former policy they would have been eligible) and the now 3 mile distance implemented in 2016 eg Brynteg School and Cynffig Comprehensive School. For other secondary schools, the change is less significant eg Coleg Cymunedol Y Dderwen as the majority of learners travelling from the valley communities travel much further distances already. Similarly for primary age pupils it would be those in faith schools and in Welsh-medium schools who would be most impacted by this proposal. Table 4 below provides an estimate of this impact based on known cohorts of learners.

Table 4 – Number of pupils on big buses January 2020 and estimated reduction following the implementation of Proposal 1

Primary schools	Pupil Nos. Jan, 2020	Estimated Pupil Nos. September 2021	Estimated Percentage reduction in eligible learners
Faith schools			
St Robert's Catholic Primary School	63	63	0.0%
St Mary's and St Patrick's Catholic Primary School	66	32	-51.5%
St Mary's Catholic Primary School	171	66	-61.4%

Welsh-medium primary schools			
Ysgol Y Ferch o'r Sgêr	98	45	-54.1%
YGG Calon y Cymoedd	134	121	-9.7%
Ysgol Cynwyd Sant	138	90	-34.8%
YG Bro Ogwr	289	148	-48.8%
English-medium schools			
Coety Primary School	27	27	0.0%
Pencoed Primary School	42	42	0.0%
Ogmore Vale Primary School	106	106	0.0%
Secondary schools			
Faith schools			
Archbishop McGrath Catholic High School	667	600	-10.0%
Welsh-medium schools			
Ysgol Gyfun Gymraeg Llangynwyd	647	560	-13.4%
English-medium schools			
Porthcawl Comprehensive School	137	49	-64.2%
Pencoed Comprehensive School	152	91	-40.1%
Cynffig Comprehensive School	237	10	-95.8%
Brynteg School	356	10	-97.2%
Maesteg School	398	100	-74.9%
Coleg Cymunedol Y Dderwen	844	780	-7.6%
Bilingual/Welsh-medium schools not in Bridgend			
Dolau Primary School	23	23	0.0%
YG Llanhari	43	43	0.0%
TOTAL	**4,638**	**3,006**	**-35.2%**

4.25. The impact on pupils utilising smaller vehicles eg taxis and minibuses would likely be far less, as these tend to be used where the learners are located geographically distant from their local school eg outlying farms without any available walking route to school or where the community is small and geographically isolated (eg Coytrahen to Coleg Cymunedol Y Dderwen or Heol Y Cyw to Pencoed Primary and Pencoed Comprehensive Schools). Given the local authority's statutory responsibility to assess the transport needs of learner's, in particular those with ALN or with disabilities, it is not envisaged that transport will be withdrawn for these learners unless that assessment identifies their ability to walk to school within the statutory distances.

4.26. The local authority has a statutory duty to promote the Welsh language and this is enshrined in the Welsh Language (Wales) Measure 2011.

4.27. The disproportionate impact on Welsh-medium learners may influence a parent/carer's choice of progressing a child into Welsh-medium education.

4.28. If Cabinet are therefore minded not to implement this policy proposal immediately, due to the impact highlighted in Table 4, it must determine a point in time by which the assessed routes become considered as available. Whereas the sibling rule and in receipt policy elements could remain in the policy, Cabinet must accept the identification by local authority officers of available walked routes to school utilising Welsh Government guidance and therefore approve their implementation, otherwise any parent/carer or pupil, could challenge whether any walked route is available. In such a situation, the demand for free home-to-school transport could outstrip both available budget and the supply of vehicles available from school transport operators. The options available to Cabinet are therefore detailed in Table 5 below:

Table 5: Proposal 1 – Policy elements options and risks

Policy element	Option	Risk
Sibling protection	removal	Some increased numbers of learners ineligible for free home-to-school transport
	continuation	Ongoing disparity and inequality amongst pupils, particularly those starting at reception and Year 7 without siblings already in school.
In-receipt rule	removal	Some increased numbers of learners ineligible for free home-to-school transport
	continuation	Ongoing disparity and inequality amongst pupils, particularly those starting at reception and Year 7. Older children would still be eligible, younger children would not be (unless the sibling rule is applied).
Implementation of walking route assessments identifying all routes now considered to be 'available'	Full implementation from September 2021	Significant impact on learners with potential 65% reduction in pupils, no longer eligible for free home-to-school transport
	Routes assessed as newly available are accepted as available, but implementation is delayed eg 3 years (September 2023)	Reduced impact on current cohort of learners. If a delay is chosen, with a greater lead-in, parents/carers and pupils may feel more able to adapt to a future policy change. The local authority would be able to put in place some

		additional measures to support greater numbers of learners walking to school eg improved active travel arrangements and would likely have benefitted during this period from further funding opportunities to support a number of supportive active travel initiatives. If the implementation of this policy element is withheld, those routes now assessed as available could be officially classified as such, transport for learners using these routes could continue to be provided on a discretionary basis as permitted by the Learner Travel (Wales) Measure 2008.

4.29. Assessment of impact of Proposal 2 - Removal of escorts from all taxis and minibuses of less than eight passengers

4.30. There is no statutory responsibility on the local authority to provide escorts on any school transport vehicle. However, the Learner Travel (Wales) Measure 2008 does require local authorities to assess the travel needs of learners.

4.31. Table 6 below identifies that numbers of contracts (vehicles) that currently provide escorts.

4.32. Table 6: Escorts on home-to-school transport contracts – July 2020

	Buses	Special Taxi	Taxi	Heronsbridge School	Special Minibus	Minibus	Total
Vehicles operating	82	76	40	42	48	16	**304**
Vehicles with escorts	28	35	8	42	27	6	**146**

Vehicle over 8 seats vehicle with escort	28	0	0	8	10	5	**51**
Under 8 seats with escort	0	35	8	34	17	1	**95**

4.33. It is important to note that some contracts do run without an escort where it has been assessed by the local authority in liaison with the transport operator that the role is not required.

4.34. The role is primarily one of safety and communication including the following principle responsibilities:

- Keeping doors closed until the vehicle is at a complete standstill.
- Not allowing children to open or close vehicle doors.
- Getting off the bus to ensure that all children are well clear of the vehicle, and that nobody is going back for property they have left behind.
- Helping parents / teachers to assist pupils boarding and alighting.
- Discouraging children from crossing in front of, or immediately behind the vehicle.
- Closing doors before moving off and ensuring that pupils catch nothing in doors.
- Ensuring they seat all children before the vehicle starts.
- Stowing all bags, luggage etc safely.
- Ensuring, with the driver that any harnesses, restraints and wheelchair securements are correctly fastened.
- After dropping pupils off at schools or day centres, check all seats for lost property and that no children have been left on the vehicle before instructing the driver to leave the site.

4.35. The cost of each escort per day is £10 for each contract. Therefore the cost annually is negligible, although given that the risk associated with the removal of escorts on mainstream contracts is minimal as the driver is able to adequately monitor pupils in smaller vehicles, hence the threshold that has been set per this proposal relates to vehicles of less than 8 seats. Therefore, given there are very few (currently 9) mainstream contracts (highlighted in Table 6 above) with escorts that could be removed as a result of this policy proposal the financial savings would be a potential £35k per annum.

4.36. Local authority officers would, in conjunction with advice from the school transport operator and school, assess the needs of learners travelling on a contract proposed to run without an escort, and therefore determine the suitability of running such a contract on a case-by-case basis.

4.37. **Assessment of impact of Proposal 3 - Removal from the local authority's Home to School/College Transport Policy of specific examples of the special circumstances where the local authority will provide discretionary transport**.

4.38. As mentioned previously, the consultation responses and public meetings identified confusion regarding the use in the current Home to School/College Transport Policy of specific examples where the local authority can use its discretion under the Learner Travel (Wales) Measure 2008. The current policy provides the following examples:

- where a learner has had to change address, to move to a different area of the county borough to escape a domestic violence situation;
- short term emergency situations which necessitate a learner having to move to a different area of the Borough;
- where a learner has a medical condition which requires transport to be made available in the short term (eg broken leg).

4.39. These three specific examples are considered to be far too constraining on the local authority's ability to offer discretion to all pupils equally. Furthermore, they do not identify how officers would provide parity. For example, the policy suggests that the local authority should provide free discretionary transport to all learners with a broken leg who, without consideration of whether this is practical, feasible or cost effective. The removal of these specific examples would allow officers the ability to make a judgement based on individual circumstances and evidence (including medical evidence) rather than on categorisation.

4.40. Assessment of impact of Proposal 4 - To stop providing free transport for learners aged 16 or over, who go to school or college other than those pupils who attend a Welsh-medium sixth-form at a school within Bridgend or who wish to pursue a faith-based education in a sixth-form at a voluntary aided school within Bridgend.

4.41. An outcome form the consultation identified this proposal as the most contentious of all the proposals, as the impact is likely to be significant.

4.42. There are currently 1,425 learners studying in Year 12 & 13 in all secondary schools in Bridgend. Of these approximately 54% currently benefit from eligibility of free home-to-school transport, although take-up is varied. This is detailed in Table 7 below

Table 7: Post-16 pupil numbers at secondary schools benefitting from free home-to-school transport - January 2020.

School	Post-16 pupil numbers on transport
Archbishop McGrath Catholic High School	139
Brynteg School	110
Coleg Cymunedol Y Dderwen	136
Cynffig Comprehensive School	66
Maesteg School	133
Pencoed Comprehensive School	43
Porthcawl Comprehensive School	38
Ysgol Gyfun Gymraeg Llangynwyd	85
Ysgol Llanhari	17
Bishop Of Llandaff Church in Wales High School	4
Total	**771**

4.43. This policy proposal would see the removal of all of these learners from transport other than those attending Ysgol Gyfun Gymraeg Llangynwyd and Archbishop McGrath Catholic High School.

4.44. This is because the local authority has a statutory duty to promote the Welsh language and this is enshrined in the Welsh Language (Wales) Measure 2011. It is considered that if free home-to-school transport is removed for Post-16 learners, given the limited geographical choice of Welsh-medium schools in the county borough ie one secondary and four primary schools, a parent/carer considering putting their child into welsh-medium education may choose not to proceed on the basis of the loss of free transport at post-16. As many parents/carers will have high aspirations for the ongoing education of their child beyond their statutory education, a clear barrier to that continuity of education is considered to be the availability of free transport at post-16. The outcome of the public consultation clearly identified concerns associated with the availability of transport, with learners stating they would potentially not progress into sixth-form in particular, if free transport was removed.

4.45. The local authority's duty to ensure that its provision of learner transport complies with section 10 of the Learner Travel (Wales) Measure (2008) "to promote access to education and training through the medium of Welsh', is further strengthened through the Welsh Government's strategy for Welsh Medium Education.

4.46. The vision of the Welsh Medium Education Strategy is "To have an education and training system that responds in a planned way to the growing demand for Welsh-medium education, reaches out to and reflects our diverse communities and enables an increase in the number of people of all ages and backgrounds who are fluent in Welsh and able to use the language with their families, in their communities and in the workplace".

4.47. This vision is supported by six strategic aims. Strategic aim 1: "To improve the planning of Welsh-medium provision in the pre-statutory and statutory phases of education, on the basis of proactive response to informed parental demand" is supported by 11 objectives one of which is "To promote access to Welsh-medium statutory primary and secondary provision, and to institutions providing further education and nursery education, when exercising functions under the Learner Travel (Wales) Measure 2008".

4.48. The strategic aims and key outcomes set out in the local authority's Welsh Education Strategic Plan (WESP). Bridgend County Borough Council's vision is that our provision of Welsh-medium education and support for the teaching of the Welsh language should:

- deliver the key principles of equality, choice and opportunity for all;
- respect, promote and embody the linguistic and cultural diversity of Bridgend and Wales;
- recognise a common Welsh heritage;
- reflect the social, economic and cultural needs of Wales in the 21st century;
- provide opportunity to reflect on and develop personal identity and a sense of place and community;
- be consistent with the national aspirations set out in the Welsh Government's Welsh- medium Education Strategy (WMES);

- take into account 'A Living language, A Language for Living – the Welsh government's Welsh language Strategy 2012-2017'

4.49. The WESP is also explicit that BCBC as an authority fully complies with the requirements of the Learner Travel (Wales) Measure (2008) and that currently it exercises discretion with regards to distance criteria.

4.50. The authority is also bound by the Welsh Language Standard 2015. Schedule 2 of this relates to policy making standards and the duty on public bodies to ensure that when consulting on and formulating new (or revising existing policy decisions) policies that the effects (whether adverse/positive) on opportunities for persons to use the Welsh language are considered, and that the authority is treating the Welsh language no less favourably than the English language.

4.51. This is an important consideration in respect of any school, not least Ysgol Gyfun Gymraeg Llangynwyd (YGGL) as it is the only Welsh-medium secondary school in the county borough and there is likely to be some impact of the policy on the sustainability of the school should it be implemented. See Table 8 below for the geographic location of pupils at the school.

Table 8: Geographical location of pupils at Ysgol Gyfun Gymraeg Llangynwyd

Location	Pupil numbers
Bridgend	433
Bryn	1
Maesteg	142
Pencoed	3
Penybont	2
Penyfai	1
Port Talbot	8
Porthcawl	21
other	9
Grand Total	**620**

4.52. Table 8 above identifies that only 32% of the pupils attending YGGL are local to Maesteg, with the vast majority (68%) domiciled elsewhere, mostly in Bridgend. Therefore, the concern would be that the parents of those pupils may not, beyond the implementation of the policy, chose a Welsh medium education for their children knowing that they would not be eligible for free home to school transport post-16. They may therefore determine that an English medium education would be better give the closer geographical location and larger numbers of English medium secondary schools within Bridgend.

4.53. In light of this, the proposal presented to Cabinet ensures that the duty of the Local Authority to promote access to education and training through the medium of Welsh contained in section 10 of the Measure is met by this proposal as is the public sector equality duties, in respect of having due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out its activities.

4.54. Although there is no similar statutory requirement to promote a faith-based education, it is important to note that an identical number of schools are available to learners wishing to attend faith schools as there are Welsh-medium schools. This limited number of schools is again, considered as a barrier to those choosing a faith-based education for their child and as such the protection of post-16 education is considered to be important in ensuring the decision about a child entering faith-based education, is not prejudiced with the knowledge that post-16 transport would not being available in the future.

4.55. The support for constructive diversity in education is at the heart of national and local policy. The duality of a faith and non-faith based system offers learners the opportunity to be educated in accordance with the wishes of them, their parents/carers. This accords with the duty under Article 2 of Protocol 1 of the European Convention on Human Rights (ECHR): 'to respect the right of parents to ensure education and teaching in conformity with their own religious and philosophical convictions'.

4.56. Faith-based education is therefore particularly important, contributing to a more diverse school system within Bridgend, offering greater opportunities for learner and parental choice.

4.57. Therefore the proposal to protect post-16 transport for those learners benefitting from a faith-based education in Bridgend is protected beyond that identified in the Learner Travel (Wales) Measure 2008. However, there are a currently four post-16 learners who are attending the Bishop Of Llandaff Church in Wales High School in Cardiff. This is because there are no Church in Wales secondary schools in Bridgend and therefore free home-to-school transport is provided for these learners also. It would therefore be sensible on the basis of the same argument regarding choice of opportunity for learners wishing to pursue a Church in Wales faith-based education, to also protect post-16 transport for these learners.

4.58. The significant concern for pupils who do not benefit from a Welsh-medium or faith-based education, is that the cost implications brought about by this proposal on families, and how they would be able to support their child in attending sixth-form or further education college if they had to pay for transport. Many pupils living close to a secondary school or Bridgend college would not be as disadvantaged as learners in more geographically remote areas eg the valley communities, where access to a secondary school or college is less easy.

4.59. Although, Educational Maintenance Allowance (EMA) provides £30/week support to families who are eligible ie in Wales, a family's income must be below £23,078. Eligibility also depends on how many dependent children there are in a household.

4.60. The issue of cost has been highlighted in the consultation responses with 18.6% stating that the cost would affect the number of pupils continuing with post-16 education.

4.61. 19.4% of respondents felt that the proposal would discourage pupils from choosing post-16 education.

4.62. Pupils also raised similar issues regarding the insufficiency of public transport in the area, the potential negative impact the change will have on their life outside of school,

as well as questioning how sufficient the current school facilities are in supporting the introduction of the proposal (eg locker spaces, coat drying areas and facilities to support active travel to and from school).

4.63. Learners were able to select groups of learners who they believed should still receive free post 16 transport if this was to be removed. Respondents were able to select multiple categories with disabled young people and care leavers being the two most chosen categories. Further details on all the consultation responses are available in Appendix 2.

4.64. Post-16 learners attending Bridgend College utilising free transport passes provided by the local authority for the use of First Cymru bus services are identified in Table 9 below, together with the cost of this arrangement:

4.65. Table 9 – Current cost of providing free transport to Post-16 learners at Bridgend College

Bridgend College location	No. of post-16 learners currently eligible of free transport	Annual cost of passes
BRIDGEND	814	£314,500

4.66. Learners attending sixth forms utilise the same buses as those as learners of statutory school age, therefore, the likely savings are difficult to assess as no wholesale removal of specific contracts is possible. Whereas there would be a significant reduction in the number of learners on this transport, there may not be a corresponding reduction in the number of buses. However, this is the anticipated outcome over time. It is estimated that an additional saving of at least £185,500 could be brought about over time on this basis.

4.67. Although there would be an immediate saving to the local authority of the removal of transport for college students, there would likely be a corresponding impact on the numbers of young people not choosing further education. This is because the more geographically distant someone is away from Bridgend College, the likely higher the cost of transport would be. Whereas the local authority has negotiated a flat rate of £2.19/day per student attending the college with First Cymru buses, which is paid by the local authority from the budget identified in Table 9, this rate might not be available to a student acting in their own private capacity as a fare paying individual. However, they could benefit from the one-third reduction in the cost of a fare if they had subscribed to Welsh Government's 'Mytravelpass Cymru' and would also potentially benefit from the aforementioned EMA allowance of £30/week if they were from an eligible household.

4.68. The cost of a daily ticket for learners travelling with the First Cymru is £3.30/day, £14.40/week or £42/month for students age16-21showing a valid 'Mytravelpass'. EMA allowance, can therefore cover this cost but for some learners where the household earning are above the threshold for benefits, such a daily cost may still influence the ability of a family to support their child's further education.

4.69. It could be considered that on this basis, those students living outside of Bridgend town area, in the valleys communities to the north and west of the county borough, would be disproportionately impacted by the removal of free transport provision for

Post-16 learners. This is turn could increase significantly the numbers of young people not in education, employment or training (NEET), at a time when the local authority has made significant progress in reducing the number of NEET in to 0.9% (20018/2019) of Year 11 leavers from schools in Bridgend, well below the all Wales average of 1.6%

4.70. Assessment of impact of Proposal 5 - To stop providing free transport for nursery-age pupils (aged three and four-years-old).

4.71. Education for nursery pupils at age 3 or 4 is non-statutory.

4.72. The Learner Travel (Wales) Measure 2008 identifies that local authorities are required to assess the travel needs of learners under the age of five but there is currently no legal duty to provide free or assisted transport arrangements for nursery learners.

4.73. As home-to-school transport for nursery pupils is non-statutory, the local authority provides this by discretion.

Table 10 below identifies the numbers of nursery pupils currently on school transport (big buses).

Table 10: Nursery pupils on school transport - March 2020

School	Nursery Pupils
Dolau Primary School	2
Ogmore Vale Primary School	14
Pencoed Primary School	1
St Mary's and St Patrick's Catholic Primary School	2
St Mary's Catholic Primary School	16
St Robert's Catholic Primary School	11
Ysgol Gyfun Gymraeg Calon Y Cymoedd	10
Ysgol Cynwyd Sant	18
Ysgol Gymraeg Bro Ogwr	9
Ysgol Y Ferch O'r Sgêr	4
Total	**87**

4.74. Recent observations by officers of nursery pupils travelling on buses has identified significant health and safety risks, in particular:

- the pupils were unable to climb the steps of the coach unaided, with the very small nursery children needing help or carrying onto the bus, to prevent them falling backwards off the entrance steps;
- the majority of nursery aged pupils were unable to reach the seat belt strap and had to be assisted by the escort, which is not part of their role; and
- the seat belt straps were laying across the necks of the pupils, not against their shoulders as required.

4.75. The impact on families of the removal of nursery pupils from school transport would create a MTFS saving of a potential £40k per annum as there are insufficient pupils

per contract to warrant a significant reduction in vehicle size. However, some seats could be made available as paying places and future retendering of contracts can take into consideration the reduction is capacity brought about by this policy proposal.

4.76. This policy decision therefore should focus on safety first, rather than savings.

4.77. The safety of learners is paramount and therefore, if Cabinet are minded to agreement to continue to provide nursery pupils with free home-to-school transport in line with the current policy, the carrying of nursery pupils on big buses should cease. There are in that context two alternative options that should to be considered to improve the safety of nursery learners on big buses, as follows:

- that the operator fits lap belts to their vehicles at considerable expense, which is likely to be passed on the local authority. This is because the design of coach seats does not allow for new statutory required booster seats to be fitted to coach seats. This would also limit transport operator's ability to offer these coaches for private hire work, in-between school runs, which may increase the overall cost of school transport contracts for the local authority;
- that all nursery children are transported in a minibus or taxi, with significant cost and vehicle availability implications.

4.78. As there are currently 1527 nursery pupils in Bridgend schools, the 87 currently using school transport represents only 6% of all nursery learners. Although the impact on those families is therefore acknowledged, given the non-statutory nature of their children's education, it is recommended that safety should usurp any other argument as to the need to provide free home-to-school transport to these learners, including similar arguments as per the retention of post-16 transport for those learners attending Welsh-medium or faith schools.

Feedback to the Cabinet from Subject Overview and Scrutiny Committees 1 and 2 held on 6 July 2020

4.79. Concern was expressed about the impact of removing nursey pupil transport provision, which could have an impact on the Welsh language, if parents opt to send their child to the nearest English-medium nursery instead of a Welsh Meithrin and then continue with English-medium primary education.

4.80. There is nervousness regarding the proposal to remove escorts from taxis and mini-buses and although the point about drivers being the escort in smaller vehicles was acknowledged, there are concerns about managing issues of bullying.

4.81. Schools will need extra resources to enable them to adapt to following active travel methods of pupils getting to school (eg the provision of secure bicycle storage).

4.82. The clarification of the process for appeal if a parent challenged the safety of a safe and available route to school was welcomed.

4.83. Clarification was welcomed that the local authority would be assessing the needs of learners with ALN and disabilities on an individual basis regarding the provision of transport, however, there is concern that it would be perceived as another assessment for parents to navigate.

4.84. With regards to re-tendering of contracts and budgetary pressures concern is expressed about suggestion in the report that there would be an additional cost brought about by the increase in contract prices, and the scope to retender contracts on a competitive basis to reduce those costs needs to be explored.

4.85. It was questioned whether children of primary school age could safely walk to school within a safe and available route of two miles and how the guidance defines safe and available.

4.86. Clarification that there was no responsibility on the local authority to make arrangements for out-of-county pupils attending its schools, was acknowledged however it was questioned what discussion has there been with other local authorities on cross border harmonisation.

4.87. Clarification of the confusion around the proposal to remove examples from the policy in respect of the local authority's discretionary arrangements and the assurance it had not been significant to skew the consultation, is acknowledged, however this could have been made clearer in the report.

4.88. Concern was expressed regarding the proposal whereby post-16 learners would cease to have a place on home to school transport, to the same location as pre-sixteen learners.

4.89. While the education choice of parents and learners, opting for a Welsh-medium or faith education was supported, it was questioned whether faith and language should be treated differently in transport proposals from that of English-medium education.

4.90. Pupils from disadvantaged areas in the valleys would be discriminated against by the proposals. There is concern that proposals have the potential to discourage those in continuing their studies, in semi-rural locations who are less likely to have bus services and live in potentially more deprived parts of the borough. A wider socio-economic impact assessment of proposed models, needs to be conducted, particularly affecting those in semi-rural and deprived areas of the borough.

4.91. Concern is expressed about the impact of the proposal upon pupils eligible for free school meals, as these would likely find the cost of funding transport more financially burdensome.

4.92. Concern was expressed that the proposal to provide transport to pupils for faith education at a sixth-form voluntary aided school in Bridgend, is discriminatory against Anglican pupils who wish to receive sixth-form education at the Bishop of Llandaff School and the legal position needs to be clarified.

4.93. There was concern that the proposals are discriminatory in respect of faith schools and Welsh-medium schools against maintained schools, given the understanding of the Welsh Language Act was that Welsh should have parity with English and not take precedence or priority, so prioritising transport for Welsh medium schools was not justified.

4.94. Concern is expressed regarding the positive discrimination of travel being provided to faith schools, that there are pupils of faith attending schools not categorised as

faith schools, pupils without faith that attended faith schools and there are other faiths not being considered in the proposals accessing faith schools outside of the county area.

4.95. The use of any of £620k recent funding for pedestrian and cycling crossing points and £4m active travel funding upon elements of safe routes to school for those without them should be explored and highways' officers comments sought upon the impact of the learner travel proposals.

4.96. There is potential for savings to be made from current transport of some pupils on school buses for relatively short distances, by making small investment in small areas of footpath or crossing points and looking at active travel to school. It is recommended that ward members need to be more involved, particularly in terms of active travel as they have local knowledge of these issues.

4.97. When planning applications for new houses, large estates, or schools are submitted, the Education and Family Support Directorate not only need to be involved in consultation on the school but also in the active travel route to that school.

4.98. Concern was expressed over the removal of escorts, given the range of ALN and medical conditions of pupils in specialist transport and clarification was welcomed that the proposal was not to remove escorts form children and young people with ALN and medical conditions, however this could have been made clearer in the report.

4.99. There had been a lack of response regarding what communication had been undertaken with disability organisations.

4.100. Members were concerned that there had not been any significant analysis undertaken in respect of the costs and availability of public transport bus routes at appropriate times for Post-16 pupils in each area, which had been recommended when Home to School Transport had been scrutinised previously.

4.101. Members recommended that the Budget Research and Evaluation Panel (BREP) be requested to explore an alternative way of finding the proposed savings elsewhere.

4.102. Given the number of concerns raised above regarding discrimination, there could be a challenge to the proposals, as in an effort to meet the duty to promote the Welsh language, there may be an unintended consequence in failing to meet the "commencing the socio-economic duty" legislation.

4.103. Suspension of the Contract Procedure Rules (CPRs)

4.104. Transport services are procured to meet both the local authority's statutory duty under the Learner Travel (Wales) Measure 2013 and the discretionary arrangements contained in the local authority's Home to School/College Transport Policy.

4.105. The current following transport contracts expire at the end of July 2020:

- Buses
- Special minibuses
- Minibuses
- Some taxis

4.106. Given that the local authority's Home to School/College Transport Policy is now under review, the outcome of that review will inform the requirements of the school bus services that are to be provided from September 2020. Where a local authority decides to change or remove the discretionary transport provision it provides, it must publish the information before 1 October of the year preceding the academic year in which the changes will come into force in accordance with the Learner Travel Information Regulations 2009. Therefore any change to the current policy can only be implemented at the earliest in September 2021.

4.107. Therefore until a decision has been made by Cabinet on what changes, if any, need to be made to the local authority's Home to School/College Transport Policy, the Council cannot procure the contracts referred to under paragraph 4.105 as the Council will not know what changes are being made and what it needs to procure. Once Cabinet has made its decision, this would leave the Council with only one month to procure the contracts which is not sufficient time to draft the documentation required for the procurement and carry out a procurement process in line with procurement legislation.

4.108. Therefore, it is proposed that these contracts are not retendered following their expiration in July 2020 but instead, Cabinet is asked to suspend the relevant parts of the CPRs requiring a competitive procurement exercise and authorise directly awarding contracts to and entering into contracts with existing operators for a period of 11 months from September 2020 to July 2021. This will allow the Council sufficient time to consider the changes made by Cabinet, draft the necessary procurement documentation incorporating any changes and carry out a procurement exercise in line with procurement legislation. The estimated value of these contracts to be entered into, should Cabinet agree, is £5.12 million.

4.109. Cabinet needs to be aware that, in awarding these short-term contracts to the current providers, the Council is exposed to the risk of potential challenge from other providers of such services. The Councils CPRs ensure that procurement exercises are lawful and are carried out in compliance with the Public Contract Regulations 2015 to satisfy EU Treaty principles of transparency, non-discrimination and equal treatment. The report proposes entering into contracts with the existing service providers without any competition. This proposal breaches the requirements of the Public Contract Regulations 2015 and requires Cabinet's approval to set aside the Council's CPRs.

4.110. The risk of challenge is not possible to quantify, however, given the current difficulties in the commissioning of the services, the Council may take the view that the potential for challenge is one it is prepared to accept.

4.111. If however, Cabinet is not minded to change any part of the current Home to School/College Transport Policy, a competitive procurement process could continue but it is unlikely that such a process would be concluded prior to the commencement of the next academic year in September 2020. Therefore, a suspension of the CPRs would still be required, albeit for a shorter period of time

estimated as three months ie until December 2020 . The estimated total value of these contracts is £2.8million. Cabinet is referred to the risks outlined in the preceding paragraphs.

4.112. Independent Strategic Review of Transport

4.113. To support recovery from the current deficit budget position an independent strategic review of transport was commissioned in July 2019 and reported in November 2019

4.114. The scope of the external review has examined potential savings set against the local authority's home-to-school transport budget as well as other Bridgend County Borough Council (BCBC) transport services.

4.115. A cross-directorate group, which included officers from the Education and Family Support Directorate, the Chief Executive's Directorate, the Social Services and Wellbeing Directorate and the Communities Directorate, met to determine the key transport-related issues which might benefit from external review.

4.116. Following a procurement exercise in July 2019, PeopleToo was awarded the contract based on both a technical and commercial assessment of the tender submissions. Three work packages were required to be delivered as part of the review, as follows:

Work Package 1 (WP1) – Consideration of the opportunities available to make strategic amendments to the delivery of transport services within Bridgend

4.117. The purpose of WP1 was to establish and outline the following:

- Whether changes to school catchment area boundaries, taking into consideration the impact on admission arrangements, could support a reduction in the number of pupils eligible for home-to-school transport.

- Whether amendments to the timing of the school days across all Bridgend schools, would ensure that capital assets are maximised (eg through potential sharing of capital assets by schools) and that the timing of the school days of schools supports the most efficient provision of home-to-school transport.

- Whether opportunities exist to make efficiency savings through the enhanced use of existing school minibuses or through the additional provisioning of schools with their own transport facilities.

- Whether the current model of transport services provided by the local authority, in particular the provision by private suppliers to deliver the majority of the local authority's transport provision, is the most cost effective model of service provision.

- Whether there are benefits in bringing the majority of transport provision (in particular education and social care) in-house. This would mean that the majority of education and social care transport provision would be provided by the local authority, served by an in-house fleet, rather than outsourced to the private sector.

- Whether Adult Social Care Day Services who operate a fleet of 19 vehicles can operate more efficiently. Vehicles are positioned strategically and to meet assessed need (eg people with profound learning disabilities/older persons) within the borough. The service relies on a combination of contract transport, in-house transport and community transport to meet the needs of individuals accessing the service. Vehicles are utilised for both in-house transport at the start/end of each day and support pre-planned activity in the wider community as part of an individual's Day Time Opportunity Plan.

- There are currently 21 transport contracts that support delivery of adult services. The current value of contracts is in the region of £210k. The previous spend on transport by the service prior to developing the in-house service was in region of £680k. The service is developing a collaboration agreement with Community Transport to serve the Llynfi/Garw/Ogmore Valleys.

- Consideration of the transport arrangements for looked-after children provided by the local authority. This should include the breadth of ancillary transport services for looked-after children (of both non-statutory and statutory school age) who rely on local authority-provided transport services (eg for respite care).

Work Package 2 (WP2) – Undertake a full assessment of the current home-to-school transport arrangements in Bridgend.

4.118. WP2 should focus on undertaking an assessment of BCBC's current home-to-school transport provision.

4.119. Provide recommendations of how any efficiencies can be achieved and report on implications of implementing recommendations including associated costs.

4.120. Areas of efficiencies to consider must relate to the assessment undertaken under WP1, but in particular focus on:

- Do nothing (maintain the status quo).
- A full in-house home-to-school transport service.
- Varying of current transport routes to maximise their efficiency.
- Identification of catchment boundary changes (if proposed under WP1) to reduce the number of pupils eligible for free home-to-school transport.
- Explore other ways to deliver transport services (eg best use of vehicles within the Council's ownership (including those in schools) or the collaboration with other councils).

4.121. The provider is expected to assess all BCBC school catchment areas/associated transport routes and is expected, for each recommendation, to outline the most suitable transport required and include evaluations of how specific eligible pupils would be allocated to specific contracts.

4.122. The provider is expected to provide detailed solutions to mitigate negative impacts of implementing each recommendation in line with any statutory legislation, regulations, standards or guidance identified in WP1.

Work Package 3 (WP3) – Undertake a full assessment of the current employee travel expenses arrangement.

4.123. WP2 focuses on undertaking an assessment of BCBC's current employee travel expenses arrangements, with a particular focus on, but not limited to:

- Whether the current mileage rate paid by the local authority to staff should be reconsidered (ie the current rate is 47p per mile for all users, which is above the HMRC rate of 45p per mile for the first 10,000 business miles, then 25p per mile). The total spent on travelling allowances in 2018-2019 was around £1.2m. If the HMRC rate had been applied, this would have generated a saving of around £45k.

- Exploration of the adoption of lease vehicles for staff rather than paying an individual mileage for their own vehicles (ie 'the grey fleet'). This approach is currently adopted by a number of other local authorities across Wales. Such leases may reduce the costs of mileage claimed in certain circumstances although this would depend on the mileage claimed, and as identified by a number of local authorities, this may not produce a saving if the staff member's time is considered. Therefore, the review should explore in particular the most desirable mileage threshold to trigger the use of a leased fleet vehicle.

4.124. Peopletoo presented its findings in November 2019 and identified potential savings that are both predicated on a policy change (the basis of the learner travel public consultation) and those savings which are predicated on operational changes alone.

4.125. The main findings of the review can be summarised as follows:

- There is currently significant over-provision of home-to-school transport compared with the statutory minimum required by the Learner Travel (Wales) Measure 2008 and the local authority's own Home-to-School/College Transport Policy. If the statutory minimum is introduced, as per the consulted policy proposals, the following savings could potentially be made:

  - 2657 (58%) of all pupils currently taken to schools via bus would be ineligible for free home-to-school transport potentially saving £1.48m per annum.
  - 28 (39%) of all pupils currently taken to school via taxi would be ineligible for free home-to-school transport potentially saving £124k per annum.
  - 71 (51%) of all pupils currently taken to school via minibus would be ineligible for free home-to-school transport potentially saving £139k per annum.

- Therefore, £1.743m could potentially be saved (subject to checks of pupil eligibility as per the availability of a walked route to school) if a policy change was introduced from September 2021, the earliest possible implementation as per the requirements of the Learner Travel (Wales) Measure 2008.

- The independent review has identified a disaggregated approach to the organisation of transport provision within BCBC, with no central co-ordination. Therefore, the review recommends the creation of an Integrated Transport Unit (ITU) for the local authority. The review proposes that existing staff in relevant directorates transfer to a central ITU to maximise the knowledge and skills available to the benefit of all services requiring transport provision for clients. The review recommends that technology (potentially existing and new) should be utilised to improve GIS/route planning and fleet tracking in support of the ITU.

- The local authority does not optimise alternative forms of transport provision for its services as a lower cost alternative to contracting private operators. The review recommends a proactive approach in as much as they become the default position.

Personal transport budgets

4.126. Personal transport budgets should be considered as an alternative to provided home-to-school transport. This would provide parents with the opportunity to receive a cash lump sum to meet the costs of taking their own children to school. It is proposed that the current mileage rate of 15p/mile (from a pupils home to their school) be increased to 40p/mile (or possibly 45p/mile as per the Her Majesty's Revenue and Customs (HMRC) rate).

Independent travel

4.127. 'Travel training' is seen as an opportunity to provide support to some learners who are currently dependent on the local authority's support for transport, but who would benefit from greater independence in the long term. The review identifies that the broadening of independent travel training could facilitate self-sufficiency and independence of some learners, allowing for both greater independence and financial savings over time.

Travel passes

4.128. The use of travel passes on large school buses and 'section 22' community transport can invoke some savings. Organisations that provide transport on a 'not-for-profit' basis can apply for permits under section 19 or section 22 of the Transport Act 1985 which are subject to the approval of the Traffic Commissioners. Savings can be accrued by the use of travel cards/passes on public transport vehicles for pupils of statutory school age, with the opportunity to transfer approximately 765 secondary school pupils currently on large buses over a three year period onto contracted bus routes at a substantial saving.

4.129. The review has also identified that such an approach could increase the viability of some passenger transport services to the benefit of the wider public.

Social Services transport

4.130. The use of social services transport vehicles, to decrease the reliance on externally provided transport for some pupils, is seen as an opportunity to maximise the use of the capital resources available to BCBC.

Route optimisation

4.131. There is an opportunity for BCBC to improve route optimisation through better route planning and by reviewing catchment areas.

Procurement

4.132. The procurement of externally contracted transport is considered by the review to be 'traditional'. The review proposes a more commercial approach whereby Bravo 'e-auctions' are reintroduced, and taxi frameworks are implemented on a charge per mile basis with better engagement of providers.

Mixed transport provision

4.133. The review identifies that the council should introduce a mixed transport provision across in-house externally contracted and community transport.

4.134. At this stage, local authority officers are unable to verify whether any of the above mentioned findings can be implemented or lead to annualised savings against the learner travel budget. Cabinet will therefore need to consider the findings of the review and determine whether any of the findings should be taken forward for consideration.

5. Effect upon policy framework and procedure rules

5.1 This report seeks the suspension of the Council's CPR's.

6. Equality Impact Assessment

6.1 A full EIA accompanies this report (see Appendix 4)

7. Well-being of Future Generations (Wales) Act 2015 implications

7.1

Long-term	Ongoing reliance on the local authority to provide free home-to-school transport where this is not supported by national policy will have a significant impact on the ability of the local authority to support and sustain other critical services long-term. National government policy supports active travel and the reduction in the reliance on private and public transport. Benefits include the reduction in emissions, less dependence on fossil fuels and improvements to health and wellbeing.
Prevention	The proposal to remove discretionary transport is not taken lightly. However, there are current tensions in respect of the

inequity in the current policy. The proposal, therefore, is for a public consultation to address the inequity in the local authority's Home to School/College Transport Policy and to ensure that further budget efficiencies.

Integration The local authority has a strategic role in facilitating the attendance of pupils to school where they are eligible for free home-to-school transport or where it is provided under the discretion of the local authority.

Collaboration The local authority works closely with schools and pupils to ensure that the needs of learners are taken into consideration in the identification and delivery of transport services.

Involvement The local authority intends to involve all sectors of society in consulting on its proposals. This will involve sufficient time and resources to fully identify, understand and respond to the issues identified for individuals and their communities.

8. Financial implications

8.1. There are significant potential efficiency savings associated with this public consultation. The pressure on the home-to-school/college transport budget is significant (see Table 1).

8.2. The learner transport budget has reduced by £1.869m from 2014-2015 to 2020-2021 as part of ongoing medium-term financial strategy savings.

8.3. For 2020-2021, there is a school/college transport budget of £5.508m with a projected £395k overspend for the current financial year as at quarter 1. The potential overspend has been mitigated due to savings on 25% of contract values due to the school closures as a result of COVID-19 and without this, the underlying overspend would be £337k higher.

8.4. £906k of recurring corporate funding has been allocated to support the learner transport budget covering the period 2018-2019 to 2020-2021. The increasing pressure of ongoing savings set against an already significant budget reduction since 2014-2015, with increased demand for transport from eligible learners and more costly transport for pupils with ALN in particular, has significantly impacted the ability of the budget to sustain the local authority's own policy requirements.

8.5. Table 11 below identifies the potential savings associated with each of the five policy proposals being put forward for consideration.

Table 11 Approximate savings for learner transport policy proposals

	Proposal	**Potential Savings**
Proposal 1	Withdrawal of transport for all learners benefitting from an available walking routes to school, in line with statutory distances of two miles for primary	£200k

	school-age pupils and three miles for secondary school-age pupils	
Proposal 2	Removal of escorts from all taxis and minibuses of less than eight passengers	£35k
Proposal 3	Removal from the local authority's Home to School/College Transport Policy of specific examples of the special circumstances where the local authority will provide discretionary transport	£0k
Proposal 4	To stop providing free transport for learners aged 16 or over, who go to school or college	£500k
Proposal 5	To remove all transport for nursery pupils	£40k
	Total	£775k

8.6. The external review of transport (with a focus on learner travel) identifies possible savings of £2.37m, which include the savings identified at Table 12 below if Bridgend reduces its home-to-school transport provision to the statutory minimum and employs a range of operational changes to current practice.

Table 12 – PeopleToo identified potential financial savings and investment requirements

			If Ineligibility Applied				If Ineligibility Not Applied			
Savings Initiative	Financial Savings - Ineligibility taken in full	Financial Savings - Assuming no reductions to Ineligibility	2020/21	2021/22	2022/23	Total	2020/21	2021/22	2022/23	Total
Transport - Ineligible Pupils Removed Net Savings	**£1,497,066**	**£0**	**£0**	**£952,678**	**£544,388**	**£1,497,066**	**£0**	**£0**	**£0**	**£0**
Managing Demand:										
Transferring contracted transport in-house 4 vehicles	£171,925	£343,851	£14,945	£121,451	£35,530	£171,925	£29,890	£242,902	£71,059	£343,851
Increase use of Travel Passes	£28,050	£56,100	£8,925	£14,025	£5,100	£28,050	£17,850	£28,050	£10,200	£56,100
Increase use of Personal Travel Budgets	£154,106	£154,106	£23,488	£58,778	£71,840	£154,106	£23,488	£58,778	£71,840	£154,106
Increase Independent Travel Training and In-house training	£198,555	£198,555	£53,255	£73,400	£71,900	£198,555	£53,255	£73,400	£71,900	£198,555
Sub-total Demand Management	**£552,636**	**£752,612**	**£100,613**	**£267,654**	**£184,370**	**£552,636**	**£124,483**	**£403,130**	**£224,999**	**£752,612**
Improved Procurement of Contracted Transport	**£156,277**	**£725,000**	**£99,449**	**£56,828**	**£0**	**£156,277**	**£461,364**	**£263,636**	**£0**	**£725,000**
Replace externally hired vehicles with in-house	**£83,500**	**£83,500**	**£83,500**			**£83,500**	**£83,500**			**£83,500**
Route Optimisation	**£80,500**	**£181,500**	**£0**	**£0**	**£80,500**	**£80,500**	**£0**	**£0**	**£181,500**	**£181,500**
Total Gross Savings	**£2,369,979**	**£1,742,612**	**£283,562**	**£1,277,160**	**£809,257**	**£2,369,979**	**£669,346**	**£666,766**	**£406,499**	**£1,742,612**
Investment required										
Route planning and optimisation software (capital)	-£25,000	-£25,000	-£25,000			-£25,000	-£25,000			-£25,000
Fleet Tracking	-£22,000	-£22,000	-£18,000	-£2,000	-£2,000	-£22,000	-£18,000	-£2,000	-£2,000	-£22,000
GIS Mapping Training and development	-£10,000	-£10,000	-£10,000			-£10,000	-£10,000			-£10,000
Total Net Savings	**£2,312,979**	**£1,685,612**	**£230,562**	**£1,275,160**	**£807,257**	**£2,312,979**	**£616,346**	**£664,766**	**£404,499**	**£1,685,612**

8.7. Some investment is required (c. £57k) for technology and training to support some aspects of the independent findings of the review.

8.8. It is important to note that these figures are as presented by PeopleToo. Further validation of these figures will be undertaken in due course.

9. Recommendation(s)

9.1. It is recommended that Cabinet:

- withdraw the transport for all learners benefitting from an available walking route to school now identified as available following formal assessment since March 2017, in line with statutory distances of two miles for primary school-age pupils and three miles for secondary school-age pupils, including the removal of sibling protection and the removal of the in-receipt protection as afforded to learners in September 2016;

- remove escorts from all taxis and minibuses of less than eight passengers, other than those transporting learners with additional learning needs or where a local authority assessment of the needs of the learners has identified the appropriateness of an escort;

- remove from the local authority's Home to School/College Transport Policy of specific examples of the special circumstances where the local authority will provide discretionary transport;

- stop providing free transport for learners aged 16 or over, who go to school or college other than those pupils who attend a Welsh-medium sixth-form at a school within Bridgend or who wish to pursue a faith-based education in the nearest suitable voluntary aided school;

- stop providing free transport for nursery-age pupils (aged three and four-years-old);

- suspend the relevant parts of the Council's Contract Procedure Rules in respect of the requirement to re-tender of the contract type listed at paragraph 4.105 of this report for home-to-school bus services;

- authorise the Corporate Director of Education and Family Support to enter into the contracts with the relevant operators of these contracts from 1 September 2020 until 20 July 2021; and

- consider the outcome of the Independent Strategic Review of Transport and the approach required to implement any aspect of the review.

Mr Lindsay Harvey
Corporate Director, Education and Family Support

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Bridgend County Borough Council
Civic Offices
Angel Street
Bridgend
CF31 4WB

Appendices
Appendix 1 - Learner Travel Consultation Document, October 2019
Appendix 2 - Learner Travel Consultation Report, February 2020
Appendix 3 - Learner Travel Consultation, Emerging Themes
Appendix 4 - Equalities Impact Assessment

Background documents

An Independent Review of Bridgend County Borough Councils' Transport Arrangements

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Appendix 1

Learner Travel

Consultation document

Date of issue: **14 October 2019**

Action required: Responses by **5 January 2020**

Tel: (01656) 643 664

Email: consultation@bridgend.gov.uk

Web: www.bridgend.gov.uk/consultation

Learner Travel Consultation Document

Overview

This consultation is to invite views on potential changes to the travel arrangements for pupils and college learners, and how any proposed changes to the Home to School/College Transport Policy will affect you and your family.

How to respond

This consultation period will begin on the **14 October 2019** and close on the **5 January 2020**. You can respond or ask further questions in the following ways:

Tel: (01656) 643 664
Email: Consultation@bridgend.gov.uk
Online: Link to survey
Post: Communications, Marketing and Engagement, Bridgend County Borough Council, Civic Offices, Angel Street, Bridgend, CF31 4WB. Alternative formats are also available upon request.

Data protection

Information provided by you on this form will be used to inform the Home to School/College Transport Policy.

The Council will take all reasonable precautions to ensure confidentiality and to comply with data protection legislation. Your information may be shared with relevant service areas for the purposes of future policy development. Your information will be retained in accordance with the Council's Data Retention Policy.

You have a number of rights under data protection legislation. You may also withdraw your consent and ask us to delete your personal information at any time by contacting us. Further information about this is available on our website or you may contact the Data Protection Officer.

If you are dissatisfied with the manner in which we process your personal data then you have the option to make a complaint to the Data Protection Officer and the Information Commissioner's Office.

Legal and Regulatory Services
Email: foi@bridgend.gov.uk
Address: Civic Offices, Angel Street, Bridgend, CF31 4WB.

Information Commissioner's Office – Wales

2nd Floor, Churchill House
Churchill Way
Cardiff
CF10 2HH

Tel. 0330 414 6421
Email: wales@ico.org.uk

Related documents

Learner Travel (Wales) Measure 2008.
Active Travel (Wales) Act 2013.
Learner Travel Statutory Provision and Operational Guidance June 2014

For more information on consultations in Bridgend County Borough or how to join our Citizens' panel.

Visit: www.bridgend.gov.uk/consultation

Why is the local authority consulting on proposed changes to its Home to School/College Transport Policy?

Bridgend County Borough Council is currently facing unprecedented cuts to its budget. The local authority currently faces making required savings of £35.2 million over the period 2019-2023. The local authority takes pride in the services it provides to its citizens and wants to continue to do as much as possible to support families in a difficult financial climate.

These cuts however, means that the local authority must review all of the services that it provides.

Local Authorities in Wales need to ensure that they are providing home-to-school transport where the law says they have a duty to do so. Local authorities can also provide transport on a discretionary basis.

The local authority's current Home to School/College Transport Policy sets out how the local authority provides home-to-school and home-to-college transport.

The local authority's current policy came into effect on 1 September 2016. The local authority is now seeking the views of the public and other stakeholders on proposed changes to the current policy.

This consultation is to invite views on potential changes to the travel arrangements of school pupils and students attending further education colleges.

The local authority must consider if it can continue to provide the current assistance beyond what it is required to do by law.

The review of the local authority's current Home to School/College Transport Policy contributes to the local authority's wider budget strategy by making the most efficient use of resources.

Home-to-school transport falls into two categories, as follows:

Statutory

- The arrangements the local authority needs to make by law, to enable free travel for those learners who are entitled.

Discretionary

- The arrangements made through choice by the local authority.

At present, the local authority has a legal duty to provide free transport to school for:

- all learners receiving statutory primary education (aged 5-11) living two miles or further from home to their nearest suitable school, or where there are no suitable/available walking routes, even if the distance is less than those stated;
- all learners receiving statutory secondary education (aged 11-16) living three miles or further from home to their nearest suitable school or where there are no suitable/available walking routes, even if the distance is less than those stated;
- all learners who attend a specialist provision and cannot walk to school because of their additional learning need / special education need, disability or where there are no suitable/available walking routes, even if the distance is less than those stated above.

There are currently no requirements to provide free home-to-school transport for learners who:

- are not of statutory school age - this includes nursery aged children as well as post-16 students;
- are not attending their nearest suitable school.

At present, the local authority provides free transport on a **discretionary basis** for:

- all learners attending nursery school (age 3-4) living 1.5 miles or more from their nearest suitable school, or where there are no suitable/available walking routes, even if the distance is less than those stated;
- all post-16 learners (age 16-18) who live over three miles to either their nearest suitable school (sixth-form) or to the nearest college that provides the course they wish to study and are studying their first course of full-time study.
- learners attending their nearest voluntary aided (faith) school and the distance criteria of two miles for primary age pupils and three miles for secondary age pupils is met.

- learners attending their nearest Welsh-medium school and with the distance criteria of two miles for primary age pupils and three miles for secondary age pupils is met.
- Pupils who were the siblings of pupils eligible at the former distances of 1.5 miles for primary age pupils and two miles for secondary age pupils, prior to the policy change in September 2016 and attend the same school, also receive free home-to-school transport under the same distances.
- Pupils who were already in receipt of free home-to-school transport at the former distances of 1.5 miles for primary age pupils and two miles for secondary age pupils prior to the policy change in September 2016, continue to benefit from free-home-to-school transport under the former distances. This arrangement continues until they leave or move schools or transition from one phase of education to another, eg primary to secondary.

Active Travel

Bridgend County Borough Council needs to pay due regard to the Welsh Government's Active Travel Action Plan for Wales and the Active Travel (Wales) Act 2013. The action plan aims to address congestion and encourage people to walk and cycle more often. The Welsh Government estimates that one in five cars on the road at 8:50am on a weekday is for the school run. Congestion in towns is therefore a serious issue. The Active Travel Action Plan sets out the actions that the Welsh Government and its partners will take to encourage more people to walk and cycle for more journeys. It is hoped that this will not only improve the health of our young people, but also improve the health and well-being of those who live and work in the area.

What will it mean if we do not make this change?

The council takes pride in the services it provides to its citizens and wants to continue to do as much as possible to support families in a difficult financial climate. However, the savings associated with the following proposals are needed because the budget pressures for the next three years are significant and unprecedented. The learner travel arrangements currently provided by Bridgend County Borough Council are amongst the most generous to be found in Wales. Financial savings of £1.78m have already been made to the learner travel budget since 2014/2015 through efficiencies.

The Consultation Process

An important part of the process, when considering any change, is to gauge the views of the public and other stakeholders. The purpose of this consultation document is therefore to outline the **proposed** changes. This document has been prepared to provide stakeholders with information about the new proposals to allow stakeholders the opportunity to have their say.

Following the conclusion of the consultation period all comments received will be presented to the local authority's Cabinet and all views expressed will be taken into account when the Cabinet make any decision.

If it is decided to implement the proposals, these will come into effect on the **1 September 2021.**

If it is decided not to go ahead with the proposal, it may be that an alternative proposal may be sought.

The table below sets out the timetable for the consultation:

What	When
Consultation begins	**14 October 2019**
Consultation ends	**5 January 2020**
Proposed implementation date for new policy	**September 2021**

(Please note that any response received after the consultation has ended will not be considered)

Who is being consulted

- The public
- Learners and their parents/carers
- Schools and colleges
- Careers Wales
- RhAG
- Welsh Government
- Diocesan authorities
- Councillors
- Regional AMs
- Local MPs
- The First Minister
- Town and community councils
- Neighbouring councils
- Estyn
- School governors
- Public Service Board members
- The Bridgend School Admissions Forum
- Bridgend Equalities Forum (BEF) members
- Bridgend Community Cohesion and Equalities Forum (BCCEF) members

How to respond

The local authority is asking the public and other stakeholders to answer the questions and provide their views via an on-line survey. The local authority is able to provide paper copies of the survey and in accessible formats, on request. Please e-mail your request to consultation@bridgend.gov.uk or Tel. (01656) 642617

You can also respond by sending paper survey forms to:

Post: Communications, Marketing and
Engagement,
Bridgend County Borough Council,
Civic Offices,
Angel Street, Bridgend, CF31 4WB.

The outcomes of the consultation will be reported to the Cabinet of Bridgend County Borough Council. If there is a decision not to proceed, that will be the end of this proposal and an alternative proposal may be sought.

If any of the proposals are accepted by Cabinet the earliest the change(s) will come into effect is 1 September 2021.

Events

For those consultees who wish the take the opportunity to ask questions about the proposed new policy, consultation drop-in events will be held. You **must** book to attend one of these events by either using the following link or by e-mailing consultation@bridgend.gov.uk or Tel. (01656) 643664.

Venue	Time	Date
Pencoed Comprehensive School	18:00	11/11/2019
Maesteg School	18:00	13/11/2019
Archbishop McGrath Catholic High School	18:00	18/11/2019
Cynffig Comprehensive School	18:00	19/11/2019
Brynteg School	18:00	20/11/2019
Ysgol Gyfun Gymraeg Llangynwyd	18:00	21/11/2019
Bryntirion Comprehensive	18:00	26/11/2019
Porthcawl Comprehensive School	18:00	03/12/2019
Coleg Cymunedol Y Dderwen	18:00	04/12/2019
Bridgend College, Cowbridge Road	18:00	05/12/2019

The Proposals

Proposal 1

Withdrawal of transport for all learners benefitting from available walking routes to school, in line with statutory distances of two miles for primary age pupils and three miles for secondary age pupils.

This would mean that from September 2021 the following would apply to the council's provision of free school transport:

- Pupils attending primary schools living two miles or further from home to their nearest suitable school would receive free transport.

- Pupils attending secondary schools living three miles or further from home to their nearest suitable school would receive free transport.

- Pupils attending the nearest faith school of their religion within the county borough, living two miles or further for primary schools and three miles or further for secondary schools would receive free transport.

- Pupils attending the nearest Welsh language schools in the county borough, living two miles or further for primary schools and three miles or further for secondary schools, would receive free transport, regardless of whether the school is considered to be the nearest suitable school.

- Any previous protection offered to sibling groups benefitting from home-to-school transport at the former distances of 1.5 miles for primary pupils and two miles for secondary pupils, will cease from 1 September 2021.

- Any previous protection offered to pupils under the former distances of 1.5 miles for primary pupils and two miles for secondary pupils will cease from 1 September 2021.

Proposal 2

Removal of escorts from all taxis and minibuses of less than 8 passengers.

There is no law to say the council needs to provide escorts on any home-to-school transport.

The change would mean that pupils travelling in smaller vehicles provided by the council would no longer have an escort on board. The driver of the vehicle would act as driver/escort.

However, the local authority would consider on a case-by-case basis the provision of an escort for any child with additional learning needs (ALN) or for a looked-after child following an appropriate assessment of their needs.

Proposal 3

Removal from the local authority's Home to School/College Transport Policy of specific examples of the special circumstances where the local authority will provide discretionary transport.

The council may on occasion provide home-to-school transport to pupils who are not currently eligible. The current policy gives specific examples of the circumstances where discretionary transport might be considered.

This proposal will mean that specific examples of the special circumstances where the local authority will provide discretionary transport provided to pupils, will be removed from the local authority's Home to School/College Transport Policy.

Proposal 4

To stop providing free transport for learners aged 16 or over, who go to school or college other than those pupils who attend a Welsh-medium sixth-form at a school within Bridgend or who wish to pursue up a faith-based education in a sixth-form at a voluntary aided school within Bridgend.

There is no law that says the council needs to provide free transport for post-16 pupils and students continuing into further education or sixth-form.

However, the council understands that there may be an impact on learners and their families who rely on this free service to support their learning.

The local authority is committed to support the development of, and acknowledges its statutory duty to promote the Welsh language. Therefore, as there is currently only one Welsh-medium sixth-form within Bridgend, which is located at the north of the Llynfi Valley, it is likely that the withdrawal of post-16 transport will have a disproportionate impact on learners wishing to attend this school given the distances they would need to travel from the rest of the county borough. Similarly, the local authority respects the wishes of learners who wish to pursue a faith-based education and acknowledges that as there is only one voluntary aided secondary school within Bridgend offering a faith-based education, it is likely that the withdrawal of post-16 transport will have a disproportionate impact on learners wishing to attend this school, given the distances learners would need to travel from the rest of the county borough.

It is important to note that some learners will already receive Education Maintenance Allowance (EMA). This is an income assessed weekly allowance of £30 to help students with the cost of further education, including transport.

Additionally the 'mytravelpass' scheme funded by the Welsh Government, provides discounted bus fares to young people aged 16 to 21 with approximately one third off their bus fare.

Proposal 5

To stop providing free transport for nursery age pupils (ages 3 & 4)

There is no law that says the council needs to provide free transport for nursery pupils. Bridgend County Borough Council is one of the few councils in Wales offering this provision. The council understands that there may be an impact on learners and their families who rely on this free service to support their learning.

Summary of Proposals

The following table shows examples of what the proposed changes may mean if approved:

Post-16 transport		
Learner type	**Current Arrangement**	**Proposed Arrangement** (from September 2021)
Post-16 student (English-medium) Attending Bridgend College	Free home-to-college transport provided over three miles from college or where there is no available walking route.	No travel assistance offered
Post-16 student (English-medium) Attends sixth-form at • Brynteg School • Pencoed Comprehensive School • Cynffig Comprehensive School • Porthcawl Comprehensive School • Coleg Cymunedol Y Dderwen • Maesteg School • Bryntirion Comprehensive School	Free home-to-school transport provided over three miles from school or where there is no available walking route.	No travel assistance offered
Post-16 student (Welsh-medium) Attends sixth-form at Ysgol Gyfun Gymraeg Llangynwyd	Free home-to-school transport provided over three miles from school or where there is no available walking route.	No change

Post-16 transport		
Learner type	**Current Arrangement**	**Proposed Arrangement** (from September 2021)
Post-16 student (Faith) Attends sixth-form at Archbishop McGrath Catholic High School	Free home-to-school transport provided over three miles from school or where there is no available walking route.	No change
Post-16 student with ALN/SEN in specialist provision	Free home-to-school transport provided if over three miles from school or where there is no available walking route. Free home-to-school transport also provided at the discretion of the local authority	Free home-to-school transport provided at the discretion of the local authority
Post-16 student with ALN/SEN not in a specialist provision	Free home-to-school transport provided over three miles from school or where there is no available walking route.	Free home-to-school transport provided at the discretion of the local authority

Secondary age school transport		
Learner type	**Current Arrangement**	**Proposed Arrangement** (from September 2021)
Secondary age pupil (English-medium, Welsh-medium and faith-based education) Age 11-16 Attends a secondary school which is their nearest available school, and they live over three miles from the school or no suitable walking route exists.	Free home-to-school transport provided	No change

Secondary age school transport		
Learner type	**Current Arrangement**	**Proposed Arrangement** (from September 2021)
Secondary age pupil (English-medium, Welsh-medium and faith-based education) Age 11-16 Attends a secondary school but it is not their nearest available school, as a parent has expressed their parental preference for an alternative school.	No home-to-school transport provided	No change
Secondary age pupil (English-medium, Welsh-medium and faith-based education) Age 11-16 Attends a secondary school which is their nearest available school, and they live over two miles from the school and they were previously in receipt of free home-to-school transport at this distance when the policy changed in September 2016.	Home-to-school transport provided	Home-to-school transport provided only where the pupil lives over three miles from school or where there is no available walking route.
Secondary age pupil (English-medium, Welsh-medium and faith-based education) Age 11-16 Attends a secondary school which is their nearest available school and they live over two miles from the school as they became eligible for free transport when the policy changed in September 2016 as a	Home-to-school transport provided	Home-to-school transport provided only where the pupil lives over three miles from school or where there is no available walking route.

Secondary age school transport		
Learner type	**Current Arrangement**	**Proposed Arrangement** (from September 2021)
sibling was already attending the same school and was already in receipt of free home-to-school transport at this distance.		

Primary age school transport		
Learner type	**Current Arrangement**	**Proposed Arrangement** (from September 2021)
Primary age pupil (English-medium, Welsh-medium and faith-based education) Age 5-11 Attends a primary school which is their nearest available school, and they live over two miles from the school or no suitable walking route exists.	Home-to-school transport provided	No change
Primary age pupil (English-medium, Welsh-medium and faith-based education) Age 5-11 Attends a primary school, but it is not their nearest available school as a parent has expressed their parental preference for an alternative school.	No home-to-school transport provided	No change

Primary age school transport		
Learner type	**Current Arrangement**	**Proposed Arrangement** (from September 2021)
Primary age pupil (English-medium, Welsh-medium and faith-based education) Age 5-11 Attends a primary school which is their nearest available school, and they live over 1.5 miles from the school, as they were previously in receipt of free home-to-school transport at this distance when the policy changed in September 2016.	Home-to-school transport provided	Home-to-school transport provided only where the pupil lives over two miles from school or where there is no available walking route.
Primary age pupil (English-medium, Welsh-medium and faith-based education) Age 5-11 Attends a primary school which is their nearest available school and they live over 1.5 miles from the school and they became eligible for free transport when the policy changed in September 2016 as a sibling was already attending the same school and was already in receipt of free home-to-school transport at this distance.	Home-to-school transport provided	Home-to-school transport provided only where the pupil lives over two miles from school or where there is no available walking route.

Nursery age school transport		
Learner type	**Current Arrangement**	**Proposed Arrangement** (from September 2021)
Nursery age pupil (English-medium, Welsh-medium and faith-based education) Age 3-4 Attends nursery school which is their nearest available school, and they live over 1.5 miles from the school or no suitable walking route exists.	Home-to-school transport provided	No home-to-school transport provided
Nursery age pupil (English-medium, Welsh-medium and faith-based education) Age 3-4 Attends nursery school, but it is not their nearest available school as a parent has expressed their parental preference for an alternative school.	No home-to-school transport provided	No change

Some learners with ALN/SEN who are of compulsory school age have their needs met within a mainstream school setting, but with prescribed support (confirmed on their Statement of Special Education Needs). For these learners travel assistance will be considered on an individual basis.

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Appendix 2

Learner Travel Review

Consultation Report

Date of issue: **19 February 2020**

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1. Overview

A public consultation reviewing learner travel was undertaken over a 12 week period from 14 October to 5 January 2020. The consultation received 1396 interactions from a combination of survey completions, workshops held with primary and comprehensive school pupils, social media engagements, emails and letters. This paper details the analysis associated with the consultation.

2. Introduction

The public survey was available to complete online through a link on the consultation page of the council's website. Paper copies of the consultation were made available via request to the Consultation and Engagement Team. Surveys were available in several formats, including large print, standard and a youth version was made available for the primary school engagement workshops. All were available in English and Welsh. The content of the page remains available online.

In total, there were 11 questions (within all survey formats) that required a reply from respondents. These were made up of questions about five overall proposals in relation to learner transport. The council's standard set of equalities monitoring questions were also included with the survey, in line with recommended good practice for all public-facing surveys carried out by the council.

A programme of engagement events were held in comprehensive schools across the county borough and at Bridgend College, engaging with learners, staff, parents and carers.

Comments regarding the consultation were also invited via social media, letter, email and phone call.

3. Promotional tools and engagement methods

Details of the consultation were shared with:

- The public
- Learners and their parents/carers
- Schools and colleges
- Careers Wales
- RhAG
- Welsh Government
- Welsh Language Commissioner
- Diocesan authorities
- Councillors
- Regional AMs
- Local MPs
- The First Minister
- Town and community councils

- Neighbouring councils
- Estyn
- School governors
- Public Service Board members
- The Bridgend School Admissions Forum
- Bridgend Community Cohesion and Equalities Forum (BCCEF) members

3.1 Promotional tools

This section details the methods used to raise the profile of the consultation and encourage participation.

3.1.1 Social media

Facebook and Twitter have been widely used to promote the consultation.
Information was posted to the council's corporate Twitter accounts throughout the consultation period to raise awareness of the consultation and to encourage citizens to share their views on the proposals. The council currently has 12,110 followers on its corporate Twitter accounts. During the period, the authority 'tweeted' 54 times (27 English and 27 Welsh) and the information was seen by 39,954 people.

Information was also posted to the council's corporate Facebook page during the consultation period to raise awareness of the consultation and to encourage citizens to share their views on the proposals. The council currently has 12,426 followers. During the period, the authority posted 6 times (three English and three Welsh) on Facebook and the posts were seen by 25,747 people, these posts generated 149 link clicks, 72 shares, 14 reactions and 35 comments. The comments received have been themed and can be seen in section 9.

3.1.2 Press and media

Details of the consultation were sent as part of press releases emailed to local and national press during the consultation (23 October and 6 December 2019) and supported with social media messages throughout the live period.

3.2 Engagement methods

This section details the mechanisms available for stakeholders to engage with the council and share their views.

3.2.1 The Learner Travel Review Survey

A standard survey and large print version of the survey were all made available in Welsh and English, and a youth version of the survey was made available for the primary workshops. All were available in paper format and online. The consultation feedback is contained in section seven.

3.2.2 Parents and carer meetings

Parent and carer sessions took place in all comprehensive schools across the county borough. Parents and carers were given an overview of the consultation and the proposals, and were invited to give views and comments which were recorded by the Consultation and Engagement Team and are themed in section ten.

3.2.3 School engagement sessions

In order to gather the views of young people the consultation team attended comprehensive schools across the county borough. Pupils completed the survey either via paper surveys or via clicker pads.

The consultation team engaged with **305 young people** in a variety of pupil workshops.

Engagement sessions took place in:

- Bryntirion Comprehensive School
- Porthcawl Comprehensive School
- Maesteg School
- Coleg Cymunedol Y Dderwen
- Ysgol Gyfun Gymraeg Llangynwyd
- Brynteg School
- Cynffig Comprehensive School
- The Bridge Alternative Provision
- Welsh-medium primary school pupils took part in an engagement session in Ysgol Gyfun Gymraeg Llangynwyd
- Primary school pupils from English-medium schools took part in engagement sessions in the council chamber

The feedback from young people is detailed in section eight.

4. Response rate

In total, there were **1396** interactions during the consultation. The response rate has been segregated into several areas: consultation survey responses, engagement event attendees, social media interactions emails and letters.

Interactions	Number
Survey completions	943
Parents meetings	97
Pupil workshops	305
Emails	13
Letters	3
Social media comments	35
Total interactions	1396

5. How effective was the consultation?

The consultation was conducted over a 12 week period. The data collection methods, which include the online survey and paper survey, were developed using plain English to maximise understanding.

6. Headline figures

6.1 57% of survey respondents did not agree with the proposal to increase the walking distance to school to two miles for primary and three miles for secondary schools.

6.2 76% of learners did not agree with the proposal to increase the walking distance to school to two miles for primary and three miles for secondary schools.

6.3 43% of survey respondents did not agree with the proposal to remove escorts from taxis or minibuses with less than eight passengers.

6.4 37% of learners agreed with the proposal to remove escorts from taxis or minibuses with less than eight passengers.

6.5 43% of survey respondents were unsure about the proposal to remove specific examples from the local authority's Home to School/College Transport Policy, 37% disagreed with this proposal.

6.6 44% of learners agreed with the proposal to remove specific examples from the local authority's Home to School/College Transport Policy.

6.7 71% of survey respondents did not agree with the proposal to stop providing free transport for learners aged 16 or over.

6.8 85% of learners did not agree with the proposal to stop providing free transport for learners aged 16 or over.

6.9 58% of survey respondents did not agree with the proposal to remove all transport for nursery pupils.

6.10 63% of learners did not agree with the proposal to remove all transport for nursery pupils.

7. Question and analysis - consultation survey

The consultation contained 11 questions related to the proposals. All questions were optional, so participants could chose to answer all or some of the questions.

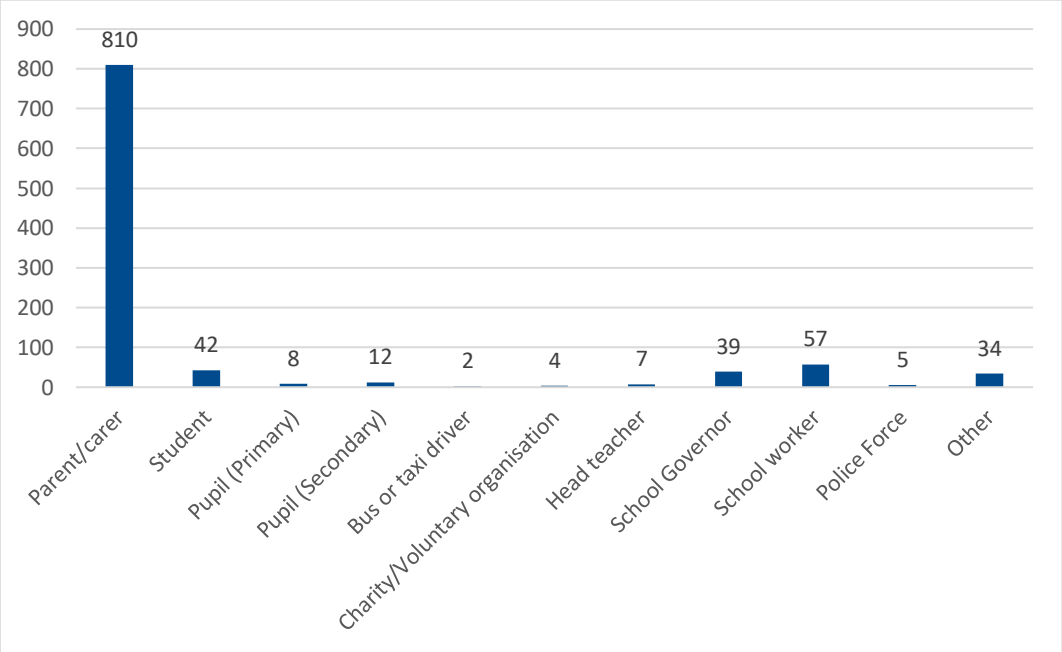
Respondents were asked to provide information about themselves and were then asked if they agreed or disagreed with the individual proposals, with reasons for their choice.

In the final question, respondents could provide anything they would like to say about the proposals.

This section details the responses received to the main survey, the responses received from learners are detailed in section eight of this report.

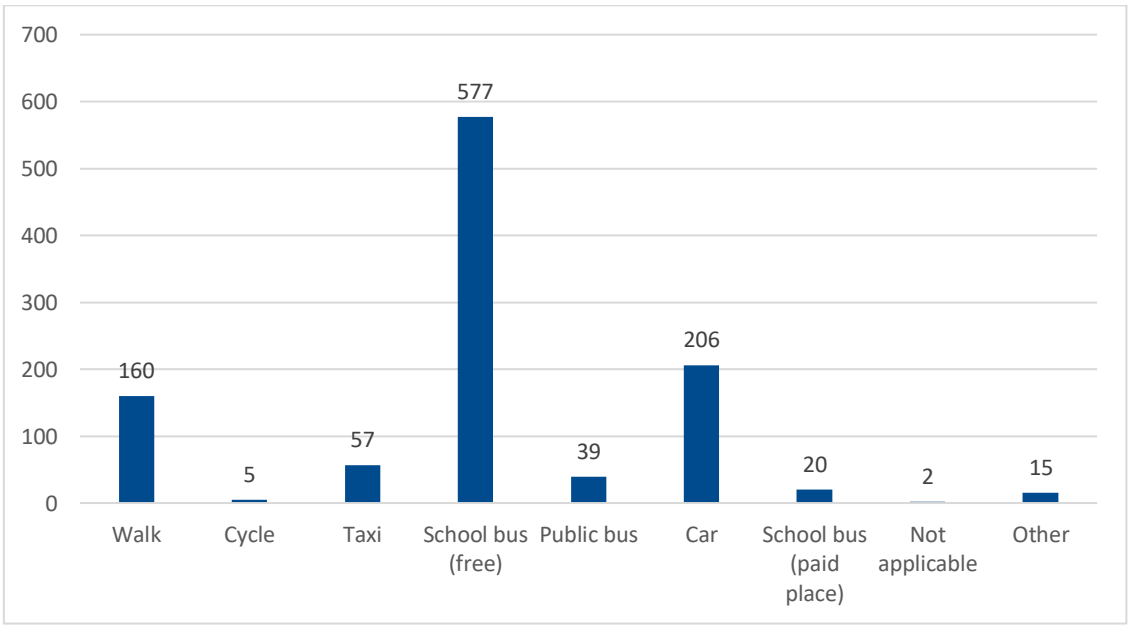
7.1 About you

7.1.1 Please tick the option that best described you as a respondent



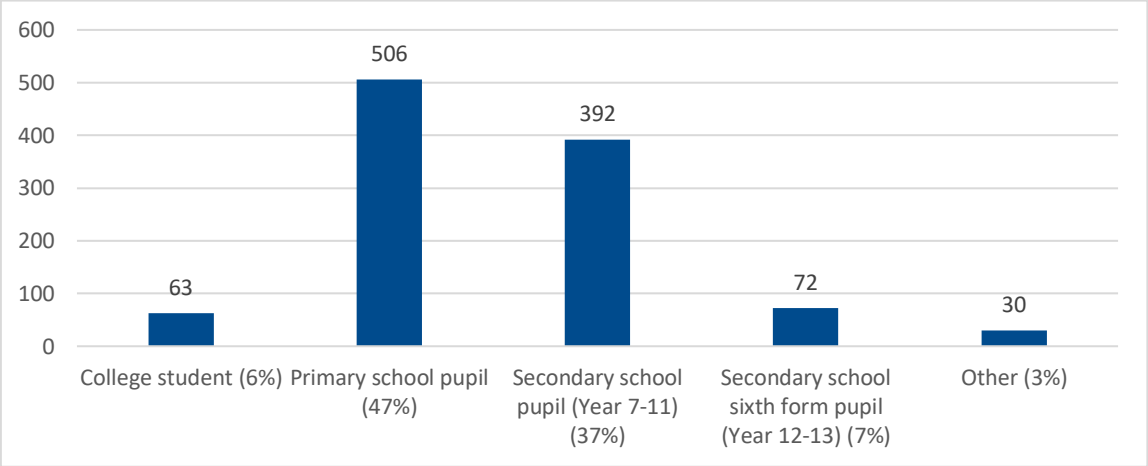
Respondents were able to choose multiple options to represent themselves. The most common respondents were parent/carer (810), followed by student (42) and then school worker (57).

7.1.2 How do you or your children travel to school?



Respondents were able to choose multiple options to this question. The most popular method of transport to school was free bus (577), followed by car (206), and then walk (160).

7.1.3 Please tick the option(s) that best describes you or your child(ren) as pupils/students?



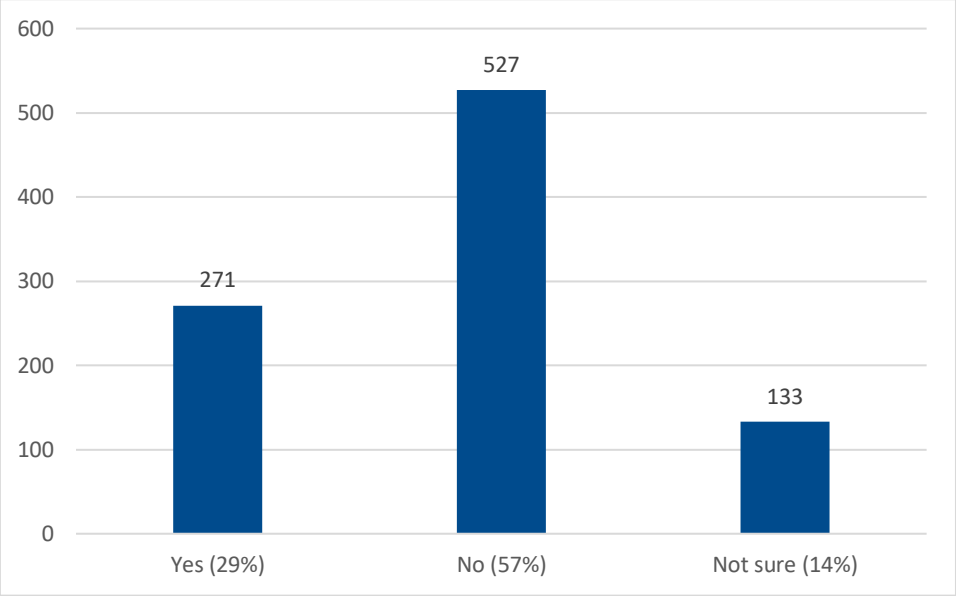
47% of respondents stated that their children were in primary school, followed by 37% in secondary schools (Years 7-11) and then 7% in secondary school sixth forms.

7.2 Survey questions

7.2.1 Proposal one.

Withdrawal of transport for all learners benefiting from an available walking route to school, in line with statutory distances of 2 miles for primary pupils and 3 miles for secondary pupils.

931 people responded to this question.



The majority of respondents did not agree with this proposal (57%). 29% of respondents did agree with this proposal and 14% were unsure.

Respondents were asked to provide reasons for their choice.

There were 55 comments from respondents who agreed with this proposal. These have been themed and are detailed in the table below:

Theme	No.
Agree with proposal	19
Proposal does not affect me	10
Young people should walk/cycle	5
Parents responsibility not the councils	4
Pupils with additional needs should be supported	4
Must ensure walking routes are safe	3
Welsh education should be supported	3
Faith education should be supported	2
Bridgend County Borough Council (BCBC) will be in line with other authorities	2
Limit traffic outside schools	1
Offer paid places on the school bus	1
Public transport options need to be improved	1

The most common responses were ‘agree with proposal’ (19) followed by ‘proposal does not affect me’ (10) and then ‘young people should walk or cycle’ (5).

There were 456 comments from respondents who disagreed with this proposal. These have been themed and are detailed in the table below:

Theme	No.
It will be too far to walk and will take too long especially in bad weather	124

Children will be unsafe walking to school	111
Negative impact on Welsh language schools	45
Public transport is expensive/additional costs for pupils	32
Will have negative environmental impact	29
Supports families to go to work	22
Pupils with additional learning needs should be supported	21
Roads are unsafe	16
Keep the free school transport	15
Will negatively impact attendance and/or attainment	13
Make internal savings	7
Faith schools need transport	6
Could cause health issues (walking in cold weather/wet clothes)	6
Would be prepared to contribute towards travel costs	5
Should not be preferential treatment for faith schools	4

The most common responses were 'it will be too far to walk and will take too long especially in bad weather' (124), followed by 'children will be unsafe walking to school' (111) and this will have a 'negative impact on Welsh language schools' (45).

There were 66 comments from respondents who were unsure about this proposal. These have been themed and are detailed in the table below:

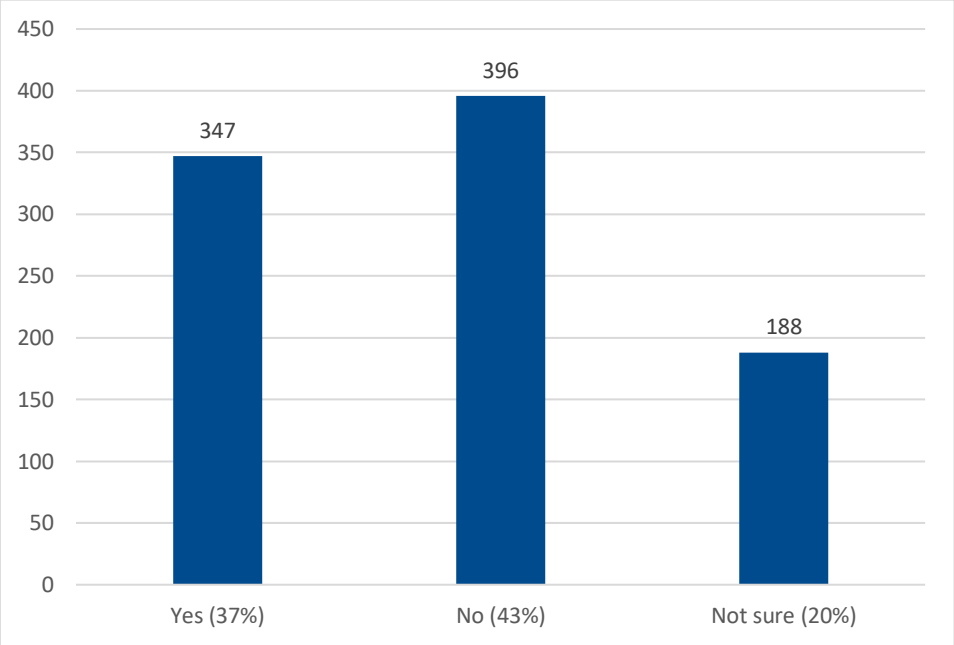
Theme	**No.**
Must ensure there are safe routes	19
Pupils with additional learning needs should be supported	8
Need more information/unsure of impact	8
Environmental impact/ Traffic	7
Additional expense/cost for pupils	5
Too far/long walk/bad weather	5
Welsh schools should have transport	5
May be difficult for a parents that work	3
School transport is convenient	1
Cut council wages instead	1
Faith schools should have transport	1
Negative impact on health (walking in bad weather/wet clothes)	1
Primary children should have transport	1
Reconfigure catchment areas	1

The most common responses were as must ensure there are safe routes (19), followed by pupils with additional learning needs should be supported (8) and need more information/unsure of impact (8).

7.2.2 Proposal two.

Removal of escorts from all taxis and minibuses of less than eight passengers

931 people responded to this question.



43% of respondents did not agree with this proposal. 37% of respondents did agree with this proposal and 20% were unsure.

Respondents were asked to provide reasons for their choice.

There were 110 comments from respondents who agreed with this proposal. These have been themed and are detailed in the table below:

Theme	No.
Agree with proposal	33
Drivers should have a DBS check	23
Children with additional needs should be supported	16
Escorts are not needed	17
Drivers will need training	8
As long as the children behave themselves	5
Provide CCTV in vehicles	2
It shouldn't include infant aged children	2
As long as those who need support are supported	2
Unsure of impact	1
We should be able to trust our children, especially secondary school	1

The most common responses were ‘agree with proposal’ (33), followed by ‘drivers should have a DBS check’ (23) and then ‘children with additional needs should be supported’ (16).

There were 456 comments from respondents who disagreed with this proposal. These have been themed and are detailed in the table below:

Theme	No.
There could be safeguarding issues (for children and driver)	43
Compromises child safety	39
Driver should focus on driving	35
Children with additional needs should be supported	31
Children need support/supervision	28
Will encourage bad behaviour/bullying	20
Children may distract driver	18
Primary are too young to travel without an escort	16
Driver is not responsible for children	14
Escorts should be on all buses	7
Assess on case by case basis	3
Cut council spending/pay	3
May incur additional cost for parents	2
Issues will arise if the driver falls ill/ has accident	2
Should not impact Welsh schools	2
Disagree with proposal	1

The most common responses were 'there could be safeguarding issues (for children and driver)' (43), 'compromises child safety' (39) and 'driver should focus on driving' (35).

There were 66 comments from respondents who were unsure about this proposal. These have been themed and are detailed in the table below:

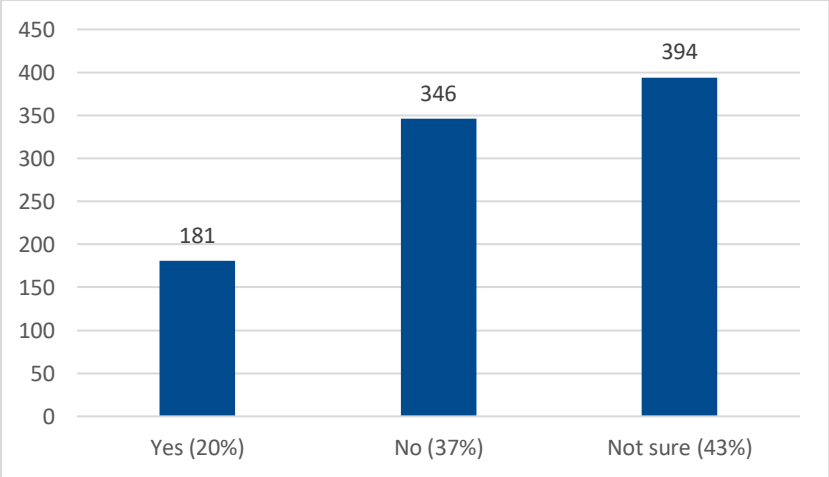
Theme	No.
Children with additional needs should be supported	17
Primary children are too young to not have an escort	15
Needs of children should be considered	13
Unsure of impact	11
Provided the children are safe	9
As long as the driver has a DBS	8
If the driver is capable for supporting the children	6
Children could distract driver	2
Escorts are needed	1

The most common responses were 'children with additional needs should be supported' (17), followed by 'primary children are too young to not have an escort' (15) and the 'needs of children should be considered' (13).

7.2.3 Proposal three.

Removal from the local authority's Home to School/College Transport Policy of specific examples of the special circumstances where the local authority will provide discretionary transport.

921 people responded to this question.



The majority of respondents were unsure about this proposal (43%). 20% of respondents agreed with this proposal and 37% disagreed with this proposal.

Respondents were asked to provide reasons for their choice.

There were 27 comments from respondents who agreed with this proposal. These have been themed and are detailed in the table below:

Theme	No.
Should be assessed on a case by case basis	6
Transport availability should be equal for all	5
Agree with proposal	4
Children with additional needs should be supported	3
Parents should provide/organise transport	3
They are old enough to organise own transport	2
Welsh schools should be protected	2
Ask for contributions	1
Decisions should be made available for public scrutiny	1

The most common responses were ‘should be assessed on a case by case basis’ (6), followed by ‘transport availability should be equal for all’ (5) and ‘agree with proposal’ (4).

There were 138 comments from respondents who disagreed with this proposal. These have been themed and are detailed in the table below:

Theme	No.
Should be assessed on a case by case basis	34
The service is needed	20
Should keep all school transport	13
Children with additional learning needs should be supported	12
May compromise child safety	11
Need more information/unsure of impact	11
Expensive for families/pupils in deprived areas	10

Children have a right to education	7
Welsh education should be supported	5
Service supports families to go to work	5
Disagree with proposal	4
Make internal cuts at the council	3
How would the pupils get to school?	2
Negative environmental impact	1

The most common responses were ‘should be assessed on a case by case basis’ (34), followed by ‘the service is needed’ (20) and then ‘should keep all school transport’ (13).

There were 121 comments from respondents who were unsure about this proposal. These have been themed and are detailed in the table below:

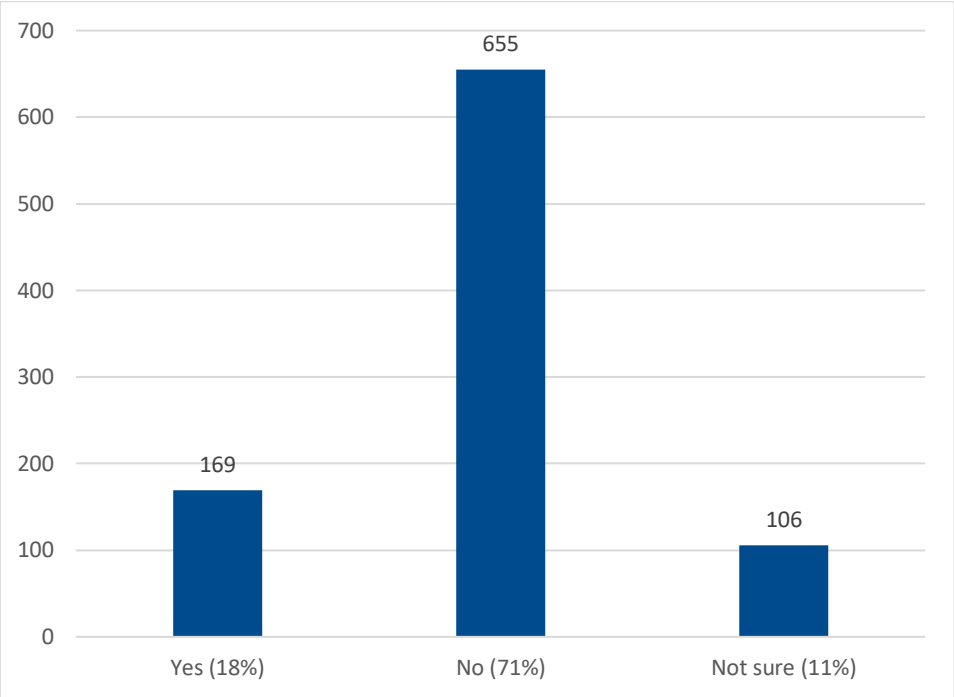
Theme	**No.**
Need more information about discretionary transport	78
Assessed on a case by case basis	21
Unsure of impact	11
This service should be available to all	3
Was unaware service was available	3
Children with additional needs should be supported	2
Welsh schools should be supported	2
May incur additional costs for parents	1

The most common responses were ‘need more information about discretionary transport’ (78), followed by ‘assessed on a case by case basis’ (21) and then ‘unsure of impact’ (11).

7.2.4 Proposal four.

To stop providing free transport for learners aged 16 or over, who go to school or college.

930 people responded to this question.



71% of respondents did not agree with this proposal, 18% of respondents did agree with this proposal and 11% were unsure.

Respondents were asked to provide reasons for their choice.

There were 59 comments from respondents who agreed with this proposal. These have been themed and are detailed in the table below:

Theme	No.
Old enough to catch a bus/organise a journey	18
Personal choice to attend college so should pay for transport	16
Effective way to save money	8
Vulnerable students should be supported	8
Students get Education Maintenance Allowance (EMA) so can pay for transport	6
Students can walk	2
Agree with proposal	1

The most common responses were ‘old enough to catch a bus/organise a journey’ (18), followed by ‘personal choice to attend college so should pay for transport’ (16) and then ‘effective way to save money’ (8) and ‘vulnerable students should be supported’ (8).

There were 412 comments from respondents who disagreed with this proposal. These have been themed and are detailed in the table below:

Theme	No.
It will discourage young people from attending sixth form	80
It will be costly to pay for transport	77
It will negatively impact young people living in poverty/deprived areas	55

We should encourage young people to attend sixth form	53
Welsh education should be protected	34
Continue with free transport (as continuing with education)	31
Limits opportunities for progression for young people	25
All pupils should have transport	14
Children with additional needs should be supported	12
Walking will be unsafe	7
How else will they get there?	6
Faith education should be protected	3
Free transport for school students but not college students	3
Too far to walk	3
Environmental impact from increased traffic	2
Council should make internal savings/ save elsewhere	2
Age discrimination	1
Young people attending bridge provision only have the option of continuing at college	1
Students could contribute to cost of transport	1
Free transport for college students but not for school students	1
Welsh and faith schools should not be protected	1

The most common responses were 'it will discourage young people from attending sixth form' (80), followed by 'it will be too costly to pay for transport' (77) and then 'it will negatively impact young people living in poverty/deprived areas' (55).

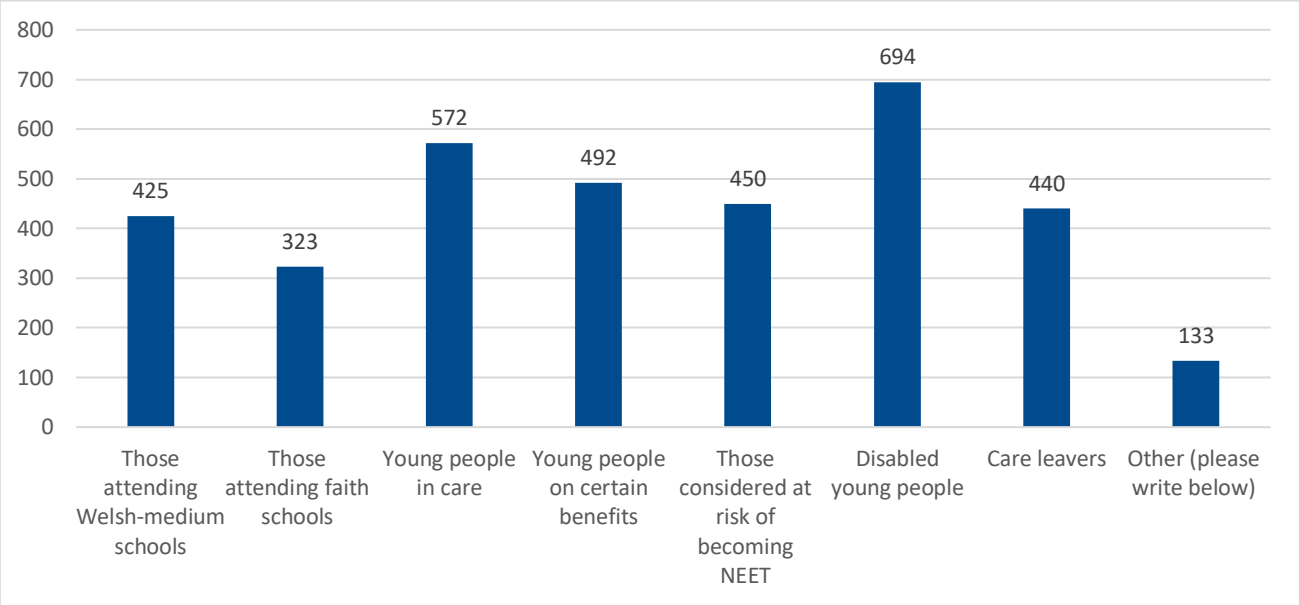
There were 54 comments from respondents who were unsure about this proposal. These have been themed and are detailed in the table below:

Theme	**No.**
Could discourage pupils attending sixth form	18
Vulnerable pupils should be supported	12
Could offer reduced pass/season ticket	7
Not all post-16 students will need/want the bus	6
Free transport for college students but not school students	4
Welsh education should be protected	3
If they are working they can pay for transport	3
EMA should be used specifically for transport	1

The most common responses were 'could discourage pupils from attending sixth form' (18), followed by 'vulnerable pupils should be supported' (12) and then 'could offer reduced pass/season ticket' (7).

7.2.4.1 Are there any groups of learners aged 16 or over who you believe should continue to receive free transport?

Respondents were able to select learners who they believed should still receive free post-16 transport if this was to be removed. Respondents were able to select multiple categories.



The most popular responses were 'disabled young people', followed by 'young people in care' and then 'young people on certain benefits'.

Where other was selected respondents were asked to identify other groups of learners. The following responses were received:

Theme	No.
All pupils	72
Should be means tested – those receiving benefits/free school means/objective one areas	9
Should be based on distance from school/college	7
Learners with additional needs	5
College students	3
Pupils who can't drive	2
None	1
Young carers/ young adult carers	1
Where they have younger siblings they would be travelling with	1
Pupils attending collaboration courses	1

The most popular responses were 'all pupils' (72), followed by 'should be means tested – those receiving benefits/free school means/objective one areas' (9) and then 'should be based on distance from school/college' (7).

Respondents were then asked to give reasons for their choice. 284 comments were made. These have been themed and are detailed in the table below:

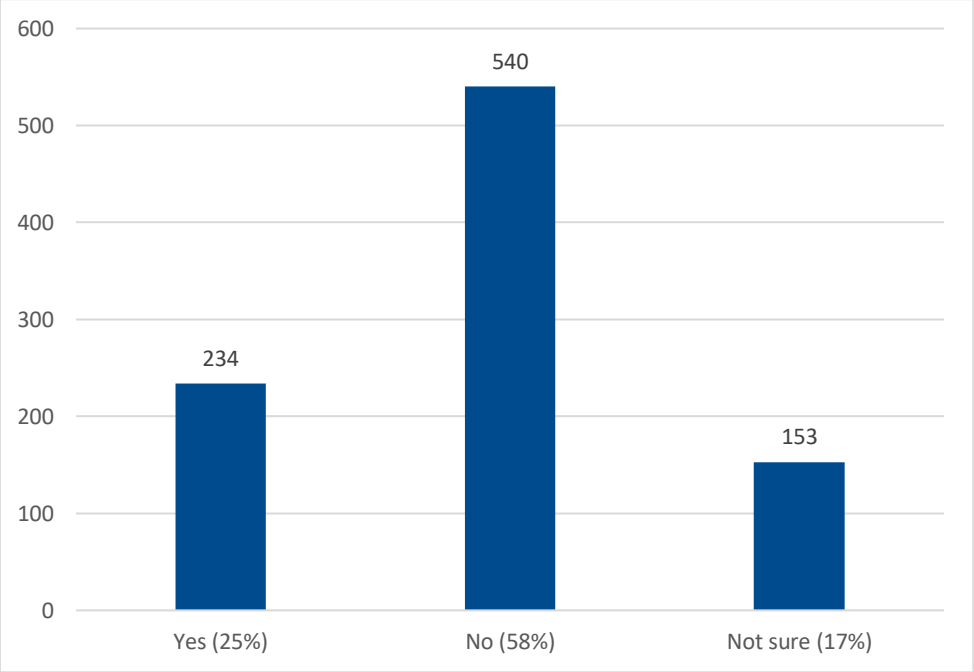
Theme	No.
All pupils should receive transport	114
We should ensure vulnerable young people are protected	55
We should encourage these young people to attend sixth form	26
Cost of transport is too high	23
Welsh and Faith schools should not be protected	19
Welsh education should be protected	17
It is harder for these young people to attend sixth form	12
Cuts will negatively impact young people from disadvantaged areas	7
Council should make internal savings	5
Will limit opportunities for these young people	4
Faith schools should be protected	2

The most popular responses were 'all pupils should receive transport' (114), followed by 'we should ensure vulnerable young people are protected' (55) and then 'we should encourage these young people to attend sixth form' (26).

7.2.5 Proposal five.

To remove all transport for nursery pupils.

927 people responded to this question.



58% of respondents did not agree with this proposal. 25% agreed with the proposal and 17% were unsure.

Respondents were asked to provide reasons for their choice.

There were 90 comments from respondents who agreed with this proposal. These have been themed and are detailed in the table below:

Theme	No.
Nursery education is not compulsory	31
It is the parent's responsibility	27
They are too young to go on the bus	11
Shouldn't be alone on bus	8
Nurseries are usually local	3
Good way to save money	2
It is unsafe for them to be on a bus	2
Unsure of impact	2
They can walk	1
Nursery children who are disabled or have a learning disability should have transport	1
I am surprised this is even available	1
But should support welsh provision	1

The most common responses were 'nursery education is not compulsory' (31), followed by 'it is the parents responsibility' (27), and then 'they are too young to go on the bus' (11).

There were 246 comments from respondents who disagreed with this proposal. These have been themed and are detailed in the table below:

Theme	No.
This will negatively impact Welsh-medium education	48
Will be difficult for working parents	38
Nursery education is important	21
Too far to walk	20
If nursery place is provided then transport should be provided	17
Continue to provide transport for all pupils	15
Additional costs to families	13
Disagree with proposal	13
Should support parents/ choices will be limited	13
Families may have siblings in primary	9
It is unsafe to walk	8
Limits opportunities of children	6
Right to education - and transport	6
Environmental impact	4
Will negatively impact deprived areas	4
Contradicts free nursery/ childcare grant	3
Faith schools should be protected	3
Children with additional needs should be supported	2
Council should make internal savings	2
Build more schools	1

The most common responses were 'this will negatively impact on Welsh-medium education' (48), followed by 'will be difficult for working parents' (38) and then 'nursery education is important' (21).

There were 51 comments from respondents who were unsure about this proposal. These have been themed and are detailed in the table below:

Theme	No.
Depends on circumstances	12
Unsure of impact	12
Unaware nursery children had transport provided	10
They may need adult support/help	4
Personal choice of parents to send their child to nursery	4
Welsh and Faith schools should be supported	4
Nursery not compulsory so transport is useful but not necessity	3
Children with additional needs should be supported	2

The most common responses were depends on circumstances (12) and unsure of impact (12), followed by unaware that nursery children had transport provided (10).

7.2.6 Do you have anything else that you would like to say about the proposals?

Finally, respondents were asked if they had anything else to add about the proposals. 406 comments were received and have been themed. These are detailed in the table below:

Theme	No.
Make savings elsewhere/ internal savings	74
Proposals will impact on child safety	49
Keep all school transport	40
Welsh education should be protected	34
Should invest in education, it is important	33
Disadvantaged families and communities will be impacted the most	27
Support families and those who need it	22
Those with additional needs should be supported	18
Ask for contribution from parents	16
Disagree with proposals	14
Right to education and so should have a right to transport	13
Will have negative environmental impact	12
It is too far for children to walk	11
Will incur additional costs for families/students	9
Will affect attendance /students will drop out	8
Working parents rely on this service	8
Keep escorts on taxis and minibuses	5
Parents responsibility to provide/organise transport for their children	5
Keep transport for post-16 students	4
Review process as opposed to policy	2

Welsh and Faith schools should not be protected	1
Walking is good for children	1

The majority of the comments related to ‘make savings elsewhere/internal savings’ (74), followed by ‘proposals will impact on child safety’ (49) and then ‘keep all school transport’ (40).

8. Question and analysis – school engagement sessions

Pupils were able to complete the survey via clicker pads or paper questionnaire. The consultation contained 11 questions. All questions were optional, so participants could chose to answer all or some of the questions.

A total of 305 learners took part in the consultation engagement sessions. 263 Learners took part in their comprehensive schools. A further 35 primary pupils took part in engagement session held in the Council Chamber, and 7 pupils from Welsh-medium primary schools took part in an engagement session held in Ysgol Gyfun Gymraeg Llangynwyd.

Learners were asked to provide information about themselves and were then asked if they agreed or disagreed with the individual proposals with reasons for their choice.

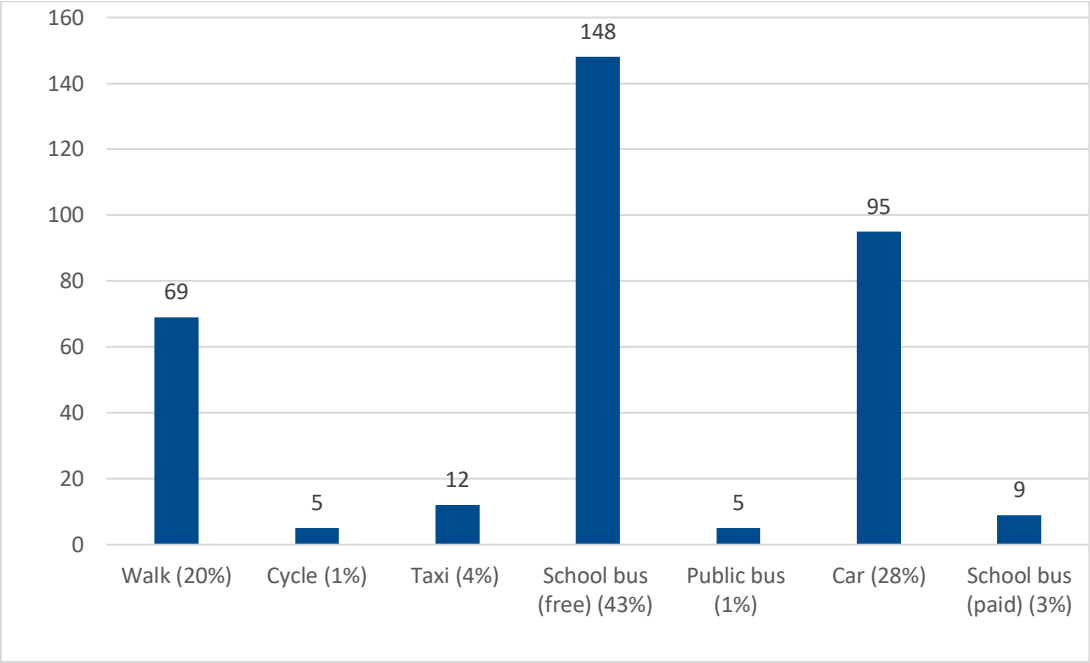
In the final question, learners could provide anything they would like to say about the proposals.

This section details the responses received from learners in the school engagement sessions.

8.1. About you

8.1.1 How do you travel to school?

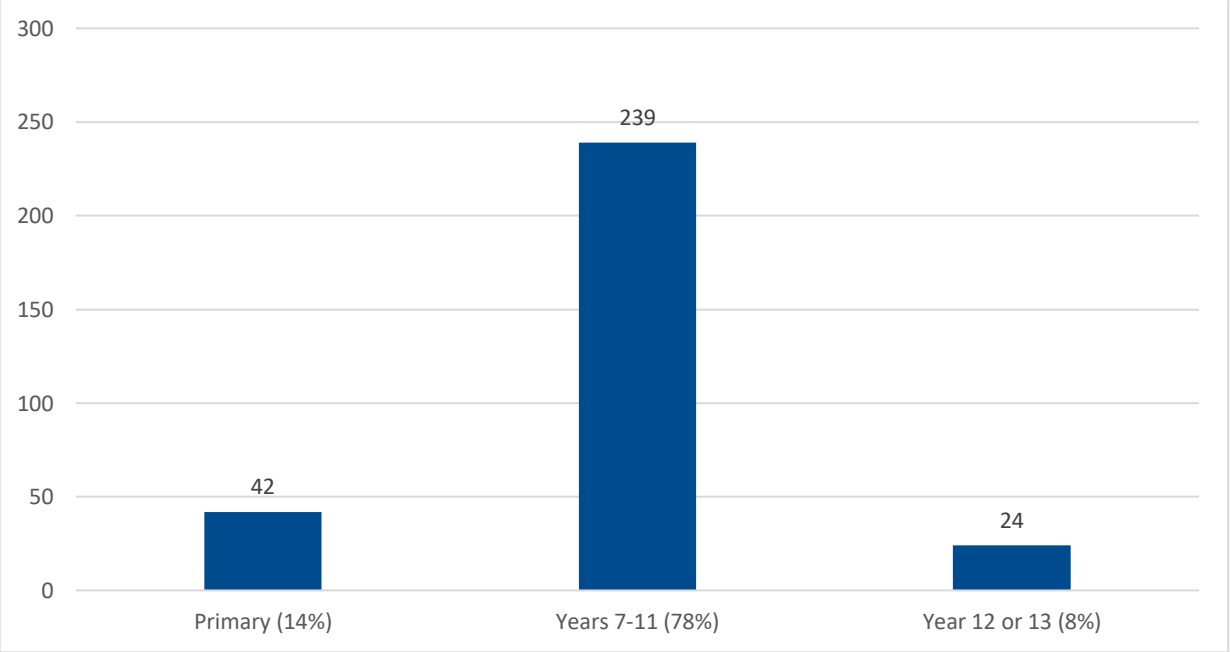
Learners were able to choose more than one option.



43% of learners identified that they used a free bus to get to school, followed by 28% car and then 20% walked to school.

8.1.1 Please tell us your year group

305 learners provided a response to this question.



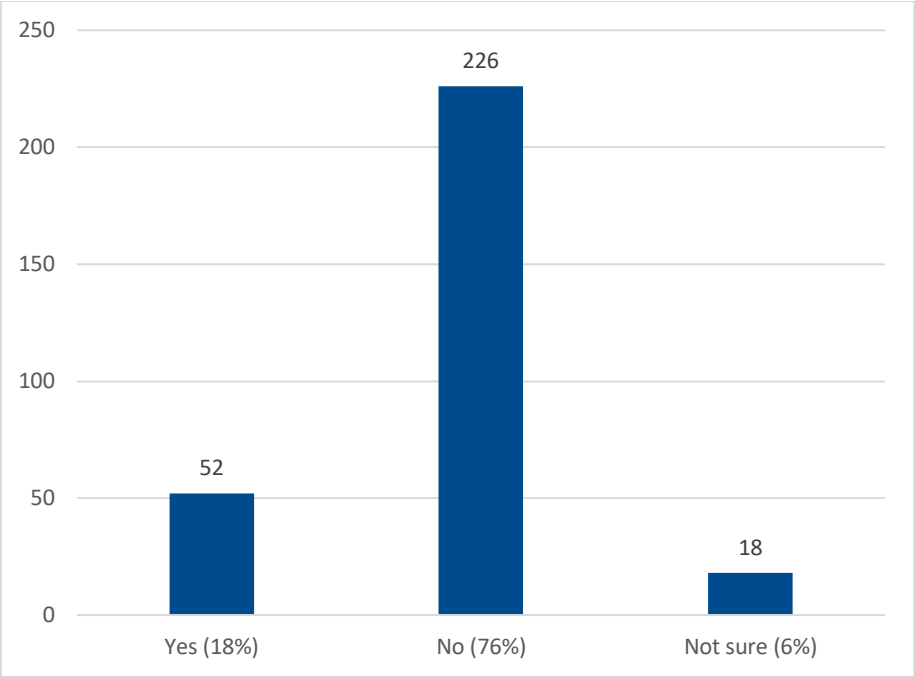
78% of participants were from Years 7-11 in comprehensive schools, 14% were from primary school and 8% were in Years 12 or 13 in comprehensive school.

8.2 Survey questions

8.2.1 Proposal one.

Withdrawal of transport for all learners benefiting from an available walking route to school, in line with statutory distances of 2 miles for primary pupils and 3 miles for secondary pupils.

296 people responded to this question.



The majority of learners did not agree with this proposal (75%). 18% of learners did agree with this proposal and 6% were unsure

Learners were asked to provide reasons for their choice.

249 comments were received from learners. These have been themed and are detailed in the table below:

Theme	No.
It is too far/it is a long way to walk	43
Keep all transport	34
There is no real safe route to school	29
Will negatively impact attendance/achievements	26
Pupils will more likely be late	23
dark/cold/wet	20
Pupils will be tired from walking	14
It would be expensive to catch a public bus	13
There are dangerous people around	8
Welsh education should be supported	7
Negative environmental impact from more cars on the road	5
I think it is fair to change the 2 to 3 mile distance	5

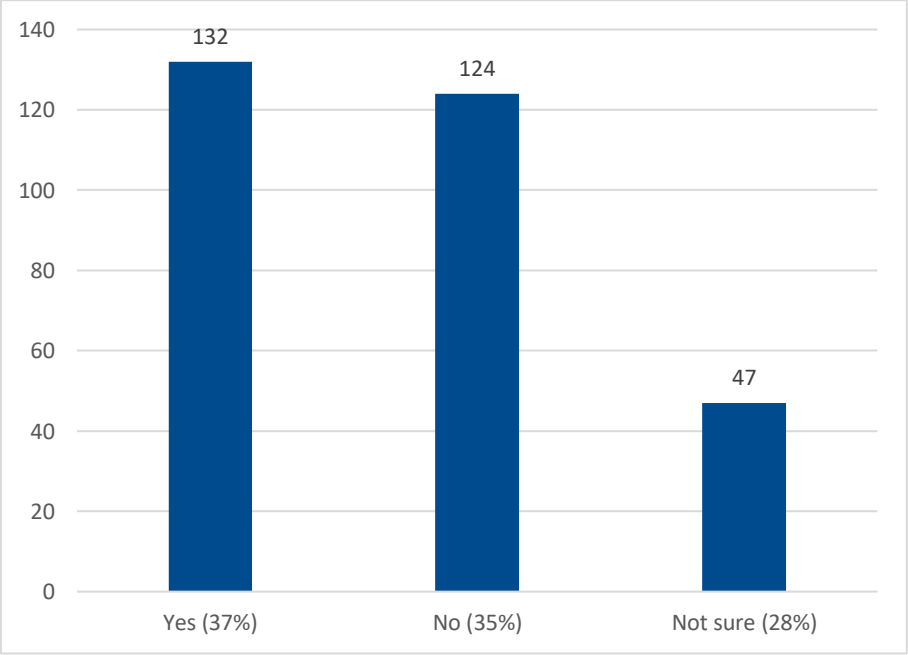
Parents can't take me/ pick me up	5
Faith schools should not be exempt	3
Increase chance of bullying incidents walking to school	3
Pupils with additional learning needs should be supported	3
It is good for pupils to walk	2
Primary pupils should have a bus	2
Pupils walking will disturb residents	1
Hard to carry all your school books and bags all that way	1
Amount of litter will increase if more people walk	1
Better bike facilities at school (if more pupils ride their bikes)	1

The most common responses were it is too far/it is a long way to walk (43), followed by keep all transport (34) and then there is no real safe route to school (29).

8.2.2 Proposal two.

Removal of escorts from all taxis and minibuses of less than eight passengers

303 learners responded to this question.



37% of learners agreed with this proposal, 35% did not agree and 20% were unsure.

Learners were asked to provide reasons for their choice.

121 comments were received from learners. These have been themed and are detailed in the table below:

Theme	No.
Escorts are not needed	22

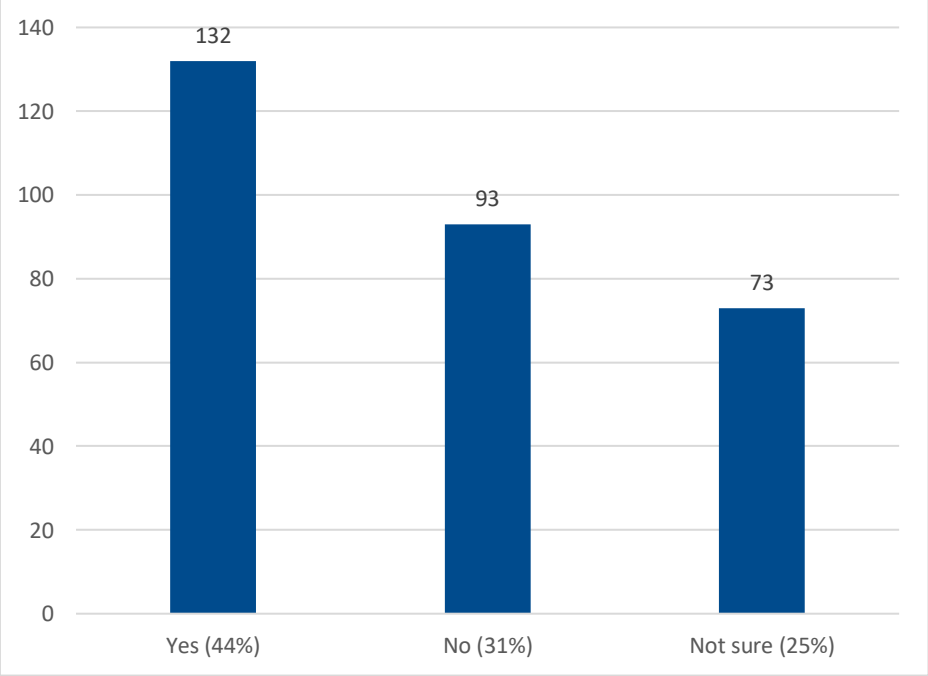
No need for an escort if the driver makes pupils feel comfortable and safe	22
Escorts provide personal/medical support	19
Pupils with additional needs need support	13
Driver should drive/ not be distracted	9
Escorts keep pupils safe	8
Primary pupils should have an escort	7
Driver will be unable to stop bad behaviour	6
Disagree with proposal	4
With no escort there will be more room for pupils	3
Young people are mature enough so do not need an escort	3
It depend on the young people	2
Better for the environment (people do not bring their cars)	1
Parents should be informed of changes	1
Pupils could use the main bus	1

The most common responses were ‘escorts are not needed’ (22) and ‘no need for an escort if the driver makes pupils feel comfortable and safe’ (22) and then ‘escorts provide personal/medical support’ (19).

8.2.3 Proposal three.

Removal from the local authority’s Home to School/College Transport Policy of specific examples of the special circumstances where the local authority will provide discretionary transport.

298 learners responded to this question.



The majority of learners agreed with this proposal (44%). 31% of learners did not agree with this proposal and 25% were unsure.

Learners were asked to provide reasons for their choice.

78 comments were received from learners in relation to this proposal. These have been themed and are detailed in the table below:

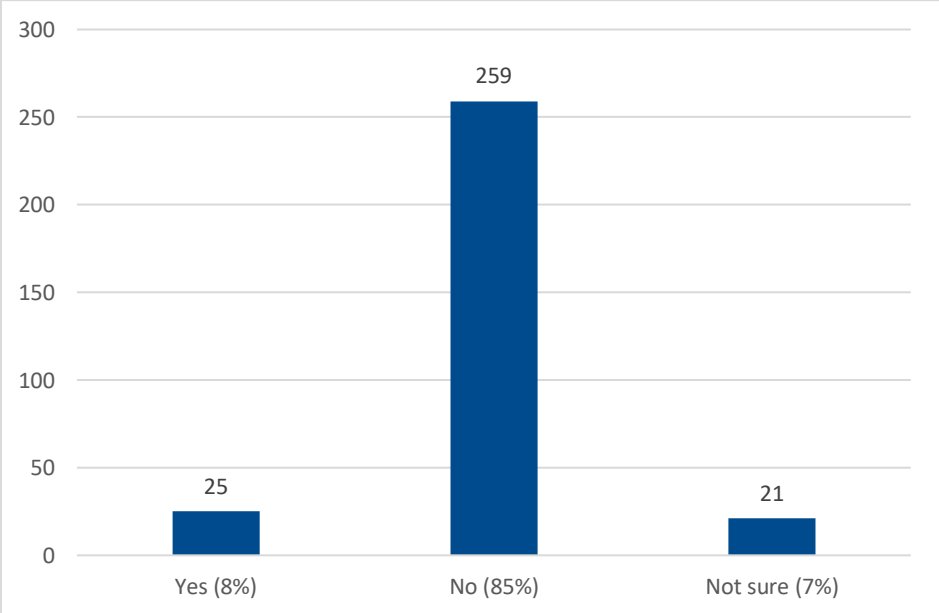
Theme	No.
It will encourage more people to apply	26
Pupils with special circumstances should have this transport	21
The service is needed	12
People may take advantage of service	7
Everyone should have access to transport	4
It might discourage people from applying	4
We pay for service through council tax	2
It is the parent's responsibility to take their child to school	1
Was unaware service existed	1

The most common responses were ‘it will encourage more people to apply’ (26), followed by ‘pupils with special circumstances should have this transport’ (21), and then ‘the service is needed’ (12).

8.2.4 Proposal four.

To stop providing free transport for learners aged 16 or over, who go to school or college.

305 learners responded to this question.



85% of learners did not agree with this proposal, 8% of learners did agree with this proposal and 7% were unsure.

Learners were asked to provide reasons for their choice.

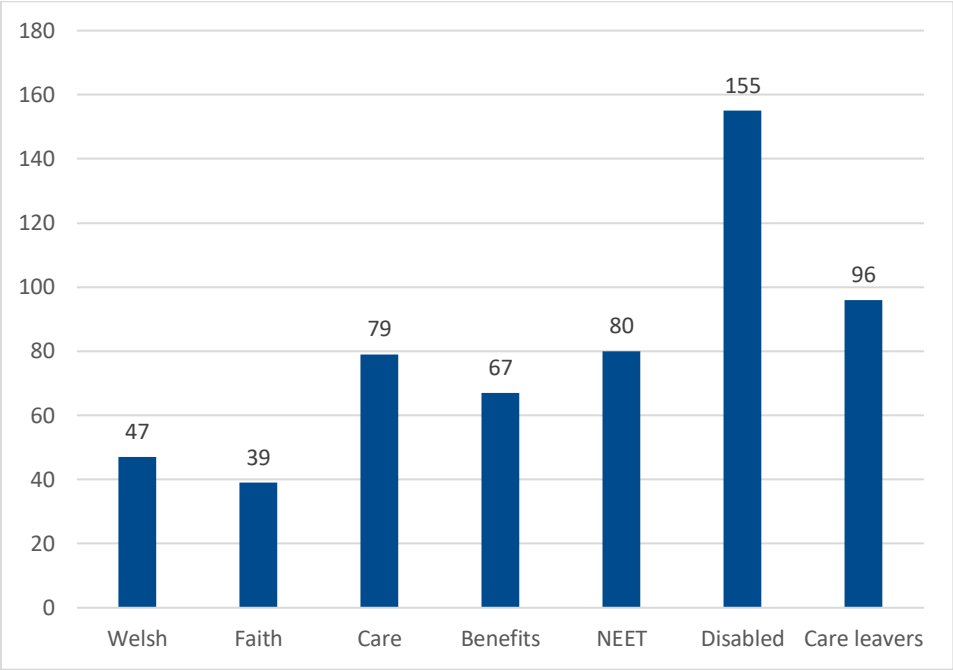
136 comments from learners in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
Pupils will be unable to pay for travel	56
Limits opportunities for pupils	27
Welsh-medium education should be supported	16
People would not go to sixth form	13
Transport should be free for all students of all ages	9
The school bus may be their only option	6
Walking to school is not safe	4
Encourages pupils to walk	2
Disabled pupils should have transport	1
Public transport is unreliable	1

The most common responses were ‘pupils will be unable to pay for travel’ (56), followed by ‘limited opportunities for pupils’ (27) and then ‘Welsh-medium education should be supported’ (16).

8.2.4.1 Are there any groups of learners aged 16 or over who you believe should continue to receive free transport?

Learners were able to select groups of learners who they believed should still receive free post-16 transport if this was to be removed. Respondents were able to select multiple categories.



The most popular responses were ‘disabled young people’ (155) followed by ‘care leavers’ (96) and then those ‘not in employment education or training (NEET)’ (80).

Learners were then asked to give reasons for their choice. 73 comments were made. These have been themed and are detailed in the table below:

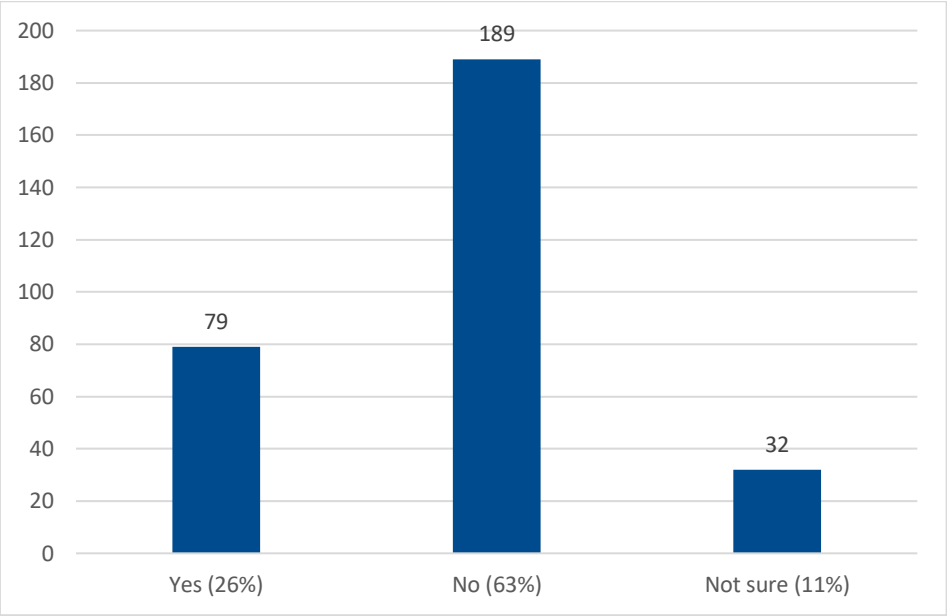
Theme	No.
Everyone should be entitled to transport to attend school	37
These groups of learners need more support	19
People who need support should be supported	14
They may have additional financial issues	2
Should encourage students	1

The most popular responses were ‘everyone should be entitled to attend school’ (37), followed by ‘these groups of learners need more support’ (19) and then ‘people who need support should be supported’ (14).

8.2.5 Proposal five.

To remove all transport for nursery pupils.

300 learners responded to this question.



63% of learners did not agree with this proposal. 26% agreed with the proposal and 11% were unsure.

Respondents were asked to provide reasons for their choice.

117 comments were received from learners in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
Welsh-medium education should be protected	32
It might be difficult for parents to take them	28
Too young to walk far/unable to walk alone	20
It is safer for them to go on the bus	11
It should be the parents responsibility	6
Entitled to school place then they should be entitled to transport	4
Unsure of impact	4
Keep nursery transport	3
Parents might not be able to afford to get their child to school	2
Nursery education is not compulsory so do not need bus	2
Nursery is important for social growth so should support with transport	2
Nursery schools are usually local so do not need bus	2
Disagree with proposal	1

The most common responses were ‘Welsh-medium education should be protected’ (32), followed by ‘it might be difficult for parents to take them’ (28) and then ‘too young to walk far/unable to walk alone’ (20).

8.2.6 Do you have anything else that you would like to say about the proposals?

Finally, learners were asked if they had anything else to add about the proposals. 62 comments were received and have been themed. These are detailed in the table below:

Theme	No.
Keep all transport	12
Will negatively affect attendance/lateness	8
Biggest impact will be on disadvantaged pupils/communities	7
Welsh education should be supported	7
Keep transport for all sixth forms	5
It will not be safe walking to school	5
Disagree with proposals	3
Environmental impact - more cars on the road	3
Should support children with additional needs	3
Disagrees with UNCRC (Article 2, 28 and 31	3
Will incur additional costs for pupils/families	2
Extra walking means a long day	2
Will incur additional costs for pupils/families	2

The majority of the comments were 'keep all transport' (12), followed by 'will negatively affect attendance and lateness' (8) and then 'biggest impact will be on disadvantaged pupils/communities' (7) and 'Welsh-medium education should be supported' (7).

9. Social media responses

During the consultation period there were 35 interactions on our social media channels.

The comments have been themed and are detailed in the table below:

Theme	No.
Close the council	6
The council doesn't care / Consultation just a formality	6
Comments about sports pitches and fees increasing	4
Increase in council tax less service	3
Too far for children to walk	3
Cut councillors/ cut councillors wages	3
Sack council staff	2
Stop giving money to Cardiff City Deal	2
No transport will stop children going to college	2
MP money from EU	1
Car emissions will rise	1
There have been £35 million in cuts where has the money gone	1
Need change in management	1

The majority of the comments were not related specifically to the consultation. Most common comments were related to 'close the council' (6), the 'council doesn't care/consultation is just a formality' (6), and then 'comments about sports pitches and fees increasing' (4).

Three comments were made about it being ‘too far for children to walk’, and two comments were made about ‘no transport will stop children going to college’. One comment was made that car emissions will rise.

10. Parents and carers meetings

The Consultation and Engagement Team attended engagement sessions with parents in all comprehensive schools and Bridgend College. Parents from comprehensive schools and primary schools across the county borough were informed of about the engagement sessions. We engaged with 97 parents and carers during these sessions. Comments made during these sessions have been themed and are detailed in the table below:

Theme	No.
There is no safe route	18
How are distances measured and routes identified as 'safe'?	10
May stop pupils going to post-16/This needs to be considered alongside post-16 consultation	10
Will the proposals affect Additional Learning Needs (ALN)?	9
Takes too long/too far/wet	9
Make cuts elsewhere	8
There will be an increase in lateness/attendance	7
This will negatively affect Welsh-medium education	7
Are you working to ensure that public transport will be available for all pupils?	6
Additional costs for pupils/families	6
Decisions about sending children to Welsh-medium nursery will be affected/ wider impact upon Welsh-medium education	5
Can we buy a school bus pass/make contributions	5
Will be an increase in parents driving/traffic at school/environmental impact	5
School specific route question	4
Will negatively impact college students/vocational courses	4
Parents are unaware of discretionary payment availability	4
Clarity of proposals	3
Having no escorts is a safeguarding issue	3
Pupils in deprived areas will suffer more	3
Whose responsibility is child safety walking to/from school	3
Why aren’t the buses complying with Disability Discrimination Act (DDA) legislation	2
Can decisions be appealed/challenged	1
Are all local authorities doing this?	1
There are no escorts on school buses	1
There have been issues when older siblings have tried to pick up their brothers and sisters from the primary schools as they are not over 18.	1
Welsh/Faith should not be protected	1
Can we get together as parents and sort out our own buses and school transport.	1
Will you increase funding for Welsh-medium schools to provide their own transport	1

Has the Welsh Language Commissioner been contacted about consultation	1
New WESP include statutory targets for 3 and 4 year olds – how will cutting nursery transport affect this	1
Welsh/Faith schools should not be protected	1

The most common comments were 'there is no safe route' (18), followed by 'how are distances measured and routes identified as safe' (10) and 'may stop pupils going to post-16/ this needs to be considered alongside post-16 consultation' (10).

11. Letters and emails

13 emails were received during the consultation. The details of the emails have been themed and are detailed in the table below:

Theme	No.
Personal walking route requested	8
Survey request/submission	3
Letter attached	2

Three letters and one report from a school governing body were received during the consultation. These have been attached in Appendix one.

12. Communication regarding the consultation

Would you like to be emailed once the consultation report is available?

Yes	640	68%
No	303	32%

13. Conclusion

13.1 Summary

A sample of 943 survey completions is robust and is subject to a maximum standard error of ±3.181 at the 95% confidence level. Therefore, we can be 95% confident that responses are representative of those that would be given by the total adult population, to within ±4.752% of the percentages reported. This means that if the total adult population of Bridgend had taken part in the survey and a statistic of 50% was observed, we can be 95% confident that the actual figure lies between 46.819% and 53.181%.

13.2 Equality Impact Assessment

The Full Equality Impact Assessment will be completed to consider the impact of these proposals, and presented to Cabinet alongside the consultation report.

14. Appendix one.

14.1 Covering letter from Ysgol y Ferch o'r Sger Governing body.

Ysgol y Ferch o'r Sgêr

Pennaeth : Mrs Rhiannon Dixon BA Hons. PGCE, NPQH

Re: Learner Transport Consultation

January 3rd, 2020.

Dear Sir,

Please find attached a report on behalf of our school governing body regarding the Bridgend County Borough Council Learner Travel review. The report highlights the impact of the proposed changes to school transport on Ysgol y Ferch o'r Sgêr and on Welsh medium education within our Local Authority.

Whilst we understand that the Local Authority, in the same way as schools must explore all means of making savings we are seriously concerned about the possible disproportionate effect on Welsh medium education.

In order to have our own measure for this we held a short survey at school during a recent parents meeting. We have included the results in the report.

We as a school have recently seen a reduction in pupil numbers starting at school from the Kenfig Hill area, and we feel that this is due in part to the LAs decision to revert to the statutory minimum distance as outlined in proposal 1.

Proposal 5 is a significant concern for us. Though some parents choose to transport their children to school at nursery age, a significant proportion of our nursery pupils use the school bus. Should this option be withdrawn the effect on our school and on Welsh medium education could be devastating. If we are unable to attract pupils in to our nursery they are highly unlikely to transfer in to the Welsh medium sector at reception age when they have already settled in at their nearest school, a school where parents will also have begun making associations.

Dr Rhyd Lewis, a school parent and an academic at the school of mathematics in Cardiff University who lives in the Porthcawl area has undertaken some research regarding the consultation on learner travel. He has written to the LA in regard of this. Over the past few years he has been part of a project that seeks to design efficient bus routes for schools. This has involved using automated tools to determine qualifying students, and then design bus routes that deliver children to school on time, but that optimise things like:

- minimising the number of vehicles used
- minimising journey times and walking distances from homes to suitable bus stops.

Some examples of his work can be found here.

http://www.rhydlewis.eu/bus/Bridgend-6Buses-Walk-5.749081-route-33.933333.html

Greenfield Terrace, Cornelli, Penybont ar Ogwr, CF33 4LW
Ffôn / Tel 01656 754865
Gwefan/ Website www.yferchorsger.co.uk
ebost / email admin.yfos@bridgend.gov.uk

14.2 Consultation response from Ysgol y Ferch o'r Sger Governing body.

TRANSPORT CONSULTATION 2019

A survey of the impact of 2019 BCBC Learner Travel Review on Welsh-medium Education using data from the parents of pupils of Ysgol Y Ferch o'r Sger

Produced by the Governing body of Ysgol Y Ferch o'r Sger

January 2020

Main Findings

1. There is a very strong desire among the parents and pupils of Ysgol Y Ferch o'r Sger (YFOS) to access Welsh-medium.
2. Parents' response to the changes indicate that 70% of parents who currently have children in Welsh-medium education would not have chosen to do so if free transport at all ages had not been available to them.
3. The provision of effective free transport is crucial throughout the child's education to ensure the equality of access to Welsh-medium education as the secondary school is such a long distance from the homes of the majority of pupils.
4. Parents have a general anxiety any further changes to the funding of transport will have a detrimental effect on their ability to continue to choose Welsh-medium education.
5. The Governors have a genuine concern that removal of free transport to Nursery aged pupils will result in significant falling numbers at a time where we have shown in a recent report to Finance that it is imperative to grow the pupil numbers in order to escape the schools current financial deficit.
6. Welsh-medium schools are unique geographically in the local authority as most pupils attending the secondary school at Ysgol Gyfun Gymraeg Llangynwyd (YGGL) live more than 3 miles from school and nearly all students depend on a bus to attend.

CONCLUSIONS

1. Removing free Nursery transport is likely to significantly reduce pupil numbers in YFOS (and other Welsh-medium primary schools). It is unlikely that pupils will move from an English Nursery setting to Welsh-medium once they have settled and established friend groups.
2. Charging for Nursery transport will have a disproportionate impact on those who choose Welsh-medium education within the County Borough.

3. The transport charge will affect those on low incomes more than most, and will mean that those from disadvantaged backgrounds will not be able to access Welsh-medium education.
4. The Learner Travel Measure (Wales) 2008 gives Local Authorities responsibility to provide transport to school with the aim of promoting Welsh-medium education. This proposal will have the opposite affect and has the potential to be detrimental towards Welsh-medium education.
5. The Welsh Education Strategic Plan (WESP) demands that the local authority increases pupil numbers in Welsh-medium education to support the Welsh Governments vision of achieving 1 million Welsh speakers by 2050. Proposal five would have an adverse effect on this by placing additional obstacles in the way of parents choosing Welsh-medium education.
6. In an area such as Bridgend County (unlike surrounding authorities) Welsh-medium education is a considered choice due to locations and the limited number of primary schools available e.g. The Vale of Glamorgan which is similar in population, size and demographic has eight Welsh-medium primary schools in comparison to our four.
7. Previous consultations have seen a detrimental effect on pupil numbers at YFOS with parents from the Kenfig Hill area anxious about committing to Welsh-medium education if assurances could not be given to the continuity of their child's education due to free transport being withdrawn.

1. Background

In October 2019 Bridgend County Borough Council launched a public consultation on pupil transport.

Proposal One

Withdrawal of Transport for all learners benefitting from available walking routes to school, in line with statutory distances of two miles for primary age pupils and three miles for secondary age pupils

Proposal Two

Removal of escorts from all taxis and minibuses of less than 8 passengers

Proposal Three

Removal from the local authority's Home to School/College Transport Policy of specific examples of the special circumstances where the local authority will provide discretionary transport

Proposal Four

To stop providing free Transport for learners aged 16 and over, who go to school or college other than those who attend a Welsh-medium sixth-form at a school within Bridgend, or who wish to pursue up a faith-based education in a sixth-form at a voluntary aided school within Bridgend

Proposal Five

To stop providing free Transport for nursery aged pupils (ages 3 & 4)

The Welsh-medium sector acknowledges the exclusion of students attending YGG Llangynwyd post-16 education in this consultation, and we are grateful.

However it appears that the impact and consequences of withdrawing free transport at nursery age for the same sector has not been sufficiently researched. This will have a detrimental impact upon:

- The number of pupils entering Welsh-medium education at nursery
- Low income families
- The local authority's commitment to Welsh Government as laid out in the WESP

The Learner Travel Measure (Wales) 2008 gives local authorities the option, to pay the full or part cost for students whose free transport is not statutory. Part of the LA's responsibility is to provide transport which does not place a long term stress on students, and which places obstacles for them to access the education provided.

Clause 10 of the Measure notes:

> ### Promotion of access to education and training through the medium of Welsh
>
> Each local authority and the Welsh Ministers must promote access to education and training through the medium of the Welsh language when exercising functions under this Measure.

There is no evidence that the Authority has made reference to this clause in drafting proposal five, and they have not accounted for the impact this proposal would have in promoting education and training through the medium of Welsh.

2. Geography

Bridgend County Borough is comparatively compact in comparison to other local authorities in Wales. The distance East –West is approx. 12 miles and from North to South approx. 18 miles.

The majority of the population is concentrated in the south of the County Borough in the Bridgend, Porthcawl and Cornelly areas and yet YFOS is the smallest of the four Welsh-medium primary schools in the County.

3. Survey brief

It was decided to conduct a survey, which would seek to gauge the following from parents:

1. Year group of pupil
2. Home location
3. Distance from school
4. Current mode of transport to school
5. Likelihood to remain in Welsh-medium education if free transport is withdrawn
6. Had your child received free transport in Nursery (ages 3 & 4)
7. Would you have chosen Welsh-medium education had free transport not been available
8. Will your child remain at YGG Llangynwyd for post-16 education if free transport was withdrawn
9. Comments

Point 8 was included by parental request. Despite this not being an issue in the current proposals, parents remain extremely anxious about their children's access to a full learning pathway through the medium of Welsh. It is clear from the comments at the end of this report (section 9) that any withdrawal of post-16 transport would have a catastrophic effect on every Welsh school within the authority.

When responses were received, the questionnaires were processed using Excel software, which enabled responses to be compared according to the whole data collected.

This report notes the main findings of the survey, and includes further comments by parents.

4. Responses

Questionnaires were distributed to parents of children in YFOS and/or YGGL

71 responses were received. With 160 pupils currently on roll at YFOS this response was deemed a fair percentage to be assessed and to be taken as a fair reflection. There is a fair differential between home locations throughout the authority.

It was unfortunate that the consultation period included the Christmas period and some parents may simply have not responded due to other commitments. It is of course possible, that those who responded are more likely to be interested in this matter rather than those who chose not to respond, (and this is common in surveys of this nature). However, the clear pattern of responses demonstrates that there is real interest in this matter and that there are significant issues to be considered.

5. Home location and current travel to school

Respondents live in the following areas:

Bridgend	3%
Cornelly	34%
Kenfig Hill	7%
Margam Village	14%
Porthcawl	24%
Pyle	18%

6. Distance from school

30 pupils (42%) live closer than 2 miles from school. These pupils will not be eligible for free transport. Five of these pupils will lose their free transport if proposal one is adopted. Two have indicated that they are unlikely to remain in YFOS should this happen as they are within walking distance of Mynydd Cynffig primary school.

This pattern of distances from school is very different from other schools within the County Borough, where the vast majority of pupils live within 2 miles of their nearest local English medium primary school.

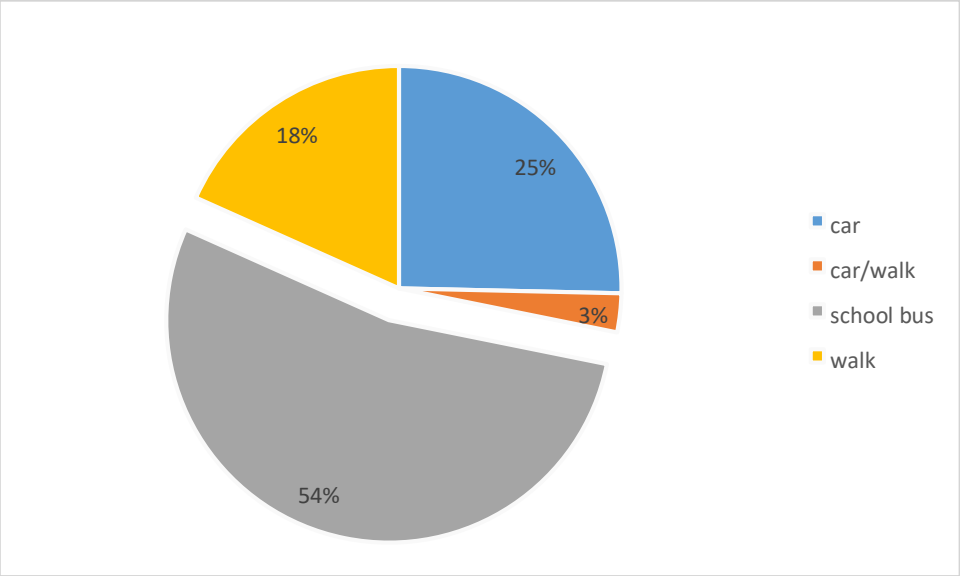
In order to ensure that access to Welsh-medium education is comparable to access to English medium education, provision of transport needs to be easily available.

7. Mode of transport to school

The provision of a free school bus service is essential in supporting parents in choosing Welsh-medium education whilst maintaining employment. Many parents' comments reflect their reliance on family members to assist in the school run.

Due to the distance of the school from the majority of pupils' homes, free school transport is crucial in securing the future of the school. 13% of pupils regularly walk to school, 25% travel by car, 3% a combination of the two. Significantly 54% travel by school bus.

Graph 1 Mode of transport to school

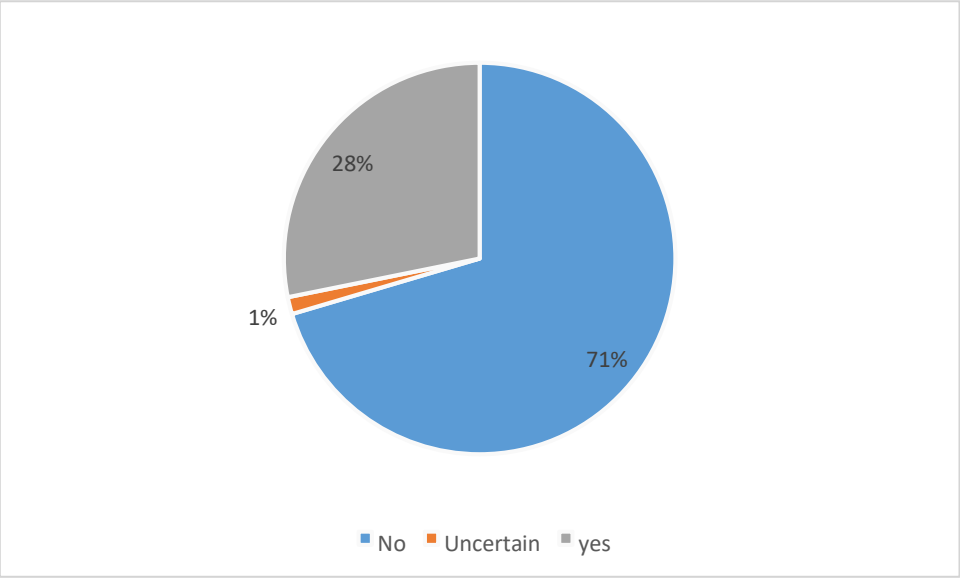


8. Likelihood to choose Welsh-medium education if free transport is withdrawn

Responses were very positive regarding the desire to access Welsh-medium education. This reflects previous surveys such as the "Measuring Demand" survey which highlighted high demand within the Porthcawl, Pyle and Kenfig Hill areas.

However, the likelihood of choosing Welsh-medium education if free transport were not available is very low due to the financial burden this will incur.

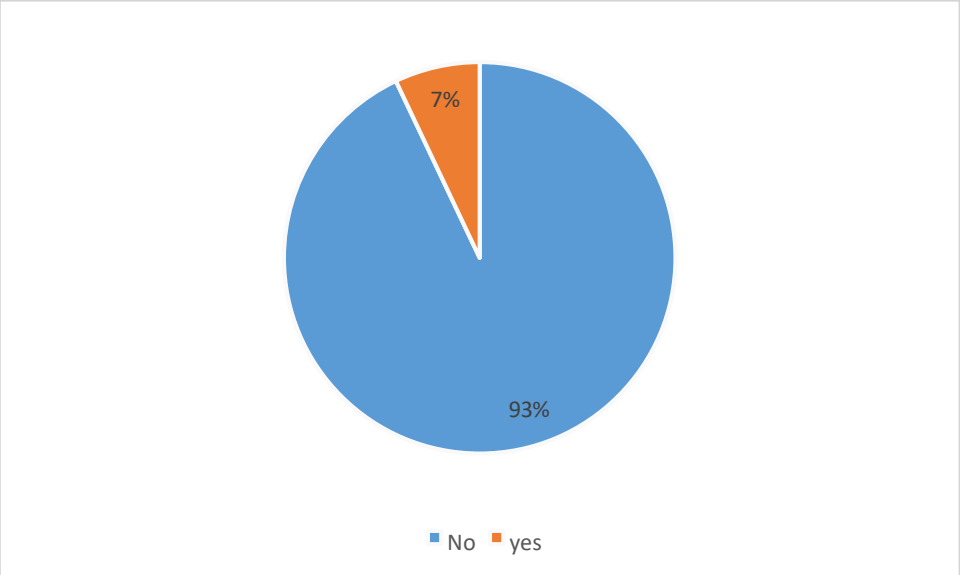
Graph 2 Likelihood to choose Welsh-medium education



Thus if parents do not choose to send their child to a Welsh-medium primary school in the first instance the secondary school at YGG Llangynwyd would no longer be viable.

Parents were therefore asked if their child would continue in Welsh-medium education should post-16 transport be withdrawn.

Graph 3 Post-16 Welsh-medium education



9 Parent Comments

The following are a sample of comments are from parents whose children already attend Ysgol Y Ferch o'r Sger and/or Ysgol Gyfun Gymraeg Llangynwyd.

- The withdrawal of nursery transport will have a detrimental effect on people choosing Sger because of where the school is. The same is true for Llangynwyd. I don't understand how government targets can be met (increasing Welsh Language) if choice is taken away from parents. If a child starts nursery in Welsh-medium they are likely to continue but if they start in English medium there is limited chance of them transferring to Welsh-medium. Again with post-16 where the school is makes it difficult/impossible when working to attend without a designated bus.

- Children will no longer be able to attend Welsh comp

- Transportation means a lot to us as we as a family have different time restraints and struggle to meet them now, Cutting post-16 transportation would mean that we would not be able to keep out children in Welsh-medium

- I wasn't me children to have a Welsh education being we are Welsh but if free transport is withdrawn I would be unable to get my children to school. They would then be robbed of learning their national language as Welsh schools are very few and far away.

- If transport is withdrawn, I will be seriously considering moving my child into English medium education. In prep for secondary transition. This will be a really difficult decision as she is thriving. It is a shame transport will decrease her Welsh education and the number of Welsh speakers in Wales, especially with the current drive for more Welsh speakers.

- We do not qualify for free transport currently. It's becoming more difficult to rely on grandparents dropping off & collecting. Will need to reassess Welsh education before juniors as to whether we can continue [*this child qualified for free transport under the old rules]*

- Please do not discriminate against Welsh-medium education, it should be an easy choice to make not limited by cost or distance. Diolch yn fawr.

- Luckily I live close enough atm. Will not be able to afford transport to comp

- School transport is a massive part of my kids getting to school as I work and grandparents don't drive [*4 children all received free transport to Nursery]*

- I think the local authority should continue to make reasonable adjustments to ensure Welsh-medium children can access schools free, this would include free transport to sites

- If I lived further away I would not have put them in Welsh-medium education. If transport wasn't free I would not be able to afford for all my children to attend Welsh-medium education [*3 children all received free transport to Nursery]*

- When choosing Welsh education we are protection the future of our culture and language. If this becomes lost to people then our language will die!
- Children will continue in Welsh education regardless as we have access to cars
- Sadly my children would leave Welsh education
- It would be very difficult for Welsh schools to attract pupils if transport is removed
- Welsh-medium education is important in Wales. I feel if free transport was removed many parents would not send their children, slowly resulting in less and less children attending Welsh education

Sources

Research includes:
Questionnaires to parents at YFOS and/or YGG Llangynwyd.

Published:

Learner Travel Measure (Wales) 2008, Welsh Government.
Bridgend Welsh Education Strategic Plan

Y Ganolfan Integredig
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YMATEB MUDIAD MEITHRIN I DDOGFEN YMGYNGHORI TREFNIADAU TEITHIO DYSGWYR BWRDEISTREF SIROL PEN Y BONT ar OGWR

Ann Angell, Ll.B, Assoc.CIPD
Rheolwr Talaith De Ddwyrain Cymru
Regional Manager South East Wales
Mudiad Meithrin
☎ 01970 639639

Mae Mudiad Meithrin yn fudiad gwirfoddol ac mae'n cael ei gydnabod fel prif ddarparwr gofal ac addysg blynyddoedd cynnar cyfrwng Cymraeg yn y sector wirfoddol. Ein nod yw rhoi cyfle i bob plentyn ifanc yng Nghymru fanteisio ar wasanaethau a phrofiadau blynyddoedd cynnar trwy gyfrwng y Gymraeg.

Mae tua 200 o staff cyflogedig gan y Mudiad yn genedlaethol a thros 1,500 o staff yn gweithio yn y cylchoedd meithrin.

Diolchwn am y cyfle i ymateb i ddogfen ymgynghori Trefniadau Teithio Dysgwyr Pen y Bont ar Ogwr a gyhoeddwyd ar y 14/10/2019.

Byddwn yn manteisio ar y cyfle i roi sylwadau ar newidiadau posib a sut y byddant yn effeithio'n annymunol ar dwf addysg a gofal plant cyfrwng Cymraeg o fewn y Bwrdeistref yn unig.

Deallwn yn iawn fod y Fwrdeistref yn wynebu toriadau i'w gyllideb. Oherwydd ein gwaith gyda siroedd eraill yn nhalaith y De Ddwyrain, gwn hefyd bod Pen y Bont yn defnyddio disgresiwn ar hyn o bryd wrth gynnig cludiant am ddim tu hwnt i'w gofynion statudol mewn amryw amgylchiadau gan gynnwys plant 3-4 oed a dysgwyr ôl 16.

Nodwn sylwadau a chodwn bryderon yn benodol parthed y cynigion isod a hoffwn i'r cabinet ystyried ein sylwadau wrth wneud penderfyniad am drefniadau cludiant wrth edrych i'r dyfodol:

1. Cynnig 1- Rydym yn croesawu'r pwynt bwled sy'n nodi y bydd disgyblion sy'n mynd i'r Ysgol Gymraeg agosaf os yw'r ysgol ddwy filltir neu ragor o'r cartref (cynradd) neu 3 milltir neu ragor o'u cartref (uwchradd) yn derbyn cludiant am ddim p'un a'i hystyrir mai honno yw'r ysgol addas agosaf ai peidio. Yn hanesyddol disgwylir i blant sy'n derbyn addysg Gymraeg deithio llawer ym mhellach ar y cyfryw na phlant sy'n derbyn addysg Saesneg (a hynny, rhan amlaf, o fewn eu cymuned). Mae hyn yn wir am Ben y Bont ar Ogwr. Mae'r cynnig yma yn amddiffyn hawl plant a rhieni i ddewis addysg Gymraeg.

2. Cynnig 3 - Newid polisi'r awdurdod lleol ar gyfer cludiant rhwng y cartref a'r ysgol drwy ddileu'r enghreifftiau penodol sy'n dangos o dan ba amgylchiadau y byddai'r awdurdod lleol yn darparu cludiant yn ôl disgresiwn. Gwelwn y cynnig yma fel cyfle i ddefnyddio disgresiwn er mwyn sicrhau twf a chyfle am dwf yn y sector Gymraeg.

3. Cynnig 4 - Rhoi'r gorau i ddarparu cludiant i ddysgwyr 16 oed neu hyn sy'n mynd i'r ysgol neu goleg, ar wahân i ddisgyblion sy'n mynd i Ysgol neu chweched dosbarth Cymraeg ym Mhen y bont ar Ogwr ….

   Mae'r cynnig yma yn hollol allweddol i dwf addysg Gymraeg o fewn yr awdurdod. Rydym yn ymwybodol am dystiolaeth anecdotaidd gan rieni sy'n nodi eu bod yn gwneud penderfyniadau ar iaith addysg eu plant ar sail y daith addysgol o'r cychwyn cyntaf a thu hwnt i oed 16. Trwy sicrhau cludiant am ddim i blant ôl 16 rydych yn sicrhau cynnig cyfartal i blant a rhieni i ddewis addysg Gymraeg beth bynnag bo'r pellter o Ysgol Gyfun Llangynwyd a beth bynnag bo'u sefyllfa economaidd. Mae'r Gymraeg yn parhau yn opsiwn realistig a chyflawnadwy i rieni.

4. Cynnig 5 -Rhoi'r gorau i ddarparu cludiant i ddisgyblion meithrin (3 a 4 oed)

Credwn gall y cynnig yma gael effaith drychinebus a bell gyraeddiadol ar dwf Addysg Gymraeg o fewn y sir:

Deallwn yn iawn am bryderon Iechyd a diogelwch ac wrth gwrs, mae rhaid i lesiant plant fod wrth wraidd pob ystyriaeth cludiant. Deallwn fod y plant 3-4 oed yn teithio am fysiau mawr ar hyn o bryd. Wrth ystyried y newidiadau delfrydol y gellir eu gwneud, gofynnwn i'r cabinet ystyried:

- Taw dim ond 4 ysgol Gynradd Gymraeg sy'n bodoli o fewn y sir ac fel canlyniad, disgwylir i blant deithio tu hwnt i'w cymunedau am addysg Gymraeg. Baswn yn dyfalu taw swm gymharol fach rydym yn ei drafod ar gyfer cludiant i ysgolion cynradd Gymraeg?
- Oherwydd natur ddemograffig a daearyddol rhai ardaloedd o fewn yr awdurdod, ni fydd yn bosib i rieni trosglwyddo eu plant am addysg feithrin heb gludiant a hynny'n gludiant am ddim.
- Ni ddylid cosbi rhieni a phlant sy'n dewis addysg Gymraeg oherwydd problemau Iechyd a Diogelwch. Dylid ystyried opsiynau amgen i sicrhau cydraddoldeb mewn cyfleoedd
- Ni ddylid ystyried newidiadau i gludiant ar wahân i ofynion rheoliadol a statudol ar yr awdurdod, yn benodol parthed datblygu a chreu twf mewn addysg Gymraeg . Nid nawr (pan mae'r twf yn ddisymud) dylid rhoi cynigion mewn lle sy'n mynd i ddinistrio cynlluniau'r CSGA .
- rhoi ystyriaeth gref ar sut i symbylu twf a diddordeb mewn gofal ac addysg cyfrwng Cymraeg trwy ddefnyddio'r newidiadau a'r cynigion ar gludiant mewn modd arloesol a chyffrous i ddenu rhieni (mewn cyd weithrediad gyda chynllun marchnata gref) i ystyried gofal ac addysg Gymraeg fel opsiwn deniadol.

Ann Angell
Ionawr 2020

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MUDIAD MEITHRIN'S RESPONSE TO THE BRIDGEND COUNTY BOROUGH LEARNER TRAVEL ARRANGEMENTS CONSULTATION DOCUMENT

Ann Angell, LI.B, Assoc.CIPD
Rheolwr Talaith De Ddwyrain Cymru
Regional Manager South East Wales
Mudiad Meithrin
☎ 01970 639639

Mudiad Meithrin is a voluntary organisation and is recognised as the main provider of Welsh-medium early years care and education in the voluntary sector. Our aim is to give every young child in Wales the opportunity to access early years' services and experiences through the medium of Welsh.

The Movement nationally has approximately 200 paid staff and over 1,500 staff work in the playgroups.

We thank you for the opportunity to respond to the Bridgend Learner Travel Arrangements consultation document which was published on 14/10/2019.

We will take the opportunity to comment on possible changes and how they will have an undesirable effect on the growth of Welsh-medium education and childcare only within the Borough.

We understand very well that the Borough is facing cuts to its budget. Because of our work with other counties in the South East region, I also know that Bridgend is currently exercising its discretion in offering free transport beyond its statutory requirements in various circumstances including for children aged 3-4 years and post-16 learners.

We note comments and raise concerns specifically in relation to the proposals below and would like the cabinet to take our views into account when making a decision concerning transport arrangements as we look to the future:

5. Proposal 1 - We welcome the bullet point that states that pupils who attend the nearest Welsh school, if the school is two miles or further from home (primary) or 3 miles or more from their home (secondary) will receive free transport, whether or not it is considered to be the nearest suitable school. Historically, children who receive Welsh-medium education are expected to travel much further on the whole than children receiving English-medium education (and that, most often, within their community). This is true of Bridgend. This proposal protects the right of children and parents to choose Welsh-medium education.
6. Proposal 3 – Change the local authority's policy for home to school transport by removing the specific examples which show the circumstances in which the local authority would provide discretionary transport. We see this proposal as an opportunity to exercise discretion in order to ensure growth and the opportunity for growth in the Welsh-medium sector.
7. Proposal 4 - Discontinue the provision of transport to learners aged 16 or over who attend school or college, apart from pupils attending a Welsh-medium school or sixth form in Bridgend....

   This proposal is absolutely crucial to the growth of Welsh-medium education within the authority. We are aware of anecdotal evidence from parents that they are making decisions about their children's language of education based on the educational journey from the start and beyond age 16. By ensuring free transport for post-16 children you ensure an equal offer to children and parents to choose Welsh-medium education whatever the distance from Llangynwyd comprehensive school and whatever their economic situation. The Welsh language remains a realistic and achievable option for parents.
8. Proposal 5 – Cease to provide transport for nursery pupils (ages 3 and 4).

We believe that this proposal can have a catastrophic and far-reaching effect on the growth of Welsh Education within the county:

We understand very well the concerns over health and safety and, of course, the well-being of children must be at the heart of all transport considerations. We understand that the 3-4 year old children are currently travelling on large buses. In considering the ideal changes that can be made, we ask the cabinet to consider:

- Only 4 Welsh-medium primary schools exist within the county and, as a result, children are expected to travel beyond their communities for Welsh-medium education. I would guess that the amount we are discussing is relatively small for transport to Welsh-medium primary schools?
- Due to the demographic and geographical nature of some areas within the authority, it will not be possible for parents to convey their children for nursery education without transport and that transport being free of charge.
- Parents and children who choose Welsh-medium education should not be penalised because of Health and Safety problems. Consideration should be given to alternative options to ensure equality of opportunity.
- Changes in transport should not be considered separately from regulatory and statutory requirements on the Authority, in particular regarding the development and growth of Welsh-medium education. Now (when growth is stagnant) is not the time that proposals should be put in place that will destroy the plans of the Welsh in Education Strategic Plan.
- Give strong consideration to the way growth and interest in Welsh-medium care and education may be stimulated by using the changes and proposals on transport (in conjunction with a strong marketing plan) in an innovative and exciting manner to attract parents to consider Welsh-medium care and education as an attractive option.

Ann Angell
January 2020

14.4 Letter received from Croesty Primary school council



Cyngor Ysgol Croesty School Council

Ysgol Gynradd Croesty / Croesty Primary School, Coychurch Road, Pencoed CF35 5LY

28/01/2020

Mr Robin Davies
Group Manager
Business Strategy
Bridgend County Borough Council
Bridgend

Learner Travel in Bridgend

Dear Mr Davies

Please find below our thoughts and ideas about the proposals for Learner Travel. We have written something about each of the proposals which we think might be useful to you.

Proposal 1
Five of us felt that this was a fair proposal. Getting children to walk, cycle or scoot is good for us and our environment. Two of us were worried. We can all walk to our school but when we thought about walking or cycling from Coychurch to Pencoed Comprehensive School we know that is quite far if you are going on your own. Would it be safe?

Proposal 2
We did not support this proposal. Children with special needs must always have an escort. Cerys comes to school in a special mini bus for her wheel chair. This year they don't have an escort which is ok because all the children on the bus are nice and well behaved. Last year there was a child on the bus who was badly behaved; who could get distressed and frightened the other children. That pupil had an escort to watch and keep everyone safe.

Proposal 3
We did not understand this proposal very well. We talked about what it would be like to be a looked after child who had lost their Mum and Dad and had to go and live with someone else. They might want to stay in their school where they have friends and teachers who know them. The council should pay to help keep a child like this in their school so they feel safe and feel loved.

Proposal 4
We thought that 16 year olds were able to get to college or school on their own but not everyone will have enough money to pay for the transport they need.

Proposal 5
We think nursery children a too young and small to go on a bus to school on their own. They should always have an adult with them.

Thank you for considering our ideas. We hope we have been helpful.

Yours sincerely

C.C.M J.C.O R.R H.M C.K C.E.S Y.C A.H M.K

Cyngor Ysgol / School Council

Learner travel consultation

14 October 2019 to 5 January 2020

Emerging themes

Proposal 1

Withdrawal of transport for all learners benefitting from an available walking route to school, in line with statutory distances of two miles for primary school-age pupils and three miles for secondary school-age pupils

Aspect	Issues raised
Time	• Too long to walk, especially in bad weather
Distance	• Too far to walk, especially for younger children • Young people should walk/cycle • Public transport options need to improve
Responsibility	• Parents responsibility, not the councils • BCBC will be in line with other local authorities • The current policy supports families going to work
Safety	• Children will be unsafe • Walking routes should be safe • Limit the traffic outside schools • Roads are unsafe • Walking in cold/wet weather could cause health issues
Faith-based education	• Faith education should be supported • There should not be preferential treatment
Welsh-medium education	• Welsh-medium education should be supported • There will be a negative impact on Welsh-medium schools
Cost	• Public transport is expensive and there will be additional costs for pupils/families • Council should make other internal savings • Some parents would be prepared to contribute towards travel costs
Environment	• There will be a negative impact on the environment
Additional learning needs (ALN)	• Pupils with ALN should be supported
Attendance/attainment	• Attendance/attainment will be negatively impacted

Proposal 2

Remove escorts from all taxis and minibuses of less than eight passengers

Aspect	Issues raised
Safety	• Drivers should have DBS checks • Drivers will need training • Safeguarding concerns for children and driver • Will compromise child safety • A driver should focus on driving • As long as children behave themselves • CCTV should be provided in vehicles • We should be able to trust our children, especially those in secondary school • Children need support and supervision • This proposal will encourage poor behaviour • Children could distract the driver • Concern if the driver falls ill/has an accident
Additional learning needs (ALN)	• Pupils with ALN should be supported
Age	• This shouldn't apply to infant age pupils • Primary age pupils shouldn't travel without an escort
Expectation	• Escorts should be on all buses • The driver is not responsible for children • Each pupil should be assessed on a case-by-case basis
Cost	• Such a proposal might increase costs to parents • Council should make other internal savings
Welsh-medium education	• Welsh-medium education should be supported • There will be a negative impact on Welsh-medium schools

Proposal 3

Removal from the local authority's Home-to-School/College Transport Policy of specific examples of the special circumstances where the local authority will provide discretionary transport

Aspect	Issues raised
Safety	• May compromise child safety
Additional learning needs (ALN)	• Pupils with ALN should be supported
Expectation	• Each pupil should be assessed on a case-by-case basis • Should keep all school transport • The service is needed

	• Children have a right to attend school • The service supports families to go to work
Cost	• Such a proposal might increase costs to parents especially in deprived areas • Council should make other internal savings
Welsh-medium education	• Welsh-medium education should be supported • May allow the council to better exercise its discretion to support Welsh-medium education • There will be a negative impact on Welsh-medium schools
Environmental	• Negative environmental impact

Proposal 4

To stop providing free transport for learners age 16 or over, who go to school or college

Aspect	**Issues raised**
Safety	• Walking will be unsafe
Distance	• Too far to walk
Age	• Age discrimination
Ongoing education	• It will discourage young people from attending sixth form • Will limit the opportunities for progression of young people • Young people attending the Bridge provision only have the option of continuing at college
Additional learning needs (ALN)	• Children with ALN should be supported • Vulnerable pupils should be supported
Expectation	• We should encourage young people to attend sixth form • All pupils should have transport • Concern over how else pupils will get to school • Not all post-16 pupils will need the bus • If they are working they can pay for transport
Cost	• It will be costly to pay for transport • There should be free transport for school students but not college students • Students could contribute to the cost of transport • Could offer a reduced pass/season ticket • Educational Maintenance Allowance should be used specifically for transport (EMA) • Should be means tested • Not everyone will be able to afford transport

	• Council should make other internal savings
Welsh-medium education	• Welsh-medium education should be protected • By ensuring free transport for Welsh-medium pupils is retained this will help support decision by parents/carers to choose Welsh-medium education for their children • Welsh-medium education should not be protected • The location of Ysgol Gyfun Gymraeg Llangynwyd (YGGL) makes it difficult/impossible to attend without transport • Children may no longer attend YGGL • School transport helps get children to school
Environmental	• Environmental impact from increased traffic
Faith-based education	• Faith-based education should be protected • Faith-based education should not be protected

Proposal 5

To remove all transport for nursery pupils

Aspect	**Issues raised**
Safety	• It will be unsafe to walk • Will impact on child safety • Nursery pupils are too young to go on a bus on their ow
Distance	• Too far to walk
Family	• This will be difficult for working parents • May have siblings in primary school already • Contradicts free nursery/childcare grant • It is the personal choice of parents to send their children to nursery
Ongoing education	• Nursery education is important • Limits the opportunities for children • Children have a right to education and therefore transport
Additional learning needs (ALN)	• Children with ALN should be supported
Expectation	• If a nursery place is provided then transport is provided • Continue to provide transport for all pupils • Build more schools
Cost	• There will be additional cost to families • Will negatively impact deprived areas • Council should make other internal savings

Environmental	• There will be an environmental impact
Faith-based education	• Faith education should be protected
Welsh-medium education	• This will negatively impact Welsh-medium education • Welsh-medium education should be protected • This decision would be catastrophic to the growth of Welsh-medium education • The geographic location of Welsh-medium schools in the county borough poses an issue and a significant number of pupils live over three miles from home to school. Transport provides equality of opportunity for Welsh-medium pupils • School transport helps get children to school • Very difficult for Welsh-medium schools to attract pupils without transport • Falling numbers of pupils is a real threat to Welsh-medium schools

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Equality Impact full assessment form

When complete, this form must be signed off and retained by the service area. The Full EIA should be recorded as complete on share point (your business manager has access to share point). Where a full EIA is needed this should be included as an appendix with the relevant cabinet report and therefore available publically on the website.

Equality impact full assessment form

Name of project, policy, function, service or proposal being assessed:	Learner Travel policy review
Date EIA Screening assessment completed:	TBC
Full assessment date for completion (from EIA screening):	TBC

At this stage you will need to re-visit your initial screening template to inform your consultation and refer to guidance notes on completing a full EIA

Consultation

	Method	**Action Points**
Who do you need to consult with (which equality groups)?	Parents and Carers Learners Stakeholders	Work with schools to arrange suitable dates and times for parent and carer engagement sessions Learner workshops arranged (to correspond with the consultation and engagement team attending schools for post 16 education consultation workshops) Stakeholders identified and sent details of the consultation
How will you ensure your consultation is inclusive?	Full public consultation made available on BCBC website. The consultation used plain English to maximise	The public consultation was made available in online and paper format in both Welsh and English.

	understanding and encourage participation. To encourage engagement the consultation was available online or in paper format on request. Information about the consultation shared via local press as well as BCBC corporate social media channels Engagement workshops for parents and carers held in all secondary schools – invitations also sent to primary schools Workshops arranged outside of working hours to encourage participation for all parents	Made available on the BCBC corporate website and details of the consultation shared on corporate social media channels. Parents and carers contacted via schools to attend workshops
What consultation was carried out? **Consider any consultation activity already carried out, which may not have been specifically about equality but may have information you can use**	As well as the full public consultation, learner workshops, staff and governor engagement sessions and parent and carer engagement sessions, PLASC data has been	

	considered to carry out this full EIA	

Record of consultation with people from equality groups

Group or persons consulted	Date/venue and number of people	Feedback/areas of concern raised	Action Points
Learner workshops: A total of 305 learners took part in the consultation engagement sessions. 263 Learners took part in their comprehensive schools. A further 35 primary pupils took part in engagement session held in the Council Chamber, and 7 pupils from Welsh-medium	Bryntirion Comprehensive School Porthcawl Comprehensive School Maesteg School Coleg Cymunedol Y Dderwen Ysgol Gyfun Gymraeg Llangynwyd Brynteg School Cynffig Comprehensive School The Bridge Alternative Provision Welsh-medium primary school pupils took part in an engagement session in	Learner feedback: 76% of learners did not agree with the proposal to increase the walking distance to school to two miles for primary and three miles for secondary schools. 37% of learners agreed with the proposal to remove escorts from taxis or minibuses with less than eight passengers. 44% of learners agreed with the proposal to remove specific examples from the local authority's Home to School/College Transport Policy. 85% of learners did not agree with the proposal to stop providing free transport for learners aged 16 or over. 63% of learners did not agree with the proposal to remove all transport for nursery pupils.	Consider feedback from learners on all proposals to produce Cabinet report and recommendations

primary schools took part in an engagement session held in Ysgol Gyfun Gymraeg Llangynwyd.	Ysgol Gyfun Gymraeg Llangynwyd Primary school pupils from English-medium schools took part in engagement sessions in the Council Chamber		
Parent and Carer Engagement sessions: A total of 97 parents took part in engagement sessions in comprehensive school across the county borough	Parent and carer engagement sessions took place in: Archbishop McGrath Catholic High School Bridgend College Brynteg Comprehensive Bryntirion Comprehensive Coleg Cymunedol Y Dderwen Cynffig Comprehensive Maesteg High School	Feedback from parents and carers sessions have been themed and are summarised below: • There is no safe route • How are distances measured and routes identified as 'safe'? • May stop pupils going to post-16/ This needs to be considered alongside post-16 consultation • Will the proposals affect Additional Learning Needs (ALN)? • Takes too long/too far/wet • Make cuts elsewhere • There will be an increase in lateness/attendance • This will negatively affect Welsh-medium education • Are you working to ensure that public transport will be available for all pupils? • Additional costs for pupils/families	Consider feedback from parents and carers on all proposals to produce Cabinet report and recommendations

	Pencoed Comprehensive Porthcawl Comprehensive Ysgol Gyfun Gymraeg Llangynwyd	• Decisions about sending children to Welsh-medium nursery will be affected/ wider impact upon Welsh-medium education • Can we buy a school bus pass/make contributions • Will be an increase in parents driving/traffic at school/environmental impact • School specific route question • Will negatively impact college students/vocational courses • Parents are unaware of discretionary payment availability • Clarity of proposals • Having no escorts is a safeguarding issue • Pupils in deprived areas will suffer more • Whose responsibility is child safety walking to/from school • Why aren't the buses complying with Disability Discrimination Act (DDA) legislation • Can decisions be appealed/challenged • Are all local authorities doing this? • There are no escorts on school buses • There have been issues when older siblings have tried to pick up their brothers and sisters from the primary schools as they are not over 18. • Welsh/Faith should not be protected • Can we get together as parents and sort out our own buses and school transport. • Will you increase funding for Welsh-medium schools to provide their own transport • Has the Welsh Language Commissioner been contacted about consultation	

		• New WESP include statutory targets for 3 and 4 year olds – how will cutting nursery transport affect this • Welsh/Faith schools should not be protected Main survey feedback: 57% of survey respondents did not agree with the proposal to increase the walking distance to school to two miles for primary and three miles for secondary schools. 43% of survey respondents did not agree with the proposal to remove escorts from taxis or minibuses with less than eight passengers. 43% of survey respondents were unsure about the proposal to remove specific examples from the local authority's Home to School/College Transport Policy, 37% disagreed with this proposal. 71% of survey respondents did not agree with the proposal to stop providing free transport for learners aged 16 or over. 58% of survey respondents did not agree with the proposal to remove all transport for nursery pupils.	

Assessment of Impact

Based on the data you have analysed, and the results of consultation or research, consider what the potential impact will be upon people with protected characteristics (negative or positive). Include any examples of how the policy helps to promote equality. If you do identify any adverse impact you **must seek legal advice as to whether, based on the evidence provided, an adverse impact**

is or is potentially discriminatory, and identify steps to mitigate any adverse impact – these actions will need to be included in your action plan.

	Impact or potential impact	Actions to mitigate
Gender	There is no evidence to suggest that there will be any disproportionate impact based on gender. PLASC data (2020) shows that the school population is made us of 49.34% female and 50.66% male.	NA
Disability	Children and young people who have a disability or additional learning need attending mainstream education would be assessed individually for transport on a discretionary basis. Children attending one of the special schools within the county borough are not considered as part of these proposals, so there is no change to their current provision.	The Discretionary transport policy enables all learners to make an application for discretionary transport
Race	The PLASC data has been reviewed by school cluster and by individual school (primary and secondary) and shows that a total of 7.3% of the current school population is non-white British.	There is no evidence to suggest that there will be a disproportionate impact upon learners based on race or ethnicity. Any learners who require additional support can, under the new proposals apply for discretionary transport and will be considered on an individual basis.
Religion and belief	Learners attending the faith schools (primary and secondary) will maintain home to school transport as the faith	Work with Catholic Archdiocese and schools to ensure promotion of faith based learning, especially at pre-school

	school will be determined as their nearest available school, therefore there may be a positive impact upon faith education. This will include provision of post-16 transport. For nursery provision however parents may not choose to send their child to a faith based school if this provision is removed.	and nursery age.
Sexual Orientation	There is no evidence to suggest that there will be any disproportionate impact based on sexual orientation	NA
Age	The proposals will affect all children and young people of school age in the county borough, however there is a potential that the proposals will impact more on those in areas where there is more socio-economic disadvantage. The catchment areas of Cynffig Comprehensive, Maesteg Comprehensive and Coleg Cymunedol Y Dderwen include areas of socioeconomic disadvantage and are therefore likely to incur additional costs for families who will have to pay for public transport when school transport is no longer available. This will also be the case for young people who live in these areas and want to attend Bridgend College. The removal of the free college bus pass will incur additional costs for	Work with local transport providers and Welsh Government to discuss routes and available funding where relevant

	these young people and the consultation indicates that enrolment numbers and attendance rates for young people attending college from these areas will decrease. Children and young people in these areas, whether attending school or college, will also be reliant on public transport and its availability, timings and capacity. The removal of the 'sibling rule' removes any inequality that has been created by this in the past.	
Pregnancy & Maternity	There is no evidence to suggest that there will be any disproportionate impact based on pregnancy and maternity	NA
Transgender	There is no evidence to suggest that children and young people who are transgender or gender neutral will be disproportionately impacted by the proposals	NA
Marriage and Civil partnership	There is no evidence to suggest that there will be any disproportionate impact based on marriage and civil partnership	NA
Welsh language	Learners attending the Welsh Medium Schools (primary and secondary) will maintain home to school transport as the faith school will be determined as their nearest available school, therefore there may be a positive impact upon faith	Work with Mudiad Meithrin, Cylchoedd Meuthrin and schools to ensure promotion of Welsh Medium Education, especially at pre-school and nursery age.

	education. This will include provision of post-16 transport. For nursery provision however parents may not choose to send their child to a faith based school of this provision is removed.	

Equality Impact assessment Action Plan

It is essential that you now complete the action plan. Once your action plan is complete, please ensure that the actions are mainstreamed into the relevant Service Development Plan.

Action	Lead Person	Target for completion	Resources needed	Service Development plan for this action
Monitor admissions to faith schools (primary)	Robin Davies	Three years	Learner Support Team	Education and Family Support Directorate Business Plan
Monitor admissions to Welsh Medium nursery and	Sue Roberts	Three years	Learner Support Team	Education and Family Support Directorate Business Plan
Monitor the number for discretionary applications for home to school transport	Robin Davies	Three years	School Transport Team	Education and Family Support Directorate Business Plan
Develop and continue to monitor schools data (PLASC) for all protected characteristics	Robin Davies	Three years	Learner Support Team	Education and Family Support Directorate Business Plan

Work with Welsh Government and schools to promote opportunities for funding for young people for transport (post-16)	Robin Davies	One year	School Transport Team	Education and Family Support Directorate Business Plan
Work with transport providers in relation to routes to school, particularly for post-16 learners	Robin Davies	One year	School Transport team	Education and Family Support Directorate Business Plan

Please detail the name of the independent person (someone other than the person undertaking the EIA) countersigning this EIA below:

Countersigned:	Role:	Date:
Lindsay Harvey	Corporate Director (Education and Family Support)	15/07/20

Please outline how and when this EIA will be monitored in future and when a review will take place (max. three years):

Monitoring arrangements:	Date of Review:
This EIA will be monitored on an annual basis in line with the Education and Family Support Directorate's self-evaluation process (ie in January).	January 2021

Details of person completing the Full EIA:

Name:	Role:	Date:
Robin Davies	Group Manager (Business Support)	15/07/20

Publication of a Full EIA and feedback to consultation groups

It is important that the results of this impact assessment are published in a user friendly accessible format.

It is also important that you feedback to your consultation groups with the actions that you are taking to address their concerns and to mitigate against any potential adverse impact.

When complete, this form must be signed off and retained by the service area. The Full EIA should be recorded as complete on share point (your business manager has access to share point). Where a full EIA is needed this should be included as an appendix with the relevant cabinet report and therefore available publically on the website.

If you have queries in relation to the use of this toolkit please contact the Equalities Team on 01656 643664 or equalities@bridgend.gov.uk

BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CABINET

21 JULY 2020

REPORT BY THE CORPORATE DIRECTOR OF EDUCATION AND FAMILY SUPPORT

FEEDBACK ON THE PHASE 4 PUBLIC CONSULTATION ON POTENTIAL CONCEPTS FOR POST-16 PROVISION ACROSS BRIDGEND COUNTY BOROUGH AND RECOMMENDATIONS FOR THE FUTURE OF THE REVIEW

1. Purpose of report

1.1 The purpose of this report is to provide detailed feedback to Cabinet on the public consultation, undertaken from 2 December 2019 to 21 February 2020, on three options being considered in phase 4 of the review of post-16 education provision across the County Borough of Bridgend.

1.2 In addition, this report puts forward recommendations for the next phase of the review of post-16 education provision.

2. Connection to corporate well-being objectives/other corporate priorities

2.1 This report assists in the achievement of the following corporate well-being objectives under the Well-being of Future Generations (Wales) Act 2015:

- **Supporting a successful sustainable economy -** taking steps to make the county borough a great place to do business, for people to live, work, study and visit, and to ensure that our schools are focused on raising the skills, qualifications and ambitions of all people in the county borough.

- **Smarter use of resources** – ensure that all resources (financial, physical, ecological, human and technological) are used as effectively and efficiently as possible and support the creation of resources throughout the community that can help deliver the Council's well-being objectives.

3. Background

3.1 This paper is the sixth report to Cabinet in relation to the review of post-16 education provision across the County Borough. The earlier papers were submitted on 31 October 2017, 24 April 2018, 20 November 2018, 16 April 2019 and 19 November 2019.

3.2 Following the Cabinet decision on 19 November 2019, a public consultation was held to ascertain the views of the public on three options for post-16 provision that have been considered by Cabinet. These are:

Option 1

A mix of school sixth forms with some mergers to create new local authority maintained sixth-form centre(s).

Option 2

A mix of school sixth forms with some mergers to create new further education (FE) college-governed sixth-form centre(s).

Option 3

The retention of sixth forms in all schools - the current position (ie a distributed post-16 model based on collaboration, but with further development in order to improve the delivery of this option).

3.3 The full report on the public consultation can be found at Appendix 1 and the main outcomes are discussed below in sections 3.4 to 3.10.

3.4 The consultation activities consisted of:

- an online survey;
- workshop sessions which engaged with 1,235 learners in secondary schools and Bridgend College across key stage 3, key stage 4 and post-16
- public meeting community engagement sessions with parents of secondary and primary age pupils – 193 attended
- engagement sessions with staff and governors in all secondary schools with the exception of Archbishop McGrath Catholic High School due to an Estyn inspection – 322 attended
- community engagement meetings with staff and governors of Bridgend College – 19 attended

3.5 The participation/response rates are described as ‘robust’ and detailed in sections 3 and 4 of Appendix 1 - ‘The potential re-organisation of post-16 provision across Bridgend County Borough: consultation report’.

3.6 In total there were 12,140 interactions. It was discovered that a large number of these (6,971) were generated through the online survey by an automated routine. This means that an individual set up a computer programme that would automatically and very rapidly complete a series of online surveys all with identical answers to the main questions. It was possible to identify these particular responses which were, in effect, thousands of duplicate surveys from a single source. They were then excluded from the main data set so that this interference with the online survey did not skew the overall results of the survey. After taking account of the duplicate surveys the overall number of genuine interactions was 5,159. The full set of survey data including the automated returns is presented in section 14, Appendix 1 of the consultation report.

3.7 Results of the online survey:

The detailed breakdown of the returns is provided in sections 6 and 7 of Appendix 1 – the consultation report. The main highlights from these returns are:

- Option 3 – 'retaining sixth forms in all settings' is the most popular option of the three presented in the survey/consultation paper
    - 75% of respondents strongly agreed with this proposal and 85% gave a positive response
    - 85% of respondents ranked this option as their first choice from the three options presented
- When asked to consider the two ways in which sixth-form mergers might take place, if that should happen, 71% of respondents preferred the voluntary merger approach with schools retaining 11-18 status; a range of concerns were raised in relation to 11-16 schools and having a mix of 11-16 and 11-18 schools across the county borough.

3.7.1 In Option 1 six outcomes, A to F, were presented. The table below shows the order in which respondents ranked the six outcomes and the relative degree of either agreement or disagreement with each proposal.

Outcome	Summary	Rank	% agreement	% Neutral	% disagreement
A2	Brynteg/ Bryntirion voluntary merger	1	14%	20%	66%
A1	Sixth form at Brynteg; Bryntirion 11-16	2			
B	Sixth form at Porthcawl retained	3	47%	28%	25%
C	Cynffig/Porthcawl merger at Porthcawl	4	23%	28%	49%
D	Sixth-form centre at Cynffig	5	12%	20%	68%
E	CCYD/Maesteg merger at Maesteg	6	12%	26%	62%
F	Sixth-form centres at Maesteg and Pencoed	7	11%	23%	66%

- Across Outcomes A, D, E and F there has been a consistently strong representation against proposals involving sixth-form mergers

- Opinion is less strong when considering the merger of the smallest sixth form at Cynffig Comprehensive School with Porthcawl Comprehensive School

- The only proposal that specifically retains a sixth form in its existing state, outcome B, also had significant support

- In response to the Outcome A proposal for the merger of the sixth forms at Brynteg School and Bryntirion Comprehensive School into a new sixth-form centre:

    - Of the 1411 respondents, 684 or 48% chose 'strongly disagree'

    - 525 or 77% of the 'strongly disagree' responses came from respondents linked to Bryntirion Comprehensive School (319) and Coleg Cymunedol y Dderwen (206)

    - The 319 'strongly disagree' responses from Bryntirion-linked respondents represent 74% of all the responses linked to Bryntirion Comprehensive School on Outcome A

    - 159, or 27%, of respondents linked to schools, other than Bryntirion Comprehensive School and Coleg Cymunedol y Dderwen, chose the 'strongly disagree' option

    - Other providers which had a high proportion of 'strongly disagree' among their returns were Coleg Cymunedol y Dderwen (48% of 206 returns), Archbishop McGrath Catholic High School (47% of 21 returns), Bridgend College (34% of 29 returns) and Cynffig Comprehensive School (31% of 218 returns)

    - The top three issues raised by respondents were (excluding agree/disagree/keep sixth forms):

        - *Pupils will lose familiar teachers/environment/support*

        - *Additional travel, especially if it is not provided by the Council, is unfair*

        - *Sixth formers act as role models/positive impact on community*

- In Outcome B where the retention of a sixth form in Porthcawl Comprehensive School is proposed:

    - Of the 1402 respondents, 289 or 20% chose 'strongly agree'

    - 88% of respondents linked to Porthcawl Comprehensive School were in strong agreement

    - Further positive support came from respondents linked to Archbishop McGrath Catholic High School (33% of 21 returns), YGG Llangynwyd

(25% of 20 returns) and Pencoed Comprehensive School (24% of 82 returns)

- The top three issues raised by respondents were(excluding agree/disagree/keep sixth forms):
  - *Why does Porthcawl keep its sixth form, this is unfair on other schools/students*
  - *Agree with proposal - good standards, unique location, familiar environment for pupils*
  - *Does not affect me/ should not comment on other schools*

- For outcome C involving the merger of Cynffig Comprehensive School sixth form with that of Porthcawl Comprehensive School at Porthcawl:
  - Of the 1402 respondents, 475 or 34% chose 'strongly disagree'
  - Of these 475 'strongly disagree' responses, 415 came from three schools – Coleg Cymunedol y Dderwen (165), Bryntirion Comprehensive School (128) and Cynffig Comprehensive School(122)
  - As a proportion of the returns from these schools these numbers represent 56% of 218 returns associated with Cynffig Comprehensive School, 38% of 428 from Coleg Cymunedol y Dderwen and 30% of 427 from Bryntirion Comprehensive School
  - The top three issues raised by respondents were (excluding agree/disagree/keep sixth forms):
    - *Increased travel would be too costly and too long*
    - *Discouraging people to attend sixth form /decrease in sixth-form numbers*
    - *BCBC should invest in deprived areas*

- Outcome D proposed the development of a sixth-form centre at Cynffig Comprehensive School:
  - Of the 1409 respondents to Outcome D, 687 or 49% chose 'strongly disagree'
  - 512 or 74% of the 687 'strongly disagree' responses were associated with either Bryntirion Comprehensive School or Coleg Cymunedol y Dderwen
  - The 351 'strongly disagree' respondents linked to Coleg Cymunedol y Dderwen represent 82% of all Coleg Cymunedol y Dderwen respondents
  - 175, or 31%, of respondents linked to schools, other than Bryntirion Comprehensive School and Coleg Cymunedol y Dderwen, chose the 'strongly disagree' option

- Other providers which had a high proportion of ‘strongly disagree’ among their returns were Pencoed Comprehensive School with 68% of 82 returns and Bridgend College with 48% of 29 returns

- The top two issues raised by respondents were (excluding agree/disagree/keep sixth forms):

    - *Increased travel would be too costly and too long*

    - *CCYD should host a sixth form*

- Outcome E proposed the merger of Coleg Cymunedol y Dderwen and Maesteg School sixth forms at Maesteg:

    - Of the 1398 returns, 647 or 46% chose ‘strongly disagree’

    - 503, or 77%, of the 647 ‘strongly disagree’ returns were associated with Bryntirion Comprehensive School (151) and Coleg Cymunedol y Dderwen (352)

    - The 352 ‘strongly disagree’ respondents linked to Coleg Cymunedol y Dderwen represent 82% of all Coleg Cymunedol y Dderwen respondents

    - 144, or 26%, of respondents linked to schools, other than Bryntirion Comprehensive School and Coleg Cymunedol y Dderwen, chose the ‘strongly disagree’ option

    - Other providers which had a high proportion of ‘strongly disagree’ among their returns were Bridgend College, 34% of 29 returns, and Cynffig Comprehensive School, 30% of 218 returns

    - The top three issues raised by respondents were(excluding agree/disagree/keep sixth forms):

        - *Too far/too long/ too expensive to travel*

        - *How will standards of teaching be maintained?*

        - *Pupils will lose familiar teachers/environment/support*

- Outcome F proposed the development of sixth-form centres at Maesteg School and Pencoed Comprehensive School drawing students from Coleg Cymunedol y Dderwen and Cynffig Comprehensive School:

    - Of the 1389 returns, 684 or 49% chose ‘strongly disagree’

    - 602, or 88%, of the ‘strongly disagree’ returns came from respondents linked to three schools – Coleg Cymunedol y Dderwen (336), Bryntirion Comprehensive School (155), Cynffig Comprehensive School (111)

    - The 336 ‘strongly disagree’ respondents linked to Coleg Cymunedol y Dderwen represent 78% of all Coleg Cymunedol y Dderwen respondents

- 193, or 35%, of respondents linked to schools, other than Bryntirion Comprehensive School and Coleg Cymunedol y Dderwen, chose the 'strongly disagree' option
- Other providers which had a high proportion of 'strongly disagree' for this outcome among their returns were Cynffig Comprehensive School, 51% of 218 returns, Bryntirion Comprehensive School, 36% of 428 returns and Bridgend College, 31% of 29 returns
- The top three issues raised by respondents were (excluding agree/disagree/keep sixth forms):
  - *Too far/too long/ too expensive to travel*
  - *Will become overpopulated/more competition for places*
  - *CCYD should keep its sixth form/ host six form centre*

3.7.2 In Option 2, the development of sixth-form centres in FE settings, two possible outcomes were proposed:

- Outcome A is linked to the potential for Bridgend College to create a new campus in the town centre of Bridgend which could include a sixth-form centre; this ambition is also linked to regeneration plans for the town:
  - Of the 1394 returns, 736 or 53% chose 'strongly disagree'
  - 533, or 72%, of the 736 'strongly disagree' returns came from respondents linked to Bryntirion Comprehensive School (295) and Coleg Cymunedol y Dderwen (238)
  - The 533 'strongly disagree' respondents linked to Bryntirion Comprehensive School and Coleg Cymunedol y Dderwen represent 62% of all respondents from those two schools
  - 203, or 36%, of respondents linked to schools, other than Bryntirion Comprehensive School and Coleg Cymunedol y Dderwen, chose the 'strongly disagree' option
  - Other providers which had a high proportion of 'strongly disagree' for this outcome among their returns were Cynffig Comprehensive School, 42% of 218 returns, Brynteg School, 37% of 100 returns and Maesteg School, 37% of 27 returns
  - The top three issues raised by respondents were (excluding agree/disagree/keep sixth forms):
    - *Either all schools attend a centre or no schools attend, unfair that only some schools lose sixth form*
    - *Additional travel is unfair/affects students if they have to pay for transport*

        - *Pupils will lose familiar teachers/environment/pastoral and wellbeing support*

- Outcome B is linked to the new Science, Technology, Engineering, Arts and Mathematics (STEAM) centre being built by Bridgend College on its Pencoed campus and the potential for this to host a sixth-form centre:

    - Of the 1376 returns, 641 or 47% chose 'strongly disagree'

    - 462, or 72%, of the 641 'strongly disagree' returns came from respondents linked to Bryntirion Comprehensive School (188) and Coleg Cymunedol y Dderwen (274)

    - The 462 'strongly disagree' respondents linked to Bryntirion Comprehensive School and Coleg Cymunedol y Dderwen represent 54% of all respondents from those two schools

    - 179, or 33%, of respondents linked to schools, other than Bryntirion Comprehensive School and Coleg Cymunedol y Dderwen, chose the 'strongly disagree' option

    - Other providers which had a high proportion of 'strongly disagree' for this outcome among their returns were Cynffig Comprehensive School, 44% of 216 returns and Maesteg School, 33% of 27 returns

    - Of the 79 returns linked to Pencoed Comprehensive School, 57, or 72%, were in agreement with Outcome B

    - The top three issues raised by respondents were (excluding agree/disagree/keep sixth forms):

        - *Additional travel is unfair/affects students if they have to pay for transport*

        - *Expensive to build, invest in sixth forms instead*

        - *Transport costs will be expensive; negative impact on pupils from disadvantaged areas*

3.7.3 Option 3 proposes the retention of sixth forms in all secondary schools but would require improvements to partnership and collaborative practices:

- Of the 1407 returns, 1047 or 75% chose 'strongly agree'

- 722, or 69%, of the 1047 'strongly agree' returns came from respondents linked to Bryntirion Comprehensive School (371) and Coleg Cymunedol y Dderwen (351)

- The 722 'strongly agree' respondents linked to Bryntirion Comprehensive School and Coleg Cymunedol y Dderwen represent 84% of all respondents from those two schools

- Other providers which had a high proportion of 'strongly agree' for this outcome among their returns were Archbishop McGrath Catholic High

School, 67% of 21 returns, Cynffig Comprehensive School, 65% of 217 returns and Porthcawl Comprehensive School, 61% of 57 returns

- The top issues raised by respondents were (excluding agree/disagree/keep sixth forms):
    - *Pupils will lose familiar staff/environment/wellbeing and support*
    - *Invest in sixth forms/need better collaboration/ Centre of excellence for subjects*
    - *There will be no additional travel for learners*
    - *Sixth formers are role models, raise aspirations of younger pupils and create a sixth form community*

3.7.4 Respondents were invited to add any further comments at the end of the survey:

- The top issues raised by respondents were (excluding agree/disagree/keep sixth forms):
    - *Additional travel for some pupils is unfair and could be too expensive for some pupils/families*
    - *CCYD should retain its sixth form/ consider building or developing a sixth form centre at CCYD*
    - *Invest in sixth forms/more subject choice/collaboration*
    - *Familiar teachers/environment/wellbeing of pupils is important*

3.8 Pupil surveys by school – at a glance

The table below summarises the data from the pupil workshops held in seven of the nine secondary schools. The detailed report on each school can be found in appendices 2 to 11 attached to the main consultation feedback report, Appendix 1 to this Cabinet report. Two schools were unable to participate in the workshops, Archbishop McGrath Catholic High School and Porthcawl Comprehensive School. These two schools were provided with dedicated survey links to be circulated to their students so they could contribute should they wish to.

The responses for all three options and the range of outcomes chosen by students in each of the schools is set out in the table. A = agree; N= neutral; D = disagree. The most popular comments recorded by students are shown underneath each schools' data.

School/college	6th form merger	Option 1 – Some sixth forms and some mergers in school settings												Option 2 – some sixth forms and some mergers in FE settings						Option 3- keep all sixth forms	Rank Options 1,2,3 %
		Outcomes																			
	Prefer	A – Brynteg/Bryntirion			B – Porthcawl			C - Cynffig/ Porthcawl			D – Cynffig centre			E – Maesteg / CCYD			F – Maesteg / Pencoed			A Town centre			B Pencoed campus			Strongly agree	
Archbishop McGrath Catholic High School 27 responses	Vol. merger	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	70%	Option 3 1st 88%
			15		22					10		12	12			14		15				12			12		
				9		3		9							9				11		8			10			
		3					2		8		3			4			1			6			4				
Comments		• Loss of relationship with teachers												• Familiarity with staff and environment													
Brynteg School 187 responses	Vol. merger	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	57%	Option 3 1st 88%
		114			137			128					70	89					67			98	77				
				42		26			38		63				52		64			55					55		
			31				24			22		53				46		53			33			51			
Comments		• Merger would need adequate space, resources, avoid overcrowding • Travel issues												• New centre costs/money to build • Better choice of subjects in merged centres • Teacher relationships, familiar environ. and community/identity all important													
Bryntirion Comprehensive School 177 responses	Vol. merger	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	89%	Option 3 1st 97%
				162	98				85				104			86			115			123			119		
			8			57				62		65			78			49			12			41			
		7					22	30			6			12			13			11			14				
Comments		• Travel issues • Invest in 6th forms												• Already good standards in sixth forms • Improve collaboration													
Coleg Cymunedol y Dderwen 189 responses	Vol. merger	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	65%	Option 3 1st 78%
			102		106				82				145			142			126			82			97		
				49		55		73				21		25				40		65				52			
		37					27			32	20				21		23				40		34				
Comments		• Major concern = travel – distance, time, possible expense • Students wouldn't attend if they have to move sixth form • Town centre not safe/overpopulated campus												• Uncomfortable transition/loss of relationships • Give Cynffig students better opportunity • CCYD to host sixth form													

School/college	6th form merger	Option 1 – Some sixth forms and some mergers in school settings Outcomes												Option 2 – some sixth forms and some mergers in FE settings									Option 3- keep all sixth forms	Rank Options 1,2,3 %
	Prefer	A – Brynteg/Bryntirion			B – Porthcawl			C - Cynffig/ Porthcawl			D – Cynffig centre			E – Maesteg / CCYD			F – Maesteg / Pencoed			A Town centre			B Pencoed campus			Strongly agree	
Cynffig Comprehensive School 193 responses	Vol. merger	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	61%	Option 3 1st 50%
				85	137					128	79					88			150			105			92		
			69			27		43					71		63			29			55			56			
		37					26		22			43		36			5			29			31				
Comments		• Loss of relationship with teachers and familiar environment • Mergers to be local and could provide better choice/resources/quality												• Many references to travel, time, distance and expense • Concern for overcrowding; waste of money (new centre); improve all sixth forms											
Maesteg School 116 responses	Vol. merger	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	47%	Option 3 1st 58%
			50		68				54			47		65				48		45				54			
		38				39		46			40				34		41				42		47				
				28			9			15			30			23			32			31			15		
Comments		• Equal access to range of subjects • Travel issues • Hard for CCYD to transfer / how split pupils in F?												• Sixth form part of school community • Improve collaboration • Possible overcrowding if merged but could create new opportunities											
Pencoed Comprehensive School 134 responses	Vol. merger	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	37%	Option 3 1st 51% (2=42%)
		72			111			87					101			52	60			54			61				
			42			16			32			22			51				38			40		39		
				19			7			15	11			29				31			34				23		
Comments		• Many references to travel, time, distance and expense • Pencoed/Cynffig overcrowding												• More choice for students in new centres/mergers; more opportunities • A and B make sense – proximity, numbers, location											
Porthcawl Comprehensive School 19 responses	Vol. merger	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	58%	Option 3 1st 72%
				14	18					9		9			9	9			9			11			9		
			5			1			6				7					7			7		5	5			
		0					0	4			3			0			3			1							
Comments		• References to travel, time, distance and expense												• Class sizes may become too big											
YGG Llangynwyd 159 responses	Neutral	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	46%	Option 3 1st 44%
		73			113			61				59				59			74		68			78		
			60			37			54				52		49			70		54			48				
				25			9			42	47			31			13					37			30		
Comments		• References to travel, time, distance and expenseS • New centres – Welsh-medium learners not offered same courses/facilities												• YGG Llangynwyd students have to travel to Llanhari – consistent expectations?											

School/college	6th form merger	Option 1 – Some sixth forms and some mergers in school settings Outcomes																Option 2 – some sixth forms and some mergers in FE settings						Option 3- keep all sixth forms	Rank Options 1,2,3 %
	Prefer	A – Brynteg/Bryntirion			B – Porthcawl			C - Cynffig/ Porthcawl			D – Cynffig centre			E – Maesteg / CCYD			F – Maesteg / Pencoed			A Town centre			B Pencoed campus			Strongly agree	
		A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D		
Bridgend College 18 responses	Vol. merger			8	12			8	8				12			9			9	9			12			35%	Option 3 1st 56%
			7			3						4			5		5					5			4		
		3					3			2	2			4				4			3			1			

Comments	• References to travel, time, distance and expenseS	

3.9.1 Archbishop McGrath Catholic High School:

- All respondents were in Y12 (only 27 respondents)
- 70% strongly agreed with Option 3 and 88% made Option 3 first choice
- Supportive of maintaining sixth forms and generally against mergers and college centres

3.9.2 Brynteg School:

- 19% of respondents from KS3, 31% from KS4 and 50% from KS5
- 57% strongly agreed with Option 3 and 88% made Option 3 first choice
- Strongly in favour of mergers involving Brynteg/Bryntirion, Cynffig/Porthcawl and CCYD/Maesteg
- Against a town centre FE centre but support for one at the Pencoed campus

3.9.3 Bryntirion Comprehensive School:

- 41% of respondents from KS3, 29% from KS4 and 30% from KS5
- 89% strongly agree with Option 3 and 97% made Option 3 first choice
- Strongly against Brynteg/Bryntirion merger and also Cynffig Comprehensive School as a centre, and Maesteg/Pencoed centres; also against Maesteg/CCYD merger; mainly neutral with regard to Porthcawl/Cynffig merger; support for sixth form in Porthcawl Comprehensive School
- Strongly against FE centres in Bridgend town or on the Pencoed campus

3.9.4 Coleg Cymunedol y Dderwen:

- 29% of respondents from Year 9, 27% from KS4 and 44% from KS5
- 65% strongly agreed with Option 3 and 78% made Option 3 first choice
- Strongly against mergers involving Coleg Cymunedol y Dderwen
- Also against college centres but less so
- Strongly neutral on Brynteg/Bryntirion and Cynffig/Porthcawl mergers

3.9.5 Cynffig Comprehensive School:

- 32% of respondents from KS3, 35% from KS4 and 33% from KS5
- 61% strongly agreed with Option 3 and 50% made Option 3 first choice
- Strongly against mergers and college centres except the outcome where Cynffig Comprehensive School hosts a sixth-form centre

3.9.6 Maesteg School:

- 50% of respondents from KS3, 35% from Year 10 and 15% from KS5
- 47% strongly agreed with Option 3 and 58% made Option 3 first choice
- Maesteg School pupils were generally more neutral when considering all mergers /centres except where Maesteg School hosted Coleg Cymunedol y Dderwen (in agreement) or the college centre in Bridgend town (in agreement)

3.9.7 Pencoed Comprehensive School:

- 34% of respondents from KS3, 24% from KS4 and 42% from KS5
- 37% strongly agreed with Option 3 and 51% made Option 3 first choice and 42% made Option 2 first choice, especially if centre at Pencoed campus
- Support for mergers and college centres except where Cynffig Comprehensive School hosts a centre and for the Maesteg/CCYD merger

3.9.8 Porthcawl Comprehensive School:

- 58% of respondents from KS3 and 72% from KS5 (only 19 respondents)
- 58% strongly agreed with Option 3 and 72% made Option 3 first choice
- Generally neutral or against mergers and college centres

3.9.9 YGG Llangynwyd:

- 36% of respondents from Year 8, 37% from Year 10 and 27% from Year 13
- 46% strongly agreed with Option 3 and 44% made Option 3 first choice
- Positive for mergers between Brynteg/Bryntirion and Cynffig/Porthcawl; neutral for college centres and Cynffig Comprehensive School as a host and in disagreement with Maesteg/CCYD mergers

3.9.10 Bridgend College

- 82% of respondents from KS5 and 18% from KS4
- 35% strongly agreed with Option 3 and 56% made Option 3 first choice
- Generally against mergers except Porthcawl/Cynffig
- Support for college centres

3.9 Feedback from the open events and over 1,900 written submissions to the consultation

3.9.1 The consultation resulted in a considerable amount of feedback through the live events, online surveys and the very large number of written submissions. In order to provide Cabinet with a manageable overview of the key issues that emerged, a thematic and tabulated presentation has been adopted.

3.9.2 The most widely commented theme was that of transport and travel. The themes referenced in the feedback are:

- Transport and travel
- Pastoral care and relationships
- School culture and the role of sixth-form students in the life of the school
- Standards
- Impact on schools which might lose a sixth form
- Community impact and social disadvantage
- Other options/possible developments
- Other areas mentioned in less detail: curriculum, data, environment, health/wellbeing and change
- Wider connected issues raised: local development plan, school catchments, Welsh-medium strategy, capital investment , staffing

4. Current situation/proposal

4.1 The most prominent area of concern in the feedback from the consultation was that of travel and transport. It is therefore important to understand the current position with regard to post-16 transport and travel.

Current position in relation to transport

1. Time and distance
    a. Many pupils that currently attend Welsh-medium provision at YGG Llangynwyd and provision of a religious nature at Archbishop McGrath Catholic High School have significant travel times. Although this is a consideration for parents, this is not seen to be a strong influencing factor for parents in not choosing a Welsh-medium or faith-based education for their child(ren). This is primarily due to the local authority's current Home-to-School Transport Policy supporting the provision of free transport to both schools where pupils reside over three miles to school. Furthermore, some pupils with historic eligibility still enjoy free transport to these schools where they reside over two miles from school.
    b. Both these schools enjoy high standards of achievement
    c. The most popular type of post-16 collaboration is currently the twilight offer in Bridgend College; some 200 students travel from all the secondary schools to Bridgend College's Cowbridge Road campus two evenings a week to attend lessons from 16.00 to 18.00; this makes for two long days per week; the college provides free transport and arranges the routes with a local coach company; the standards achieved by students have been good and in some subjects outstanding which demonstrates that time and distance to provision and the length of the school day do not necessarily impact on standards of achievement.

2. Cost
    a. To support the costs of travel for students attending Bridgend College, the local authority has a budget of £314,500 for home-to-college transport for the 2020-21 financial year, which is primarily spent on the provision of transport passes for First Cymru's public bus services. The table below shows, for the last three years, Welsh Government data on the size of the Year 11 cohort, the % that remain in the sixth form, the number that represents and the numbers that go elsewhere – predominantly to Bridgend College

	Year 11 cohort	% retained to Y12	Numbers in Y12	Numbers elsewhere
2015/16	1468			
2016/17	1564	60.8	893	575
2017/18	1366	57.3	896	668
2018/19	1393	56.4	770	596

    b. A large proportion of the post-16 students attending Bridgend College will not have met the entry requirements for sixth form and proportionately more of these will have come from the County's more disadvantaged communities and have the greater distances to travel; the removal of free transport will have a significant impact on these students and their families and would be greater than the likely impact on students in the sixth-form sector
    c. It should also be noted that the Bridgend College cohort of students contains a greater proportion of vulnerable learners
    d. Notwithstanding travel and vulnerability, Welsh Government statistics show that Bridgend College has among the best

retention and completion rates for students in FE settings across Wales.
3. Public transport/ scheduled coach services a. Where these are provided systematically and free students appear to cope well and attendance does not drop: • Day to day provision at Bridgend College (both campuses) • Twilight A level provision at Bridgend College – 200 students • Between 70 and 100 students travel in the daytime in order to take up subjects in the common timetable collaboration between schools; the associated transport arrangements are paid for by schools • Junior Apprenticeship provision – free transport from school to both of Bridgend College's campuses for 14-16 year olds attending full-time at college; there are currently 70 pupils travelling from all secondary schools and the programme has good retention and attendance rates
4. Impact a. Many respondents have expressed concerns over the potential impact of extra travel on sixth-form students however when the performance and retention of students and pupils who currently travel daily or frequently are examined these concerns are not observed

4.2 When considering feedback from all sources in the consultation it is clear that the majority of respondents favour the retention of sixth forms. The reasons they provide to support this choice are laid out in Appendices 14 to 16.

4.3 Whilst there is clear evidence of support from respondents for the retention of sixth forms in schools and a majority view for Option 3 the overall position of post-16 education is more complex. There are a number of related policy areas and decisions to be reached by BCBC that impact on decision-making in relation to post-16. These will be considered in sections 4.4 and 4.5.

4.4 Post-16 transport - as indicated in section 4.1 the issue of transport and travel was the most prominent matter raised in the consultation feedback.

4.4.1 Currently the costs of this are met by BCBC.. At the present time a paper has been prepared for Cabinet that provides feedback on a public consultation on whether or not to make savings by removing this discretionary service. Should Cabinet cut this element of support then it will have a significant impact on the post-16 options being considered in this paper. The critical points are:

- Within Outcomes C to F in Option 1 there are implications for increased travel for a number of groups of learners; they or their families would have to bear the cost of this extra travel
- This also applies to the outcomes in Option 2
- Feedback during the post-16 consultation indicates that this cost might range from £5 to £30 per week per learner
- Some learners would have the benefit of an Education Maintenance Allowance (EMA) but there will be many just above the threshold for this allowance that will find it difficult to meet additional travel costs

- It has been suggested that increased travel time/distance and cost would impact negatively on the numbers of learners progressing on to sixth form or college education
- Learners who travel to Bridgend College would be disproportionately affected
- Under the Learner Travel consultation learners who travel for post-16 Welsh-medium education or education of a religious nature will still have their travel costs met by BCBC
- The larger sixth forms that may remain under Options 1 and 2 such as at Porthcawl Comprehensive School and Brynteg School serve relatively local and affluent communities; as such the feedback in the consultation indicated that poorer, disadvantaged and valley communities would be disproportionately affected and also be the least likely to be able to afford the costs of transport/travel

4.4.2 It is recommended that the Cabinet takes account of the feedback on transport and travel from the post-16 consultation when considering its decision on post-16 transport. The outcomes of that decision can then be fed back into the post-16 review.

4.5 The Local Development Plan (LDP) 2021+

4.5.1 At the time of writing the next iteration of the LDP from 2021 onwards is being developed and is not yet in the public domain. Potentially there are a number of areas where new housing developments may arise, some of a significant scale. Should they gain approval from the Council they may have a significant impact on the catchment areas of a number of secondary schools. In some cases this may lead to a large reduction in surplus places and the longer term possibility of having a viable sixth form. In other cases it may lead to a significant increase in pressure for places that could be compounding pressures that already exist or have been predicted through developments in the current LDP.

4.5.2 The consultation paper issued for the post-16 consultation included projected demographics and secondary school intakes based on the existing LDP. Within the next 12 months these will need to be refreshed in the light of the LDP from 2021. A number of respondents, especially in the open events, questioned whether it was appropriate to attempt to take long-term decisions on post-16 education before the housing development proposals for the new LDP have been finalised and revised demographics considered.

4.5.3 The local authority has a statutory responsibility to grow Welsh-medium education. When the new LDP is published it will be important to understand when and where future growth of Welsh-medium provision is being planned and how this will impact on any new primary school facilities either for English or Welsh-medium education. In turn this will have an effect on the catchments of English-medium secondary schools, the demand for and availability of places in these schools and thereafter the capacity for delivering a successful and efficient sixth-form provision.

4.5.4 It is therefore recommended that once the LDP is approved Cabinet considers the scale of provision and mix of English and Welsh-medium schools needed to meet the ambitions of the LDP and that the development of strategy in this area informs a re-

calculation of the demographic projections for secondary schools including their post-16 provisions and catchment areas.

4.6 School specific considerations:

4.6.1 Option 1 - Outcome A:

- There was significant resistance to a merged sixth form between Brynteg School and Bryntirion Comprehensive School, especially among those respondents associated with Bryntirion Comprehensive School. We expect Bryntirion Comprehensive School to achieve a sixth form of around 250 and be able to sustain this. Brynteg School is projected to continue with a sixth form in excess of 250. The issue to resolve is the capacity of Bryntirion Comprehensive School to meet the demand for places in its catchment. The school is close to capacity but when the new LDP is released there may well be long-term implications for secondary school places within the Bryntirion Comprehensive School catchment unless this is re-defined.
- The future of Heronsbridge Special School and the possibility of the school moving to new premises is currently under discussion. Should the school vacate its existing premises there would be an opportunity to consider a refurbishment programme to turn this building into a sixth-form centre of excellence that would serve Brynteg School and Bryntirion Comprehensive School. This could be an exciting investment for post-16 provision within Bridgend Town and one that could benefit from close collaboration with Bridgend College, given its close proximity to the site. The continued use of the building as a centre of education excellence might be considered a positive benefit to the community. The release of 250 places on the Bryntirion Comprehensive School site may well contribute to resolving long term planning of secondary school places. It is recommended that, if the opportunity arises to consider the Heronsbridge site, this particular proposal is explored in more detail alongside the emerging issues from the new LDP and post-16 student transport support.
- An alternative proposition would be to consider developing a new build sixth-form centre within the existing Brynteg site. This would require more capital funding and be considered less of a neutral site for the merger of the two sixth forms.
- Outcome A would best be served through a merger of the two sixth forms with both schools remaining 11-18 and the centre overseen by a joint management committee.
- It is noted that Welsh Government does not, in general, approve plans for new secondary schools with projected capacities of less than 900 so this proposed approach might overcome certain constraints within the 21st Century Schools programme.

4.6.2 Outcome B – the retention of a sixth form at Porthcawl Comprehensive School received positive support from respondents. It is recommended that the school does retain its sixth form which is projected to remain above 300 in future years.

4.6.3 Outcome C – regarding the merger of Cynffig Comprehensive School sixth form with that of Porthcawl Comprehensive School there was a spread of opinion among respondents to this proposal. While there is a strong case for merger given the small

size of the sixth form at Cynffig Comprehensive School there could also be merit in a more comprehensive partnership arrangement between these two schools.

4.6.4 Outcomes D, E and F – the pattern of returns from respondents was fairly consistent with only limited support. In the original planning documents for Coleg Cymunedol y Dderwen there was reference to possible further areas of expansion to the school. This was not included in the options for phase 4 of the review. Given the strength of feeling among respondents linked to Coleg Cymunedol y Dderwen and the possibility of such additional accommodation over-coming projected increases in pupil numbers and capacity issues, it is recommended that this be explored in more detail. Should this lead to the development of a dedicated sixth-form centre within Coleg Cymunedol y Dderwen then this could have implications for sixth-form partnership working in the north of the County Borough (see also Option 3).

4.6.5 Option 2, outcomes A and B – there was significant variation in the pattern of responses to these two options. Overall respondents were in disagreement with these proposals but it should be noted that a large number of these were associated with Bryntirion Comprehensive School and Coleg Cymunedol y Dderwen. The strength of disagreement was less elsewhere and in the case of respondents linked to Pencoed Comprehensive School the response was strongly positive. Of the two college-based outcomes the college has indicated a preference for a sixth-form centre to be included on the Pencoed campus. The governing bodies of Bridgend College and Pencoed Comprehensive School have both indicated their strong support for taking forward their joint venture of the Penybont Sixth Form College. It is therefore recommended that further work is undertaken to develop the work of the partnership and consider the inclusion of a sixth-form centre attached to the STEAM centre on Bridgend College's Pencoed campus.

4.6.6 Option 3 – improving partnerships and collaboration. It is recommended that Option 3 is taken forward as the preferred model of sixth-form provision in the short to mid-term. It is difficult to put forward long term decisions around secondary school provision and in particular sixth-form provision, in the absence of decisions and clear policy/strategy on the future of post-16 transport, the new LDP and the demand for Welsh-medium education in the future. Therefore it is recommended that a number of improvements are made to the existing arrangements between schools and sixth-form provision is looked at again once policy reviews in related areas have been finalised. The improvements that are proposed include:

- Requiring all secondary schools to review partnership arrangements with a view to creating more closely integrated arrangements for sixth-form provision such as common timetabling and options that open up the entire partnership offer to all students within the partnership
- Establishing a strategic management board/group for each partnership which includes governors as well as headteachers
- Setting out a formal Memorandum of Understanding that confirms the agreements and collaboration between the schools
- Producing a single online prospectus for each partnership which details not only the subjects on offer but also the calendar, policies, processes and support available in each partnership
- Developing a more transparent methodology around the affordability of courses; in essence this would be ensuring that schools only offer the

number of courses that can be supported by the schools' allocations from the Welsh Government post-16 grant

- A significant on-going and potentially increasing place for blended learning; whereas this might have appeared as a marginal consideration in earlier papers it has now moved centre stage through:
    - the experience of learning during the Covid-19 lockdown that has changed the whole perspective on how blended learning can be delivered by schools and colleges across Wales
    - the considerable effort that has been made to develop resources and make sure all types of learners can access them
    - a focus on changes to pedagogy
    - Welsh Government funds to support access through the upgrading of LA/school/pupil IT systems
    - The activity of many partners across the system to build capacity such as Welsh Government, Hwb, Central South Consortium, universities, BBC and many more
    - Becoming a stronger proposition for delivering subjects that are chosen by small numbers of students across a range of institutions and that in the past might have been considered unviable

4.7 Feedback from Subject Overview and Scrutiny Committees 1 and 2 held on 6 July 2020

On the specifics of the report:

4.7.1 With regard to the bullet point that mentioned a possible merger between Brynteg School and Bryntirion Comprehensive School, clarification was welcomed that any future sixth form merger would be on a voluntary basis and that this was not a proposal in the short to medium term, but a question of whether schools had the ability to do this longer term, however it was felt that this could have been made clearer in the report.

4.7.2 Members felt that the timescales of "short to medium term" within the recommendations to Cabinet for Option 3 could have been made clearer in the report, but welcomed the verbal assurance provided at the meeting that if Option 3 was agreed, the short term was looking at the next couple of academic years and in terms of moving forward there would need to be a lead in of 12 months to September 2021 to a pattern of different arrangements and timetables, a commitment from governing bodies, parents and teachers going forward, and in due course clarification around the LDP and the capacity of secondary schools.

4.7.3 Concern was expressed regarding the accuracy of the figures in respect of Bryntirion Comprehensive School, and that should schools lose their sixth form, they could lose good teaching staff who enjoy teaching in sixth forms and that the calibre of applicants would reduce as staff who wanted to develop through senior roles went elsewhere. With regard to building sixth form centres referred to in the report, there is plenty of room on the Bryntirion Comprehensive School site to relieve perceived over capacity, by building on the site utilising money available to build elsewhere.

4.7.4 With regard to CCYD clarification was welcomed that an area to the top right hand side of the site plan had been marked for expansion in the responses submitted to

the Consultation, where stakeholders had pointed out that if the school could accommodate a larger number of pupils given future pressures in the area this could enable a larger more viable sixth form.

4.7.5 Clarification was acknowledged that although the collaboration between Pencoed Comprehensive School and the College worked well, it would not be suitable for other settings in the borough, however if Option 3 is adopted, it would be useful if the Committee could have further detail on the "range of improvements" which are being considered by the administration and educational leaders going forward.

4.7.6 Clarification was welcomed that with regard to Welsh Medium provision, the recommendations to Cabinet within Option 3 and the accompanying bullet points, there was an expectation that Ysgol Gyfun Gymraeg Llangynwyd and Ysgol Gyfun Llanhari, would explore working in greater partnership through a more formal arrangement, similarly to the English-Medium Secondary Schools.

4.7.7 Heads of Sixth Forms working together in clear collaboration could change the status quo and could overcome many potential problems, and develop other forms of learning.

4.7.8 The bullet points listed after Option 3, are based in Bridgend Town Centre appearing to favour more affluent areas, which seems to indicate that pupils in some of the most disadvantaged areas could be discriminated against.

On blended learning:

4.7.9 That development of blended learning for 6th forms for the future, needs the required investment in schools' ICT facilities and technology and extra training for teachers on pedagogy and methodology.

4.7.10 Confidence that blended learning results in terms of grades in education were showing students were actually benefitting from this method, was welcomed.

4.7.11 Further investigation, around blended learning, should include looking outside of Wales to see good practice in England for more examples.

4.7.12 With regard to the development of blended learning, research needed to be undertaken around pupils with ALN attending mainstream schools as part of sixth form cohorts and potential future challenges if there would be more individual learning at home.

4.7.13 Pupils from vulnerable backgrounds need to be supported with blended learning, in terms of having the equipment, its ongoing maintenance and the support they need.

4.7.14 While IT equipment has been given to some children because of the current situation, with regard to future development of blended learning, funding needs to be made available going forward.

4.7.15 Recognising that COVID19 may not go away and the reality that blended learning will need to be delivered, concern was expressed that some parents may not be happy to

have their children at home whilst they are at work in the future and this element needs to be examined.

4.7.16 It is recommended that blended teaching be encouraged, supported, and expanded and made a Council priority at Post 16.

On the Wellbeing of Future Generations:

4.7.17 Members expressed the need for developing a longer term strategy in accordance with the requirements of the Well-being of Future Generation Act and requested that the long-term strategy should be reported to scrutiny in the future.

4.7.18 In respect of the Well-being of Future Generation Act pupils wanted to stay in their own communities rather than centralise things more. Bridgend's Decarbonising Policy is good and wants children to walk to schools, but if there are issues with transport due to COVID19, then it will need to be reviewed for the long-term.

On wider issues:

4.7.19 Concern was expressed at a decrease in students choosing to take modern foreign languages at A-level and that more needs to be done to encourage pupils to take different options, whilst looking to form relationships with schools throughout the world, not just locally or regionally.

4.7.20 Members are concerned that the LDP should not be directing the education system, rather the education system should be shaping the LDP.

4.7.21 Consideration of the unintended consequences of the proposals need to be explored, upon the impact upon schools that lose a sixth form in future upon viability and opportunities.

4.7.22 Following on from their successful attendance at scrutiny, student representatives should be included in the future development of provision.

5. Effect upon policy framework and procedure rules

5.1 There is no effect upon the policy framework or procedure rules.

6. Equality Impact Assessment

6.1 An equality impact screening assessment has been undertaken and is included as Appendix 17.

6.2 A full equality impact assessment will be undertaken when the workstream moves to detailed consideration of options resulting from the work of Phase 4.

7. Well-being of Future Generations (Wales) Act 2015 Implications

7.1 A Well-being of Future Generations (Wales) Act 2015 assessment has been completed and is detailed in Appendix C. A summary of the implications from the assessment relating to the five ways of working is as follows:

Long term	In the short term, Bridgend County Borough Council and its secondary schools were faced with financial pressures. With reduced funding it was becoming difficult to maintain financially viable sixth forms in all our schools. The review of post-16 provision and the public consultations address this issue but also set out to protect the long-term interest of learners 16 to 18 by ensuring, among other features, curriculum breadth, high standards, good value for money and enhanced facilities.
Prevention	Bridgend County Borough Council's preferred option prior to the initial public consultation on post-16 provision was to retain a few sixth forms and merge others into larger centres. This would allow for economies of scale, ensure no more subjects are lost and re-instate others, provide good value for money and a boost to standards. This in turn will support two of the Council's key corporate objectives – 'supporting a successful economy' and 'smarter use of resources'.
Integration	Post-16 provision engages, educates and upskills young people to create a well-qualified workforce for the future benefiting both the nation and the individual. The initial preferred concepts and later options will strengthen the social ties within the larger sixth-form settings and through the larger units will have environmental benefits. The opportunities for a wider range of cultural activities and exchanges will also be exploited.
Collaboration	As part of this change programme, Bridgend County Borough Council has already engaged with over 2000 learners and staff in schools and college to inform the ambitions of the project. We have worked with 2030 young people in the earlier consultation phases and a further 1607 in Phase 4. A wide range of educational stakeholders and parents have been consulted in order to shape the future provision of post-16 education in ways that will be of maximum benefit to young people and thereby their wellbeing. There have been 5,159 interactions with stakeholders during the Phase 4 consultation.
Involvement	As indicated above the project has already engaged every secondary school council in workshops to determine the principles for 16-18 education. In turn, they ran workshops with students in their own schools. Over 1500 learners aged 16 to 18 and 500 staff in schools and Bridgend College responded to a survey on the current state of 16-18 provision which informed the process of considering concepts for the future. Moving forward to the public consultation on post-16 provision, Bridgend County Borough Council engaged with 2030 learners and a wider audience through the online survey and direct contact. Open engagement sessions were held with parents, staff and governors. All the input from these activities has been used to inform subsequent papers to Cabinet and the second public consultation on how post-16 provision will be delivered in the years ahead. As indicated in section 4 a further 5,159 interactions arising from the second public consultation have been taken into account.

8. Financial implications

8.1 Funding for sixth-form provision in Bridgend County Borough Council is provided by Welsh Government as a single post-16 grant allocation each year. There is a core allocation based mainly on learner numbers, with additional allocations to take into account learner deprivation and Welsh-medium education. The funding for 2019-2020 was £5,750,256 of which 98% was distributed to secondary schools. The funding for 2020-2021 is £6,306,739 which is an increase of £556,483 or 9.68%. In the previous

four financial years, the core grant had been reduced by £751,601 as a result of the combined effects of lower learner numbers and reductions by Welsh Government to the central post-16 grant for schools. The Welsh Government indicative allocation for 2021-2022 is £6,589,468 which would be a further increase of 4.48%.

8.2 The consultation report references the financial pressures being faced by the Council, its secondary schools and Bridgend College. During the consultation the need to use limited resources efficiently was discussed along with providing good value for money. No detail on potential capital costs was provided although the challenge of obtaining capital investment in times of austerity was covered.

8.3 One area presented in the consultation paper was post-16 transport costs. The pressure on this discretionary service within the Council's budget will vary between the different concepts. In some concepts, the efficiencies gained by having fewer small teaching groups can be used to offset transport costs for collaboration/mergers whereas in others this may not be possible thus there is a varying degree of risk in relation to this particular budget pressure. The continuation or potential loss of this support for learners was a significant concern raised throughout the consultation. The provision of post-16 transport is discretionary and the potential savings from this budget have been subject to a separate consultation exercise and Cabinet report. As indicated earlier in this report the decisions taken by Cabinet in respect of post-16 transport need to be cross-referenced with proposals in the review of post-16 provision covered in this Cabinet paper in order to facilitate the formulation of future policy in this area.

8.4 Should Cabinet decide to move forward with the specific option appraisals on post-16 provision then detailed financial models will be incorporated into those option appraisals at the appropriate time.

9. Recommendations

Cabinet is recommended to:

9.1 Note the contents of the report on the public consultation set out in Appendix 1: The potential re-organisation of post-16 provision across Bridgend County Borough and the accompanying detailed extracts in Appendices 2 to 16.

9.2 Take forward Option 3 as a solution for the foreseeable future and to require schools to work together to deliver on a range of improvements to the current situation such as those listed in section 4.6.7.

9.3 Instigate the development of a County strategy for blended learning drawing upon the recent experiences of the County's schools under the Covid-19 lockdown and taking account of regional and national advice, experience and practice.

9.4 Incorporate the results of decisions on School Transport, the Local Development Plan 2021+ and Welsh-medium education into a long term strategy for secondary school capacities and catchments, including sixth-form provision.

9.5 Work with partners to further develop the option of a sixth-form centre based at Bridgend College's Pencoed campus in association with the new STEAM centre.

9.6 Investigate the potential for expansion at Coleg Cymunedol y Dderwen within the context of the original planning application in order to provide capacity to meet the projected future demand for places and post-16 provision and collaboration in the northern part of the County Borough

9.7 Should the current Heronsbridge Special School site become available then consideration be given to utilising it as a future sixth-form centre of excellence.

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Appendices

Appendix 1 Phase 4 Consultation report 2020

School-based survey workshop reports

Appendix 2 Archbishop McGrath Catholic High School
Appendix 3 Bridgend College
Appendix 4 Brynteg School
Appendix 5 Bryntirion Comprehensive School
Appendix 6 Coleg Cymunedol y Dderwen
Appendix 7 Cynffig Comprehensive School
Appendix 8 Ysgol Gyfun Gymraeg Llangynwyd
Appendix 9 Maesteg School
Appendix 10 Pencoed Comprehensive School
Appendix 11 Porthcawl Comprehensive School

Appendix 12 Correspondence received

Appendix 13 Equality impact screening assessment (updated 1 June 2020) – please note that the volume of evidence in this appendix is too large to publish but can be made available on request to Democratic Services

Appendix 14 Thematic summary of key issues
Appendix 15 Feedback on school specific issues via the online survey
Appendix 16 Thematic issues from respondents associated with Coleg Cymunedol y Dderwen
Appendix 17 EIA Screening updated

WELL-BEING OF FUTURE GENERATIONS (WALES) ACT 2015 ASSESSMENT

Project Description (key aims):	
Section 1	**Complete the table below to assess how well you have applied the 5 ways of working.**
Long-term (The importance of balancing short term needs with the need to safeguard the ability to also meet long term needs)	**1. How does your project / activity balance short-term need with the long-term and planning for the future?**
	During this review BCBC and its secondary schools have been faced with significant financial pressures. With reduced funding it was becoming difficult to maintain financially viable sixth forms in all our schools. The review of post-16 provision and the public consultations address this issue but also set out to protect the long term interest of learners 16-18, by ensuring curriculum breadth, high standards, good value for money and enhanced facilities.
Prevention (How acting to prevent problems occurring or getting worse may help public bodies meet their objectives)	**2. How does your project / activity put resources into preventing problems occurring or getting worse?**
	The Council's initial preferred option on post-16 provision is to retain a few sixth forms and merge others into larger centres. This will allow for economies of scale, ensure no more subjects are lost and re-instate others, provide value for money and a boost to standards. This in turn will support two of the Council's key corporate objectives – "Supporting a successful economy" and "Smarter use of resources". This position has been maintained for the second public consultation on a reduced number of options.
Integration (Considering how the public body's well-being objectives may impact upon each of the wellbeing goals, on their objectives, or on the objectives of other public bodies)	**3. How does your project / activity deliver economic, social, environmental & cultural outcomes together?**
	It engages, educates and upskills young people to create a well qualified workforce for the future benefiting both the nation and the individual. The preferred concepts in the initial consultation and the revised options in the second will strengthen the social ties within the larger sixth-form settings and through the larger units will have environmental benefits. The opportunities for a wider range of cultural activities and exchanges will also be explored.

Collaboration (Acting in collaboration with any other person (or different parts of the body itself) that could help the body meet its well-being objectives)	**4. How does your project / activity involve working together with partners (internal and external) to deliver well-being objectives?**
	As part of this change programme BCBC has already engaged with over 2000 learners and staff in schools and college to inform the ambitions of the project. We have worked with a further 2030 young people in the initial consultation phase as well as a range of educational stakeholders and parents in order to shape the future provision of post-16 education in ways that will be of maximum benefit to young people and thereby their wellbeing. During the second round of public consultation there have been 5,159 interactions with stakeholders including 1,235 learners in workshops in schools and Bridgend College
Involvement (The importance of involving people with an interest in achieving the well-being goals, and ensuring that those people reflect the diversity of the area which the body serves)	**5. How does your project / activity involve stakeholders with an interest in achieving the well-being goals? How do those stakeholders reflect the diversity of the area?**
	As indicated above the project has already engaged every secondary school council in workshops to determine the principles for 16-18 education. In turn the school councils ran workshops with learners in their own schools. Over 1500 learners 16-18 and 500 staff in school and college responded to a survey on the current state of 16-18 provision which informed the process of considering concepts for the future. Moving forward to the public consultation on post-16 provision the Council engaged with 2030 learners in workshops and a wider audience through the online survey and direct contact. Engagement sessions with parents, staff and governors were held across the County. All the input from these activities has been used to inform subsequent papers to Cabinet and the second public consultation on how post-16 provision will be delivered in the years ahead. As indicated in section 4 of this Cabinet report a further 5,159 interactions arising from the second public consultation have been taken into account.

Section 2	Assess how well your project / activity will result in multiple benefits for our communities and contribute to the national well-being goals (use Appendix 1 to help you).	
Description of the Well-being goals	**How will your project / activity deliver benefits to our communities under the national well-being goals?**	**Is there any way to maximise the benefits or minimise any negative impacts to our communities (and the contribution to the national well-being goals)?**
A prosperous Wales An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work.	The project is at the heart of developing a skilled and well-educated workforce by providing outstanding 16-18 education. These young people will provide the skilled adults employers are seeking and will underpin the growth of employment opportunities, the economy and wealth in the local economy. The proposed changes are predicated on the efficient use of resources by creating economies of scale in the educational provision.	The Council's options set out to maximise the benefits to the young people in our communities by increasing choice of subjects to study and raising standards of achievement. Facilities will be enhanced and extra-curricular opportunities will be expanded.
A resilient Wales A nation which maintains and enhances a biodiverse natural environment with healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for example climate change).	The project will rationalise the transport infrastructure that supports post-16 education in the County thereby making efficient use of resources and reducing the carbon footprint and thereby contributing to a healthier natural environment.	The options in Phase 4 of the project would seek to maximise access to a wide range of high quality education with rationalised transport and good value for money.
A healthier Wales A society in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood.	The latest options put forward would create larger 16-18 settings with viable teaching groups. Research has shown that the dynamic and interactions that occur in the larger units have a positive effect on the learning experience resulting in higher standards and better wellbeing. There is the potential for increasing the amount of	Creating larger settings for post-16 will enable those learning communities to provide more physical and cultural activities in the working week to balance the academic demands and therefore improve student wellbeing.

	participation in physical activities which in turn will have positive effects on wellbeing.	
A more equal Wales A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances).	This is a critical factor in the review – producing a result where all young people 16-18, regardless of background, circumstance or geography can enjoy access to the same wide range of high quality educational opportunities.	The project is seeking to maximise the opportunity for young people from some of our more disadvantaged backgrounds to access the full range of progression routes post-16 thus providing every learner with a possible and realisable route into their future.
A Wales of cohesive communities Attractive, viable, safe and well-connected communities.	The current post-16 community is fragmented and the project aims to bring together learners from a range of settings into well-designed learning provision alongside peers from across the County thus expanding their social interactions and increasing the connectedness of young people from different communities across the County.	The project aims to maximise opportunities for high quality learning in settings which are financially viable, safe, with excellent facilities and strong relationships between staff and students.
A Wales of vibrant culture and thriving Welsh language A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation.	The extra-curricular dimension and expanded engagement of learners 16-18 in the arts and sport will be built into any developmental plans. The lack of sport in the current post-16 curriculum was identified as a weakness by learners and will be addressed through the options under consideration.	The project will proactively support a thriving Welsh-medium post-16 provision in partnership with schools in RCT with long term plans to expand the numbers in this sector.
A globally responsible Wales A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being.	The Skills Challenge Certificate element of the revised Welsh Baccalaureate is followed by all learners 16-18 across Bridgend and this will continue with the development of the latest options. As a consequence all students will take part in the Global Challenge, one of four challenges built into the qualification.	Maximise impact by universal adoption of the Welsh Baccalaureate.

The potential re-organisation of post-16 provision across Bridgend County Borough.

Consultation report

Date of issue: **11 March 2020**

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1. Overview

A public consultation reviewing the organisation of post-16 provision across Bridgend county borough was undertaken over a 12 week period from 2 December 2019 to 21 February 2020. The consultation received 5159 interactions from a combination of:

- Survey completions;
- Workshops held with comprehensive school pupils;
- Staff and governor engagement sessions;
- Parent and carer engagement sessions;
- Social media engagements;
- Emails;
- Letters.

This paper details the analysis associated with the consultation.

2. Introduction

The public survey was available to complete online through a link on the consultation page of the council's website. Paper copies of the consultation were made available via request to the consultation and engagement team. Surveys were available in several formats, including large print, standard and youth versions. All were available in English and Welsh. The content of the page remains available online.

In total, there were 18 questions (within all survey formats) that required a reply from respondents. These were made up of questions about three overall options in relation to the provision of post 16 education throughout the county borough. Within options one and two there were seven outcomes and two outcomes respectively. The council's standard set of equalities monitoring questions were also included with the survey in line with recommended good practice for all public-facing surveys carried out by the council. One additional question was asked if students selected that they attended Bridgend College.

A programme of engagement events were held in comprehensive schools across the county borough and Bridgend College, engaging with learners, staff and governors, and parents and carers.

Comments regarding the consultation were also invited via social media, letter, email and phone call.

3. Promotional tools and engagement methods

Details of the consultation were shared with:

- The public
- Learners and their parents/carers
- Schools and colleges
- School governors

3.1 Promotional tools

This section details the methods used to raise the profile of the consultation and encourage participation.

3.1.1 Social media

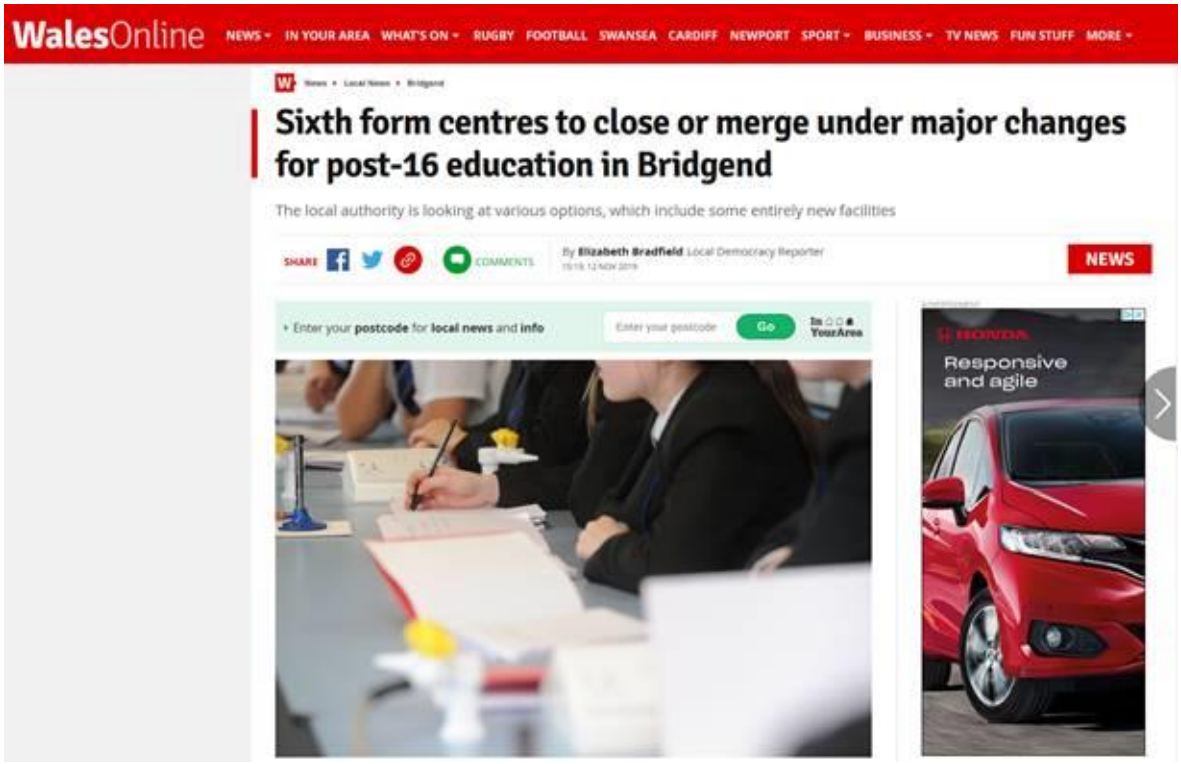
Facebook, Twitter, LinkedIn and Instagram have been widely used to promote the consultation and the overall post-16 consultation social media campaign reached 51,737 people which generated 328 interactions (Link clicks, shares, reactions and comments).

Information was posted to the council's corporate Twitter accounts throughout the consultation period to raise awareness of the consultation and to encourage citizens to share their views on the proposals. The council currently has 12,110 followers on its corporate Twitter accounts. During the period, the authority 'tweeted' 68 times and the information was seen by 32,949 people.

Information was also posted to the council's corporate Facebook page during the consultation period to raise awareness of the consultation and to encourage citizens to share their views on the proposals. The council currently has 12,426 followers. During the period, the authority posted eight times on Facebook and the posts were seen by 17,142 people, these posts generated 99 link clicks, 59 shares, 5 reactions and 9 comments. The comments received have been themed and can be seen in section eight.

3.1.2 Press and media

Details of the consultation were sent as part of media releases emailed to local and national press before and during the consultation (23 October 2019, 9 December 2019, 21 January 2020 and 14 February 2020), and supported with social media messages throughout the live period.





February 26, 2020 Home Comments Policy Complaints Policy Contact Disclaimer

OGGY BLOGGY OGWR

INTRODUCTION COUNCIL GUIDE POSTS BY CATEGORY SATIRE SUPPORT & DONATE

FEATURED / SCHOOLS

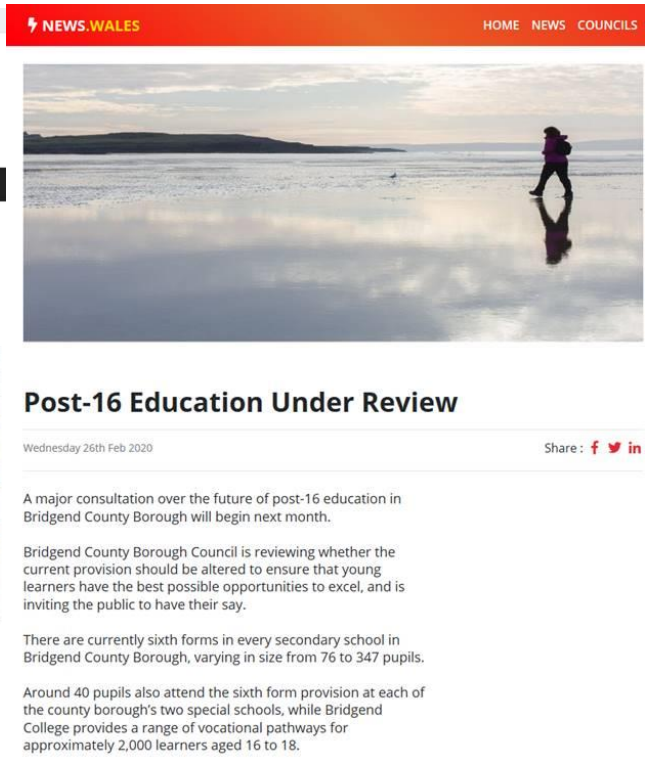
More details of proposed sixth form shake-up revealed ahead of consultation

October 29, 2019 - by Owen Donovan - Leave a Comment

(Title Image: Bryntirion Comprehensive Schools)

Tomorrow, a Bridgend Council scrutiny committee will discuss a number of papers which go into more detail on proposed reforms to post-16 education (namely sixth forms) in Bridgend county (pdf).

A fresh public consultation on the remaining three options is set to open in November – subject to Cabinet approval.



NEWS.WALES HOME NEWS COUNCILS

Post-16 Education Under Review

Wednesday 26th Feb 2020 Share :

A major consultation over the future of post-16 education in Bridgend County Borough will begin next month.

Bridgend County Borough Council is reviewing whether the current provision should be altered to ensure that young learners have the best possible opportunities to excel, and is inviting the public to have their say.

There are currently sixth forms in every secondary school in Bridgend County Borough, varying in size from 76 to 347 pupils.

Around 40 pupils also attend the sixth form provision at each of the county borough's two special schools, while Bridgend College provides a range of vocational pathways for approximately 2,000 learners aged 16 to 18.

Media releases have resulted in local and national press coverage including Wales Online, Oggy Bloggy Ogwr and News.Wales.

3.2 Engagement methods

This section details the mechanisms available for stakeholders to engage with the council and share their views.

3.2.1 The potential reorganisation of post 16 provision across Bridgend county borough survey

A standard survey, large print version of the survey and youth survey were all made available in Welsh and English. All were available in paper format and online. The consultation feedback is contained in section seven.

3.2.2 Parents and carer meetings

Parents and carers sessions took place in all comprehensive schools across the county borough and Bridgend College. Parents and carers were given an overview of the consultation and the proposals and were invited to give views and comments which were recorded by the consultation and engagement team and are themed in section nine. We engaged with 193 parents and carers during the engagement sessions.

3.2.3 Staff and Governor meetings

Staff and governor sessions took place in all comprehensive schools across the county borough and Bridgend College. Staff and governors were given an overview of the consultation and the proposals and were invited to give views and comments which were recorded by the consultation and engagement team and are themed in section ten. We engaged with 322 staff and governors during the engagement sessions.

- Bryntirion Comprehensive;
- Porthcawl Comprehensive;
- Maesteg School;
- Coleg Cymunedol Y Dderwen;
- Ysgol Gyfun Gymraeg Llangynwyd;
- Brynteg Comprehensive;
- Cynffig Comprehensive;
- Bridgend College;
- Pencoed Comprehensive/ Pen Y Bont Sixth Form College.

3.2.4 School engagement sessions

In order to gather the views of young people the consultation team attended comprehensive schools across the county borough. Pupils were given an overview of the consultation and then were guided through the paper version of the survey.

The consultation team engaged with **1235 young people** in a variety of pupil workshops.

Engagement sessions took place in:

- Bryntirion Comprehensive school;
- Maesteg School;
- Coleg Cymunedol Y Dderwen Comprehensive school;
- Ysgol Gyfun Gymraeg Llangynwyd;
- Brynteg Comprehensive school;
- Cynffig Comprehensive school ;
- Bridgend College;
- Pencoed Comprehensive school/ Pen Y Bont Sixth Form College.

The consultation and engagement team sent the youth survey link to Porthcawl Comprehensive and Archbishop McGrath Catholic High School as they were unable to participate in the school engagement sessions. This enabled the school to share the link with pupils so that they had the opportunity to share their views.

The feedback from young people is detailed in appendices 2-11:

Archbishop McGrath Catholic High School	Appendix 2
Bridgend College	Appendix 3
Brynteg Comprehensive School	Appendix 4
Bryntirion Comprehensive School	Appendix 5
Coleg Cymunedol Y Dderwen Comprehensive School	Appendix 6
Cynffig Comprehensive School	Appendix 7
Ysgol Gyfun Gymraeg Llangynwydd	Appendix 8
Maesteg School	Appendix 9
Pencoed Comprehensive School/ Pen Y Bont Sixth Form College	Appendix 10
Porthcawl Comprehensive School	Appendix 11

3.2.5 Coleg Cymunedol y Dderwen 'Save our sixth form' evidence

Coleg Cymunedol y Dderwen submitted 1822 pieces of evidence as part of a campaign to 'Save our sixth form'. The evidence includes:

- Head teacher introduction;
- MP/AM letter;
- Alternative proposal to provide post-16 education;
- Challenge to facts presented within the consultation;
- CCYD 6th form video;
- Change.org petition (signed by 733 people);
- Paper survey completions;
- Letters of support from learners, parents/carers past present and future and the wider community of Coleg Cymunedol y Dderwen.

The evidence from Coleg Cymunedol y Dderwen can be seen in appendix 13.

4. Response rate

In total, there were **5159** interactions during the consultation. The response rate has been segregated into several areas: consultation survey responses, engagement event attendees, social media interactions, emails and letters.

Interactions	Number
Survey completions	1435
School parent and carer meetings	193
School staff and governor meetings	322
Bridgend College staff/governor/parent meeting	19
Pupil workshops	1235
CCYD evidence submission	1823
Emails	13
Letters	110
Social media comments	9
Total interactions	**5159**

During the consultation a series of automated responses were received, this resulted in 6971 computer generated completions, this data was removed from the analysis. The data including the computer generated responses can be viewed in appendix one.

5. How effective was the consultation?

The potential reorganisation of post 16 provision consultation was conducted over 12 week period. The data collection methods, which include the online survey and paper survey were developed using plain English to maximise understanding.

6. Headline figures

Headline figures taken from the main survey are detailed here:

6.1 48% of respondents strongly disagreed with the proposal for Brynteg School to become a sixth form centre and host sixth form students from Bryntirion Comprehensive. A further 18% of respondents disagreed with this proposal;

6.2 27% of respondents agreed with the proposal that Porthcawl Comprehensive should keep its sixth from and a further 20% agreed with this proposal;

6.3 34% of respondents strongly disagreed with the proposal for Cynffig Comprehensive to close or merge its sixth form with Porthcawl Comprehensive and a further 15% disagreed with this proposal;

6.4 49% of respondents strongly disagreed with the proposal that Cynffig Comprehensive could host a sixth form centre and host students from Pencoed and Coleg Cymunedol y Dderwen. A further 19% disagreed with this proposal;

6.5 46% of respondents disagreed with the proposal that Maesteg School hosts a sixth form centre and hosts students from Coleg Cymunedol y Dderwen;

6.6 49% of respondents strongly disagreed with the proposal that Maesteg School and Pencoed Comprehensive both become sixth form centres and host pupils from Coleg Cymunedol y Dderwen and Cynffig. A further 17% of respondents disagreed with this proposal;

6.7 When asked to rank the outcomes within option one respondents selected:

- **Outcome A2** Brynteg school and Bryntirion Comprehensive develop a joint sixth for provision, followed by;
- **Outcome A1** Brynteg School becomes a sixth form centre and hosts sixth form students from Bryntirion Comprehensive, followed by;
- **Outcome B** Porthcawl Comprehensive keeps its sixth form;
- **Outcome C** Cynffig Comprehensive closes or merges its sixth form with Porthcawl Comprehensive, followed by;
- **Outcome D** Cynffig Comprehensive hosts sixth form centre and hosts sixth form students from Pencoed Comprehensive and Coleg Cymunedol y Dderwen, followed by;
- **Outcome E** Maesteg School hosts a sixth form centre and hosts sixth form students from Coleg Cymunedol y Dderwen and finally;
- **Outcome F** Maesteg School and Pencoed Comprehensive both become sixth form centres and host sixth form students from Cynffig Comprehensive and Coleg Cymunedol y Dderwen.

6.8 53% of respondents strongly disagreed with the proposal to develop a sixth form centre in Bridgend Town centre run by the college, drawing sixth form students from Cynffig Comprehensive, Coleg Cymunedol y Dderwen, Pencoed Comprehensive and Bryntirion Comprehensive. A further 17% of respondents disagreed with this proposal;

6.9 47% of respondents strongly disagreed with the proposal of a sixth form centre at Bridgend College's Campus run by the college and hosting sixth form students from Pencoed Comprehensive, Cynffig Comprehensive and Coleg Cymunedol y Dderwen, a further 17% disagreed with this proposal;

6.10 When asked to rank the outcomes within option two respondents selected Outcome A Bridgend town centre sixth form centre run by the college, followed by

outcome B, sixth rom centre at Bridgend College's Pencoed campus run by the college;

6.11 75% of respondents strongly agreed with the proposal to retain sixth forms in all schools but with further development in order to improve the delivery of this option. A further 10% agreed with this proposal;

6.12 When asked to rank the options respondents selected option 3, keep all sixth forms, followed by option 1, keep some sixth forms and merge some sixth form centres run by the council and then option 2, keep some sixth forms and merge some sixth forms to make centres run by the college.

7. Question and analysis - consultation survey

The consultation contained 18 questions related to the re-organisation of post 16 education across the county borough. All questions were optional, so participants could chose to answer all or some of the questions. One additional question was asked if students selected that they attended Bridgend College.

Respondents were provided with information about each of the potential options and outcomes and asked if they agreed with the proposals. After each option respondents were asked to rank their preferred outcome within that option. Finally respondents were asked to rank the three options into their preferred options and make any other comments about the proposals.

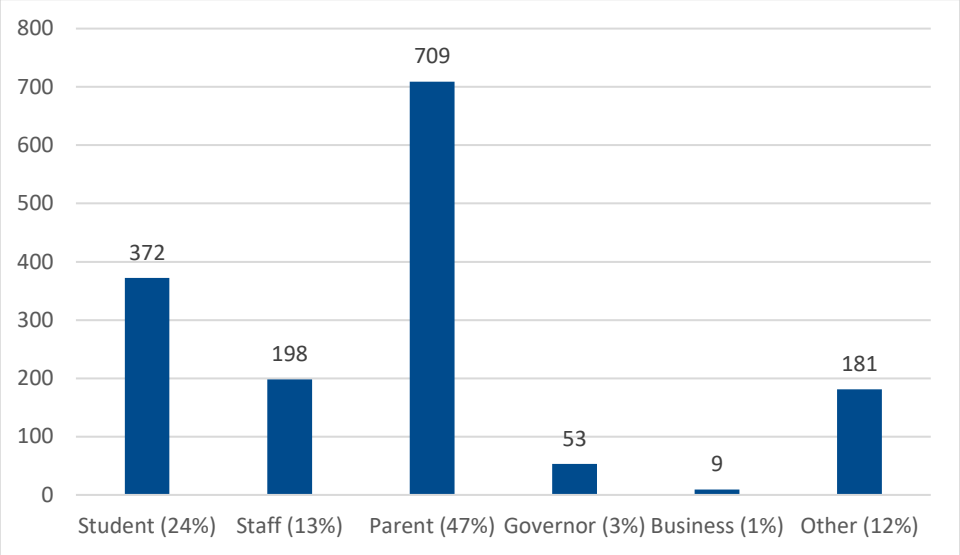
This section details the responses received to the main survey.

The responses received from learners during school engagement sessions have been analysed by individual school/college and can be seen in appendices 2 to 11:

7.1 About you

7.1.1 Please tick the option that best described you as a respondent

1522 people responded to this question.



Respondents were able to choose multiple options to represent themselves. The most common respondents were parent (47%), followed by student (24%) and then staff (13%).

7.1.2 Please specify (if you chose other)

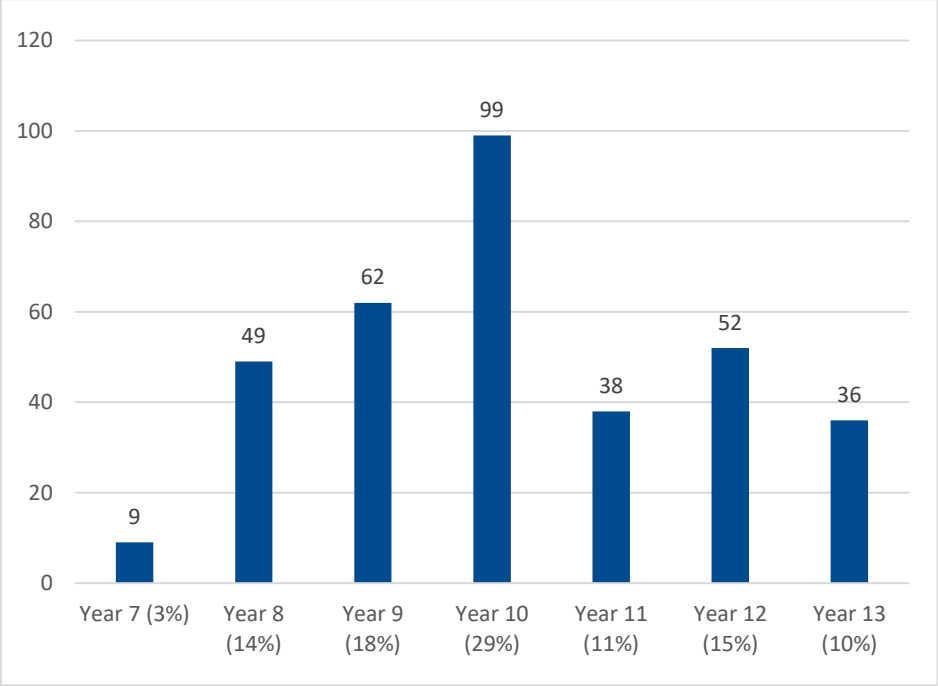
Where respondents selected other they were asked to specify. 167 respondents provided a response to this question and their responses are detailed in the table below:

Alumni/ Former sixth form student	71
Student family member	24
Year 5/6 student	17
Local resident	16
University student/representative	9
Current teacher/ Head teacher	7
Retired teacher/Head teacher	6
Employee in Bridgend Education/Agency working in a school	3
Future Parent	3
Councillor	2
College student	2
Sixth Form teacher in a different local authority/ England	2
Brynteg Pupil Governor Year 11	1
All of the above	1
Youth Worker	1
Previous parent	1
GP Practice Manager	1

7.1.3 Year group

Respondents that said they were a student were then asked to select their year group.

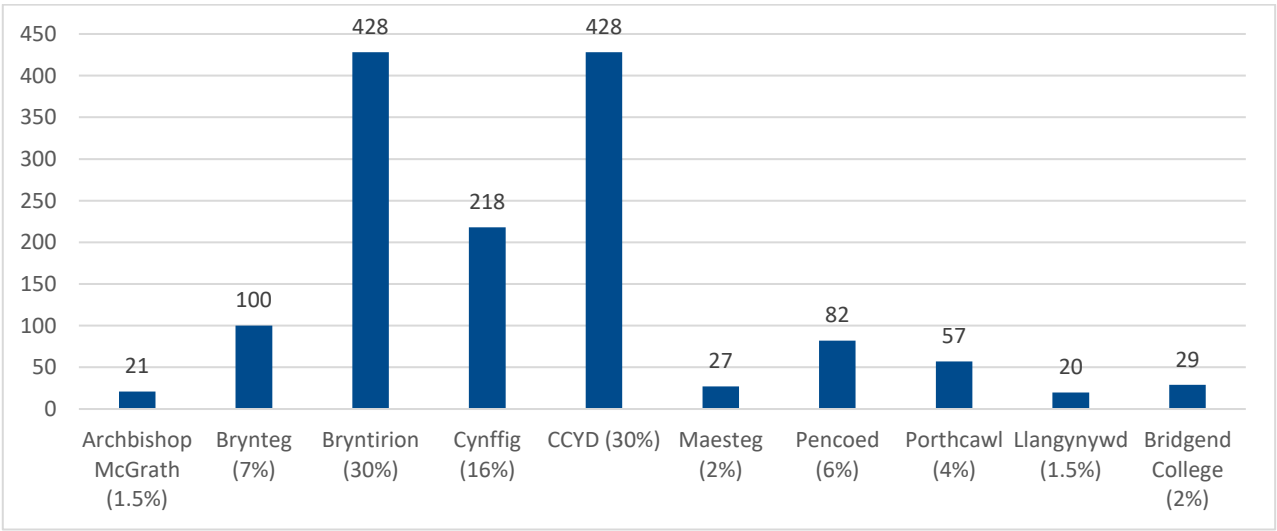
345 people responded to this question.



29% of respondents stated that they were in year 10 (29%), followed by year 9 (18%) and then year 12 (11%).

7.1.4 Which secondary school are you connected to?

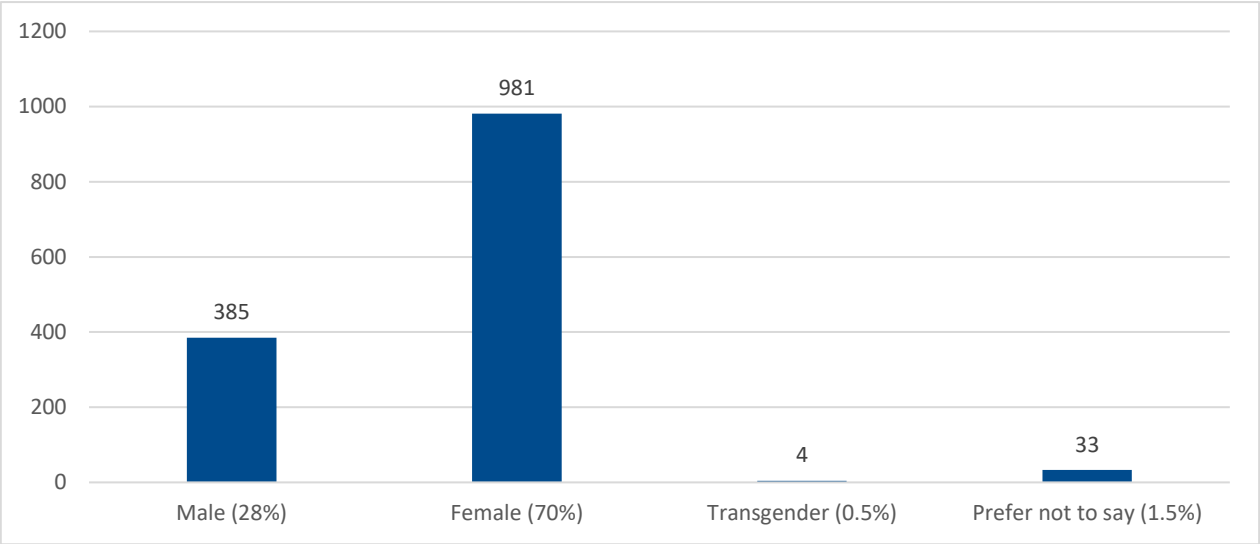
1410 people responded to this question.



30% of respondents were connected to Coleg Cymunedol Y Dderwen and 30% were connected to Bryntirion, this was followed by Brynteg (7%) and then Pencoed (6%).

7.1.5 Gender

1403 people responded to this question.



70% of respondents stated that they were female and 28% stated male. 1.5% of respondents stated that they would prefer not to say and 0.5% stated they were transgender.

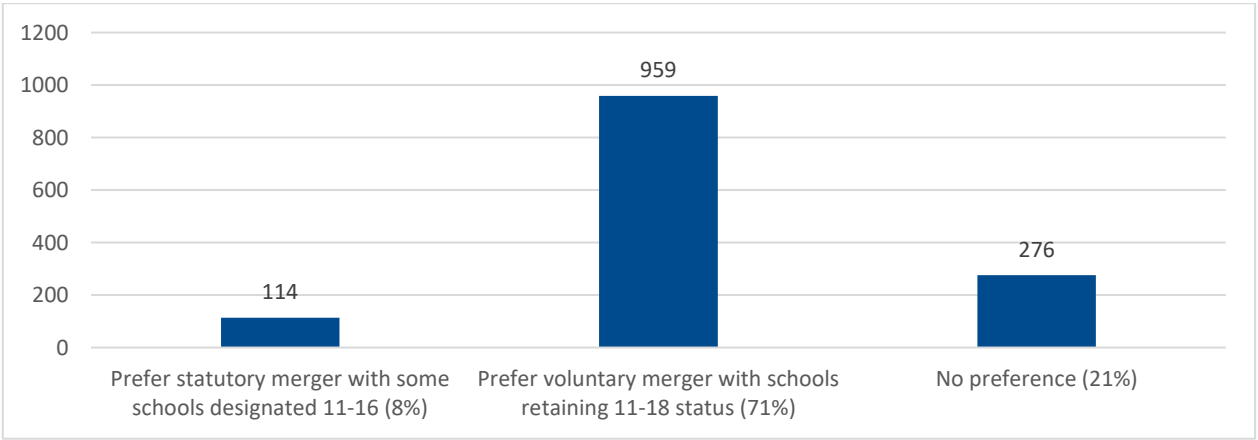
7.2 Survey questions

7.2.1 Sixth form mergers

Respondents were given information about the types of mergers under consideration, described as statutory and voluntary mergers.

Please indicate if you have a preference or not for either type of sixth form merger.

1349 people responded to this question.

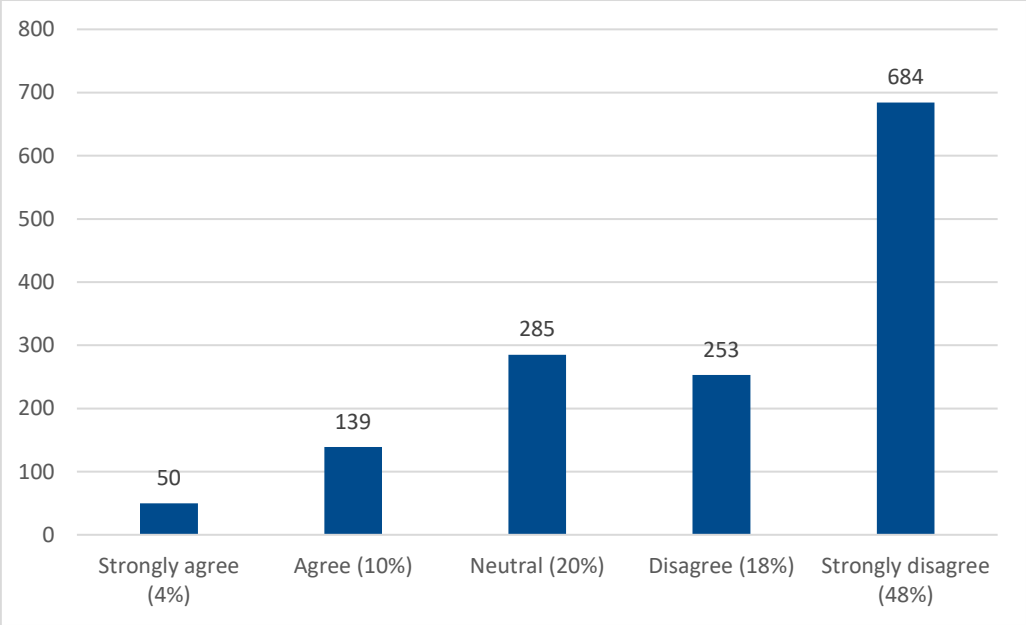


71% of respondents preferred voluntary merger with both schools training 11-18 status, 21% of respondents stated that they had no preference and 8% of respondents preferred a statutory merger with some schools being designated 11-16.

7.2.2 Option one – a mix of school sixth forms with some mergers to create new local authority maintained sixth form centre(s)

7.2.2.1 Outcome A – Brynteg School becomes a sixth form centre and hosts sixth form students from Bryntirion comprehensive

1411 people responded to this question.



48% of respondents strongly disagreed with the proposal for Brynteg School to become a sixth form centre and host sixth form students from Bryntirion comprehensive, a further 18% disagreed. 20% of respondents gave a neutral responses. 10% of respondents agreed with this proposal and a further 4% strongly agreed.

Respondents were asked to add any further comments on this outcome

299 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

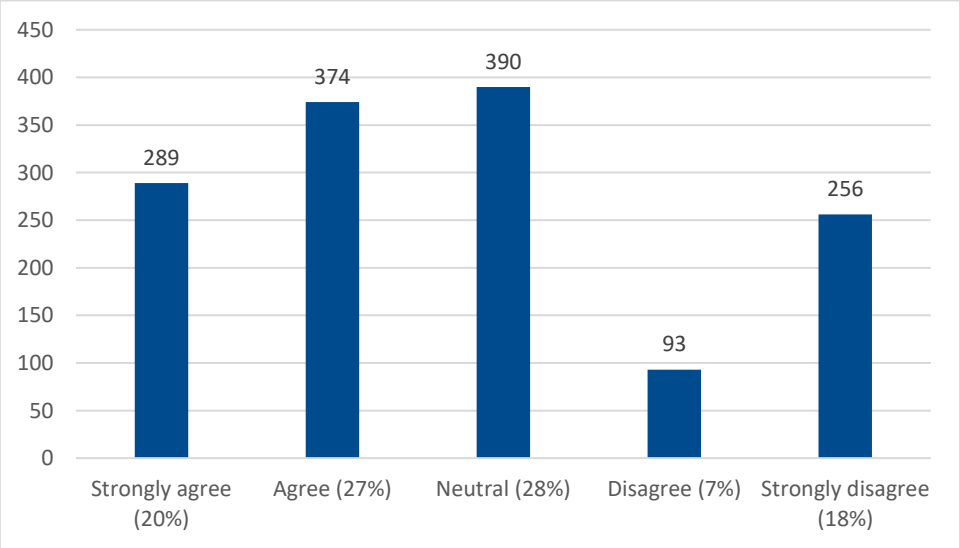
Theme	No.
Pupils will lose familiar teachers/environment/support	52
Keep all sixth forms	48
Bryntirion should keep its sixth form	43
Additional travel, especially if it is not provided by the council, is unfair	26
Disagree with proposal	23
Sixth forms act as role models/positive impact on community	15
Pupils will not want to stay in sixth form if they change	14
School/classes will be overpopulated	13
Will be a difficult transition for pupils at an important time	12
Will offer more subject choice and opportunities	11
Agree with proposal	9

Does not affect me	9
CCYD should keep six form	5
There should be one centre: all schools should merge or no schools should merge	5
Save money elsewhere/ waste of money	4
Parents would not want to send their children to a 11-16 school	3
Creates a two tier education system	2
Invest in sixth forms and improve collaboration	2
Archbishop should keep its sixth form	1
Ask the welsh assembly for more money	1
Welsh education should be protected	1

The most common responses were pupils will lose familiar teachers/environment/support (52), followed by keep all sixth forms (48) and then Bryntirion should keep its sixth form (43).

7.2.2.2 Outcome B – Porthcawl Comprehensive keeps its sixth form

1402 people responded to this question.



28% of respondents provided a neutral response to this proposal. 27% agreed with the proposal that Porthcawl should keep its sixth form and a further 20% strongly agreed with the proposal. 18% of respondents strongly disagreed with this proposal and 7% disagreed.

Respondents were asked to add any further comments on this outcome.

141 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

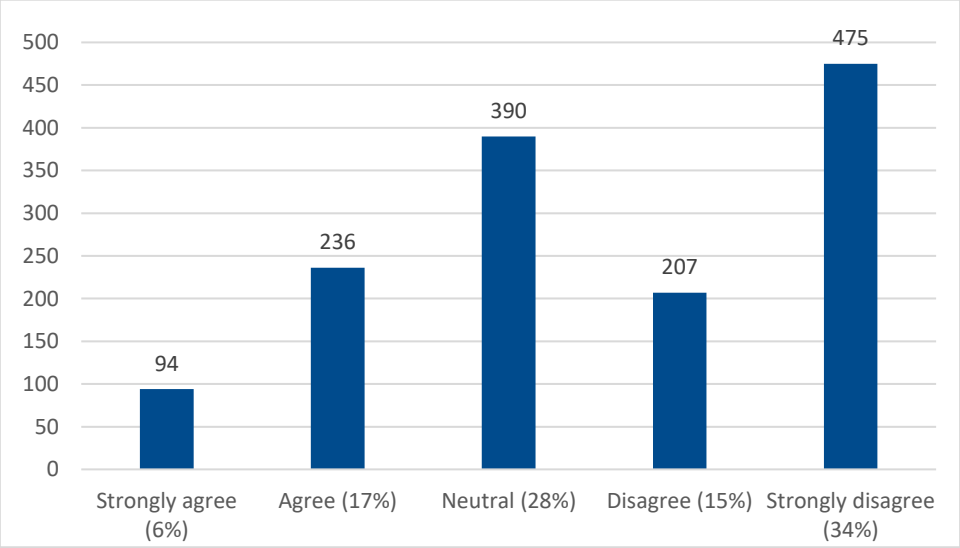
Theme	No.

Keep all sixth forms	41
Why does Porthcawl keep its sixth form, this is unfair on other schools/students	32
Agree with proposal - good standards, unique location, familiar environment for pupils	28
Does not affect me/ should not comment on other schools	13
Cynffig should keep its sixth form	7
CCYD should keep its sixth form	5
Transport should be provided and paid for	4
Cynffig could merge with Porthcawl	3
Make savings elsewhere/waste of money	2
Porthcawl needs investment	2
Why is Archbishop not included in proposals	1
There should be one centre for all sixth form students	1
Provide the services you are funded to provide	1
Welsh education should be protected	1

The most common responses were keep all sixth forms (41) followed by why does Porthcawl keep its sixth form, this is unfair on other schools/students (32) and then agree with proposal - good standards, unique location, familiar environment for pupils (28).

7.2.2.3 Outcome C – Cynffig Comprehensive closes or merges its sixth form with Porthcawl Comprehensive

1402 people responded to this question.



34% of respondents strongly disagreed with this proposal and a further 15% disagreed with the proposal. 28% provided a neutral response. 17% of respondents agreed, and 6% strongly agreed with the proposal for Cynffig comprehensive to close or merge its sixth form with Porthcawl comprehensive.

Respondents were asked to add any further comments on this outcome

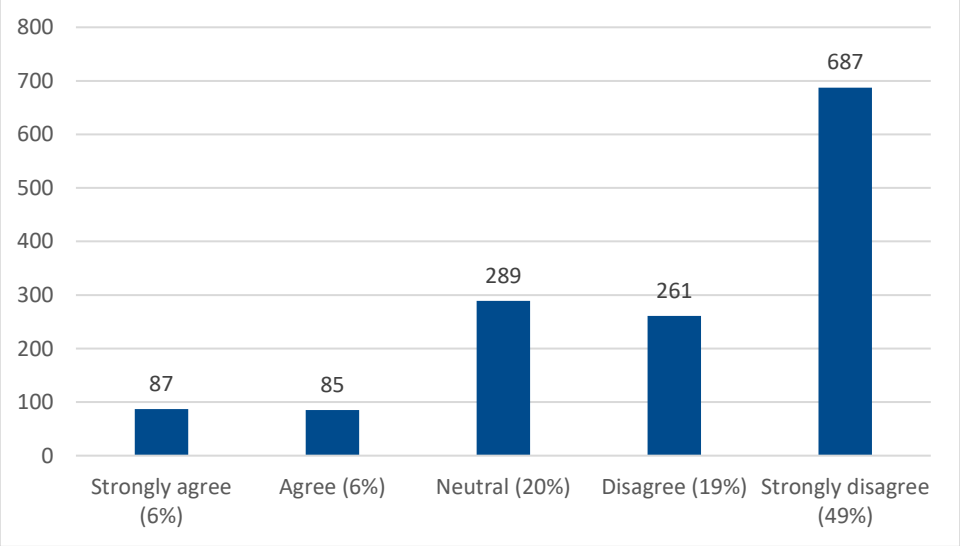
170 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
Disagree with proposal	77
Increased travel would be too costly and too long	28
Agree with proposal	18
Discouraging people to attend sixth form /decrease numbers	12
All sixth forms should remain the same	14
BCBC should invest in deprived area	13
Prefer voluntary merger	8

The most common responses were disagreed with proposal (77), followed by increased travel would be too costly and too long (28) and then agree with proposal (18).

7.2.2.4 Outcome D - Cynffig Comprehensive hosts sixth form centre and hosts sixth from students from Pencoed Comprehensive and Coleg Cymunedol y Dderwen

1409 people responded to this question.



49% of respondents strongly disagreed with the proposal that Cynffig could host a sixth form centre, attended by pupils from Pencoed and CCYD. A further 19% disagreed with the proposal. 20% provided a neutral response. 6% of respondents agreed with this proposal and 6% strongly agreed with the proposal.

Respondents were asked to add any further comments on this outcome

306 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

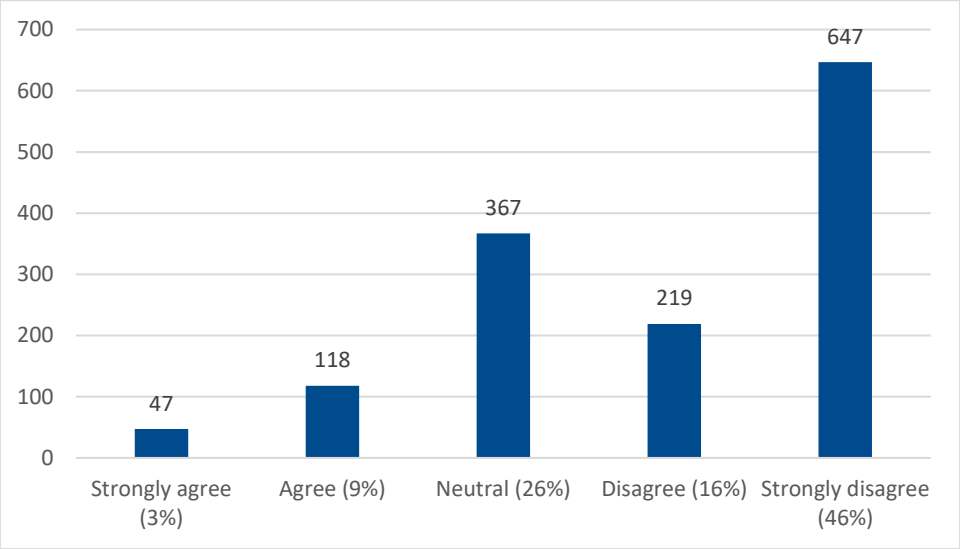
Theme	No.

Increased travel would be too costly and too long	115
Disagree with proposal	96
CCYD should host a sixth form	63
All sixth forms should remain the same	26
Agree with proposal	6

The most common responses were increased travel would be too costly and too long (115), followed by disagree with proposal (96) and then CCYD should host a sixth form (63).

7.2.2.5 Outcome E – Maesteg School hosts a sixth form centre and hosts sixth form students from Coleg Cymunedol y Dderwen

1398 people responded to this question.



46% of respondents strongly disagreed with the proposal that Maesteg School could host a sixth form centre, attended by pupils from CCYD. A further 16% disagreed with the proposal. 26% provided a neutral response. 9% of respondents agreed with this proposal and 3% strongly agreed with the proposal.

Respondents were asked to add any further comments on this outcome

273 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

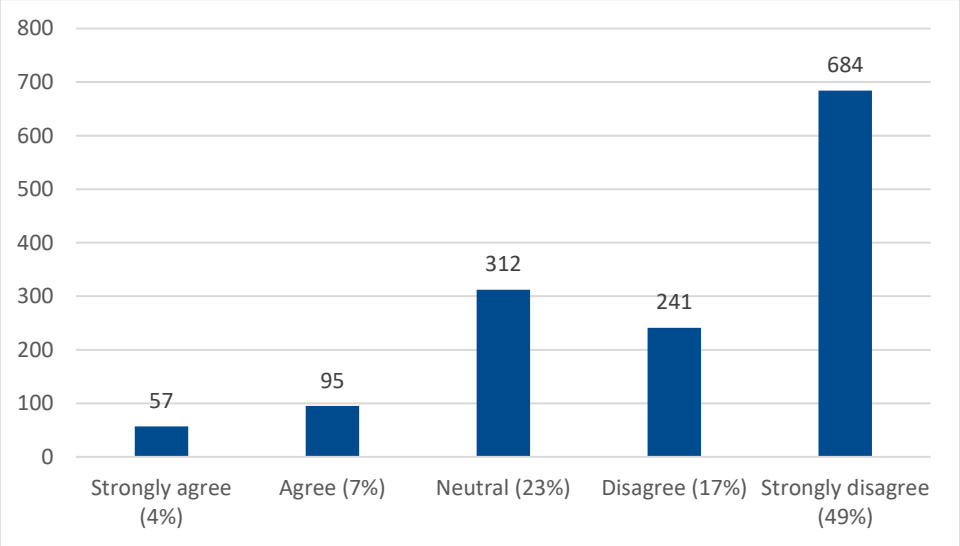
Theme	No.
Too far/too long/ too expensive to travel	134
CCYD should keep its sixth form/ host sixth form centre	44
Keep all sixth forms	19
How will standards of teaching be maintained?	17
Pupils will lose familiar teachers/environment/support	15
Pupils will not stay on in sixth form if they change	15
Disagree with proposal	9
Agree with proposal	4

It will be a difficult transition for pupils	4
Should invest in sixth forms	4
It will be overpopulated/have bigger class sizes	3
Maesteg should keep its sixth form	2
Cynffig should keep its sixth form	1
All sixth form education centre should be at Bridgend college	1
Welsh education has not been considered in proposals	1

The most common responses were too long/too far/too expensive to travel (134), followed by CCYD should keep its sixth form/ host sixth form centre (44) and then keep all sixth forms (19).

7.2.2.6 Outcome F – Maesteg School and Pencoed Comprehensive both become sixth form centres and host sixth form students from Cynffig Comprehensive and Coleg Cymunedol y Dderwen.

1389 people responded to this question.



49% of respondents strongly disagreed with the proposal that Maesteg School and Pencoed Comprehensive both become sixth form centres and host pupils from CCYD and Cynffig. A further 17% disagreed with the proposal. 23% provided a neutral response. 7% of respondents agreed with this proposal and 4% strongly agreed with the proposal.

Respondents were asked to add any further comments on this outcome

205 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
Too far/too long/ too expensive to travel	68
Will become overpopulated/more competition for places	26
Keep all sixth forms	24
CCYD should keep its sixth form/ host six form centre	18

Disagree with proposal	17
Agree with proposal	10
Pupils will lose familiar staff/environment/support	8
Either all schools merge or no schools merge	6
Disadvantaged students are being further disadvantaged	6
How will standards be maintained?	6
Pupils would not stay on in sixth form if they change	5
All six form education at Bridgend college	1
Cynffig should keep its sixth form	1
It will be a difficult transition for pupils	1
Should invest in sixth forms	1
Welsh education has not been considered in proposals	1

The most common responses were too long/too far/too expensive to travel (68), followed by will become overpopulated/more competition for places (26) and then keep all sixth forms (24).

7.2.2.7 Overall consideration of the options

Respondents were asked to rank in order of preference the options outlined in outcomes A-F.

The overall list of preferred concepts are:

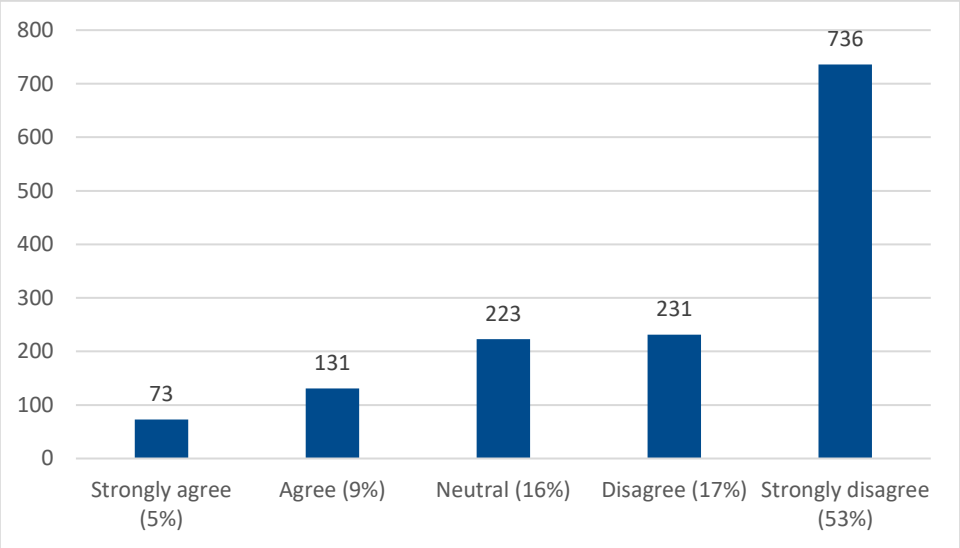
Rank	Outcome	Number of respondents who ranked each concept in position	% of respondents who ranked each concept in position
1	**Outcome A2** Brynteg school and Bryntirion Comprehensive develop a joint sixth for provision;	214	23%
2	**Outcome A1** Brynteg School becomes a sixth form centre and hosts sixth form students from Bryntirion Comprehensive	165	30%
3	**Outcome B** Porthcawl Comprehensive keeps its sixth form	165	22%
4	**Outcome C** Cynffig Comprehensive closes or merges its sixth form with Porthcawl Comprehensive	168	24%
5	**Outcome D** Cynffig Comprehensive hosts sixth form centre and hosts sixth form students from Pencoed Comprehensive and Coleg Cymunedol y Dderwen	170	24%

6	**Outcome E** Maesteg School hosts a sixth form centre and hosts sixth form students from Coleg Cymunedol y Dderwen	200	28%
7	**Outcome F** Maesteg School and Pencoed Comprehensive both become sixth form centres and host sixth form students from Cynffig Comprehensive and Coleg Cymunedol y Dderwen.	166	23%

7.2.3 Option two – a mix of school sixth forms with some mergers to create a new FE college governed sixth form centre(s)

7.2.3.1 Outcome A – a sixth form centre is developed in Bridgend Town centre and run by Bridgend College, drawing sixth from students from Cynffig Comprehensive school, Coleg Cymunedon y Dderwen, Pencoed Comprehensive school and Bryntirion Comprehensive school (if the merger with Brynteg school listed in Option 1/Outcome A did not take place).

1394 people responded to this question.



53% of respondents strongly disagreed with this proposal and a further 17% disagreed with the proposal. 16% provided a neutral response. 9% of respondents agreed with this proposal and a further 5% strongly agreed with the proposal.

Respondents were asked to add any further comments on this outcome

257 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

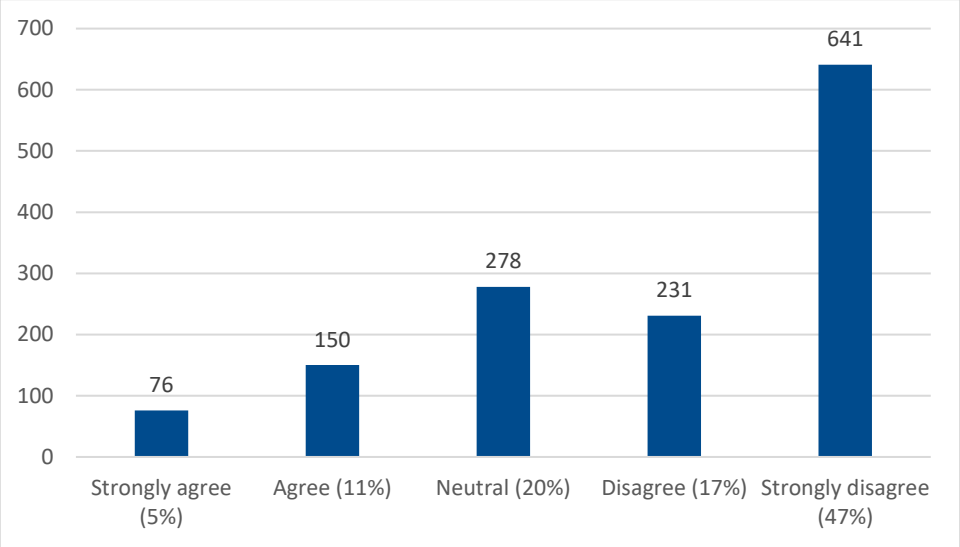
Theme	No.

Keep all sixth forms	29
Either all schools attend a centre or no schools attend, unfair that only some schools lose sixth form	24
Additional travel is unfair/affects students if they have to pay for transport	23
Pupils will lose familiar teachers/environment/pastoral and wellbeing support	19
Staffing issues/may negatively affect standards	19
If a student wanted to go to college they would have/ some students prefer school environment	16
Will be expensive to build/not enough space in town centre	16
Disagree with proposal	15
Centre will be too big/too many students/bigger class sizes	12
Difficult transition for pupils/may be cultural differences	9
Sixth formers are role models/create a school community	9
This is better than option one (merging schools)	9
Agree with proposal	8
Location and paying for transport to a centre will impact pupils from disadvantaged areas	8
CCYD should keep its sixth form	7
Town centre is not suitable/ too many students in town	7
Bryntirion should keep its sixth form	6
Will offer more subject choices (including Welsh) and offer better opportunities	6
Pupils would not attend a centre for sixth form	3
Does not affect me	2
Location to Brynteg would increase competition and may damage Brynteg admissions	2
Cynffig should keep its sixth form	1

The most common responses were keep all sixth forms (29), followed by either all schools attend a centre or no schools attend, unfair that only some schools lose sixth form (24) and then additional travel is unfair/affects students if they have to pay for transport (23).

7.2.3.2 Outcome B - Sixth form centre at Bridgend College's Pencoed Campus run by the college and hosting sixth-form students from Pencoed Comprehensive, Cynffig Comprehensive and Coleg Cymunedol y Dderwen.

1376 people responded to this question.



47% of respondents strongly disagreed with this proposal and a further 17% disagreed with the proposal. 20% provided a neutral response. 11% of respondents agreed with this proposal and a further 5% strongly agreed with the proposal.

Respondents were asked to add any further comments on this outcome

155 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
Additional travel is unfair/affects students if they have to pay for transport	41
Keep all sixth forms	15
CCYD should keep its sixth form	13
Expensive to build, invest in sixth forms instead	12
Disagree with proposal	9
Transport costs will be expensive, negative impact on pupils from disadvantaged areas	9
Staffing issues/may negatively affect standards	8
Agree with proposal	7
Pupils would not got to sixth form if they change and/or have to pay transport costs	7
Centre will be too big/too many students/bigger class sizes	6
If a student wanted to go to college they would have/ some students prefer school environment	6
Will offer more subject choices/opportunities	4
Better than merging schools	3
Pencoed should retain its 11-18 status	3
Sixth formers are role models/create a school community	3
What about other subjects?	3
Cynffig should keep its sixth form	2

Either all schools attend a centre or no schools attend, unfair that only some schools lose sixth form	2
Does not affect me	1
Welsh education should be protected	1

The most common responses were additional travel is unfair/affects students if they have to pay for transport (41), followed by keep all sixth forms (15) and then CCYD should keep its sixth form (13).

7.2.3.3 Overall consideration of the options

Respondents were asked to rank their preferred choice for outcome A and B by numbering the options one and two.

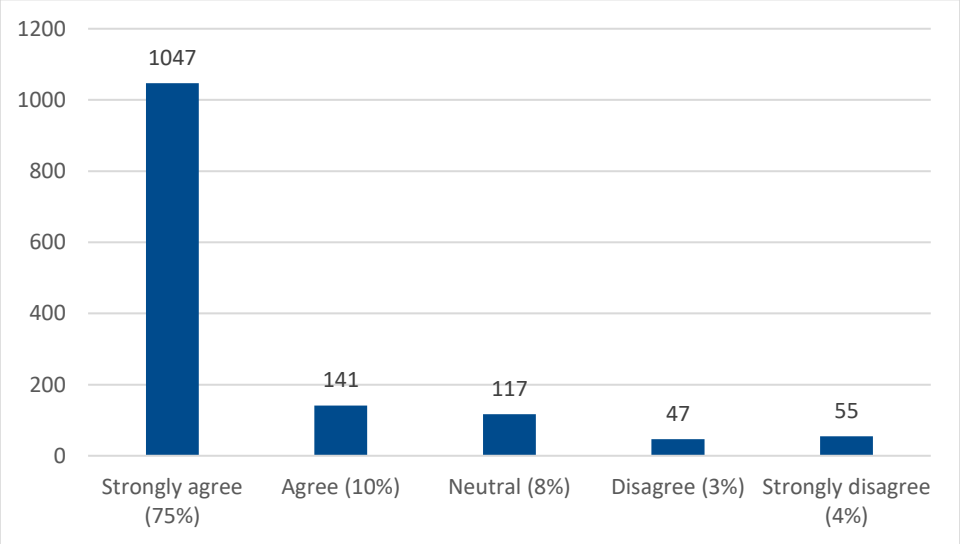
Respondents ranked outcomes A and B as:

- Outcome A Bridgend town centre sixth form centre run by the college (52%)
- Outcome B Sixth Form centre at Bridgend College's Pencoed campus run by the college (48%)

7.2.4 Option three Keeping sixth forms in all schools

7.2.4.1 The retention of sixth forms in all schools – the current position (ie a distributed tertiary model based on collaboration, but with further development in order to improve the delivery of this option)

1407 people responded to this question.



75% of respondents strongly agreed with the proposal to keep sixth forms in all schools and a further 10% of respondents agreed with this proposal. 8% provided a neutral response. 4% of respondents strongly disagreed with this proposal and a further 3% disagreed with the proposal to keep sixth forms in all schools.

Respondents were asked to add any further comments on this outcome

355 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
Keep all sixth forms	122
Pupils will lose familiar staff/environment/wellbeing and support	61
Invest in sixth forms/Need better collaboration/ Centre of excellence for subjects	33
There will be no additional travel for learners	24
Sixth formers are role models, raise aspirations of younger pupils and create a sixth form community	24
This is unsustainable/not all pupils have equal opportunities	16
Standards will be maintained if sixth forms remain in schools	13
Choice - people can change sixth forms or go to college if they prefer	12
Pupils will not continue/stay in sixth form if they change	9
Bryntirion should keep its sixth form	8
CCYD should keep its sixth form	8
Pupils will not have to worry about a difficult transition	5
There will be no loss of staff from schools	5
Parents will not send their children to a 11-16 school	4
Would be better for some schools, that are close together, to merge	4
Transport should be provided for free	3
Consideration needs to be given to Faith schools	1
Cynffig should keep its sixth form	1
Either all sixth forms close or all sixth forms stay open	1
The Borough is 20 years behind reorganisation of post 16 provision such as Coleg Sir Gar in Carmarthenshire.	1

The most common responses were keep all sixth forms (122), followed by pupils will lose familiar staff/environment/wellbeing and support (61) and then invest in sixth forms/need better collaboration/ centre of excellence for subjects (33).

7.2.5 Overall consideration of the options

Respondents were asked, having reviewed all the options and outcomes, to rank their preferred choice for options 1, 2 and 3.

Overall respondents ranked the outcomes in first position as follows:

- Option 3 retention of sixth forms in all schools – the current position (ie a distributed tertiary model based on collaboration, but with further development in order to improve the delivery of this option) (85%);
- Option 1 a mix of school sixth forms with some mergers to create new local authority maintained sixth-form centre(s) (9%);
- Option 2 a mix of school sixth form with some mergers to create new FE College governed sixth-form centre(s) (6%).

7.2.6 Do you have any other comments you would like to make about the proposals?

Respondents were asked if they had any further comments that they would like to make about the proposals.

437 comments were received. These have been themed and are detailed in the table below:

Theme	No.
Keep all sixth forms	149
Additional travel for some pupils is unfair and could be too expensive for some pupils/families	44
CCYD should retain its sixth form/ consider building or developing a sixth form centre at CCYD	32
Invest in sixth forms/more subject choice/collaboration	32
Familiar teachers/environment/wellbeing of pupils is important	30
Pupils would not attend sixth form if they changed	19
Bryntirion should retain its sixth form	18
Should have a college centre for all sixth form pupils	16
Decisions should focus on the best standards of education that can be provided	15
Sixth formers are role models/ form a school community/ raise aspirations	14
Education should be equal i.e. available to all pupils and schools treated the same	11
More consideration needs to be given to pupils with additional learning needs	9
Choices - keeping all sixth forms means people can go to a different sixth form or college if they prefer	8
Make savings elsewhere	8
Schools will lose staff if sixth forms change	6
Agree with some proposals/mergers	5
Cynffig should retain its sixth form	5
Parents would not send their child to a 11-16 school	5
There is no mention of Llangynwyd/ Welsh language provision	5
Maesteg should retain its sixth form	2
Disagree with proposals	1
Porthcawl should retain its sixth form	1
Whatever saves the most money and reduces household tax bills	1
Will Education Maintenance Allowance be increased?	1

The most common responses were keep all sixth forms (149), followed by additional travel for some pupils is unfair and could be too expensive for some pupils/families (44) and then CCYD should retain its sixth form/ consider building or developing a sixth form centre at CCYD (32).

7.2.7 Bridgend College students

There was one question aimed specifically at Bridgend College students, which asked if you are a student at Bridgend College, please give us your reasons for going to college.

10 people responded to this question. The comments received are detailed below:

Comment
To Study ICT
You can see all your friends and its good for you future and if you are sick you can go to wellbeing and they will help you when you got a problem
I chose Bridgend because it is the closest one to my house.
There were opportunities for be to improve my knowledge on the subject I wanted to expand upon.
I would need to travel less going to college
Messed up in sixth form and got bad grades
I need education.
I feel like it will be more beneficial for me.
Better atmosphere, more options, more excitement, less drama + no one from other school, better facilities.
To study information technology

8. Social media responses

During the consultation period there were 9 interactions on our social media channels.

The comments have been themed and are detailed in the table below:

Theme	No.
Sharing the online survey	2
Keep sixth forms are they are	2
Decisions need to be more informed and include residents views	2
Sharing Facebook page	1
Decisions need to consider where additional housing and developments will be	1
Travel would be difficult for pupils, too far and too long	1

There were two interactions where the survey was shared online, and the most comment themes were keep all sixth forms as they are (2) and decisions need to be more informed and include residents views (2).

9. Parents and carers meetings

The consultation and engagement team attended engagement sessions with parents in comprehensive schools and Bridgend College. Parents from comprehensive schools and primary schools across the county borough were informed about the engagement sessions.

We engaged with 193 parents and carers during these sessions. Parents and carers were given an overview of the consultation and were invited to ask questions and make comments about the proposals. Comments made during these sessions have been themed and are detailed in the table below:

Theme	No.
Pupils have familiar teachers/environment/pastoral support in their current settings	19
Travel is unrealistic in some options	14
Invest in sixth forms/better subject choice/collaboration	14
Pupils/families may not be able to pay for (additional) transport	14
Sixth form are important to schools/ act as role models	13
Keep sixth forms as they are	11
Consultation process/timelines	9
Should have considered this consultation in line with transport/local development plan consultation	9
Parents will not send their children to a 11-16 school	8
Staffing issues: teachers will lose jobs/who will teach at mergers/centres	7
Pupils will not attend sixth form if they change	6
There is no referral to welsh language growth in the consultation/ no link to the WESP	5
Do schools have space/capacity to take additional pupils?	5
Standards here are good, how would this be maintained?	5
This will disproportionally affect disadvantaged pupils	4
Lots of work going into English speaking schools but there is no comparable for the welsh language	4
Pupils and parents are concerned about Welsh medium post 16 provisions and the subjects/opportunities on offer	3
There are cultural differences between schools	3
Pupils already have a choice of where to go for post 16 education	3
How would mergers be managed and funded/will they affect school funding?	3
Why are some sixth forms protected?	2
Where will centres be based and how will they be funded?	2
Welsh medium education has been omitted from this consultation	2

The most common comments were pupils have familiar teachers/environment/pastoral support in their current settings (19), followed by travel is unrealistic in some options (14), invest in sixth forms/better subject choice/collaboration (14) and pupils/families may not be able to pay for (additional) transport (14).

10. Staff and Governor Meetings

The consultation and engagement team attended engagement sessions with staff and governors in comprehensive schools across the county borough and Bridgend College. Staff and governors were given an overview of the consultation and were invited to ask questions and make comments about the proposals. We engaged with 322 staff and governors during

these sessions. Comments made during these sessions have been themed and are detailed in the table below:

Theme	No.
Invest in sixth form/collaboration	14
In options that require transport will this be provided free for pupils/teachers?	13
What effect will the local delivery plan have on projected numbers and will this be considered?	12
Keep the sixth form at this school/keep all sixth forms	11
Parents will not send their children to a 11-16 school	11
Travel is unrealistic in some options	10
Subject offer and standards are very good here, how will this be maintained elsewhere?	10
Where will the proposed centres be built and how will they be funded?	9
Consultation process/timelines	9
Teachers will not want to teach at 11-16 school/ how will you attract/retain high quality teachers	9
Difficult transition for pupils/ no pastoral or mental health support	8
If pupils have to travel to other site/go to college they will not stay on in sixth form or drop out	7
Some options will mean teacher redundancies	5
Sixth forms are role models, give our school an identity and provide a familiar supportive environment	5
Could host centre on our school site/ take additional pupils	5
Need to take a whole education view i.e. from nursery to post 16 and consider the new curriculum/ALN Bill	5
College could offer wider subject choice/opportunities	5
Pupils from disadvantaged areas will be further disadvantaged	4
Are all of these options viable and sustainable?	4
Will create a two-tier system of schools if some schools lose their sixth forms	3
Have worked hard to develop our sixth form/pupils into sixth form	3
Welsh language pupils have been involved in English medium decisions and collaboration but have been unable to have a say on their own provision	3
Discussion of new centres but what is being done to promote/invest in Welsh language provision	3
What support would you provide to schools if they merge, including financial?	2
Could multiple outcomes from the consultation happen?	2
New centres could draw pupils away from the school	2
Does the consultation data include post 16 learners at college and twilight data, or is it just schools?	2
How can Welsh education be raised to have parity with English medium?	2
Housing developments only refer to English medium schools but this will affect Welsh language provision numbers	1
Consultation does not include Welsh language primary schools and the impact on Llangynwydd/WESP	1

The most common comments were invest in sixth form/collaboration (14), followed by in options that require transport will this be provided free for pupils/teachers? (13) and then what effect will the local delivery plan have on projected numbers and will this be considered? (12).

11. Letters and emails

13 emails were received during the consultation. The details of the emails have been themed and are detailed in the table below, some emails contained multiple themes:

Theme	No.
Email with formal letter attached*	10
CCYD have already faced adversity as an amalgamated school	1
Most of the children in CCYD come from low income areas so they should be able to stay in a school in their local area	1
Figures in the consultation document do not reflect out five year plan	1
Students will not be able to afford to pay for travel	1
These proposals would create a two tier education system	1
CCYD have the capacity to increase – original plans show another wing	1
PAN data for Bryntirion is incorrect	1
Is the data for all other schools accurate within the consultation documents?	1
Dates for any decision and changes due to school uniform providers needing to be made aware.	1

*Letters have been included in Appendix 12.

110 letters and one report from a school governing body were received during the consultation. These have been attached in Appendix 12.

12. Communication regarding the consultation

Would you like to be emailed once the consultation report is available?

Yes	528	37%
No	907	63%

13. Conclusion

13.1 Summary

A sample of 1435 survey completions is robust and is subject to a maximum standard error of ±2.574 at the 95% confidence level. Therefore, we can be 95% confident that responses are representative of those that would be given by the total adult population, to within ±2.574% of the percentages reported. This means that if the total adult population of Bridgend had taken part in the survey and a statistic of 50% was observed, we can be 95% confident that the actual figure lies between 47.426% and 52.574%.

13.2 Equality Impact Assessment

The Full Equality Impact Assessment will be completed to consider the impact of these proposals, and presented to Cabinet alongside the consultation report.

14. Appendix 1.

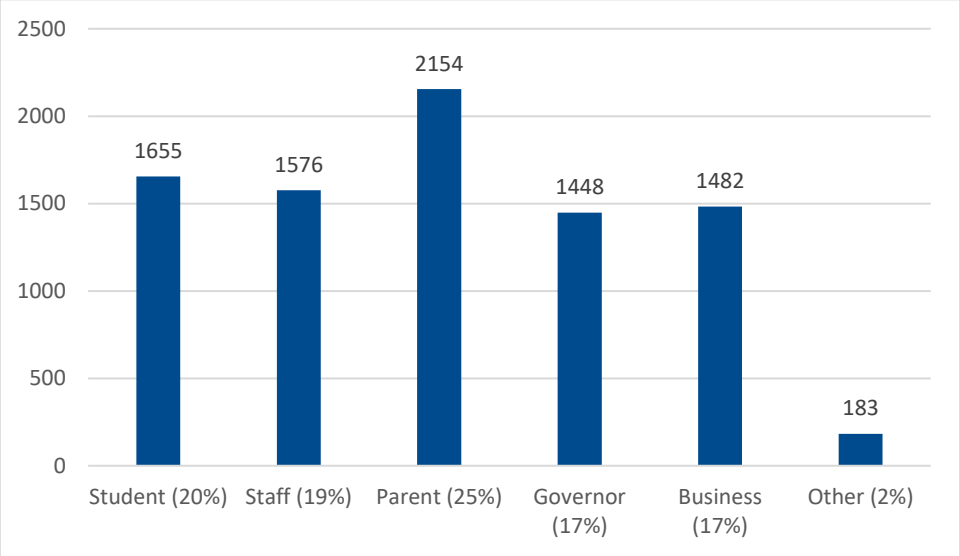
This section details the responses received to the standard online survey, including automated response data.

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7.1 About you

7.1.1 Please tick the option that best described you as a respondent

There were 8498 responses to this question.



Respondents were able to choose multiple options to represent themselves. The most common respondents were parent (25%), followed by staff (11%) and then student (20%).

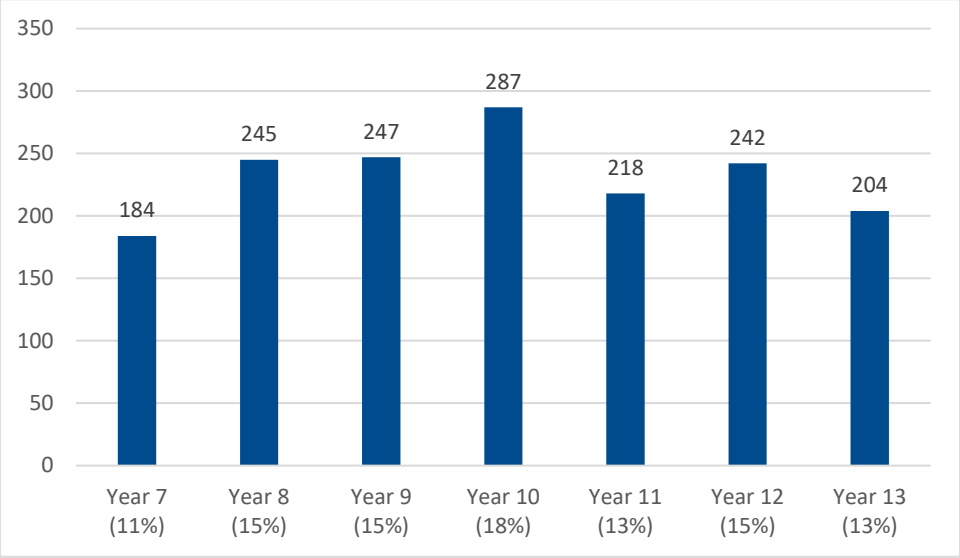
7.1.2 Please specify (if you chose other)

There were no additional comments from the automated response data

7.1.3 Year group

Respondents that said they were a student were then asked to select their year group.

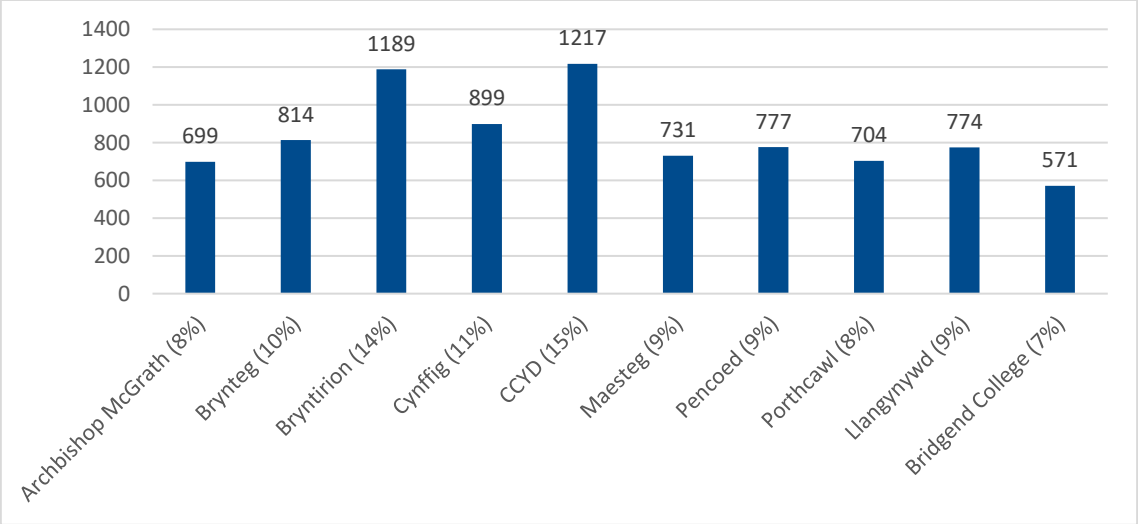
There were 1627 responses to this question.



18% of respondents stated that they were in year 10, followed by year 8, year 9 and year 12 equally (15%).

7.1.4 Which secondary school are you connected to?

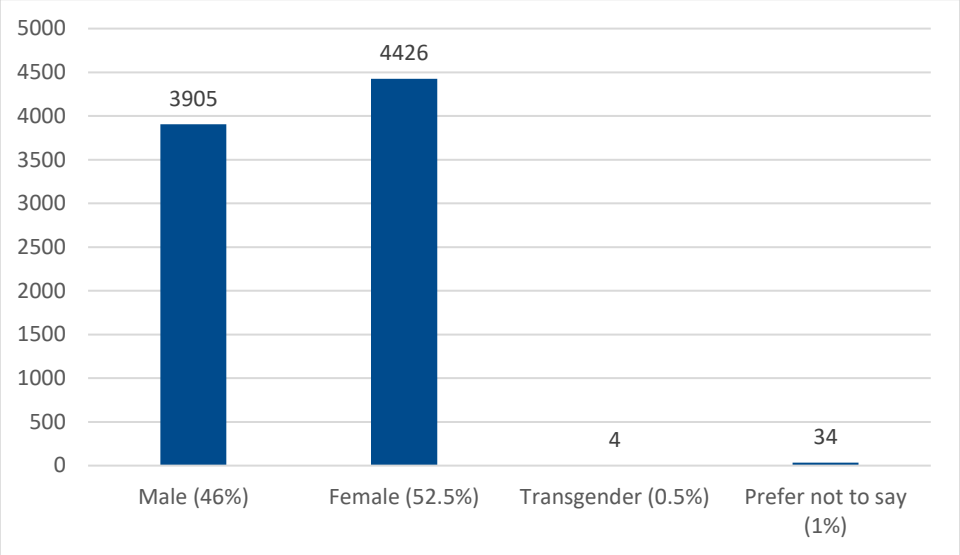
There were 8375 responses to this question



15% of respondents were connected to Coleg Cymunedol Y Dderwen followed by 14% connected to Bryntirion, this was followed by Brynteg (10%).

7.1.5 Gender

There were 8369 responses to this question



52.5 % of respondents stated that they were female and 46% stated male. 1% of respondents stated that they would prefer not to say and 0.5% stated they were transgender.

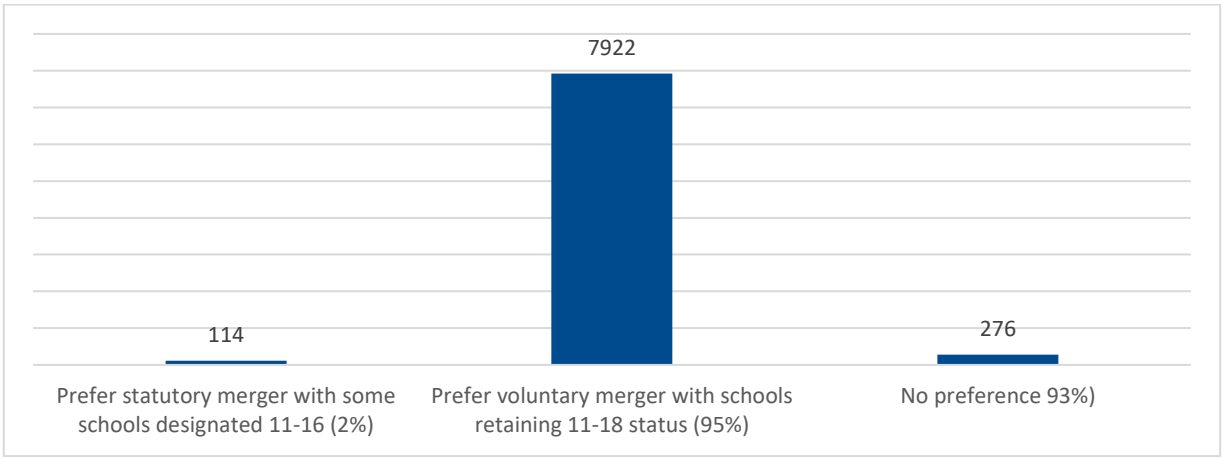
7.2 Survey questions

7.2.1 Sixth form mergers

Respondents were given information about the types of mergers under consideration, described as statutory and voluntary mergers.

Please indicate if you have a preference or not for either type of sixth form merger

There were 8312 responses to this question

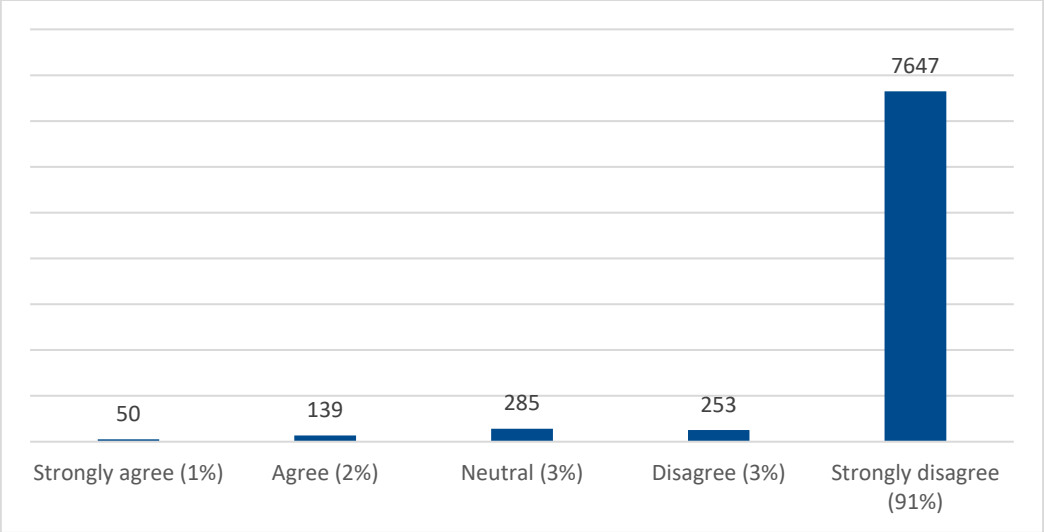


95% of respondents preferred voluntary merger with both schools training 11-18 status, 9% of respondents stated that they had no preference and 2% of respondents preferred a statutory merger with some schools being designated 11-16.

7.2.2 Option one – a mix of school sixth forms with some mergers to create new local authority maintained sixth form centre(s)

7.2.2.1 Outcome A – Brynteg School becomes a sixth form centre and hosts sixth form students from Bryntirion comprehensive

There were 8374 responses to this question.



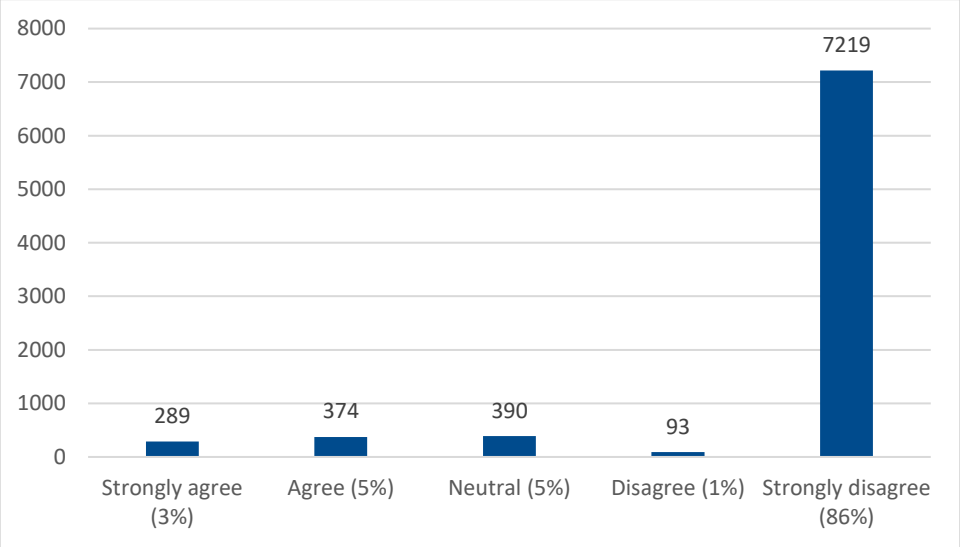
91% of respondents strongly disagreed with the proposal for Brynteg School to become a sixth form centre and host sixth form students from Bryntirion comprehensive, a further 3% disagreed. 3% of respondents gave a neutral responses and 3% either strongly agreed or agreed with this proposal.

Respondents were asked to add any further comments on this outcome.

There were no additional comments made on the automated response data.

7.2.2.2 Outcome B – Porthcawl Comprehensive keeps its sixth form

There were 8365 responses to this question



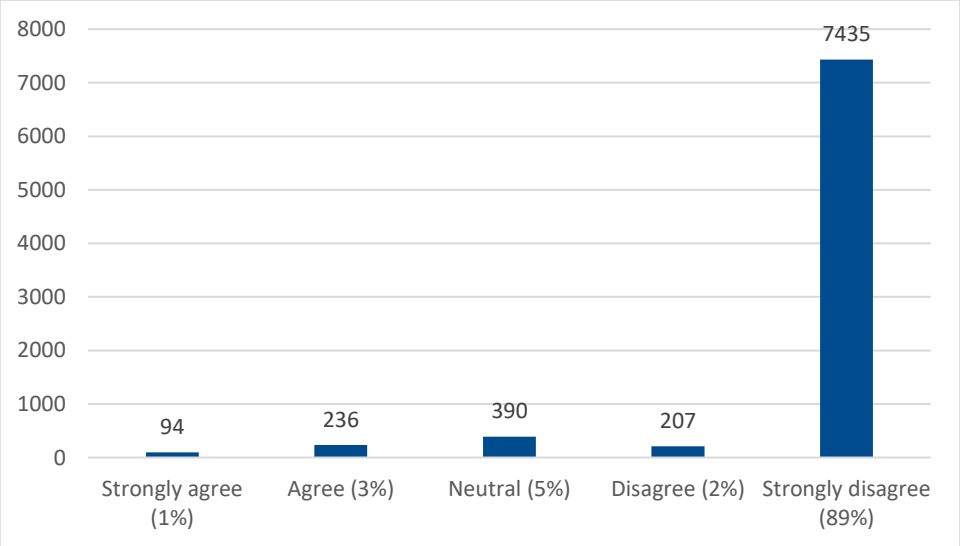
86% of respondents strongly disagreed that Porthcawl should retain its sixth form, a further 1% disagreed. 5% gave a neutral response. 5% of respondents agreed with this proposal and a further 3% strongly agreed.

Respondents were asked to add any further comments on this outcome.

There were no additional comments made on the automated response data.

7.2.2.3 Outcome C – Cynffig Comprehensive closes or merges its sixth form with Porthcawl Comprehensive

There were 8362 responses to this question



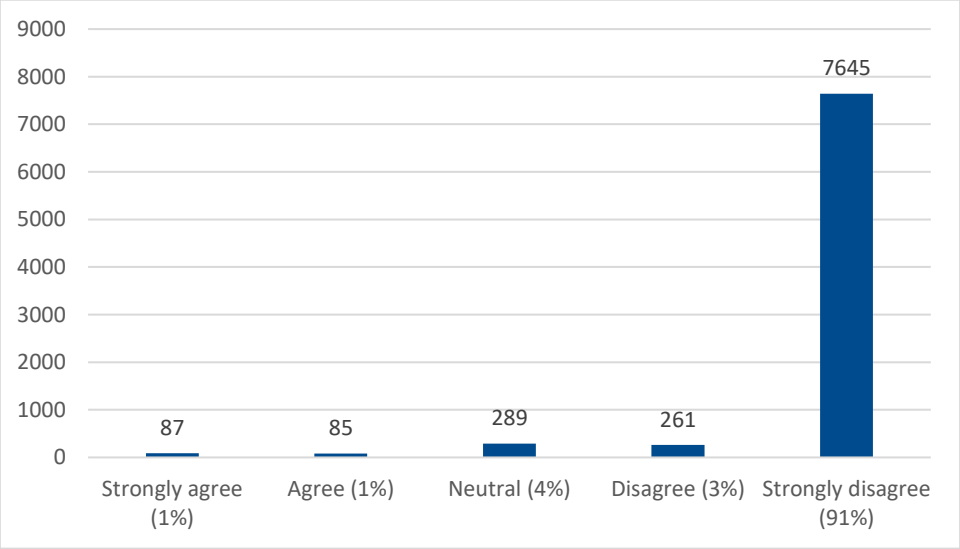
89% of respondents strongly disagreed with this proposal and a further 2% disagreed with the proposal. 5% provided a neutral response. 3% of respondents agreed, and 1% strongly agreed with the proposal for Cynffig comprehensive to close or merge its sixth form with Porthcawl comprehensive.

Respondents were asked to add any further comments on this outcome.

There were no additional comments made on the automated response data.

7.2.2.4 Outcome D - Cynffig Comprehensive hosts sixth form centre and hosts sixth from students from Pencoed Comprehensive and Coleg Cymunedol y Dderwen

There were 8367 responses to this question



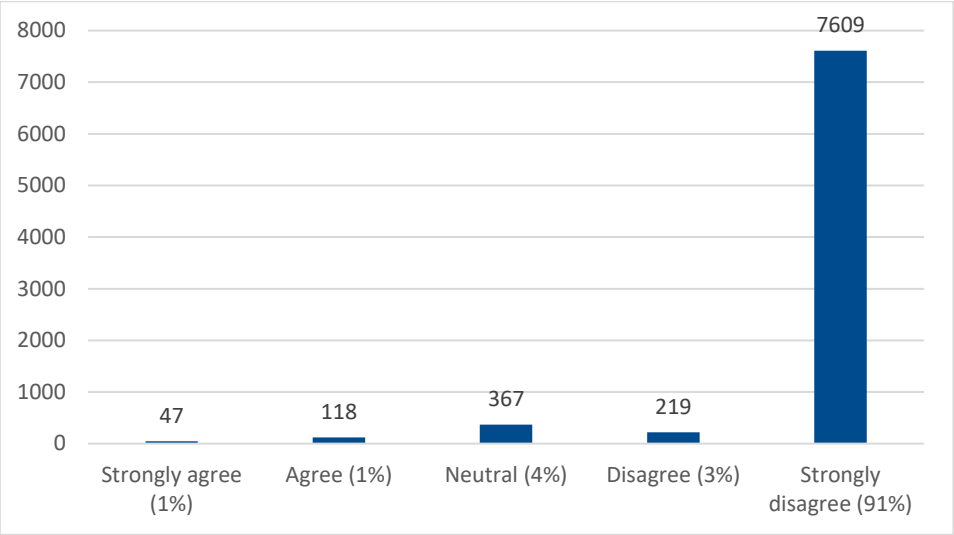
91% of respondents strongly disagreed with the proposal that Cynffig could host a sixth form centre, attended by pupils from Pencoed and CCYD. A further 3% disagreed with the proposal. 4% provided a neutral response. 1% of respondents agreed with this proposal and 1% strongly agreed with the proposal.

Respondents were asked to add any further comments on this outcome.

There were no additional comments made on the automated response data.

7.2.2.5 Outcome E – Maesteg School hosts a sixth form centre and hosts sixth form students from Coleg Cymunedol y Dderwen

There were 8360 responses to this question



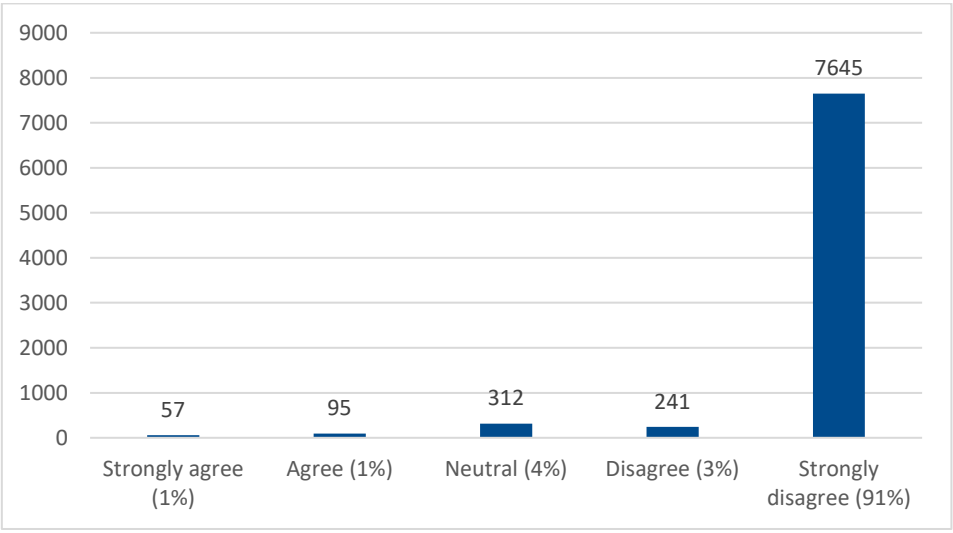
91% of respondents strongly disagreed with the proposal that Maesteg School could host a sixth form centre, attended by pupils from CCYD. A further 3% disagreed with the proposal. 26% provided a neutral response. 1% of respondents agreed with this proposal and a further 1% strongly agreed with the proposal.

Respondents were asked to add any further comments on this outcome.

There were no additional comments made on the automated response data.

7.2.2.6 Outcome F – Maesteg School and Pencoed Comprehensive both become sixth form centres and host sixth form students from Cynffig Comprehensive and Coleg Cymunedol y Dderwen.

There were 8350 responses to this question



91% of respondents strongly disagreed with the proposal that Maesteg School and Pencoed Comprehensive both become sixth form centres and host pupils from CCYD and Cynffig. A further 3% disagreed with the proposal. 4% provided a neutral response. 1% of respondents agreed with this proposal and 1% strongly agreed with the proposal.

Respondents were asked to add any further comments on this outcome.

There were no additional comments made on the automated response data.

7.2.2.7 Overall consideration of the options

Respondents were asked to rank in order of preference the options outlined in outcomes A-F.

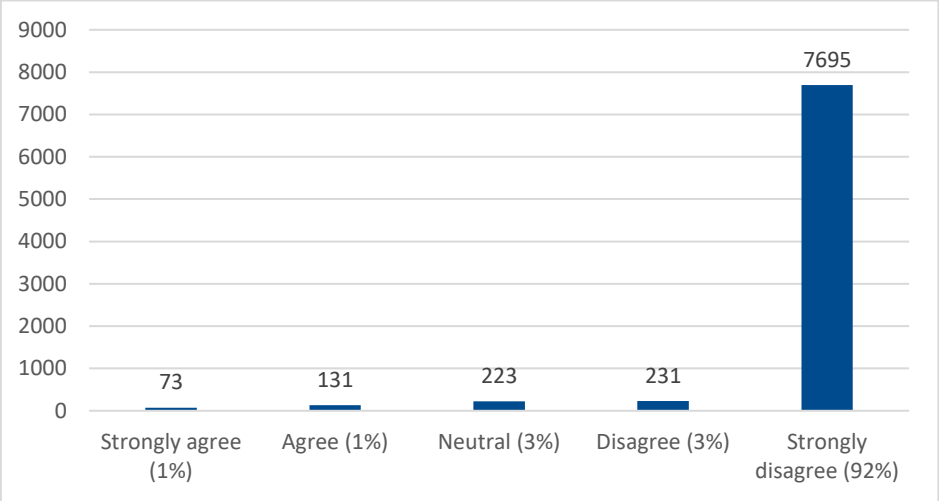
Overall the options were ranked as follows:

Rank	Outcome	Number of respondents who ranked each concept in position	% of groups who racked each concept in positon
1	**Outcome A1** Brynteg School becomes a sixth form centre and hosts sixth form students from Bryntirion Comprehensive **Outcome A2** Brynteg school and Bryntirion Comprehensive develop a joint sixth for provision;	7109	92%
2	**Outcome B** Porthcawl Comprehensive keeps its sixth form	5208	65%
3	**Outcome C** Cynffig Comprehensive closes or merges its sixth form with Porthcawl Comprehensive	5193	67%
4	**Outcome F** Maesteg School and Pencoed Comprehensive both become sixth form centres and host sixth form students from Cynffig Comprehensive and Coleg Cymunedol y Dderwen.	5114	67%
5	**Outcome A2** Brynteg school and Bryntirion Comprehensive develop a joint sixth for provision;	5064	66%
6	**Outcome E** Maesteg School hosts a sixth form centre and hosts sixth form students from Coleg Cymunedol y Dderwen	5209	67%
7	**Outcome D** – Cynffig Comprehensive hosts sixth-form centre and host sixth-form students from Pencoed Comprehensive and Coleg Cymunedol y Dderwen	5152	66%

7.2.3 Option two – a mix of school sixth forms with some mergers to create a new FE college governed sixth form centre(s)

7.2.3.1 Outcome A – a sixth form centre is developed in Bridgend Town centre and run by Bridgend College, drawing sixth from students from Cynffig Comprehensive school, Coleg Cymunedon y Dderwen, Pencoed Comprehensive school and Bryntirion Comprehensive school (if the merger with Brynteg school listed in Option 1/Outcome A did not take place).

There were 8353 responses to this question



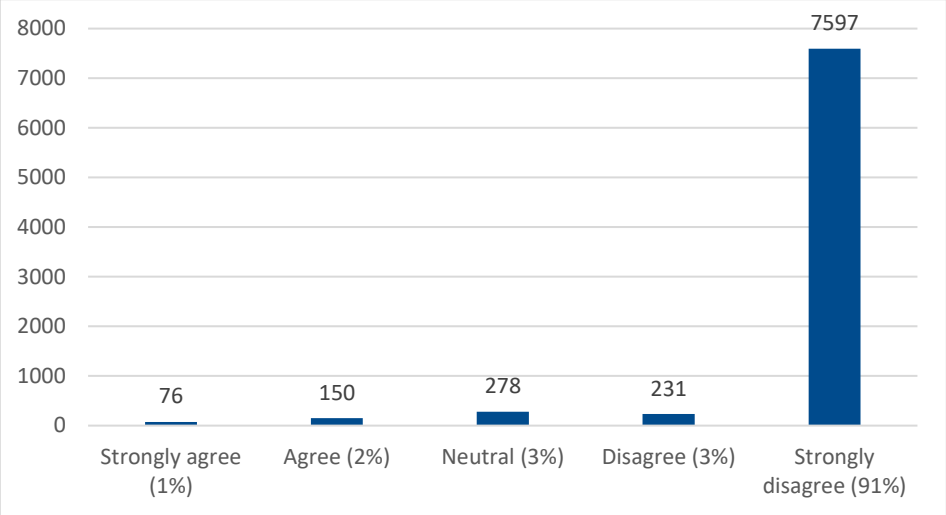
92% of respondents strongly disagreed with this proposal and a further 3% disagreed with the proposal. 3% provided a neutral response. 1% of respondents agreed with this proposal and a further 1% strongly agreed with the proposal.

Respondents were asked to add any further comments on this outcome.

There were no additional comments made on the automated response data.

7.2.3.2 Outcome B - Sixth form centre at Bridgend College's Pencoed Campus run by the college and hosting sixth-form students from Pencoed Comprehensive, Cynffig Comprehensive and Coleg Cymunedol y Dderwen.

There were 8332 responses to this question



91% of respondents strongly disagreed with this proposal and a further 3% disagreed with the proposal. 3% provided a neutral response. 2% of respondents agreed with this proposal and a further 1% strongly agreed with the proposal.

Respondents were asked to add any further comments on this outcome.

There were no additional comments made on the automated response data.

7.2.3.3 Overall consideration of the options

Respondents were asked to rank their preferred choice for Outcome A and B by numbering the options one and two.

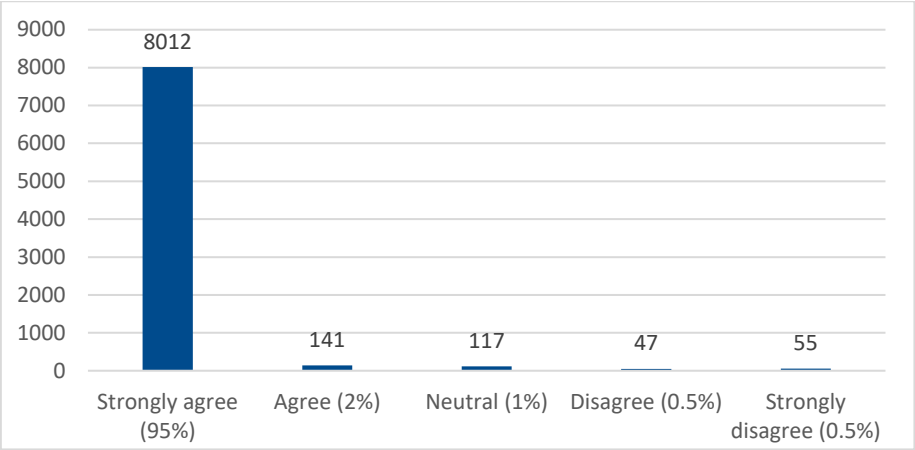
Respondents ranked outcomes A and B as:

- Outcome A Bridgend town centre sixth form centre run by the college (51%)
- Outcome B Sixth Form centre at Bridgend College's Pencoed campus run by the college (49%)

7.2.4 Option three Keeping sixth forms in all schools

7.2.4.1 The retention of sixth forms in all schools – the current position (ie a distributed tertiary model based on collaboration, but with further development in order to improve the delivery of this option)

There were 8372 responses to this question



95% of respondents strongly agreed with the proposal to keep sixth forms in all schools and a further 2% of respondents agreed with this proposal. 1% provided a neutral response. 0.5% of respondents strongly disagreed with this proposal and a further 0.5% disagreed with the proposal to keep sixth forms in all schools.

Respondents were asked to add any further comments on this outcome.

There were no additional comments made on the automated response data.

7.2.5 Overall consideration of the options

Respondents were asked having reviewed all the options and outcomes to rank their preferred choice for Options 1,2 and 3.

Overall respondents ranked the outcomes in first position as follows:

- Option 3 retention of sixth forms in all schools – the current position (ie a distributed tertiary model based on collaboration, but with further development in order to improve the delivery of this option) (97%);
- Option 1 a mix of school sixth forms with some mergers to create new local authority maintained sixth-form centre(s) (2%);
- Option 2 a mix of school sixth form with some mergers to create new FE College governed sixth-form centre(s) (1%).

7.2.6 Do you have any other comments you would like to make about the proposals?

Respondents were asked if they had any further comments that they would like to make about the proposals.

There were no additional comments made on the automated response data.

7.2.7 Bridgend College students

There was one question aimed specifically at Bridgend College students, which asked if you are a student at Bridgend College, please give us your reasons for going to college.

No additional responses were received within the automated response data

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Appendix 2 Archbishop McGrath Catholic High School

1. Question and analysis - consultation survey

In order to gather the views of young people the consultation and engagement team and the lead officer for post-16 education attended comprehensive schools across the county borough. Pupils were given an overview of the consultation and then were guided through the youth version of the survey.

Archbishop McGrath Catholic High School were unable to participate in the engagement session therefore they were sent the online link to the youth survey to share with the learners to complete the survey online.

The youth version of the consultation contained 18 questions related re-organisation of post 16 education across the county borough. All questions were optional, so participants could choose to answer all or some of the questions.

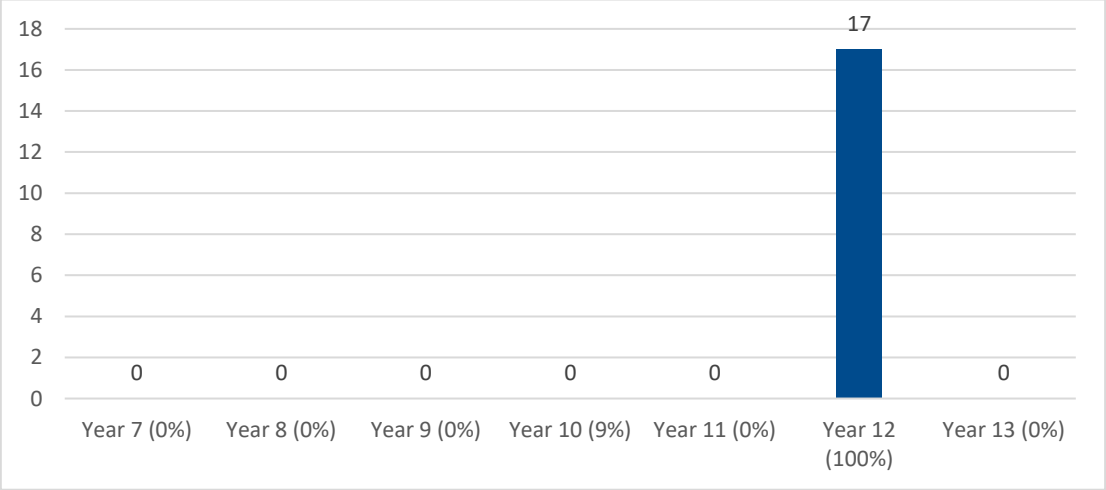
This report details the responses received from 27 learners in Archbishop McGrath Catholic High School

1.1 About you

1.1.1 Year group

Respondents that said they were a student were then asked to select their year group.

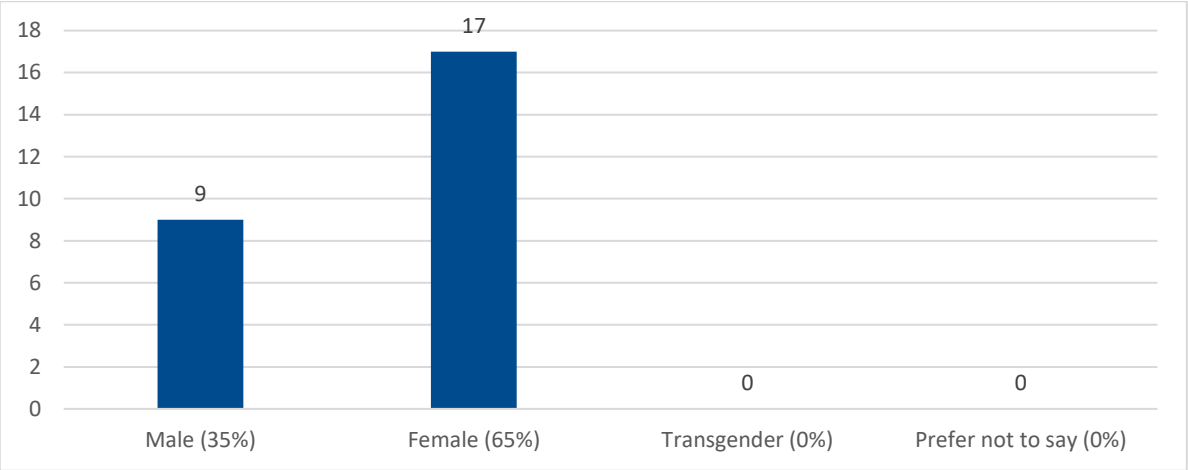
17 people responded to this question.



100% of learners that responded to this question stated that they were in year 12.

1.1.2 Gender

26 people responded to this question.



65% of respondents stated that they were female and 35% stated that the were male.

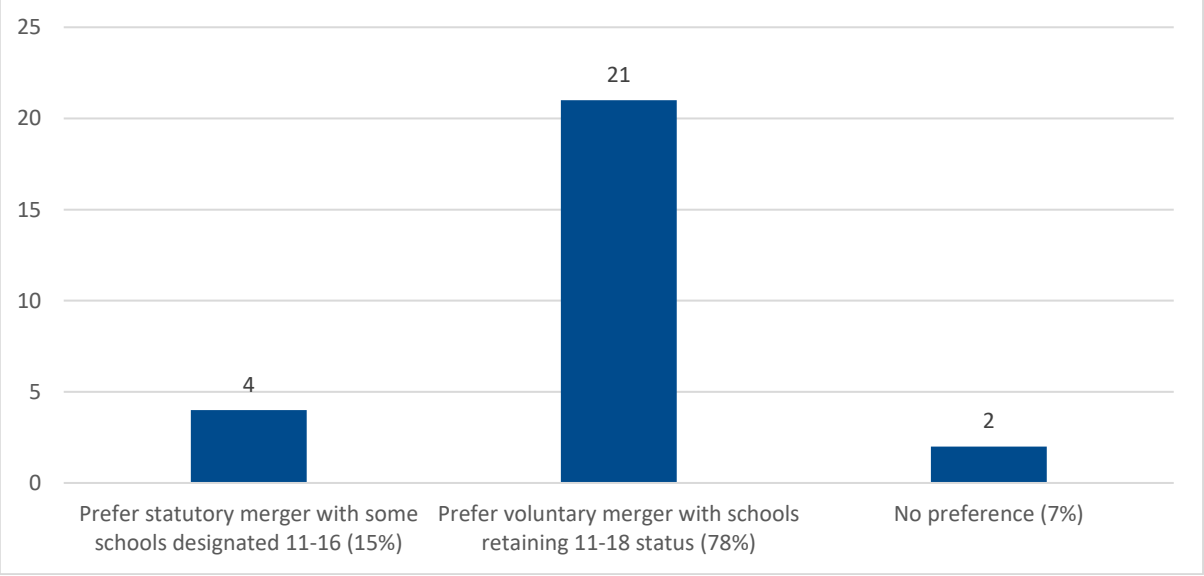
1.2 Survey questions

1.2.1 Sixth form mergers

Respondents were given information about the types of mergers under consideration, described as statutory and voluntary mergers.

Please indicate if you have a preference or not for either type of sixth form merger

27 people responded to this question.

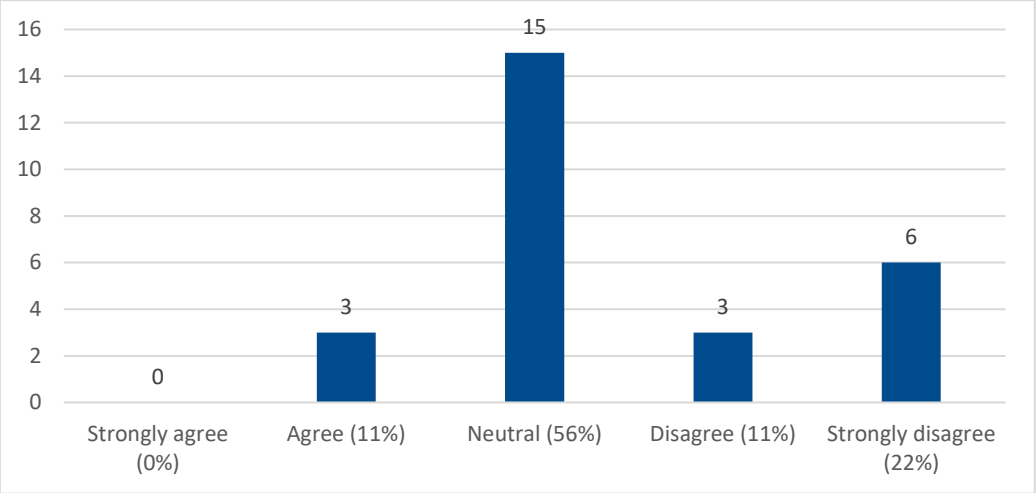


78% of respondents preferred voluntary merger with both schools retaining 11-18 status, 15% of respondents preferred a statutory merger with some schools being designated 11-16 and 7% of respondents stated that they had no preference.

1.2.2 Option one – a mix of school sixth forms with some mergers to create new local authority maintained sixth form centre(s)

1.2.2.1 Outcome A – Brynteg School becomes a sixth form centre and hosts sixth form students from Bryntirion comprehensive

27 people responded to this question.



56% of respondents gave a neutral response. 22% strongly disagreed with the proposal for Brynteg School to become a sixth form centre and host sixth form students from Bryntirion comprehensive, a further 11% disagreed. 11% of respondents agreed with this proposal.

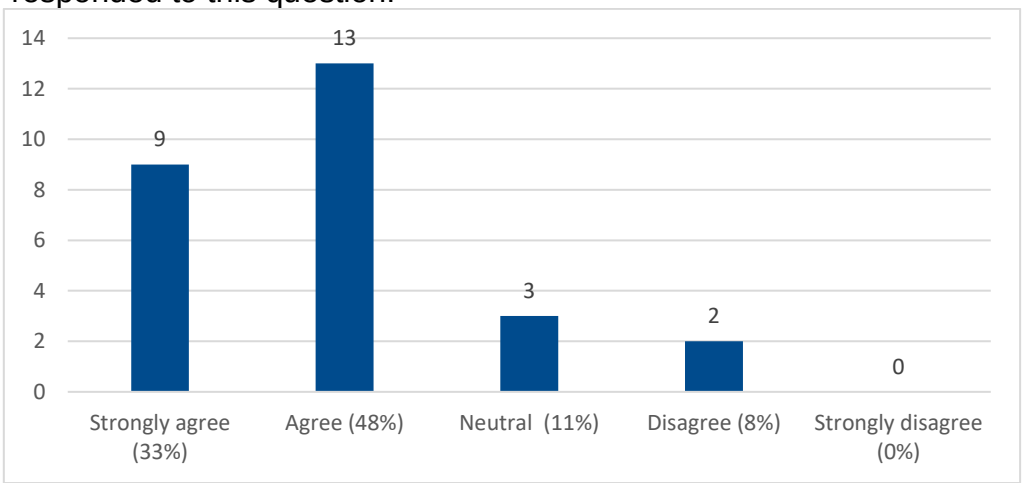
Respondents were asked to add any further comments on this outcome

Two comments were received in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
Students should not have to move schools for post 16 education	1
Disagree with proposal	1

1.2.2.2 Outcome B – Porthcawl Comprehensive keeps its sixth form

27 people responded to this question.

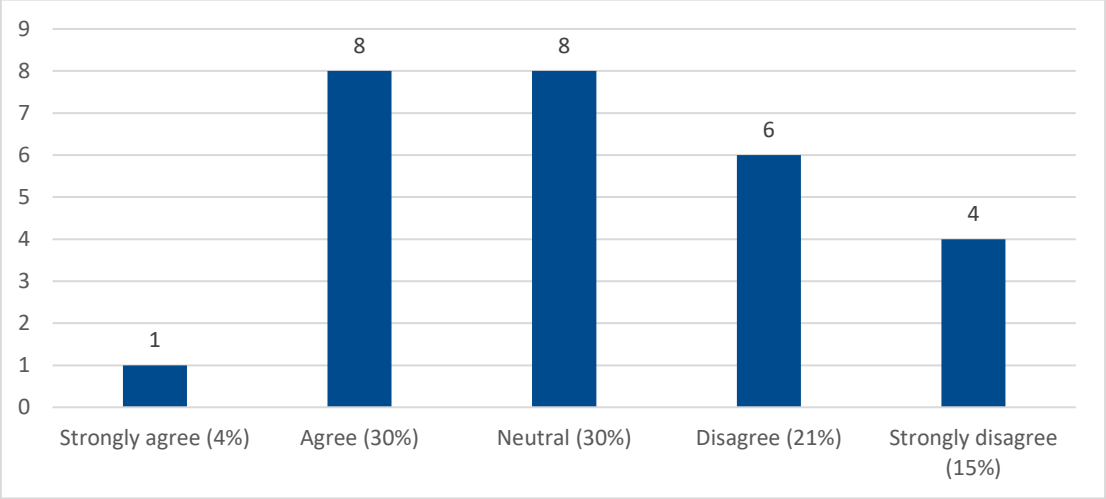


48% of respondents agreed with the proposal that Porthcawl should keep its sixth form and a further 33% strongly agreed with the proposal. 11% gave a neutral response and 8% of respondents disagreed with this proposal.

Respondents were asked to add any further comments on this outcome. No comments were made.

1.2.2.3 Outcome C – Cynffig Comprehensive closes or merges its sixth form with Porthcawl Comprehensive

27 people responded to this question.

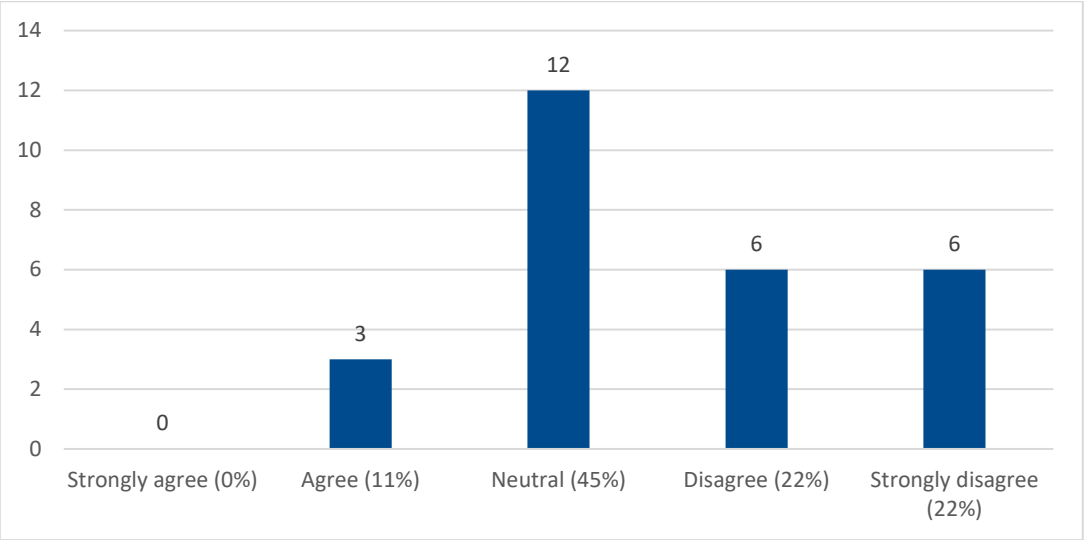


30% of respondents agreed with this proposal and a further 4% strongly agreed. 30% of respondents gave a neutral response. 21% disagreed with the proposal and a further 15% strongly disagreed with the proposal for Cynffig comprehensive to close or merge its sixth form with Porthcawl comprehensive.

Respondents were asked to add any further comments on this outcome. No comments were made.

1.2.2.4 Outcome D - Cynffig Comprehensive hosts sixth form centre and hosts sixth from students from Pencoed Comprehensive and Coleg Cymunedol y Dderwen

27 people responded to this question.

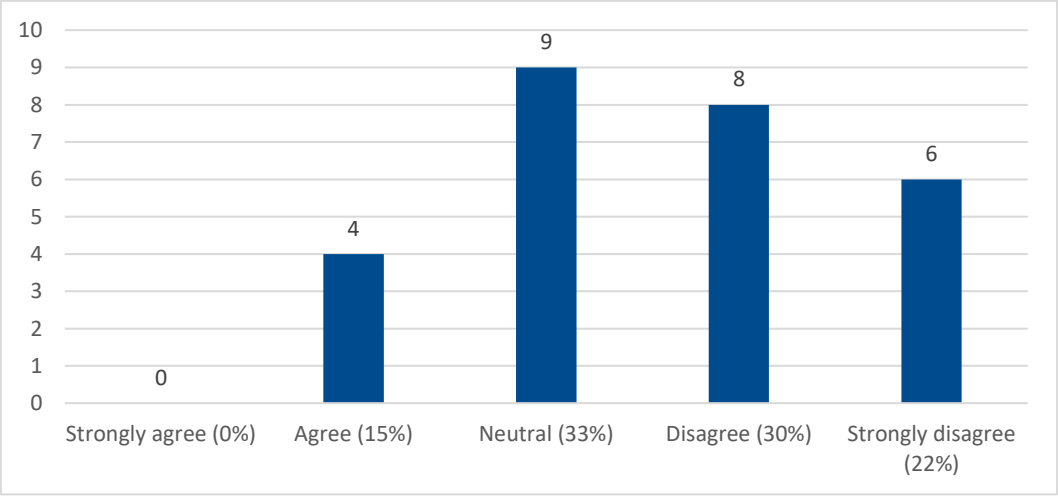


45% of respondents gave a neutral response. 22% disagreed and a further 22% strongly disagreed with the proposal that Cynffig could host a sixth form centre, attended by pupils from Pencoed and CCYD. 11% of respondents agreed with this proposal.

Respondents were asked to add any further comments on this outcome. No comments were made.

1.2.2.5 Outcome E – Maesteg School hosts a sixth form centre and hosts sixth form students from Coleg Cymunedol y Dderwen

27 people responded to this question.

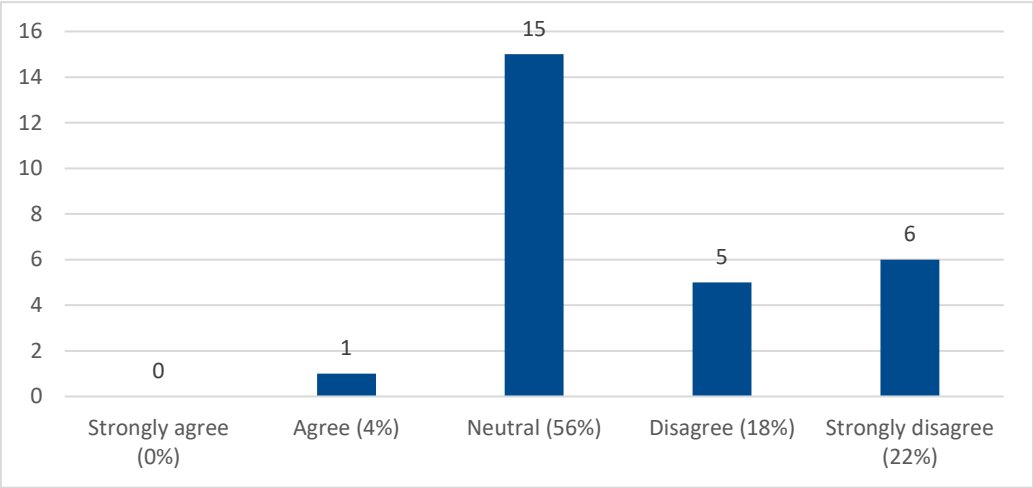


33% of respondents gave a neutral response. 30% of respondents disagreed with the proposal that Maesteg School could host a sixth form centre, attended by pupils from CCYD and a further 22% strongly disagreed with the proposal. 15% of respondents agreed with this proposal.

Respondents were asked to add any further comments on this outcome. No comments were made.

1.2.2.6 Outcome F – Maesteg School and Pencoed Comprehensive both become sixth form centres and host sixth form students from Cynffig Comprehensive and Coleg Cymunedol y Dderwen.

27 people responded to this question.



56% of respondents gave a neutral response to this proposal. 22% strongly disagreed with the proposal that Maesteg School and Pencoed Comprehensive both become sixth form centres and host pupils from CCYD and Cynffig, and a further 18% disagreed with the proposal. 4% of respondents agreed with this proposal.

Respondents were asked to add any further comments on this outcome

Two comments were received in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
Pupils would lose relationships with teachers	1
Disagree with proposal	1

1.2.2.7 Overall consideration of the options

Respondents were asked to rank in order of preference the options outlined in outcomes A-F.

The overall list of preferred concepts are:

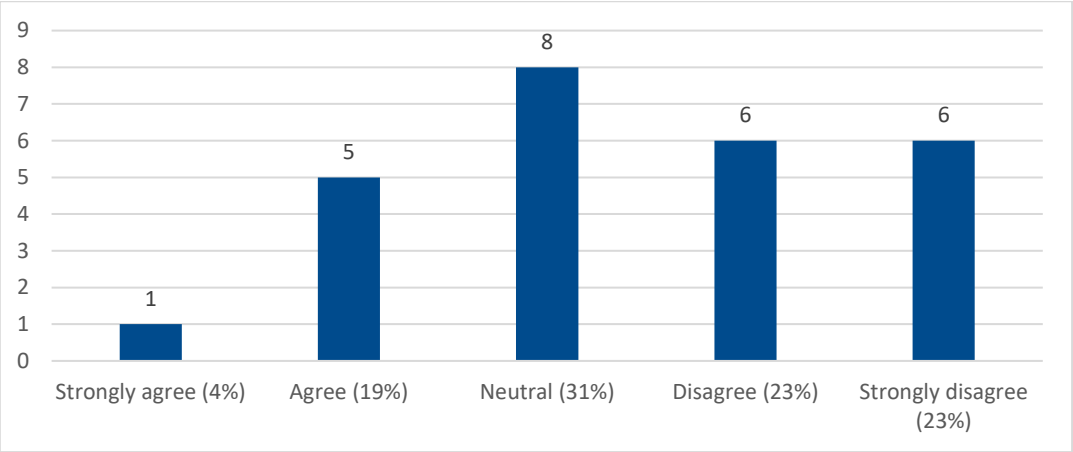
Rank	Outcome	Number of respondents who ranked each concept in position	% of groups who racked each concept in positon
1	**Outcome B** Porthcawl Comprehensive keeps its sixth form	13	68%

2	**Outcome A2** Brynteg school and Bryntirion Comprehensive develop a joint sixth for provision;	6	31%
3	**Outcome C** Cynffig Comprehensive closes or merges its sixth form with Porthcawl Comprehensive	5	26%
4	**Outcome A1** Brynteg School becomes a sixth form centre and hosts sixth form students from Bryntirion Comprehensive	6	31%
5	**Outcome D** Cynffig Comprehensive hosts sixth form centre and hosts sixth form students from Pencoed Comprehensive and Coleg Cymunedol y Dderwen	6	31%
6	**Outcome E** Maesteg School hosts a sixth form centre and hosts sixth form students from Coleg Cymunedol y Dderwen	7	36%
7	**Outcome F** Maesteg School and Pencoed Comprehensive both become sixth form centres and host sixth form students from Cynffig Comprehensive and Coleg Cymunedol y Dderwen.	8	42%

1.2.3 Option two – a mix of school sixth forms with some mergers to create a new FE college governed sixth form centre(s)

1.2.3.1 Outcome A – a sixth form centre is developed in Bridgend Town centre and run by Bridgend College, drawing sixth from students from Cynffig Comprehensive school, Coleg Cymunedon y Dderwen, Pencoed Comprehensive school and Bryntirion Comprehensive school (if the merger with Brynteg school listed in Option 1/Outcome A did not take place).

26 people responded to this question.



31% of respondents gave a neutral response to this proposal. 23% of respondents disagreed with this proposal and a further 23% strongly disagreed with the proposal. 19% of respondents agreed with this proposal and a further 4% strongly agreed.

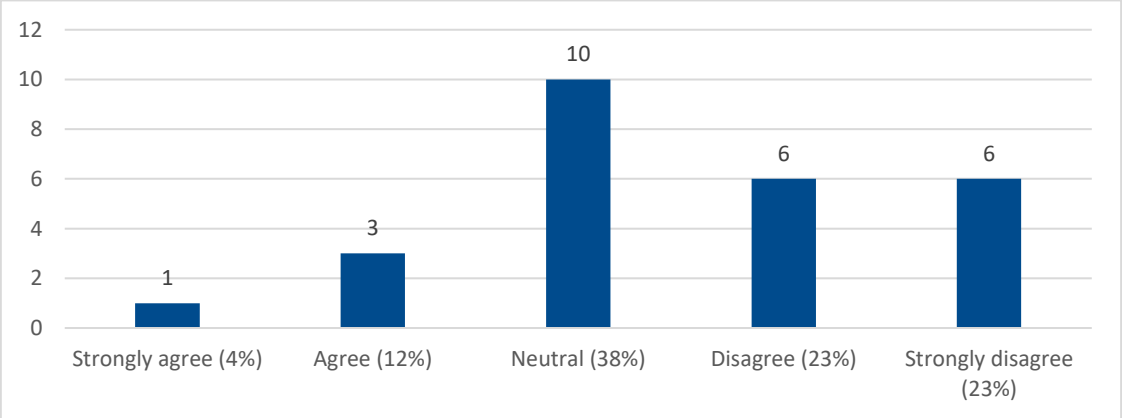
Respondents were asked to add any further comments on this outcome

One comment was received in relation to this proposal. This has been themed as detailed in the table below.

Theme	No.
Do not change any sixth forms	2

1.2.3.2 Outcome B - Sixth form centre at Bridgend College's Pencoed Campus run by the college and hosting sixth-form students from Pencoed Comprehensive, Cynffig Comprehensive and Coleg Cymunedol y Dderwen.

26 people responded to this question.



38% of respondents gave a neutral response to this proposal. 23% of respondents disagreed with this proposal and a further 23% strongly disagreed with the proposal. 12% of respondents agreed and a further 4% strongly agreed with this proposal.

Respondents were asked to add any further comments on this outcome

One comment was received in relation to this proposal. This has been themed as detailed in the table below.

Theme	No.
Keep all sixth forms	1

1.2.3.3 Overall consideration of the options

Respondents were asked to rank their preferred choice for Outcome A and B by numbering the options one and two.

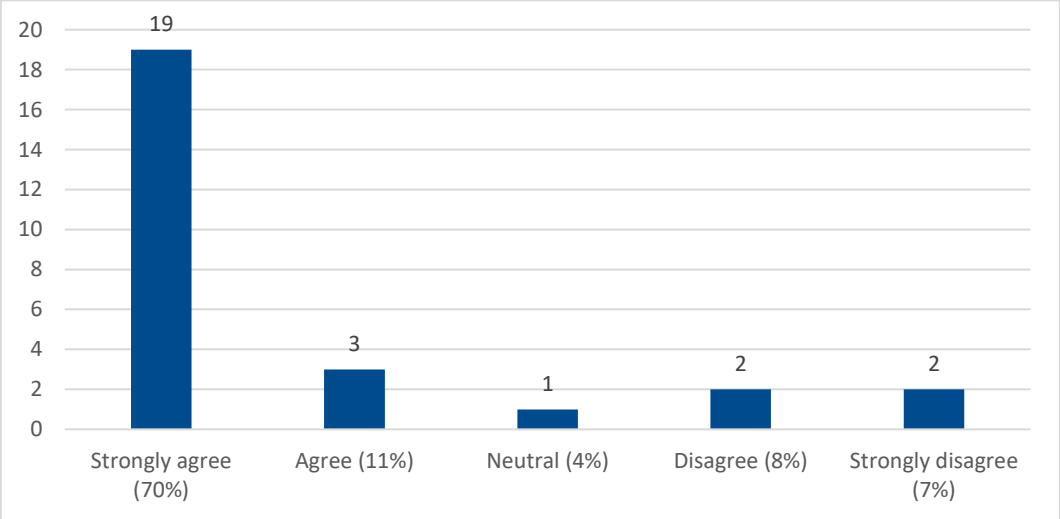
Respondents ranked outcomes A and B as:

- Outcome B Sixth Form centre at Bridgend College's Pencoed campus run by the college (54%)
- Outcome A Bridgend town centre sixth form centre run by the college (46%)

1.2.4 Option three Keeping sixth forms in all schools

1.2.4.1 The retention of sixth forms in all schools – the current position (ie a distributed tertiary model based on collaboration, but with further development in order to improve the delivery of this option)

27 people responded to this question.



70% of respondents strongly agreed with the proposal to keep sixth forms in all schools and a further 11% of respondents agreed with this proposal. 8% of respondents disagreed with this proposal and a further 7% strongly disagreed with the proposal to keep sixth forms in all schools. 4% provided a neutral response.

Respondents were asked to add any further comments on this outcome

Four comments were received in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
Keep all sixth forms	2
Pupils have familiar staff/environment in their sixth forms	2

1.2.5 Overall consideration of the options

Respondents were asked, having reviewed all the options and outcomes, to rank their preferred choice for Options 1, 2 and 3.

Overall respondents ranked the outcomes in first position as follows:

- Option 3 retention of sixth forms in all schools – the current position (ie a distributed tertiary model based on collaboration, but with further development in order to improve the delivery of this option) (88%);
- Option 2 a mix of school sixth form with some mergers to create new FE College governed sixth-form centre(s) (8%);
- Option 1 a mix of school sixth forms with some mergers to create new local authority maintained sixth-form centre(s) (4%).

1.2.6 Do you have any other comments you would like to make about the proposals?

Respondents were asked if they had any further comments that they would like to make about the proposals.

One comment was received. This has been themed as detailed in the table below.

Theme	No.
Keep all sixth forms	1

Appendix 3 Bridgend College

1. Question and analysis - consultation survey

In order to gather the views of young people the consultation and engagement team and the lead officer for post-16 education attended comprehensive schools across the county borough. Pupils were given an overview of the consultation and then were guided through the youth version of the survey.

The youth version of the consultation contained 18 questions related re-organisation of post 16 education across the county borough. All questions were optional, so participants could choose to answer all or some of the questions. One additional question was asked if students selected that they attended Bridgend College.

Respondents were provided with information about each of the potential options and outcomes and asked if they agreed with the proposals. After each option respondents were asked to rank their preferred outcome within that option. Finally respondents were asked to rank the three options into their preferred options and make any other comments about the proposals.

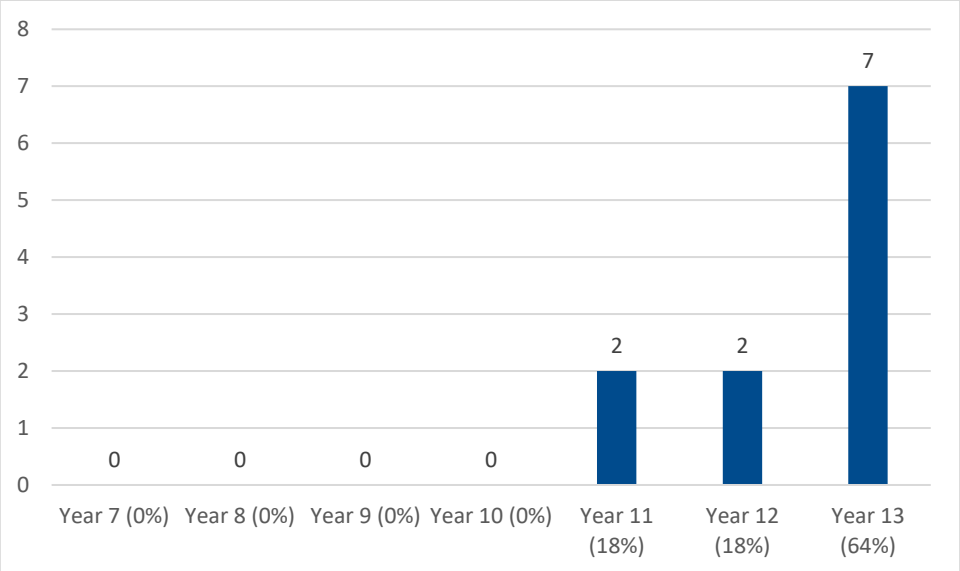
This report details the responses received in the Bridgend College engagement session. 19 learners were involved in the engagement session.

1.1 About you

1.1.1 Year group

Respondents that said they were a student were then asked to select their year group.

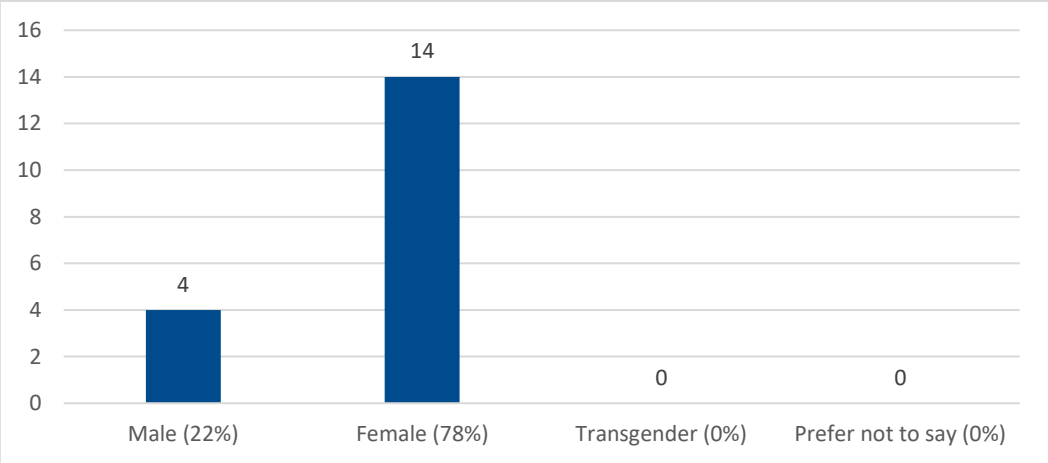
11 people responded to this question.



64% of respondents stated that they were in year 13, followed by year 12 (18%) and year 12 (18%).

1.1.2 Gender

18 people responded to this question.



78% of respondents stated that they were female and 22% stated male.

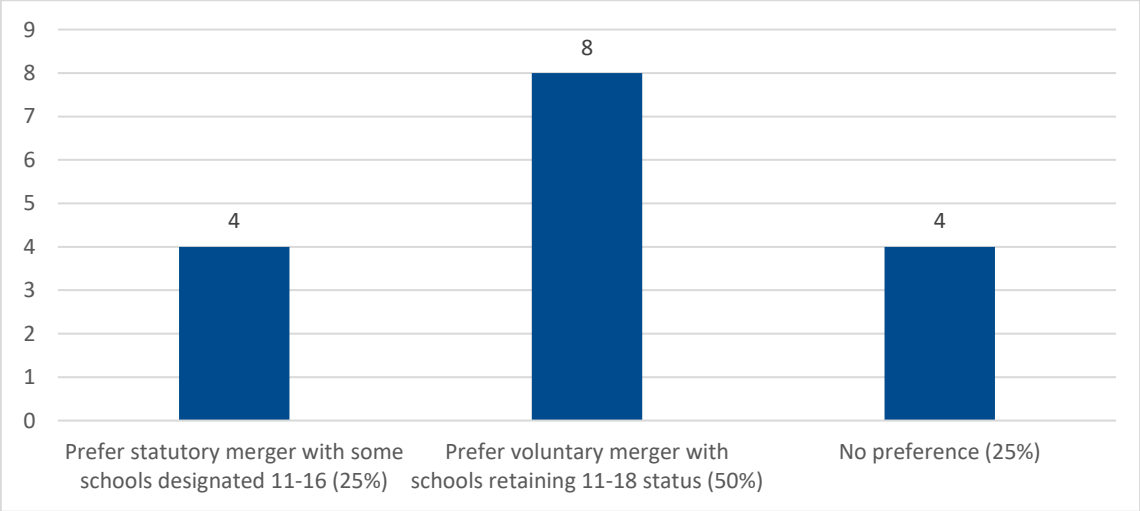
1.2 Survey questions

1.2.1 Sixth form mergers

Respondents were given information about the types of mergers under consideration, described as statutory and voluntary mergers.

Please indicate if you have a preference or not for either type of sixth form merger

16 people responded to this question.

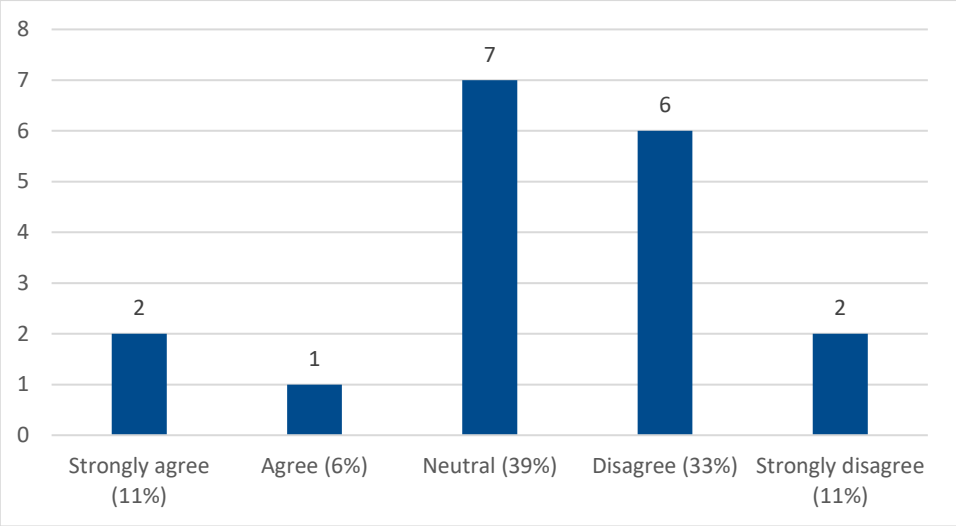


50% of respondents stated that they preferred voluntary mergers with both schools retaining 11-18 status. 25% had no preference in relation to mergers and 25% of respondents preferred a statutory merger with some schools being designated 11-16.

1.2.2 Option one – a mix of school sixth forms with some mergers to create new local authority maintained sixth form centre(s)

1.2.2.1 Outcome A – Brynteg School becomes a sixth form centre and hosts sixth form students from Bryntirion comprehensive

18 people responded to this question.



33% of respondents strongly disagreed with the proposal for Brynteg School to become a sixth form centre and host sixth form students from Bryntirion comprehensive, a further 11% disagreed. 39% of respondents gave a neutral responses. 6% of respondents agreed with this proposal and a further 11% strongly agreed.

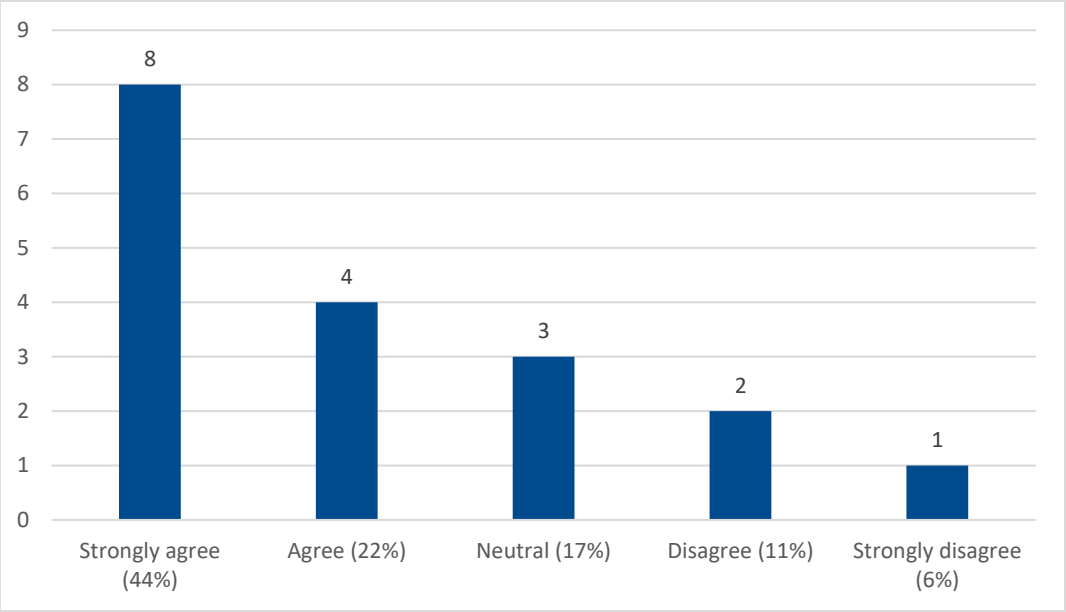
Respondents were asked to add any further comments on this outcome

Three comments were received in relation to this proposal, some comments contained multiple themes. These have been themed and are detailed in the table below:

Theme	No.
Travel distances will increase	1
Keep all sixth forms	1
Increased travel will impact on out carbon footprint	1
Could be easier to go to college than transfer school	1
Bullying may increase	1
Will reduce the number of students choosing to go to sixth form	1

1.2.2.2 Outcome B – Porthcawl Comprehensive keeps its sixth form

18 people responded to this question.



44% strongly agreed with the proposal that Porthcawl should keep its sixth form and a further 22% agreed with the proposal. 17% of respondents provided a neutral response to this proposal. 11% of respondents disagreed with this proposal and a further 6% disagreed.

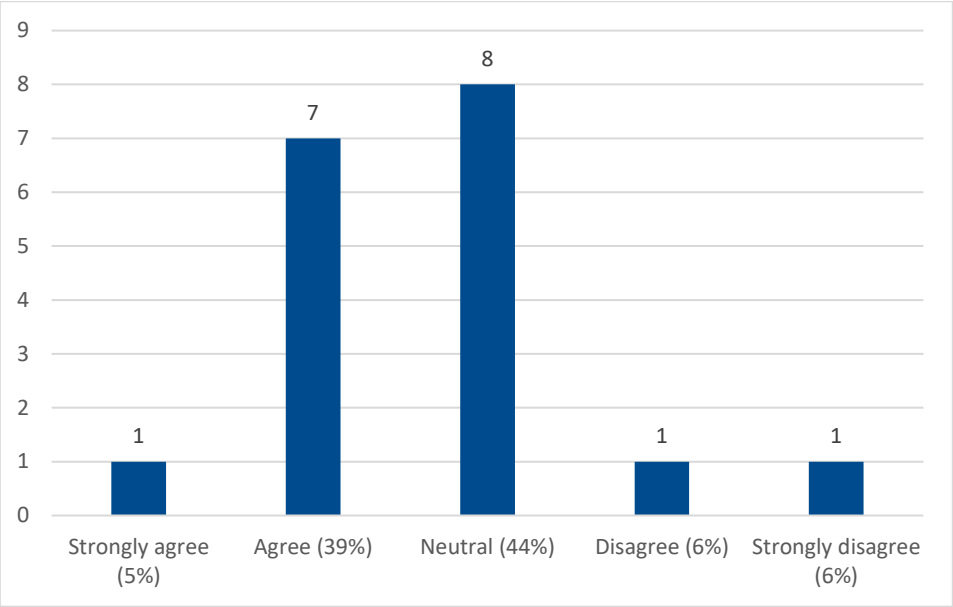
Respondents were asked to add any further comments on this outcome.

One comments were received in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
While Porthcawl is a big school there may be subjects that are not offered	1

1.2.2.3 Outcome C – Cynffig Comprehensive closes or merges its sixth form with Porthcawl Comprehensive

18 people responded to this question.



44% of respondents provided a neutral response to this proposal. 39% of respondents agreed, and 5% strongly agreed with the proposal for Cynffig comprehensive to close or merge its sixth form with Porthcawl comprehensive. 6% of respondents disagreed and 6% of respondents strongly disagreed with this proposal.

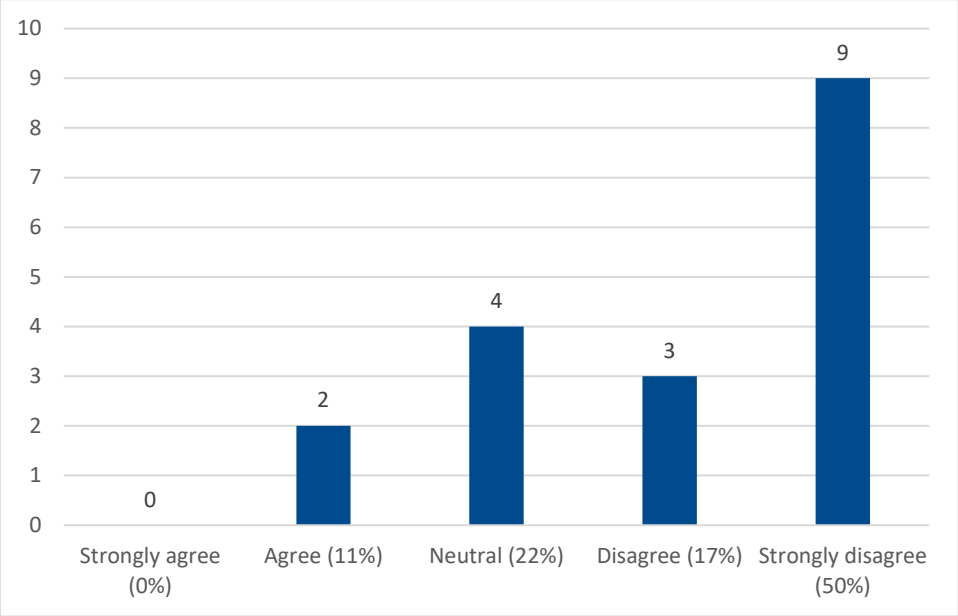
Respondents were asked to add any further comments on this outcome

Two comments were received in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
Cynffig students shouldn't have to travel to Porthcawl	1
Agree with this merger	1

1.2.2.4 Outcome D - Cynffig Comprehensive hosts sixth form centre and hosts sixth from students from Pencoed Comprehensive and Coleg Cymunedol y Dderwen

18 people responded to this question.



50% of respondents strongly disagreed with the proposal that Cynffig could host a sixth form centre, attended by pupils from Pencoed and CCYD. A further 17% disagreed with the proposal. 22% provided a neutral response. 11% of respondents agreed with this proposal.

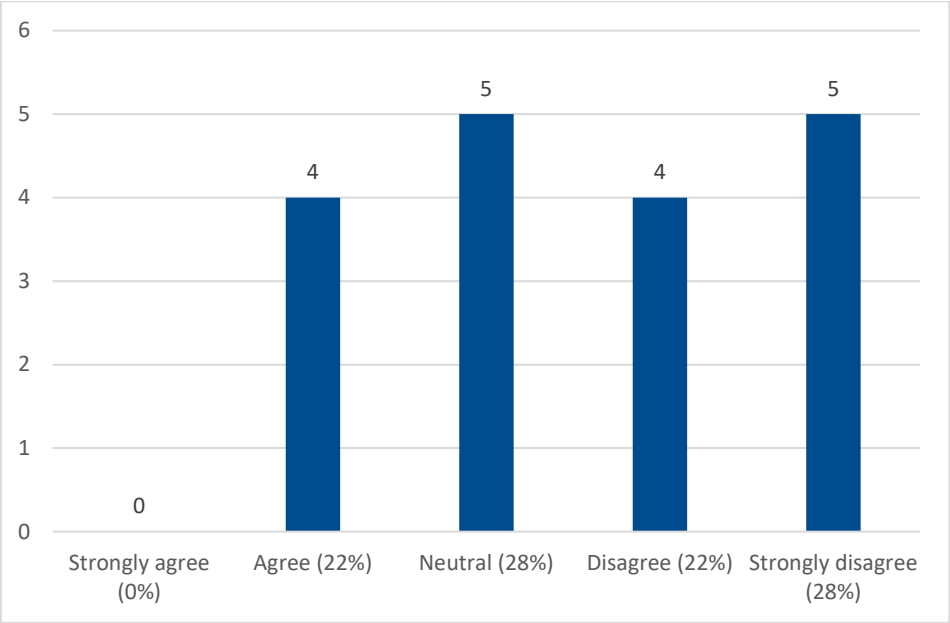
Respondents were asked to add any further comments on this outcome

Three comments were received in relation to this proposal, some comments contained multiple themes. These have been themed and are detailed in the table below:

Theme	No.
Students shouldn't have to travel further	2
Would impact on relationships between teachers and students	1
Would impact more on children from poorer backgrounds	1
Pencoed sixth form is successful so shouldn't close	1

1.2.2.5 Outcome E – Maesteg School hosts a sixth form centre and hosts sixth form students from Coleg Cymunedol y Dderwen

18 people responded to this question.



28% of respondents strongly disagreed with the proposal that Maesteg School could host a sixth form centre, attended by pupils from CCYD. A further 22% disagreed with the proposal. 28% provided a neutral response. 22% of respondents agreed with this proposal.

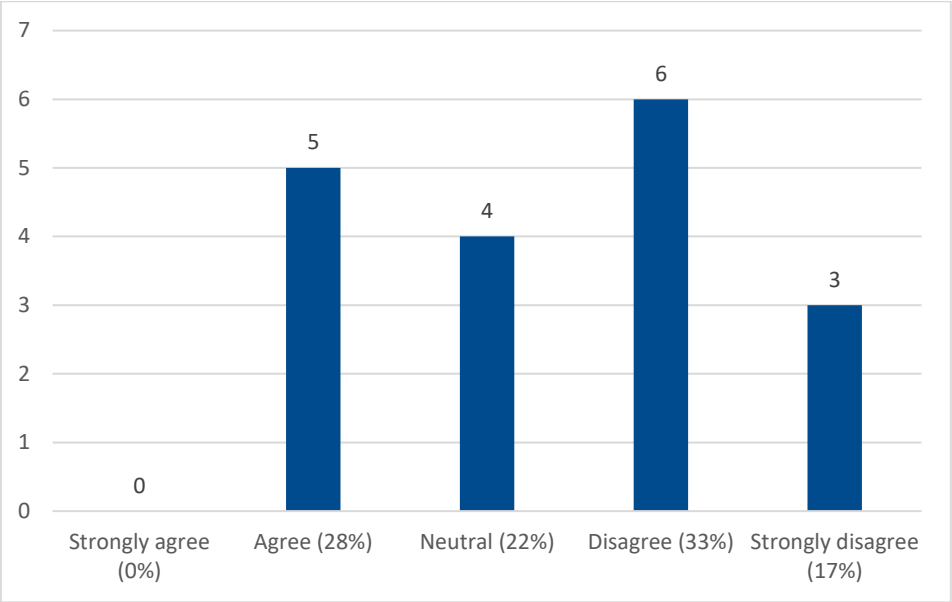
Respondents were asked to add any further comments on this outcome

One comments was received in relation to this proposal. This has been themed and detailed in the table below:

Theme	No.
Maesteg is too far and inaccessible	1

1.2.2.6 Outcome F – Maesteg School and Pencoed Comprehensive both become sixth form centres and host sixth form students from Cynffig Comprehensive and Coleg Cymunedol y Dderwen.

18 people responded to this question.



33% of respondents disagreed with the proposal that Maesteg School and Pencoed Comprehensive both become sixth form centres and host pupils from CCYD and Cynffig. A further 17% strongly disagreed with the proposal. 22% provided a neutral response. 28% of respondents agreed with this proposal.

Respondents were asked to add any further comments on this outcome

One comments was received in relation to this proposal, this comment contained multiple themes. These have been themed and detailed in the table below:

Theme	No.
Students prefer to stay in Pencoed Comprehensive	1
Proposal will impact on teacher and student relationships	1

1.2.2.7 Overall consideration of the options

Respondents were asked to rank in order of preference the options outlined in outcomes A-F.

The overall list of preferred concepts are:

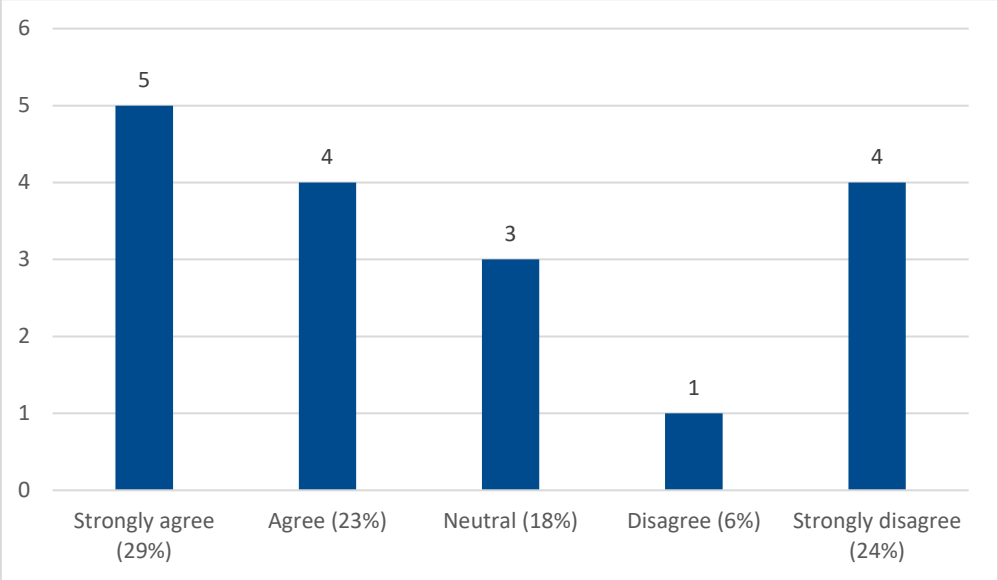
Rank	Outcome	Number of respondents who ranked each concept in position	% of groups who racked each concept in positon
1	**Outcome A1** Brynteg School becomes a sixth form centre and hosts sixth form students from Bryntirion Comprehensive **Outcome A2** Brynteg school and Bryntirion Comprehensive develop a joint sixth for provision	4	25%

2	**Outcome A2** Brynteg school and Bryntirion Comprehensive develop a joint sixth for provision	3	19%
3	**Outcome B** Porthcawl Comprehensive keeps its sixth form	4	25%
4	**Outcome C** Cynffig Comprehensive closes or merges its sixth form with Porthcawl Comprehensive	6	38%
5	**Outcome D** Cynffig Comprehensive hosts sixth form centre and hosts sixth form students from Pencoed Comprehensive and Coleg Cymunedol y Dderwen	6	38%
6	**Outcome E** Maesteg School hosts a sixth form centre and hosts sixth form students from Coleg Cymunedol y Dderwen	5	31%
7	**Outcome F** Maesteg School and Pencoed Comprehensive both become sixth form centres and host sixth form students from Cynffig Comprehensive and Coleg Cymunedol y Dderwen.	4	25%

1.2.3 Option two – a mix of school sixth forms with some mergers to create a new FE college governed sixth form centre(s)

1.2.3.1 Outcome A – a sixth form centre is developed in Bridgend Town centre and run by Bridgend College, drawing sixth from students from Cynffig Comprehensive school, Coleg Cymunedon y Dderwen, Pencoed Comprehensive school and Bryntirion Comprehensive school (if the merger with Brynteg school listed in Option 1/Outcome A did not take place).

17 people responded to this question.



29% of respondents strongly agreed with this proposal and a further 23% agreed with the proposal. 18% provided a neutral response. 24% of respondents strongly disagreed with this proposal and a further 6% disagreed with the proposal.

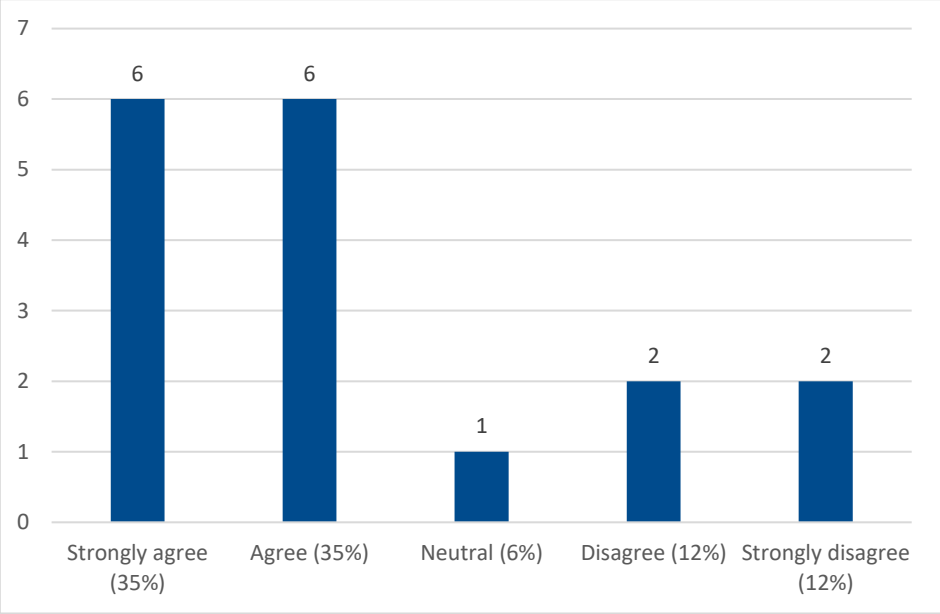
Respondents were asked to add any further comments on this outcome

One comments was received in relation to this proposal, this comment contained multiple themes. These have been themed and detailed in the table below:

Theme	No.
Keep all sixth forms	1
Provide opportunities for more able and talented students	1

1.2.3.2 Outcome B - Sixth form centre at Bridgend College's Pencoed Campus run by the college and hosting sixth-form students from Pencoed Comprehensive, Cynffig Comprehensive and Coleg Cymunedol y Dderwen.

17 people responded to this question.



35% of respondents strongly agreed with this proposal and a further 35% agreed with the proposal. 12% of respondents disagreed with this proposal and a further 12% strongly disagreed with the proposal. 6% provided a neutral response.

Respondents were asked to add any further comments on this outcome

One comments was received in relation to this proposal, this comment contained multiple themes. These have been themed and detailed in the table below:

Theme	No.
Poor transport links	1
There are already problems with traffic	1

1.2.3.3 Overall consideration of the options

Respondents were asked to rank their preferred choice for Outcome A and B by numbering the options one and two.

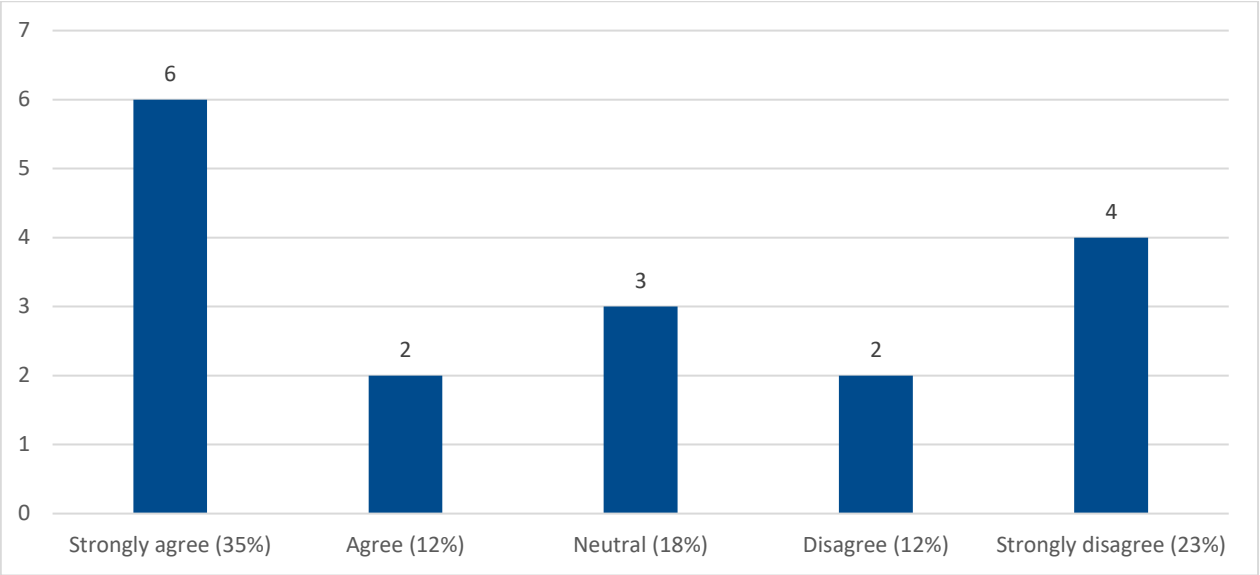
Respondents ranked outcomes A and B as:

- Outcome A Bridgend town centre sixth form centre run by the college (50%)
- Outcome B Sixth Form centre at Bridgend College's Pencoed campus run by the college (50%)

1.2.4 Option three Keeping sixth forms in all schools

1.2.4.1 The retention of sixth forms in all schools – the current position (ie a distributed tertiary model based on collaboration, but with further development in order to improve the delivery of this option)

17 people responded to this question.



35% of respondents strongly agreed with the proposal to keep sixth forms in all schools and a further 12% of respondents agreed with this proposal. 18% provided a neutral response. 23% of respondents strongly disagreed with this proposal and a further 12% disagreed with the proposal to keep sixth forms in all schools.

Respondents were asked to add any further comments on this outcome

Four comments were received in relation to this proposal, these comment contained multiple themes. These have been themed and detailed in the table below:

Theme	No.
Offers little subject choice in many schools	2
Keep all sixth forms	2
Does not offer students the experience of transition to further education	1
Not cost effective	1

1.2.5 Overall consideration of the options

Respondents were asked, having reviewed all the options and outcomes, to rank their preferred choice for Options 1, 2 and 3.

Overall respondents ranked the outcomes in first position as follows:

- Option 3 retention of sixth forms in all schools – the current position (ie a distributed tertiary model based on collaboration, but with further development in order to improve the delivery of this option) (56%);
- Option 2 a mix of school sixth form with some mergers to create new FE College governed sixth-form centre(s) (31%);
- Option 1 a mix of school sixth forms with some mergers to create new local authority maintained sixth-form centre(s) (13%).

1.2.6 Do you have any other comments you would like to make about the proposals?

Respondents were asked if they had any further comments that they would like to make about the proposals.

Three comments were received in relation to this proposal, these comment contained multiple themes. These have been themed and detailed in the table below:

Theme	No.
Better value for money	2
Pupils should have more choice in their further education	2
Better prepares learners for university	1
Use funding to make a sixth form centre in CCYD	1
Building a sixth from centre in the town centre will be better for commuters	1

1.2.4.2 Bridgend College students

There was one question aimed specifically at Bridgend College students, which asked if you are a student at Bridgend College, please give us your reasons for going to college.

Six people responded to this question. These comment contained multiple themes. The comments received are detailed below:

Theme	No.
Better opportunities for learning/grades in the college	3
Access to under 16 junior apprenticeship scheme	2
Didn't want to attend university so didn't choose A levels	1
Didn't like school	1
Chose college for apprenticeship opportunities	1

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Appendix 4 Brynteg Comprehensive School

1. Question and analysis - consultation survey

In order to gather the views of young people the consultation and engagement team and the lead officer for post-16 education attended comprehensive schools across the county borough. Pupils were given an overview of the consultation and then were guided through the youth version of the survey.

The youth version of the consultation contained 18 questions related re-organisation of post 16 education across the county borough. All questions were optional, so participants could choose to answer all or some of the questions. One additional question was asked if students selected that they attended Bridgend College.

Respondents were provided with information about each of the potential options and outcomes and asked if they agreed with the proposals. After each option respondents were asked to rank their preferred outcome within that option. Finally respondents were asked to rank the three options into their preferred options and make any other comments about the proposals.

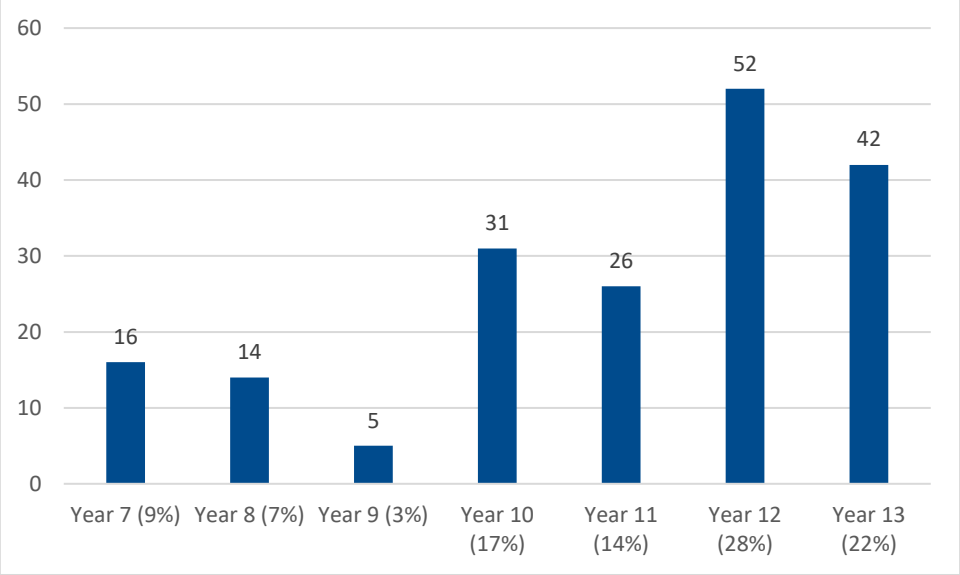
This report details the responses received in the Brynteg Comprehensive school engagement session. 187 learners were involved in the engagement session.

1.1 About you

1.1.1 Year group

Respondents that said they were a student were then asked to select their year group.

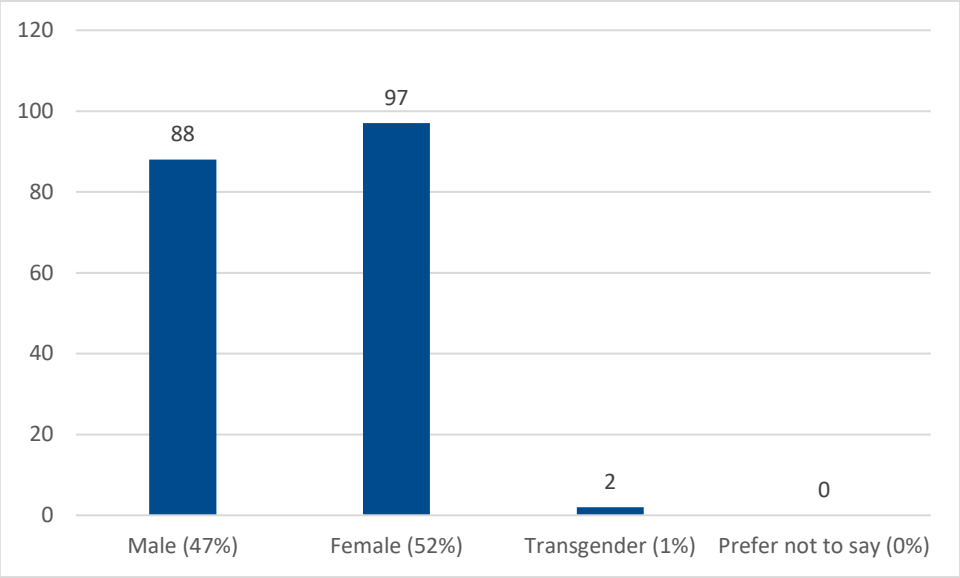
186 people responded to this question.



28% of respondents stated that they were in year 12, followed by year 13 (22%) and then year 10 (17%).

1.1.2 Gender

187 people responded to this question.



52% of respondents stated that they were female and 47% stated male. 1% of respondents stated that they were transgender.

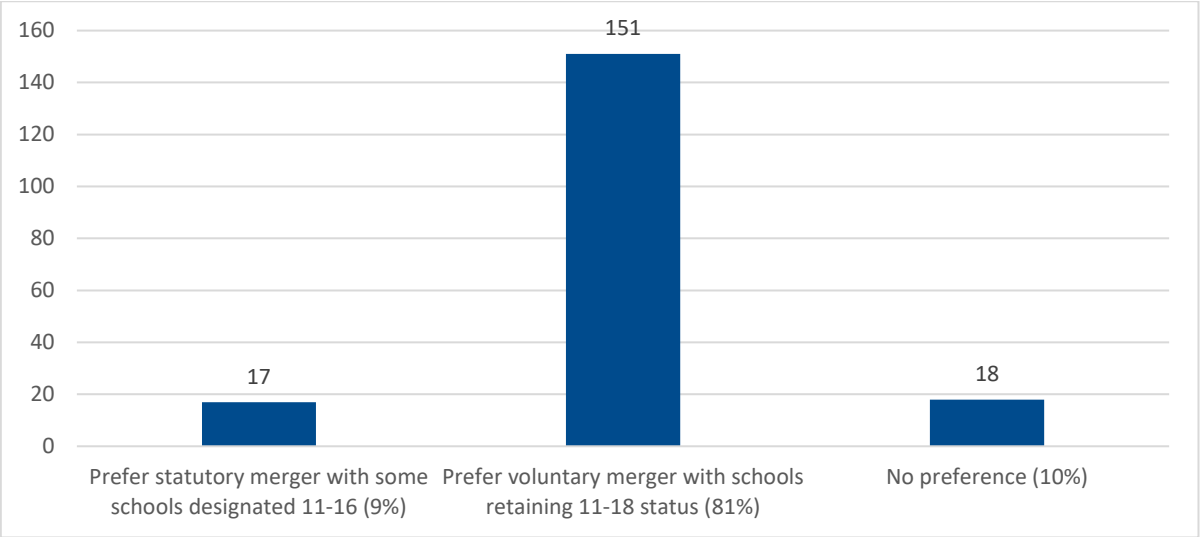
1.2 Survey questions

1.2.1 Sixth form mergers

Respondents were given information about the types of mergers under consideration, described as statutory and voluntary mergers.

Please indicate if you have a preference or not for either type of sixth form merger

186 people responded to this question.

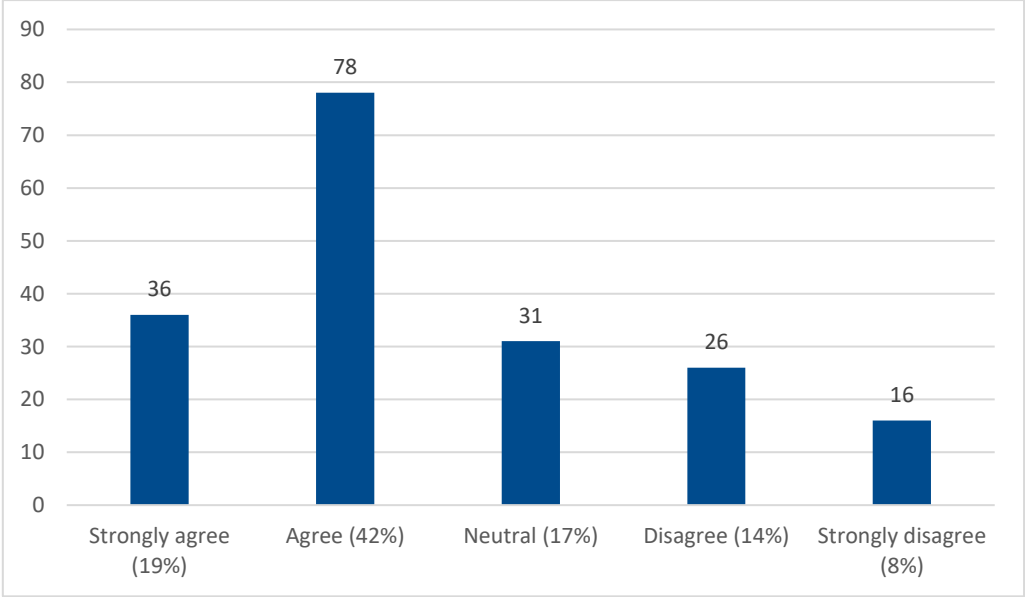


81% of respondents preferred voluntary merger with both schools training 11-18 status, 10% of respondents stated that they had no preference and 9% of respondents preferred a statutory merger with some schools being designated 11-16.

1.2.2 Option one – a mix of school sixth forms with some mergers to create new local authority maintained sixth form centre(s)

1.2.2.1 Outcome A – Brynteg School becomes a sixth form centre and hosts sixth form students from Bryntirion comprehensive

187 people responded to this question.



42% of respondents agreed with the proposal for Brynteg School to become a sixth form centre and host sixth form students from Bryntirion comprehensive, a further 19% strongly agreed. 17% of respondents gave a neutral responses. 14% of respondents disagreed with this proposal and a further 8% strongly disagreed.

Respondents were asked to add any further comments on this outcome

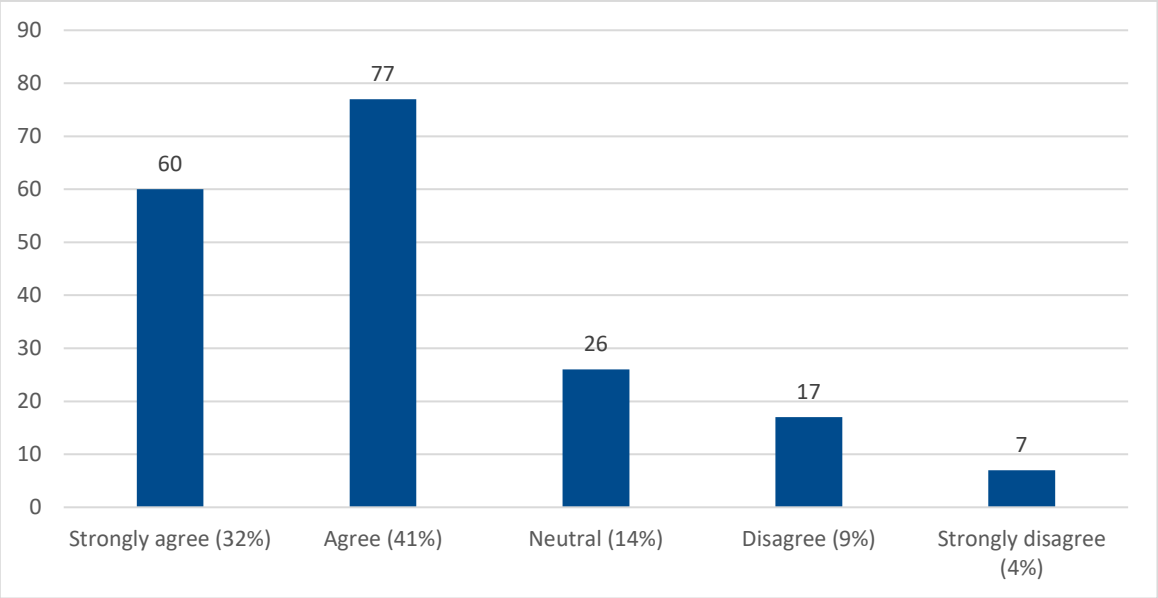
114 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
Agree with proposal	25
Would need adequate space and resources	18
Travel may be difficult/ this would cause increased traffic	16
This would cause overcrowding	12
Would cost a lot of money and take a long time	10
It may be difficult for Bryntirion pupils to transition	10
Sixth form should stay in Brynteg (culture, history)	7
Will offer more subject choice for pupils	5
Disagree with proposal	3
The centre may be difficult to manage (with two schools in charge)	2
Keep all sixth forms	2
How would this affect grade boundaries for entering sixth form?	1
Unsure of impact	1
Will Brynteg sixth form close in the future?	1
Make one school for all sixth formers	1

The most common responses were agree with proposal (25), adequate space and resources would be needed (18) and travel may be difficult and cause an increase in traffic (16).

1.2.2.2 Outcome B – Porthcawl Comprehensive keeps its sixth form

187 people responded to this question.



41% of respondents agreed with the proposal and 32% strongly agreed that Porthcawl should keep its sixth form. 14% of respondents gave a neutral response, 9% of respondents disagreed with this proposal and 4% strongly disagreed.

Respondents were asked to add any further comments on this outcome.

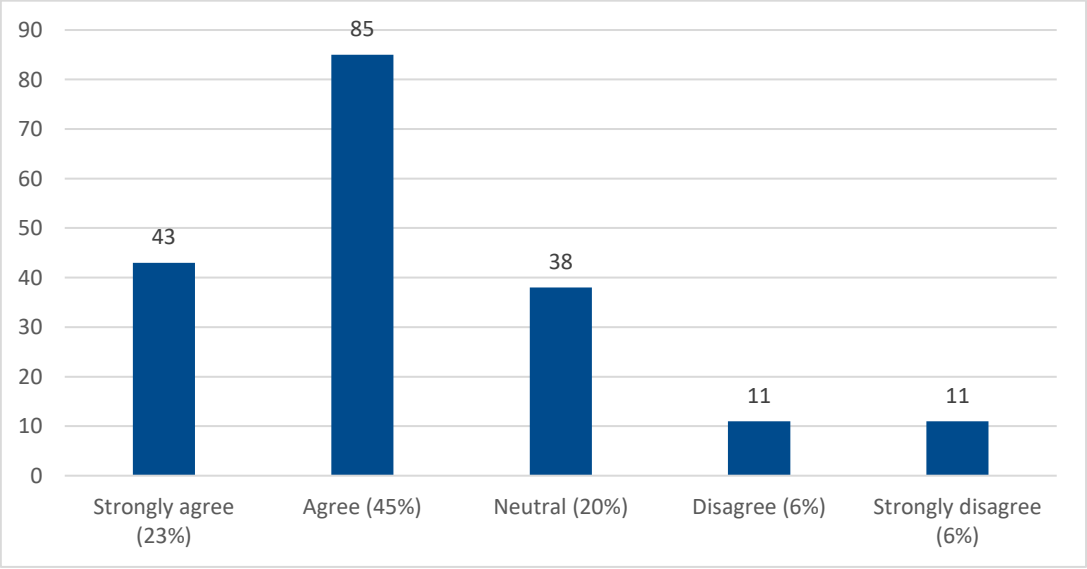
67 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
Agree due to the location and additional travel that pupils would have	31
Agree with proposal	18
Brynteg should also keep their sixth form	6
Bigger sixth forms should be kept	3
Not fair on other sixth forms	2
Some students will still have to travel long distances	2
Unfair as people travel to Brynteg	2
Keep all sixth forms	1
They should merge with Cynffig	1
They won't have any additional opportunities offered through mergers	1

The most common responses were agree due to location and additional travel pupils would have (31) followed by agree with proposal (18) and then Brynteg should also keep its sixth form (6).

1.2.2.3 Outcome C – Cynffig Comprehensive closes or merges its sixth form with Porthcawl Comprehensive

188 people responded to this question.



45% of respondents agreed with this proposal and a further 23% strongly agreed with the proposal. 20% provided a neutral response, 6% of respondents disagreed, and 6% strongly

disagreed with the proposal for Cynffig comprehensive to close or merge its sixth form with Porthcawl comprehensive.

Respondents were asked to add any further comments on this outcome

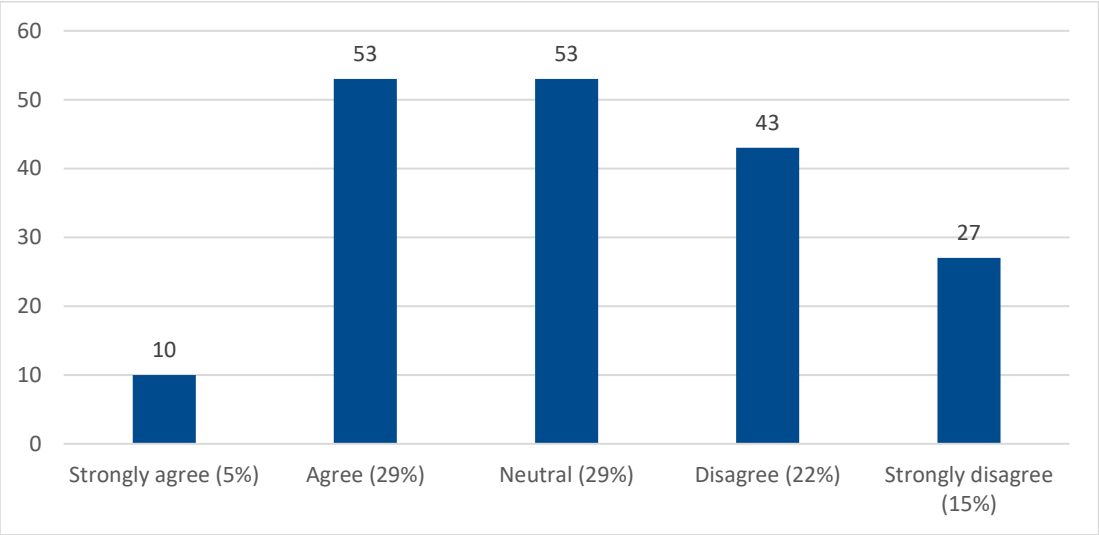
90 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
Agree with proposal	39
Would be difficult/expensive for the pupils to travel	24
Pupils will have better subject choices and facilities	13
It would be difficult for Cynffig students to transition	6
Cynffig should keep its sixth form	2
As long as there is space for additional pupils at Porthcawl	2
Cynffig has capacity to let more students in	1
Boost up the numbers	1
Teachers at Cynffig would lose their jobs	1
Unsure of impact	1

The most common responses were agree with proposal (39), followed by would be difficult/expensive for the pupils to travel (24) and then pupils will have better subject choices and facilities (13).

1.2.2.4 Outcome D - Cynffig Comprehensive hosts sixth form centre and hosts sixth from students from Pencoed Comprehensive and Coleg Cymunedol y Dderwen

186 people responded to this question.



29% of respondents agreed with the proposal that Cynffig could host a sixth form centre, attended by pupils from Pencoed and CCYD and further 5% strongly agreed with this

proposal. 29% of respondents provided a neutral response. 22% disagreed and 15% of respondents strongly disagreed with this proposal.

Respondents were asked to add any further comments on this outcome

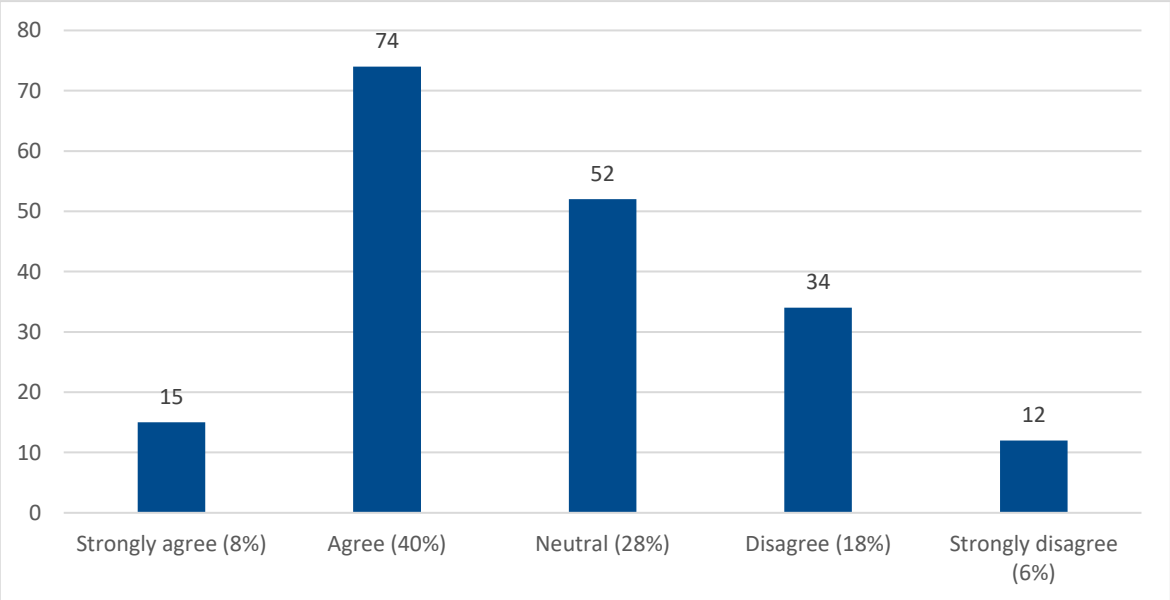
93 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
Too far/too long/too expensive to travel	42
Agree with proposal	19
Disagree with proposal	6
How will the centre at Cynffig be staffed?	6
Pupils will lose teacher relationships/familiar environment	5
It will be inconvenient for students	3
Keep all sixth forms	3
This may cause overcrowding	3
This will increase the number of subject choices	2
Possible split (years 12 and 13)	1
Smaller schools will lose money	1
Would a school base be provided?	1
Too much change for too many students	1

The most common responses were too far/too long/too expensive to travel (42), followed by agree with proposal (19) and then disagree with proposal (6).

1.2.2.5 Outcome E – Maesteg School hosts a sixth form centre and hosts sixth form students from Coleg Cymunedol y Dderwen

187 people responded to this question.



40% of respondents agreed with the proposal that Maesteg School could host a sixth form centre, attended by pupils from CCYD and a further 8% strongly agreed with this proposal. 28% provided a neutral response. 18% of respondents disagreed with this proposal and 6% strongly disagreed with the proposal.

Respondents were asked to add any further comments on this outcome

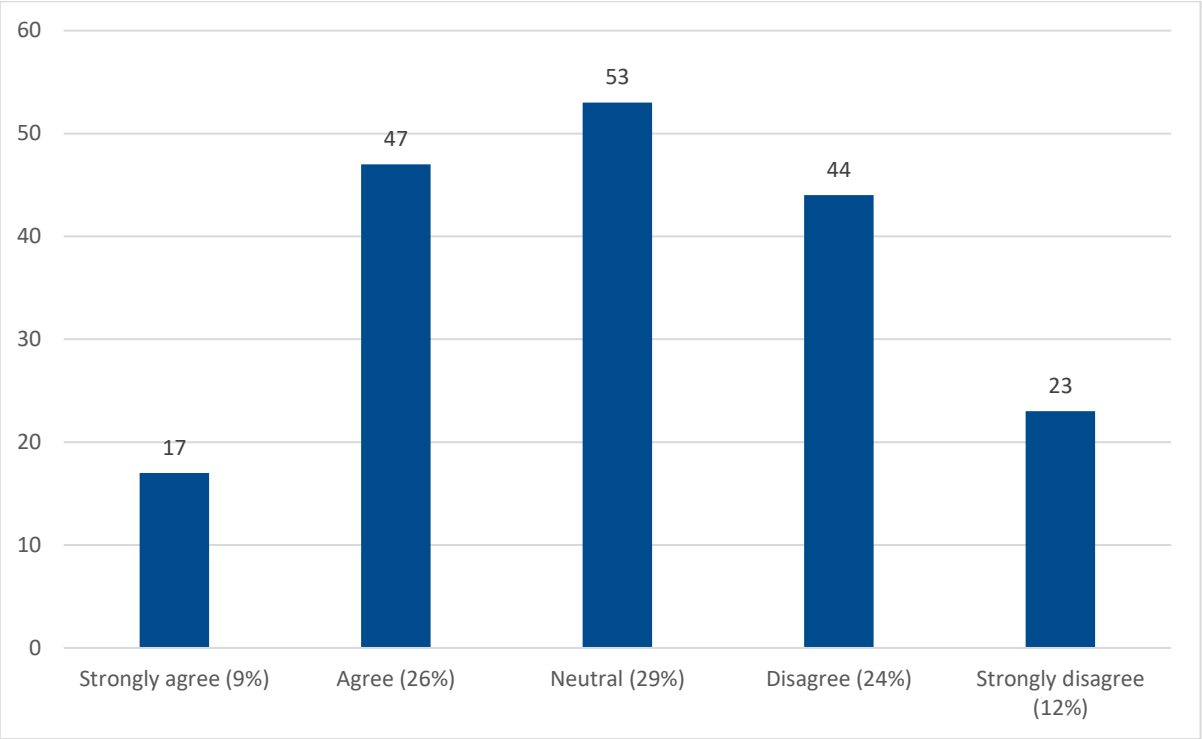
72 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
Too far/too long/too expensive to travel	34
Agree with proposal	19
Disagree with proposal	4
CCYD could host the centre	3
Will offer more subject choices	3
CCYD would lose its sixth form community	2
Public transport is available to the school	2
CCYD students could come to Brynteg if it was closer	1
Additional travelling will have negative environmental impact	1
Keep them both open	1
Because of overpopulation there may not enough spaces for courses	1
Unsure of impact	1

The most common responses were too long/too far/too expensive to travel (34), followed by agree with proposal (19) and disagree with proposal (4).

1.2.2.6 Outcome F – Maesteg School and Pencoed Comprehensive both become sixth form centres and host sixth form students from Cynffig Comprehensive and Coleg Cymunedol y Dderwen.

184 people responded to this question.



29% of respondents gave a neutral response. 26% agreed with the proposal that Maesteg School and Pencoed Comprehensive both become sixth form centres and host pupils from CCYD and Cynffig and a further 9% strongly agreed with the proposal. 24% disagreed with the proposal and 12% of respondents strongly disagreed with this proposal.

Respondents were asked to add any further comments on this outcome

59 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
Too far/too long/too expensive to travel	14
If Pencoed is expected to exceed capacity then it will become overpopulated	11
Agree with proposal	10
Disagree with proposal	8
This option gives sixth formers a choice	5
Will have additional cost to ensure there are resources to meet increased capacity	3
keep all sixth forms open	2
Schools will be overpopulated	2
Build one centre for all four schools	2
Additional travel will have negative environmental impact	1
Cynffig and CCYD lose teacher relationships/familiar environment	1

The most common responses were too long/too far/too expensive to travel (14), followed by if Pencoed is expected to exceed capacity then it will become overpopulated (11) and then agree with proposal (10).

1.2.2.7 Overall consideration of the options

Respondents were asked to rank in order of preference the options outlined in outcomes A-F.

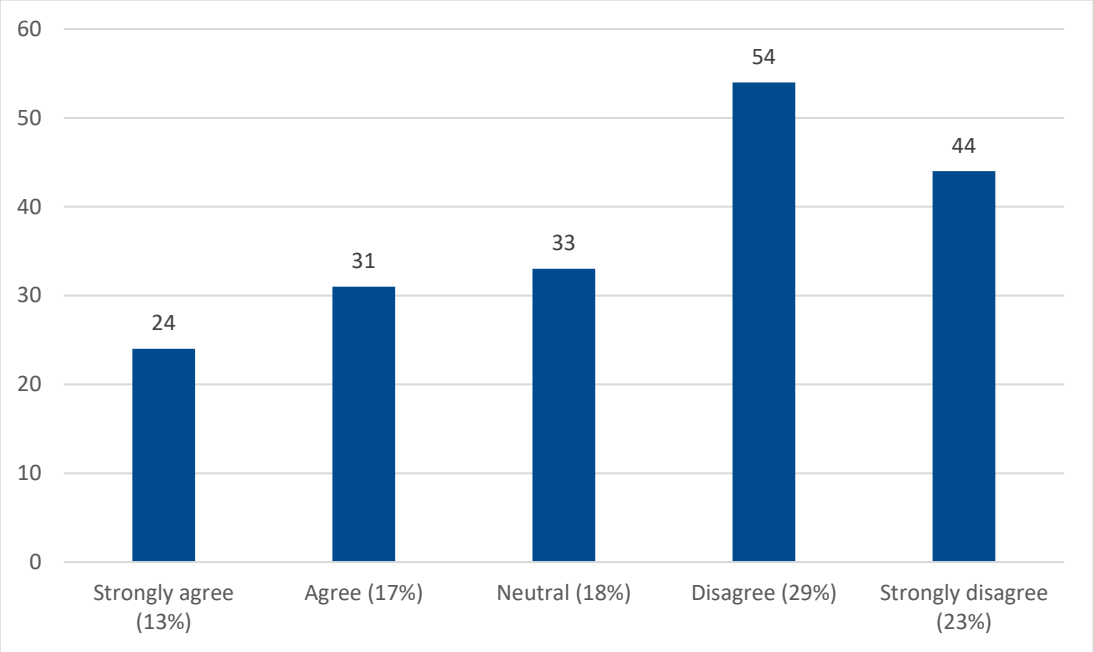
The overall list of preferred concepts are:

Rank	Outcome	Number of respondents who ranked each concept in position	% of groups who racked each concept in positon
1	**Outcome A1** Brynteg School becomes a sixth form centre and hosts sixth form students from Bryntirion Comprehensive	89	48%
2	**Outcome A2** Brynteg school and Bryntirion Comprehensive develop a joint sixth for provision;	48	26%
3	**Outcome B** Porthcawl Comprehensive keeps its sixth form	43	23%
4	**Outcome C** Cynffig Comprehensive closes or merges its sixth form with Porthcawl Comprehensive	32	17%
5	**Outcome E** Maesteg School hosts a sixth form centre and hosts sixth form students from Coleg Cymunedol y Dderwen	42	21%
6	**Outcome D** Cynffig Comprehensive hosts sixth form centre and hosts sixth form students from Pencoed Comprehensive and Coleg Cymunedol y Dderwen	43	22%
7	**Outcome F** Maesteg School and Pencoed Comprehensive both become sixth form centres and host sixth form students from Cynffig Comprehensive and Coleg Cymunedol y Dderwen.	46	25%

1.2.3 Option two – a mix of school sixth forms with some mergers to create a new FE college governed sixth form centre(s)

1.2.3.1 Outcome A – a sixth form centre is developed in Bridgend Town centre and run by Bridgend College, drawing sixth from students from Cynffig Comprehensive school, Coleg Cymunedon y Dderwen, Pencoed Comprehensive school and Bryntirion Comprehensive school (if the merger with Brynteg school listed in Option 1/Outcome A did not take place).

186 people responded to this question.



29% of respondents disagreed with this proposal and a further 23% strongly disagreed with the proposal. 18% provided a neutral response. 17% of respondents agreed with this proposal and a further 13% strongly agreed with the proposal.

Respondents were asked to add any further comments on this outcome

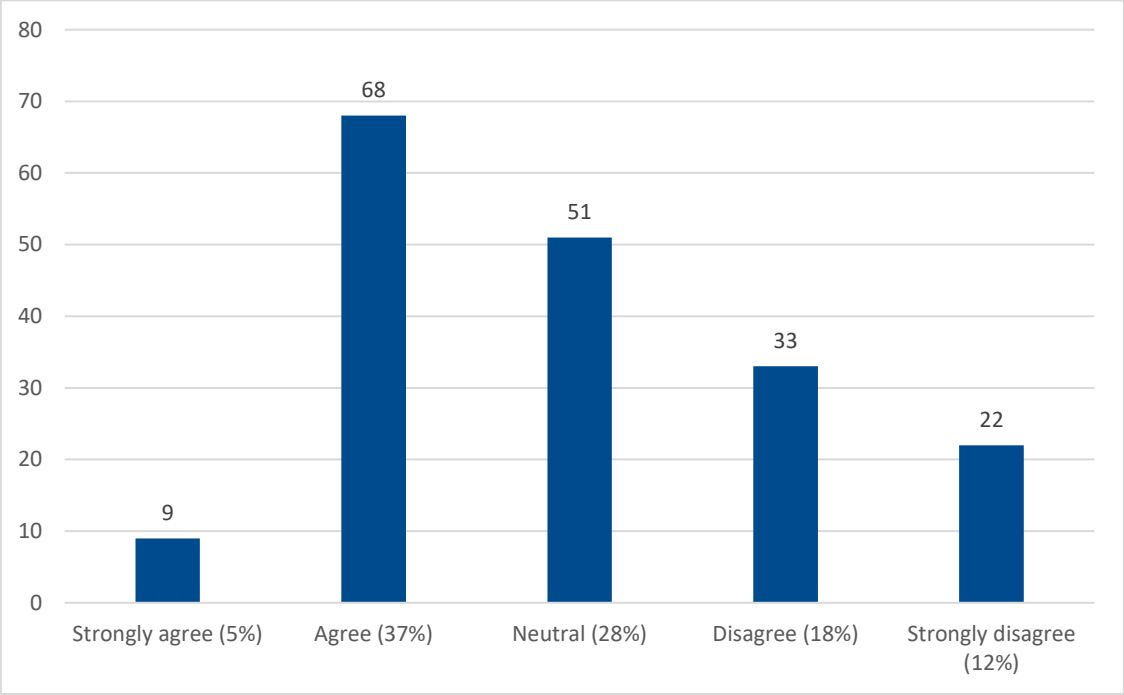
87 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
Will increase competition for spaces and for Brynteg sixth form	12
May be difficult to travel to/will increase traffic in the town	11
There are differences between college and sixth form education	11
Brynteg should keep its sixth form	7
It would be expensive and hard to find a place to build	6
This option is just sending pupils to college	6
Unfamiliar environment/no relationships with teachers/less support	6
Will be overpopulated/a lot of people in town	6
This would provide more opportunities for pupils	5
Agree with proposal/It is a good idea	4
Schools will lose sixth form culture	4
Invest is sixth forms and improve/promote collaboration courses instead	2
Disagree with proposal	2
Merge Brynteg and Bryntirion	2
Where would the staff come from?	2
People would not attend sixth form if they change	1

The most common responses were will increase competition for spaces and for Brynteg sixth form (12), followed by may be difficult to travel to and will increase traffic in the town (11) and then there are differences between college and sixth form education (11).

1.2.3.2 Outcome B - Sixth form centre at Bridgend College's Pencoed Campus run by the college and hosting sixth-form students from Pencoed Comprehensive, Cynffig Comprehensive and Coleg Cymunedol y Dderwen.

183 people responded to this question.



37% of respondents agreed with this proposal and a further 5% strongly agreed with this proposal. 28% of respondents gave a neutral response. 18% disagreed with the proposal and a further 12% strongly disagreed.

Respondents were asked to add any further comments on this outcome

57 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
Too far/too long to travel	10
There are differences between college and sixth form education	9
This would provide more opportunities for pupils	7
Agree with proposal/This is a good idea	5
This option is just sending pupils to college	5
Too many students/overpopulation	4

Will increase capacity at the schools involved	4
Sixth forms in schools are important for younger years	2
What about other subjects?	2
Would be less personal learning/pastoral care/ extra-curricular activities	2
A sixth form centre in Bridgend town would better	1
Better than option B as it is less merging	1
Cheaper than building a new building	1
Disagree with proposal	1
Infrastructure in Pencoed may not support the additional traffic	1
It would be expensive to build	1
The college works fine as it is	1

The most common responses were too far/too long to travel (10), followed by there are differences between college and sixth form education (9) and then this would provide more opportunities for pupils (7).

1.2.3.3 Overall consideration of the options

Respondents were asked to rank their preferred choice for Outcome A and B by numbering the options one and two.

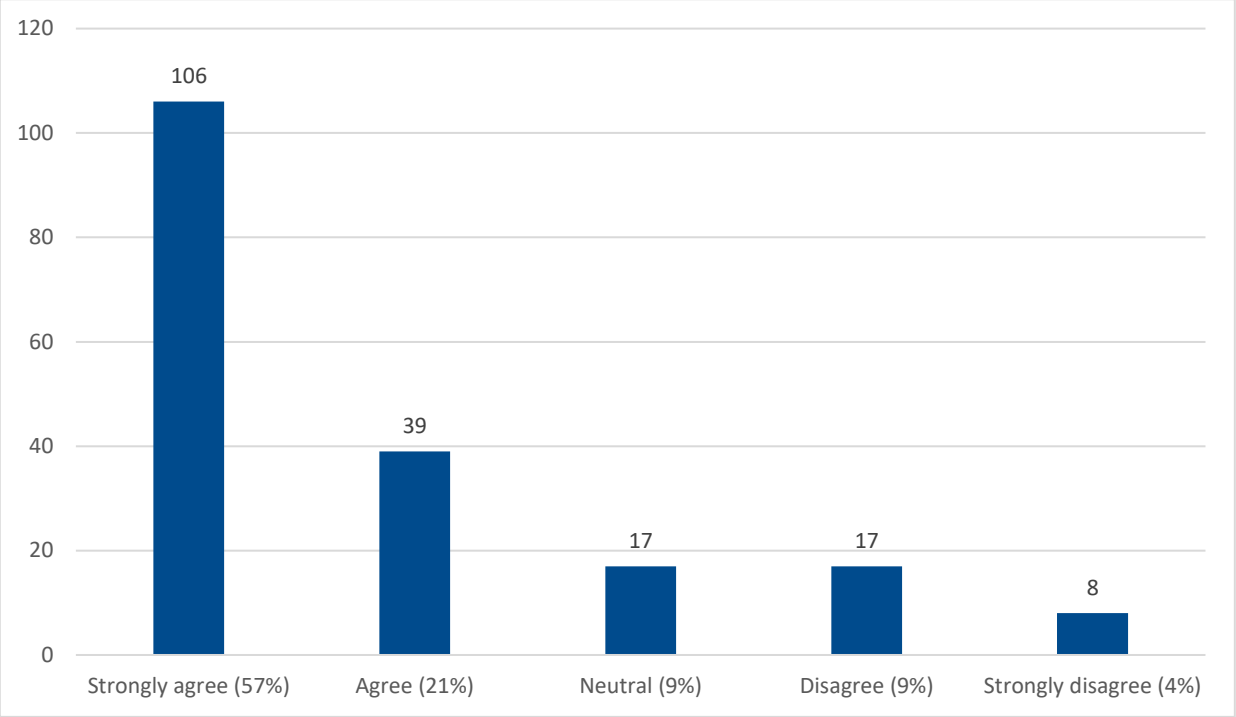
Respondents ranked outcomes A and B as:

- Outcome A Bridgend town centre sixth form centre run by the college (55%)
- Outcome B Sixth Form centre at Bridgend College's Pencoed campus run by the college (45%)

1.2.4 Option three Keeping sixth forms in all schools

1.2.4.1 The retention of sixth forms in all schools – the current position (ie a distributed tertiary model based on collaboration, but with further development in order to improve the delivery of this option)

187 people responded to this question.



57% of respondents strongly agreed with the proposal to keep sixth forms in all schools and a further 21% of respondents agreed with this proposal. 9% provided a neutral response. 9% of respondents disagreed with this proposal and a further 4% strongly disagreed with the proposal to keep sixth forms in all schools.

Respondents were asked to add any further comments on this outcome

103 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
Keep all sixth forms/agree with proposal	40
Teacher relationships/ familiar environment/ sixth form community is important to retain	16
Smaller schools could merge sixth forms to improve opportunities	13
Improve collaboration and invest in sixth forms	10
This will leave limited options in some schools	10
People could move schools if they wanted to	9
Difficult to sustain this option	2
A new centre would be the best option	1
Provide transport for sixth formers	1
We should not have to wear uniform in sixth form	1

The most common responses were keep all sixth forms/agree with proposal (40), followed by teacher relationships/ familiar environment/ sixth form community is important to retain (16) and then smaller schools could merge sixth forms to improve opportunities (13).

1.2.5 Overall consideration of the options

Respondents were asked, having reviewed all the options and outcomes, to rank their preferred choice for Options 1, 2 and 3.

Overall respondents ranked the outcomes in first position as follows:

- Option 3 retention of sixth forms in all schools – the current position (ie a distributed tertiary model based on collaboration, but with further development in order to improve the delivery of this option) (58%);
- Option 2 a mix of school sixth form with some mergers to create new FE College governed sixth-form centre(s) (28%).
- Option 1 a mix of school sixth forms with some mergers to create new local authority maintained sixth-form centre(s) (14%);

1.2.6 Do you have any other comments you would like to make about the proposals?

Respondents were asked if they had any further comments that they would like to make about the proposals.

121 comments were received. These have been themed and are detailed in the table below:

Theme	No.
Keep all sixth forms	37
Transport should be provided and should be free	13
Smaller sixth forms could merge to offer more opportunities	12
Need to improve collaboration	9
Sixth forms are important to schools/provide nurture and support	7
Invest in sixth form/mergers will put a strain on resources	5
Keeping sixth forms is unfair for pupils who have limited subject choices	4
Sixth formers should not have to wear uniform	4
The only problem with current sixth form is Welsh Bac	4
A centre in town may be a good ide	3
College is a different environment to sixth form	3
Uniforms should be required in sixth forms	3
Faith schools should not be protected	2
Houses that are planned to be built will increase pupil numbers	1
Listen to student's opinions	1
Make savings elsewhere	1
There should be no sixth form centre in Bridgend town	1
Online courses are inconvenient	1
Welsh education should be protected	1
Faith schools should be protected	1
What about moving under 16 pupils who misbehave in school	1

The most common responses were keep all sixth forms (37), followed by transport should be provided and should be free (13) and then smaller sixth forms could merge to offer more opportunities (12).

Appendix 5 Bryntirion Comprehensive School

1. Question and analysis - consultation survey

In order to gather the views of young people the consultation and engagement team and the lead officer for post-16 education attended comprehensive schools across the county borough. Pupils were given an overview of the consultation and then were guided through the youth version of the survey.

The youth version of the consultation contained 18 questions related re-organisation of post 16 education across the county borough. All questions were optional, so participants could choose to answer all or some of the questions.

Respondents were provided with information about each of the potential options and outcomes and asked if they agreed with the proposals. After each option respondents were asked to rank their preferred outcome within that option. Finally respondents were asked to rank the three options into their preferred options and make any other comments about the proposals.

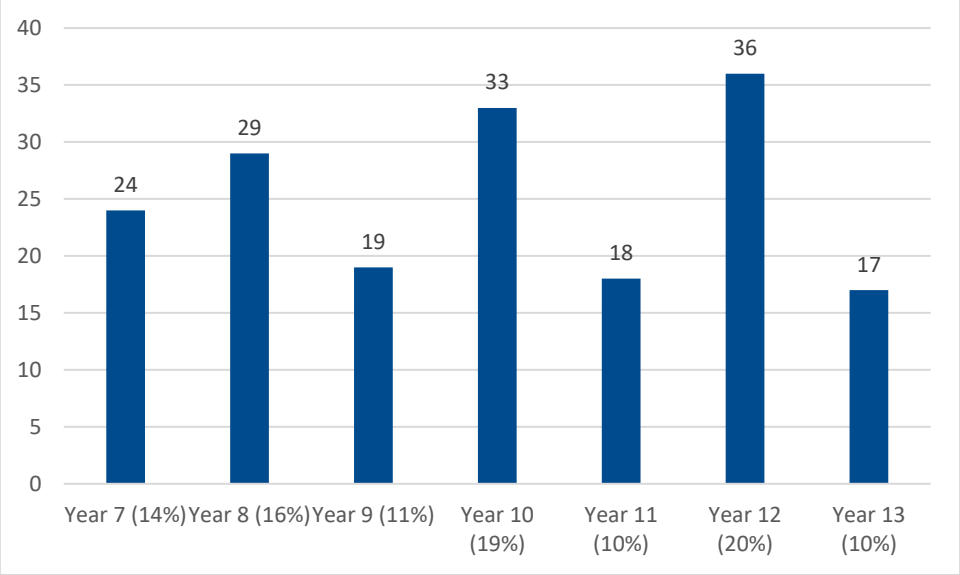
This report details the responses received in the Bryntirion Comprehensive school engagement session. 178 learners were involved in the engagement session.

1.1 About you

1.1.1 Year group

Respondents that said they were a student were then asked to select their year group.

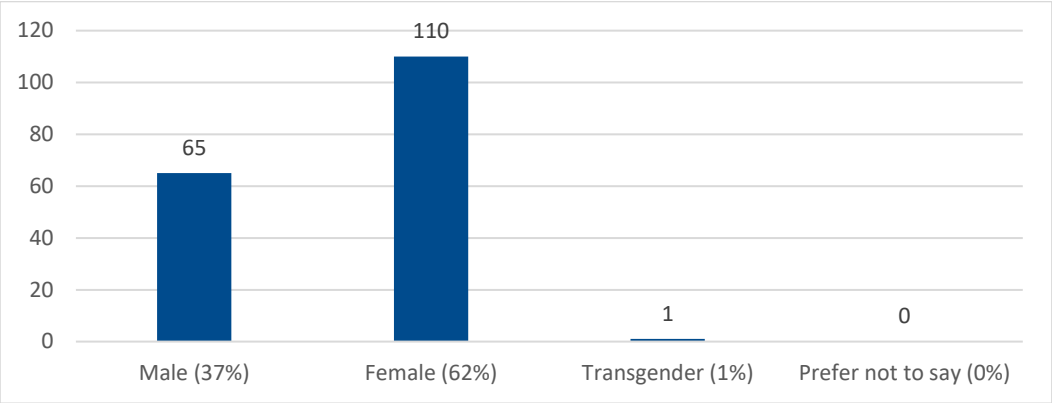
176 people responded to this question.



20% of respondents stated that they were in year 12, followed by year 10 (19%) and then year 8 (16%).

1.1.2 Gender

176 people responded to this question.



62% of respondents stated that they were female and 37% stated male. 1% of respondents stated they were transgender.

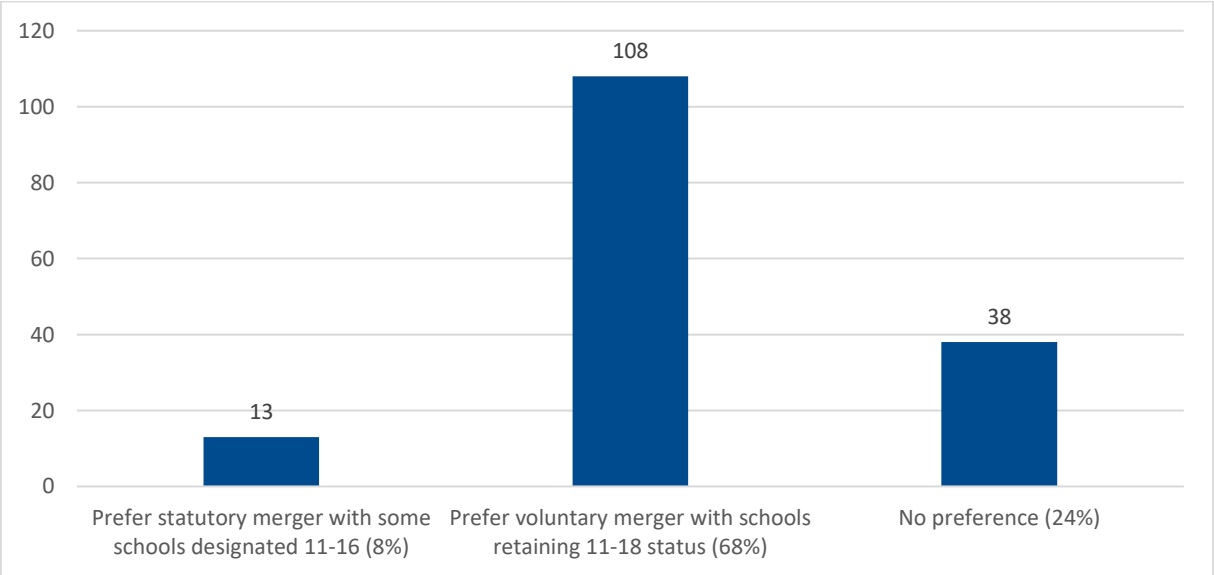
1.2 Survey questions

1.2.1 Sixth form mergers

Respondents were given information about the types of mergers under consideration, described as statutory and voluntary mergers.

Please indicate if you have a preference or not for either type of sixth form merger

159 people responded to this question.

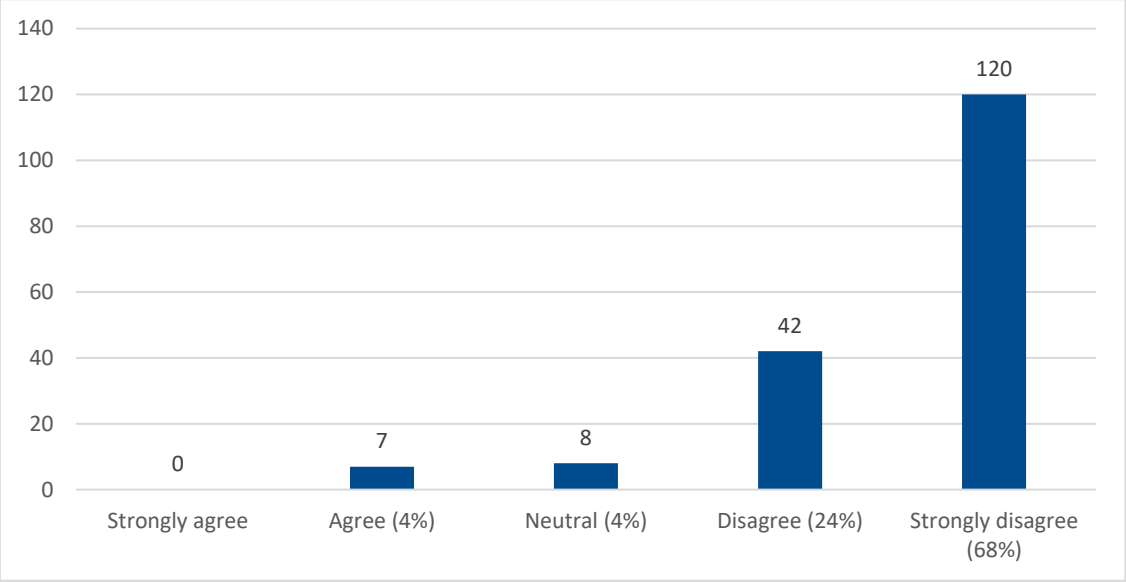


68% of respondents preferred voluntary merger with both schools retaining 11-18 status, 24% of respondents stated that they had no preference and 8% of respondents preferred a statutory merger with some schools being designated 11-16.

1.2.2 Option one – a mix of school sixth forms with some mergers to create new local authority maintained sixth form centre(s)

1.2.2.1 Outcome A – Brynteg School becomes a sixth form centre and hosts sixth form students from Bryntirion comprehensive

177 people responded to this question.



68% of respondents strongly disagreed with the proposal for Brynteg School to become a sixth form centre and host sixth form students from Bryntirion comprehensive, a further 24% disagreed. 4% of respondents gave a neutral responses. 4% of respondents agreed with this proposal.

Respondents were asked to add any further comments on this outcome

143 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

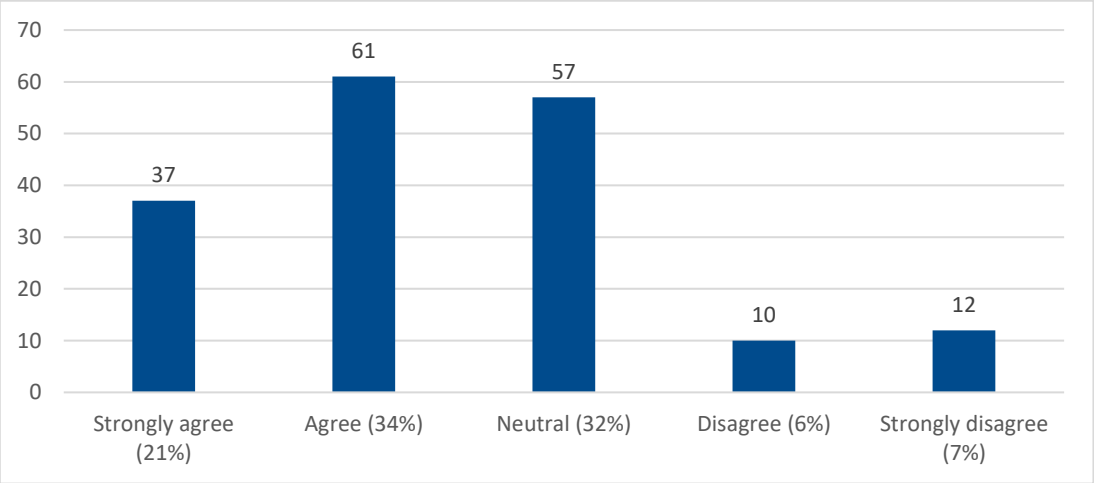
Theme	No.
It will be too far to travel/too expensive if funding is cut	43
Will lose teacher relationships/familiar environment/sixth form identity	26
Waste of money/Invest in current sixth forms	15
Keep all sixth forms	15
Both sixth forms perform well and so should be kept as they are	11
Would have better access to resources/subject choices	6
If the sixth forms do merge they should be collaboratively run	5
Parents would not send their children to Bryntirion if there was no sixth form	5

Sixth forms are important to schools	5
Agree with proposal	3
Make savings elsewhere	2
There will be too many students	2
Pupils may not attend sixth form	2
Why can't Brynteg come to us?	2
If Bryntirion becomes 11-16 there will be increased competition at Brynteg	1

The most common responses were it will be too far to travel/ too expensive if funding is cut (43) followed by will lose teacher relationships/familiar environment/sixth form identity (26) and then waste of money/invest in current sixth forms (15).

1.2.2.2 Outcome B – Porthcawl Comprehensive keeps its sixth form

177 people responded to this question.



34% of respondents agreed with the proposal that Porthcawl should keep its sixth form and a further 21% strongly agreed with the proposal. 32% of respondents gave a neutral response. 7% of respondents strongly disagreed with this proposal and 6% disagreed.

Respondents were asked to add any further comments on this outcome.

90 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

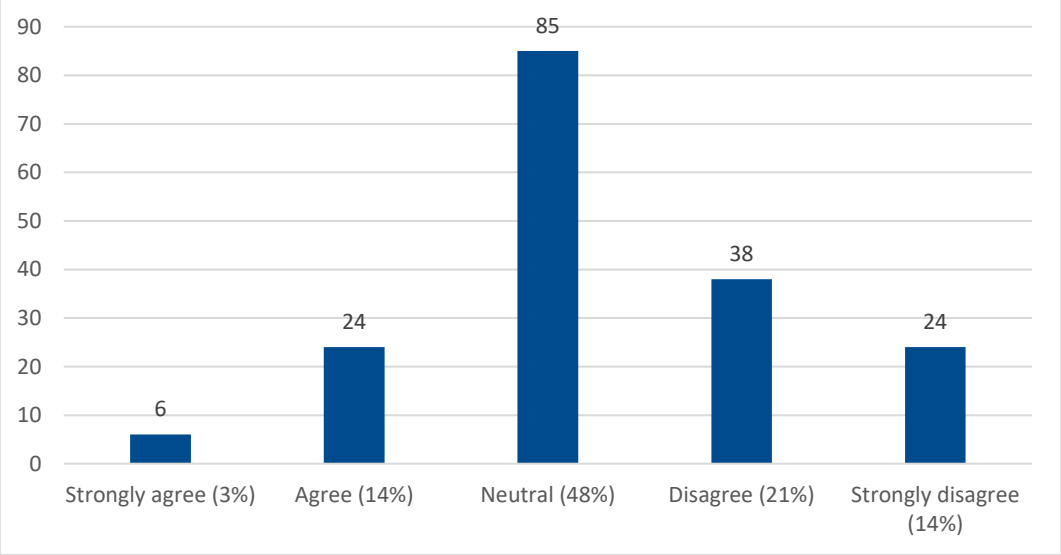
Theme	No.
If they keep their sixth form, why shouldn't we all	26
Does not affect me	25
Agree due to any potential travel/location	17
Agree with proposal	7
This would be better for thier pupils	5
Agree as they have high number of students	5

Collaborations should improve	2
If other sixth forms close there will be increased competition for spaces at Porthcawl	2
May miss additional subject choices offered	1

The most common responses were f they keep their sixth form, why shouldn't we all (26) followed by does not affect me (25) and then agree due to any potential travel/location (17).

1.2.2.3 Outcome C – Cynffig Comprehensive closes or merges its sixth form with Porthcawl Comprehensive

177 people responded to this question.



48% of respondents gave a neutral response to this question. 21% of respondents disagreed with this proposal and a further 14% strongly disagreed with the proposal. 14% of respondents agreed, and 3% strongly agreed with the proposal for Cynffig comprehensive to close or merge its sixth form with Porthcawl comprehensive.

Respondents were asked to add any further comments on this outcome

104 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

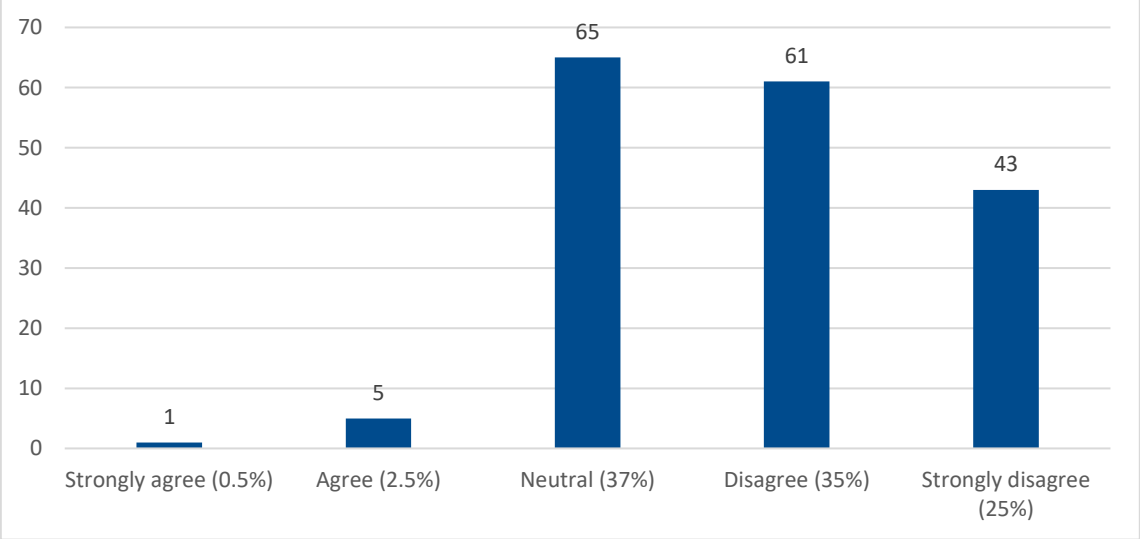
Theme	No.
Too far for pupils to travel/unfair pupils have to pay for transport	34
Does not affect me/None of my business	15
Agree with proposal	13
Porthcawl are big enough/will become overcrowded	12
Pupils will lose relationships with teachers/familiar environment	7
Keep both sixth forms separate	6
Disagree with proposal	3
May offer additional subject choices/opportunities	3

Pupils would not go to sixth form	3
Unfair on pupils to change schools	3
Should not close Cynffig sixth form	2
Unsure on impact	2
Either all or no schools merge	1

The most common responses were too far for pupils to travel/unfair pupils have to pay for transport (34) followed by does not affect me/none of my business (15) and then agree with proposal (13).

1.2.2.4 Outcome D - Cynffig Comprehensive hosts sixth form centre and hosts sixth from students from Pencoed Comprehensive and Coleg Cymunedol y Dderwen

175 people responded to this question.



37% of respondents provided a neutral response to this proposal. 35% of respondents disagreed with the proposal that Cynffig could host a sixth form centre, attended by pupils from Pencoed and CCYD and a further 25% strongly disagreed with this proposal. 2.5% of respondents agreed with this proposal and 0.5% strongly agreed with the proposal.

Respondents were asked to add any further comments on this outcome

113 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

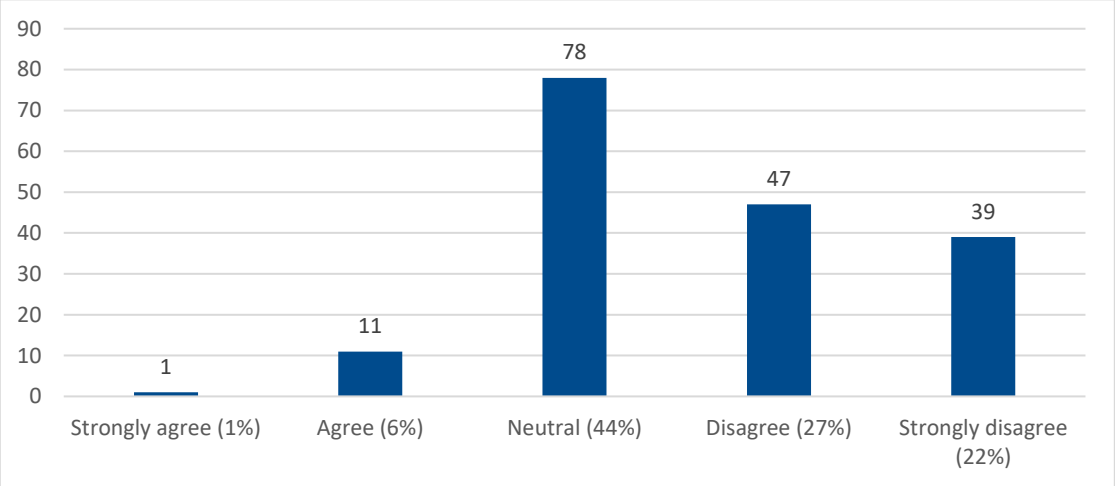
Theme	No.
Too far to travel/expensive if transport funding cut	41
Does not affect me	15
School will become overcrowded	10
Unfair for pupils to change schools	10

Pupils would lose relationships with teachers/familiar environment	9
Keep all sixth forms	7
Agree with proposal	6
Invest in sixth forms	4
Would there be enough resources/staff?	4
Expensive to build and run	2
Staff could lose jobs	2
I think that this option is better than merging all three	1
School will suffer without sixth form/staff	1
Waste of time and money	1

The most common responses were too far to travel/expensive if funding for transport is cut (41) followed by does not affect me (15).

1.2.2.5 Outcome E – Maesteg School hosts a sixth form centre and hosts sixth form students from Coleg Cymunedol y Dderwen

176 people responded to this question.



44% of respondents provided a neutral response to this proposal. 27% of respondents disagreed with the proposal that Maesteg School could host a sixth form centre, attended by pupils from CCYD and a further 22% strongly disagreed with the proposal. 6% of respondents agreed with this proposal and 1% strongly agreed with the proposal.

Respondents were asked to add any further comments on this outcome

86 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

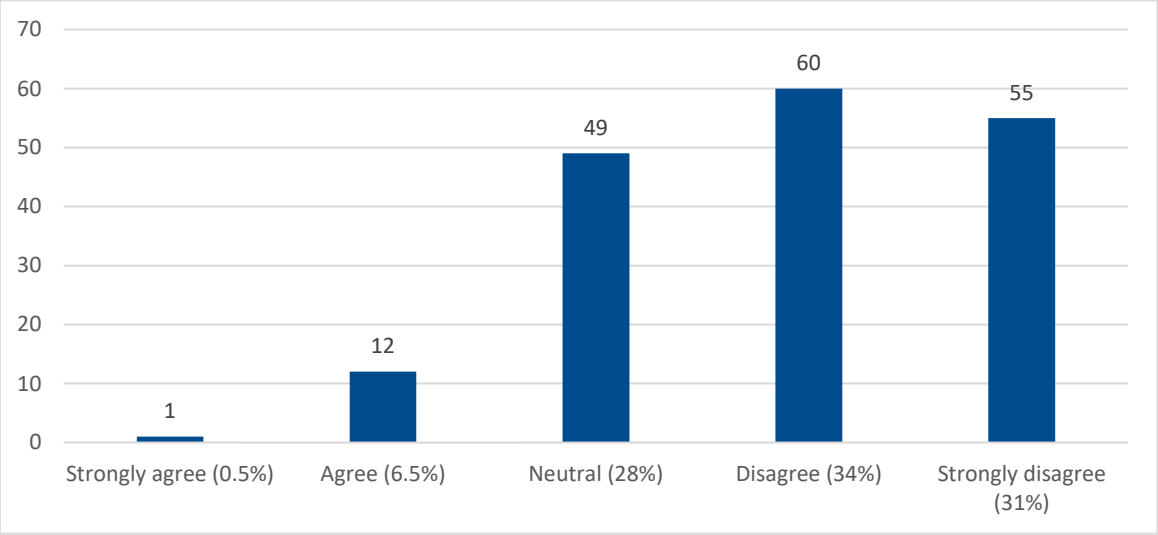
Theme	No.
Too far to travel/expensive transport costs for pupils	35
Keep all sixth forms	10
Does not affect me	7
Agree with proposal	7

These schools do not need to merge	5
Pupils would lose relationships with their teachers	4
Need to improve collaboration for pupils	3
May cause overcrowding at Maesteg	3
Pupils would not attend sixth form if they change	3
Disagree with proposal	2
Either all or no schools merge	2
May offer pupils additional subject choices/opportunities	2
Sixth forms are important in schools	2
People could go to another sixth form if they wanted to	1

The most common responses were too far to travel/expensive transport costs for pupils (35), followed by keep all sixth forms (10).

1.2.2.6 Outcome F – Maesteg School and Pencoed Comprehensive both become sixth form centres and host sixth form students from Cynffig Comprehensive and Coleg Cymunedol y Dderwen.

177 people responded to this question.



34% of respondents disagreed with the proposal that Maesteg School and Pencoed Comprehensive both become sixth form centres and host pupils from CCYD and Cynffig. A further 31% strongly disagreed with the proposal. 28% provided a neutral response. 6.5% of respondents agreed with this proposal and 0.5% strongly agreed with the proposal.

Respondents were asked to add any further comments on this outcome

93 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
Too far to travel/transports costs too high	27
Difficult transition/unfair to ask pupils to change schools	20

Keep all sixth forms	12
Schools will become overcrowded	10
May offer pupils additional opportunities/subject choices	6
Does not affect me	5
Pupils will lose relationships with their teachers	5
Improve collaboration offer	2
Either all schools merge or no schools merge	2
Pupils would not attend sixth form if they change	2
There will be cultural differences between schools	1
Sixth forms are important to have in schools	1

The most common responses were too far to travel/transports costs too high (27), followed by difficult transition/unfair to ask pupils to change schools (20) and then keep all sixth forms (12).

1.2.2.7 Overall consideration of the options

Respondents were asked to rank in order of preference the options outlined in outcomes A-F.

The overall list of preferred concepts are:

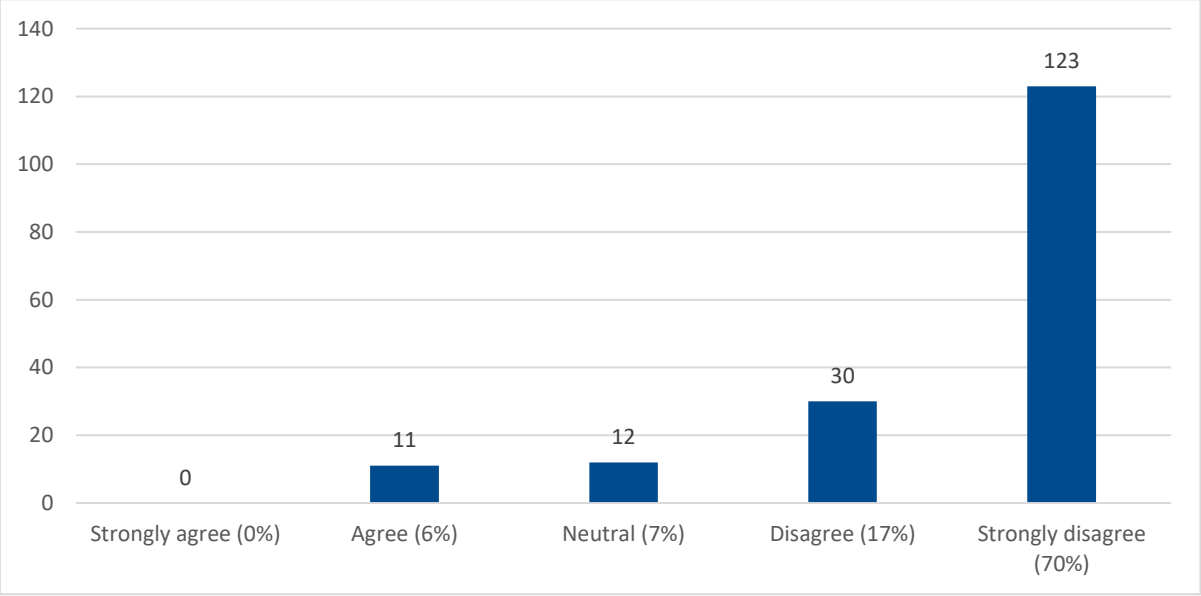
Rank	Outcome	Number of respondents who ranked each concept in position	% of groups who racked each concept in positon
1	**Outcome B** Porthcawl Comprehensive keeps its sixth form	105	67%
2	**Outcome C** Cynffig Comprehensive closes or merges its sixth form with Porthcawl Comprehensive	74	47%
3	**Outcome D** Cynffig Comprehensive hosts sixth form centre and hosts sixth form students from Pencoed Comprehensive and Coleg Cymunedol y Dderwen	96	60%
4	**Outcome E** Maesteg School hosts a sixth form centre and hosts sixth form students from Coleg Cymunedol y Dderwen	50	32%
5	**Outcome F** Maesteg School and Pencoed Comprehensive both become sixth form centres and host sixth form students from Cynffig Comprehensive and Coleg Cymunedol y Dderwen.	47	30%

6	**Outcome A2** Brynteg school and Bryntirion Comprehensive develop a joint sixth for provision;	74	47%
7	**Outcome A1** Brynteg School becomes a sixth form centre and hosts sixth form students from Bryntirion Comprehensive	105	67%

1.2.3 Option two – a mix of school sixth forms with some mergers to create a new FE college governed sixth form centre(s)

1.2.3.1 Outcome A – a sixth form centre is developed in Bridgend Town centre and run by Bridgend College, drawing sixth from students from Cynffig Comprehensive school, Coleg Cymunedon y Dderwen, Pencoed Comprehensive school and Bryntirion Comprehensive school (if the merger with Brynteg school listed in Option 1/Outcome A did not take place).

176 people responded to this question.



70% of respondents strongly disagreed with this proposal and a further 17% disagreed with the proposal. 7% provided a neutral response. 6% of respondents agreed with this proposal.

Respondents were asked to add any further comments on this outcome

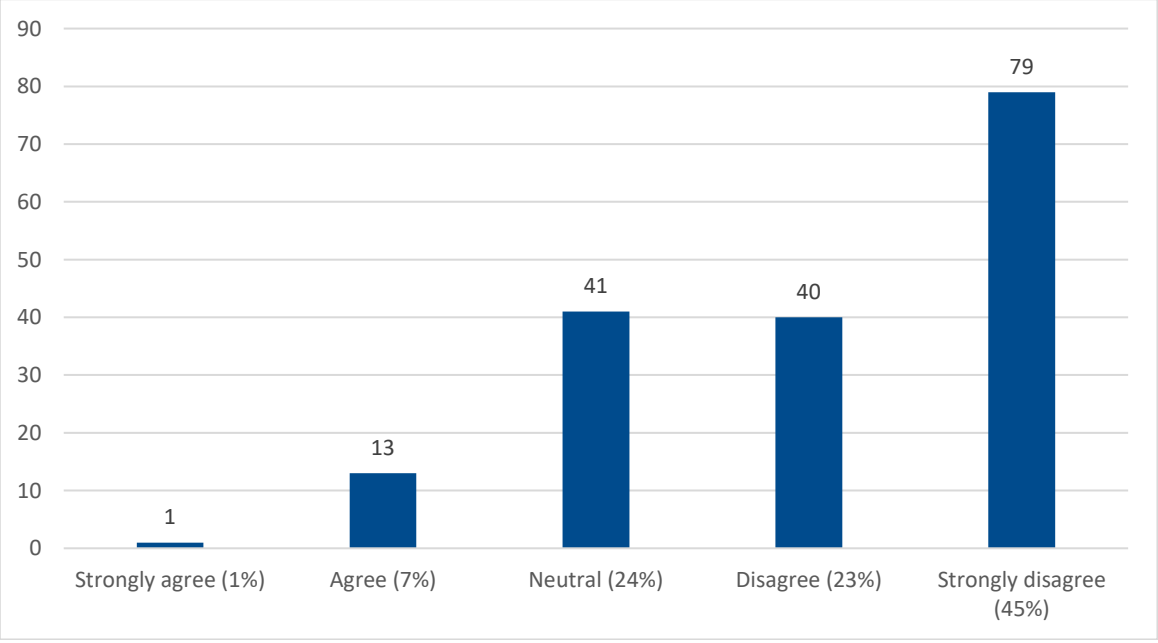
90 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
Would staff be qualified/would negatively affect standards	26
Difficult for people to get transport/pay travel costs	19
Keep all sixth forms	11
People choose a school based sixth form setting, if they wanted to go to college they would	9
Will be overpopulated/bigger classes	8
Invest in sixth forms/improve collaboration	6
Either all or no schools should merge	3
Expensive/waste of money	2
Other than keeping sixth forms this is the best option	2
Bridgend town is unsafe	2
Pupils would not go to sixth form	1
Cultural differences between schools	1

The most common responses were would staff be qualified/would negatively affect standards (26), followed by difficult for people to get transport/pay travel costs (19) and then keep all sixth forms (11).

1.2.3.2 Outcome B - Sixth form centre at Bridgend College's Pencoed Campus run by the college and hosting sixth-form students from Pencoed Comprehensive, Cynffig Comprehensive and Coleg Cymunedol y Dderwen.

174 people responded to this question.



45% of respondents strongly disagreed with this proposal and a further 23% disagreed with the proposal. 24% provided a neutral response. 7% of respondents agreed with this proposal and a further 1% strongly agreed with the proposal.

Respondents were asked to add any further comments on this outcome

67 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
Travel would be too far/transport too expensive	19
Would negatively affect standards/who would teach A Levels	14
People choose a school based sixth form setting, if they wanted to go to college they would	7
Unfair for pupils/difficult transition	5
Keep all sixth forms	5
Expensive/waste of money	4
Would be less pastoral support/individualised learning	3
What about other subjects?	2
This does not affect me	1
Pupils would not go to sixth form	1
Would be good for Pencoed pupils	1

The most common responses were travel would be too far/transport too expensive (19), followed by would negatively affect standards/who would teach A Levels (14) and then people choose a school based sixth form setting, if they wanted to go to college they would (7).

1.2.3.3 Overall consideration of the options

Respondents were asked to rank their preferred choice for Outcome A and B by numbering the options one and two.

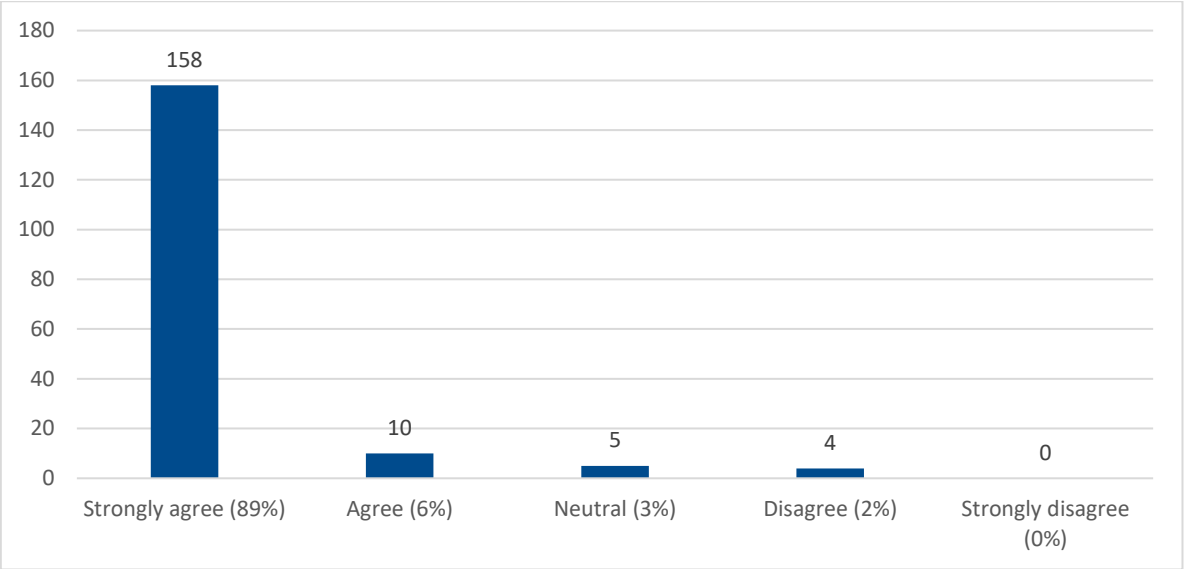
Respondents ranked outcomes A and B as:

- Outcome B Sixth Form centre at Bridgend College's Pencoed campus run by the college (51%)
- Outcome A Bridgend town centre sixth form centre run by the college (49%)

1.2.4 Option three Keeping sixth forms in all schools

1.2.4.1 The retention of sixth forms in all schools – the current position (ie a distributed tertiary model based on collaboration, but with further development in order to improve the delivery of this option)

177 people responded to this question.



89% of respondents strongly agreed with the proposal to keep sixth forms in all schools and a further 6% of respondents agreed with this proposal. 3% provided a neutral response. 2% of respondents disagreed with the proposal to keep sixth forms in all schools.

Respondents were asked to add any further comments on this outcome

115 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
Agree with proposal/keep all sixth forms	39
Relationships with teachers/familiar environment/support is important	29
There will be no additional travel for pupils	17
Collaboration needs to be improved so it is easier for pupils and offer more subjects	16
Should invest in sixth forms	8
Sixth forms/formers are important to schools	4
Some schools may not be able to sustain their sixth form	1
Staff will not lose their jobs	1

The most common responses were agree with proposal/ keep all sixth forms (39), followed by relationships with teachers/familiar environment/support is important (29) and then there will be no additional travel for pupils (17).

1.2.5 Overall consideration of the options

Respondents were asked, having reviewed all the options and outcomes, to rank their preferred choice for Options 1, 2 and 3.

Overall respondents ranked the outcomes in first position as follows:

- Option 3 retention of sixth forms in all schools – the current position (ie a distributed tertiary model based on collaboration, but with further development in order to improve the delivery of this option) (97%);
- Option 1 a mix of school sixth forms with some mergers to create new local authority maintained sixth-form centre(s) (1.5%);
- Option 2 a mix of school sixth form with some mergers to create new FE College governed sixth-form centre(s) (1.5%).

1.2.6 Do you have any other comments you would like to make about the proposals?

Respondents were asked if they had any further comments that they would like to make about the proposals.

56 comments were received. These have been themed and are detailed in the table below:

Theme	No.
Keep all sixth forms	29
Transport should be free, especially if pupils are forced to go travel to another school	9
Keeping sixth forms would mean no additional travel for pupils	8
Invest in sixth forms/improve collaboration	5
Pupils may not got to sixth form if they have to go to college	2
If option 2 was chosen I would like a consultation on where the site will be	1
Relationships with teacher will be lost is sixth forms merge	1
Sixth forms are important for schools	1

The most common responses were keep all sixth forms (29), followed by transport should be free, especially if pupils are forced to go travel to another school (9) and then keeping sixth forms would mean no additional travel for pupils (8).

Appendix 6 Coleg Cymunedol Y Dderwen Comprehensive School.

1. Question and analysis - consultation survey

In order to gather the views of young people the consultation and engagement team and the lead officer for post-16 education attended comprehensive schools across the county borough. Pupils were given an overview of the consultation and then were guided through the youth version of the survey.

The youth version of the consultation contained 18 questions related re-organisation of post 16 education across the county borough. All questions were optional, so participants could choose to answer all or some of the questions.

Respondents were provided with information about each of the potential options and outcomes and asked if they agreed with the proposals. After each option respondents were asked to rank their preferred outcome within that option. Finally respondents were asked to rank the three options into their preferred options and make any other comments about the proposals.

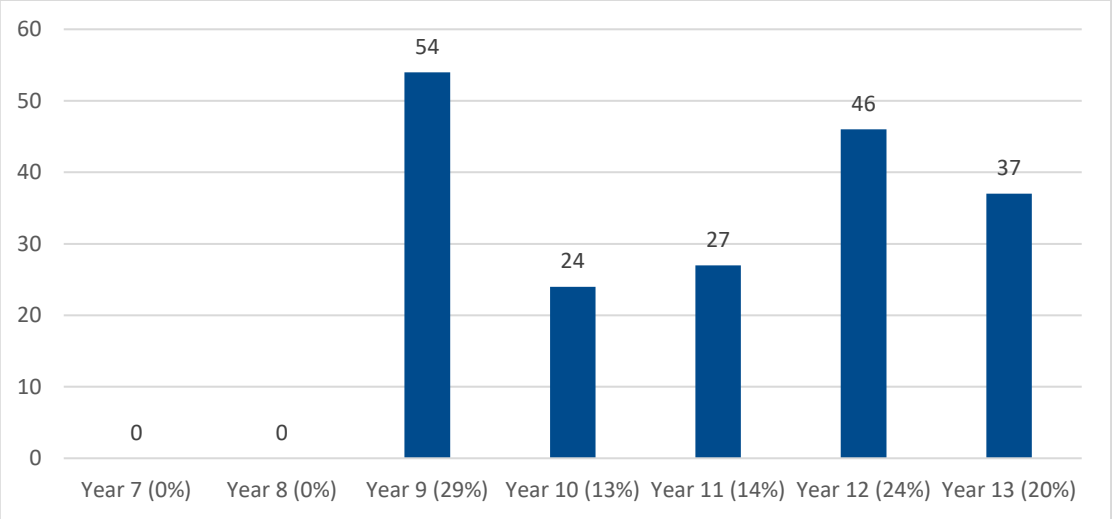
This report details the responses received in the Coleg Cymunedol Y Dderwen engagement session. 189 learners were involved in the engagement session.

1.1 About you

1.1.1 Year group

Respondents that said they were a student were then asked to select their year group.

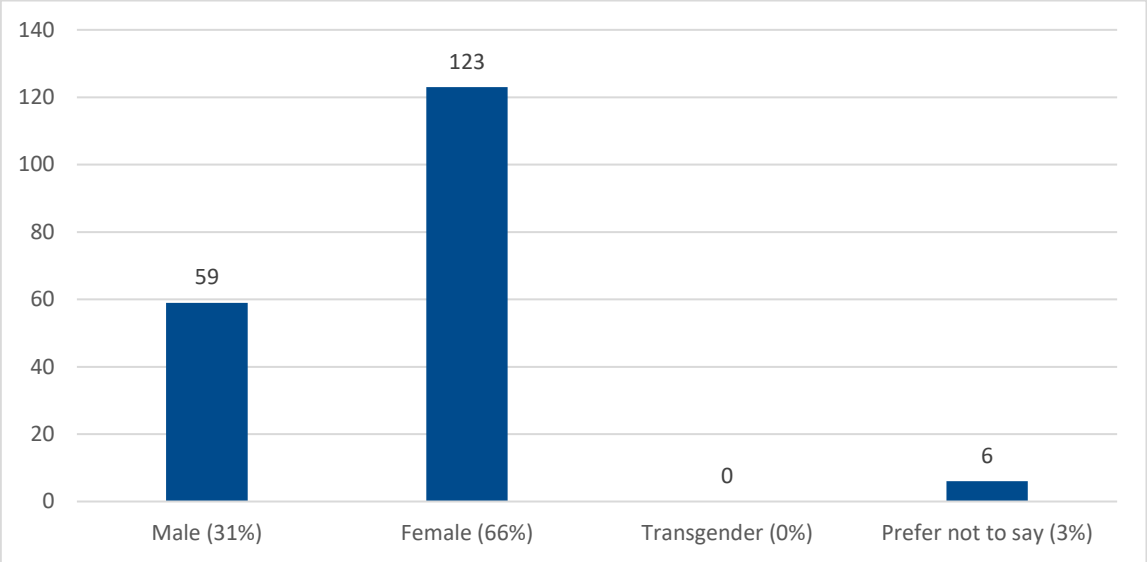
188 people responded to this question.



29% of respondents stated that they were in year 9, followed by year12 (24%) and then year 13 (20%).

1.1.2 Gender

188 people responded to this question.



66% of respondents stated that they were female and 31% stated male. 3% of respondents stated that they would prefer not to say.

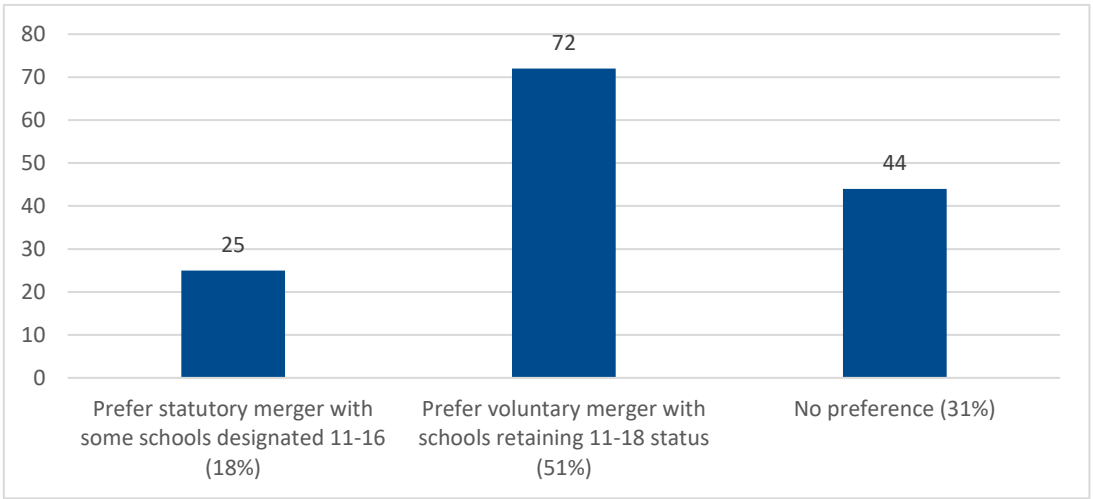
1.2 Survey questions

1.2.1 Sixth form mergers

Respondents were given information about the types of mergers under consideration, described as statutory and voluntary mergers.

Please indicate if you have a preference or not for either type of sixth form merger

141 people responded to this question.

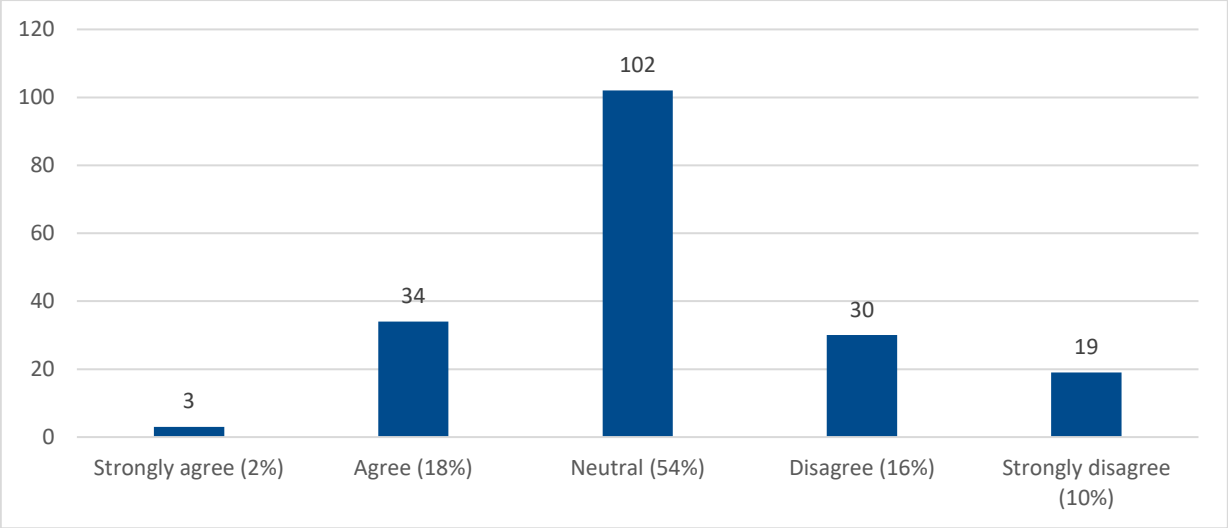


51% of respondents preferred voluntary merger with both schools retaining 11-18 status, 31% of respondents stated that they had no preference and 18% of respondents preferred a statutory merger with some schools being designated 11-16.

1.2.2 Option one – a mix of school sixth forms with some mergers to create new local authority maintained sixth form centre(s)

1.2.2.1 Outcome A – Brynteg School becomes a sixth form centre and hosts sixth form students from Bryntirion comprehensive

188 people responded to this question.



54% of respondents gave a neutral response to this proposal. 18% of respondents agreed with the proposal for Brynteg School to become a sixth form centre and host sixth form students from Bryntirion comprehensive, a further 2% strongly agreed. 16% of respondents disagreed with this proposal and a further 10% strongly disagreed.

Respondents were asked to add any further comments on this outcome

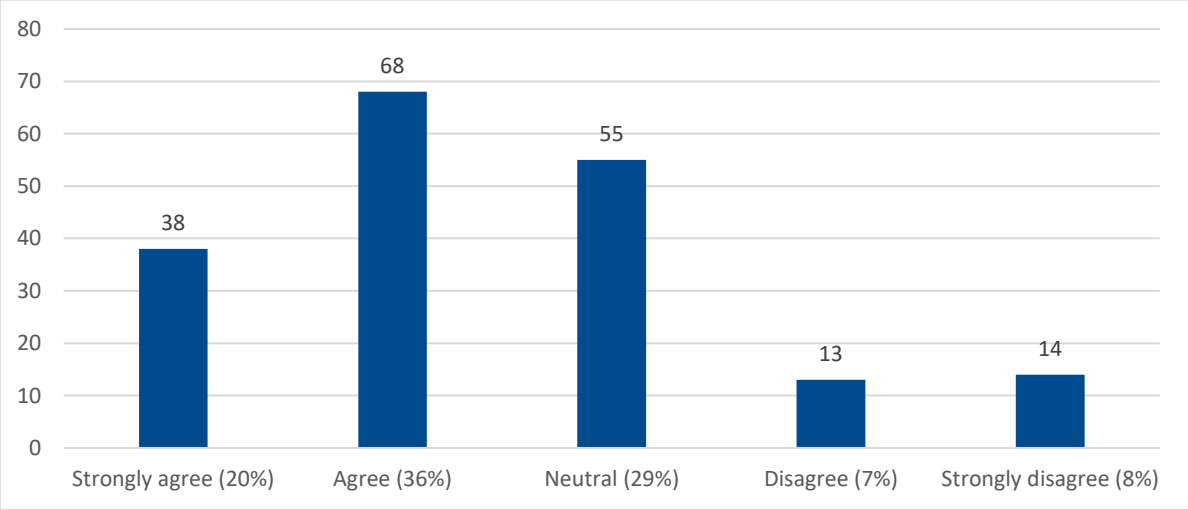
25 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
Keep all sixth forms	4
Pupils will not go to sixth forms if they change	4
Schools are close enough to merge	4
Does not affect me/us	3
Will be additional travel/costs	3
Invest in all sixth forms	2
Pupils will lose relationships with their teachers	2
Both schools could manage the sixth form	1
Brynteg also takes in CCYD	1
New buildings could be erected here at CCYD	1

The most common responses were keep all sixth forms (4), pupils will not go to sixth forms if they change (4) and schools are close enough to merge (4).

1.2.2.2 Outcome B – Porthcawl Comprehensive keeps its sixth form

188 people responded to this question.



36% agreed with the proposal that Porthcawl should keep its sixth form and a further 20% strongly agreed with the proposal. 29% of respondents provided a neutral response to this proposal. 8% of respondents strongly disagreed with this proposal and 7% disagreed.

Respondents were asked to add any further comments on this outcome.

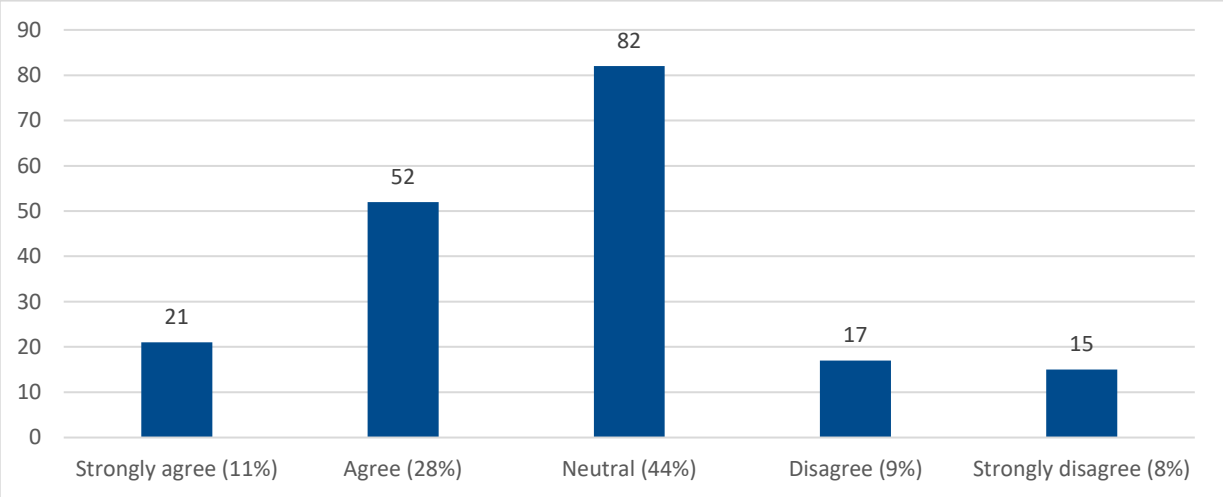
26 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
Pupils should not have to travel/pay for transport	6
Keep all sixth forms	4
No need to merge as they have high pupil numbers	4
Does not affect me/us	3
Porthcawl pupils will not be able to travel elsewhere so should keep their sixth form	3
Pupils will not go to sixth form if they merge	3
Agree with proposal	1
Porthcawl should be a hub for nearby sixth forms	1
Unfair they keep their sixth form and not other schools	1

The most common responses were pupils should not have to travel/pay for transport (6) followed by keep all sixth forms (4) and no need to merge as they have high pupil numbers (4).

1.2.2.3 Outcome C – Cynffig Comprehensive closes or merges its sixth form with Porthcawl Comprehensive

187 people responded to this question.



44% of respondents provided a neutral response to this proposal. 28% of respondents agreed with this proposal and a further 11% strongly agreed with the proposal for Cynffig comprehensive to close or merge its sixth form with Porthcawl comprehensive. 9% of respondents disagreed with this proposal and a further 8% strongly disagreed.

Respondents were asked to add any further comments on this outcome

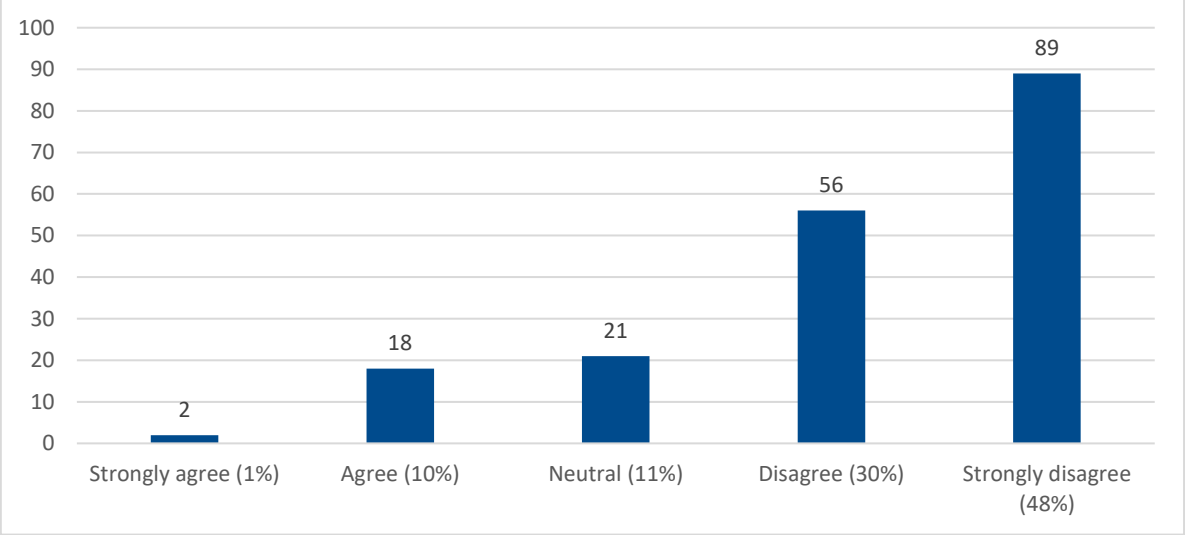
39 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
Unfair to ask pupils to travel/cost	10
Would give Cynffig learners better opportunities	5
Does not affect me/us	4
Porthcawl has too many pupils to be able to take more	4
Schools are close enough to merge	4
Pupils will not go to sixth forms if they change/merge	3
Agree with proposal	2
Cynffig could merge, but with a school with less pupils than Porthcawl	2
Keep all sixth forms	2
Will lose teacher relationship and be in an unfamiliar environment for pupils if schools merge	2
Small classes are better	1

The most common responses were unfair to ask pupils to travel/cost (10), followed by would give Cynffig learners better opportunities transport (5).

1.2.2.4 Outcome D - Cynffig Comprehensive hosts sixth form centre and hosts sixth from students from Pencoed Comprehensive and Coleg Cymunedol y Dderwen

186 people responded to this question.



48% of respondents strongly disagreed with the proposal that Cynffig could host a sixth form centre, attended by pupils from Pencoed and CCYD. A further 30% disagreed with the proposal. 11% provided a neutral response. 10% of respondents agreed with this proposal and 1% strongly agreed with the proposal.

Respondents were asked to add any further comments on this outcome

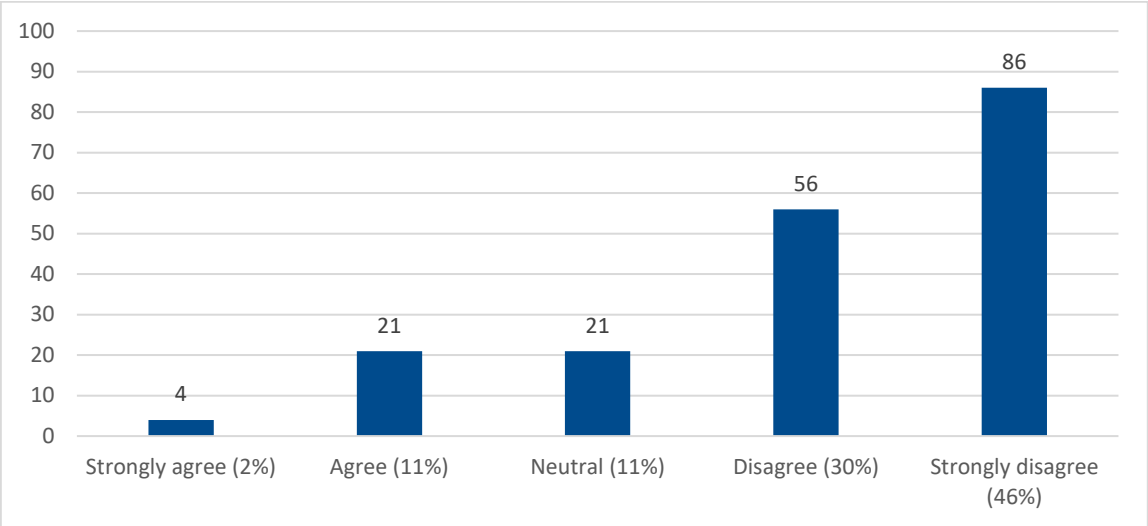
100 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
Unfair for students to travel/ too far to travel for sixth form	67
Pupils would not go to a different sixth form	12
Too many students in one place/not enough facilities	5
Will lose relationships with teachers/unfamiliar environment	5
CCYD keeps sixth form	3
Keep all sixth forms	3
Agree with proposal	2
If merged then run by both schools	1
Either merge all or none	1
Would offer more subject choice	1

The most common responses were unfair for students to travel/ too far to travel for sixth form (67), followed by pupils would not go to a different sixth form (12).

1.2.2.5 Outcome E – Maesteg School hosts a sixth form centre and hosts sixth form students from Coleg Cymunedol y Dderwen

188 people responded to this question.



46% of respondents strongly disagreed with the proposal that Maesteg School could host a sixth form centre, attended by pupils from CCYD. A further 30% disagreed with the proposal. 11% of respondents agreed with this proposal and 2% strongly agreed with the proposal. 11% provided a neutral response.

Respondents were asked to add any further comments on this outcome

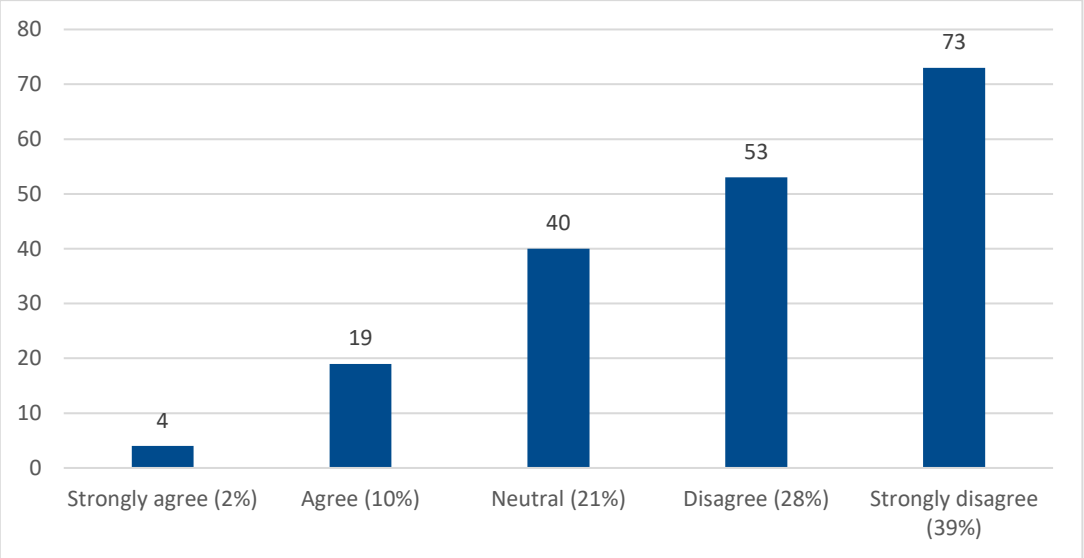
106 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
Too far/long to travel and transport may not be provided	58
CCYD could host Maesteg/Pencoed students	14
Pupils would not go to sixth form	8
Will cause an uncomfortable transition/Lose teacher relationships	6
Keep all sixth forms/CCYD	4
There is room to expand at CCYD to host other students	3
Agree with proposal	2
Disagree with proposal	2
Will lose sixth form traditions	1
Merge sixth forms	1
Only merge if run by both schools	1

The most common responses were too far/long to travel and transport may not be provided (58), followed by CCYD could host Maesteg/Pencoed students (14) and then pupils would not go to sixth form (8).

1.2.2.6 Outcome F – Maesteg School and Pencoed Comprehensive both become sixth form centres and host sixth form students from Cynffig Comprehensive and Coleg Cymunedol y Dderwen.

189 people responded to this question.



39% of respondents strongly disagreed with the proposal that Maesteg School and Pencoed Comprehensive both become sixth form centres and host pupils from CCYD and Cynffig. A further 28% disagreed with the proposal. 21% provided a neutral response. 10% of respondents agreed with this proposal and 2% strongly agreed with the proposal.

Respondents were asked to add any further comments on this outcome

74 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
Too far/too long/too expensive to travel (unsure if travel is available)	29
keep all sixth forms	8
Will cause overcrowding	8
Uncomfortable transition/lose relationships with teachers	6
CCYD should keep its sixth form	5
Agree - but transport should be provided	4
Better option as gives pupils a choice	4
Pupils will not go to sixth form	4
Increased capacity in the future will increase demand	2
Disagree with proposal	1
Part of our building is used by the council - we could expand there and take additional students	1
Would prefer to host other schools	1
Should have merged schools previously if you knew they would struggle financially	1

The most common responses were too far/too long/too expensive to travel (unsure if travel is available) (29), followed by keep all sixth forms (8) and will cause overcrowding (8).

1.2.2.7 Overall consideration of the options

Respondents were asked to rank in order of preference the options outlined in outcomes A-F.

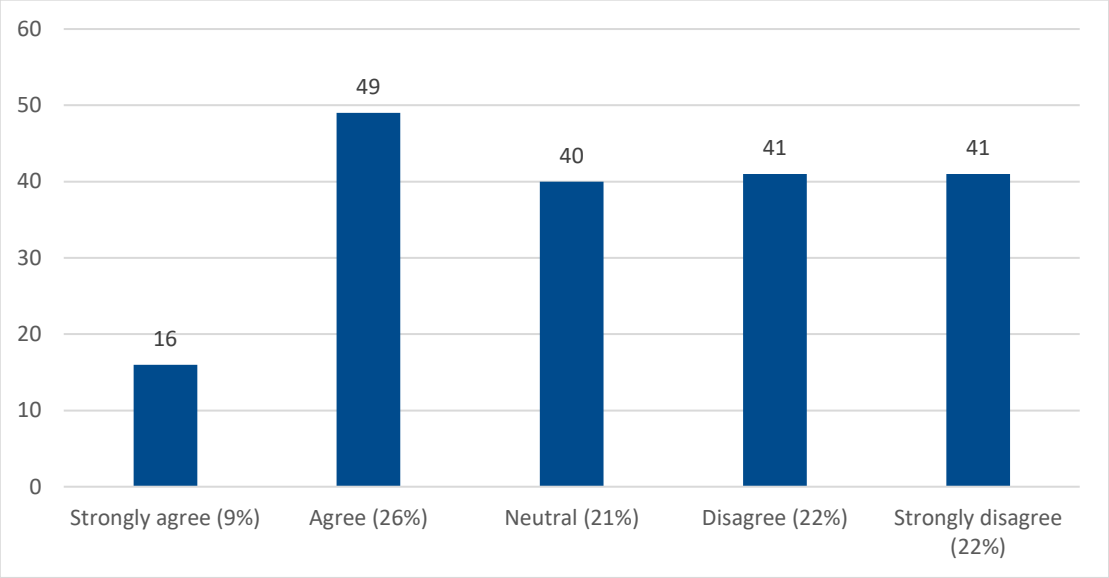
The overall list of preferred concepts are:

Rank	Outcome	Number of respondents who ranked each concept in position	% of groups who racked each concept in positon
1	**Outcome B** Porthcawl Comprehensive keeps its sixth form	63	38%
2	**Outcome A2** Brynteg school and Bryntirion Comprehensive develop a joint sixth for provision;	53	33%
3	**Outcome A1** Brynteg School becomes a sixth form centre and hosts sixth form students from Bryntirion Comprehensive	46	28%
4	**Outcome C** Cynffig Comprehensive closes or merges its sixth form with Porthcawl Comprehensive	75	47%
5	**Outcome E** Maesteg School hosts a sixth form centre and hosts sixth form students from Coleg Cymunedol y Dderwen	49	29%
6	**Outcome F** Maesteg School and Pencoed Comprehensive both become sixth form centres and host sixth form students from Cynffig Comprehensive and Coleg Cymunedol y Dderwen.	57	34%
7	**Outcome D** Cynffig Comprehensive hosts sixth form centre and hosts sixth form students from Pencoed Comprehensive and Coleg Cymunedol y Dderwen	66	40%

1.2.3 Option two – a mix of school sixth forms with some mergers to create a new FE college governed sixth form centre(s)

1.2.3.1 Outcome A – a sixth form centre is developed in Bridgend Town centre and run by Bridgend College, drawing sixth from students from Cynffig Comprehensive school, Coleg Cymunedon y Dderwen, Pencoed Comprehensive school and Bryntirion Comprehensive school (if the merger with Brynteg school listed in Option 1/Outcome A did not take place).

187 people responded to this question.



26% of respondents agreed with this proposal and a further 9% strongly agreed with the proposal. 22% of respondents strongly disagreed with this proposal and a further 22% disagreed with the proposal. 21% provided a neutral response.

Respondents were asked to add any further comments on this outcome

88 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

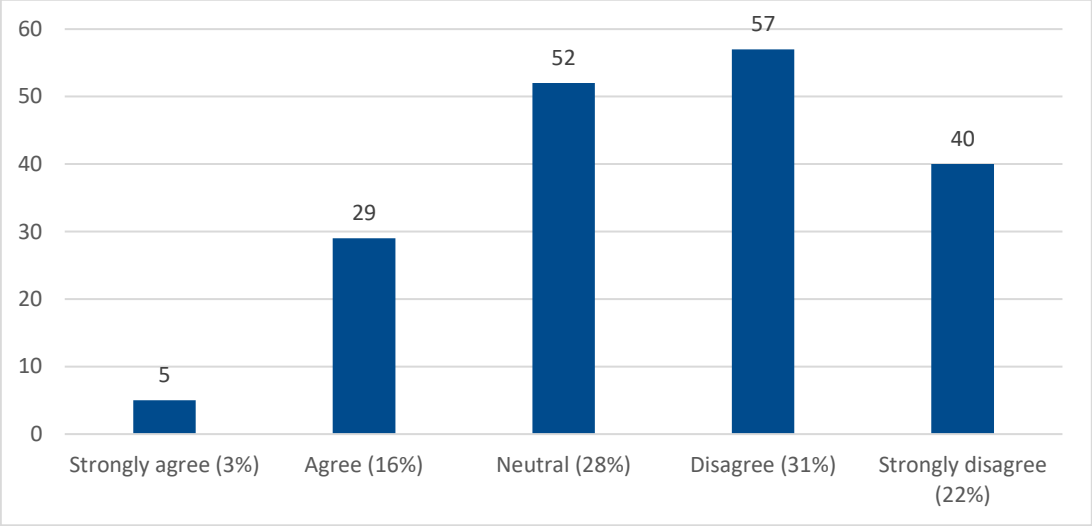
Theme	No.
Travel would be difficult/expensive if not provided	16
Will be overpopulated (more traffic, less support, more competition for spaces)	10
Agree with proposal as long as transport is provided	7
Town centre unsafe/ bad environment	7
Keep all sixth forms	5
Pupils will not go to sixth form	5
Where would the teachers be from?	5
If merging then you should merge all schools	4
Will be an uncomfortable transition	4
Will offer better opportunities	4
Bridgend college is unsuitable for high achieving students	3
Will be expensive, invest in sixth forms instead	3
Cultural difference between school and college	3
Agree with proposal	3
Less travelling than other options	2
There is space to expand at CCYD	2
Protect the valleys as there is nothing up there	1

Will not affect me	1

The most common responses were travel would be difficult/expensive if not provided (16), followed by will be overpopulated (more traffic, less support, more competition for spaces) (10) and then agree with proposal as long as transport is provided (7) and town centre unsafe/ bad environment (7).

1.2.3.2 Outcome B - Sixth form centre at Bridgend College's Pencoed Campus run by the college and hosting sixth-form students from Pencoed Comprehensive, Cynffig Comprehensive and Coleg Cymunedol y Dderwen.

183 people responded to this question.



31% of respondents disagreed with this proposal and a further 22% strongly disagreed with the proposal. 28% provided a neutral response. 16% of respondents agreed with this proposal and a further 3% strongly agreed with the proposal.

Respondents were asked to add any further comments on this outcome

82 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
Too far/too long/too expensive if transport is not provided	43
Keep sixth forms	8
What about students who want to study other subjects	7
Waste of money, invest in sixth forms	4
Would offer more opportunities	3
Will be overcrowded	3
Agree with proposal	2
Better than other options	2
Disagree with proposal	2
Pupils will not attend sixth form	2

Unsuitable environment for higher achieving learners	2
CCYD shows the consequences of merging schools - why allow this to occur for younger generations	1
There will be more competition for spaces	1
School and college should remain separate	1
Will take too long to build	1

The most common responses were too far/too long/too expensive if transport is not provided (43), followed by keep all sixth forms (8) and then what about students who want to study other subjects (7).

1.2.3.3 Overall consideration of the options

Respondents were asked to rank their preferred choice for Outcome A and B by numbering the options one and two.

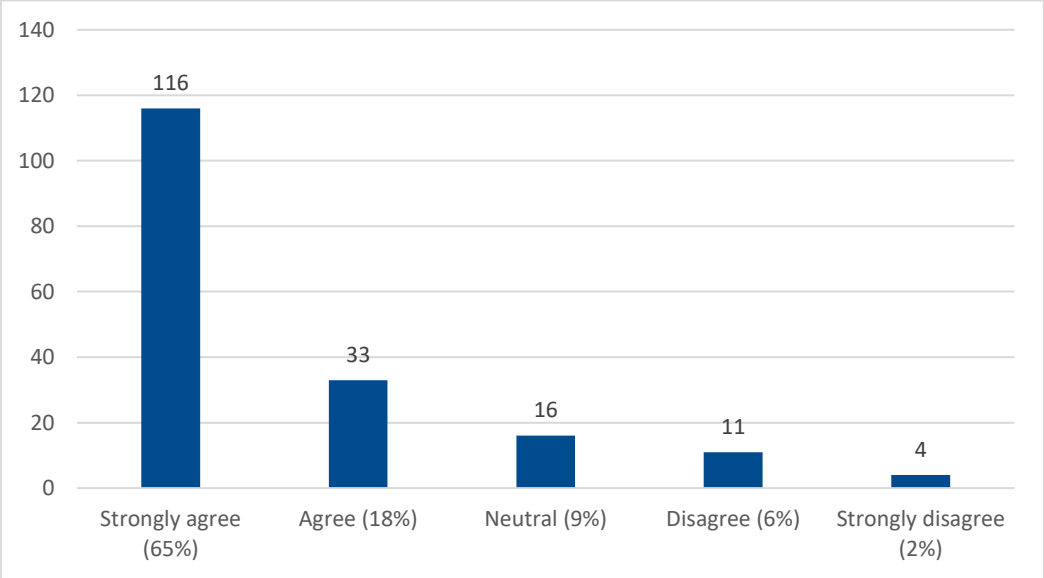
Respondents ranked outcomes A and B as:

- Outcome A Bridgend town centre sixth form centre run by the college (57%)
- Outcome B Sixth Form centre at Bridgend College's Pencoed campus run by the college (43%)

1.2.4 Option three Keeping sixth forms in all schools

1.2.4.1 The retention of sixth forms in all schools – the current position (ie a distributed tertiary model based on collaboration, but with further development in order to improve the delivery of this option)

180 people responded to this question.



65% of respondents strongly agreed with the proposal to keep sixth forms in all schools and a further 18% of respondents agreed with this proposal. 9% provided a neutral response.

6% of respondents disagreed with this proposal and a further 2% strongly disagreed with the proposal to keep sixth forms in all schools.

Respondents were asked to add any further comments on this outcome

128 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
Agree with proposal	39
Will be in a familiar environment/ have good relationships with teachers	31
No additional travel will be needed	21
Improve collaboration/offer more subjects	11
This limits subject choice for pupils	8
If someone does not like the options in sixth forms they can attend a different school	5
Invest in sixth forms/ encourage pupils to stay on	5
Sixth form is an important part of the school/community	4
Unsure this is sustainable	2
Schools with enough pupils should remain, others should merge, or close all sixth forms and have a centre	1
Will not affect me	1

The most common responses were agree with proposal (39), followed by will be in a familiar environment/ have good relationships with teachers (31) and then no additional travel will be needed (21).

1.2.5 Overall consideration of the options

Respondents were asked, having reviewed all the options and outcomes, to rank their preferred choice for Options 1, 2 and 3.

Overall respondents ranked the outcomes in first position as follows:

- Option 3 retention of sixth forms in all schools – the current position (ie a distributed tertiary model based on collaboration, but with further development in order to improve the delivery of this option) (78%);
- Option 2 a mix of school sixth form with some mergers to create new FE College governed sixth-form centre(s) (12%).
- Option 1 a mix of school sixth forms with some mergers to create new local authority maintained sixth-form centre(s) (10%);

1.2.6 Do you have any other comments you would like to make about the proposals?

Respondents were asked if they had any further comments that they would like to make about the proposals.

115 comments were received. These have been themed and are detailed in the table below:

Theme	No.
Keep all sixth forms/option three is best	43
People will not be able to afford to pay for transport	28
Additional travel is not fair for pupils	9
Keep sixth forms but improve collaborations to increase subject offer	8
Pupils would not come if they had to travel even further	7
People have positive relationships with teachers/familiar environment in sixth forms	6
Do not want to go to/ merge with college	4
Pupils will not come to sixth form if they merge	4
Option two is best	2
EMA should be given to everyone	2
Merging would negatively affect attainment	1
Option three does not offer any improvements	1

The most common responses were keep all sixth forms/option three is best (43), followed by people will not be able to afford to pay for transport (28) and then additional travel is not fair for pupils (9).

Appendix 7 Cynffig Comprehensive School

1. Question and analysis - consultation survey

In order to gather the views of young people the consultation and engagement team and the lead officer for post-16 education attended comprehensive schools across the county borough. Pupils were given an overview of the consultation and then were guided through the youth version of the survey.

The youth version of the consultation contained 18 questions related re-organisation of post 16 education across the county borough. All questions were optional, so participants could choose to answer all or some of the questions.

Respondents were provided with information about each of the potential options and outcomes and asked if they agreed with the proposals. After each option respondents were asked to rank their preferred outcome within that option. Finally respondents were asked to rank the three options into their preferred options and make any other comments about the proposals.

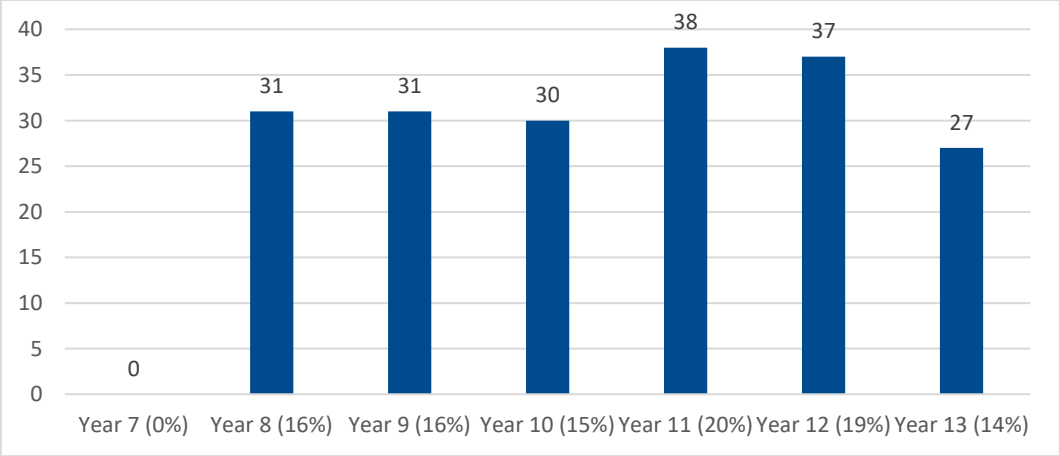
This report details the responses received in the Cynffig Comprehensive school engagement session. 194 learners were involved in the engagement session.

1.1 About you

1.1.1 Year group

Respondents that said they were a student were then asked to select their year group.

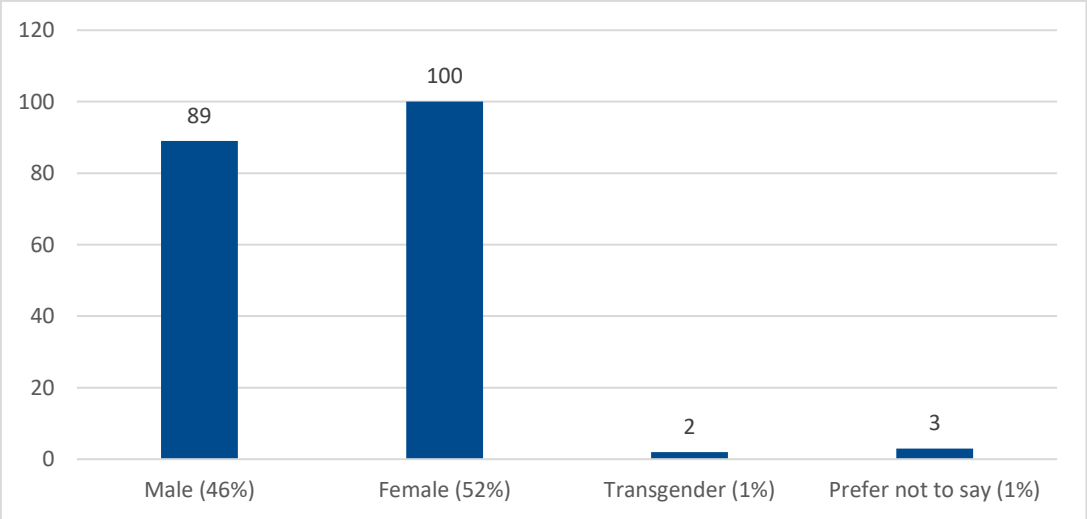
194 people responded to this question.



20% of respondents stated that they were in year 11, followed by year 12 (19%) and then year 8 (16%) and year 9 (16%).

1.1.2 Gender

194 people responded to this question.



52% of respondents stated that they were female and 46% stated male. 1% of respondents stated that they would prefer not to say and 1% stated they were transgender.

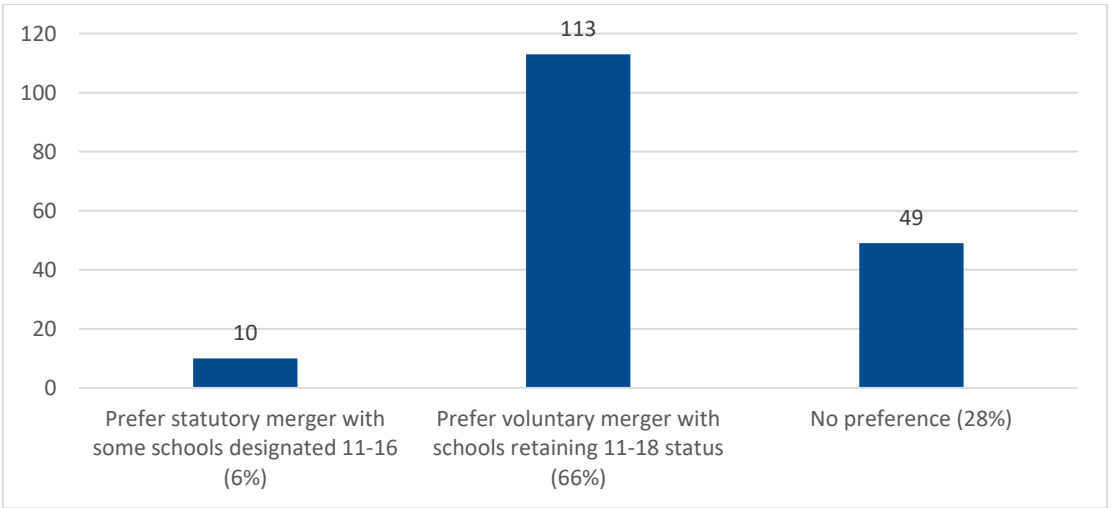
1.2 Survey questions

1.2.1 Sixth form mergers

Respondents were given information about the types of mergers under consideration, described as statutory and voluntary mergers.

Please indicate if you have a preference or not for either type of sixth form merger

172 people responded to this question.

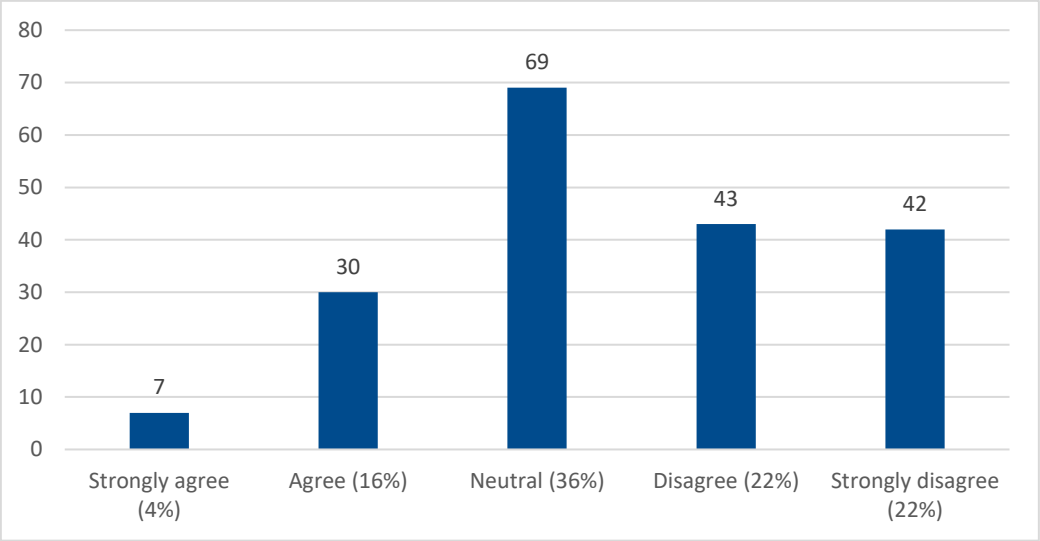


66% of respondents preferred voluntary merger with both schools training 11-18 status, 28% of respondents stated that they had no preference and 6% of respondents preferred a statutory merger with some schools being designated 11-16.

1.2.2 Option one – a mix of school sixth forms with some mergers to create new local authority maintained sixth form centre(s)

1.2.2.1 Outcome A – Brynteg School becomes a sixth form centre and hosts sixth form students from Bryntirion comprehensive

191 people responded to this question.



36% of respondents gave a neutral response to this proposal. 22% of respondents strongly disagreed with the proposal for Brynteg School to become a sixth form centre and host sixth form students from Bryntirion comprehensive, a further 22% disagreed. 16% of respondents agreed with this proposal and a further 4% strongly agreed.

Respondents were asked to add any further comments on this outcome

73 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

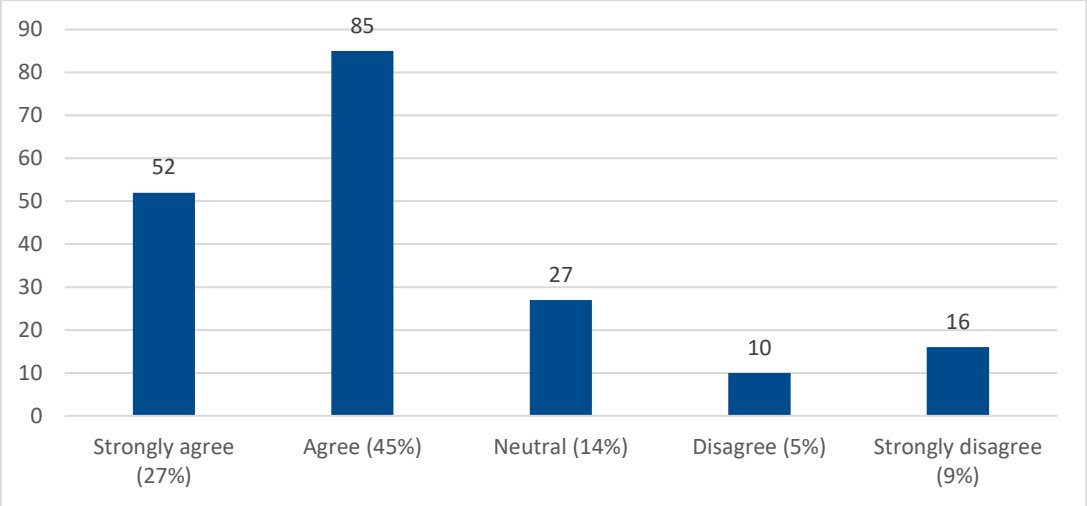
Theme	No.
Transport is unfair and will be expensive	14
Waste of money	12
Unsure of impact	11
Keep all sixth forms	10
Spend money on improving all sixth forms	7
Keep both sixth forms	3
More choice for young people	3
Smaller classes = better education	3
Sixth form will be too big/too many students	3
Agree with proposal	1
Brynteg has room for additional students	1
Disagree with proposal	1
More space for 11-16 at Bryntirion	1

Parents will send their children to Brynteg from year 7	1
Pupils will not know teachers	1
People will feel uncomfortable in classes	1

The most common responses were transport is unfair and will be expensive (14), followed by waste of money (12) and then unsure of impact (11).

1.2.2.2 Outcome B – Porthcawl Comprehensive keeps its sixth form

190 people responded to this question.



45% agreed with the proposal that Porthcawl should keep its sixth form and a further 27% strongly agreed with the proposal. 14% of respondents provided a neutral response to this proposal. 9% of respondents strongly disagreed with this proposal and 5% disagreed.

Respondents were asked to add any further comments on this outcome.

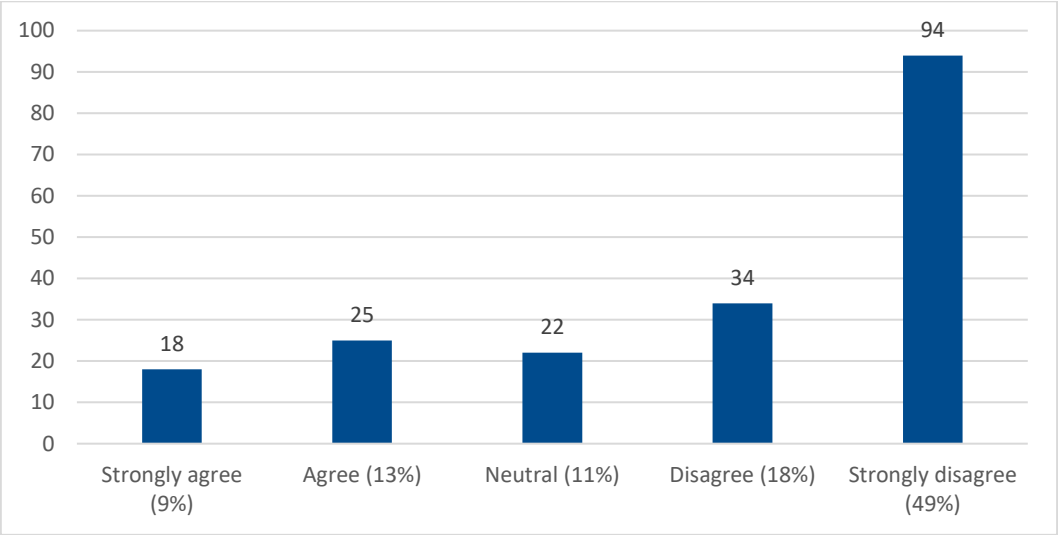
40 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
Agree with proposal (Porthcawl sixth form should stay open)	19
All schools should keep their sixth forms	13
Disagree with proposal	2
Help/fund smaller sixth forms	2
May be cultural differences	1
Instead of merging small sixth forms - break up the larger ones	1
People will lose their familiar teachers	1
Unsure of impact	1

The most common responses were agree with proposal (Porthcawl sixth form should stay open) (19) followed by all schools should keep their sixth forms (13) and then disagree with proposal (2).

1.2.2.3 Outcome C – Cynffig Comprehensive closes or merges its sixth form with Porthcawl Comprehensive

193 people responded to this question.



49% of respondents strongly disagreed with this proposal and a further 18% disagreed with the proposal. 13% of respondents agreed, and 9% strongly agreed with the proposal for Cynffig comprehensive to close or merge its sixth form with Porthcawl comprehensive. 11% provided a neutral response.

Respondents were asked to add any further comments on this outcome

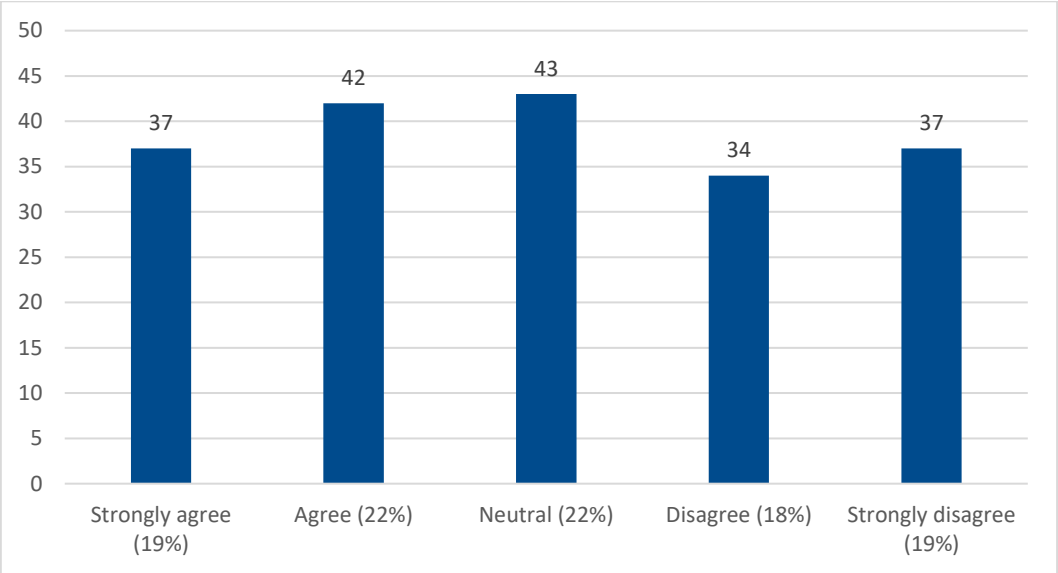
135 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
Transport is expensive	25
Familiar environment/good relationships with teachers	20
Travel would be too difficult	18
Cynffig should keep its own sixth form.	17
Not enough facilities will be available/overpopulation	14
Agree with proposal	11
This would offer us more subject choices	11
Keep all sixth forms	7
Pupils will not go/return to sixth form	6
Negative cultural differences	3
Disagree with proposal	3

The most common responses were transport is expensive (25), followed by familiar environment/good relationships with teachers (20) and then travel would be too difficult (18).

1.2.2.4 Outcome D - Cynffig Comprehensive hosts sixth form centre and hosts sixth from students from Pencoed Comprehensive and Coleg Cymunedol y Dderwen

193 people responded to this question.



22% of respondents agreed with the proposal that Cynffig could host a sixth form centre, attended by pupils from Pencoed and CCYD and a further 19% agreed with the proposal. 22% provided a neutral response. 19% of respondents strongly disagreed with this proposal and 18% disagreed with the proposal.

Respondents were asked to add any further comments on this outcome

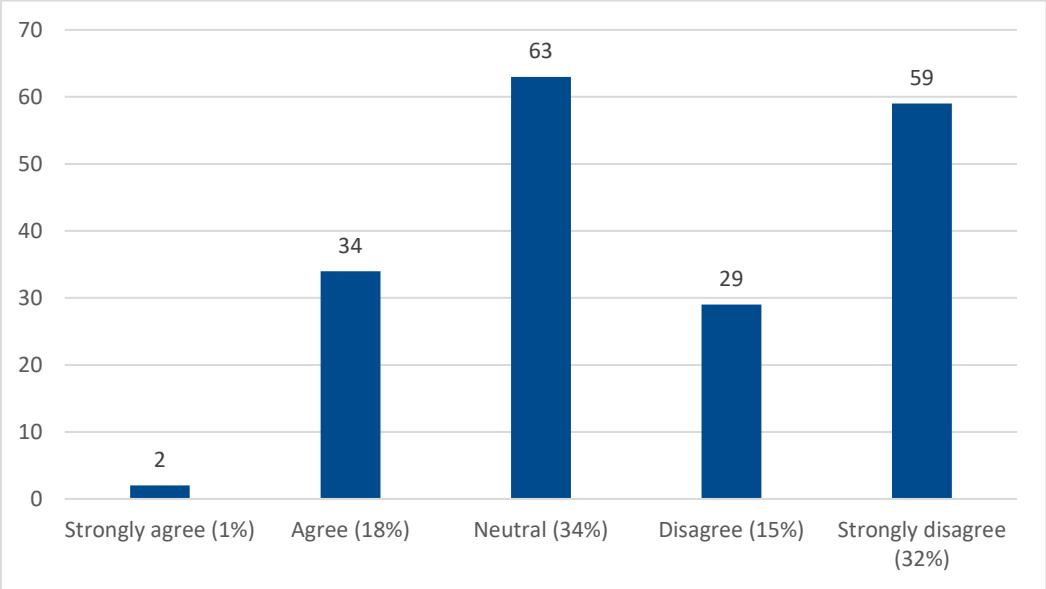
110 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
How would pupils travel here?	19
This would be unfair on these students	17
School will become overpopulated	14
Transport will be expensive for students	14
Agree with proposal	13
Keep all sixth forms	11
Cultural differences between schools	6
There is enough space to accommodate	6
We will have more subject choices	4
Disagree with proposal	2
Unsure of impact	2
Would increase student numbers	2

The most common responses were how would pupils travel here? (19), followed by this would be unfair on these students (17) and then school will become overpopulated (14) and travel will be expensive for students (14).

1.2.2.5 Outcome E – Maesteg School hosts a sixth form centre and hosts sixth form students from Coleg Cymunedol y Dderwen

187 people responded to this question.



34% provided a neutral response to this proposal. 32% of respondents strongly disagreed with the proposal that Maesteg School could host a sixth form centre, attended by pupils from CCYD. A further 15% disagreed with the proposal. 18% of respondents agreed with this proposal and 1% strongly agreed with the proposal.

Respondents were asked to add any further comments on this outcome

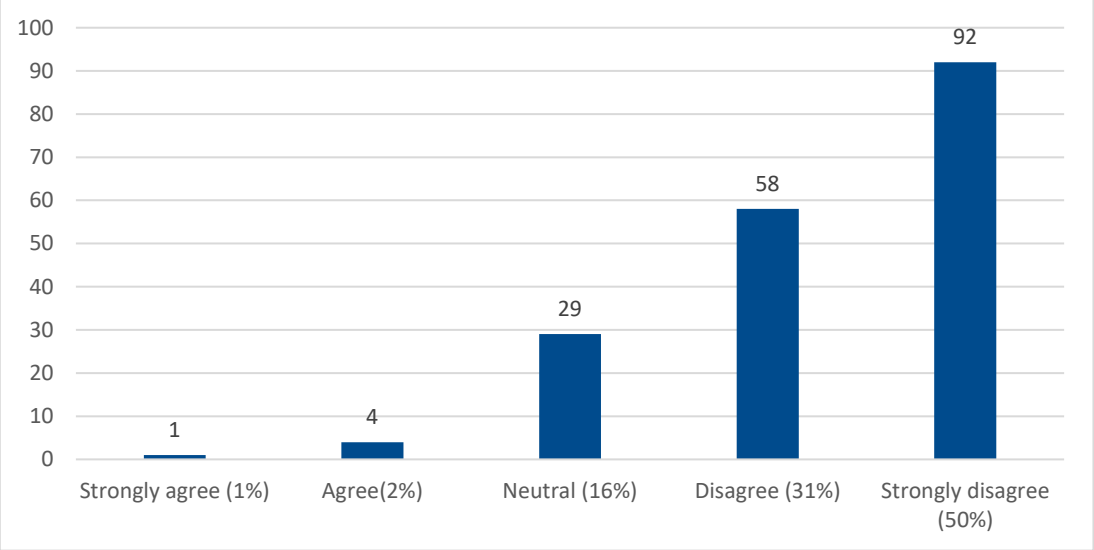
39 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
Keep all sixth forms	8
Unsure of impact	7
Agree with proposal	6
Too far to travel (Inc. cost)	3
Will disrupt CCYD students	3
Will mean less pupils to Cynffig	3
Education should have priority over cost	2
Less travelling than other options	2
Schools will be overpopulated	2
Make savings elsewhere	1
Schools will not get along	1
Staff will lose jobs	1

The most common responses were keep all sixth forms (8), followed by unsure of impact (7) and then agree with proposal (6).

1.2.2.6 Outcome F – Maesteg School and Pencoed Comprehensive both become sixth form centres and host sixth form students from Cynffig Comprehensive and Coleg Cymunedol y Dderwen.

184 people responded to this question.



50% of respondents strongly disagreed with the proposal that Maesteg School and Pencoed Comprehensive both become sixth form centres and host pupils from CCYD and Cynffig. A further 31% disagreed with the proposal. 16% provided a neutral response. 2% of respondents agreed with this proposal and 1% strongly agreed with the proposal.

Respondents were asked to add any further comments on this outcome

87 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
Travel is too far/too long	38
Transport is expensive	9
Cynffig should keep its sixth form	8
Cultural clashes	7
Will cause overpopulation at these schools	7
People would not go to sixth form	7
Keep all sixth forms	5
Will there be additional subject choices/ opportunities there?	3
Staff will lose jobs	2
Where would all the other students go?	1

The most common responses were travel is too far/too long (38), followed by transport is expensive (9) and then Cynffig should keep its sixth form (8).

1.2.2.7 Overall consideration of the options

Respondents were asked to rank in order of preference the options outlined in outcomes A-F.

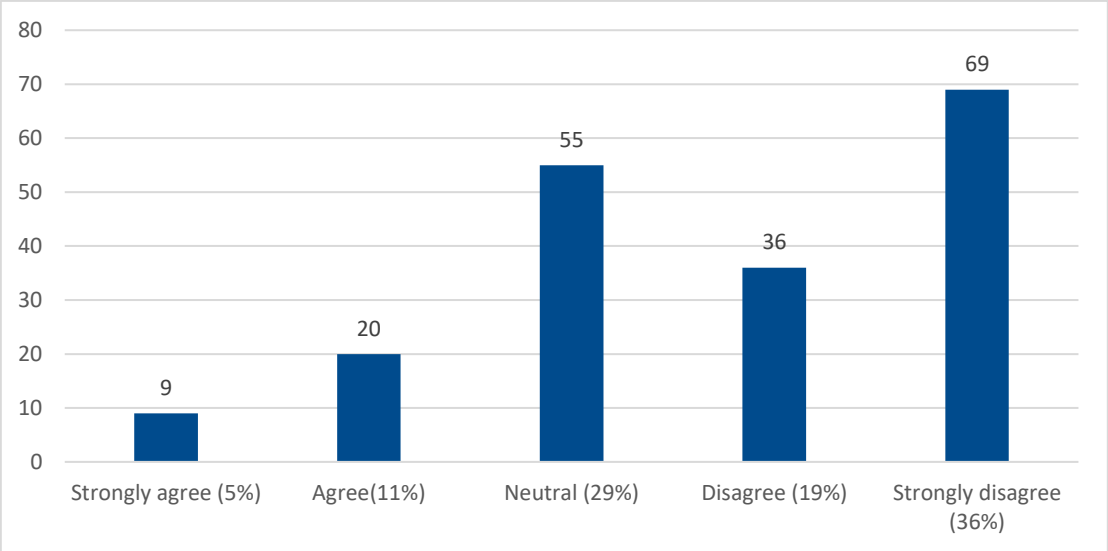
The overall list of preferred concepts are:

Rank	Outcome	Number of respondents who ranked each concept in position	% of groups who racked each concept in positon
1	**Outcome D** Cynffig Comprehensive hosts sixth form centre and hosts sixth form students from Pencoed Comprehensive and Coleg Cymunedol y Dderwen	85	55%
2	**Outcome B** Porthcawl Comprehensive keeps its sixth form	39	26%
3	**Outcome A1** Brynteg School becomes a sixth form centre and hosts sixth form students from Bryntirion Comprehensive	36	25%
4	**Outcome A2** Brynteg school and Bryntirion Comprehensive develop a joint sixth for provision;	44	30%
5	**Outcome E** Maesteg School hosts a sixth form centre and hosts sixth form students from Coleg Cymunedol y Dderwen	28	19%
6	**Outcome F** Maesteg School and Pencoed Comprehensive both become sixth form centres and host sixth form students from Cynffig Comprehensive and Coleg Cymunedol y Dderwen.	31	20%
7	**Outcome C** Cynffig Comprehensive closes or merges its sixth form with Porthcawl Comprehensive	42	27%

1.2.3 Option two – a mix of school sixth forms with some mergers to create a new FE college governed sixth form centre(s)

1.2.3.1 Outcome A – a sixth form centre is developed in Bridgend Town centre and run by Bridgend College, drawing sixth from students from Cynffig Comprehensive school, Coleg Cymunedon y Dderwen, Pencoed Comprehensive school and Bryntirion Comprehensive school (if the merger with Brynteg school listed in Option 1/Outcome A did not take place).

189 people responded to this question.



36% of respondents strongly disagreed with this proposal and a further 19% disagreed with the proposal. 29% provided a neutral response. 11% of respondents agreed with this proposal and a further 5% strongly agreed with the proposal.

Respondents were asked to add any further comments on this outcome

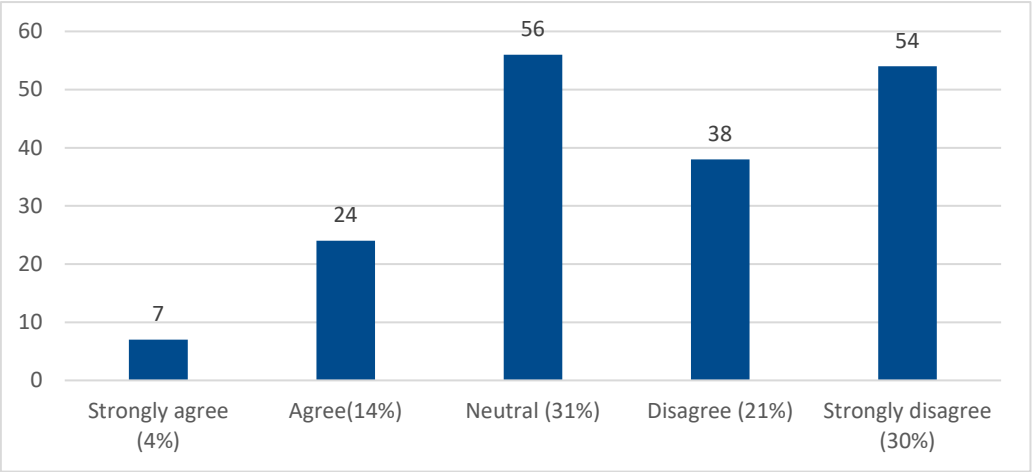
60 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
Agree with proposal	13
Travel distance and costs	9
Would there be more subject choice/quality of teaching/support?	9
If pupils wanted to go to college they would just go	8
keep all sixth forms	7
Would cost too much to build	4
Disagree with proposal	4
It will take long to build	3
Would have to close all sixth forms to make it fair	1
Teachers may lose jobs	1
Too many students in one place	1

The most common responses were keep agree with proposal (13), followed by travel distance and costs (9) and would there be more subject choice/quality of teaching/support? (9).

1.2.3.2 Outcome B - Sixth form centre at Bridgend College's Pencoed Campus run by the college and hosting sixth-form students from Pencoed Comprehensive, Cynffig Comprehensive and Coleg Cymunedol y Dderwen.

179 people responded to this question.



31% of respondents provided a neutral response to this proposal. 30% of respondents strongly disagreed with this proposal and a further 21% disagreed with the proposal. 14% of respondents agreed with this proposal and a further 4% strongly agreed with the proposal.

Respondents were asked to add any further comments on this outcome

41 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
Travel is too far/too long	12
Keep all sixth forms	8
If pupils wanted to go to college they would just go	6
Transport is expensive	4
Agree with proposal	3
This is a good idea but should be optional for pupils	3
Unsure of impact	3
It would be a completely new thing for pupils attending the schools	1
Parents would choose a school with a 6th form	1

The most common responses were travel is too far/too long (12), followed by keep all sixth forms (8) and then if pupils wanted to go to college they would just go (6).

1.2.3.3 Overall consideration of the options

Respondents were asked to rank their preferred choice for Outcome A and B by numbering the options one and two.

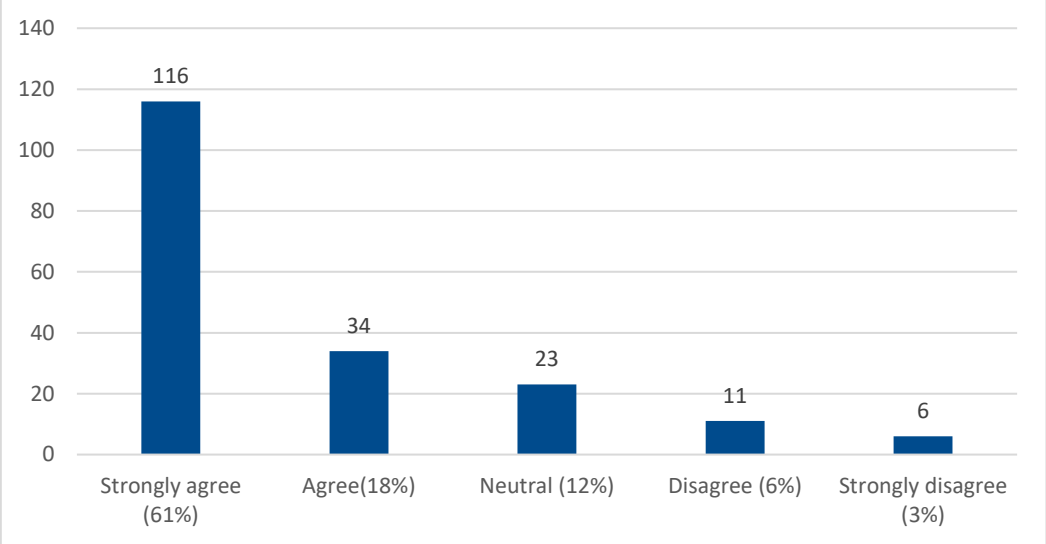
Respondents ranked outcomes A and B as:

- Outcome A Bridgend town centre sixth form centre run by the college (51%)
- Outcome B Sixth Form centre at Bridgend College's Pencoed campus run by the college (49%)

1.2.4 Option three Keeping sixth forms in all schools

1.2.4.1 The retention of sixth forms in all schools – the current position (ie a distributed tertiary model based on collaboration, but with further development in order to improve the delivery of this option)

190 people responded to this question.



61% of respondents strongly agreed with the proposal to keep sixth forms in all schools and a further 18% of respondents agreed with this proposal. 12% provided a neutral response. 6% of respondents strongly disagreed with this proposal and a further 3% disagreed with the proposal to keep sixth forms in all schools.

Respondents were asked to add any further comments on this outcome

100 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
Agree with proposal - keep all sixth forms	39
Familiar/relationships/support	25
No additional travel	11
Invest in sixth forms/ Improve collaboration	10
Mergers may improve resources/options	10
Sixth form adds to a school's community	2
Sixth formers are positive role models in schools	2
Persuade more students to stay on for 6th form studies	1

The most common responses were agree with proposal/ keep all sixth forms (39), followed by familiar/relationships/support (25) and then no additional travel (11).

1.2.5 Overall consideration of the options

Respondents were asked, having reviewed all the options and outcomes, to rank their preferred choice for Options 1, 2 and 3.

Overall respondents ranked the outcomes in first position as follows:

- Option 3 retention of sixth forms in all schools – the current position (ie a distributed tertiary model based on collaboration, but with further development in order to improve the delivery of this option) (50%);
- Option 1 a mix of school sixth forms with some mergers to create new local authority maintained sixth-form centre(s) (26%);
- Option 2 a mix of school sixth form with some mergers to create new FE College governed sixth-form centre(s) (24%).

1.2.6 Do you have any other comments you would like to make about the proposals?

Respondents were asked if they had any further comments that they would like to make about the proposals.

107 comments were received. These have been themed and are detailed in the table below:

Theme	No.
Keep all sixth forms	43
Pupils will be unable to pay for transport	14
If schools merge the schools should be local to each other	11
Invest/improve sixth forms and more students will attend	8
The options have too much travel for pupils	7
Improve collaborations	6
Sixth forms centres will offer more subject choice	5
Pupils will not continue to sixth form	3
Would prefer merger/sixth form centre	3
Pupils will not continue to sixth form if they change	3
Councils should merge to increase sixth form funding	2
Make savings elsewhere	1
Economic inequality - focussing on disadvantaged area	1

The most common responses were keep all sixth forms (43), followed by pupils will be unable to pay for transport (14) and then if schools merge the schools should be local to each other (11).

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Appendix 8 Ysgol Gyfun Gymraeg Llangynwydd

1. Question and analysis - consultation survey

In order to gather the views of young people the consultation and engagement team and the lead officer for post-16 education attended comprehensive schools across the county borough. Pupils were given an overview of the consultation and then were guided through the youth version of the survey.

The youth version of the consultation contained 18 questions related re-organisation of post 16 education across the county borough. All questions were optional, so participants could choose to answer all or some of the questions.

Respondents were provided with information about each of the potential options and outcomes and asked if they agreed with the proposals. After each option respondents were asked to rank their preferred outcome within that option. Finally respondents were asked to rank the three options into their preferred options and make any other comments about the proposals.

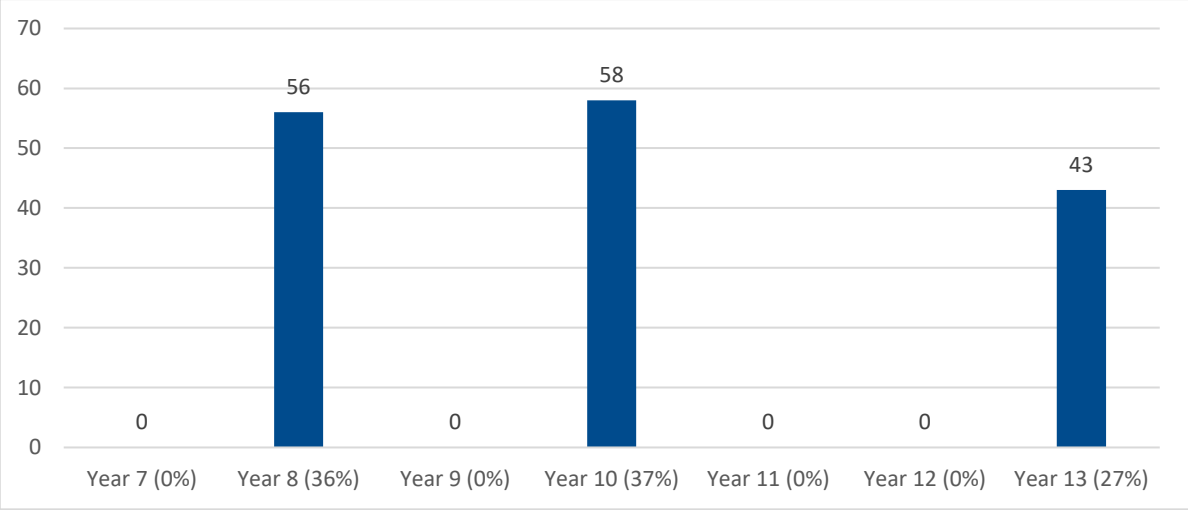
This report details the responses received in the YGG Llangynwydd engagement session. 161 learners were involved in the engagement session.

1.1 About you

1.1.1 Year group

Respondents that said they were a student were then asked to select their year group.

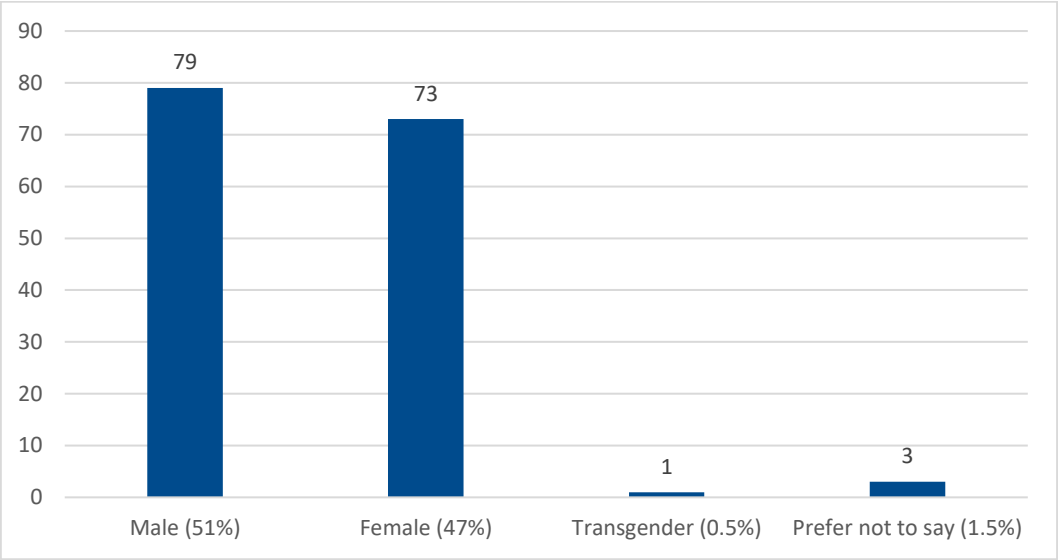
157 people responded to this question.



37% of respondents stated that they were in year 10, followed by year 8 (36%) and then year 13 (27%).

1.1.2 Gender

156 people responded to this question.



51% of respondents stated that they were male and 47% stated male. 1.5% of respondents stated that they would prefer not to say and 0.5% stated they were transgender.

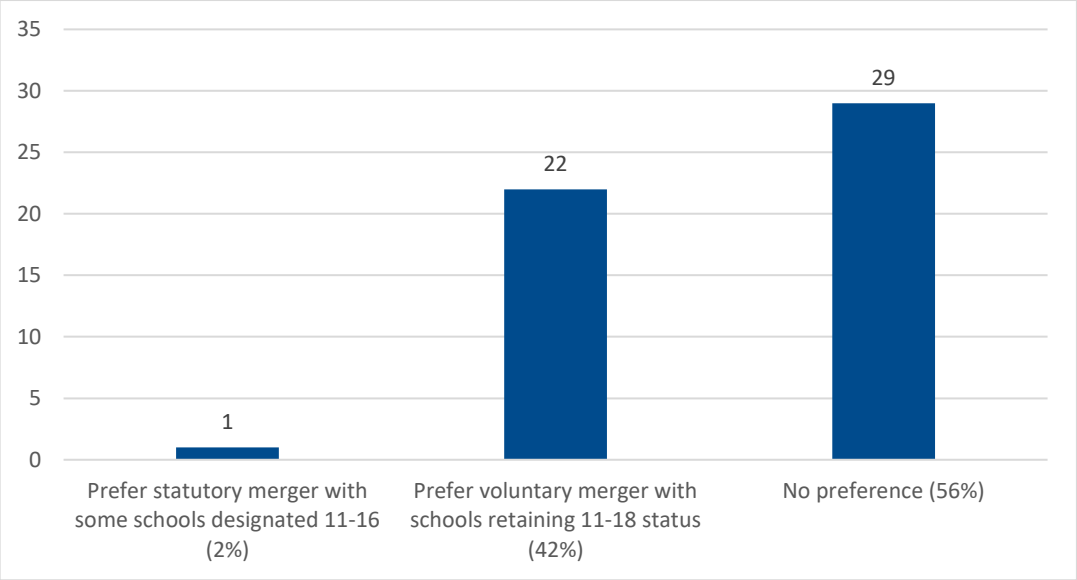
1.2 Survey questions

1.2.1 Sixth form mergers

Respondents were given information about the types of mergers under consideration, described as statutory and voluntary mergers.

Please indicate if you have a preference or not for either type of sixth form merger

52 people responded to this question.

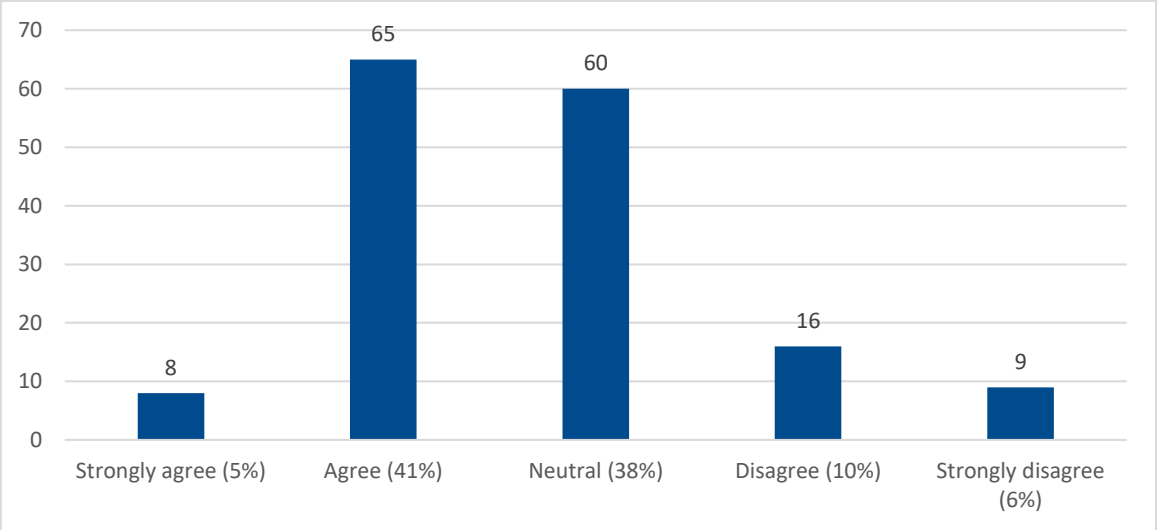


42% of respondents preferred voluntary merger with both schools training 11-18 status, 56% of respondents stated that they had no preference and 2% of respondents preferred a statutory merger with some schools being designated 11-16.

1.2.2 Option one – a mix of school sixth forms with some mergers to create new local authority maintained sixth form centre(s)

1.2.2.1 Outcome A – Brynteg School becomes a sixth form centre and hosts sixth form students from Bryntirion comprehensive

158 people responded to this question.



41% of respondents agreed with the proposal for Brynteg School to become a sixth form centre and host sixth form students from Bryntirion comprehensive, a further 5% strongly agreed. 38% of respondents gave a neutral responses. 10% of respondents disagreed with this proposal and a further 6% strongly disagreed.

Respondents were asked to add any further comments on this outcome

31 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

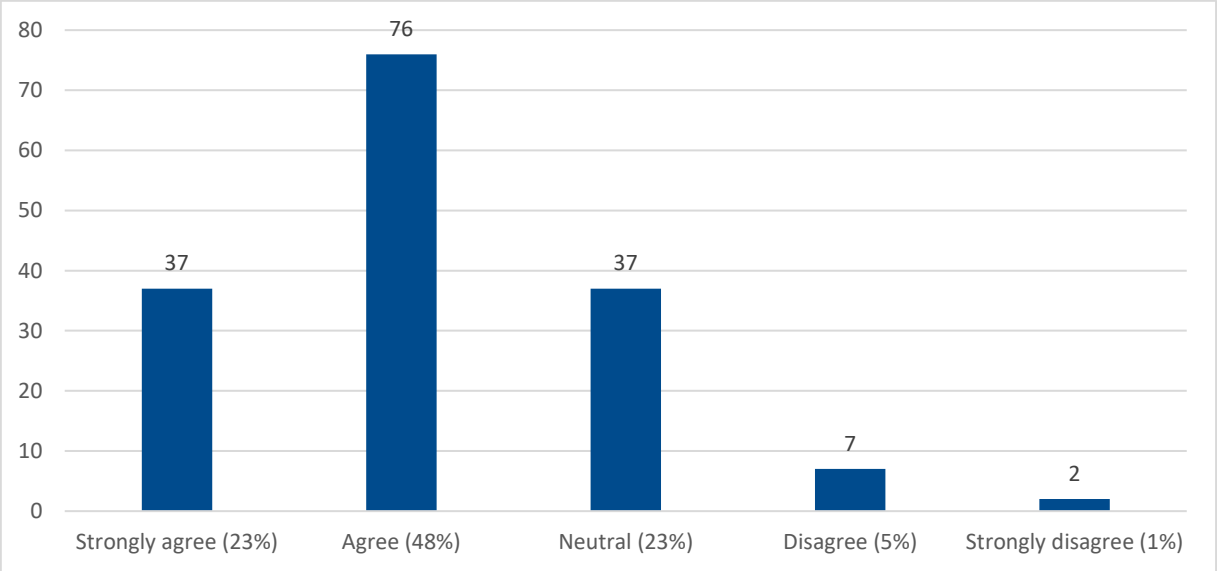
Theme	No.
Agree with proposal	11
Will be expensive to build	5
Does not affect me/ I have no opinion	3
Pupils from other schools may want to attend	3
Will be additional strain on teachers/resources	2
Siblings will be separated	2
Travel may be difficult/expensive	2
It will be good for 11-16 pupils	1
Must ensure sufficient Welsh medium education	1

Unfair to move pupils to a different school	1

The most common responses were agree with proposal (11), followed by will be expensive to build (5) and then does not affect me/I have no opinion (3) and pupils from other schools may want to attend (3).

1.2.2.2 Outcome B – Porthcawl Comprehensive keeps its sixth form

159 people responded to this question.



48% agreed with the proposal that Porthcawl should keep its sixth form and a further 23% strongly agreed with the proposal. 23% of respondents provided a neutral response to this proposal. 5% of respondents disagreed with this proposal and 1% disagreed.

Respondents were asked to add any further comments on this outcome.

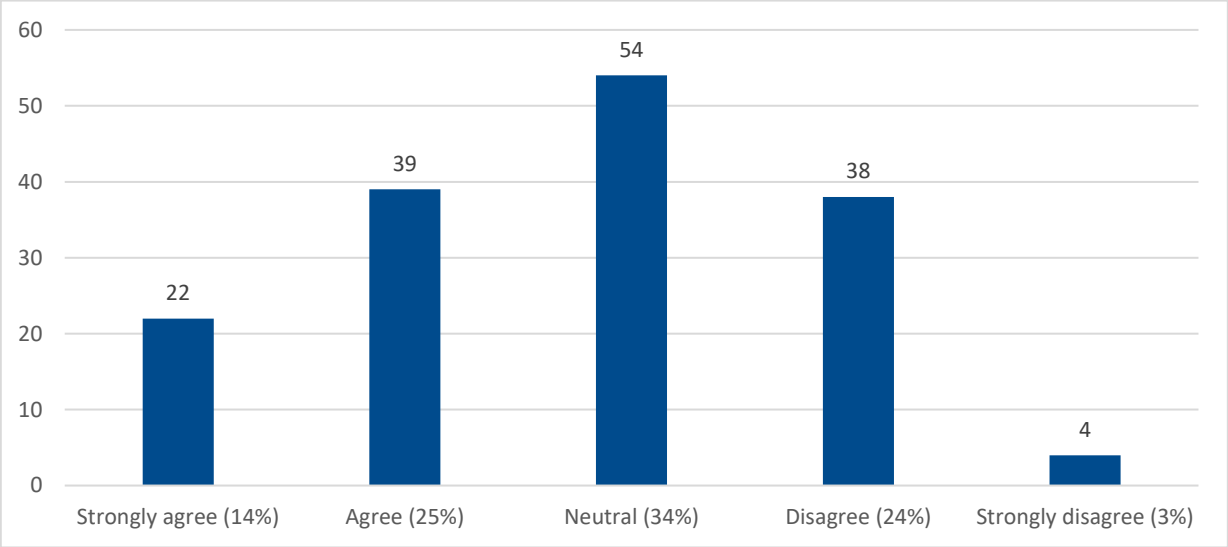
23 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
Agree with proposal	8
Agree with proposal due to the schools location	4
Why is Porthcawl the only school to keep its sixth form	4
Distance should not be an issue - we travel to Llanhari	3
Does not affect me	1
Only smaller schools should merge	1
The less people that have to travel the better	1
What will happen if they exceed capacity in the future	1

The most common responses were agree with proposal (8) followed by agree with proposal due to the schools location (4) and why is Porthcawl the only school to keep its sixth form (4).

1.2.2.3 Outcome C – Cynffig Comprehensive closes or merges its sixth form with Porthcawl Comprehensive

157 people responded to this question.



34% provided a neutral response to this proposal. 25% of respondents agreed with this proposal and a further 14% strongly agreed with the proposal. 24% of respondents disagreed, and 3% strongly agreed with the proposal for Cynffig comprehensive to close or merge its sixth form with Porthcawl comprehensive.

Respondents were asked to add any further comments on this outcome

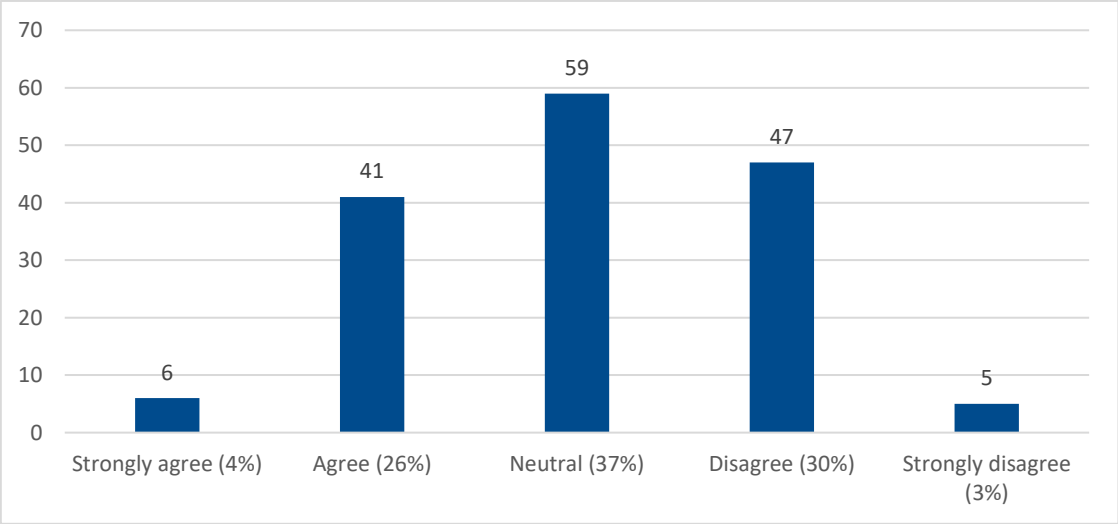
58 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
Unfair for pupils to travel further and may be unable to pay for transport	25
Agree with proposal	11
May cause overcrowding at Porthcawl	8
Need to ask Cynffig and their pupils	4
Will offer more options/choices	4
Keep all sixth forms	3
Does not affect me	1
Porthcawl students could travel to Cynffig	1
Unsure of impact	1

The most common responses were unfair for pupils to travel further and may be unable to pay for transport (25), followed by agree with proposal (11) and then may cause overcrowding at Porthcawl (8).

1.2.2.4 Outcome D - Cynffig Comprehensive hosts sixth form centre and hosts sixth from students from Pencoed Comprehensive and Coleg Cymunedol y Dderwen

158 people responded to this question.



37% provided a neutral response to this proposal. 30% of respondents disagreed with the proposal that Cynffig could host a sixth form centre, attended by pupils from Pencoed and CCYD and a further 3% disagreed with the proposal. 26% of respondents agreed with this proposal and 4% strongly agreed.

Respondents were asked to add any further comments on this outcome

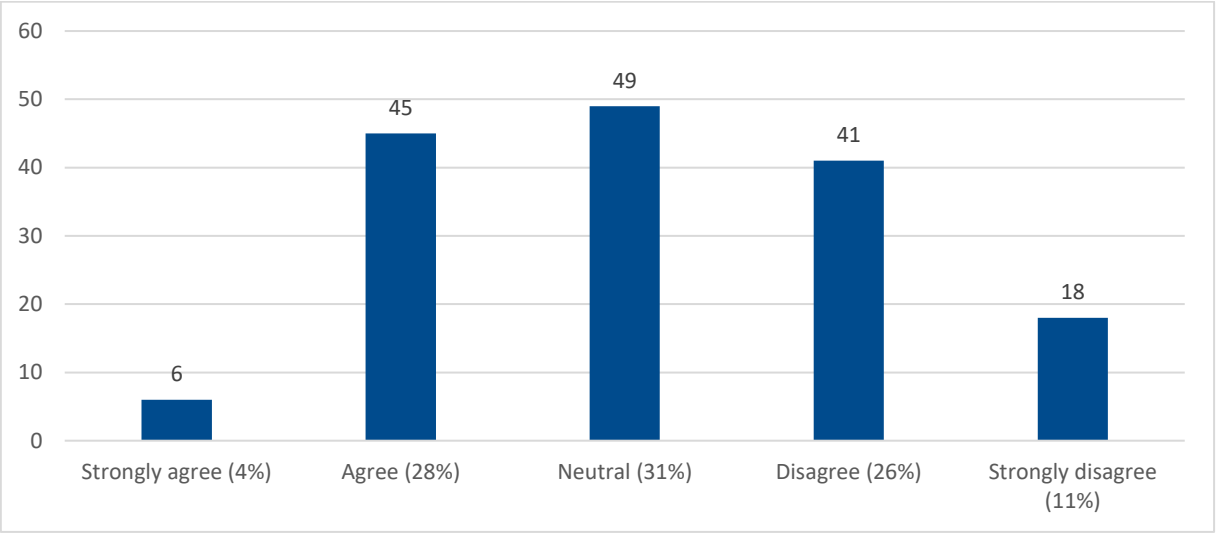
50 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
It is too far to travel and will be expensive if transport funding is cut	27
Agree with proposal	12
Does not affect me/ I have no opinion	3
Will be expensive	2
Disagree with proposal	2
Unfair to force pupils to merge - it should be a choice	2
May cause overcrowding	1
Will need additional staff	1

The most common responses were it is too far to travel and will be expensive if transport funding is cut (27), followed by agree with proposal (12) and then does not affect me/ I have no opinion (3).

1.2.2.5 Outcome E – Maesteg School hosts a sixth form centre and hosts sixth form students from Coleg Cymunedol y Dderwen

159 people responded to this question.



31% of respondents provided a neutral response to this proposal. 28% of respondents agreed with the proposal that Maesteg School could host a sixth form centre, attended by pupils from CCYD and a further 4% agreed with the proposal. 26% of respondents strongly disagreed with this proposal and 11% strongly disagreed with the proposal.

Respondents were asked to add any further comments on this outcome

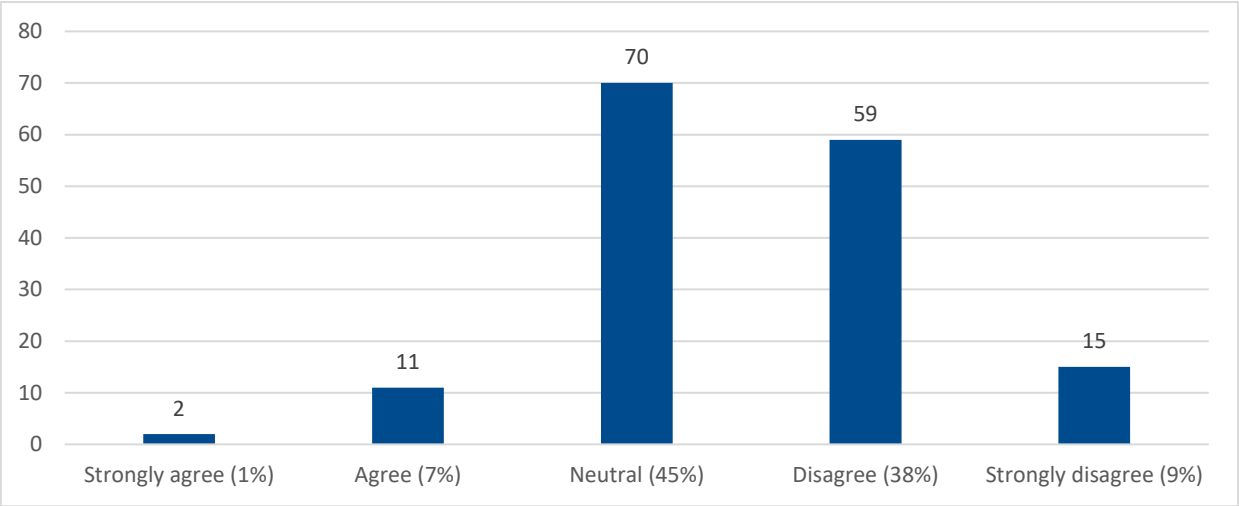
52 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
It is unfair for pupils to have additional travel and costs (if transport funding is cut)	33
Distance should not be an issue when we travel to Llanhari (expectations are unfair)	6
Agree with proposal	5
CCYD should keep its sixth form	2
Does not affect me	2
Better than CCYD going to Cynffig.	2
Pupils will not stay on to/leave sixth form	1
Unfair to ask pupils to change schools for sixth form	1

The most common responses were it is unfair for pupils to have additional travel and costs (if transport funding is cut) (33), followed by distance should not be an issue when we travel to Llanhari (expectations are unfair) (6) and then agree with proposal (5).

1.2.2.6 Outcome F – Maesteg School and Pencoed Comprehensive both become sixth form centres and host sixth form students from Cynffig Comprehensive and Coleg Cymunedol y Dderwen.

157 people responded to this question.



45% of respondents provided a neutral response to this proposal. 38% of respondents strongly disagreed with the proposal that Maesteg School and Pencoed Comprehensive both become sixth form centres and host pupils from CCYD and Cynffig and a further 9% disagreed with the proposal. 7% of respondents agreed with this proposal and 1% strongly agreed.

Respondents were asked to add any further comments on this outcome

38 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
Too much/too far to travel	19
Does not affect me/ I do not have an opinion	4
Pencoed should keep its sixth form because of its location	4
Agree with proposal	3
Not fair for the learners	3
Merging CCYD and Cynffig would be a better idea	2
It is not too far	1
School will be overcrowded	1
Should have four main sixth form centres in the borough	1

The most common responses were too much/too far to travel (19), followed by does not affect me/ I do not have an opinion (4) and Pencoed should keep its sixth form because of its location (4).

1.2.2.7 Overall consideration of the options

Respondents were asked to rank in order of preference the options outlined in outcomes A-F.

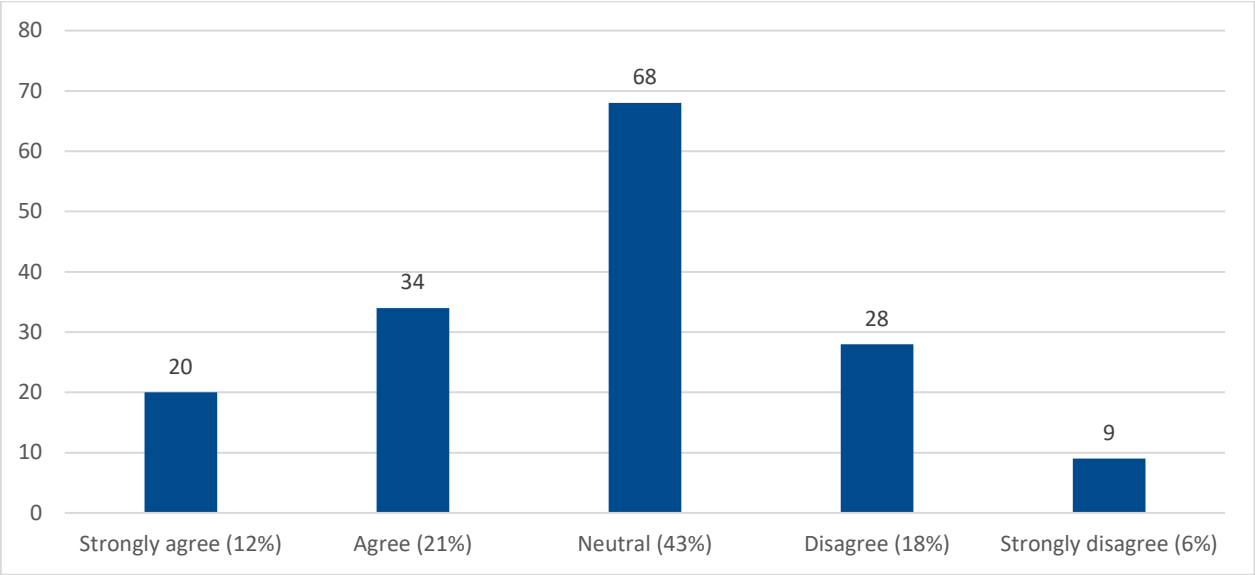
The overall list of preferred concepts are:

Rank	Outcome	Number of respondents who ranked each concept in position	% of groups who racked each concept in positon
1	**Outcome B** Porthcawl Comprehensive keeps its sixth form	49	37%
2	**Outcome C** Cynffig Comprehensive closes or merges its sixth form with Porthcawl Comprehensive	25	18%
3	**Outcome A1** Brynteg School becomes a sixth form centre and hosts sixth form students from Bryntirion Comprehensive	33	26%
4	**Outcome A2** Brynteg school and Bryntirion Comprehensive develop a joint sixth for provision;	46	36%
5	**Outcome E** Maesteg School hosts a sixth form centre and hosts sixth form students from Coleg Cymunedol y Dderwen	21	16%
6	**Outcome D** Cynffig Comprehensive hosts sixth form centre and hosts sixth form students from Pencoed Comprehensive and Coleg Cymunedol y Dderwen	36	28%
7	**Outcome F** Maesteg School and Pencoed Comprehensive both become sixth form centres and host sixth form students from Cynffig Comprehensive and Coleg Cymunedol y Dderwen.	45	35%

1.2.3 Option two – a mix of school sixth forms with some mergers to create a new FE college governed sixth form centre(s)

1.2.3.1 Outcome A – a sixth form centre is developed in Bridgend Town centre and run by Bridgend College, drawing sixth from students from Cynffig Comprehensive school, Coleg Cymunedon y Dderwen, Pencoed Comprehensive school and Bryntirion Comprehensive school (if the merger with Brynteg school listed in Option 1/Outcome A did not take place).

159 people responded to this question.



43% of respondents provided a neutral response to this proposal. 21% of respondents agreed with this proposal and a further 12% strongly agreed with the proposal. 18% of respondents disagreed with this proposal and a further 6% strongly disagreed with the proposal.

Respondents were asked to add any further comments on this outcome

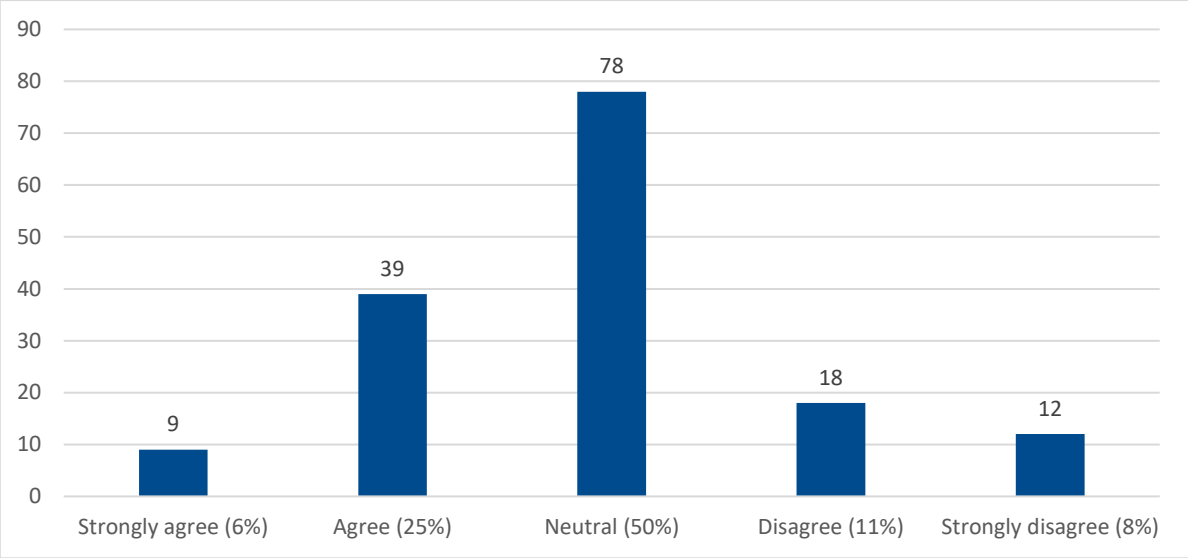
24 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
Agree with proposal	7
It will be too big	4
Does not affect our school	3
This would be fair for all schools	2
Some young people may not like to go to Bridgend town	1
CCYD should keep its sixth from	1
Disagree as it will be expensive to build	1
If Cynffig will attend the centre then why not Porthcawl?	1
Keep all sixth forms	1
There will be nowhere to park	1
I do not think pupils will want to go somewhere new	1
Will have good subject choices and resources	1

The most common responses were agree with proposal (7), followed by it will be too big (4) and then does not affect our school (3).

1.2.3.2 Outcome B - Sixth form centre at Bridgend College's Pencoed Campus run by the college and hosting sixth-form students from Pencoed Comprehensive, Cynffig Comprehensive and Coleg Cymunedol y Dderwen.

156 people responded to this question.



50% of respondents provided a neutral response to this proposal. 25% of respondents agreed with this proposal and a further 6% strongly agreed with the proposal. 11% of respondents disagreed with this proposal and a further 8% strongly disagreed.

Respondents were asked to add any further comments on this outcome

17 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
Welsh school will not be offered the same courses/new facilities	10
Transport will be expensive	2
Agree with proposal	1
All sixth forms should go there	1
Having sixth forms and the centre would be best	1
Pupils will not want to move sixth forms	1
Town centre would be a better location	1

The most common responses were Welsh school will not be offered the same courses/new facilities (10), followed by transport will be expensive (2).

1.2.3.3 Overall consideration of the options

Respondents were asked to rank their preferred choice for Outcome A and B by numbering the options one and two.

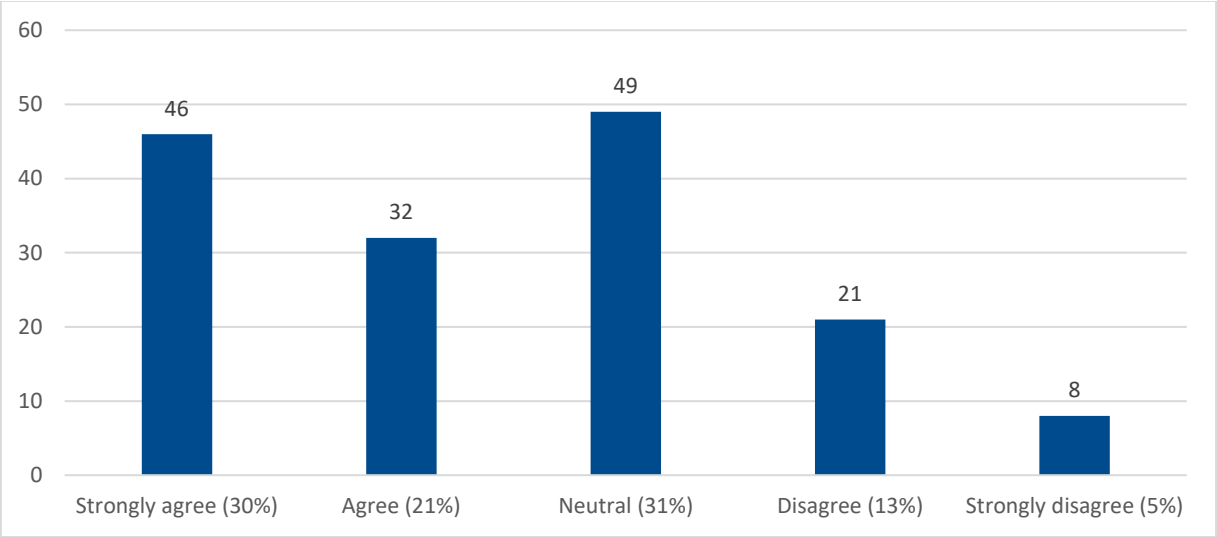
Respondents ranked outcomes A and B as:

- Outcome A Bridgend town centre sixth form centre run by the college (51%)
- Outcome B Sixth Form centre at Bridgend College's Pencoed campus run by the college (49%)

1.2.4 Option three Keeping sixth forms in all schools

1.2.4.1 The retention of sixth forms in all schools – the current position (ie a distributed tertiary model based on collaboration, but with further development in order to improve the delivery of this option)

156 people responded to this question.



31% of respondents provided a neutral response to this proposal. 30% of respondents strongly agreed with the proposal to keep sixth forms in all schools and a further 21% of respondents agreed with this proposal. 13% of respondents disagreed with this proposal and a further 5% strongly disagreed with the proposal.

Respondents were asked to add any further comments on this outcome

34 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
Easiest/best option	16
Some sixth forms should be kept open and some should merge (smaller sixth forms)	9
Welsh school has to travel/needs investment	4
This is not financially sustainable option	3
A large sixth form would be overcrowded	1
It would be nice to build a sixth form centre	1

The most common responses were easiest/best option (16), followed by some sixth forms should be kept open and some should merge (smaller sixth forms) (9) and then Welsh school has to travel/needs investment (4).

1.2.5 Overall consideration of the options

Respondents were asked, having reviewed all the options and outcomes, to rank their preferred choice for Options 1, 2 and 3.

Overall respondents ranked the outcomes in first position as follows:

- Option 3 retention of sixth forms in all schools – the current position (ie a distributed tertiary model based on collaboration, but with further development in order to improve the delivery of this option) (44%);
- Option 1 a mix of school sixth forms with some mergers to create new local authority maintained sixth-form centre(s) (33%);
- Option 2 a mix of school sixth form with some mergers to create new FE College governed sixth-form centre(s) (23%).

1.2.6 Do you have any other comments you would like to make about the proposals?

Respondents were asked if they had any further comments that they would like to make about the proposals.

88 comments were received. These have been themed and are detailed in the table below:

Theme	No.
Welsh sixth form should be kept and have the same options/facilities as other schools	29
Keep all sixth forms	27
A new Sixth form centre would be a good idea and offer additional opportunities	8
Merge smaller sixth forms	8
Travel will be difficult for pupils in some of the options	8
Need to improve collaboration	3
How will you get the money for some of these options?	1
I feel unsure	1
Some of the options are unfair for some schools	1
Why are some schools protected from additional transport when we have to travel to Llanhari	1
What about a sixth form boarding school?	1

The most common responses were Welsh sixth form should be kept and have the same options/facilities as other schools (29), followed by keep all sixth forms (27).

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Appendix 9 Maesteg Comprehensive School

1. Question and analysis - consultation survey

In order to gather the views of young people the consultation and engagement team and the lead officer for post-16 education attended comprehensive schools across the county borough. Pupils were given an overview of the consultation and then were guided through the youth version of the survey.

The youth version of the consultation contained 18 questions related re-organisation of post 16 education across the county borough. All questions were optional, so participants could choose to answer all or some of the questions.

Respondents were provided with information about each of the potential options and outcomes and asked if they agreed with the proposals. After each option respondents were asked to rank their preferred outcome within that option. Finally respondents were asked to rank the three options into their preferred options and make any other comments about the proposals.

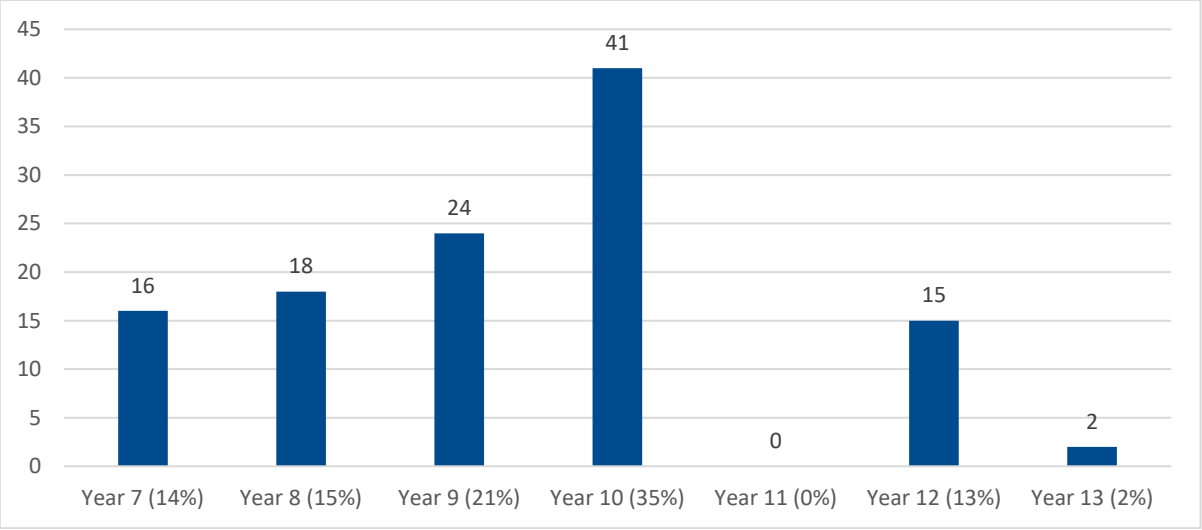
This report details the responses received in the Maesteg Comprehensive school engagement session. 122 learners were involved in the engagement session.

1.1 About you

1.1.1 Year group

Respondents that said they were a student were then asked to select their year group.

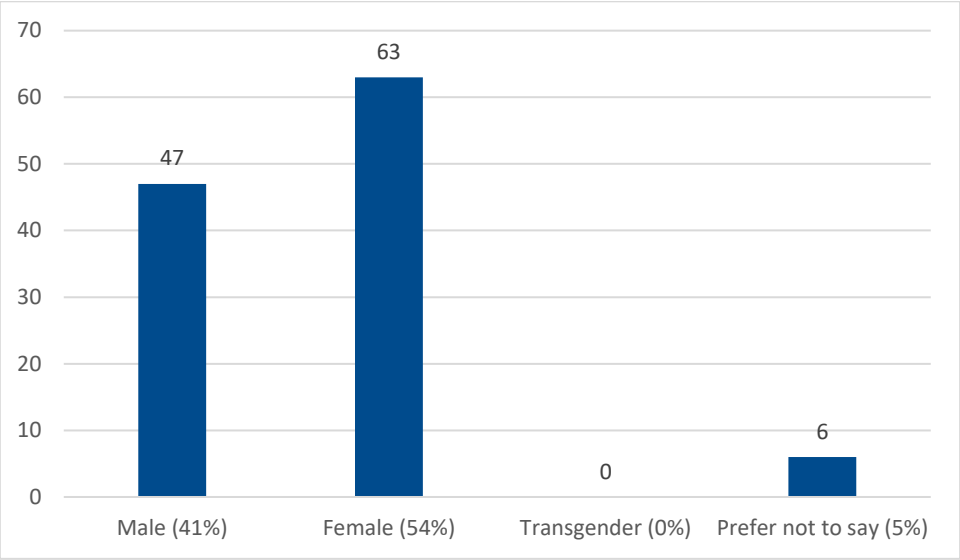
116 people responded to this question.



35% of respondents stated that they were in year 10, followed by year 9 (21%) and then year 8 (15%).

1.1.2 Gender

116 people responded to this question.



54% of respondents stated that they were female and 41% stated male. 5% of respondents preferred not to say.

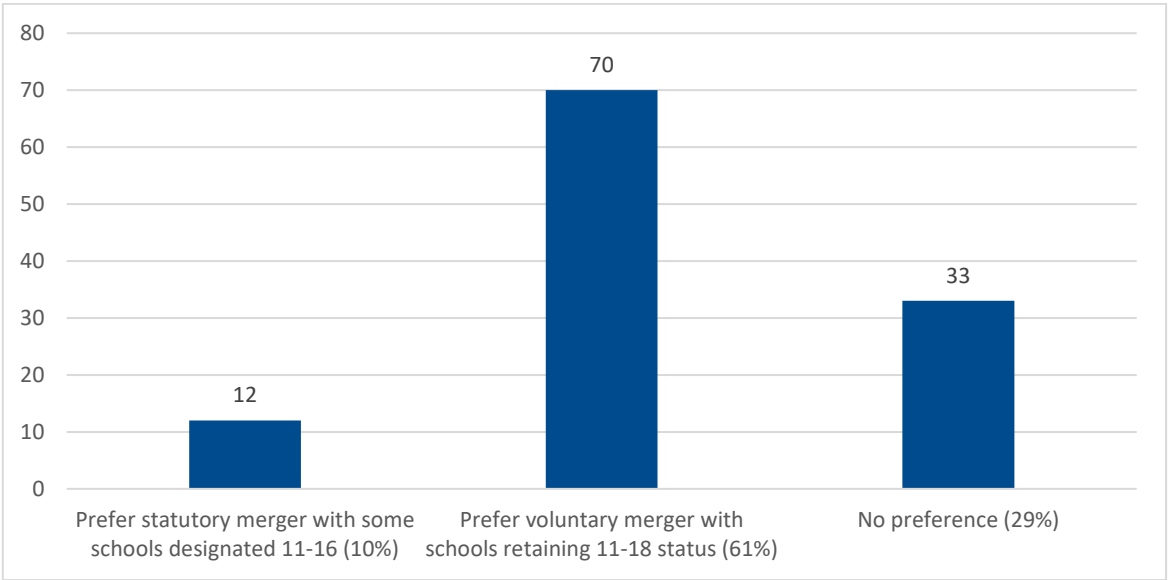
1.2 Survey questions

1.2.1 Sixth form mergers

Respondents were given information about the types of mergers under consideration, described as statutory and voluntary mergers.

Please indicate if you have a preference or not for either type of sixth form merger

115 people responded to this question.

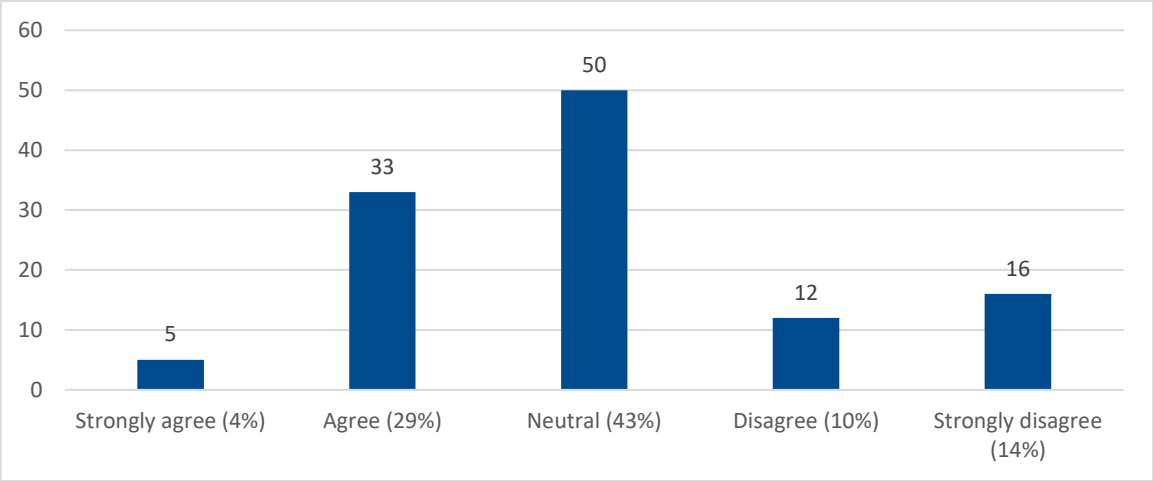


61% of respondents preferred voluntary merger with both schools training 11-18 status, 29% of respondents stated that they had no preference and 10% of respondents preferred a statutory merger with some schools being designated 11-16.

1.2.2 Option one – a mix of school sixth forms with some mergers to create new local authority maintained sixth form centre(s)

1.2.2.1 Outcome A – Brynteg School becomes a sixth form centre and hosts sixth form students from Bryntirion comprehensive

116 people responded to this question.



43% of respondents gave a neutral response to this proposal. 29% of respondents agreed with the proposal for Brynteg School to become a sixth form centre and host sixth form students from Bryntirion comprehensive, a further 4% strongly agreed. 10% of respondents disagreed with this proposal and a further 14% strongly disagreed.

Respondents were asked to add any further comments on this outcome

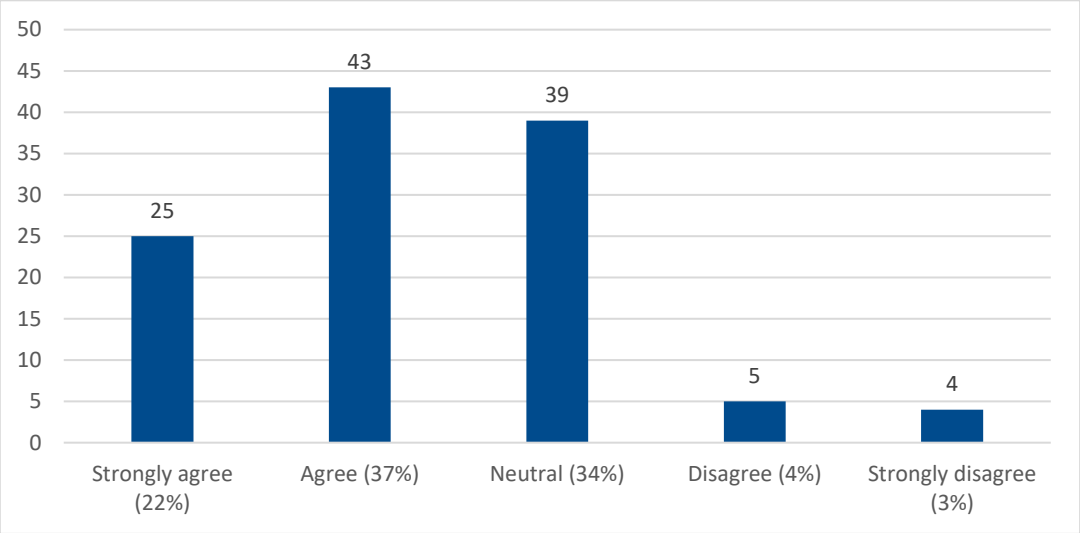
15 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
How will the council pay for this?	4
Agree with proposal	2
Disagree with proposal	2
Will offer more subject choices	2
Will mean additional travel	2
Keep all sixth forms	1
Will cause overpopulation	1
Does not affect me	1

The most common responses were how will the council pay for this? (4), followed by agree with proposal (2), disagree with proposal (2), will offer more subject choices (2) and will mean additional travel (2).

1.2.2.2 Outcome B – Porthcawl Comprehensive keeps its sixth form

116 people responded to this question.



34% of respondents provided a neutral response to this proposal. 37% agreed with the proposal that Porthcawl should keep its sixth form and a further 22% strongly agreed with the proposal. 3% of respondents strongly disagreed with this proposal and 4% disagreed.

Respondents were asked to add any further comments on this outcome.

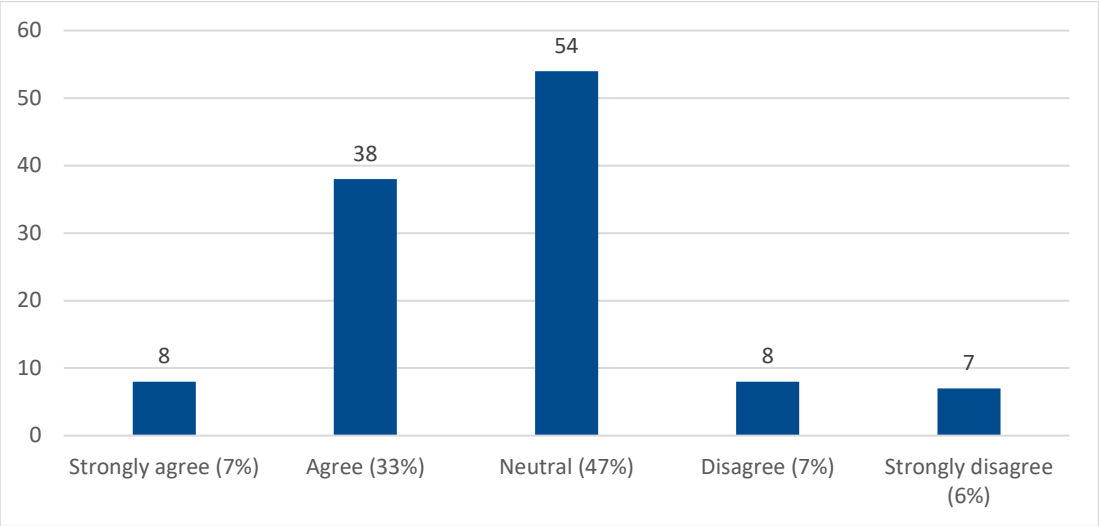
7 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
Agree with proposal	2
Maesteg should keep its sixth form	2
Transport will be too expensive for pupils	2
Disagree with proposal	1

The most common responses were agree with proposal, Maesteg should keep its sixth and transport will be too expensive for pupils (2).

1.2.2.3 Outcome C – Cynffig Comprehensive closes or merges its sixth form with Porthcawl Comprehensive

115 people responded to this question.



47% of respondents provided a neutral response to this proposal. 33% of respondents agreed with this proposal and a further 7% strongly agreed with the proposal for Cynffig comprehensive to close or merge its sixth form with Porthcawl comprehensive. 7% of respondents disagreed, and 6% strongly disagreed with this proposal.

Respondents were asked to add any further comments on this outcome

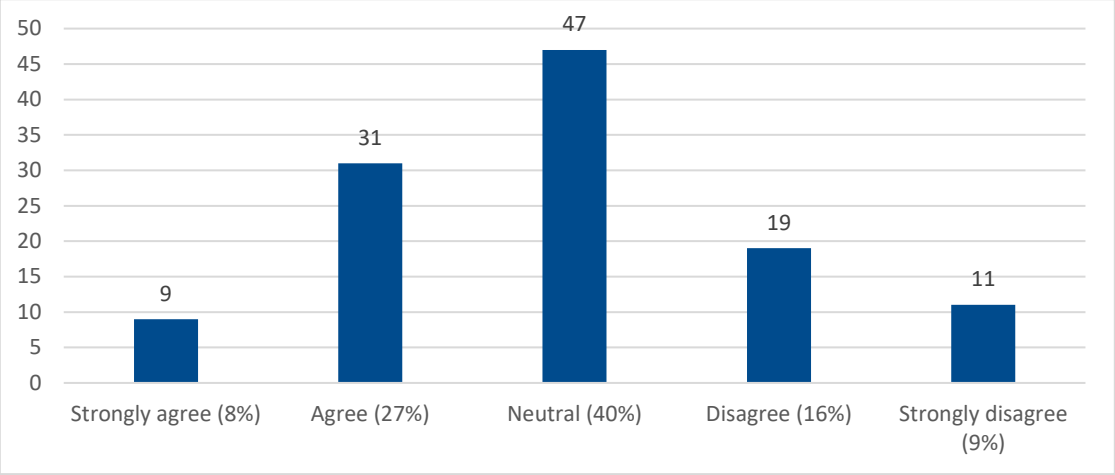
31 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
Pupils will have too much additional travel	10
Agree with proposal	6
Transport is expensive for pupils	5
Will cause overpopulation/not enough space	4
Pupils will have to get up early	2
Keep all sixth forms	2
Disagree with proposal	1
Pupils might not want to stay on for sixth form	1

The most common responses were pupils will have too much additional travel (10), followed by agree with proposal (6) and then transport is too expensive for pupils (5).

1.2.2.4 Outcome D - Cynffig Comprehensive hosts sixth form centre and hosts sixth from students from Pencoed Comprehensive and Coleg Cymunedol y Dderwen

117 people responded to this question.



40% of respondents provided a neutral response to this proposal. 27% of respondents agreed with the proposal that Cynffig could host a sixth form centre, attended by pupils from Pencoed and CCYD. A further 8% strongly agreed with the proposal. 16% of respondents disagreed with this proposal and 9% strongly disagreed with the proposal.

Respondents were asked to add any further comments on this outcome

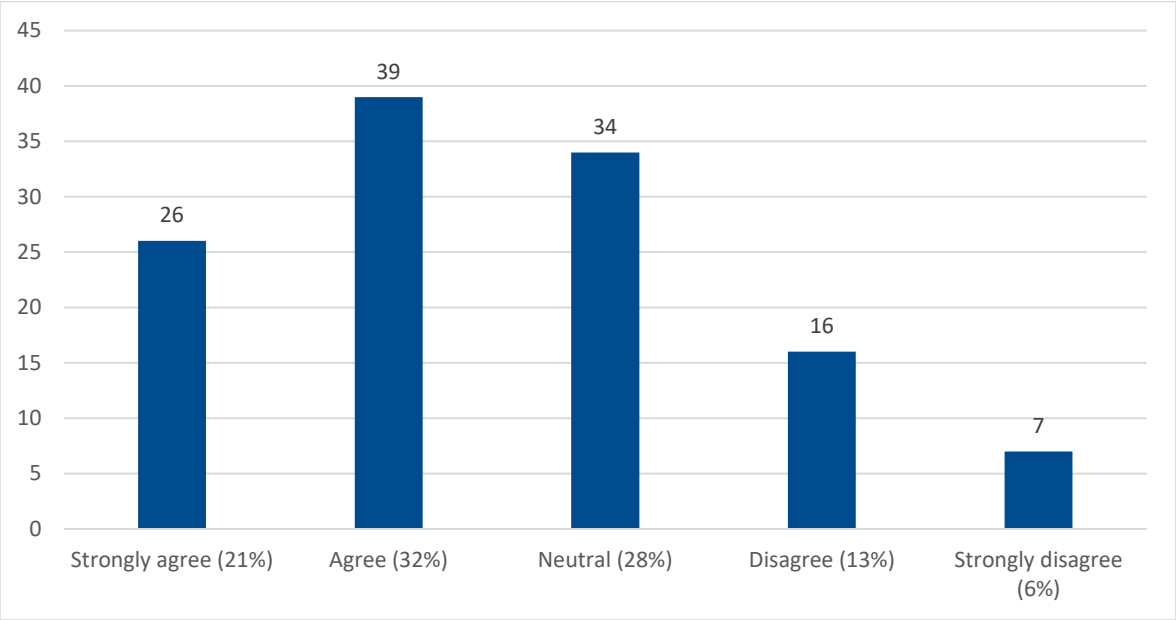
15 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
Agree with proposal	4
Transport costs/travel issues for pupils	4
Keep all sixth forms	3
There would not be enough space for all students to attend	3
Would provide pupils with more options	1

The most common responses were agree with proposal (4), and transport costs/travel issues for pupils (4) followed by keep all sixth forms (3) and there would not be enough space for all students to attend (3).

1.2.2.5 Outcome E – Maesteg School hosts a sixth form centre and hosts sixth form students from Coleg Cymunedol y Dderwen

122 people responded to this question.



32% of respondents agreed with the proposal that Maesteg School could host a sixth form centre, attended by pupils from CCYD and a further 21% agreed with the proposal. 28% provided a neutral response. 13% of respondents disagreed with this proposal and 6% strongly disagreed with the proposal.

Respondents were asked to add any further comments on this outcome

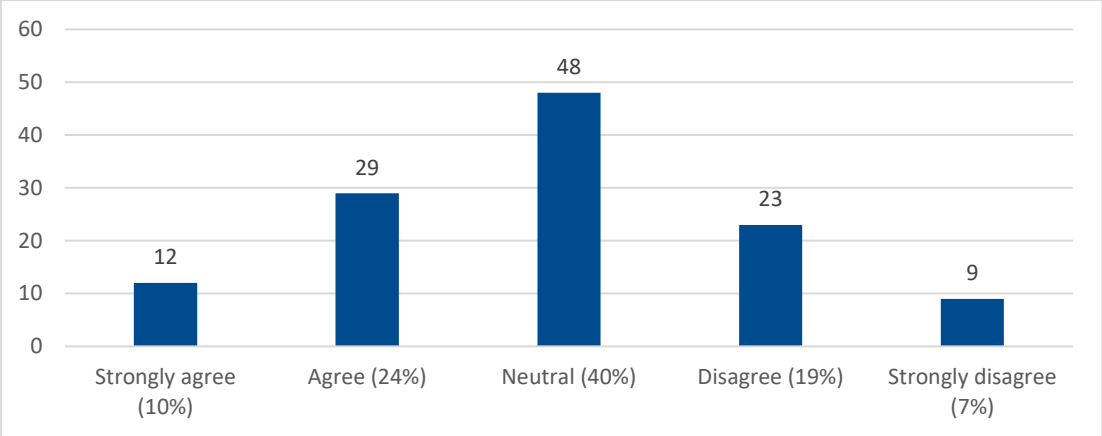
56 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
May not have enough space/may cause overpopulation	19
CCYD pupils would have to travel a longer distance	11
Would offer more subject choice	7
This is a good idea	6
Will be hard for CCYD pupils to come to another school	6
Unsure but would not mind	2
Will mean more space at CCYD	2
No additional travelling for Maesteg pupils	1
School may change with new students coming in	1
Unsure of how additional subjects would be timetabled	1

The most common responses were may not have enough space/may cause over population (19), followed by CCYD pupils would have to travel a longer distance (11) and then would offer more subject choice (7).

1.2.2.6 Outcome F – Maesteg School and Pencoed Comprehensive both become sixth form centres and host sixth form students from Cynffig Comprehensive and Coleg Cymunedol y Dderwen.

121 people responded to this question.



40% of respondents provided a neutral response to this proposal. 24% of respondents agreed with the proposal that Maesteg School and Pencoed Comprehensive both become sixth form centres and host pupils from CCYD and Cynffig and a further 10% strongly agreed with the proposal. 19% of respondents disagreed with this proposal and 7% strongly agreed with the proposal.

Respondents were asked to add any further comments on this outcome

36 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
There is not enough space for a larger sixth form in Maesteg	10
Difficult for pupils to travel	6
How would pupils be split between the schools?	5
Pupils may not want to be split	5
Agree with proposal	4
This is overcomplicated	2
Would offer more subject choices	2
Does not impact me	1
If Pencoed is going to exceed capacity why send more students there	1

The most common responses were there is not enough space for a larger sixth form in Maesteg (10), followed by difficult for pupils to travel (6) and then how would pupils split between the schools (5) and pupils may not want to split (5).

1.2.2.7 Overall consideration of the options

Respondents were asked to rank in order of preference the options outlined in outcomes A-F.

The overall list of preferred concepts are:

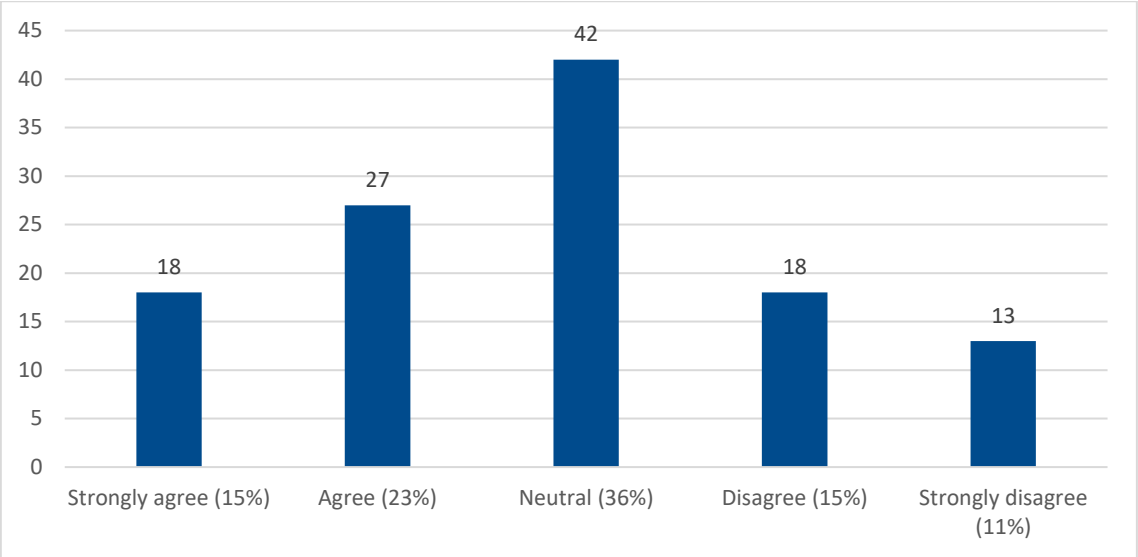
Rank	Outcome	Number of respondents who	% of groups who racked

		ranked each concept in position	each concept in positon
1	**Outcome F** Maesteg School and Pencoed Comprehensive both become sixth form centres and host sixth form students from Cynffig Comprehensive and Coleg Cymunedol y Dderwen.	48	42%
2	**Outcome E** Maesteg School hosts a sixth form centre and hosts sixth form students from Coleg Cymunedol y Dderwen	34	29%
3	**Outcome A2** Brynteg school and Bryntirion Comprehensive develop a joint sixth for provision;	26	22%
4	**Outcome A1** Brynteg School becomes a sixth form centre and hosts sixth form students from Bryntirion Comprehensive	30	25%
5	**Outcome B** Porthcawl Comprehensive keeps its sixth form	20	19%
6	**Outcome C** Cynffig Comprehensive closes or merges its sixth form with Porthcawl Comprehensive	32	27%
7	**Outcome D** Cynffig Comprehensive hosts sixth form centre and hosts sixth form students from Pencoed Comprehensive and Coleg Cymunedol y Dderwen	24	20%

1.2.3 Option two – a mix of school sixth forms with some mergers to create a new FE college governed sixth form centre(s)

1.2.3.1 Outcome A – a sixth form centre is developed in Bridgend Town centre and run by Bridgend College, drawing sixth from students from Cynffig Comprehensive school, Coleg Cymunedon y Dderwen, Pencoed Comprehensive school and Bryntirion Comprehensive school (if the merger with Brynteg school listed in Option 1/Outcome A did not take place).

118 people responded to this question.



36% of respondents provided a neutral response to this proposal. 23% of respondents agreed with this proposal and a further 15% strongly agreed with the proposal. 15% of respondents disagreed with this proposal and a further 11% strongly disagreed with the proposal.

Respondents were asked to add any further comments on this outcome

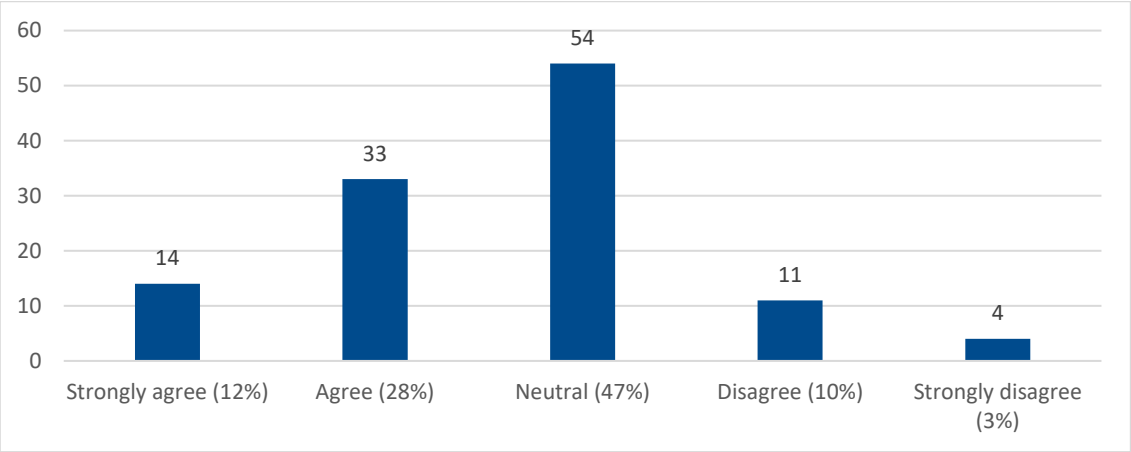
14 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
Keep all sixth forms	5
Expensive to build	3
It is very interesting	2
Does not impact me	1
Would offer more opportunities	1
Agree with proposal	1
Businesses in town may have to close to make room for centre	1

The most common responses were keep all sixth forms (5), followed by expensive to build (3) and then it is very interesting to me (2).

1.2.3.2 Outcome B - Sixth form centre at Bridgend College's Pencoed Campus run by the college and hosting sixth-form students from Pencoed Comprehensive, Cynffig Comprehensive and Coleg Cymunedol y Dderwen.

116 people responded to this question.



47% of respondents provided a neutral response to this proposal. 28% of respondents agreed with this proposal and a further 12% strongly agreed with the proposal. 10% of respondents disagreed with this proposal and a further 3% strongly agreed.

Respondents were asked to add any further comments on this outcome

11 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
New opportunities could come with this.	3
Invest in sixth forms instead of new buildings	2
Agree with proposal	1
May cause overpopulation at Pencoed	1
Does not impact me	1
Depends on the space	1
Pupils may be split from friends	1
Travel issues for pupils	1

The most common responses were new opportunities could come with this (3), followed by keep all sixth forms (2).

1.2.3.3 Overall consideration of the options

Respondents were asked to rank their preferred choice for Outcome A and B by numbering the options one and two.

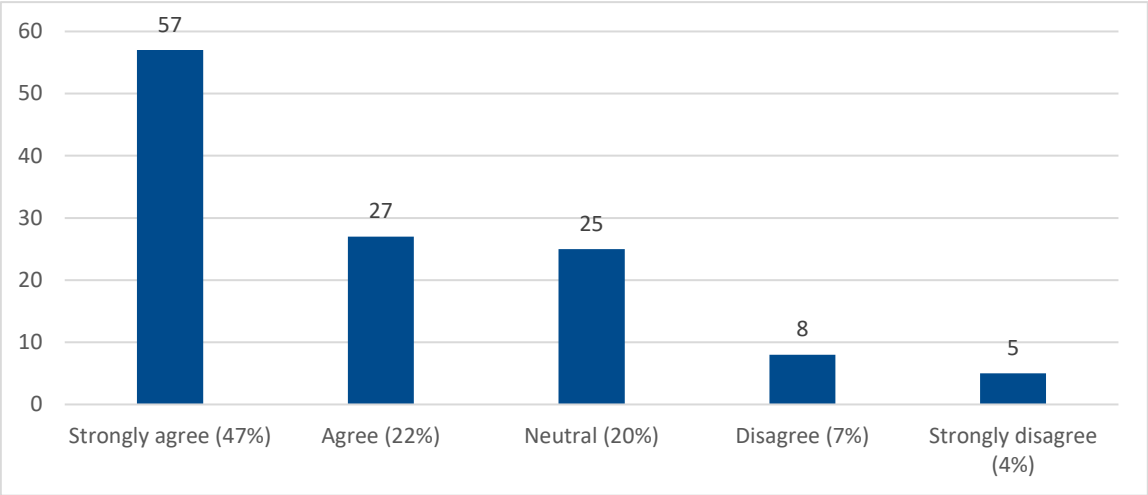
Respondents ranked outcomes A and B as:

- Outcome B Sixth Form centre at Bridgend College's Pencoed campus run by the college (51%)
- Outcome A Bridgend town centre sixth form centre run by the college (49%)

1.2.4 Option three Keeping sixth forms in all schools

1.2.4.1 The retention of sixth forms in all schools – the current position (ie a distributed tertiary model based on collaboration, but with further development in order to improve the delivery of this option)

122 people responded to this question.



47% of respondents strongly agreed with the proposal to keep sixth forms in all schools and a further 22% of respondents agreed with this proposal. 20% provided a neutral response. 7% of respondents disagreed with this proposal and a further 4% strongly disagreed with the proposal to keep sixth forms in all schools.

Respondents were asked to add any further comments on this outcome

23 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
Keep all sixth forms	8
Pupils should have equal access to subject choices	4
Agree with proposal	2
Improve collaboration	2
Invest in sixth forms	2
It is easier	2
Pupils know the teachers	2
Aligning timetables will be difficult	1

The most common responses were keep all sixth forms (8), followed by pupils should have equal access to subject choices (4).

1.2.5 Overall consideration of the options

Respondents were asked, having reviewed all the options and outcomes, to rank their preferred choice for Options 1, 2 and 3.

Overall respondents ranked the outcomes in first position as follows:

- Option 3 retention of sixth forms in all schools – the current position (ie a distributed tertiary model based on collaboration, but with further development in order to improve the delivery of this option) (58%);
- Option 1 a mix of school sixth forms with some mergers to create new local authority maintained sixth-form centre(s) (22%);
- Option 2 a mix of school sixth form with some mergers to create new FE College governed sixth-form centre(s) (20%).

1.2.6 Do you have any other comments you would like to make about the proposals?

Respondents were asked if they had any further comments that they would like to make about the proposals.

84 comments were received. These have been themed and are detailed in the table below:

Theme	No.
Keep all sixth forms	28
Should have more/equal access to subject choices	21
Improve collaboration	10
Having a sixth form in schools provides a familiar environment where sixth forms are part of the community	7
Invest in sixth forms and school facilities	5
Keeping sixth forms means no additional travel	5
Merging sixth forms could provide more opportunities	4
Build a college campus - more subjects/opportunities	3
Will not impact me	1

The most common responses were keep all sixth forms (28), followed by should have more/equal access to subject choices (21) and then improve collaboration (10).

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Appendix 10 Pencoed Comprehensive School/Penybont Sixth Form College

1. Question and analysis - consultation survey

In order to gather the views of young people the consultation and engagement team and the lead officer for post-16 education attended comprehensive schools across the county borough. Pupils were given an overview of the consultation and then were guided through the youth version of the survey.

The youth version of the consultation contained 18 questions related re-organisation of post 16 education across the county borough. All questions were optional, so participants could choose to answer all or some of the questions.

Respondents were provided with information about each of the potential options and outcomes and asked if they agreed with the proposals. After each option respondents were asked to rank their preferred outcome within that option. Finally respondents were asked to rank the three options into their preferred options and make any other comments about the proposals.

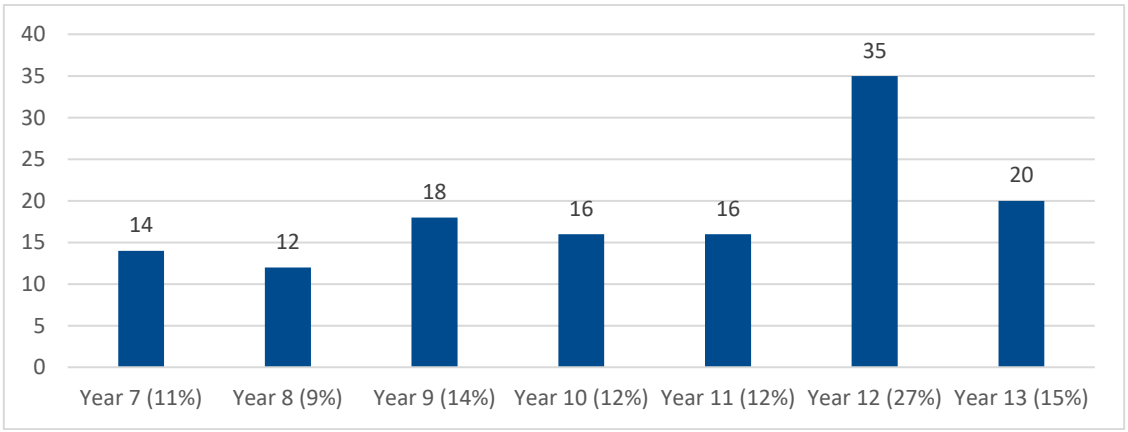
This report details the responses received in the Pencoed Comprehensive School / Penybont Sixth Form College engagement session. 134 learners were involved in the engagement session.

1.1 About you

1.1.1 Year group

Respondents that said they were a student were then asked to select their year group.

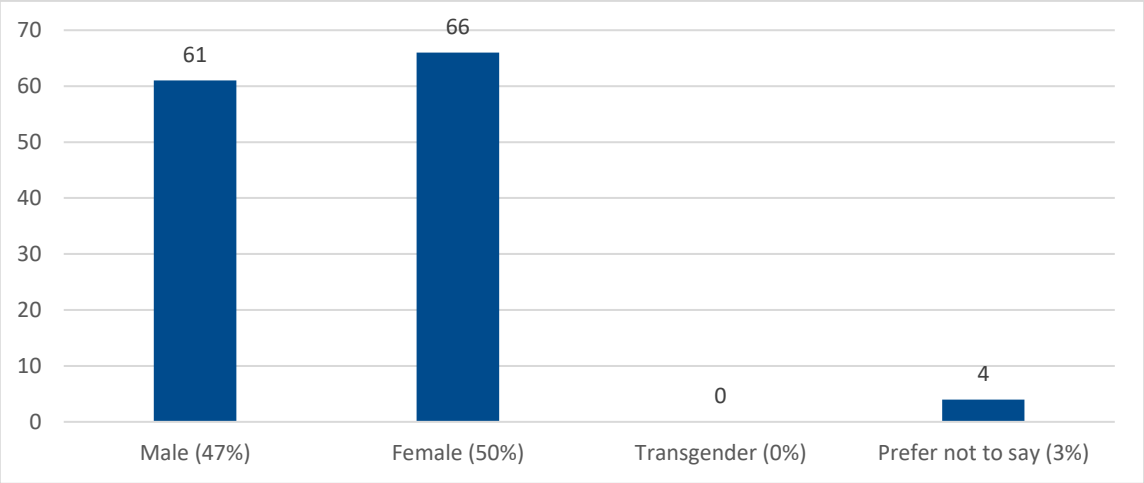
131 people responded to this question.



27% of respondents stated that they were in year 12, followed by year 13 (15%) and then year 19 (14%).

1.1.2 Gender

131 people responded to this question.



50% of respondents stated that they were female and 47% stated male. 3% of respondents stated that they would prefer not to say.

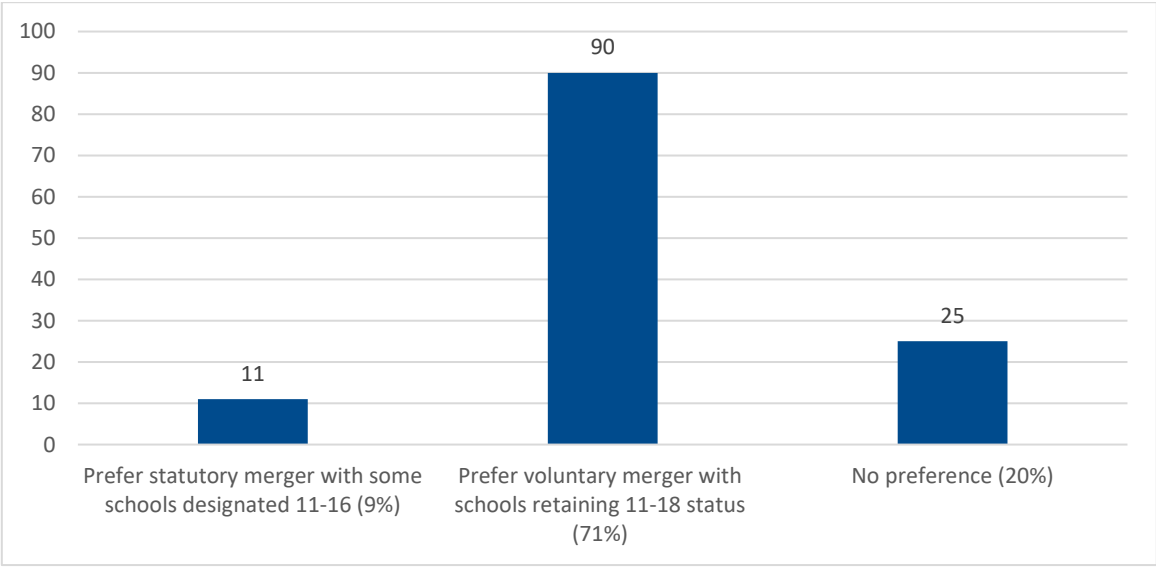
1.2 Survey questions

1.2.1 Sixth form mergers

Respondents were given information about the types of mergers under consideration, described as statutory and voluntary mergers.

Please indicate if you have a preference or not for either type of sixth form merger

126 people responded to this question.

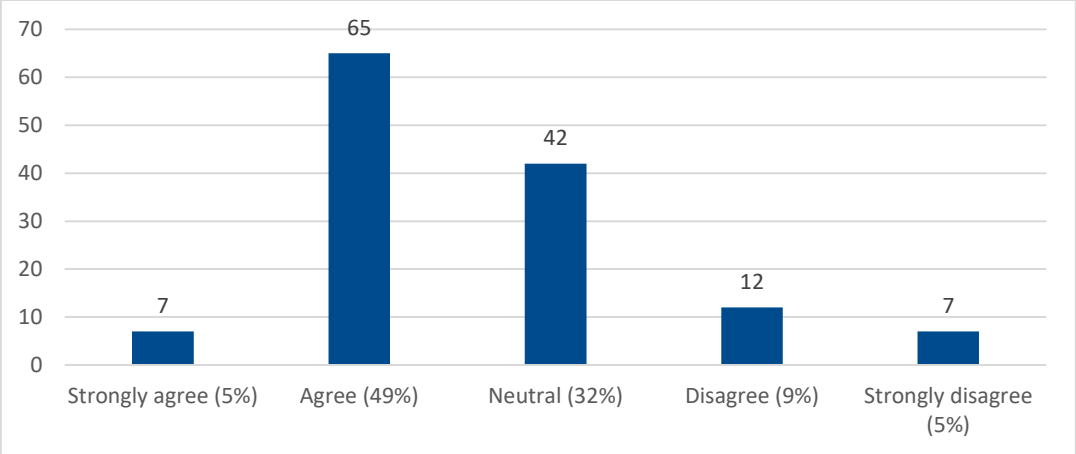


71% of respondents preferred voluntary merger with both schools training 11-18 status, 20% of respondents stated that they had no preference and 9% of respondents preferred a statutory merger with some schools being designated 11-16.

1.2.2 Option one – a mix of school sixth forms with some mergers to create new local authority maintained sixth form centre(s)

1.2.2.1 Outcome A – Brynteg School becomes a sixth form centre and hosts sixth form students from Bryntirion comprehensive

133 people responded to this question.



49% of respondents agreed with the proposal for Brynteg School to become a sixth form centre and host sixth form students from Bryntirion comprehensive, a further 5% strongly agreed. 32% of respondents gave a neutral responses. 9% of respondents disagreed with this proposal and a further 5% strongly disagreed.

Respondents were asked to add any further comments on this outcome

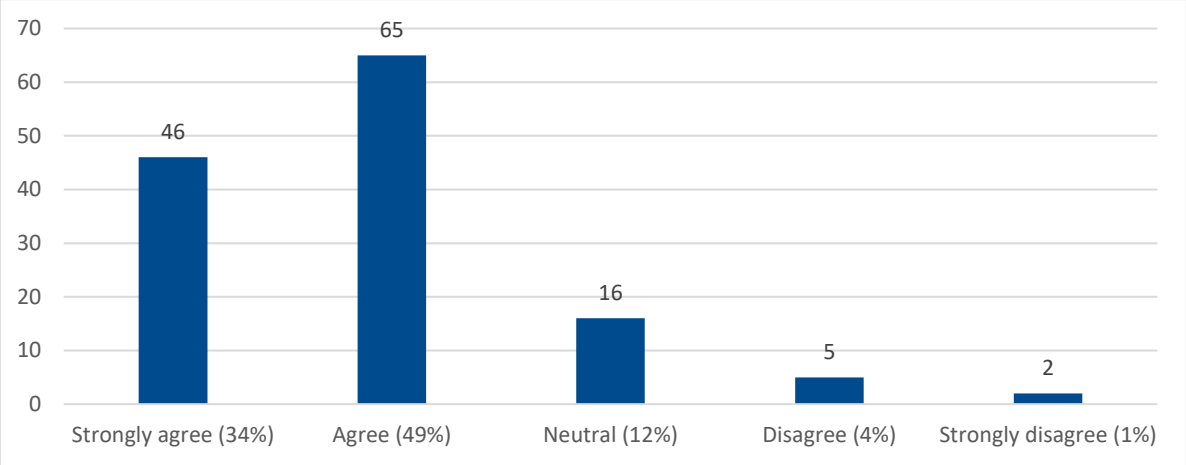
41 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
There will be additional travel that is expensive if transport is not provided	12
They are close so it makes sense and will be easier to travel	6
Agree with proposal	4
Both schools should retain 11-18 status and control the merged sixth form	4
Bryntirion will lose sixth form culture/teacher relationships/familiar environment	3
May offer additional opportunities	3
If it is in a school environment/school grounds	2
Brynteg do not need a new centre	1
Disagree with proposal	1
Keep both sixth forms separate	1
New centre will need a lot of new facilities	1
Transport - I live in the bus travel radius for two schools, try grouping together cites/towns/housing estates not schools.	1
What would happen to other schools?	1
Will cause additional traffic at Brynteg	1

The most common responses were there will be additional travel that is expensive if transport is not provided (12), followed by they are close makes sense and will be easier to travel to (6) and then agree with proposal and (4) and both schools should retain 11-18 status and control the merged sixth form (4).

1.2.2.2 Outcome B – Porthcawl Comprehensive keeps its sixth form

134 people responded to this question.



49% of respondents agreed with the proposal that Porthcawl should keep its sixth form and a further 34% strongly agreed with the proposal. 12% of respondents provided a neutral response to this proposal. 4% of respondents strongly disagreed with this proposal and 1% disagreed.

Respondents were asked to add any further comments on this outcome.

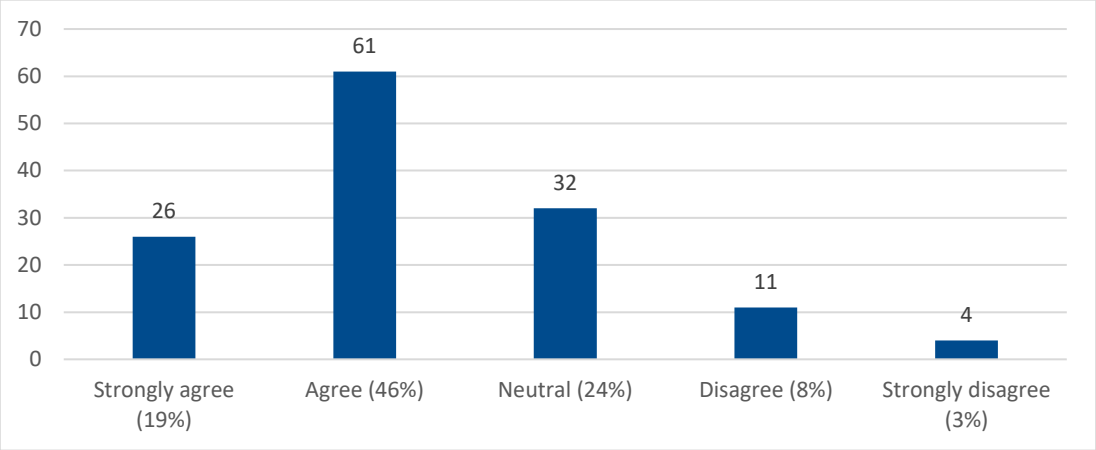
30 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
Agree due to student numbers and location	16
Agree with proposal	8
Unfair to other schools - if all other schools have to merge then why not Porthcawl too?	3
Most children in Porthcawl sixth form live in Bridgend	1
They have opportunities that other schools do not have	1
They may not have an offer of additional subjects	1

The most common responses were agree due to student numbers and location (16) followed by agree with proposal (8) and then unfair to other schools - if all other schools have to merge then why not Porthcawl too? (3).

1.2.2.3 Outcome C – Cynffig Comprehensive closes or merges its sixth form with Porthcawl Comprehensive

134 people responded to this question.



46% of respondents agreed with this proposal and a further 19% strongly agreed with the proposal. 24% provided a neutral response. 8% of respondents disagreed, and 3% strongly agreed with the proposal for Cynffig comprehensive to close or merge its sixth form with Porthcawl comprehensive.

Respondents were asked to add any further comments on this outcome

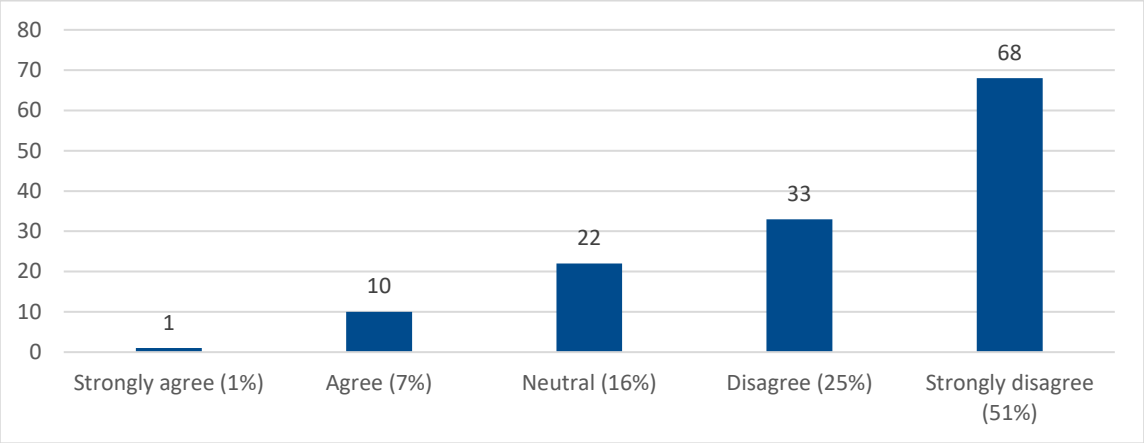
66 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
Agree with proposal	21
Free transport would have to be provided to Cynffig students - why should they pay for travel and not Porthcawl students?	20
Will offer Cynffig students more subject choice/opportunities	12
Unfair for pupils to have to move schools	4
Disagree with proposal	3
As long as Porthcawl has the resources to cater for additional students	2
Could make different mergers	1
Cynffig sixth form needs amendments to be able to provide for the students being able to a better education.	1
EMA should cover travel	1
Keep all 6th forms	1

The most common responses were agree with proposal (21), followed by free transport would have to be provided to Cynffig students - why should they pay for travel and not Porthcawl students? (20) and then will offer Cynffig students more subject choice/opportunities (12).

1.2.2.4 Outcome D - Cynffig Comprehensive hosts sixth form centre and hosts sixth from students from Pencoed Comprehensive and Coleg Cymunedol y Dderwen

134 people responded to this question.



51% of respondents strongly disagreed with the proposal that Cynffig could host a sixth form centre, attended by pupils from Pencoed and CCYD. A further 25% disagreed with the proposal. 16% provided a neutral response. 7% of respondents agreed with this proposal and 1% strongly agreed with the proposal.

Respondents were asked to add any further comments on this outcome

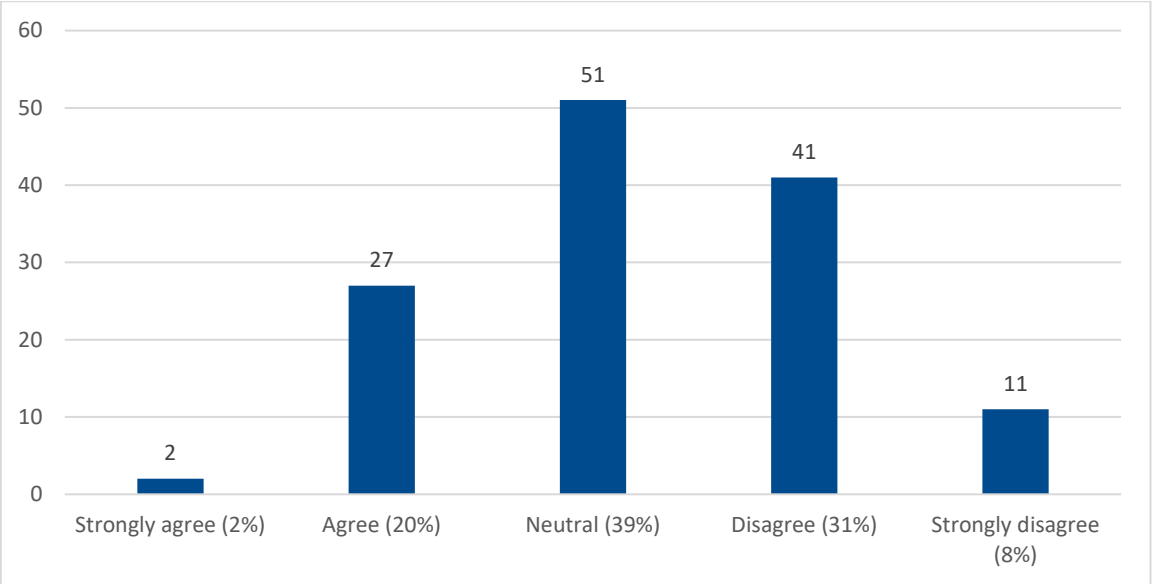
97 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
Travel would be too far/ too long and expensive if not funded	56
Pencoed do not need to merge	14
Cynffig has small sixth form/may not have resources for large numbers of additional students	12
Cynffig may become overpopulated	6
People may not want to leave their schools	3
It uses unused space well	2
Will offer more subject choices/opportunities	2
Disagree with proposal	1
There will be cultural differences between schools	1

The most common responses were travel would be too far/ too long and expensive if not funded (56), followed by Pencoed do not need to merge (14) and then Cynffig has small sixth form/may not have resources for large numbers of additional students (12).

1.2.2.5 Outcome E – Maesteg School hosts a sixth form centre and hosts sixth form students from Coleg Cymunedol y Dderwen

132 people responded to this question.



39% of respondents provided a neutral response to this proposal. 31% of respondents disagreed with the proposal that Maesteg School could host a sixth form centre, attended by pupils from CCYD and a further 8% strongly disagreed with the proposal. 20% of respondents agreed with this proposal and 2% strongly agreed with the proposal.

Respondents were asked to add any further comments on this outcome

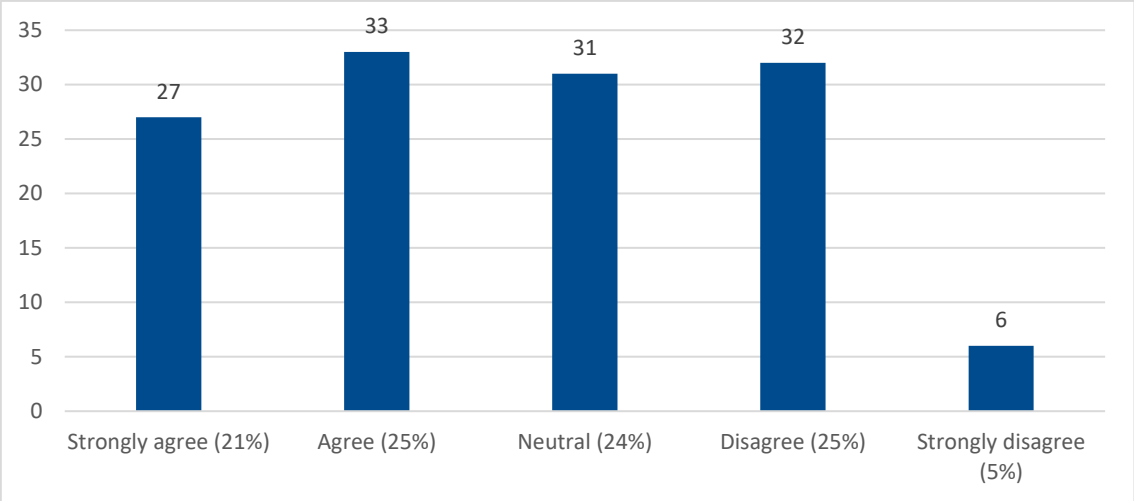
67 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
Too far/too long to travel	21
Transport should be free a lot of families/pupils will not be able to afford to attend sixth form	16
Agree with proposal	7
Agree as it is not too far to travel	6
Better subject choice/resources for students	4
May overpopulate Maesteg	4
CCYD is a brand new school and should also host sixth formers	3
Unfair for students who have to move schools	3
All sixth forms should merge, not just two	1
Disagree with proposal	1
There may be cultural differences	1

The most common responses were too far/too long to travel (21), followed by transport should be free a lot of families/pupils will not be able to afford to attend sixth form (16) and then agree with proposal (7).

1.2.2.6 Outcome F – Maesteg School and Pencoed Comprehensive both become sixth form centres and host sixth form students from Cynffig Comprehensive and Coleg Cymunedol y Dderwen.

129 people responded to this question.



25% of respondents agreed with the proposal that Maesteg School and Pencoed Comprehensive both become sixth form centres and host pupils from CCYD and Cynffig and a further 21% strongly agreed with the proposal. 24% provided a neutral response. 25% of respondents disagreed with this proposal and 5% strongly disagreed with the proposal.

Respondents were asked to add any further comments on this outcome

80 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
Pencoed may become overpopulated	28
Provides pupils with more than one option, giving them back some control over their future	13
Travel is too far/too long/ too expensive	9
There is enough room at Pencoed to host other students	8
Agree with proposal	7
Better for students/more subject choice	3
Pupils from other schools already travel here	3
Could be unfair for students changing schools/students will be displaced	2
More options/subject choices for pupils	2
Cynffig can merge with Porthcawl	1
Would be easier because there would be no need for additional buildings	1

The most common responses were Pencoed may become overpopulated (28), followed by provides pupils with more than one option, giving them back some control over their future (13) and then travel is too far/too long/ too expensive (9).

1.2.2.7 Overall consideration of the options

Respondents were asked to rank in order of preference the options outlined in

outcomes A-F.

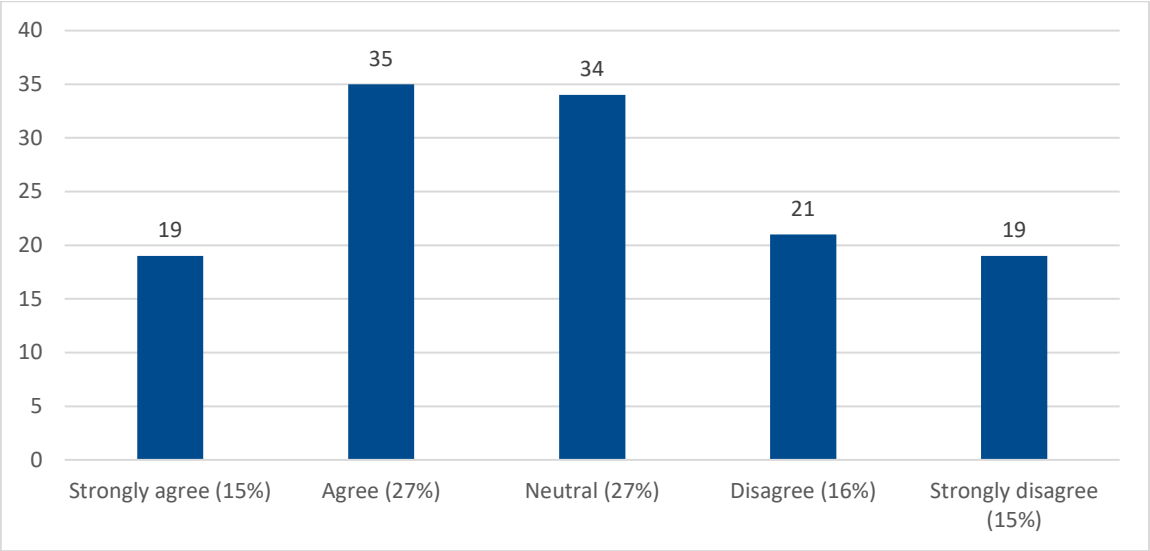
The overall list of preferred concepts are:

Rank	Outcome	Number of respondents who ranked each concept in position	% of groups who racked each concept in positon
1	**Outcome F** Maesteg School and Pencoed Comprehensive both become sixth form centres and host sixth form students from Cynffig Comprehensive and Coleg Cymunedol y Dderwen.	48	40%
2	**Outcome A1** Brynteg School becomes a sixth form centre and hosts sixth form students from Bryntirion Comprehensive **Outcome B** Porthcawl Comprehensive keeps its sixth form	31	26%
3	**Outcome B** Porthcawl Comprehensive keeps its sixth form	20	17%
4	**Outcome A2** Brynteg school and Bryntirion Comprehensive develop a joint sixth for provision;	33	28%
5	**Outcome C** Cynffig Comprehensive closes or merges its sixth form with Porthcawl Comprehensive	25	21%
6	**Outcome E** Maesteg School hosts a sixth form centre and hosts sixth form students from Coleg Cymunedol y Dderwen	39	33%
7	**Outcome D** Cynffig Comprehensive hosts sixth form centre and hosts sixth form students from Pencoed Comprehensive and Coleg Cymunedol y Dderwen	62	52%

1.2.3 Option two – a mix of school sixth forms with some mergers to create a new FE college governed sixth form centre(s)

1.2.3.1 Outcome A – a sixth form centre is developed in Bridgend Town centre and run by Bridgend College, drawing sixth from students from Cynffig Comprehensive school, Coleg Cymunedon y Dderwen, Pencoed Comprehensive school and Bryntirion Comprehensive school (if the merger with Brynteg school listed in Option 1/Outcome A did not take place).

128 people responded to this question.



27% of respondents agreed with this proposal and a further 15% disagreed with the proposal. 27% provided a neutral response. 16% of respondents disagreed with this proposal and a further 15% strongly disagreed with the proposal.

Respondents were asked to add any further comments on this outcome

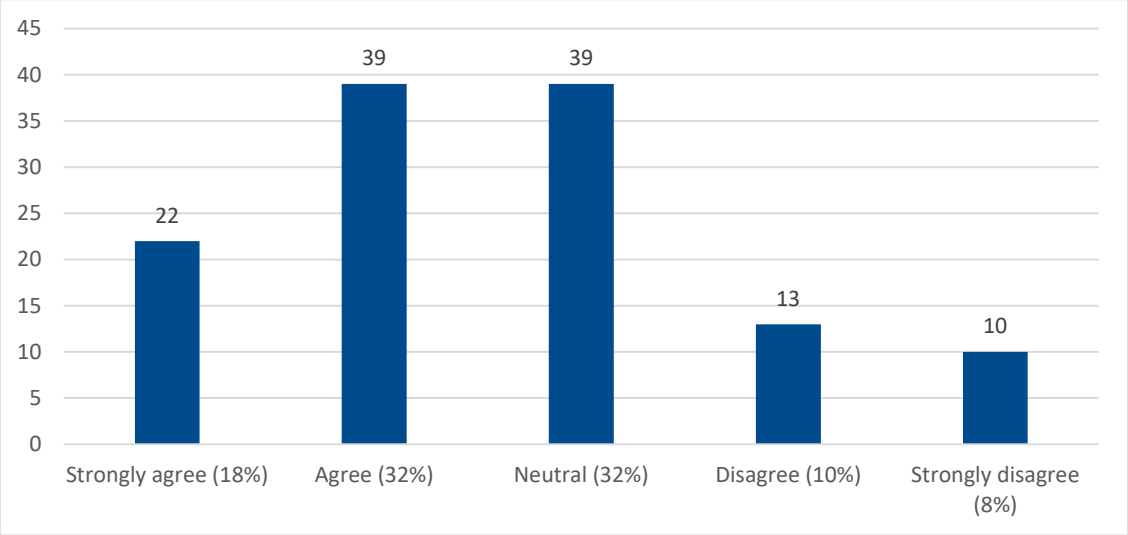
41 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
Agree with proposal/ it is a good idea	10
Additional travel for some students/expensive	8
Personalised learning experiences are removed	5
Is a good central location for everyone	4
Will offer more subject choices	4
Good to renovate the town centre	3
Would build a sense of community	2
Agree as long as minimum GCSE standard is used	1
It will be expensive	1
More competition for spaces on courses	1
More opportunities for all students	1

The most common responses were agree with proposal/ it is a good idea (10), followed by additional travel for some students/expensive (8) and then personalised learning experiences are removed (5).

1.2.3.2 Outcome B - Sixth form centre at Bridgend College's Pencoed Campus run by the college and hosting sixth-form students from Pencoed Comprehensive, Cynffig Comprehensive and Coleg Cymunedol y Dderwen.

123 people responded to this question.



32% provided a neutral response to this proposal. 32% of respondents agreed with this proposal and a further 18% strongly agreed with the proposal. 10% of respondents disagreed with this proposal and a further 8% strongly disagreed with the proposal.

Respondents were asked to add any further comments on this outcome

49 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
Would offer more opportunities/subject choices	11
Agree with proposal/a good idea	9
If the centre was staffed by Cynffig teachers	8
Keep sixth form as it is now	6
What about other subjects?	6
Not too far to get to	3
Disagree with proposal	2
Some pupils would have to travel far and pay, this is not fair	2
Maintain sixth form entry requirements	1
Would prefer a school based setting	1

The most common responses were would offer more opportunities/subject choices (11), followed by agree with proposal/a good idea (9) and then if the centre was staffed by Cynffig teachers (8).

1.2.3.3 Overall consideration of the options

Respondents were asked to rank their preferred choice for Outcome A and B by numbering the options one and two.

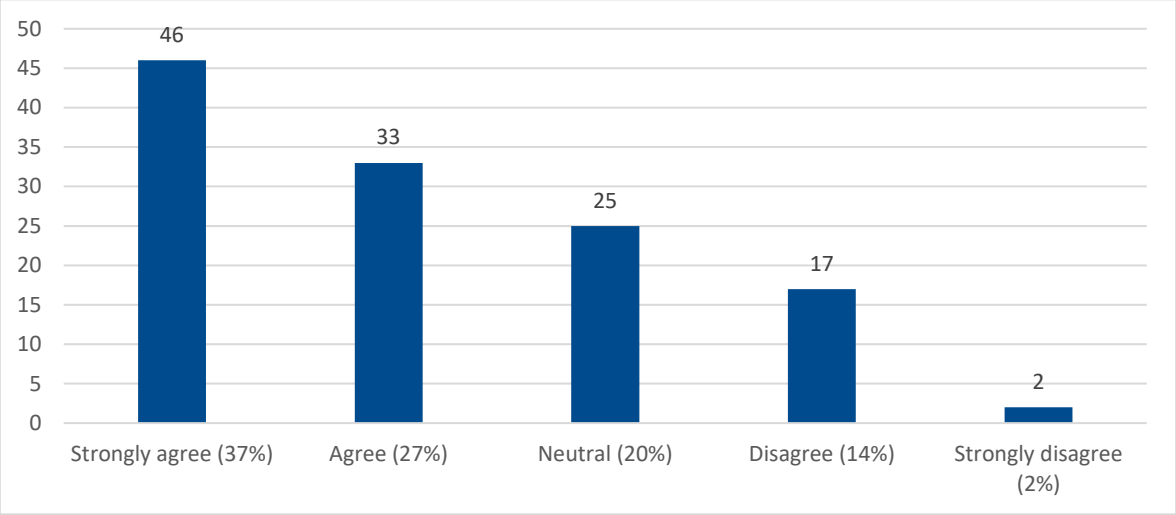
Respondents ranked outcomes A and B as:

- Outcome B Sixth Form centre at Bridgend College's Pencoed campus run by the college (51%)
- Outcome A Bridgend town centre sixth form centre run by the college (49%)

1.2.4 Option three Keeping sixth forms in all schools

1.2.4.1 The retention of sixth forms in all schools – the current position (ie a distributed tertiary model based on collaboration, but with further development in order to improve the delivery of this option)

123 people responded to this question.



37% of respondents strongly agreed with the proposal to keep sixth forms in all schools and a further 27% of respondents agreed with this proposal. 20% provided a neutral response. 14% of respondents strongly disagreed with this proposal and a further 2% disagreed with the proposal to keep sixth forms in all schools.

Respondents were asked to add any further comments on this outcome

47 comments were received in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
Agree with proposal/ keep all sixth forms	13
Keep teacher relationships/familiar environment	8
Gives pupils choice of which sixth form they want to attend	5
All students need equal chances and quality of learning	4
Improve collaboration	3
There will be no additional travel for pupils	3
Sixth form is important to school/ younger years/role models	2
Smaller sixth forms should merge	2
Unsure	2
I don't think it will work for all schools	1
Some options may mean some schools are overpopulated	1

Should build a new college	1
This may be unsustainable	1
Keeping sixth forms would have to make other changes	1

The most common responses were agree with proposal/ keep all sixth forms (13), followed by keep teacher relationships/familiar environment (8) and then gives pupils choice of which sixth form they want to attend (5).

1.2.5 Overall consideration of the options

Respondents were asked, having reviewed all the options and outcomes, to rank their preferred choice for Options 1, 2 and 3.

Overall respondents ranked the outcomes in first position as follows:

- Option 3 retention of sixth forms in all schools – the current position (ie a distributed tertiary model based on collaboration, but with further development in order to improve the delivery of this option) (51%);
- Option 2 a mix of school sixth form with some mergers to create new FE College governed sixth-form centre(s) (42%).
- Option 1 a mix of school sixth forms with some mergers to create new local authority maintained sixth-form centre(s) (7%);

1.2.6 Do you have any other comments you would like to make about the proposals?

Respondents were asked if they had any further comments that they would like to make about the proposals.

63 comments were received. These have been themed and are detailed in the table below:

Theme	**No.**
Keep all sixth forms	21
Travel considerations and cost are important	15
Option two is the best	5
Pencoed could host sixth form centre/additional students	2
Build another 11-18 school if it is needed	1
Improve collaboration	1
Invest in sixth forms	1
Merge schools that are close and have less travel	1
Staff may lose their jobs in some of these options	1

The most common responses were keep all sixth forms (21), followed by travel considerations and cost are important (15) and then option two is the best (5).

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Appendix 11 Porthcawl Comprehensive School

1. Question and analysis - consultation survey

In order to gather the views of young people the consultation and engagement team and the lead officer for post-16 education attended comprehensive schools across the county borough. Pupils were given an overview of the consultation and then were guided through the youth version of the survey.

Porthcawl Comprehensive School were unable to participate in the engagement session therefore they were sent the online link to the youth survey to share with the learners to complete the survey online.

The youth version of the consultation contained 18 questions related re-organisation of post 16 education across the county borough. All questions were optional, so participants could choose to answer all or some of the questions.

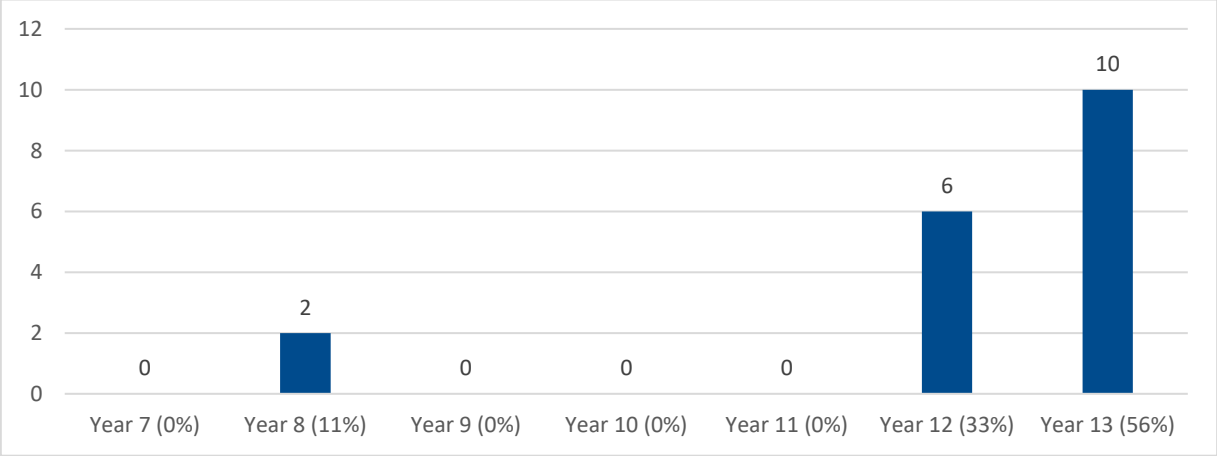
This report details the responses received from 19 learners in Porthcawl Comprehensive School.

1.1 About you

1.1.1 Year group

Respondents that said they were a student were then asked to select their year group.

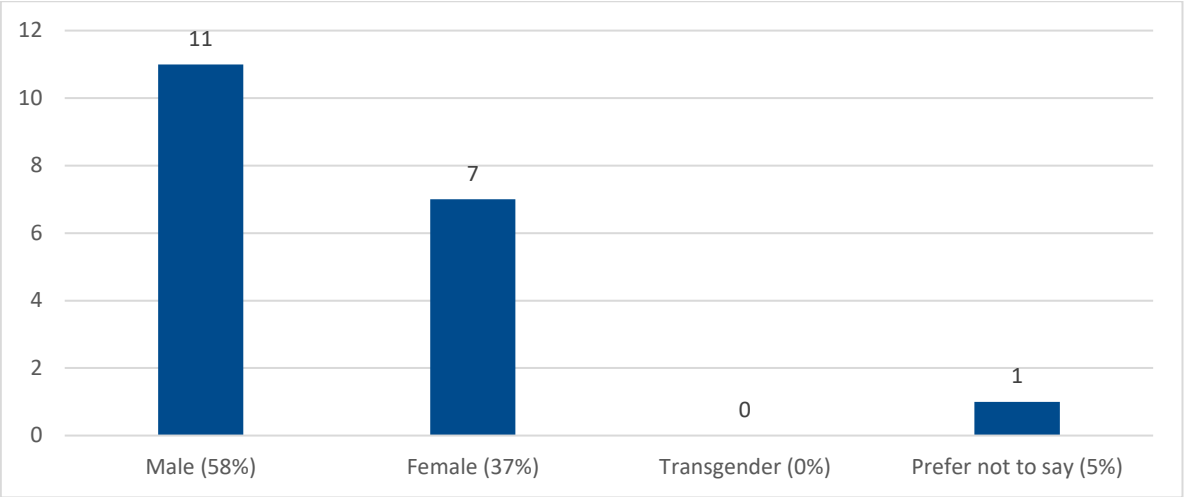
18 people responded to this question.



56% of respondents stated that they were in year 13, followed by year 12 (33%) and then year 8 (11%).

1.1.2 Gender

19 people responded to this question.



58% of respondents stated that they were male and 37% stated female. 5% of respondents stated that they would prefer not to say.

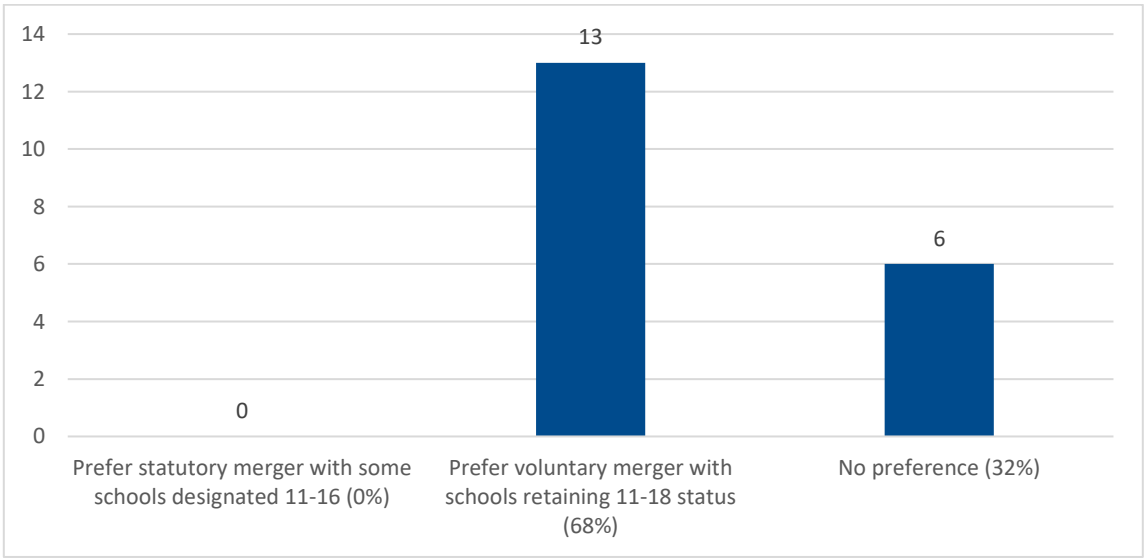
1.2 Survey questions

1.2.1 Sixth form mergers

Respondents were given information about the types of mergers under consideration, described as statutory and voluntary mergers.

Please indicate if you have a preference or not for either type of sixth form merger

19 people responded to this question.

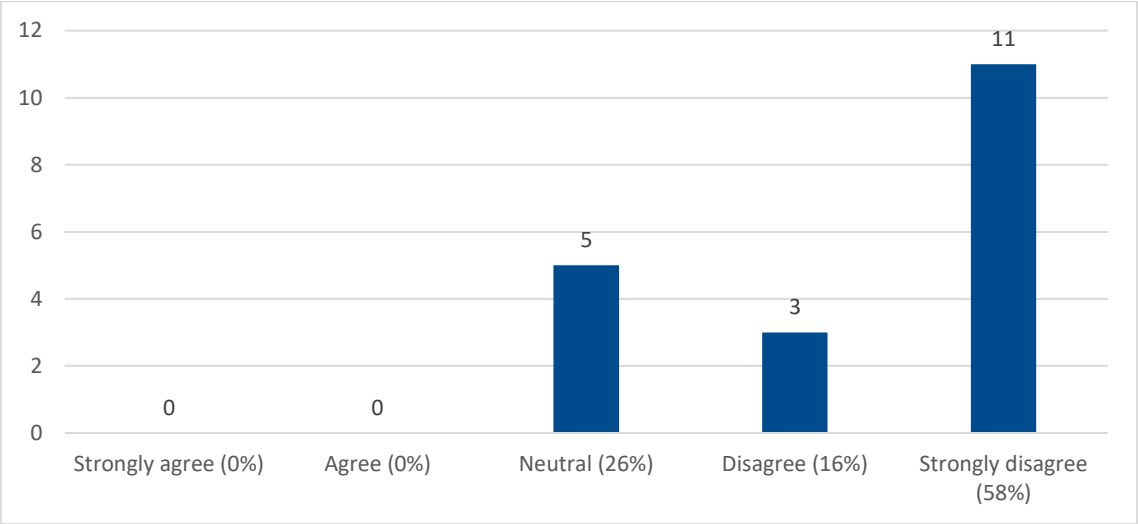


68% of respondents preferred voluntary mergers with both schools retaining 11-18 status and 32% of respondents stated that they had no preference.

1.2.2 Option one – a mix of school sixth forms with some mergers to create new local authority maintained sixth form centre(s)

1.2.2.1 Outcome A – Brynteg School becomes a sixth form centre and hosts sixth form students from Bryntirion comprehensive

19 people responded to this question.



58% of respondents strongly disagreed with the proposal for Brynteg School to become a sixth form centre and host sixth form students from Bryntirion comprehensive. 26% gave a neutral response and 16% of respondents disagreed with this proposal.

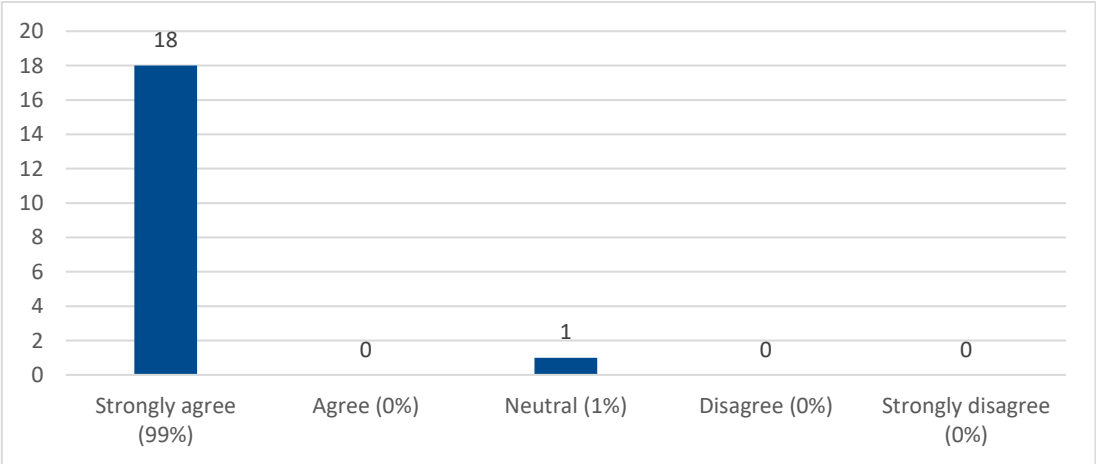
Respondents were asked to add any further comments on this outcome

Three comments were received in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
I do not understand the impact/the changes will not affect me	2
Porthcawl should keep its sixth form	1

1.2.2.2 Outcome B – Porthcawl Comprehensive keeps its sixth form

19 people responded to this question.



99% of respondents strongly agreed with the proposal that Porthcawl should keep its sixth form. 1% gave a neutral response.

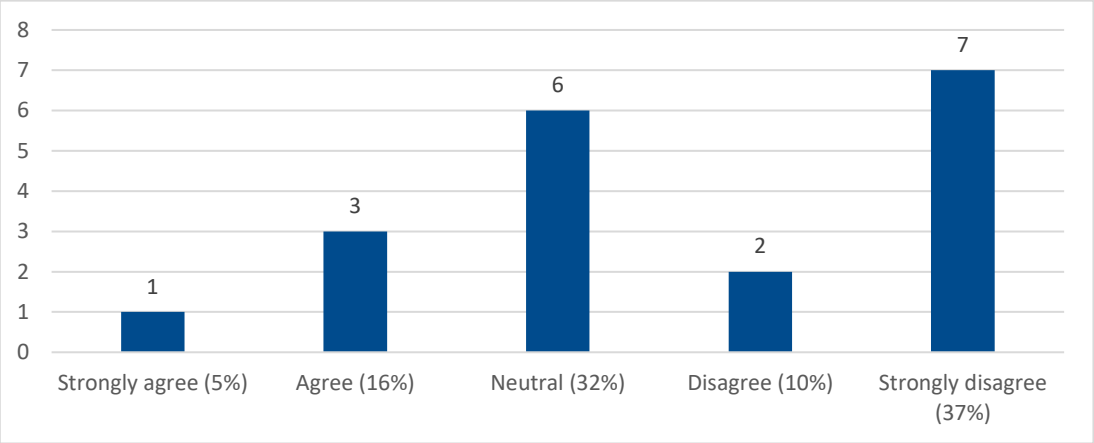
Respondents were asked to add any further comments on this outcome.

Three comments were received in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
It would be too far to travel	2
I would like to keep my own teachers	1

1.2.2.3 Outcome C – Cynffig Comprehensive closes or merges its sixth form with Porthcawl Comprehensive

19 people responded to this question.



37% of respondents strongly disagreed with this proposal and a further 10% disagreed. 32% gave a neutral response. 16% of respondents agreed with the proposal for Cynffig comprehensive to close or merge its sixth form with Porthcawl comprehensive and a further 5% of respondents strongly agreed.

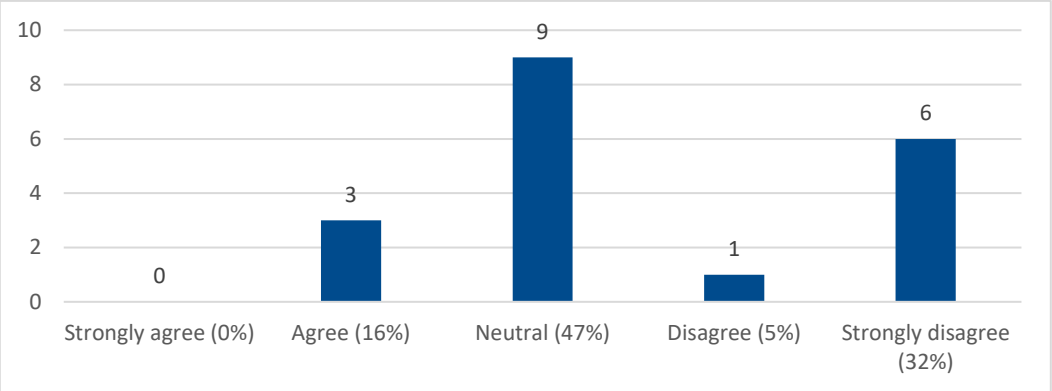
Respondents were asked to add any further comments on this outcome

Two comments were received in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
Class sizes would become too big	1
Disagree with proposal	1

1.2.2.4 Outcome D - Cynffig Comprehensive hosts sixth form centre and hosts sixth from students from Pencoed Comprehensive and Coleg Cymunedol y Dderwen

19 people responded to this question.



47% of respondents gave a neutral response to this proposal. 32% of respondents strongly disagreed with the proposal that Cynffig could host a sixth form centre, attended by pupils from Pencoed and CCYD and a further 5% disagreed. 16% of respondents agreed with this proposal.

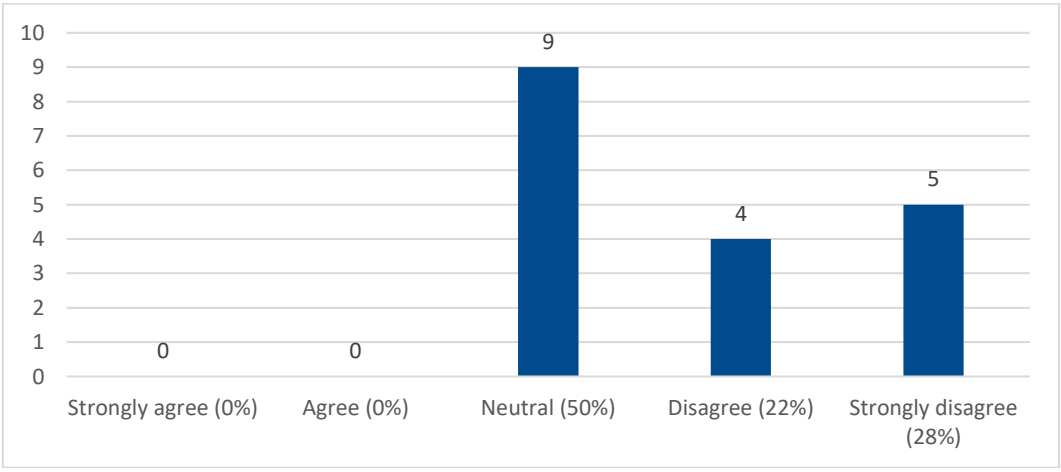
Respondents were asked to add any further comments on this outcome

One comment was received in relation to this proposal. This has been themed as detailed in the table below.

Theme	No.
Other schools could also attend Cynffig	1

1.2.2.5 Outcome E – Maesteg School hosts a sixth form centre and hosts sixth form students from Coleg Cymunedol y Dderwen

18 people responded to this question.



50% of respondents gave a neutral response. 28% of respondents strongly disagreed with the proposal that Maesteg School could host a sixth form centre, attended by pupils from CCYD and a further 22% disagreed with the proposal. No respondents agreed or strongly agreed with this proposal.

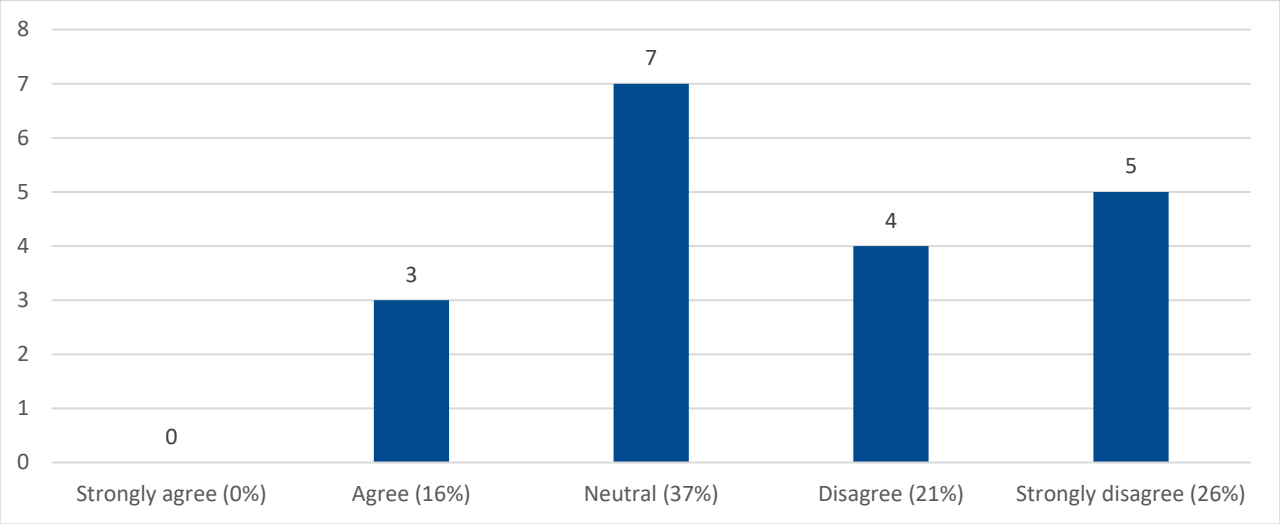
Respondents were asked to add any further comments on this outcome

Two comments were received in relation to this proposal. These have been themed and are detailed in the table below:

Theme	No.
It will be too far for pupils to travel	1
Disagree with proposal	1

1.2.2.6 Outcome F – Maesteg School and Pencoed Comprehensive both become sixth form centres and host sixth form students from Cynffig Comprehensive and Coleg Cymunedol y Dderwen.

19 people responded to this question.



37% of respondents gave a neutral response. 26% of respondents strongly disagreed with the proposal that Maesteg School and Pencoed Comprehensive both become sixth form centres and host pupils from CCYD and Cynffig and a further 21% disagreed with the proposal. 16% of respondents agreed with this proposal.

Respondents were asked to add any further comments on this outcome No comments were made.

1.2.2.7 Overall consideration of the options

Respondents were asked to rank in order of preference the options outlined in outcomes A-F.

The overall list of preferred concepts are:

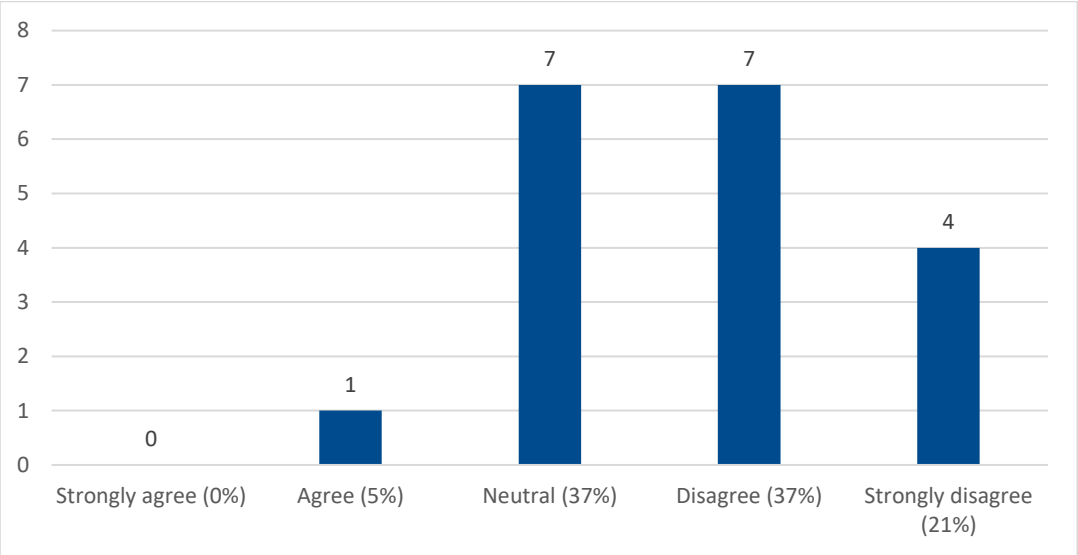
Rank	Outcome	Number of respondents who ranked each concept in position	% of groups who racked each concept in positon

1	**Outcome B** Porthcawl Comprehensive keeps its sixth form	17	100%
2	**Outcome A2** Brynteg school and Bryntirion Comprehensive develop a joint sixth for provision;	7	41%
3	**Outcome D** Cynffig Comprehensive hosts sixth form centre and hosts sixth form students from Pencoed Comprehensive and Coleg Cymunedol y Dderwen	5	28%
4	**Outcome A1** Brynteg School becomes a sixth form centre and hosts sixth form students from Bryntirion Comprehensive	5	29%
5	**Outcome F** Maesteg School and Pencoed Comprehensive both become sixth form centres and host sixth form students from Cynffig Comprehensive and Coleg Cymunedol y Dderwen.	8	23%
6	**Outcome E** Maesteg School hosts a sixth form centre and hosts sixth form students from Coleg Cymunedol y Dderwen	7	47%
7	**Outcome C** Cynffig Comprehensive closes or merges its sixth form with Porthcawl Comprehensive	7	41%

1.2.3 Option two – a mix of school sixth forms with some mergers to create a new FE college governed sixth form centre(s)

1.2.3.1 Outcome A – a sixth form centre is developed in Bridgend Town centre and run by Bridgend College, drawing sixth from students from Cynffig Comprehensive school, Coleg Cymunedon y Dderwen, Pencoed Comprehensive school and Bryntirion Comprehensive school (if the merger with Brynteg school listed in Option 1/Outcome A did not take place).

19 people responded to this question.



37% of respondents gave a neutral response. 37% of respondents disagreed with this proposal and a further 21% strongly disagreed with the proposal. 5% of respondents agreed with this proposal.

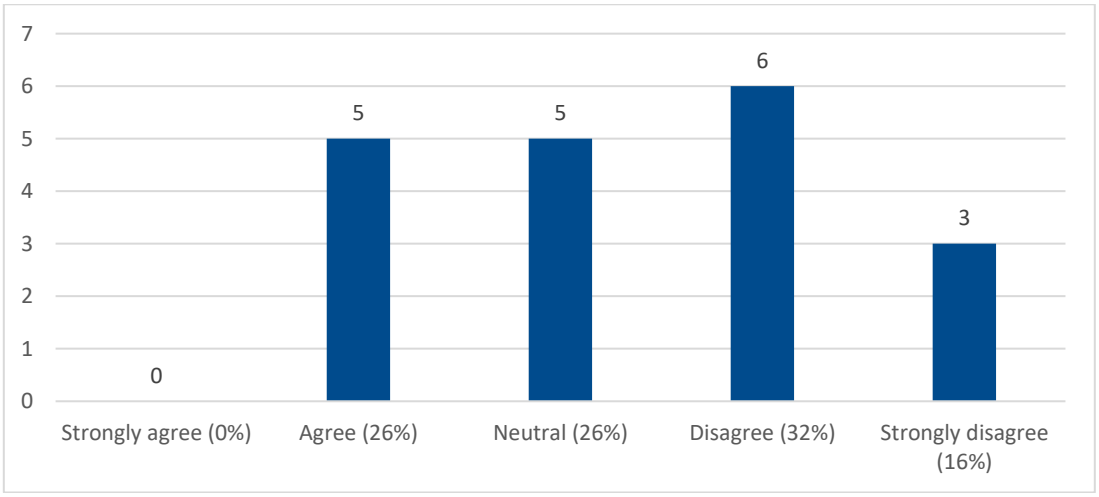
Respondents were asked to add any further comments on this outcome

One comment was received in relation to this proposal. This has been themed as detailed in the table below.

Theme	No.
Will be a difficult transition as you would have to leave a familiar environment and teacher you are comfortable with and may lead to less people attending sixth form	1

1.2.3.2 Outcome B - Sixth form centre at Bridgend College's Pencoed Campus run by the college and hosting sixth-form students from Pencoed Comprehensive, Cynffig Comprehensive and Coleg Cymunedol y Dderwen.

19 people responded to this question.



32% of respondents disagreed with this proposal and a further 16% strongly disagreed with this proposal. 26% of respondents gave a neutral response and 26% of respondents agreed with the proposal.

Respondents were asked to add any further comments on this outcome. No comments were made.

1.2.3.3 Overall consideration of the options

Respondents were asked to rank their preferred choice for Outcome A and B by numbering the options one and two.

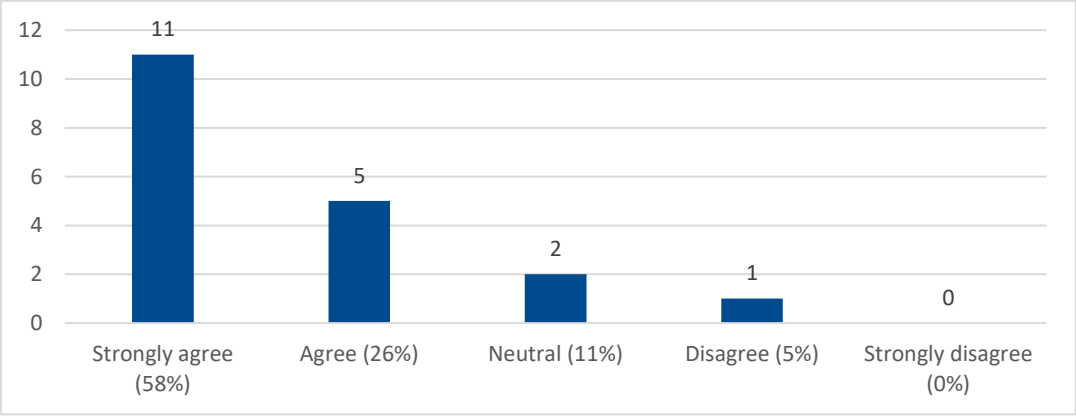
Respondents ranked outcomes A and B as:

- Outcome B Sixth Form centre at Bridgend College's Pencoed campus run by the college (52%)
- Outcome A Bridgend town centre sixth form centre run by the college (48%)

1.2.4 Option three Keeping sixth forms in all schools

1.2.4.1 The retention of sixth forms in all schools – the current position (ie a distributed tertiary model based on collaboration, but with further development in order to improve the delivery of this option)

19 people responded to this question.



58% of respondents strongly agreed with the proposal to keep sixth forms in all schools and a further 26% of respondents agreed with this proposal. 11% provided a neutral response. 5% of respondents disagreed with this proposal.

Respondents were asked to add any further comments on this outcome

One comment was received in relation to this proposal. This has been themed as detailed in the table below.

Theme	No.
Expand and improve collaboration and subjects on offer	1

1.2.5 Overall consideration of the options

Respondents were asked, having reviewed all the options and outcomes, to rank their preferred choice for Options 1, 2 and 3.

Overall respondents ranked the outcomes in first position as follows:

- Option 3 retention of sixth forms in all schools – the current position (ie a distributed tertiary model based on collaboration, but with further development in order to improve the delivery of this option) (72%);
- Option 1 a mix of school sixth forms with some mergers to create new local authority maintained sixth-form centre(s) (17%);
- Option 2 a mix of school sixth form with some mergers to create new FE College governed sixth-form centre(s) (11%).

1.2.6 Do you have any other comments you would like to make about the proposals?

Respondents were asked if they had any further comments that they would like to make about the proposals.

One comment was received. This has been themed as detailed in the table below.

Theme	No.
Option 2 may be better if it was run by Cardiff University	1

Appendix 12: Letters

Appendix 12.1 Betws and Blaengarw Primary Federation Governing Body

Appendix 12.2 Bridgend College response to consultation

Appendix 12.3 Bryncethin Primary School Governing Body

Appendix 12.4 Chris Elmore MP / Huw Irranca-Davies AM

Appendix 12.5 Garw Valley Community Council

Appendix 12.6 Ogmore Vale Primary School Governing Body

Appendix 12.7 Newcastle Higher Community Council

Appendix 12.8a Rhieni dros Addysg Gymraeg / Parents for Welsh Medium Education (Welsh)

Appendix 12.8b Rhieni dros Addysg Gymraeg / Parents for Welsh Medium Education (English)

Appendix 12.9 Pencoed Comprehensive School

Appendix 12.10 Pen Y Bont Sixth Form College

Appendix 12.11 Scott Cairns, Community Governor at CCYD

Appendix 12.12 Tondu Primary School Governing Body

Appendix 12.13a Comisiynydd y Gymraeg / Welsh Language Commissioner (Welsh)

Appendix 12.13b Comisiynydd y Gymraeg Welsh Language Commissioner (English)

Appendix 12.14 to Appendix 12.33 Blaengarw Primary Pupils

Appendix 12.34 Support for Bryntirion Comprehensive

Appendix 12.35 to Appendix 12.52 Support for Cynffig Comprehensive

Appendix 12.53 to Appendix 12.100 Support for CCYD

Appendix 12.1 Betws and Blaengarw Primary Federation Governing Body

Betws & Blaengarw Primary Federation Governing Body

Dear Sir/Madam

28th January 2020

I am writing to oppose your decision to curtail the provision of the sixth form at Coleg Cymunedol Y Dderwen.

If this decision goes ahead you are seriously discriminating against pupils who live in the Ogmore and Garw valleys.

This area is one of the most deprived in the borough and this situation will only add to that deprivation and further exacerbate the opinions of the residents that BCBC does not recognise or care about the communities that dwell north of the M4.

I believe that if this decision is ratified the children in question would have to travel on public transport which would mean changing buses to reach Maesteg or Cynfig Comprehensive Schools.

In winter this would mean that the children would be travelling in the dark sometimes alone.

As you are aware BCBC has a duty of care to protect these children from harm, and in the current climate of escalating crime this demonstrates further BCBC's lack of care and responsibility.

Aspirations of our children are low, and this proposal will further exacerbate the willingness to attain A levels at a local school. This also contradicts the vision of the Welsh Government of empowering schools to "Bridge the Gap".

We need to encourage and provide the necessary local schools in order that these pupils may further their education without placing obstacles in their way.

I therefore urge you to keep the provision of the sixth form at CCYD and not to hamper already disadvantaged learners in their quest for better educational qualifications and a better future.

Peter Roberts

Chair Betws & Blaengarw Primary Federation

Response to Consultation:
"The potential re-organisation of post-16 provision across Bridgend County Borough Council"

A Vision

Mair is a 16-year-old Bridgend learner and is about to embark on her post-16 study.

She arrives at her state of the art facilities - warm, clean and inviting. She is greeted by a wellbeing officer dedicated to her tutor group and also by a year 13 student ambassador who understands the nervousness of a first day in a post-16 setting. Her tutor already knows that Mair is dyslexic and in several visits, she has been advised of the additional resources and excellent bespoke support she will receive - her transition to post-16 is seamless.

Mair had difficulty in deciding on her post-16 route because there are so many options - employment, apprenticeship, 'A' levels, vocational or a mixture of vocational and 'A' level courses. She has the choice of over 50 vocational and/or 'A' level courses. Her friend, Pablo, was disappointed with his GCSE results but he is following a suitable level 2 course and resitting his GCSE English.

Mair is aware of the excellent outcomes of previous learners - high standards of both behaviour and outcomes are the norm. Teachers of all her subjects are specialists in their areas and if one of her teachers is absent, there are others with similar expertise. The most advanced technologies are used to enhance her learning including assistive technologies to support her work with her dyslexia.

In Mair's first week, she has a visit from partnership officers from all local universities and even one from the USA. They let her know about HE options and discuss scholarship opportunities. Her post-16 setting has a partnership with a university that specialises in her interested area - and she is guaranteed an interview.

Mair has gained a Welsh language scholarship provided by a local employer which has given her excellent opportunities to develop her language skills in a work setting which will strengthen her employment opportunities. Her friend, Helen, has gained a scholarship for women in STEM and will have a placement in the Ferrari factory in Italy for two weeks as part of her study.

Mair's older brother and sister also attended the same place. Her brother is now studying at Oxford university and her sister, who has autism, is working with a local employer through a supported internship apprenticeship programme.

Mair enjoys the inclusive ethos of the setting. At break, she shares lunch with a range of learners from different backgrounds. There are so many opportunities - for sport, arts and a range of additional options that develop her all-round skills.

And most of all, Mair is happy. Great teaching, great support in a great facility, with plenty of choice. She feels part of an extraordinary learning community. There is no glass ceiling - her potential is limitless.

Introduction

Who would not want this experience for their son or daughter? And if that's what we would want for our own children, we should expect these opportunities for **all** Bridgend learners.

Bridgend College understands the challenges faced by the Borough Council and the difficult decisions that austerity has forced it to make. However, whilst there are financial reasons to make changes in Post 16 provision, the priority has to be to improve the experience and subsequent life chances of young people across the Borough.

For many years, various reports have highlighted the need for change at Post 16 and stakeholders from across the Borough outlined 'A statement of ambition' via the Post 16 Operational Board. Bridgend College fully supports these aims.

Achieving these aims will demand strength of leadership from many stakeholders. In the consultation document, Option 3 is built around the status quo. This is unsustainable and will do a disservice to our future generations. The reasons why this is a wrong course of action has been well documented and we do not intend to go over these.

However, we believe that it is **essential** that Bridgend College is part of the Post 16 solution going forward. As we have seen in other parts of Wales, tackling inefficient Post 16 provision can lead to improved outcomes and a better learning environment for both staff and learners.

It is also true that in other local authorities, colleges have played a key role in successful transformation and as such I think it is essential that Bridgend College is part of the Post 16 solution moving forward.

Why should Bridgend College lead and govern part of the Post 16 'A' level provision?

1. **Excellence**

   Bridgend College is a recognised provider of excellence in the UK.

   - Bridgend College is the UK FE College of the Year 2019 (Times Educational Supplement)
   - 2018 Apprenticeship Provider of the Year (Wales, Scotland and Northern Ireland) and shortlisted for Apprenticeship Programme of the Year 2019 (Times Educational Supplement)

2. **Estyn Outcomes are strong**

The table below shows the most recent inspection reports of the schools and College with Post 16 provision.

School/College	Date of Inspection	Standards	Wellbeing and attitudes to learning	Teaching and learning experiences	Care, support & guidance	Leadership & Management
Brynteg School	December 2016	Good	Good	Good	Good	Good
Maesteg School	January 2019	Adequate and needs improvement	Adequate and needs improvement	Adequate and needs improvement	Good	Adequate and needs improvement
Cynffig Comprehensive School	October 2017	Adequate and needs improvement	Adequate and needs improvement	Adequate and needs improvement	Good	Adequate and needs improvement

School/College	Date of Inspection	Current Performance	Prospects for Improvement	KQ1 - How good are outcomes	KQ2 - How good is provision	KQ3 - How good are leadership & management
Coleg Cymunedol y Dderwen	October 2015	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory
Archbishop McGrath Catholic High School	February 2013	Adequate	Adequate	Adequate	Adequate	Adequate
Pencoed Comprehensive School	November 2016	Good	Good	Good	Good	Good
Porthcawl Comprehensive School	October 2013	Good	Good	Good	Good	Good
Bryntirion Comprehensive School	October 2016	Excellent	Excellent	Excellent	Good	Excellent
Ysgol Gyfun Gymraeg Llangynwyd	March 2015	Good	Good	Good	Good	Good
Bridgend College	March 2016	Excellent	Excellent	Good	Excellent	Excellent

3. **Staff at Bridgend College are engaged and passionate about education**
   - The College is number 28 in the Times 100 Best Companies to work for and in the Top 30 companies in Wales.
   - In the most recent Staff Survey, 98% of staff are happy to work at Bridgend College
   - Bridgend College is one of only 11 organisations in Wales to achieve the Platinum Corporate Health Standard.

4. **Learner Support and Inclusion**

Bridgend College has developed a learner-centred and inclusive culture where support for learners is paramount.

Estyn say that:

- "The College has established an exemplary ethos and culture, which is highly inclusive to all learners".
- "Learners' behaviour and attendance at College is exceptional, and their positive attitudes contribute significantly to the progress that they make".
- "The College provides a very welcoming and highly inclusive environment where learners from all backgrounds feel safe and supported".

This year, the College has been shortlisted for a UK AoC Beacon Award for Mental Health and Wellbeing. The winner will be announced later this year.

5. **Progression**

The College has well developed progression pathways from 14-16 year old provision through to postgraduate education. The College has one of the largest HE in FE provisions in Wales and in 2018, was voted the WhatUnit HE in FE Provider of the Year for the UK. The College has excellent progression opportunities through its strong partnerships with Higher Education Institutions. 'A' level students learn alongside HE learners.

6. **Students, Outcomes and Teaching & Learning**

The College is recognised as one of the top providers in the country (Times Educational Supplement UK FE College of the Year) with excellent outcomes across WorkBased Learning, Further Education (including 'A' Levels) and Higher Education. The innovative collaboration between Pencoed Comprehensive and the College to create Penybont 6th Form College has produced a dramatic improvement in 'A' Level results. The table below shows these improvements with the first set of collaborative results being in 2017.

Results 2019 A2

2015	2016	2017	2018	2019
A* - A - 7.3%	A* - A – 9.9%	A* - A – 16.4%	A* - A – 13.2%	A* - A 29.3%
A* - C - 66%	A* - C - 57%	A* - C – 70.5%	A* - C – 65.6%	A* - C 83.8%
A* - E – 94%	A* - E - 93%	A* - E – 98.4%	A* - E – 99.2%	A* - E 99. 4%

The 'A' Level twilight provision is also providing excellent results with the 3-year ALPs T score indicating that our results are within the top quartile of the UK benchmark (2668 schools and colleges across the UK).

The College has won the UK AoC Beacon Awards for both the Development of Transferable Skills (2016) and the Edge Award for Practical Teaching and Practical Learning (2015).

The College embraces the latest innovation in teaching and learning. 147 staff are now L1 accredited Google Educators and we aim to become a Google Centre of Excellence in 2020.

7. **Curriculum**

The College is able to sustain a breadth of curriculum offer across both vocational and 'A' level education. From Equine to Engineering and 'A' Level Maths to Criminology, we are developing interesting curriculum models where learners can follow both vocational and 'A' Level programmes eg a vocational Engineering programme with 'A' Level Maths. This will enhance the opportunities for learners in terms of progression to employment or higher study. The infrastructure is in place for further growth.

8. **Built Environment**

Working in partnership with employers, Universities and other stakeholders, the College has an ambitious vision to develop its estate. We seek to raise the aspirations of our communities. The £30million STEAM Academy will open in September 2021 and will provide outstanding facilities on our Pencoed campus. The building has been future proofed in its design to enable further expansion to deliver 'A' levels if required.

Also, we have plans to develop facilities in Bridgend to further enhance the learning experience and to play our part in the regeneration of Bridgend.

9. **Leadership and Governance**

The College's performance in recent years is testimony to the way in which it has been governed. In addition to College of the Year, the College has also won a UK AoC Beacon Award for Leadership and Governance (2017). The Governing Body has attracted some exceptional individuals from community, business and education who have overseen excellent performance.

Penybont 6th Form is governed by a Joint Management Committee that has overseen the dramatic improvement in results. The high levels of trust between Pencoed Comprehensive and Bridgend College has developed over time. Governor representatives from both organisations are committed to a philosophy of "learner need ahead of institutional need".

Estyn, in its most recent inspection, commented on "inspiring leadership" with Governors having "an extensive range of skills and current knowledge of post 16 education and training".

Conclusion

The statements of ambition are clear but we do not under-estimate the potential resistance to change. However, strong leadership is required where learner need is placed ahead of institutional lead.

The consultation document highlights the model used in North East Wales, Deeside 6th. Here the governance of the post 16 setting comes under the local FE college. There is a Management Committee made up of members of the community and representatives from the local schools and College that reports into the College Governance structure.

This is a model that we would like to propose, with 'A' level provision moving to one of the Bridgend College campuses.

Given the significant housing developments around Pencoed and RCT, and the success of the Penybont 6th Form College model, the Pencoed campus would be the obvious place to develop this provision.

Returning to the vision and Mair's story, we need to seize the opportunity and raise the aspirations for our communities so that students like Mair are presented with limitless opportunities. We believe that Bridgend College's evidence-based track record, and the strength of its partnerships with Higher Education and employers, makes it ideally placed to play its part in leading on post-16 transformation in the Borough.

Appendix 12.3 Bryncethin Primary School

Ysgol Gynradd
Bryncethin
Primary School
Heol Canola, Bryncethin, Bridgend. CF32 9TH
Telephone: 01656 815840
Email: BryncethinPrimary@Bridgend.Gov.UK
Website: www.BryncethinPrimary.com
Twitter: @BryncethinPrimary

Education and Family Support Directorate
Consultation - Post 16 BCBC
Civic Offices
Angel Street
Bridgend
CF31 4WB

11th February, 2020

To whom it may concern,

The Governing Body of Bryncethin Primary School would like to express their serious concern at the prospect of Coleg Cymunedol Y Dderwen potentially losing its post-16 provision as a result of the current Phase 4 Post16 Consultation exercise. Being one of CCYD cluster of Primary Schools, our current and future learners will be significantly impacted by such a change. We are surprised that, given the numerous potential outcomes suggested under the options for change, and the fact that circa £39 million was recently invested to create the current 11-18 state-of-the-art facility, there is not one that places post-16 provision at CCYD.

Chief among our concerns are:

- Potential impact on learners, especially vulnerable learners.
  - It is likely that some of the most disadvantaged learner would choose not to travel to other schools in order to remain in education post-16. Such learners need the continuity of a local 6th Form in a school with which they will be familiar.
  - The potential financial and logistical impact of the outcomes presented (CCYD learners having to travel to Cynffig or Maesteg) is a particular concern, and we query whether these factors have been adequately considered in deriving these outcomes.
  - As a community, we are working hard to raise aspirations and feel that loss of provision would send entirely the wrong message to our communities.

- The suggestion that CCYD will be over-capacity in future years.
  - We are aware the significant additional space could be made available by re-location of BCBC officers from the 'North Hub'
  - Do the numbers used to derive future forecasts reflect current actual cluster primary school numbers?

- The prospect that parents may choose to send their children to an entirely different school at age 11 – one where they will be able to receive 11-18 education at one location. We have an excellent transition process in place with CCYD, and would hate to see this de-valued.

- Recent performance data for CCYD at post-16 demonstrates an upward trend. Is this the case in the alternative schools suggested?

- Impact on staff morale, retention and ability to attract the best talent going forward at CCYD, with potential impact on standards at 11-16.

The stated Welsh Government national mission for Wales talks about empowering schools to 'Bridge the Gap'. We do not believe that this vision is served by removing post-16 provision from CCYD, a school that supports a significant number of disadvantaged learners.

The Governing Body of Bryncethin Primary School's preference in terms of the consultation as currently outlined is that Option 3 (maintaining 6th Forms in all schools) is progressed.

Yours faithfully,

B. Davies

Brian Davies (Chair) on behalf of the Governing Body of Bryncethin Primary School

Appendix 12.4 Chris Elmore MP / Hus Irranaca-Davies AM

CHRIS **ELMORE MP** | HUW **IRRANCA-DAVIES AM**

Working together for the communities of ***Ogmore***

Lindsay Harvey
Corporate Director, Education and Family Support
Bridgend County Borough Council
Angel Street
Bridgend, CF31 4WB

6 February 2020

Dear Mr Harvey,

RE: Consultation on the potential re-organisation of post-16 provision across BCBC – phase 4 consideration of options

First and foremost, we share the view of the local authority that critical post-16 provision provides high standards for all children across the borough with whatever final option is taken forward by the authority.

However, our firm view is that all post-16 provision should remain within all secondary schools across our Ogmore constituency. We have set out our reasons for this below.

One of the options explores the possibility of removing the provision from Coleg Cymunedol Y Dderwen (CCYD) to transfer to Maesteg School. CCYD is geographically placed to encompass children from the Garw and Ogmore Valleys and the gateway area to those communities. If this was to be removed, it would have a considerable effect on the children's travel time to any other school. On top of this, the travel cost implications would also need to be considered within this consultation; not separately. These valleys have a disproportionally high number of financially disadvantaged households and we fear if this provision is removed from CCYD, many children in these communities would end their education at 16, thus having considerable impact on their future life choices.

CCYD currently has one of the largest catchment areas across the Borough, good performance grades and room for expansion. It is our view that the school's current attainment and future pupil intake figures, as well as attracting and retaining high calibre teachers, will be greatly affected by removing the post-16 provision. This 21st century school was designed to encompass post-16 and has specific resources and equipment already in place for key Stage 5. When CCYD was originally consulted upon, it was made clear that retaining the post-16 provision was a key 'selling' point to amalgamate into one school.

In reviewing the consultation as it is set out, we question some of the information on which it is based. We understand that one of the reasons that CCYD was not considered to accommodate the post-16 provision was based on the rationale that there is no room for expansion with planning restrictions currently on the site. However, the original planning application before the school was built contained plans for expansion to allow for the projected growth on pupil numbers.

CCYD currently houses the North safeguarding/Early Intervention Hub, along with the community café. It is admirable that BCBC are looking at a multi-agency approach and reaching out to the immediate community which is something we support. However, this needs to be revised if it is having a direct impact on education. We understand that if these services were moved to another location this could provide an extra 7 classrooms allowing for an additional 210 learners, before considering any additional expansion on the site.

Another section of the consultation that we believe has not been fully considered before putting forward the options for consultation are the pupil numbers within the catchment area.

We are aware that this is based on all primary schools within the CCYD catchment area. However, we understand that BCBC allow Pen Y Fai Church in Wales Primary school, which is within the CCYD catchment area to work in another cluster and allows pupils at the school to attend an over subscribed secondary school in Bridgend, which we believe to be unsustainable and the local authority should reconsider the position to address any surplus places in CCYD.

We have similar concerns in relation to Abercerdin Primary School. Although within Bridgend Borough the closest secondary school is Tonyrefail Community School situated in RCT, meaning a limited number of pupils attend CCYD. We understand parental choice is key to school admissions, but equally there is a responsibility to ensure pupils, where possible, attend their catchment secondary school. We are of the view that if the catchment areas were adhered, it would see an increase in pupil numbers at CCYD.

We feel that the new BCBC LDP will have a greater effect on projected surplus places than anticipated, which could possibly have a dispersal effect on schools across the Borough. This must be considered when consulting on post-16 and the projected pupil numbers.

The principal of keeping the post-16 provision not only in CCYD but also Maesteg School, Pencoed Comprehensive School and Ysgol Gyfun Gymraeg Llangynwyd is vital. The presence of this provision within a school instils aspiration, while empowering all learners with confidence while giving the younger children inspirational role models.

We would encourage you to reconsider the consultation on the potential re-organisation of post-16 provision across BCBC, or ensure provision is maintained across our communities.

Yours Sincerely,



CHRIS ELMORE MP
Member of Parliament for Ogmore



HUW IRRANCA-DAVIES AM
Assembly Member for Ogmore

Appendix 12.5 Garw Valley Community Council

GARW VALLEY COMMUNITY COUNCIL
CYNGOR CYMUNEDOL CWM GARW

Chair: Councillor S Dendy
Vice-Chair: Councillor C Lloyd

Ann C. Harris
Garw Valley Community Council
PO Box 377
Bridgend
CF31 9PS

Tel/ Ffôn:
07944673642
E-mail/E-bost:
clerkgarwvalleycc@gmail.com
Website/Gwefan:
www.garwvalleycc.co.uk

21st February 2020

Mr L Harvey
Director of Education and Family Support
BCBC
Civic Offices
Angel Street
Bridgend
CF31 4WB

Dear Mr Harvey

Re: Post 16 Consultation

I am writing on behalf of the Councillors of the Garw Valley Community Council to let you know that they are aware of Coleg Cymunedol y Dderwen's submission regarding the above consultation and that they unanimously support it.

Yours sincerely

A.C.Harris

Ann C. Harris
Clerk of the Council
Clerc y Cyngor

Appendix 12.6 Ogmore Vale Primary School

Ogmore Vale Primary School
Aber Road
Ogmore Vale
Bridgend
CF32 7AJ
Tel: 01656 815640
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admin.ogmorevaleprimary@bridgend.gov.uk
head.ogmorevaleprimary@bridgend.gov.uk

Education and Family Support Directorate
Consultation - Post 16 BCBC
Civic Offices
Angel Street
Bridgend
CF31 4WB
13th February 2020

To whom it may concern,

The Governing Body of Ogmore Vale Primary School would like to express their serious concern at the prospect of Coleg Cymunedol Y Dderwen potentially losing its post-16 provision as a result of the current Phase 4 Post16 Consultation exercise. Being one of the Coleg Cymunedol Y Dderwen cluster of Primary Schools, our current and future learners will be significantly impacted by such a change. We are surprised that, given the numerous potential outcomes suggested under the options for change, and the fact that circa £39 million was recently invested to create the current 11-18 state-of-the-art facility, there is not *one* that places post-16 provision at Coleg Cymunedol Y Dderwen.

Chief among our concerns are:

- Potential impact on learners, especially vulnerable learners.
  - It is highly likely that some of the most disadvantaged learners would choose not to travel to other schools in order to remain in post-16 education. Such learners need the continuity of a local 6th Form in a school with which they will be familiar.
  - The potential financial and logistical impact of the outcomes presented (Coleg Cymunedol Y Dderwen learners having to travel to Cynffig or Maesteg) is a particular concern, and we query whether these factors have been adequately considered in deriving these outcomes.
  - As a community, we are working hard to raise aspirations and feel that loss of provision would send entirely the wrong message to our communities.

- The suggestion that Coleg Cymunedol Y Dderwen will be over-capacity in future years.
  - We are aware the significant additional space could be made available by re-location of BCBC officers from the 'North Hub'
  - Do the numbers used to derive future forecasts reflect current actual cluster primary school numbers?

- The prospect that parents may choose to send their children to a different school at age 11 – one where they will be able to receive 11-18 education at one location. We have an

excellent transition process in place with Coleg Cymunedol Y Dderwen, and would not want to see this de-valued.

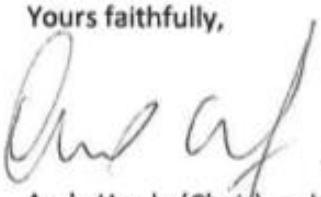
- Recent performance data for Coleg Cymunedol Y Dderwen at post-16 demonstrates an upward trend. Is this the case in the alternative schools suggested?

- Negative impact on staff morale, retention and ability to attract the most suitable professionals going forward at Coleg Cymunedol Y Dderwen, along with potential detrimental impact on standards at 11-16.

The stated Welsh Government National Mission for Wales focuses on empowering schools to 'Bridge the Gap', we strongly do not believe that this vision will be served by removing post-16 provision from Coleg Cymunedol Y Dderwen, a school that supports a significant number of disadvantaged learners.

The Governing Body of Ogmore Vale Primary School's preference in terms of the consultation as currently outlined is that Option 3 (maintaining 6th Forms in all schools) is progressed.

Yours faithfully,



Andy Hardy (Chair) on behalf of the Governing Body of Ogmore Vale Primary School

Appendix 12.7 Newcastle Higher Community Council

Newcastle Higher Community Council

Cyngor Cymuned Castellnewydd Uwch

Rock Farm

St Athan

Barry

CF62 4PG

Email clerknhcc@btinternet.com

Education and family Support Directorate
Consultation Post 16 BCBC
Civic Offices
Angel Street
Bridgend
CF31 4WB
February 2020

Dear Director of Education

The Newcastle Higher Community Council has asked me its Clerk to write in support of the retention of the 6th form provision at Coleg Cymunedol Y Dderwen in the area that the Community Council serves.

Councillors, in discussing the potential proposal to remove provision for over 16 education felt that if this went ahead it would represent a step backwards in the provision of education services in the area.

Members are aware that there is in fact room for further expansion on the site, and were concerned that families may feel that the school no longer represented what they wanted if it did not provide a complete education from 11 to 18 years. The Council was also aware that the ethos of a school is enhanced by the older pupils providing role models as young people to the younger pupils.

The Community Council would be pleased if the BCBC considered these factors as it makes its decision. Please listen to the parents and pupils.

Yours sincerely

John Richfield

Clerk to the Council

Appendix 12.8a Parents for Welsh Medium Education (English)

RhAG
Rhieni dros Addysg Gymraeg
Parents for Welsh Medium Education

Ymateb Rhieni Dros Addysg Gymraeg
i Ymgynghoriad
Cyngor Bwrdeistref Sirol Pen-y-bont ar Ogwr

Ar

Y potensial i ad-drefnu'r ddarpariaeth ôl-16 ledled Cyngor Bwrdeistref Sirol Pen-y-bont ar Ogwr – cam 4 ystyried yr opsiynau.

Cyfarwyddwr Cenedlaethol Gweithredol

Elin Maher
elin@rhag.cymru

07970 304219

Diolch yn fawr am y cyfle i ymateb i'r ymgynghoriad hwn ar

Y potensial i ad-drefnu'r ddarpariaeth ôl-16 ledled Cyngor Bwrdeistref Sirol Pen-y-bont ar Ogwr – cam 4 ystyried yr opsiynau.

Gwerthfawrogwn yn cyfle i ymateb i'r ymgynghriad ac i gynnig sylwadau pellach ar y ddogfen ac am sut y gallwn gyfrannu ymhellach at y drafodaeth am addysg ôl orfodol Cyfrwng Cymraeg yn y Sir.

Cefndir Mudiad Rhieni Dros Addysg Gymraeg
Hanfod RhAG ers y cychwyn, yw cefnogi rhieni a gwarchodwyr wrth iddynt fynd ar y daith gyda'u plant drwy Addysg Gymraeg a thu hwnt. Mae'r cyfnod yn cychwyn cyn geni'r plentyn, gyda'r gwaith hyrwyddo o fewn y sector cyn geni a'r blynyddoedd cynnar, ac fe gydweithiwn gyda rhanddeiliaid yn gadarnhaol ac yn rhagweithiol i sicrhau bod mynediad at Addysg Gymraeg ar gael i bawb sydd yn ei ddymuno.

Drwy'r gwaith hwn yr ydym hefyd yn gweithio er mwyn sicrhau bod mwy o ysgolion Cymraeg yn agor ar hyd a lled Cymru fel bod y galw'n codi. Cydweithiwn yn agos gydag ystod eang o randdeiliaid - yn ysgolion, Awdurdodau Lleol, Mentrau Iaith, consortia addysg, Urdd Gobaith Cymru, Mudiad Meithrin, darpariaethau gofal preifat i enwi dim ond rhai.

Gweithiwn hefyd gyda rhieni'n uniongyrchol i'w cefnogi pan fo achosion penodol yn codi. Gwnawn hyn drwy gynghori a chynrychioli uniongyrchol.

Mae rhwydwaith o wirfoddolwyr ar draws Cymru, yn rhieni, yn ofalwyr ac yn gyfeillion i Addysg Gymraeg, yn cynrychioli'r mudiad drwy amrywiaeth o bwyllgorau a fforymau ac yn bwydo yn ôl i bwyllgor rheoli cenedlaethol.

Ymateb i bwyntiau'r ymgynghoriad yn benodol

1. **Addysg Gymraeg ôl 16 ddim yn glir yn yr ymgynghoriad**
   Wrth ystyried y cyd-destun uchod, nodwn ein siom nad oedd hyn wedi ei osod yn glir yn yr ymgynghoriad hwn.

   Deallwn, yn dilyn llythyr a ysgrifenwyd gan ein cangen lleol at y Prif Swyddog Addysg, nad oedd Addysg Gymraeg yn rhan o'r ymgynghoriad hwn. Dymunwn bwysleisio'r dryswch sydd wedi ei achosi o ran canfyddiad y cyhoedd nad oedd yr ystyriaeth i Addysg Gymraeg wedi bod yn ddigon eglur ac yn wir wedi gwneud i rhanddeiliad ystyried nad oeddynt yn rhan o'r ddarpariaeth ôl 16 ym Mhenybont ar Ogwr.

2. **Tabl 1**
   Cyfeiriwn at dabl tudalen 4 sydd yn nodi niferoedd PLASC 2015-2018 sydd yn nodi niferoedd sydd wedi mynychu addysg ôl orfodol yn Ysgol gyfun Llangynwyd.

Noda'r tabl hwn bod niferoedd addysg ôl 16 Ysgol Gyfun Llangynwyd wedi bod yn gyson ac yn wir wedi dangos twf diweddar ac felly'n dangos bod y ddarpariaeth yn Llangynwyd yn gadarn er mai hon yw unig ddarpariaeth uchwradd cyfrwng Cymraeg y Sir. Yr her yw sicrhau strwythur sydd yn cynnal y niferoedd hyn ac yn eu datblygu ymhellach ar gyfer y ddegawd nesaf ac ymhellach.

3. **Tabl 2**
Rydym yn falch o weld y nodir yn Nhabl 2 y sylwad o dan elfennau positif:

- *Ysgolion ffydd a chyfrwng Cymraeg yn gweld hwn fel model hynod ddymunol/yr unig fodel derbyniol*

Roedd nifer o agweddau eraill hefyd yn allweddol i addysg Gymraeg yn ogystal megis

- *Cynnal y cyswllt rhwng myfyrwyr y chweched dosbarth a gweddill yr ysgol, yn enwedig fel modelau rôl a chefnogi dysgwyr iau*

- *Y dull o weithredu sy'n sicrhau'r tarfu lleiaf posib*
- *Sefydlogrwydd o ran staff*

Cytunwn hefyd gydag agweddau yn yr adran pryderon yn ogystal.

4. **Ecosystem**
Nodwn y dylid darparu tabl gwbwl ddwyieithog neu dau dabl uniaith, Cymraeg a Saesneg ochr yn ochr.

Sylwn yn yr ecosystem hwn nad yw'n sôn am gyfleoedd i dyfu'n ddysgwyr dwyieithog. Mae gweledigaeth Cynllun Strategol Mewn Addysg Cyngor Penybont ar Ogwr yn nodi:

Gweledigaeth Cyngor Bwrdeistref Sirol Pen-y-bont ar Ogwr yw y dylai ein darpariaeth addysg cyfrwng Cymraeg a'n cymorth i addysgu'r Gymraeg wneud y canlynol:

- *cyflawni egwyddorion allweddol cydraddoldeb, dewis a chyfle i bawb;*
- *parchu, hybu ac ymgorffori amrywiaeth ieithyddol a diwylliannol Pen-y-bont ar Ogwr a Chymru;*
- *cydnabod treftadaeth Gymreig gyffredin;*
- *adlewyrchu anghenion cymdeithasol, economaidd a diwylliannol Cymru yn yr 21ain Ganrif;*
- *rhoi cyfle i fyfyrio ar hunaniaeth bersonol ac ymdeimlad o le a chymuned a datblygu'r rhain;*
- *bod yn gyson â'r dyheadau cenedlaethol a nodir yn Strategaeth Addysg Cyfrwng Cymraeg (SACC) Llywodraeth Cymru;*
- *ystyried Strategaeth y Gymraeg Llywodraeth Cymru (2016) i gyrraedd miliwn o siaradwyr Cymraeg erbyn 2050;*
Sydd â'r nod isod ar gyfer addysg ôl orfodol:

datblygu darpariaeth addysg ôl-orfodol sy'n cynyddu cyfraddau dilyniant ac yn cefnogi pawb, ni waeth pa mor rhugl eu Cymraeg, i ddatblygu sgiliau yn yr iaith i'w defnyddio'n gymdeithasol ac yn y gweithle.

Nid yw'n glir yn yr Ecosystem na'r ddogfen drwyddi draw fod hyn yn ystyriaeth graidd a chyson yn y broses hon. Byddai'n dda gweld datganiad o fwriad clir am hyn wrth symud ymlaen gyda'r adroddiad yn dilyn yr ymgynghoriad ac wrth gynllunio y camau gweithredu nesaf.

5. **Pwynt 10**
   Dyma lle yr oedd y cyfle i nodi nad oedd darpariaeth Addysg Gymraeg Ysgol Gyfun Llangwynwyd yn cael ei ystyried yn rhan o'r ymgynghoriad hwn ac y byddai'r ddarpariaeth cyfrwng Cymraeg yn parhau yn Ysgol Gyfun Llangynwyd.

   Danfonodd RhAG Penybont ar Ogwr lythyr i'r Prif Swyddog Addysg yn nodi eu pryderon yn ystod y broses ymgynghori am nad oedd y ddogfen hon yn nodi sefyllfa addysg Gymraeg yn ddigon eglur. Deallwn nad yw darpariaeth Ysgol Gyfun Llangynwyd yn rhan o'r ymgyghoriad hwn fel y cyfryw ond gellid fod wedi dweud hynny'n amlycach wrth osod yr ymgynghoriad yn ei gyd-destun.

   Yr ydym yn falch o weld bod cydnabyddiaeth o'r twf sydd yn cael ei gynllunio ar hyn o bryd o fewn y sector cynradd yn rhan o Gynllun y Strategol y Gymraeg mewn Addysg. Bydd hyn yn arwyddocaol i hyfywedd Ysgol Gyfun Llangynwyd yn yr hirdymor a'r cynlluniau i gydweithio gydag ysgolion traws ffiniol yn cydweddu gyda chynlluniau ysgolion Uwchradd Cymraeg eraill ar draws Cymru.

6. **Pwynt 16**
   Cytunwn â'r datganiad hwn yn llwyr dim ond os y mae'n cynnwys addysg Gymraeg fel rhan greiddiol o'r ddarpariaeth uchel ei safon yma.

7. **Pwynt 47**
   Os taw dyma a ffefrir gan y Cabinet yna rhaid bod y ddarpariaeth yr un mor eang ac o safon G21ain ar gyfer myfyrwyr cyfrwng Cymraeg a dylid sicrhau'r adnoddau i gyrraedd hynny yn unol â chanfyddiadau'r ymgynghoriad hwn.

8. **Atodiad 4 - Asesiad Deddf Llediant Cenedlaethau'r Dyfodol (Cymru) 2015**
   Da yw gweld bod y ddarpariaeth Gymraeg yn cael ei nodi yma yn adran 2 ond gellid fod wedi cryfhau llinynyn **Cymru â diwylliant bywiog lle mae'r Gymraeg yn ffynnu** i adlewyrchu cynlluniau cadarn a chyffrous Addysg Gymraeg Penybont ar Ogwr ar gyfer y ddegawd nesaf.

Diolch am y cyfle i ymateb i'r ddogfen ymgynghori hon. Os hoffech unrhyw eglurhad am ein sylwadau yna cysyllter ag Elin Maher.

Appendix 12.8b Parents for Welsh Medium Education (English)



The response of Parents for Welsh Medium Education
to the Consultation of
Bridgend County Borough Council

On

The potential to reorganize the post-16 provision throughout Bridgend County Borough - stage 4 considering the options

Acting National Director

Elin Maher

elin@rhag.cymru

07970 304219

Thank you very much for the opportunity to respond to this consultation on

The potential to reorganize post-16 provision across Bridgend County Borough – Stage 4 considering the options.

We appreciate the opportunity to respond to the consultation and to offer additional comments on the document and the way we can further contribute to the debate on Welsh-medium post-compulsory education in the County.

Background to the Parents for Welsh Medium Education movement (RhAG)

The essence of RhAG since its inception is to support parents and guardians as they go on the journey with their children through Welsh Education and beyond. The period begins before the child's birth, with the promotional work within the pre-natal and early years' sector, and we work positively and proactively with stakeholders to ensure that access to Welsh education is available to all who wish to have it.

Through this work we also endeavour to ensure that more Welsh-medium schools open up throughout the length and breadth of Wales as the demand arises. We work closely with a wide range of stakeholders - schools, Local Authorities, Language Enterprises, education consortia, Urdd Gobaith Cymru, Mudiad Meithrin, private care providers to name but a few.

We also work directly with parents to support them when specific cases arise. We do this through advice and direct representation.

There is a network of volunteers across Wales, both parents, carers and friends of Welsh Education, who represent the organisation on a variety of committees and forums and feed back to a national management committee.

Specific response to the consultation points

1. **Post 16 Welsh-medium Education not clear in the consultation**

   Considering the above context, we note our disappointment that this was not clearly set out in this consultation.

   We understand, following a letter written by our local branch to the Chief Education Officer, that Welsh-medium Education was not part of this consultation. We wish to emphasise the confusion that has been caused in terms of the public perception that the consideration of Welsh Education had not been sufficiently clear and had indeed made stakeholders consider that they were not part of post-16 provision in Bridgend.

2. **Table 1**

We refer to the table on page 4 that gives PLASC numbers 2015-2018, which indicate the numbers that have attended post-compulsory education at Llangynwyd Comprehensive School.

This table notes that the numbers of post-16 education at Llangynwyd Comprehensive school have been consistent and have indeed shown recent growth and therefore demonstrate that the provision in Llangynwyd is robust although this is the only Welsh-medium secondary provision in the County. The challenge is to secure a structure that sustains these numbers and develops them further for the next decade and beyond.

3. **Table 2**

We are pleased to see, under positive elements in table 2, that a comment was made:

- *Faith schools and Welsh-medium schools see this as a highly desirable model/the only acceptable model*

A number of other aspects were also key to Welsh education such as:

- *Maintaining the link between sixth form students and the remainder of the school, particularly as role models and supporting younger learners*
- *The approach that keeps disruption to the minimum*
- *Staff stability*

We also agree with aspects in the concerns section.

4. **Ecosystem**

We note that a completely bilingual table should be provided or two monolingual tables, Welsh and English, side by side.

We note that in this ecosystem there is no mention of the opportunities to grow into bilingual learners. The vision of Bridgend Council's Strategic Education Plan states that:

Bridgend County Borough Council's vision is that our Welsh-medium education provision and support for Welsh language teaching should:

- *fulfil the key principles of equality, choice and opportunity for all;*
- *respect, promote and embody the linguistic and cultural diversity of Bridgend and Wales;*

- *recognize a common Welsh heritage;*
- *reflect the social, economic and cultural needs of Wales in the 21st century;*
- *provide an opportunity to reflect on personal identity and a sense of place and community and develop these;*
- *be consistent with the national aspirations set out in the Welsh Government's Welsh-medium Education Strategy;*
- *consider the Welsh Government's Welsh Language Strategy (2016) to achieve a million Welsh speakers by 2050, which has the aim below for post-compulsory education:*

  To develop the provision of post-compulsory education that increases progression rates and supports everyone, no matter how fluent they are in Welsh, to develop skills in the language for use socially and in the workplace.

It is not clear in the Ecosystem or the document as a whole that this is a core and constant consideration in this process. It would be good to see a clear statement of intent concerning this in progressing to the report, following the consultation, and when planning the next course of action.

5. **Point 10**

This is where there was the opportunity to note that the Welsh Education provision of Llangynwyd Comprehensive School was not under consideration as part of this consultation and that the Welsh medium provision would remain in Llangynwyd Comprehensive School.

Bridgend RhAG sent a letter to the Chief Education Officer detailing their concerns during the consultation process because this document did not specify the position of Welsh-medium education sufficiently clearly. We understand that Llangynwyd Comprehensive School provision is not part of this consultation as such but this could have been more clearly stated when setting the consultation in its context.

We are pleased to see that recognition of the growth, which is currently being planned within the primary sector, is part of the Strategic Welsh in Education Scheme. This will be significant for the long term viability of Llangynwyd Comprehensive School, and the plans to co-operate with cross-boundary schools will be in keeping with other Welsh Secondary School schemes across Wales.

6. **Point 16**

We fully agree with this statement only if it includes Welsh-medium education as an integral part of this high-quality provision.

7. **Point 47**

   If this is the Cabinet's preference, then the provision must be equally as broad and of 21st century standard for Welsh-medium students, and the resources to achieve this should be secured in line with the findings of this consultation.

8. **Annex 4 - Assessment of the Well-being of Future Generations (Wales) Act 2015**

   It is good to see that the Welsh provision is set out here in section 2 but the strand, **Wales with a vibrant culture where the Welsh language thrives**, could have been strengthened to reflect Bridgend Welsh Education's strong and exciting plans for the next decade.

Thank you for the opportunity to respond to this consultation document. If you would like any clarification of our comments then pleas

Appendix 12.9 Pencoed Comprehensive School

Response to BCBC Post 16 Consultation – Pencoed Comprehensive School

The possibility of changing the status of Pencoed Comprehensive to an 11 – 16 school is of concern to staff particularly if this leads to a mix of 11-16 and 11-18 schools across the Local Authority. Maintaining the 11-18 status of Pencoed Comprehensive School is viewed as essential to the future success of Pencoed.

Option 1 A mix of school sixth forms with some mergers to create new LA maintained sixth form Centre

Careful consideration needs to be given to the scope of the Learner Travel Review and the impact that not providing Post 16 transport would have on access to Post 16 provision within Bridgend.

Under Option 1, Outcome D for example (Cynffig Comprehensive to act as a host to an expanded sixth form centre), Pencoed based Post 16 learners, including RCT resident learners, would be required to travel a distance of 12 miles or more, each way, each day.

There are currently some 160 students attending Penybont Sixth Form. Requiring such a large number of pupils to travel each day, beyond Pencoed, is not a viable option in our opinion, without significant investment in and co-ordination of transport arrangements – likely to cost more than the current cost of maintaining 6th form provision in Pencoed. An unintended consequence may see students looking towards RCT in terms of accessing Post 16 education and of more concern students not deciding to access A Level provision at all. This is also true of consideration in Option 2 should much of the LAs Sixth Form provision be located in the town centre of Bridgend.

Outcome D would also have implications for timetabling and teacher travel time due to the distances. Route 2 – developing an expert team of teachers drawn from the 3 schools may not be a viable option in this respect due to timetabling constraints and possible concerns from professional associations.

Regarding Option 1 Outcome F (Two Sixth Form Centres envisaged in Maesteg School and Pencoed School with the Pencoed Centre being of around 250 students). The projections shown for 6th Form growth at Pencoed, as set out in the consultation document, are at the low end in our opinion. There are currently 163 students for the 2019/20 Academic Year, a projection of 180 by 2022/23 might be closer to the mark. This option recognises that Pencoed Comprehensive School may be over capacity and so this option takes into account option 2 as part of its rationale.

Option 2 A mix of school sixth forms with some mergers to create new FE College Governed sixth- forms.

The Penybont 6th Form Partnership is successful and the school would wish to continue with this innovative partnership with Bridgend College. However it is accepted by both current

partners that the current model is not financially sustainable. Additionally, according to the consultation document, Bridgend College have indicated that sustained resource support may not be available if the project does not have long term viability.

Should a decision be taken to progress a 6th Form Centre at the Pencoed College Campus of Bridgend College, the implications of any change to funding from a School/LA to an FE model including implications for staffing and governance would need careful consideration and would require the further development of the Penybont 6th Form partnership, on a more formal footing, particularly with regards to matters such as funding, quality assurance, admission, employment and maintaining an 11-18 approach to education across the School and Pencoed College sites. This option could be developed in a similar way to the Brynteg/Bryntirion proposals (Option 1 Outcome A), to emphasise the 11-18 pathway for Pencoed Comprehensive School students from Pencoed Comprehensive through to Penybont 6th Form College i.e. Pencoed Comprehensive maintains an 11-18 pathway with its 6th Form provision delivered through the Penybont 6th partnership that includes Pencoed Comprehensive School.

The consultation is extremely vague on the role the school. For example, it states "The Penybont sixth Form could continue but the funding methodology would switch from the LA/school to the FE sector". There is a question over whether the partnership is retained with Pencoed Comprehensive School as an 11-18 school, or whether, with the centre firmly in the FE domain it is re-categorised as an 11 -16".It might be expected that the joint management committee continues to have an oversight of the A level provision and provide a conduit for the voice of the school and local community over provisions in the centre." Maintaining the 11-18 status of the school is seen as important and clear pathway to ensuring this is seen as essential for the future prosperity of the school and the 6th Form College provision

The vast majority of teaching, at Penybont 6th Form College, is currently provided by Pencoed Comprehensive School Staff, with a 3 year trend of improving outcomes including key courses such as Law which are taught by Bridgend College staff as part of the current partnership arrangement. Maintaining this partnership approach is seen by the school as important in retaining and recruiting staff to the school/Penybont 6th Form College and in maintaining the breadth and quality of provision.

Expanding the provision to include learners from other schools would require the involvement of such schools in any new partnership arrangements and similar agreement in terms of a "Route 2 – sharing of expert staff" approach to shared provision. Careful consideration would need to be given to "teaching capacity" given the upturn projected in 11-16 learner numbers at Pencoed Comprehensive School and at other schools such as CCYD. It is not for us to comment on the splitting of Post 16 provision for CCYD student, this would need to be managed strategically. Expanding numbers may support the argument for securing capital investment. It is highly likely that CCYD will want to maintain its own 6th Form provision.

The development of a 6th Form College on the Pencoed Site of Bridgend College would maintain Post 16 provision for the town of Pencoed and is preferable to Pencoed Post 16 learners attending 6th provision at Cynffig or in Bridgend town centre based 6th Form College. The school feel that maintaining 11-18 provision is important to Pencoed as a town.

The current projected number of students (around 250) for a new-build Penybont 6th Form College facility at the Bridgend Pencoed Campus may not be big enough to attract capital investment, these would be matters that would need to be considered through discussions between Bridgend College and the LA. In any case, the current partnership model would need an increase in student numbers to remain viable. The online survey that forms part of the consultation suggests that this provision could involve 500+ students though it is unclear how this figure has been reached? Such a figure would make this a more viable option.

Developing a new 6th Form College provision on the Pencoed College Campus is an exciting proposition with considerable potential, however the strong "partnership brand" of Penybont 6th Form should be maintained to emphasise the 11-18 nature of provision within Pencoed Town – a seamless link between the school and the 6th Form College, if established on the Pencoed Campus of Bridgend College, should be maintained.

The school does not support the idea of Pencoed students having to leave Pencoed to access a larger Bridgend town centre Sixth Form provision (also considered under Option 2) due to the concerns regarding the school being then viewed as an 11-16 school and because of the wider impact of potential duplication/competition by centrally locating Sixth Form Provision within the town of Bridgend.

Further Comments

There is a concern that this consultation exercise takes a narrow view of future education planning across the authority i.e. only focussing on Post 16 provision. There is an underlying theme in the consultation - that schools likely to be over capacity by 2027 will lose 6th Forms and will become 11-16 schools - CCYD and Pencoed Comprehensive School are two examples. Having a mix of 11-16 and 11-18 schools may see the widening of a performance gap between schools within such a small geographical area, there are concerns around the impact of such a decision on how parents may perceive schools and with regard to recruiting and retaining high calibre staff.

If Pencoed, for example, is likely to become a school of close to 1300 pupils by 2027 then there is a strong possibility that a 6th Form at Pencoed would become a viable option. Perhaps investing in a new 3-19 or 11-19 school, maintaining the Penybont 6th Form College within this provision and including community facilities at Pencoed would be a better option for the long term prosperity of the Pencoed Community rather than requiring the school to become an 11-16 school on a school site that will eventually require capital investment.

Table 2 of the consultation states "The retention of sixth forms is seen as essential in some areas in response to community aspirations". It could be argued that this aspiration is no less important in Pencoed than elsewhere and that the loss of Sixth Form in Pencoed, delivered through the Penybont 6th Form collaboration, located either at the school or on Pencoed

Campus of Bridgend College would have a perceived negative impact on Education provision and outcomes for the Pencoed area – an area that is likely to develop further in terms of the LDP aspirations. 6th formers are role models and losing their influence would be detrimental to the school community. Should the 6th Form College re-locate to Pencoed College links with the 6th Form should be maintained.

When looking at additional pressures on Pencoed consideration also needs to be given to the development of housing in the Llanharan/Llanilud area. Consideration regarding a new LDP Plan, referred to in paragraph 15 of the consultation document suggest that there will be a need for further capacity in Pencoed further arguing the case for a new school build, this is not currently under consideration by the LA.

The Welsh Bac proposals set in in paragraph 25 are weak and would not be workable should certain options be favoured.

Edward Jones

Headteacher Pencoed Comprehensive School

Appendix 12.10 Penybont 6th Form College

PENCOED COMPREHENSIVE
I GORAU ARF ARF DYSG

COLEG 6ED DOSBARTH PENYBONT 6TH FORM COLLEGE

Coleg Penybont Bridgend College

Response to Consultation: The potential re-organisation of Post 16 provision across Bridgend County Borough

Penybont 6th Form College is a unique collaboration between Pencoed Comprehensive School and Bridgend College.

Since its inception over a three-year period, both human and physical resources, together with the breadth of curriculum, have improved significantly resulting in A level A*- C grades increasing by 26%. The improvement is due in no small part to the hard work and dedication of staff, demonstrating academic excellence and continuing the strong aspirational ethos and values of the partnership.

Both organisations believe that Penybont 6th Form College has achieved many of the ambitions stated in the Post 16 Review Board's aims for potential changes to Post 16 educational delivery.

We understand and agree that the status quo of the current Post 16 provision within BCBC is unsustainable. We believe that our proven track record of success over three years since the formation of the Penybont 6th Form College, is a viable option for BCBC in tackling the educational and financial challenges that faces the authority in coming years.

We have demonstrated in our model, that bringing together the expertise and resources of Pencoed Comprehensive and Bridgend College to form Penybont 6th Form College has had an extremely positive impact on learners and learning.

The College and Welsh Government have already moved a major step closer in Pencoed to deliver a curriculum that meets the needs of both local and national priorities for employers and other stakeholders, via the impending STEAM facility.

However, we can do so much more!

We now need to enable Penybont 6th Form College to flourish to the next level. We will continue to improve the learner experience as we believe that every learner should be able to access the very best, first-class teaching and support in an outstanding, front leading 21st-Century environment.

Through the shared values and well-established vision of our partnership, our current provision has the ability to grow and develop, giving a potential wider choice of Post 16 education to all learners within Bridgend County Borough.

Both Governing Bodies are determined to continue to make the partnership a success and work effectively together for the benefit of the learners within communities we serve.

A.S.Rea.

Mr A Rea
Chair of Pencoed Comprehensive School

Paul Croke

Mr Paul Croke
Chair of Bridgend College

Appendix 12.11 Scott Cairns – Community Governor at CCYD

Scott Cairns - Community Governor at CCYD

T: 07746 408198 eMail: scairns@sky.com

29 January 2020

Education and Family Support Directorate
Consultation - Post 16 BCBC
Civic Offices
Angel Street
Bridgend
CF31 4WB

Dear Directorate,

I have read the Post 16 Consultation document and I write to you to express concern about the possible impact on post 16 education at CCYD.

CCYD provides a positive, supportive and nurturing environment for all learners within the CCYD catchment area: an area that includes some communities that are disadvantaged and most in need of support. Over the past few years I have witnessed the teaching staff go above and beyond their standard teaching remit and routinely extend their support in to the community. The staff know all of their learners and the sometimes very difficult journey they have had to make through their learning and personal lives to enter 6th form. It this personal commitment and pastoral understanding by the teaching staff that I fear will be lost by any decision to close the 6th form at CCYD.

It seems obvious to me that the students from the most disadvantaged communities, that are often the most remote and isolated communities, need all the support and encouragement the school can offer to remain in full time education. What they do not need are further impediments such as additional travel (at cost) and the loss of the support of this teaching staff that have supported and encouraged them through their school careers. I am concerned that the result of closing the 6th form at CCYD will be to lose students to further education and thus remove their ability to close the attainment gap on their peers. It will adversely impact on their life chances. It is my view that the closure of the CCYD 6th form will actually run contrary to the "A more equal Wales" Wellbeing Aim as defined on page 58 of the consolation.

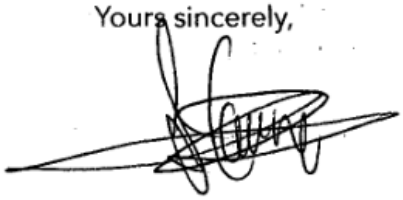
The facilities at CCYD are state of the art and some of the best in the County and contrary to what the consultation document states not only is their existing space for additional classrooms but the plans for the school (on the Bridgend CC planning pages website) also include marked out areas for expansion if it is needed in the future. This school was a flagship educational development with considerable sums of money invested in it and was advertised as a Gateway school to the Valleys for 11 - 18

year olds. How sad it would be if only after a few years the post 16 education is removed. What would that say about the confidence in the local communities?

Over the past few years the Alps data has shown a marked improving trend for the achievements of the 6th form learners. The 6th form is working. The learners believe in it; the parents trust it; the teachers support it; and the governors have seen first hand the positive effect on the rest of the school that the 6th form provides - they are role models.

In summary, not only should the 6th form at CCYD remain open to ensure the learners in the community continue to be offered the opportunity to close the attainment gap on their peers in other more affluent areas of the county, but it should also be considered for expansion to host learners from other schools who may not have access to the state of the art facilities that CCYD offers. Some of the most dedicated teachers I have encountered teach and support learners at CCYD and it would be of benefit to learners from other schools to be afforded the same opportunity.

Yours sincerely,



Scott Cairns (Community Governor)

Appendix 12.12 Tondu Primary School Governing Body

Ysgol Gynradd
Tondu
Primary School
Meadow St, Bridgend. CF32 9BE
Telephone: 01656 815720
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Education and Family Support Directorate
Consultation - Post 16 BCBC
Civic Offices
Angel Street
Bridgend
CF31 4WB

11th February, 2020

To whom it may concern,

The Governing Body of Tondu Primary School would like to express their serious concern at the prospect of Coleg Cymunedol Y Dderwen potentially losing its post-16 provision as a result of the current Phase 4 Post16 Consultation exercise. Being one of CCYD cluster of Primary Schools, our current and future learners will be significantly impacted by such a change. We are surprised that, given the numerous potential outcomes suggested under the options for change, and the fact that circa £39 million was recently invested to create the current 11-18 state-of-the-art facility, there is not one that places post-16 provision at CCYD.

Chief among our concerns are:

- Potential impact on learners, especially vulnerable learners.
  - It is likely that some of the most disadvantaged learner would choose not to travel to other schools in order to remain in education post-16. Such learners need the continuity of a local 6th Form in a school with which they will be familiar.
  - The potential financial and logistical impact of the outcomes presented (CCYD learners having to travel to Cynffig or Maesteg) is a particular concern, and we query whether these factors have been adequately considered in deriving these outcomes.
  - As a community, we are working hard to raise aspirations and feel that loss of provision would send entirely the wrong message to our communities.

- The suggestion that CCYD will be over-capacity in future years.
  - We are aware the significant additional space could be made available by re-location of BCBC officers from the 'North Hub'
  - Do the numbers used to derive future forecasts reflect current actual cluster primary school numbers?

- The prospect that parents may choose to send their children to an entirely different school at age 11 – one where they will be able to receive 11-18 education at one location. We have an excellent transition process in place with CCYD, and would hate to see this de-valued.

- Recent performance data for CCYD at post-16 demonstrates an upward trend. Is this the case in the alternative schools suggested?

- Impact on staff morale, retention and ability to attract the best talent going forward at CCYD, with potential impact on standards at 11-16.

The stated Welsh Government national mission for Wales talks about empowering schools to 'Bridge the Gap'. We do not believe that this vision is served by removing post-16 provision from CCYD, a school that supports a significant number of disadvantaged learners.

The Governing Body of Tondu Primary School's preference in terms of the consultation as currently outlined is that Option 3 (maintaining 6th Forms in all schools) is progressed.

Yours faithfully,

Michelle Fryer JP (Chair) on behalf of the Governing Body of Tondu Primary School

Appendix 12.13a Welsh Language Commissioner (Welsh)

Aled Roberts
Comisiynydd y Gymraeg
Welsh Language Commissioner

01/03

Comisiynydd y Gymraeg
Welsh Language Commissioner

Y Gyfarwyddiaeth Addysg a Chefnogi Teuluoedd
Cyngor Bwrdeistref Sirol Pen-y-bont ar Ogwr
Swyddfeydd Sifil
Stryd Angel
Pen-y-bont ar Ogwr
CF31 4WB
consultation@bridgend.gov.uk

21/02/2020

Annwyl Gyfaill,

Ymgynghoriad ar y potensial i ad-drefnu darpariaeth ôl-16 ledled Cyngor Bwrdeistref Sirol Pen-y-bont ar Ogwr – cam 4 ystyried yr opsiynau

Diolch yn fawr am y cyfle i ymateb i'r ymgynghoriad uchod.

Mae Mesur y Gymraeg (Cymru) 2011 yn creu cyfundrefn o safonau sy'n gymwys i awdurdodau lleol a nifer o sefydliadau eraill yng Nghymru. Trwy Reoliadau Safonau'r Gymraeg (Rhif 1) 2015, mae dyletswydd ar awdurdodau lleol, wrth iddynt lunio neu addasu polisi, i ystyried sut gellid sicrhau na fydd y penderfyniad polisi yn cael effeithiau andwyol ar:

- gyfleoedd personau i ddefnyddio'r Gymraeg
- beidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.

Mae hefyd dyletswydd ar awdurdodau lleol, wrth iddynt lunio neu addasu polisi, i ystyried sut y gellid sicrhau bydd y penderfyniad polisi yn cael effeithiau positif, neu effeithiau mwy positif ar:

- gyfleoedd personau i ddefnyddio'r Gymraeg
- beidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.

Nid yw'n ymddangos fod yr ymgynghoriad presennol yn cynnwys asesiad effaith digon manwl nac ystyrlon er mwyn gwerthuso effaith y cynigion ar addysg cyfrwng Cymraeg y sir. Mae'r ddogfen ymgynghori yn nodi y bydd asesiad effaith ar gydraddoldeb llawn yn cael ei gynnal wrth i'r opsiynau gael eu hystyried mewn mwy o fanylder yn y dyfodol. Er hyn, dylai gweithdrefnau ystyried effaith penderfyniadau polisi ar y Gymraeg fod yn elfen

Comisiynydd y Gymraeg
Siambrau'r Farchnad
5–7 Heol Eglwys Fair
Caerdydd CF10 1AT

0345 6033 221
post@comisiynyddygymraeg.cymru
Croesewir gohebiaeth yn y Gymraeg a'r Saesneg

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Welsh Language Commissioner
Market Chambers
5–7 St Mary Street
Cardiff CF10 1AT

0345 6033 221
post@welshlanguagecommissioner.wales
Correspondence welcomed in Welsh and English

welshlanguagecommissioner.wales

Comisiynydd y Gymraeg
Welsh Language Commissioner

barhaus o fewn y broses o lunio polisi, ac mae'n dod i rym o'r camau cynharaf o ddatblygu opsiynau polisi. Yn y cyd-destun hwn dylid ystyried yr effaith y gallai pob un o'r opsiynau sy'n cael eu cynnig eu cael ar y Gymraeg. Byddai hyn yn galluogi ystyried sut y gellir newid neu weithredu pob un o'r opsiynau er mwyn cael yr effaith fwyaf cadarnhaol ar yr iaith Gymraeg.

Mae holl resymwaith y cynigion polisi dan sylw yn ymwneud ag ad-drefnu darpariaeth ôl-16 er mwyn gwella safonau perfformiad, darpariaeth gwricwlaidd, hyfywedd ariannol, ac yn bwysicach na dim brofiad addysgol y dysgwyr. Mae'r ddogfen ymgynghori yn awgrymu bod angen i ddarpariaeth ôl-16 effeithiol fod â phoblogaeth o tua 250 o fyfyrwyr, yn enwedig er mwyn sicrhau hyfywedd pynciau lleiafrifol. Mae'r cynigion yn ymwneud ag uno canolfannau 6ed dosbarth er mwyn creu canolfannau mwy a fydd yn cynnig cyfleusterau gwell, amrediad mwy eang o bynciau, yn darparu profiad addysgol gwell, ac sydd hefyd yn darparu gwell gwerth am arian. Noda'r ddogfen ymgynghori nad yw'r cynigion yn effeithio'n uniongyrchol ar ddarpariaeth 6ed dosbarth cyfrwng Cymraeg y sir, gan fod bob un o'r opsiynau yn golygu cadw'r ddarpariaeth bresennol yn Ysgol Gyfun Gymraeg Llangynwyd fel y mae.

Er hyn, rwyf o'r farn bod pob un o'r cynigion ag effeithiau anuniongyrchol sylweddol ar ddarpariaeth cyfrwng Cymraeg y sir, a bod amryw o gamau y gellid eu cymryd er mwyn sicrhau bod y penderfyniad polisi terfynol yn cael effeithiau mwy positif ar addysg ôl-16 cyfrwng Cymraeg y sir. Gan fod y niferoedd sy'n 6ed dosbarth ysgol Llangynwyd ymhell o dan y ffigwr o 250 mae'r rhesymau dros gynnig newidiadau i'r canolfannau 6ed dosbarth cyfrwng Saesneg yr un mor berthnasol i'r ddarpariaeth cyfrwng Cymraeg. Mae'r cynigion polisi dan sylw yn canolbwyntio ar wella darpariaeth cyfrwng Saesneg y sir yn unig, ac nid oes ystyriaeth gyfatebol ar sut gellir cryfhau'r ddarpariaeth cyfrwng Cymraeg. Canlyniad posib i hyn yw bydd darpariaeth gyfrwng Saesneg gref, hyfyw a deniadol yn cael ei sefydlu, tra bydd y ddarpariaeth gyfrwng Cymraeg yn parhau i wynebu'r problemau sydd wedi ysgogi'r cynigion polisi dan sylw yn y lle cyntaf. Mae'n ymddangos nad yw darpariaeth ôl-16 cyfrwng Cymraeg wedi cael ei hystyried fel rhan ganolog o'r cynigion ad-drefnu cyffredinol hyn, ond yn hytrach ei bod yn rhywbeth sy'n cael ei ystyried ar wahân. Rwyf yn deall y rhesymeg dros wneud hyn (hynny yw, gan nad oes bwriad newid y ddarpariaeth cyfrwng Cymraeg) ond mae angen i'r ymgynghoriad drafod sut y bwriedir sicrhau yr un tegwch a chyfleoedd i siaradwyr Cymraeg â rhai Saesneg.

Rwyf o'r farn bod angen i'r ymgynghoriad a'r asesiad effaith ystyried y materion canlynol fel man cychwyn:

- Ystyried i ba raddau y bydd pob un o'r opsiynau yn debygol o gynyddu neu leihau'r niferoedd sy'n mynychu addysg ôl-16 cyfrwng Cymraeg yn y sir.
- Ystyried trefniadau cydweithio posib rhwng Ysgol Gyfun Gymraeg Llangynwyd a'r canolfannau arfaethedig sy'n cael eu cynnig yn yr opsiynau gwahanol.

Comisiynydd y Gymraeg
Welsh Language Commissioner

- Ystyried sut gellir gwella a buddsoddi yn narpariaeth 6ed dosbarth Ysgol Gyfun Llangynwyd er mwyn cynyddu niferoedd ac felly sicrhau cynaliadwyedd a hyfywedd y ddarpariaeth.
- Mwy o sylw i'r trefniadau cydweithio rhwng Ysgol Gyfun Gymraeg Llangynwyd ac Ysgol Gyfun Gymraeg Llanhari yn Rhondda Cynon Taf.
- Trafod mewn mwy o fanylder y dystiolaeth a'r data o ran twf addysg cyfrwng Cymraeg, yn unol ag amcanion Cynllun Strategol y Gymraeg mewn Addysg Cyngor Sir Pen-y-bont.
- Sut y bwriedir hwyluso mynediad at addysg ôl-16 cyfrwng Cymraeg yn y sir yn sgil y cynigion gwahanol, gan gynnwys polisïau a strategaethau cysylltiedig.
- Ystyried effaith posib datblygiadau tai ar y galw am ddarpariaeth cyfrwng Cymraeg. Er enghraifft, a yw'n debygol y bydd ysgolion cynradd cyfrwng Cymraeg neu ddwyieithog newydd yn cael eu hagor yn sgil y datblygiadau tai sylweddol sydd dan sylw, ac felly bod hyn â goblygiadau hir dymor i'r ddarpariaeth ôl-16 cyfrwng Cymraeg?

Yr eiddoch yn gywir,

Aled Roberts
Comisiynydd y Gymraeg

Copi at: Lindsay Harvey, Cyfarwyddwr Corfforaethol Addysg a Chefnogi Teuluoedd

Appendix 12.13b Welsh Language Commissioner (English)

Aled Roberts
Comisiynydd y Gymraeg
Welsh Language Commissioner

Comisiynydd y Gymraeg
Welsh Language Commissioner

Education and Family Support Directorate
Bridgend County Borough Council
Civic Offices
Angel Street
Bridgend
CF31 4WB
consultation@bridgend.gov.uk

21/02/2020

Dear Colleague,

Consultation on the potential re-organisation of post-16 provision across Bridgend County Borough Council – phase 4 consideration of options

Thank you very much for the opportunity to respond to the above consultation.

The Welsh Language (Wales) Measure 2011 creates a standards regime which applies to local authorities and a number of other organisations in Wales. Through the Welsh Language Standards (No.1) Regulations 2015, local authorities have a duty, when formulating or revising policy, to consider how policy decisions can be made so that those decisions do not have adverse effects on:

- opportunities for persons to use the Welsh language
- treating the Welsh language no less favourably than the English language.

Local authorities also have a duty, when formulating or revising policy, to consider how policy decisions can be made so that those decisions will have positive effects, or increased positive effects, on:

- opportunities for persons to use the Welsh language
- treating the Welsh language no less favourably than the English language.

It does not appear that the current consultation includes an impact assessment which is sufficiently detailed nor meaningful in order to evaluate the impact of the proposals on the county's Welsh-medium education. The consultation document notes that a full equality impact assessment will be undertaken as the options are considered in more detail in future. However, procedures considering the impact of policy decisions on the Welsh

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language should be a continuous element within the process of formulating policy, and should be implemented from the earliest stages of developing policy options. In this context, the impact that each of the options being proposed could have on the Welsh language should be considered. This would enable consideration of how each of the options may be changed or implemented in order to have the most positive impact on the Welsh language.

The entire rationale of the policy proposals in question relates to re-organising post-16 provision in order to improve performance standards, curricular provision, financial viability, and most importantly, learners' educational experience. The consultation document suggests that an effective post-16 provision must have a student population of approximately 250, especially in order to ensure the viability of minority subjects. The proposals relate to merging 6th form centres in order to create larger centres that will offer better facilities, a wider range of subjects, provide a better educational experience, as well as better value for money. The consultation document notes that the proposals do not directly affect the county's Welsh-medium 6th form provision, as each of the options mean keeping the current provision at Ysgol Gyfun Gymraeg Llangynwyd as it is.

However, I believe that each of the proposals have significant indirect effects on the county's Welsh-medium provision, and that there are various steps which can be taken in order to ensure that the final policy decision has increased positive effects on the county's Welsh-medium post-16 education. As the numbers at Ysgol Llangynwyd's 6th form are well below the figure of 250, the reasons for proposing changes to the English-medium 6th form centres are as relevant to the Welsh-medium provision. The policy proposals in question only focus on improving the county's English-medium provision, and there is no equivalent consideration of how the Welsh-medium provision can be strengthened. One possible consequence of this is that a strong, viable and attractive English-medium provision will be established, while the Welsh-medium provision continues to face the problems which have prompted the policy proposals in question in the first place. It appears that Welsh-medium post-16 provision has not been considered as a central part of these general re-organisation proposals, but as a separate matter. I understand the rationale for doing this (as there is no intention to change the Welsh-medium provision) but the consultation needs to discuss how to ensure the same fairness and opportunities for Welsh speakers and English speakers.

I believe that the consultation and the impact assessment need to consider the following matters as a starting point:

- Consider to what extent each of the options are likely to increase or decrease the numbers who attend Welsh-medium post-16 education in the county.

- Consider possible collaboration arrangements between Ysgol Gyfun Gymraeg Llangynwyd and the centres which are being proposed in the different options.

Comisiynydd y Gymraeg
Welsh Language Commissioner

- Consider how to improve and invest in Ysgol Gyfun Llangynwyd's 6th form provision in order to increase numbers and therefore ensure the provision's sustainability and viability.
- More attention to collaboration arrangements between Ysgol Gyfun Gymraeg Llangynwyd and Ysgol Gyfun Gymraeg Llanhari in Rhondda Cynon Taf.
- Discuss in more detail the evidence and data in terms of growth in Welsh-medium education, in accordance with the objectives of Bridgend County Council's Welsh in Education Strategic Plan.
- How to facilitate access to Welsh-medium post-16 education in the county in light of the different proposals, including associated policies and strategies.
- Consider the possible impact of housing developments on the demand for Welsh-medium provision. For example, is it likely that new Welsh-medium or bilingual primary schools will be opened in light of the significant housing developments in question, which will therefore have long term implications for Welsh-medium post-16 provision?

Yours sincerely,



Aled Roberts
Welsh Language Commissioner

Copy to: Lindsay Harvey, Corporate Director Education and Family Support

Appendix 12.14 Blaengarw Primary Pupil

Blaengarw Primary School
Station Street
Blaengarw
Bridgend
CF32 8BA

To whom who may it concern,

My name is [redacted] and I am a [redacted] pupil from Blaengarw Primary School. I am writing to you today because I want to save sixth forms in comprehensieve schools. Sixth form is very important because when children are 16 and want a good job, you will have to go to sixth form. I personally want to save sixth form because so many want to go to sixth form and they might not be able to go because sixth form closed in some schools.

If a child has known their teachers for a longer period of time, the teacher will know the pupils' strengths and weaknesses. They will know which buttons to push to make the child succeed in life. They will also have a better understanding of what the child is capable of and their full potential. After 5 years in the school, the child will have a good relationship with the staff and they will have an understanding of the child as a person.

Also, some schools already provide buses to students, such as

CCYD, while others don't. It currently takes a bus from Blaengarw to CCYD around 15 minutes. The bus to Pencoed takes 30 minutes and a bus to Maesteg would take somewhere around a hour. This can affect some peoples' study time and timetable... And is also a massive distance in time, it would be very time consuming. You would also have to wake up extra early too!

As there would not be a sixth form provision, more parents may decide that they no longer want their child to go to CCYD. As some parents may want their child/ren to stay in 1 school - from 11 to 18 years of age. If less children go to CCYD, they might stop some of the wonderful work from happening there, such as the sport, productions and music.

At 16, if children had to go to another school for sixth form, it might stop them from doing there A-levels. Then they won't have good qualifications to go to university. Also, having a head boy/girl is an inspiration to younger children and if they were not there, people might not want to go to sixth-form anymore, everyone deserves the same opportunities in life!

I hope you understand... I cannot wait to hear back from you.

Yours Sincerely,

[redacted]

Blaengarw Primary School

Appendix 12.15 Blaengarw Primary Pupil

Blaengarw Primary School
Station Street
Blaengarw
Bridgend
CF32 8BA

Education and Family Support Directorate
Consultation - Post 16 BCBC
Civic Offices
Angel Street
Bridgend
CF31 4WB

Thursday 13th February 2020

To Whom It May Concern,

My name is [redacted] and I am in [redacted] at Blaengarw Primary School. I am writing to show my concern for the sixth form closure at CCYD. I am also worried about my brother as he is autistic and has just settled at CCYD. He will not be able to cope with change and he won't progress with his learning as he loves it at CCYD. He won't like moving schools and he won't feel comfortable progressing with his education and as a result I have high concerns about this possible closure.

I very much hope that the sixth form remains at CCYD because I would love to become a Judge/Lawyer. However, I wouldn't like to go to another school for the sixth form so I am worried that I would not be able to be successful in my future!

I am concerned that come staff will lose their jobs if the sixth form closes and also some will leave because they may feel that their abilities are not being used correctly. Some staff, who have always taught sixth form, may not be comfortable or enjoy teaching other year groups.

In addition, I am concerned about transportation to sixth form provision if it was removed from CCYD. Bus costs can be very expensive and many parents in the Valley are on a low income. Also, we would have to leave the Valley very early to catch a bus to alternative provision and this can stop some students from attending the sixth form at other schools. The time it takes to travel to a different school can add extra pressure to students, who are concentrating on working hard and dealing with the pressures of every day school life.

I hope you understand that closing sixth form provision at CCYD could affect the day-to-day life of everyone, as well as jeopardise my future!

Yours Faithfully,

[redacted]

Appendix 12.16 Blaengarw Primary Pupil

Blaengarw Primary School
Station Street
Blaengarw
Bridgend
CF32 8BA

Education and Family Support Directorate
Consultation - Post 16 BCBC
Civic Offices
Angel Street
Bridgend
CF31 4WB

Thursday 13th February 2020

To Whom It May Concern,

My name is [redacted] and I am in [redacted] at Blaengarw Primary School. I am writing this letter to save CCYD. It will be around one year before I transition to CCYD and I hope to continue to Sixth Form there. I will need to attend sixth form to gain the qualifications to be a pharmacist, which is my future ambition.

My classmates and I have been considering ways that we can help with the campaign to save CCYD's Sixth Form. For example, we are going to make some posters to help save CCYD.

I am concerned about the closure of the sixth form at CCYD because it is hard to make new friends all of the time. We have grown up in our communities with our friends and these are the people we are most comfortable with. This would help me to be as successful as possible.

Some students may decide not to go on to sixth form if the provision at CCYD closes. There are many reasons why this may happen. For e.g. parents would need to pay for the transport costs which can be expensive and students would need to leave much earlier to attend a school further away.

I am looking forward to being a part of the sixth form at CCYD and learning alongside others who I know and who know me. The closure of CCYD Sixth Form would have a significant impact on the school and the local communities.

Yours Faithfully,

[redacted]

Appendix 12.17 Blaengarw Primary Pupil

Blaengarw Primary School
Station Street
Blaengarw
Bridgend
CF32 8BA

Education and Family Support Directorate
Consultation - Post 16 BCBC
Civic Offices
Angel Street
Bridgend
CF31 4WB

Thursday 13th February 2020

To Whom It May Concern,

My name is [redacted] and I am in [redacted] at Blaengarw Primary School. In my opinion the sixth form at CCYD shouldn't be closed because it will ruin student's careers. If students do not gain qualifications then they will struggle to get a good job in the future. I am very worried, worried about the impact on the students, families and staff if CCYD were to close. CCYD have a well organised learning environment which benefits all students ... why would you close this down?

I would like CCYD to be my Comprehensive School because it is within a close travelling distance, only 15-20 minutes. If I had to attend sixth form elsewhere then I would have to leave much earlier and this would impact my learning and motivation to learn. Travelling long distance to school each day could cause exhaustion and a lack of concentration/focus.

It would also be unfair to expect students to leave their friends and make new friendships all over again in sixth form. Secondary education is difficult enough without BCBC putting obstacles in our way.

The closure of sixth form provision at CCYD would have an impact on the staff as well as the pupils. Teachers may lose their jobs or feel undervalued because of the closure. Why is CCYD any different to the other sixth forms in Bridgend?

I hope that the Sixth Form at CCYD will not be closed. It would have a negative impact upon students who would have to move schools, parents who would have to pay for travel costs and support their children with the move and the school that will lose a large chunk of their student body. Help save CCYD Sixth Form!

Yours Faithfully,

[redacted]

Appendix 12.18 Blaengarw Primary Pupil

Blaengarw Primary School
Station Street
Blaengarw
Bridgend
CF32 8BA

Education and Family Support Directorate
Consultation - Post 16 BCBC
Civic Offices
Angel Street
Bridgend
CF31 4WB

Thursday 13th February 2020

To Whom It May Concern,

My name is [redacted] I am in [redacted] at Blaengarw Primary School. I am writing to express my concerns regarding the possible closure of sixth form provision at Coleg Cymunedol Y Dderwen (CCYD).

I would like to spend the remainder of my secondary education at the same school and I would like to do this at CCYD. At CCYD I can be with my friends and the teachers that are familiar to me. This would make me be the most successful because they would understand me and how I learn best.

I am worried that teachers will lose their jobs or leave if the sixth form closes. My brother is just about to go into the sixth form at CCYD and he is doing really well there. He feels that the teachers have helped him to be the most successful he could be. I would also feel better about going to secondary school myself if I knew that my older brother would be there to help me. It would be unfair for us to have to travel to separate schools. I am also concerned about the cost of transport, as my parents work very hard, but it would be difficult for them to pay transport cost for myself and my two brothers.

I would like to settle into life at CCYD and not have to move again to attend sixth form. I would be worried about making new friends and I think that lots of students may decide not to do A-Levels or sixth form if they had to go to a different school.

I feel that it would have a negative impact on the valleys and surrounding communities if you were to close sixth form provision at CCYD – please help us to save our community school!

Yours Faithfully,

[redacted]

Appendix 12.19 Blaengarw Primary Pupil

Blaengarw Primary School
Station Street
Blaengarw
Bridgend
CF32 8BA

Education and Family Support Directorate
Consultation - Post 16 BCBC
Civic Offices
Angel Street
Bridgend
CF31 4WB

Thursday 13th February 2020

To Whom It May Concern,

My name is [redacted]nd I am in [redacted] at Blaengarw Primary School. I am writing to say that I hope the decision is made to not close the sixth form at CCYD. I have two more years before I go to CCYD but already I am worried that I won't be able to go to the sixth form at the same school. I would like to attend sixth form and do A-Levels so I can get better qualifications and a better job in the future.

It would be unfair to close CCYD sixth form because the committed and talented staff would lose their jobs or feel that they need to move schools because of the big change. Also, it would be unfair on parents because they would have to pay for the transport costs if their children attended a different school. Not everyone had extra money for costs like these and it is unfair to put that cost on vulnerable families.

I am worried about the possible closure of the sixth form because I have friends here who will be going to CCYD with me and I don't think it's fair to expect us all to split up and make new friends for sixth form. This would stop students from wanting to go to sixth form and then what will happen to them?

I have an older brother who attends CCYD and he will be going to sixth form soon. He would struggle if he had to attend another school – I think he wouldn't go to school anymore if CCYD sixth form provision closes.

Please do not close CCYD Sixth Form because if you do, you will be ruining the futures of Valley children!

Yours Faithfully.

[redacted]

Appendix 12.20 Blaengarw Primary Pupil

Blaengarw Primary School
Station Street
Blaengarw
Bridgend
CF32 8BA

Education and Family Support Directorate
Consultation - Post 16 BCBC
Civic Offices
Angel Street
Bridgend
CF31 4WB

Thursday 13th February 2020

To Whom It May Concern,

My name is [redacted] and I am in [redacted] at Blaengarw Primary School. I am concerned about CCYD closing their sixth form; I am worried about my future! If CCYD closes their sixth form then I will have to pay to travel to school and I will have to get up really early. I would like to have the opportunity to attend Sixth Form at CCYD.

If I had to get up really early I would be too tired to learn in school. I would not like to get up too early because I would probably feel sick as well as tired. Not getting enough rest and sleep could also cause mental exhaustion. I would also have to work or save money to pay for my bus fees, which would give me less time to commit to my schoolwork. It isn't a good idea to close the sixth form in CCYD because everyone will be too tired from travelling and getting up too early to catch a bus.

Students that have settled at CCYD should not have to move schools to further their education. Students may lose their closest friends and staff may also lose their job security/satisfaction and leave. If students do not want to leave CCYD then they may choose not to attend another school and this will limit the qualifications they can achieve.

If I am able to attend the Sixth Form at CCYD I have a good chance of succeeding in life. CCYD is an amazing school and it would be devastating to see the sixth form go. All students, across BCBC, deserve the opportunity to have access to good quality educational provision in a setting of their choice. CCYD is MY choice!

Yours Faithfully,

[redacted]

Appendix 12.21 Blaengarw Primary Pupil

Blaengarw Primary School
Station Street
Blaengarw
Bridgend
CF32 8BA

Education and Family Support Directorate
Consultation - Post 16 BCBC
Civic Offices
Angel Street
Bridgend
CF31 4WB

Thursday 13th February 2020

To Whom It May Concern,

My name is [redacted] I am in [redacted] at Blaengarw Primary School. I am writing to you because I don't want the sixth form at CCYD to close. I feel that if you close the sixth form at CCYD then you will be affecting my future. I also think it is unfair because teachers may lose their jobs.

I would like to spend the remainder of my education at CCYD and if the sixth form closes then this would not be possible.

Closing CCYD would be unfair on cluster communities because parents do not have the money to pay for transport costs to different schools. Students would also have to leave very early to travel the extra distance which would put lots of students off. Even if students make it to another school after travelling they will be tired and this will affect their education.

I hope that BCBC will reconsider their plans to close CCYD Sixth Form because if they don't, they will be harming our future!

Yours Faithfully,

[redacted]

Appendix 12.22 Blaengarw Primary Pupil

Blaengarw Primary School
Station Street
Blaengarw
Bridgend
CF32 8BA

Education and Family Support Directorate
Consultation - Post 16 BCBC
Civic Offices
Angel Street
Bridgend
CF31 4WB

Thursday 13th February 2020

To Whom It May Concern,

My name is [redacted] and I am in [redacted] at Blaengarw Primary School. I am writing to tell you what may happen with the possible closure of the sixth form at Coleg Cymunedol Y Dderwen (CCYD). I am so excited to move to CCYD but I still have two years of primary school before I move so I must make the most of it.

I would like to spend all of my secondary school years in the same school so I won't have to leave the friends that I have moving from Blaengarw Primary with me.

I am looking forward to my A-Levels and sixth form education. I am supporting my parents in signing the petition because I believe it would be a great loss to the Garw Valley if our sixth form provision was moved somewhere else. There are already enough challenges in our community and making young people travel to different schools in different areas would not be a good idea.

I believe that you shouldn't close the sixth form at CCYD because all of the teachers that currently teach the sixth form will lose their jobs and it can be quite hard to move to a different school and to find one that fits with your personality.

In addition, it would be difficult for pupils who have already settled in on school to transition to another for sixth form. This will not be good for sixth form students because they will struggle socially and to form new relationships at a vulnerable point in their life.

I would like to do a great job with my A-Levels because I would like to become a scientist and I feel I would be most successful if I was in a school that I was familiar with, surrounded by the students that I have grown up with.

I am hopeful that the right decision will be made and that CCYD sixth form will remain as it is my future that will be affected.

Yours Faithfully

[redacted]

Appendix 12.23 Blaengarw Primary Pupil

Blaengarw Primary School
Station Street
Blaengarw
Bridgend
CF32 8BA

Education and Family Support Directorate
Consultation - Post 16 BCBC
Civic Offices
Angel Street
Bridgend
CF31 4WB

Thursday 13th February 2020

To Whom It May Concern,

My name is [redacted] and I am the [redacted] at Blaengarw Primary School. I am writing to express my concern regarding the possible closure of Sixth Form provision at Coleg Cymunedol Y Dderwen (CCYD). It will be two years before I begin my secondary education at CCYD but I am already looking forward to the facilities that the school has to offer. They have a new, state of the art building and classrooms, as well as excellent sporting facilities.

I would like to spend the remainder of my secondary education at the same school. CCYD is conveniently located between the Garw Valley and the Ogmore Valley and it has united two school communities since amalgamating in 2013.

I am looking forward to being part of a Sixth Form and learning alongside people, such as [redacted] the current Head Boy at CCYD who is communicating to CCYD's community through various different forums and is inspiring adults with his passion.

He states that, "Our school is situated in a low-income area and having access to a sixth form education in a local school provides our learners with the best chance at succeeding in life. Taking away our sixth form would mean that many learners would be discouraged from accessing a sixth form education on account of cost of travel and having to learn in an entirely new environment and be taught by teachers with completely different teaching styles to the ones that they are familiar with. The best way to provide learners with a comfortable, enjoyable transition into higher education is to experience that transition in a school that they know while being taught by excellent sixth form teachers that they are comfortable with.

For too long, the interests of the surrounding valleys and communities of Bridgend have been completely disregarded. We cannot allow that to be the case when the issue in question is education: peoples' futures. The CCYD school community will be making their case for their sixth form and will persist until they get the result that best serves the community. I am in support of their plight!

Yours Faithfully,

[redacted]

Appendix 12.24 Blaengarw Primary Letter

Blaengarw Primary School
Station Street
Blaengarw
Bridgend
CF32 8BA

Education and Family Support Directorate
Consultation - Post 16 BCBC
Civic Offices
Angel Street
Bridgend
CF31 4WB

Thursday 13th February 2020

To Whom It May Concern,

My name is [redacted] and I am in [redacted] at Blaengarw Primary School. I am writing to express my concerns regarding the possible closure of the sixth form at CCYD. I am worried that when I get to CCYD then I will be shipped off to another school and I would miss my friends. I am also concerned that I would have to catch a few buses to get to a sixth form somewhere else, which would mean extra costs for my parents and I would have to leave much earlier. This is not ideal for a teenager and I would struggle to learn after having to travel to school and having to get up too early.

I am also concerned that by closing the sixth form at CCYD staff may lose their jobs or leave because they are worried about the risks. It would be a shame for talented staff to have to look for a job in a different school.

I hope that many people work together to fight the closure of CCYD and that the sixth form does not get closed. Please do the right thing.

Yours Faithfully,

[redacted]

Appendix 12.25 Blaengarw Primary Pupil

Blaengarw Primary School
Station Street
Blaengarw
Bridgend
CF32 8BA

Education and Family Support Directorate
Consultation - Post 16 BCBC
Civic Offices
Angel Street
Bridgend
CF31 4WB

Thursday 13th February 2020

To Whom It May Concern,

My name is [redacted] and I am in [redacted] at Blaengarw Primary School. I am writing this letter to express my feelings on the current debate about the closure of the sixth form at CCYD. Petitions are being signed and the support from the community is inspiring, especially about the closure of the sixth form.

Firstly, I am concerned about the A-Level teaching staff who could lose their jobs if the sixth form were to close. What will happen to them? The teachers at CCYD are very committed and talented and support the children of the Valleys very well. The staff may struggle to get an alternative job or struggle with their finances; they may also feel used and isolated as no one is helping them.

Also the teenagers that attend CCYD will be affected greatly. They could struggle with different teaching staff who aren't familiar with their learning styles. They will also have to travel further and pay for the cost of the transport. The valleys communities are not wealthy and this would have a negative impact on vulnerable teenagers. Vulnerable students may struggle to make new friends and to mix socially and may become more reluctant to continue with their education.

CCYD has had such an impact on its students who work hard and want to be successful because of the caring school they are in. Why would you want to close such a successful sixth form?

Yours Faithfully,

[redacted]

Appendix 12.26 Blaengarw Primary Pupil

Blaengarw Primary School
Station Street
Blaengarw
Bridgend
CF32 8BA

Education and Family Support Directorate
Consultation - Post 16 BCBC
Civic Offices
Angel Street
Bridgend
CF31 4WB

Thursday 13th February 2020

To Whom It May Concern,

My name is [redacted] and I am in [redacted] at Blaengarw Primary School. I am writing to you to warn you about my concerns about the closure of the sixth form at CCYD. I will be in the sixth form in a couple of years so I really do not want it to close. By closing the sixth form at CCYD you would be stealing our ambition and our future because it would be much harder for us to go to a different school for our sixth form education. CCYD is a stimulating school which works hard to support its students. We need to save the sixth form at CCYD because if it closes it would mean friends would be split up and we would have to pay for our own transport to a different school, which would mean extra costs for our parents.

We could help further by sending a letter to the BBC News to share our concerns about the teachers who would lose their jobs if the sixth form at CCYD closes; this could mean that they would struggle with money and an increase in depression as unemployment rises.

If the sixth form at CCYD was closed then students may no longer want to go higher with their education and this would mean less people getting jobs when they leave school. We need to work together to save the sixth form at CCYD, before it's too late!

Yours Faithfully,

[redacted]

Appendix 12.27 Blaengarw Primary Pupil

Blaengarw Primary School
Station Street
Blaengarw
Bridgend
CF32 8BA

Education and Family Support Directorate
Consultation - Post 16 BCBC
Civic Offices
Angel Street
Bridgend
CF31 4WB

Thursday 13th February 2020

To Whom It May Concern,

My name is [redacted] and I am in [redacted] at Blaengarw Primary School. I am writing to say that I am worried about the possible closure of the sixth form at CCYD, mostly because I am really looking forward to my education there. Do you realise how it could affect the students if the sixth form were to close? My sister attends CCYD and is getting close to sixth form education and I am worried that she wouldn't want to do her A-Levels if she had to travel to a new school and make new friends.

Closing sixth from at CCYD will have a negative impact on the community because it would actively prevent many students from gaining the qualifications and experience that they will need to be successful in the future.

It is also unfair to expect students to move away from their friends and to go to a school where they don't know anyone.

I know we can save the Sixth Form at CCYD if we all work together to reach a solution!

Yours Faithfully,

[redacted]

Appendix 12.8 Blaengarw Primary Pupil

Blaengarw Primary School
Station Street
Blaengarw
Bridgend
CF32 8BA

Education and Family Support Directorate
Consultation - Post 16 BCBC
Civic Offices
Angel Street
Bridgend
CF31 4WB

Thursday 13th February 2020

To Whom It May Concern,

My name is [redacted] and I am in [redacted] at Blaengarw Primary School. I don't like the idea of closing the sixth form provision at CCYD ... it would be a mistake and we should fight to save it.

I don't think this should happen to CCYD because it is a very cruel thing to do to teenagers; they would be very upset because they would have to move to move schools and they may lose their friendship groups.

Also, it seems unfair on the teaching staff as they could lose their jobs, as well as the students they care for, if the sixth form closed.

In addition, students may struggle because their parents may not have the extra money needed if they had to pay for transport to different schools. It is putting obstacles in the path of Valley students.

There are many reasons why closing sixth form provision at CCYD would be a bad idea so we need to work together to make sure that this does not happen!

Yours Faithfully,

[redacted]

Appendix 12.29 Blaengarw Primary Pupil

Blaengarw Primary School
Station Street
Blaengarw
Bridgend
CF32 8BA

Education and Family Support Directorate
Consultation - Post 16 BCBC
Civic Offices
Angel Street
Bridgend
CF31 4WB

Thursday 13th February 2020

To Whom It May Concern,

My name is [redacted] and I am in [redacted] at Blaengarw Primary School. I am worried about the possible closure of sixth form at CCYD because my cousin goes there and I would like to go there when I am old enough. I would be worried that if CCYD sixth form closes then my parents would not have the money to send me to a different school. I am only 9 and worrying already about what will happen when I get to sixth from if it is in a different school. Some children may not even consider going to sixth from if it is not at CCYD.

If the sixth form at CCYD closes then it will affect the teaching staff. Staff may decide to leave to get a new job or they may become unemployed because of money cuts. The teachers at CCYD work hard to support the students that go to the school and it would be a shame if they were no longer there.

I would also be worried about fitting in at a different school if I had to attend sixth form somewhere else. Why would BCBC want to deny Valley children the opportunity to go to school in their local area?

Yours Faithfully,

[redacted]

Appendix 12.30 Blaengarw Primary Pupil

Blaengarw Primary School
Station Street
Blaengarw
Bridgend
CF32 8BA

Education and Family Support Directorate
Consultation - Post 16 BCBC
Civic Offices
Angel Street
Bridgend
CF31 4WB

Thursday 13th February 2020

To Whom It May Concern,

My name is [redacted] and I would not like the sixth form provision at CCYD to close because it would be very unfair to local children and would affect many lives. I don't think the sixth form should close because if it did then teachers may be forced to leave and look for jobs somewhere else.

I am already looking forward to going to CCYD and hope to do A-Levels and if it closes then this will not be possible. I would struggle to travel to another school because I would have to leave much earlier and it would cost a lot for transport. This could stop lots of students from going on to sixth form education. Is it fair for BCBC to put barriers in the way of vulnerable valley children?

If students are forced to go to bigger sixth form settings then it would be much less personal and many local students would struggle with this. At CCYD the staff understand their students and where they come from and this is why students are successful there.

We need to work together to come up with a solution that suits the council but also considers the impact on students!

Yours Faithfully,

[redacted]

Appendix 12.31 Blaengarw Primary Pupil

Blaengarw Primary School
Station Street
Blaengarw
Bridgend
CF32 8BA

Education and Family Support Directorate
Consultation - Post 16 BCBC
Civic Offices
Angel Street
Bridgend
CF31 4WB

Thursday 13th February 2020

To Whom It May Concern,

My name is [redacted] and I am in [redacted] at Blaengarw Primary School. It will be quite a while before I go to Secondary School but I am already looking forward to it. I would be very disappointed if I had to leave CCYD to attend another school to do my A-Levels.

I am worried about the impact on staff and students if CCYD sixth form closes. Staff may lose their jobs or they may decide to leave if they are worried about the risks. The teachers at CCYD are committed and caring and work hard for the students and it would be a shame to lose this if the sixth form closes.

I would be worried about leaving my friends and having to meet all new people because I struggle to make friends sometimes. I would also be concerned about the travel time and costs if I had to go to another school. It is already a long way from Blaengarw to CCYD, if it was further then students may choose not to go to sixth form. In addition, it would cost parents more money to pay for transport to a different school and this could be difficult for some children.

If you don't save the CCYD Sixth Form then you could be destroying our future!

Yours Faithfully,

[redacted]

Appendix 12.32 Blaengarw Primary Pupil

Blaengarw Primary School
Station Street
Blaengarw
Bridgend
CF32 8BA

Education and Family Support Directorate
Consultation - Post 16 BCBC
Civic Offices
Angel Street
Bridgend
CF31 4WB

Thursday 13th February 2020

To Whom It May Concern,

My name is [redacted] and I am in [redacted] at Blaengarw Primary School. I am writing to you because I am very concerned about the possible closure of sixth form at CCYD. In two years I will be attending CCYD and when I am ready for sixth form it will cost much more for me to attend sixth form at a different school. How do you decide which students lose out?

I would like to spend the remainder of my education at CCYD and if the sixth from closes then this will not be possible.

For too long the interests of the surrounding valleys and communities of Bridgend have been disregarded and I hopeful that this will not continue and BCBC will recognise the impact on children's futures!

Yours Faithfully

[redacted]

Appendix 12.33 Blaengarw Primary Pupil

Blaengarw Primary School
Station Street
Blaengarw
Bridgend
CF32 8BA

Education and Family Support Directorate
Consultation - Post 16 BCBC
Civic Offices
Angel Street
Bridgend
CF31 4WB

Thursday 13th February 2020

To Whom It May Concern,

My name is [redacted] and I am in [redacted] at Blaengarw Primary School. I am writing to you because I am concerned about the possibility of the sixth form being closed at CCYD. It will affect me and my friends and it worries me that I won't be able to continue my schooling at the school I am most comfortable in. The teachers would know me well at CCYD and I would find it very hard to move to another school and to make new relationships with teachers and students.

I am worried that if sixth form students had to travel further to a different school then they would have to leave much earlier because we are at the top of the valley and also parents may not have the money needed to pay for the transport costs.

It doesn't make sense that BCBC are looking to put a sixth form centre in Cynffig Comprehensive when they are currently the smallest sixth form in Bridgend. Why would BCBC not choose to close the smallest provision?

I am also very worried that local students may decide not to go to sixth form if it were in a different school for many of the reasons mentioned. If this happens then what would happen to their future?

Yours Faithfully,

[redacted]

Appendix 12.34 Support for Bryntirion Comprehensive

[redacted]

[redacted]
Specialist Officer: Post-16 Education and Training
BCBC
Angel Street
Bridgend

An Open Letter Regarding Post-16 Proposals

Dear Mr Fabes,

I write as a parent to a pupil in Year Nine at Bryntirion Comprehensive and to a younger child who I hope will also attend the school. I am also a former teacher of that school.

You will not be surprised that the subject of my letter is your proposal to strip Bryntirion Comprehensive of its sixth form. This move is short-sighted, unjust and clearly motivated by money that could be saved.

I understand that the Assembly for Wales have essentially placed BCBC in a very difficult position – they have instructed you to find savings to post-16 education in some way, placing you in the firing line from parents such as myself who are dismayed at the proposals. It is clear that they are hiding behind the decision being one for the Local Authority. However, the fact remains that we must lobby someone. That someone appears to be you.

The documentation and communications published by BCBC are published in such bland language, and even framed in positive terms, that many people may not at first realise the implications of the proposals. Suggesting that a 'centre of excellence' would be set up and that post-16 provisions would be made more 'efficient' are purely semantic terms to set people at ease – to make people think that the council's proposals will have no negative effect or will even be beneficial. The truth is that the young people of the Borough – OUR children – will receive a post-16 education below the standard they currently enjoy.

In particular, Bryntirion Comprehensive just last week gained 'green' status (one of four in the Borough to do so) and its recent Estyn reports have been excellent. Its sixth form is thriving. To even suggest that this school should lose its sixth form is a gross injustice. Why should any school feel motivated to offer its pupils and students excellent teaching and a wonderful learning environment if their reward is to have their sixth form removed?

The school does not only prepare its pupils and students for examinations. It is a community that prepares them for the world. Pupils in Years 7-11 are able to aspire to join the sixth form – they can see those older than themselves growing into confident young adults and leaders.

In their turn, sixth form students are able to show leadership and mentorship to their younger fellow students.

It is an entire misunderstanding of the way teaching and learning takes place to think that the farming of students in large-scale sixth form sites will aid our young people to achieve. Our children are not numbers on a spreadsheet to be processed through a machine. I have already mentioned that Bryntirion Comprehensive's examination results are excellent. It is folly to think that you can transplant students from one place to another and expect them to perform as well as they would if left in their original 'fertile soil'. These are human beings, not robots which behave the same in any situation.

Not only do BCBC's Options 1 and 2 deprive Bryntirion Comprehensive's pupils of excellent sixth form provision, there is a great danger that talented and diligent teachers will be forced into redundancy. Again, this is a very poor way to reward hard work. The town of Bridgend needs to retain these teachers. How else are we to meet the educational demands of 21st century employers – whose investment in the town I am sure you wish to encourage.

On a personal note, although many other parents will have the same concern, I do not believe you have given any consideration to the effect of the proposed changes to Bryntirion Comprehensive's population of Autistic Spectrum Disorder children, amongst whose number is my own daughter. These pupils need particular consideration to allow them to access post-16 education. They need routine, familiarity and understanding of their needs. These are not preferences – they are **needs** and **rights**. BCBC will fail in their duty of care if they remove the sixth form provision from Bryntirion Comprehensive. My own daughter's chances of doing well at A level would be materially damaged by the move. I am sure that parents of other high achieving autistic children will be equally dismayed by the prospect.

I urge you to reconsider these proposals.

Yours sincerely,

[redacted]

Appendix 12.35 Support for Cynffig Comprehensive

14.2.2020

c/o Cynffig Comprehensive School

Dear Sir/Madam

I write as a formal means of objection to the potential re-organisation of post-16 provision across Bridgend County Borough Council.

I do not support Option 1 or 2 and strongly favour Option 3, keep all sixth forms in all schools.

Closure of school sixth forms would result in the failure to equally provide young people with a high quality education. Removing the Sixth Form at Cynffig Comprehensive school means the removal of local provision at Post 16.The impact of any closure or relocation of the Cynffig sixth form could be detrimental to the communities of Kenfig Hill, Pyle, Cefn Cribwr and Cornelli and significantly affect the long term opportunities for future generations.

Yours sincerely,

[redacted]

Appendix 12.36 Support for Cynffig Comprehensive

14.2.2020

c/o Cynffig Comprehensive School

Dear Sir/Madam

I write as a formal means of objection to the potential re-organisation of post-16 provision across Bridgend County Borough Council.

I do not support Option 1 or 2 and strongly favour Option 3, keep all sixth forms in all schools.

Closure of school sixth forms would result in the failure to equally provide young people with a high quality education. Removing the Sixth Form at Cynffig Comprehensive school means the removal of local provision at Post 16.The impact of any closure or relocation of the Cynffig sixth form could be detrimental to the communities of Kenfig Hill, Pyle, Cefn Cribwr and Cornelli and significantly affect the long term opportunities for future generations.

Yours sincerely,

[redacted]

Appendix 12.37 Support for Cynffig Comprehensive

14.2.2020

c/o Cynffig Comprehensive School

Dear Sir/Madam

I write as a formal means of objection to the potential re-organisation of post-16 provision across Bridgend County Borough Council.

I do not support Option 1 or 2 and strongly favour Option 3, keep all sixth forms in all schools.

Closure of school sixth forms would result in the failure to equally provide young people with a high quality education. Removing the Sixth Form at Cynffig Comprehensive school means the removal of local provision at Post 16.The impact of any closure or relocation of the Cynffig sixth form could be detrimental to the communities of Kenfig Hill, Pyle, Cefn Cribwr and Cornelli and significantly affect the long term opportunities for future generations.

Yours sincerely,

[redacted]

Appendix 12.38 Support for Cynffig Comprehensive

14.2.2020

c/o Cynffig Comprehensive School

Dear Sir/Madam

I write as a formal means of objection to the potential re-organisation of post-16 provision across Bridgend County Borough Council.

I do not support Option 1 or 2 and strongly favour Option 3, keep all sixth forms in all schools.

Closure of school sixth forms would result in the failure to equally provide young people with a high quality education. Removing the Sixth Form at Cynffig Comprehensive school means the removal of local provision at Post 16.The impact of any closure or relocation of the Cynffig sixth form could be detrimental to the communities of Kenfig Hill, Pyle, Cefn Cribwr and Cornelli and significantly affect the long term opportunities for future generations.

Yours sincerely,

[redacted]

Appendix 12.39 Support for Cynffig Comprehensive

14.2.2020

c/o Cynffig Comprehensive School

Dear Sir/Madam

I write as a formal means of objection to the potential re-organisation of post-16 provision across Bridgend County Borough Council.

I do not support Option 1 or 2 and strongly favour Option 3, keep all sixth forms in all schools.

Closure of school sixth forms would result in the failure to equally provide young people with a high quality education. Removing the Sixth Form at Cynffig Comprehensive school means the removal of local provision at Post 16.The impact of any closure or relocation of the Cynffig sixth form could be detrimental to the communities of Kenfig Hill, Pyle, Cefn Cribwr and Cornelli and significantly affect the long term opportunities for future generations.

Yours sincerely,

[redacted]

Appendix 12.40 Support for Cynffig Comprehensive

14.2.2020

c/o Cynffig Comprehensive School

Dear Sir/Madam

I write as a formal means of objection to the potential re-organisation of post-16 provision across Bridgend County Borough Council.

I do not support Option 1 or 2 and strongly favour Option 3, keep all sixth forms in all schools.

Closure of school sixth forms would result in the failure to equally provide young people with a high quality education. Removing the Sixth Form at Cynffig Comprehensive school means the removal of local provision at Post 16.The impact of any closure or relocation of the Cynffig sixth form could be detrimental to the communities of Kenfig Hill, Pyle, Cefn Cribwr and Cornelli and significantly affect the long term opportunities for future generations.

Yours sincerely,

[redacted]

Appendix 12.41 Support for Cynffig Comprehensive

14.2.2020

c/o Cynffig Comprehensive School

Dear Sir/Madam

I write as a formal means of objection to the potential re-organisation of post-16 provision across Bridgend County Borough Council.

I do not support Option 1 or 2 and strongly favour Option 3, keep all sixth forms in all schools.

Closure of school sixth forms would result in the failure to equally provide young people with a high quality education. Removing the Sixth Form at Cynffig Comprehensive school means the removal of local provision at Post 16.The impact of any closure or relocation of the Cynffig sixth form could be detrimental to the communities of Kenfig Hill, Pyle, Cefn Cribwr and Cornelli and significantly affect the long term opportunities for future generations.

Yours sincerely,

[redacted]

Appendix 12.42 Support for Cynffig Comprehensive

14.2.2020

c/o Cynffig Comprehensive School

Dear Sir/Madam

I write as a formal means of objection to the potential re-organisation of post-16 provision across Bridgend County Borough Council.

I do not support Option 1 or 2 and strongly favour Option 3, keep all sixth forms in all schools.

Closure of school sixth forms would result in the failure to equally provide young people with a high quality education. Removing the Sixth Form at Cynffig Comprehensive school means the removal of local provision at Post 16.The impact of any closure or relocation of the Cynffig sixth form could be detrimental to the communities of Kenfig Hill, Pyle, Cefn Cribwr and Cornelli and significantly affect the long term opportunities for future generations.

Yours sincerely,

[redacted]

Appendix 12.43 Support for Cynffig Comprehensive

14.2.2020

c/o Cynffig Comprehensive School

Dear Sir/Madam

I write as a formal means of objection to the potential re-organisation of post-16 provision across Bridgend County Borough Council.

I do not support Option 1 or 2 and strongly favour Option 3, keep all sixth forms in all schools.

Closure of school sixth forms would result in the failure to equally provide young people with a high quality education. Removing the Sixth Form at Cynffig Comprehensive school means the removal of local provision at Post 16.The impact of any closure or relocation of the Cynffig sixth form could be detrimental to the communities of Kenfig Hill, Pyle, Cefn Cribwr and Cornelli and significantly affect the long term opportunities for future generations.

Yours sincerely,

[redacted]

Appendix 12.44 Support for Cynffig Comprehensive

14.2.2020

c/o Cynffig Comprehensive School

Dear Sir/Madam

I write as a formal means of objection to the potential re-organisation of post-16 provision across Bridgend County Borough Council.

I do not support Option 1 or 2 and strongly favour Option 3, keep all sixth forms in all schools.

Closure of school sixth forms would result in the failure to equally provide young people with a high quality education. Removing the Sixth Form at Cynffig Comprehensive school means the removal of local provision at Post 16.The impact of any closure or relocation of the Cynffig sixth form could be detrimental to the communities of Kenfig Hill, Pyle, Cefn Cribwr and Cornelli and significantly affect the long term opportunities for future generations.

Yours sincerely,

[redacted]

Appendix 12.45 Support for Cynffig Comprehensive

14.2.2020

c/o Cynffig Comprehensive School

Dear Sir/Madam

I write as a formal means of objection to the potential re-organisation of post-16 provision across Bridgend County Borough Council.

I do not support Option 1 or 2 and strongly favour Option 3, keep all sixth forms in all schools.

Closure of school sixth forms would result in the failure to equally provide young people with a high quality education. Removing the Sixth Form at Cynffig Comprehensive school means the removal of local provision at Post 16.The impact of any closure or relocation of the Cynffig sixth form could be detrimental to the communities of Kenfig Hill, Pyle, Cefn Cribwr and Cornelli and significantly affect the long term opportunities for future generations.

Yours sincerely,

[redacted]

Appendix 12.46 Support for Cynffig Comprehensive

14.2.2020

c/o Cynffig Comprehensive School

Dear Sir/Madam

I write as a formal means of objection to the potential re-organisation of post-16 provision across Bridgend County Borough Council.

I do not support Option 1 or 2 and strongly favour Option 3, keep all sixth forms in all schools.

Closure of school sixth forms would result in the failure to equally provide young people with a high quality education. Removing the Sixth Form at Cynffig Comprehensive school means the removal of local provision at Post 16.The impact of any closure or relocation of the Cynffig sixth form could be detrimental to the communities of Kenfig Hill, Pyle, Cefn Cribwr and Cornelli and significantly affect the long term opportunities for future generations.

Yours sincerely,

[redacted]

Appendix 12.47 Support for Cynffig Comprehensive

14.2.2020

c/o Cynffig Comprehensive School

Dear Sir/Madam

I write as a formal means of objection to the potential re-organisation of post-16 provision across Bridgend County Borough Council.

I do not support Option 1 or 2 and strongly favour Option 3, keep all sixth forms in all schools.

Closure of school sixth forms would result in the failure to equally provide young people with a high quality education. Removing the Sixth Form at Cynffig Comprehensive school means the removal of local provision at Post 16.The impact of any closure or relocation of the Cynffig sixth form could be detrimental to the communities of Kenfig Hill, Pyle, Cefn Cribwr and Cornelli and significantly affect the long term opportunities for future generations.

Yours sincerely,

[redacted]

Appendix 12.48 Support for Cynffig Comprehensive

14.2.2020

c/o Cynffig Comprehensive School

Dear Sir/Madam

I write as a formal means of objection to the potential re-organisation of post-16 provision across Bridgend County Borough Council.

I do not support Option 1 or 2 and strongly favour Option 3, keep all sixth forms in all schools.

Closure of school sixth forms would result in the failure to equally provide young people with a high quality education. Removing the Sixth Form at Cynffig Comprehensive school means the removal of local provision at Post 16.The impact of any closure or relocation of the Cynffig sixth form could be detrimental to the communities of Kenfig Hill, Pyle, Cefn Cribwr and Cornelli and significantly affect the long term opportunities for future generations.

Yours sincerely,

[redacted]

Appendix 12.49 Support for Cynffig Comprehensive

14.2.2020

c/o Cynffig Comprehensive School

Dear Sir/Madam

I write as a formal means of objection to the potential re-organisation of post-16 provision across Bridgend County Borough Council.

I do not support Option 1 or 2 and strongly favour Option 3, keep all sixth forms in all schools.

Closure of school sixth forms would result in the failure to equally provide young people with a high quality education. Removing the Sixth Form at Cynffig Comprehensive school means the removal of local provision at Post 16.The impact of any closure or relocation of the Cynffig sixth form could be detrimental to the communities of Kenfig Hill, Pyle, Cefn Cribwr and Cornelli and significantly affect the long term opportunities for future generations.

Yours sincerely,

[redacted]

Appendix 12.50 Support for Cynffig Comprehensive

14.2.2020

c/o Cynffig Comprehensive School

Dear Sir/Madam

I write as a formal means of objection to the potential re-organisation of post-16 provision across Bridgend County Borough Council.

I do not support Option 1 or 2 and strongly favour Option 3, keep all sixth forms in all schools.

Closure of school sixth forms would result in the failure to equally provide young people with a high quality education. Removing the Sixth Form at Cynffig Comprehensive school means the removal of local provision at Post 16.The impact of any closure or relocation of the Cynffig sixth form could be detrimental to the communities of Kenfig Hill, Pyle, Cefn Cribwr and Cornelli and significantly affect the long term opportunities for future generations.

Yours sincerely,

[redacted]

Appendix 12.51 Support for Cynffig Comprehensive

14.2.2020

c/o Cynffig Comprehensive School

Dear Sir/Madam

I write as a formal means of objection to the potential re-organisation of post-16 provision across Bridgend County Borough Council.

I do not support Option 1 or 2 and strongly favour Option 3, keep all sixth forms in all schools.

Closure of school sixth forms would result in the failure to equally provide young people with a high quality education. Removing the Sixth Form at Cynffig Comprehensive school means the removal of local provision at Post 16.The impact of any closure or relocation of the Cynffig sixth form could be detrimental to the communities of Kenfig Hill, Pyle, Cefn Cribwr and Cornelli and significantly affect the long term opportunities for future generations.

Yours sincerely,

[redacted]

Appendix 12.52 Support for Cynffig Comprehensive

14.2.2020

c/o Cynffig Comprehensive School

Dear Sir/Madam

I write as a formal means of objection to the potential re-organisation of post-16 provision across Bridgend County Borough Council.

I do not support Option 1 or 2 and strongly favour Option 3, keep all sixth forms in all schools.

Closure of school sixth forms would result in the failure to equally provide young people with a high quality education. Removing the Sixth Form at Cynffig Comprehensive school means the removal of local provision at Post 16.The impact of any closure or relocation of the Cynffig sixth form could be detrimental to the communities of Kenfig Hill, Pyle, Cefn Cribwr and Cornelli and significantly affect the long term opportunities for future generations.

Yours sincerely,

[redacted]

Appendix 12.53 Support for CCYD

[redacted]

Education and Family Support Directorate
Consultation - Post 16 BCBC
Civic Offices
Angel Street
Bridgend
CF31 4WB

Wednesday 29th January 2020

Dear whom this may concern,

As an ex-pupil at Coleg Cymunedol Y Dderwen and taking on the role of a student council member for 5 years and being part of Bridgend youth council member - spending months debating and discussing the future of post-16 education for those in years below us at CCYD and across the county - seeing the outbreak of concern and worry about the future and possible loss of the sixth form at CCYD, from so many of my fellow ex-pupils, current pupils and parents in association with the school, is truly heartbreaking.

I believe that closing Key Stage 5 at CCYD will have such a negative effect on the pupils mental health; from discussions in many meetings about this, it will additionally have a bad impact on the pupils choice to stay on and continue their studies into A-Levels. I remember the majority of those we spoke to for feedback in school council meetings, stated that they most probably would not have gone to a sixth form at another school if the facilities were not there at CCYD. This leaves so many who want to go to university in a very difficult situation. I agreed with this and for some of the reasons they gave, such as not being familiar with teachers, joining classes where pupils had already formed friendship groups through years 7-11 and transport issues, I experienced all myself.

At the end of Year 12 after my exams, I decided to move to Brynteg sixth form, from CCYD. This was due to one of my friends moving and I felt as though I wanted something different. This turned out to not be the case as much as it was nice to have new surroundings for a month before Year 12 ended for Summer. I decided to move back to CCYD in September as the realisation hit me that I was there to get an education and I did not feel like I would have succeeded well there - I started my final year of A Level studies back where I felt like it was home and where I was most comfortable. Before going back to Brynteg on the first day of Year 13, I felt great anxiety as I knew how important my final year was and I was extremely worried about how I would cope because in that last month of Year 12 I did not bond as much as I thought I would have with the teachers and pupils there, leaving me very anxious as I didn't feel as if I would get the correct support. Not that it wasn't available but being in new surroundings made me feel like I couldn't access it. Additionally, I was in an environment where everybody knew each other, and I did not. This made me feel

very lonely and I knew if I was to carry on through Year 13 in that situation, my mental health would have deteriorated even further. This is not how I wanted to spend my last year of school where I may not have been able to achieve the future that I wanted to. Next, was the financial side of being at Brynteg. I come from a low-income family and as much as they supported me moving schools, they couldn't afford to pay for my bus into Bridgend from Pontycymmer every day. This resulted in me being left about £100 short after my last weeks in Year 12 because I had to pay to get there myself. Therefore, leaving me stressed about my own finances and I do not think someone of the age of 17 should be left worrying about money. After seeing that not only CCYD may be closing but the option of getting to another school would not be free left me shocked. How is this encouraging pupils to get further education and how is it fair that some people in the same county as them, get it free?

My first couple of weeks returning to CCYD were amazing, I had a lot of support from all of my teachers to help me get back on track. Although my mental health was still bad due to the anxiety about my future, I did find myself again slowly, as I knew CCYD would support me in my applicatication to university and achieving my A-Levels - my mental health improved as my worries went. I followed what I knew was right for me and I am so glad I did because CCYD supported me in getting into my first choice university at Portsmouth, doing my dream course. I couldn't imagine going through my UCAS process with anyone other than the teachers I was comfortable with that I have known for years, there were some situations even at CCYD where I was uncomfortable with talking to teachers I was not too familiar with, but I was lucky enough to go to teachers who I knew I could talk to. Knowing that there will be many pupils who will feel like they can't speak to teachers or feel lonely as they aren't part of friendship groups that have formed over the years, is devastating, leaving them struggling with their mental health, which no pupils should have to alongside the stress of their studies.

If CCYD sixth form closes, the struggles that I experienced would impact every student who wants to go onto further education, not only leaving children worrying about accessing support but leaving parents worried too. To close CCYD would be a huge loss and devastation, leaving some teachers with reduced salaries or even out of jobs and facilities that were built less than a decade ago at CCYD for sixth form pupils, abandoned. The ethos of the school is all about looking up to people and providing younger pupils with role models, as I was a part of a vertical tutoring system, I believe this ethos was followed extremely well and from personal experience, I know that the younger pupils in my tutor group did look up to me. I am aware that the vertical tutoring system has now gone from CCYD leaving younger children without their daily role models, but leaving them without pupils to look up to at all will be awful for them. For younger pupils to see sixth formers go onto university may give them the initiative to put the effort in and chose to stay on to do A-Levels too, but without CCYD sixth form, they won't see this and won't have anyone to follow.

Yours faithfully,

[redacted]

Appendix 12.54 Support for CCYD

Education and Family Support Directorate
Consultation - Post 16 BCBC
Civic Offices
Angel Street
Bridgend
CF31 4WB

To whom it may concern,

The closure of Coleg Cymunedol Y Dderwen's Sixth Form provision is a decision that impedes the development of many promising learners. In removing the school's Key Stage 5 system you are preventing our pupils from growing as individuals in an environment that they are comfortable and thrive within. In forcing Year 12 and 13 pupils to travel to other establishments, you are not only complicating a stressful period in their lives, but you are placing them at a disadvantage when compared with students already in attendance of your proposed Sixth Form institutions: this fails an entire community of young individuals.

I began my education at the school in 2012 and, unfortunately, ended my secondary education in 2019. Throughout my time at Coleg Cymunedol Y Dderwen, I witnessed a transition from a newly amalgamated community to one that has been highly successful under the instruction of Mr. Nick Brain and then Mrs. Tracey Wellington. As a pupil that experienced the amalgamation period, it is clear that the staff and pupils of Coleg Cymunedol Y Dderwen have witnessed significant disruption: now that the school is thriving, Bridgend County Borough Council demands that we disrupt the learning environment once again. This is incredibly unfair to pupils, parents/carers, and especially the staff that must oversee the removal of such Sixth Form.

Coleg Cymunedol Y Dderwen is a new building with highly technological, modern facilities. The school creates provisions for Sixth Form pupils to conduct extensive research through online facilities: laptops, iPads, and a library with a wealth of books are readily available for students to foresee further reading in preparation for exams. Coleg Cymunedol y Dderwen's staff and equipment allowed me to ignite a passion for a subject that I once had a strong disinterest in- I have now pursued this subject at the University of Exeter and owe my interest to the encouragement received at my secondary school. In removing readily available equipment from pupils and forcing them to attend a school with less provisions inhibits learners from expanding their knowledge. They would be strongly disadvantaged should they be moved to other institutions. It is questionable why learners should be moved from Y Dderwen, a school with 'state of the art' facilities and a larger capacity for individuals, to attend a school with less spatial capacity and inadequate resources in comparison?

I was fortunate to be awarded the position of 'Head Girl' in Year 13- not only did this allow me to see how committed the staff truly are in improving student life and prospects, but it also allowed me to take an active role in encouraging other pupils to achieve the best grades possible and helped them to begin considering Sixth Form at the school from early stages in their academic careers. I met regularly with Head Teacher, Mrs Tracey Wellington and expressed any need for improvement. Any needs were met immediately; the response demonstrated by staff members far exceeded expectations. With no Sixth Form, there will be no senior positions and, therefore, issues within the school community may go unnoticed and

younger pupils may fail to uphold the passion that is otherwise ignited by older members of the school.

My involvement with the school council further drove the significance of Sixth Form pupils in a secondary school environment. Myself and Head Boy [redacted] helped to facilitate meetings. It was clear that younger pupils looked up to us as role models and would often ask us questions about the Sixth Form system at the school. They were inspired to pursue Key Stage 5 education at Y Dderwen and often said that they 'could not wait' to uphold prestigious positions on the Head Team and learn more about their favourite subjects with teachers that they have a strong relation with.

The school has not been without its hardships (much like any other) however it has grown to provide pupils with the best opportunities possible, encouraging and supporting them in their ambition to attend tertiary education. Notably, Councillor Huw David commented on A Level Results Day (2019) that the school was deserving of a 'particular mention' for there was a 9.5% increase in students achieving A*-A grades and a significant 20.8% achieving A*-C. Overall, there was a 97% pass rate and 84% of students now attend their first choice university. It is to be highlighted that 71% of pupils achieved A*-C grades.

Maesteg Comprehensive School- a proposed site for Y Dderwen's Sixth Formers- had 96% of students achieve A*-E grades, while 40% achieved A*-C. This is evidently lower than that of the school whom Sixth Form is to be removed from- students will be actively removed from a higher achieving environment and substituted with one that provides them with fewer opportunities. Can the removal of an overall more successful Sixth Form be justified when proposed institutions achieve considerably lower grades?

It is to be noted that Coleg Cymunedol Y Dderwen's catchment region is predominantly composed of valley communities where income is lower and access to public transport is limited. There has been much discussion surrounding public transport in the Garw Valley especially and operating school buses have already been reduced in number. The valleys of Bridgend County are already becoming more impoverished due to council cuts: the closure of Coleg Cymunedol Y Dderwen's Sixth Form further restricts the region's level of development. You will be unjustly restricting their rightful access to Key Stage 5 education as they will be unable to commute to Comprehensive Schools that aren't within the local vicinity.

This creates further socio-economic issues for Bridgend County. Employment in Wales, and the UK as a whole, is predominantly rooted in the Tertiary and Quaternary industries where a University degree is highly desirable for employers. In prohibiting access to Key Stage 5 education in a local, commutable school, you are disallowing young individuals from achieving A Level grades that are the key to University entrance. You are reprimanding young individuals to Primary and Secondary industries that compose a minor contribution to the UK economic sectors: pupils are prevented from advancing to high income employment that is heavily research based and academic.

With this in mind, this is clearly going to prevent Bridgend County from progressing and prospering in the future and you are condemning the valley communities to lower development levels and employment prospects. In allowing Coleg Cymunedol Y Dderwen to continue its provision of Sixth Form education, you are enabling low income families to

provide greater economic opportunities for their children and facilitating the development of Bridgend County's future.

Throughout my time at Coleg Cymunedol Y Dderwen, the support that I received from staff, colleagues, and older pupils (often members of the Sixth Form) was unwaverable. The staff at the school understood the desire that I had to achieve: everything within their power was implemented for me to continue on my path to tertiary education. The process of University application through UCAS is a stressful period, however staff were able to write individual references for myself and feedback very quickly. The movement of pupils from Y Dderwen (where they have established strong relationships with staff who reflect their character within references) will only hinder the duration and quality of their applications to tertiary education. References would lack quality and depth as a result of a more refined view of pupil character and increased demands from several learners to produce such information in an already stressful deadline period.

During my Year 12 and 13 lessons, I would enter discussion with my subject teachers. Often, they would comment how Sixth Form offered them relief from teaching other year groups. Sixth Form is not only an opportunity for students to maximise their potential, but also staff: debates around class topics both stretch the pupil and conveyor to cover topics that they might not necessarily have broad knowledge of and so this provides the foundation for a more in depth case study that relates to the course as it is supplemented by additional reading. It would be a great disservice to the staff of Coleg Cymunedol y Dderwen to strip them of that opportunity and offcast it to staff of another school- who evidently already have a significant number of pupils to cater for.

Staff were incredibly committed to after school and lunchtime sessions that helped Sixth Form members. These hours were entirely voluntary and it is highly demonstrative of their dedication to supporting young individuals. Without their help and additional support, it is highly unlikely that I would have achieved the grades that I did at A Level.

Extra curricular activities, outside of school hours, have allowed me to befriend members who attend the institutions where the new Sixth Form system is to be provided. When discussing the amount of support received, it is highly evident that I received a far greater deal of support than the students attending other Comprehensive schools for they commented that their teachers had 'little time' for them due to the sheer volume of Sixth Form pupils that they had to attend to.

Sixth Form is a period during which students begin to take more initiative in their learning- staff of Coleg Cymunedol Y Dderwen allowed for that, however they emphasised that they would push students to achieve their greatest capabilities. Sixth Form is not an educational period whereby students are entirely independent: it is the transition period between Secondary Education and University where students begin to understand the importance of increased context and conducting their own research. However, there are often issues encountered by students: some subjects introduce complex theories and further contact with staff is often required. In consideration of a greater student to teacher ratio at a larger Sixth Form establishment, more pupils will be placed at a greater disadvantage of misunderstanding coursework given that they are unable to access that personal interaction period where they are able to ask questions. This limits pupil understanding and hinders their development in the subject, often placing them at threat of achieving a lower grade and- to some extent- limiting their opportunities.

Overall, I feel that the decision to remove Coleg Cymunedol Y Dderwen's Sixth Form provision and relocation of students is highly ineffective. It decreases individual opportunity, access to support, and- in many cases- restricts access to Key Stage 5 education entirely. This will have dire consequences for individuals and Bridgend County on a whole.

Coleg Cymunedol Y Dderwen is flourishing as an educational establishment and stands in contrast to its post-amalgamation state. The staff have remained committed to helping pupils and dedicate a significant amount of volunteer time to supporting their welfare and understanding. Removal of Y Dderwen's Sixth Form creates a great disservice across all aspects of the local community: parents/carers, staff, and pupils are just a few who will witness the greatest magnitude of its effect.

Thank you for your time and consideration,

[redacted]

Appendix 12.55 Support for CCYD

[redacted]
Blaengarw
[redacted]

07/02/2020

To whom it may concern,
I am writing to ask that you do not take away my child's opportunity for a 6th form education at CCYD.
I would like my child to continue their education at CCYD and not have to travel to a different school or college. My son who is currently year 10 had previously intended on staying in CCYD 6th form to further his education has now stated that if removal of the 6th form from CCYD goes ahead he will no longer be staying in school. This will have a massive impact on his education and future prospects.

Has any consideration been given to transport requirements of students? The CCYD students already leave Blaengarw at 7.40am to attend school in Tondu, expecting them to leave earlier to catch possibly numerous buses to other areas is ludicrous, the safety of students needs to be a priority.

I have heard an argument that space at CCYD is an issue to house a growing 6th form, can you explain why the area that is currently housing Children's Services cannot be given back to the school to house the 6th form or why permission for the extension already granted cannot go ahead?

I look forward to your response.

Yours Faithfully,

[redacted]

Appendix 12.56 Support for CCYD

Education and Family support Directorate
Consultation –Post 16 BCBC
Civic Offices
Angel Street
Bridgend
CF31 4WB

To whom it may concern,

Both my children attend Coleg Cymunedol Y Dderwen, I am very concerned with the recent proposal to move the 6th form provision.

Surely the fact that £39 million was invested in the school and the school already having state of art resources (this is not the case in school such as Cynffig and Maesteg). I really don't understand how you feel this would benefit the learners by moving the pupils further away from their homes.

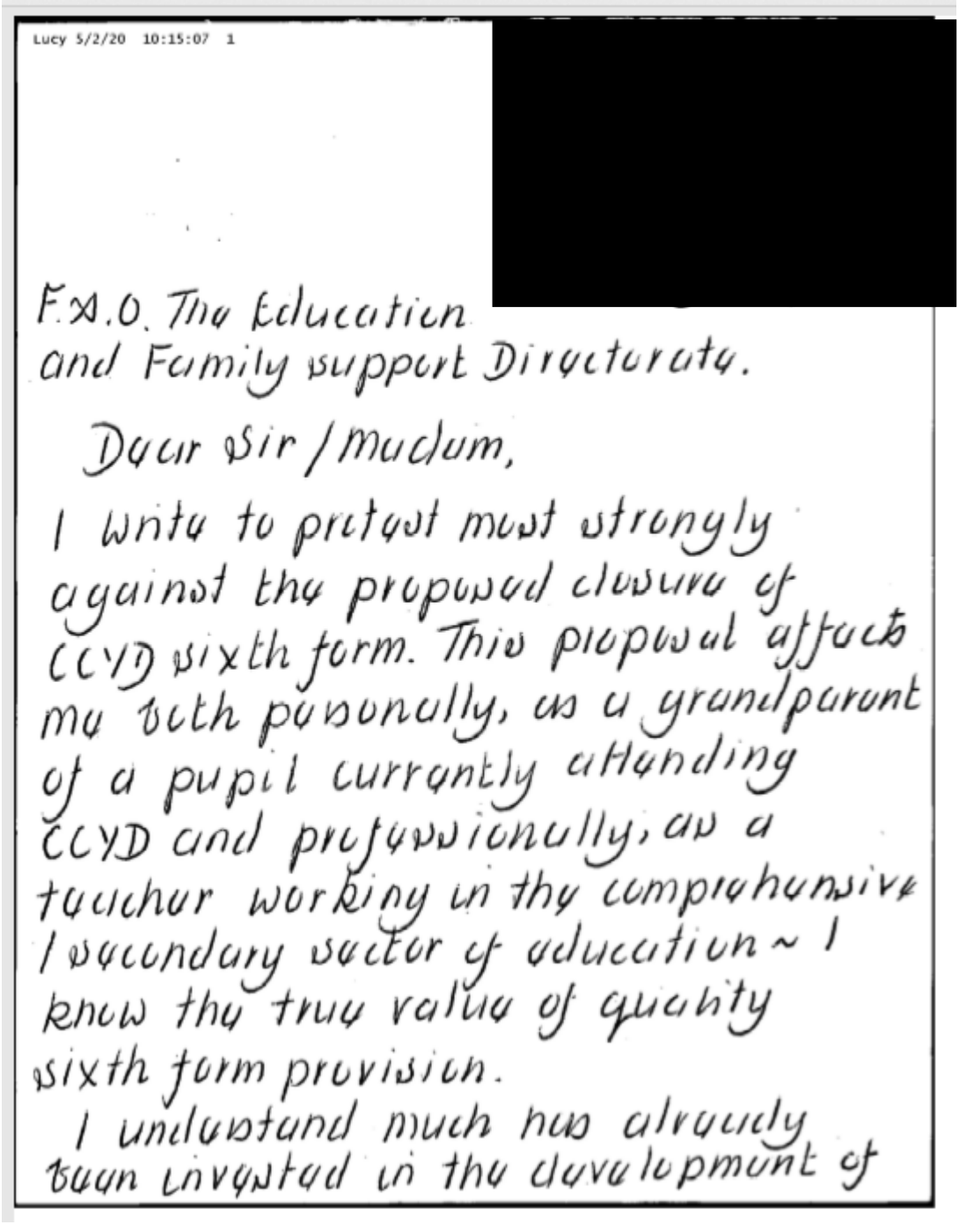
Also an active 6th form presence continues to provide the younger learners with role models who they respect and aspire to be. Taking away these learners would have detrimental impact on all concerned.

Please consider the impact this would have the pupils, staff and the wider community, it is already an area of disadvantage and I feel that taking away the 6th form provision will impact on the pupils accessing A levels and reaching their full potential.

Kind regards

[redacted]

Appendix 12.57 Support for CCYD



Lucy 5/2/20 10:15:07 1

[redacted]

F.A.O. The Education
and Family support Directorate.

Dear Sir/Madam,

I write to protest most strongly against the proposed closure of CCYD sixth form. This proposal affects me both personally, as a grandparent of a pupil currently attending CCYD and professionally, as a teacher working in the comprehensive/secondary sector of education ~ I know the true value of quality sixth form provision.

I understand much has already been invested in the development of

Lucy 5/2/20 10:15:07 2

CCYD, not least the state of the arts resources, development of ALPs data showing an improving picture of KS5 standards and of course, money. Why throw this away now?

Any closure will indeed reduce opportunities for some of the most disadvantaged learners, especially those whose family circumstances may inhibit them from travelling further afield to alternative schools. This proposed closure goes against the aspirations of many young learners and teachers alike.

The full impact of a sixth form closure inevitably impinges upon the whole school community, thus negatively affecting its ethos and morale. CCYD would lose some of its most positive role models for the

Lucy 5/2/20 10:15:07 3

younger pupils to aspire to and potentially, good quality teachers. This proposed action goes against empowering schools to 'close the gap!'

Consequently I beg you to reconsider, keep CCYD sixth form open and intact.

Yours sincerely.

[redacted]

Appendix 12.58 Support for CCYD

Education and Family support Directorate
Consultation – Post 16 BCBC
Civic Offices
Angel Street
Bridgend
CF31 4WB

To whom it may concern,

I am writing to let you know that I strongly object to the plans to take away the 6th form at CCYD. My child has attended CCYD from Year 7 and is currently in the 6th form and I know for a fact that if the 6th form wasn't there she would not have stayed on in further education, as she wouldn't want to leave a school where she has excellent relationships with staff and other pupils and was confident with the methods of teaching, to go and have to travel further, build up new friendships and relationships with staff and peers in an unfamiliar environment.

CCYD is very central for the community especially the valleys and my daughter would not want to travel any further afield especially as the local bus services from Blaengarw aren't direct so she could be travelling down in to Bridgend to change buses to go back up to Maesteg which could add possibly an extra hour, to an hour and half on her journey either side of the school day.

Taking away the 6th form would mean my daughter wouldn't have gone on to further education and she wouldn't have the opportunities that she currently has like going off to University.

BCBC invested £39 million into CCYD, to make it a state of the art school with fantastic facilities, why would you want to shut down part of it? Surely as there is plenty of space and room for expansion, if you **have** to change the 6th forms in the borough then making CCYD the central 6th form would make the most sense.

An active 6th form presence continues to provide younger learners with role models whom they can respect and aspire to be. Taking away these learners would have a detrimental impact for all concerned.

The school has had problems in the past but as parents, we stuck with it knowing that the facilities were far more advanced than any other school in the borough and we had confidence in the staff and teaching methods we knew they could improve the status of the school and they have proved that over the last couple of years, with the new leadership and commitment they have made it a great school.

Please keep CCYD 6th form open, our community needs it, let the children have continuity and consistency in their further education so they get the best chance for their future. We don't want hundreds of children dropping out of school and ending up either unemployed or in dead end jobs when we can support them through further education and on to university, where the world will be their oysters!

Yours faithfully,



[redacted]

Appendix 12.59 Support for CCYD

[redacted]

19th February 2020

Education and Family Support Directorate
Consultation – Post 16 BCBC
Civic Offices
Angel Street
Bridgend
CF31 4WB

Dear BCBC

Post-16 Education Consultation Response

We write to present our views on the proposed changes to sixth form provision in the Bridgend area. We have three daughters, all likely to pass through the sixth form over the next ten years. Our eldest child is already at Coleg Cymunedol y Dderwen (CCYD) and, all things being equal, we expect the other two to follow in due course. When we moved to Ogmore Vale, a major factor in our choice of location was the investment that had recently been made in CCYD and the continuity offered by a full 11-18 education.

We were dismayed to find in the consultation documents on sixth form provision that most of the proposed options relate to removal or drastic scaling back of the sixth form provision at CCYD. On investigating further, we were surprised to learn that this was not because CCYD's sixth form was too small and expected to shrink further, or otherwise unviable in its own terms, but apparently because it is expected to grow significantly, and that other schools are unviable. Thus any plans to close or dismember CCYD seem to us to defy logic.

We believe the following are the key points at hand:

School Environment. In CCYD, we have a viable and vibrant school, which has worked hard to provide a positive educational environment. The sixth form acts as an aspirational target for the younger students, and their achievements provide inspiration. We cannot overemphasise how important it is for young students to be exposed to the example, ideas and inspiration of older students ahead of them in the school, and we have deliberately selected our children's schooling with this model in mind. We don't believe that detaching the sixth form is in any way a positive thing, and we suspect that other parents, in sharing our views, would share with us a reluctance to send their children to a school without a sixth form.

Teaching provision. Continuity of teaching is another important aspect of educational provision. Our children, in common with many bright kids, find socialisation and working relationships take time to build. Maintaining continuity with teachers who know our children, understand their needs, and can guide them through the entire 11-18 journey is an important contributor to the likely success of their time in the sixth form, and by extension is the launchpad for their further education and career opportunities beyond school.

The other point to bear in mind with teaching provision is that the school risks losing some of its best teachers if it loses the sixth form, because they will move to places where sixth form teaching is preserved. It would be a shame, both for the students and for the school, if the achievements of recent years were jeopardised by loss of teaching talent and the attendant risk that the brightest students will go elsewhere.

Location. CCYD stands at a nexus of communication across the neighbouring valleys. Journey times from the remote valleys such as Ogmore Vale are already challenging; at CCYD we make the best of this situation, as it is nearest point where the roads meet. Expecting students to make their way to alternative sixth forms in Maesteg or the far side of Bridgend would add significantly to travel costs and journey times, which would act as a barrier to entry, disproportionately affecting the most disadvantaged.

Site. CCYD has a modern site and room for expansion. In light of this, it surprises us that the possibility of carving up the school is even being considered, and we suspect that it is more an attempt to bail out other, less viable schools than a direct addressing of the needs of CCYD's catchment area. We do not believe it is in the interests of CCYD students to harm their education in order to fix problems elsewhere, particularly not when other, better options would seem clearly to present themselves.

Since there is plenty of room for expansion at CCYD, and the site is new, and since there is clearly money on the table to acquire or build new facilities, why not build them at CCYD? Why not expand the provision at CCYD to make room for the extra students anticipated over the next decade? This would be low-risk: the council could add some teaching space immediately, and then decide on whether to relocate the "Hub" to another site depending on whether the expected increased numbers materialise.

In conclusion, we feel that CCYD has succeeded in recent years in spite of historic difficulties and the challenges of the local area, through ongoing investment and the efforts of its dedicated staff and the community. But it is not so big or so resilient that it can be taken for granted that it can continue to shine if vital pieces are carved off. We strongly disagree with any proposal that removes or fragments the sixth form provision at CCYD and urge the council instead to invest in the site to prepare for the expansion in numbers we all expect to come.

Yours sincerely





Appendix 12.60 Support for CCYD

[redacted]

Education and Family Support Directorate
Consultation - Post 16 BCBC
Civic Offices
Angel Street
Bridgend
CF31 4WB

31st January 2020

To whom it may concern,

I am extremely concerned at the possibility of Coleg Cymunedol Y Dderwen (CCYD) losing its sixth form provision.

As an ex-pupil who experienced the amalgamation of Ogmore Comprehensive and Ynysawdre Comprehensive I have first-hand experience of how distressing changes to educational provisions can be. Removal of the CCYD sixth form will introduce undue stress and anxiety on pupils and the school community; a community which has already felt upheaval and turmoil over recent years. How can you justify putting them through it again?

CCYD has a new, state-of-the-art, £39 million facility which should have its full potential utilised. CCYD's sixth form has the potential to expand so why is this not one of the current proposals? If there must be closures of provisions then why is there no proposal to move them to CCYD? It is situated such that it is not only easily accessible by pupils from the Ogmore and Garw valleys but also by the people of Maesteg and the surrounding areas, as well as from Bridgend town, making it an excellent candidate to facilitate post-16 education for these communities. Why can't the area that is currently housing Children's Services be given back to the school to house an expanded sixth form? Or, why can't the extension that already has planning permission go ahead?

The school has an incredible collective of teaching staff, many of which will be negatively affected if this closure goes ahead. You run the risk of losing these amazing professionals, some of which have worked at the schools for many years, as they may choose to move to work at a school which has a sixth form provision. This would be a great loss to the school as many of the teachers go above and beyond in the quest to provide the best education to their pupils and aid them in becoming well-rounded, articulate, self-aware individuals.

I owe much of *my* post-secondary success to the teachers of this school, many of who I had been taught by since the age of 11. Without them I would not have had the confidence or necessary skills to make my way in the world and ultimately would not be in the position I am today. On leaving CCYD I went on to achieve a first-class degree at university and am now training to be a secondary mathematics teacher in the hope that I can give something back to the profession that gave me so much.

Saying this, I must stress that I likely would not have pursued post-16 education had I not been able to access the sixth form at CCYD. Being from Nantymoel my daily travel time was already considerable and the closure of CCYD's sixth form would result in this time being increased as pupils must travel further daily. This would not be beneficial to pupil mental health or the environment; both of which are very current, topical issues facing today's society. This doesn't even take into account the increased cost of travel, especially if the removal of free school transport for post-16 learners is approved. Many families for the communities you serve will be unable to afford to keep their children in education if this becomes a reality, especially as the percentage of pupils receiving Free School Meals (27%) is well above the Welsh average (18.3%). These children should be supported and encouraged at every possible opportunity to better themselves and obtain a quality education, that will benefit them all their lives, rather than constantly being met with trials and tribulations. To give these disadvantaged pupils the best chance at success they need a stable, familiar environment in which they can grow and flourish into the amazing young people they all have the potential to be.

It is for these reasons that I urge you to reconsider your proposal to close Coleg Cymunedol Y Dderwen's sixth form and protect the futures of the next generation.

Yours faithfully,

[redacted]

Appendix 12.61 Support for CCYD

03 February 2020

Education and Family Support Directorate
Consultation - Post 16 BCBC
Civic Offices
Angel Street
Bridgend
CF31 4WB

To whom it may concern,

I am extremely unhappy to hear that CCYD may not have a 6th Form in the future. The School went through enough upheaval with the amalgamation and now there is the possibility of more change.

If the 6th Form is taken away it will impact on everyone, children, parent and teachers.

Can you reassure us that the teachers we know and trust will stay at CCYD? If the decision is made to close the 6th Form the impact will likely be felt before the closure date with teachers potentially looking to move to other Schools that have a 6th Form provision. £39 million was invested into the school and they have state of the art resources already there where other schools don't, so why move the provision?

Change Management is difficult at the best of times, but in a world where the reality is that teachers are stretched to the limit already, how is this potential change going to be managed? Who is going to make sure that my niece and nephews gets the support and attention they need in the next couple of years because so much is going on in the school?

We know that some of our most disadvantaged learners would not travel to other schools and the financial cost of this also needs to be taken into consideration, these learners need the continuity of a sixth form at CCYD. CCYD are working really hard to raise aspirations, what message does this send? CCYD percentage of learners that are eligible for Free School Meals is 27%, the Welsh average is 18.3% and the Local Authority is 18.8%

Alps data (is used to show standards at key stage 5 on a national level) shows a positive three year trend and an improving picture.

Yours faithfully,

[redacted]

Appendix 12.62 Support for CCYD

29 January 2020

Education and Family Support Directorate
Consultation - Post 16 BCBC
Civic Offices
Angel Street
Bridgend
CF31 4WB

To whom it may concern,

I am extremely unhappy to hear that CCYD may not have a 6th Form in the future. The School went through enough upheaval with the amalgamation and now there is the possibility of more change.

If the 6th Form is taken away it will impact on everyone, children, parent and teachers.

Can you reassure us that the teachers we know and trust will stay at CCYD? If the decision is made to close the 6th Form the impact will likely be felt before the closure date with teachers potentially looking to move to other Schools that have a 6th Form provision.

Change Management is difficult at the best of times, but in a world where the reality is that teachers are stretched to the limit already, how is this potential change going to be managed? Who is going to make sure that my niece and nephews gets the support and attention they need in the next couple of years because so much is going on in the school?

The national mission for Wales is about empowering schools to 'Bridge the Gap', by closing CCYD, a school with a significant amount of disadvantaged learners, does this not contradict the Welsh Governments vision?

How accurate are the potential numbers that are presented in the consultation document for the next five years? These are different to the ones that CCYD have used internally from their actual Primary schools.

An active 6th form presence continues to provide our younger learners with role models whom they can respect and aspire to be. Taking away these learners would have a detrimental impact for all concerned.

Yours faithfully,

[redacted]

[redacted]

14.2.2020

Dear Mr Harvey,

I am writing to you as a mother of 7 and 9 year old boys. They currently attend Ffaldau Primary which is in the catchment area of Coleg Cymunedol Y Dderwen. I myself attended the old Ynysawdre Comprehensive where I sat my A-levels.

I am utterly disgusted by the proposal to remove the current 6th form and with it my boys opportunity to attend.

It bewilders me how these proposals even make it this far. I thought it was a given that my children would 'have' the same chance as I did to attend 6th Form in the same school they will sit their GCSE's.

There are so many points I want to highlight to hopefully convince you that this proposal is such a dreadful idea and if approved, a massive mistake!

[redacted]

14.2.2020

Dear Mr Harrey,

I am writing to you as a mother of 7 and 9 year old boys. They currently attend [redacted] Primary which is in the catchment area of Coleg Cymunedol Y Dderwen. I myself attended the old Ynysawdre Comprehensive where I sat my A-levels.

I am utterly disgusted by the proposal to remove the current 6th form and with it my boys opportunity to attend.

It bewilders me how these proposals even make it this far. I thought it was a given that my children would 'have' the same chance as I did to attend 6th Form in the same school they will sit their GCSE's.

There are so many points I want to highlight to hopefully convince you that this proposal is such a dreadful idea and if approved, a massive mistake!

- £39 million of tax payers money was invested in CCYD. It has state of the art resources already in place therefore why not use these facilities?

- Uprooting children to other schools at this age will greatly discourage them in furthering their education. Speaking from personal expirience I was very much influenced into staying on at 6th Form because my close friends did the same. Children are extremely vulnerable and easily led at this stage in their lives. Some pupils won't like the upheaval and prospect of such change and for this reason may drop out.

- Travelling to either Maesteg or Cynffig is going to take far longer and my understanding is that it has also been proposed to stop free transport for 6th form pupils from the Garw Valley. Therefore public transport would be their only option. This is NOT feasible!! How many children are going to be deterred from attending

6th Form by the amount of extra travel time and extra cost? By doing this you are already discriminating against the poorer families. Many parents will not be able to afford this extra expense and may possibly discourage a very bright child with prospects into leaving school after their GCSE's and therefore not fulfilling their potential in life purely because of the councils constant cutbacks in all the wrong area's!

Have you even considered the amount of study time these pupils will be wasting while trying to get to and from school? For instance if my boys were to go to Maesteg Comprehensive it would be close to 3 hours out of their day. They would also have to set off earlier therefore going to bed earlier to get up earlier. This is a massive disadvantage before they even get to school.

- Why CCYD and not Brynteg or Porthcawl? Do the council feel that this area isn't worth the investment in people as Bridgend and Porthcawl are?

The council seem to disregard the Garw Valley and we are poor in resources compared to the rest of the county. We are treated as second class citizens. The council seem reluctant in investing in our children and will be discriminating against them if this proposal goes ahead! Our children have as much right to an accessible education as these more privaleged areas.

Surely in the long term its in the councils best interests to maintain the sixth form at CCYD. We need education to be easily accessible to encourge our children to further their education and hopefully go on to attend college and to have professional carers and therefore not relying on the state for jobs seekers allowance and housing benefits.

If this proposal goes ahead then I am 100% certain that a vast amount of children will unfortunately leave CCYD after completing their GCSE's rather than the prospects of travelling

to a new school.

This decision will affect many peoples lives for all the wrong reasons. No good will come from this only a less educated Valley!

Please take all my concerns on board. I hope you make the right decision in keeping CCYD's sixth form open!

Yours Sincerely

[redacted]

[redacted]

Education and Family Support Directorate
Bridgend County Borough Council
Civic Offices
Angel Street
Bridgend
CF31 4WB

Post 16 phase 4 consultation

Dear Education and Family Support Directorate

I have recently been made aware of the proposals to remove post 16 education from CCYD. I understand the consultation period began on 2 December 2019. The justification for the closure has been that the site although slightly under capacity now, will potentially be over capacity by 2027.

I am aware the plans for CCYD have always considered future expansion and the original planning and footprint allow for this. Why is this option not featured within the consultation document, but a proposal to upift Maesteg is?

The Maesteg option is noted to require capital, and it generates a need for Garw and Ogmore children to travel down one valley and back up another. You will therefore be asking these children to spend hours of their days travelling. This will impact study and value add leisure time, in addition to the obvious financial strain. Maesteg is not a central location and although I sympathise with the feeling that all services and facilities travel down the valley, that is true for all valley communities, and I am unsure why Maesteg should be considered in preference to any other non-central location.

Other plans appear to rely on significant development in Cynfigg or Pencoed and central Bridgend, these will also require significant capital investment. In the current economic climate, I have concerns with regards to funding for large scale new developments. As has been well publicised we are losing several large employers over the coming months, there are no plans to replace them. We are therefore looking at a loss in revenue for the local authority, and increased strain on the public purse to support residents in difficult times. My fears are that we lose our current sixth form provisions from CCYD based on significant capital investment for new sites, and these fail to materialise due to lack of funding. If we cast aside the existing, new and capable site in CCYD what assurances do we have that any new developments will be completed on time and to the required standard?

I also have concerns that the loss of the sixth form from CCYD will impact the quality of teaching from 11 to 16 at that location, as more ambitious staff look to extend their skills beyond GCSE. A drop in standards from 11-16 will impact all children in the locality.

The loss of ambitious staff and pupil role models should not be overlooked as young impressionable children need hope and aspiration to remain focussed. Peer to peer influence and support should championed within the proposals, and not a passing comment.

Removing the CCYD sixth form will have a significant impact on the lower income families in the Ogmore and Garw Valleys, the additional travel you are suggesting will be out of the reach for many already struggling families.

The emotional disruption caused to children entering their A level years needs to be considered. Starting new schools, mixing with new peers, embarking on extended travel will be enormously disruptive for some children. More sensitive, introverted and very promising children will take significant time to settle, gain trust and familiarity with a new environment and staff. This will impact their ability to perform at their best within the limited time available in the GCSE to A-level transition period.

The CCYD site is central to all valleys, is new, was built considering the need to increase capacity in later years. The school already provides a wide range of A level subjects, requires less capital investment to increase capacity and has arrangements to cover the minority subjects currently outside its provisions. Therefore, considering the options presented within the proposals the continuation of sixth form at CCYD (option 3) must be the preferred option.

Yours faithfully



Appendix 12.65 Support for CCYD

05 February 2020

Education and Family Support Directorate
Consultation - Post 16 BCBC
Civic Offices
Angel Street
Bridgend
CF31 4WB

To whom it may concern,

When deciding on my children's primary school options I took into consideration the catchment area for secondary schools. I chose Brynmenyn Primary because the school had been heavily invested in and it is conveniently next door to CCYD which has also been heavily invested in. I wanted my children to benefit from state of the art classrooms and a consistent education until they are 18.

I struggle to understand why the 6th form provision may move to an alternative school or college, CCYD is clearly convenient to travel to for its catchment and from what I understand results are continuously improving.

There seems to be confusion about the numbers that have been given to us in the consultation, these do not match with the numbers that CCYD have from their catchment primary schools. I hope decisions will not be made based on incorrect data.

Housing a larger 6th form at CCYD is possible, planning permission has already been agreed. I do, however, understand that the budget may not be there for additional building, in which case could Children's services be rehoused in another council property to open up the area for a larger 6th Form?

Another cause for concern is travel costs, can you provide any reassurance that the extra transport that will be required will continue to be free, if there is any likelihood of us being charged for transport this may impact on my child's ability to attend 6th Form.

I want my children to attend a school where there is a 6th form not just for their 16 to 18 year education but for them to have role models to look up to and be inspired by throughout their time in school. If CCYD's 6th form is closed I will be looking into alternative options for my child's secondary school education.

Please can you advise me what will happen next with this consultation and how decisions will be made? I am very worried for the future of my child's education.

Yours faithfully,

[redacted]

Appendix 12.66 Support for CCYD

05 February 2020

Education and Family Support Directorate
Consultation - Post 16 BCBC
Civic Offices
Angel Street
Bridgend
CF31 4WB

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Appendix 12.67 Support for CCYD

05 February 2020

Education and Family Support Directorate
Consultation - Post 16 BCBC
Civic Offices
Angel Street
Bridgend
CF31 4WB

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Yours faithfully,

[redacted]

Appendix 12.68 Support for CCYD

Education and Family Support Directorate
Consultation - Post 16 BCBC
Civic Offices
Angel Street
Bridgend
CF31 4WB

To whom it may concern,

I am extremely concerned that there is the possibility that CCYD is going to lose its 6th Form.

I chose CCYD for my child because it provides education from 11 to 18 and having spoken to Teachers I am confident that the consistent results children are coming away with, shows it is a great option for my child. Therefore, I am sure that you can understand my disappointment to hear that my child may not have the option to attend CCYD 6th Form. The alternatives do not work for us as a family, I do not want my children having to travel down a valley and back up another one or have to go into Bridgend town. Has anyone thought of the reality of the travel time involved for the young people? At the moment they leave the house at 7.40 to get to school for 8.30, if they have to then go to an alternative 6th form this travel time will only increase leading to an extremely long day for a young person, this will likely affect their concentration and therefore their ability to learn.

I have heard that space may be an issue for CCYD to house a growing 6th Form, please can you explain why the area that is currently housing Children's Services can't be given back to the School to house the 6th form? Or why can't the extension that already has planning permission go ahead?

I would like to have feedback on my questions.

Yours faithfully

[redacted]

Appendix 12.69 Support for CCYD

Education and Family Support Directorate
Consultation - Post 16 BCBC
Civic Offices
Angel Street
Bridgend
CF31 4WB

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Yours faithfully

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Appendix 12.70 Support for CCYD

Education and Family Support Directorate
Consultation - Post 16 BCBC
Civic Offices
Angel Street
Bridgend
CF31 4WB

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Yours faithfully

[redacted]

Appendix 12.71 Support for CCYD

Education and Family Support Directorate
Consultation - Post 16 BCBC
Civic Offices
Angel Street
Bridgend
CF31 4WB

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Yours faithfully

[redacted]

Appendix 12.72 Support for CCYD

Education and Family Support Directorate
Consultation - Post 16 BCBC
Civic Offices
Angel Street
Bridgend
CF31 4WB

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Yours faithfully

[redacted]

Appendix 12.73 Support for CCYD

Education and Family Support Directorate
Consultation - Post 16 BCBC
Civic Offices
Angel Street
Bridgend
CF31 4WB

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Yours faithfully

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Appendix 12.74 Support for CCYD

Education and Family Support Directorate
Consultation - Post 16 BCBC
Civic Offices
Angel Street
Bridgend
CF31 4WB

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Yours faithfully

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Appendix 12.75 Support for CCYD

Education and Family Support Directorate
Consultation - Post 16 BCBC
Civic Offices
Angel Street
Bridgend
CF31 4WB

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Appendix 12.76 Support for CCYD

Education and Family Support Directorate
Consultation - Post 16 BCBC
Civic Offices
Angel Street
Bridgend
CF31 4WB

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Appendix 12.77 Support for CCYD

Education and Family Support Directorate
Consultation - Post 16 BCBC
Civic Offices
Angel Street
Bridgend
CF31 4WB

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Appendix 12.78 Support for CCYD

Education and Family Support Directorate
Consultation - Post 16 BCBC
Civic Offices
Angel Street
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Appendix 12.79 Support for CCYD

Education and Family Support Directorate
Consultation - Post 16 BCBC
Civic Offices
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CF31 4WB

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[redacted]

Appendix 12.80 Support for CCYD

Education and Family Support Directorate
Consultation - Post 16 BCBC
Civic Offices
Angel Street
Bridgend
CF31 4WB

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Yours faithfully

[redacted]

Appendix 12.81 Support for CCYD

29 January 2020

Education and Family Support Directorate
Consultation - Post 16 BCBC
Civic Offices
Angel Street
Bridgend
CF31 4WB

To whom it may concern,

I am writing to ask that you do not take away my child's opportunity to attend 6th form at CCYD.

We have already been through so much change, I would like my child to continue their education with CCYD and not have to go to a different school or college. It has taken time for my child to settle into CCYD but they now trust the teachers and the Headteacher. My child needs continuity and consistency to give them the confidence to go to 6th form, I know that they and many of their friends are more likely not to continue with their education if CCYD 6th form closes which would be such a shame for them.

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Appendix 12.82 Support for CCYD

29 January 2020

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Civic Offices
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CF31 4WB

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Appendix 14: Thematic table summarising the key issues represented in the feedback from the public consultation via online surveys, public events or received correspondence.

Positive attributes of the proposed changes

Aspects raised
1. Post-16 centres provide an opportunity to meet new people
2. The chance to enjoy the use of new facilities
3. An opportunity to benefit from new teaching and learning techniques
4. New centres would provide more subject choice
5. Travel not seen as a significant problem
6. Access to specialist teachers
7. Bigger and better opportunities

Issues of concern, possible developments and wider policy areas

Transport and travel: This was the most widely commented theme across all the consultation feedback.

Aspects and issues raised
1. Time a. Proposals would increase the length of the school day b. Additional travel = wasted time when students could be engaged in more productive activity c. Train and bus times not co-ordinated to link with start of school day d. Increase travel could lead to stress, fatigue and mental exhaustion e. Some respondents indicated very early starts for pupils leaving home around 07.00 and this would have a detrimental effect on the pupils
2. Costs a. Potential increased costs for LA b. If not the LA then cost falls on parents and students c. Figures from £5 to £30 per week quoted in face to face events d. Disproportionate impact on the poorest families especially those in valley communities e. Evidence that Cardiff & Vale College will provide a free transport pass for a one-off £50 administration fee with potential impact on recruitment into sixth forms and Bridgend College
3. Distance a. In some proposals this would be significant for students who live in the upper reaches of the valleys b. Travel between YGG Llangynwyd and YGG Llanhari also noted as significant in time and distance c. Some routes for Option 1 Outcome D considered too long d. A detailed analysis of transport options for Outcomes D, E and F has been presented in the submission from CCYD (Appendix 13, Book 1, Item C) e. In respect of Option 1, Outcome A it was suggested that instead of being able to walk to school Bryntirion students would be faced with

transport issues; the presence of the A48 was raised as a concern for some travel routes

f. Whilst appreciating from a Maesteg perspective that everything is "down the valley" the suggestion in Outcome E of students going "up the valley" for a sixth-form provision is considered to entail unacceptable travel distances
g. It was suggested that some students would have a longer commute than many adults in the area

4. Public transport
   a. Frequency of trains and buses generally regarded as poor
   b. Existence or not of direct routes between schools
   c. Timing of public services to link with start/finish of school day – not always a good fit
   d. It was noted that a bus already exists to take students from Pyle directly to Porthcawl Comprehensive taking Cynffig pupils out of their local catchment

5. Environmental
   a. Additional buses would lead to increased congestion in some parts of the borough

6. Geography
   a. It was suggested that CCYD was a natural location for a post-16 centre when considering travel between that school, Cynffig and Maesteg – should be seen as a natural valley gateways post-16 hub

7. Staff travel
   a. Timetabling and building in travel time
   b. Proper reimbursement of any travel costs
   c. It was felt that staff travel to Maesteg would create issues for voluntary merged sixth forms
   d. There were a number of references to the poor experience of working on split site schools prior to the opening of CCYD

8. Impacts
   a. Increased travel requirements would appear to have greater impact on economically disadvantaged communities
   b. Should the LA not continue to support post-16 transport then, given the costs indicated above, this could significantly disadvantage many families in the borough
   c. This disadvantage is seen, through some of the outcomes, as being disproportionately affecting the poorer families across the borough
   d. It has been suggested that students will leave secondary school after GCSE rather than face the prospects of travel to an alternative sixth-form centre with a consequential limiting of their life chances
   e. Another suggestion was that journey times of up to 30 minutes will cause stress and fatigue in students and this will result in lower grades
   f. YGG Llangynwyd acknowledges that the travel time of around 30 minutes between that school and YGG Llanhari for sixth-form collaboration does put a strain on students and inter-school arrangements
   g. It was also noted that there is an expectation that YGGL students will undertake this travel and respondents indicated there should be

similar expectations of students across other proposed sixth-form settings
9. Other factors a. The outcomes of the Learner Travel Review: • The general opinion is that there could potentially be a serious impact on progression and retention in education 16-18 if the post-16 discretionary transport budget was no longer supported by the LA b. Many of the outcomes in the post-16 consultation reference mergers of sixth forms among schools that serve the poorest communities across the borough c. A loss of transport subsidy for post-16 education could therefore have a disproportionately greater negative impact on students and families in these communities d. It has been suggested that faced with additional transport costs fewer young people will stay on in education post-16 and there could well be an increase in the % of young people "not in education, employment or training" (NEETs) in Bridgend

Pastoral care and relationships

Aspects and issues raised
1. Pastoral care in sixth forms a. Many respondents indicated that retaining students into a local sixth form was more advantageous because: • Staff know them better • They have developed good relationships with their staff • Staff know which buttons to push • Staff have a better understanding of their potential • The school provides a supportive and nurturing environment • There is personal commitment from the staff that is valued by pupils and parents b. By implication or stated overtly, respondents from schools indicated that the college could not match the pastoral care provided in sixth form settings c. There was also a comment on 'open door' approaches which meant students could drop in to see staff at any convenient time for extra support
2. Pastoral care in the college a. Respondents from the college pointed out that they have dedicated teams of full time pastoral staff which contrasts with schools where pastoral support is an adjunct to a teacher's full-time teaching commitment b. College staff stated that the high quality of pastoral support was endorsed by Estyn - "learner attendance is exceptional; care, support and guidance is excellent; outstanding progress in developing their social skills and confidence"
3. School to school transition

a. One respondent described the issues faced when he moved between sixth forms: • Transition to a strange environment • Loss of friends, support and relationships • As a result he returned to his original sixth form b. A parent respondent was concerned on how well incoming students would be accepted in a merged sixth-form setting c. There were a number of references to a proportion of students being unwilling to move to a new sixth form at 16 and thereby potentially dropping out of full time education which in turn would limit their education and thereby their life chances and would also impact on the local community
4. Relationships a. With teachers – respondents wrote about the trust developed between pupils and teachers sometimes described as an unbreakable bond b. Many respondents made reference to the importance of familiarity with staff and the points raised in 1a. above c. From one respondent: “my daughter puts teacher first, then subject and finally buildings when it comes to option choices” d. The importance of friends and maintaining friendship groups was highlighted in a number of student responses

School culture and the role of sixth-form students in the life of the school

Aspects and issues raised
1. In relation to community a. A number of respondents stressed the importance of the aspirational impact that having a local sixth form has on local communities especially in the more disadvantaged areas of Bridgend b. The role models that sixth-form students can provide to younger pupils was seen as a key element in raising aspirations among the latter group and encouraging them to stay on into the sixth form and eventually move on to higher studies c. Aspirational role models like this might only be found in the school with a sixth form and without it some students may never experience that aspiration within their local community d. Within the school community sixth-form students are increasingly being used as buddies, peer mentors, youth leaders and personal support for younger pupils e. This is frequently linked to the Community Challenge in the Skills Challenge Certificate of the Welsh Baccalaureate where engagement between Year 12 students in particular and younger pupils is formalised f. The loss of links between sixth-form students and older people in the community was mentioned
2. In relation to culture a. The contribution that sixth-form students make to the artistic, musical and sporting life of a school (eg Sports Day and teams) was seen as a significant benefit to all pupils

b. It was also pointed out that sixth-form students played a leading part in Eisteddfods and a range of charity activities c. There was reference to the use of sixth-form students in anti-bullying work
3. In relation to roles a. There were a number of references to the roles of sixth-form prefects and the Head Boy and Head Girl b. The idea was put forward that these roles provided a source of both inspiration and aspiration for younger pupils c. The extension of this was the reference to ex-sixth-form alumni from HE and FE who return to school as further aspirational role models

Standards

Aspects and issues raised
1. School performance a. A number of respondents had looked at comparative performance data for schools where mergers were proposed and question the wisdom of closing sixth forms which had better outcomes than those remaining open b. This point was developed further by respondents suggesting that a drop in standards post-merger could affect students access to good jobs and university c. Respondents also noted that individual schools had distinctive approaches to teaching and learning with which students were familiar; it was suggested that if this was disrupted and students had to adapt to new approaches this might limit their progress d. One respondent noted that sixth-form colleges in the UK perform extremely well, have a broad curriculum offer at a lower cost/student than most sixth forms e. The Welsh Government strategy on “Bridging the Gap” was frequently mentioned and its attempt to close the gap in standards between those pupils entitled to free school meals and those not entitled – see further comment in section on “social disadvantage”

Impact on schools which might lose a sixth form

Aspects and issues raised
1. Parental preference – respondents indicated ways in which this might have a negative effect for 11-16 schools a. Mix of 11-16 and 11-18 school not okay b. 11-16 schools less popular c. 11-16 a backward step d. 11-16 seen as a lower grade school e. An 11-16 school may see a downward shift in recruitment into Year 7 f. Some referred to the existence of successful 11-16 schools in Swansea, Caerphilly and Cardiff

2. Staffing a. Becoming an 11-16 school may make it more difficult for the school to recruit and retain staff b. An 11-16 school may lose ambitious staff c. Concern that quality of teaching may be weaker in 11-16 school as expert staff move on to get A level teaching elsewhere d. Potential redundancies
3. Impact on budget a. Some concern was expressed that there will be a negative impact on an 11-16 school should school sixth forms merge
4. Pupils a. It was suggested that the loss of sixth-form students also represents an opportunity for Year 11 pupils to step up, take on responsibilities and become role models to younger pupils

Community impact and social disadvantage

Aspects and issues raised
1. Community impact a. It was suggested that sixth forms help protect the economic status of local communities b. Loss of sixth form could impact on local business and economy c. The impact of additional travel on communities that were already disadvantaged, remote and isolated runs contrary to the Welsh Government ambition for 'A more equal Wales' d. Progression into sixth form is more likely to continue if education is local e. It was suggested that if pupils had to transfer to another school this might inhibit them from doing A levels f. In a similar vein it was suggested that 'uprooting children' might cause them to drop out g. In relation to the effect of retaining sixth forms in disadvantaged communities one respondent suggested "education breeds confidence; confidence breeds hope; hope breeds peace"
2. Social disadvantage a. There were a number of references to a potential negative impact on poorer or disadvantaged communities if they were to lose the sixth form from their catchment school b. The presence of sixth forms in schools serving areas of social deprivation is seen as vital to raising aspirations within the community c. The proposals as presented in the consultation would appear to favour or be least disruptive to schools in socially advantaged areas and therefore there is a significant inequality/discrimination/social inclusion issue especially for valley communities d. It was noted by a number of respondents that the national average for free school meals was 18.3% and across BCBC as whole 18.8% whereas in the valley communities it was 27% and the latter were more likely to be impacted by the proposed changes e. The removal of sixth forms from schools serving areas of significant social disadvantage could compromise the Welsh Government's

ambition through “Bridging the Gap” to narrow the gap in standards of achievement between pupils entitled to free school meals and those that are not entitled

Other options/possible developments

Aspects and issues raised
1. Improved collaboration a. Suggestion that schools might work more closely in triads b. It was suggested that there could be room for improvements in collaboration by developing common curricula, timetables and lesson times
2. Technology a. There were suggestions to improve the use of technology across schools as one facet of improved collaboration
3. Develop a sixth-form centre at CCYD – a number of suggestions were put forward that could increase the overall capacity of CCYD and allow it to retain a sixth form. a. There was a ghost outline on original planning consent showing position of potential extension to CCYD and by increasing the school’s overall capacity it could retain its sixth form as well as cope with larger intakes in the lower years b. Removal of the IFS Hub and use space for additional classrooms (up to seven?) and relocate the hub to the old Brynmenyn Primary School c. Ynysawdre Old People’s home to be converted into a sixth-form centre for CCYD;

Other areas mentioned in less detail

Aspects and issues raised
1. Curriculum a. Many respondents noted the greater choice of subjects available through sixth-form mergers b. Whatever outcome emerged most respondents support the need to maintain a breadth of subject choice
2. Data a. A number of respondents queried the demographic projections used in the consultation paper – were they based on actual pupil transfers or the planned admission level figures across a secondary catchment (the answer is the actual historical transfer rates from each primary to its secondary catchment school) b. The impact of existing plans for new housing had been factored in but respondents wanted to know if future planning from 2021 had been taken into account (answer was – not yet because the new local development plan has not yet been finalised)
3. Environment a. Increased pollution from the additional travel journeys generated through sixth-form mergers
4. Health and Wellbeing

a. Change of school at 16 may impact on mental health and wellbeing due to stress of new place/people b. Pupils need continuity and consistency in order to build and maintain confidence c. Stress of assimilation into a different school sixth form and possible effect on pupil confidence d. It was suggested that the needs of disabled students would be less well met if sixth form was removed e. The successful progression to post-16 of pupils with ASD might be hampered if the sixth-form provision was no longer available in their home school
5. Change a. Concern was expressed over Change Management and the turbulence caused by the loss of a sixth form – implicitly a potential risk to standards

Wider connected issues raised

Aspects and issues raised
1. Local Development Plan a. A number of respondents raised the issue of new housing developments that might potentially appear in the new LDP from 2021 and the impact this might have for secondary school catchments b. The question that followed was whether it was wise to make decisions on demographic data projections that might soon be out of date
2. School catchments a. There were a number of suggestions made with reference to a review of secondary catchment areas and linking this to revised housing plans when released in the new LDP from 2021
3. Welsh-medium strategy a. Comments linked this to the potential new housing developments which may emerge through the new LDP b. The question raised is what is the long term view of the LA and how much expansion of Welsh-medium primary education might be linked to the new developments because in turn this will have a knock-on effect to English-medium schools and the potential future size of sixth forms c. A further aspect raised was concerned with the future location of BCBC's one Welsh-medium secondary school; the suggestion was that with a more central location more parents may choose a Welsh-medium pathway for the education of their children thus potentially enhancing future sixth-form provision
4. Capital investment a. The question was asked as to whether the 21st Century Capital funds could be invested in existing schools to improve, upgrade and expand facilities, including for the sixth form, rather than just be spent on new schools
5. Staffing a. A concern was raised in relation to Option 2 as to whether college staff would be qualified to the same level as school teaching staff

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Appendix 15: Feedback on school specific issues via the online surveys, open events and correspondence

School	Issues from the online survey	Issues from correspondence/events
Archbishop McGrath	• Students valued continuity stressing the importance of staff, relationships and a familiar environment	None
Brynteg	• Key issues included relationships with teachers, familiar environment and community identity; • Meeting the costs of a new centre (for Brynteg /Bryntirion merger) and ensuring adequate accommodation and facilities and noting the better range of subjects this would bring	• A new town centre FE-based sixth form may draw numbers away from nearby school sixth forms
Bryntirion	• Distance and cost of travel • Loss of teacher relationships, familiar environment and 6th form identity • Unfair to ask pupils to change schools • FE centres – negative effects on standards and query level of qualification of staff	• With a growing school population and sixth form the latter was seen as perfectly viable (*Maintaining a sixth of 250 or more will have consequences for the capacity of the school to admit Y7 from within the school's current catchment)* • There was concern expressed over the progression of students with ASD and Additional Learning Needs into the sixth form and whether in any merged sixth form they would get the same quality of support they currently receive • Respondents tended to view Option 1 Outcome A as a Brynteg takeover rather than a merger
Coleg Cymunedol y Dderwen	Please see Appendix 16 for full details	

Cynffig	• Key issues included relationships with teachers, familiar environment, travel concerns and overcrowding if Cynffig was a post-16 centre	• The loss of the sixth form would result in a smaller school and the long term impact could be that the school withers away thus questioning the future viability of the school • Possible partnership and better integration with Porthcawl but still retaining a sixth-form presence in Cynffig
Maesteg	• Key issues included travel, sixth form as part of the school community and the integration of CCYD pupils; there was a stress on equal access to subjects, improving collaboration and new opportunities if Maesteg hosted a centre	• Had the LA taken account of the new housing to be developed in Maesteg? • The school was experiencing cross-border influx from Neath-Port Talbot thus expanding student numbers overall and potentially in the sixth form • Had the LA considered the impact of the new Curriculum for Wales and whether this might naturally generate a higher retention rate into the sixth form?
Pencoed	• Key issues were concerns around travel and possible overcrowding at Cynffig and Pencoed; recognition of new opportunities and more choice in new settings; retaining Porthcawl and merging Brynteg/Bryntirion made sense	• It was suggested that if Pencoed became an 11-16 school there might be a leakage of pupils across to schools in RCT • There were positive views on the development of the new STEAM centre on the college's Pencoed campus and the potential for including a sixth-form centre • But it was felt that the school should retain its 11-18 status to be an equal partner and ensure sixth-form students retain strong links with the main 11-16 school • The successes of the current partnership with Bridgend College were noted and these included a significant improvement in standards, the contributions from staff from both settings, the aspirational ethos, the wider curriculum offer and the development of the STEAM centre • A critical comment was received in relation to Option 2, Outcome B that it was reliant on a partnership with Bridgend College and it was queried as to whether the college had sufficient funding for the new centre; this view was more than balanced by the positive comments from the Chairs of Governors of Bridgend College and Pencoed Comprehensive School, who work

		together on the joint management committee for the Penybont Sixth-Form College
Porthcawl	• Key issues were around travel and the suggestion that large centres would result in large classes	• Strong affirmatory statements in support of Option 3 and Option 1, Outcome B
YGG Llangynwyd	• Key issues include concerns over travel and the potential for inequalities in courses and facilities between the Welsh-medium sixth forms and any new English-medium sixth-form centre; students noted the travel expectations placed on Welsh-medium students travelling to YGG Llanhari and felt there should be consistency in expectations across all sixth form/post-16 arrangements	• Questions were raised about the long term trajectory of Welsh-medium primary education and the fit with any new housing developments that feature in the new LDP from 2021 • There was concern that numbers in YGG Llanhari were declining and the potential impact of this on YGG Llangynwyd • There is a suggestion that the Welsh-medium post-16 partnership cannot match the range of subjects in English-medium settings and this is leading to the loss of some students • There was mention of the relocation of the Welsh-medium secondary school to a more central location in Bridgend which it was felt would encourage more parents to select Welsh-medium education • Specific mention was made of primary provision in Brackla which consisted of two English-medium primary schools and one primary with a religious character but no Welsh-medium primary; the underlying question is whether this would be the LA's approach in any further new housing developments under the LDP from 2021 • There was a suggestion to investigate collaboration between YGG Llangynwyd and any of the proposed new centres • WESP to be considered
Bridgend College	• Key issue raised was around travel	• Rising standards in the new Penybont Sixth-Form College partnership • Good standards in twilight A level provision • The development of the STEAM centre at Pencoed and benefits for the partnership • The partnership and the new centre will provide a much better choice of subjects

		• High number of post-graduates on campus and the ability for A level students to mix with them and support the raising of aspirations for HE
		• The college submission also made reference to a number of positives that lend support to the college's engagement in any outcome for the post-16 review
		  ○ Bridgend College is the UK FE College of the Year 2019 (Times Educational Supplement)
		  ○ 2018 Apprenticeship Provider of the Year (Wales, Scotland and Northern Ireland) and shortlisted for Apprenticeship Programme of the Year 2019 (Times Educational Supplement)
		  ○ Strong performance in Estyn inspection 2016 (x4 excellent x1 good)
		• The College has been shortlisted for a UK AoC Beacon Award for Mental Health and Wellbeing

Appendix 16: Thematic issues raised by CCYD respondents to the post-16 phase 4 consultation

Theme	Comment
Relationships	• **Teachers:- trust ; unbreakable bonds; familiarity with staff and the distinctive teaching and learning at CCYD which would be lost if sixth form removed; students would have to adapt and this might limit progress; valued personal support from staff at CCYD** • **friends and friendship groups**
Standards	• **Suggested that, on average, CCYD does better on a number of indicators compared to Cynffig and Maesteg** • **Proposed mergers might produce lower standards and this in turn would affect students access to good jobs and HE**
Culture	• **Sixth-form students engaged in Eisteddfod, many charity activities, Sports Day, anti-bullying work, links with older people in community – all would be lost to detriment of school, younger pupils and the community**
Role of sixth-form students	• **Role models; something for younger pupils to aspire to; Head Boy & Girl;**
Travel	• **Distance, time, length of day, early start, poor public service bus routes, cost especially if LA cuts post-16 discretionary travel fund, staff travel to Maesteg, impact on poorest families; some students would have a larger commute than many adults**
Social disadvantage	• **"Bridging the Gap" frequently quoted and the loss of a sixth form at CCYD making this more difficult; reference to areas of low income, poverty, social deprivation and the need to have a local sixth form; presence of sixth form seen as aspirational for CCYD's community; loss of sixth form seen as a serious inequality issue by the community with more socially advantaged areas of the county keeping their sixth forms; High FSM noted at 27% cf 18.3% nationally and 18.8% across the County**
Environment	• **Increased pollution from the additional travel journeys**
Other options	• **Ynysawdre Old People's home to be converted into a sixth-form centre for CCYD;** • **Ghost outline on original planning consent showing position of potential extension** • **Removal of the IFS Hub and use space for additional classrooms and relocate to old Brynmenyn Primary School**
Data	• **Catchment data and future projections challenged especially relating to Pen y Fai and Abercerdin; CCYD is largest sixth form out of 3 schools including Cynffig and Maesteg – therefore develop the CCYD sixth form; more new housing in CCYD will lead to potentially even bigger sixth form in the future**
Impact of 11-16 status	• **Loss of teachers – fewer required; those seeking A level teaching leave; parents not choosing CCYD in future;**

Health	• **Change of school at 16 may impact on mental health and wellbeing due to stress of new place/people**
Wellbeing	• **Pupils need continuity and consistency in order to build and maintain confidence; stress of assimilation into a different school sixth form and effect on confidence; important to maintain friendship groups; suggested that needs of disabled students would be less well met if sixth form was removed; a number of references to students failing to take up sixth form places if sixth form was moved to a different site and the consequent long term effect on those individuals and the community**
Costs	• **£39 million new build at CCYD – ridiculous not to maintain a sixth form; some capital resources are specifically for post-16; Use Welsh Gov money to improve all sixth forms**
Progress	• **Reference made to the rate of progress out of Estyn Special Measures under existing and previous Headteachers; improvements in Alps data and A level grades noted**
Change	• **Concern expressed over Change Management and the turbulence caused by loss of sixth form; the school and community have already experienced the upheaval of amalgamation and now potentially the loss of a sixth form; seen as unfair; the previous experience of a split site school during amalgamation was not positive**

Equality impact assessment (EIA) screening form

Department	Completed by (lead)	Date of initial assessment	Revision date(s)
Education and Family Support	**John Fabes**	**1 March 2018**	**1 June 2020**

Name of policy being screened:	Post 16 Education
Who is responsible for delivery of the policy?	Lindsay Harvey
Is this an existing or new function/ policy, practice, procedure or decision?	The post-16 education project is looking to change the existing post-16 education model.
Brief description and aim of policy:	The Post-16 Education phase four project aims to develop proposals for the strategy for Post-16 Education which is signed off by all stakeholders and which will inform future planning. The strategy for post-16 education in Bridgend will be underpinned by robust models, which will deliver the right education in the right place and with the best outcomes for learners.
Does this policy relate to any other policies (please state)	The following legislation, principles, and policies which will assist in the development of the policy and to be considered are: • United Nations Convention on the Rights of the Child • The Well-being of Future Generations (Wales) Act 2015 • 2050, A Million Welsh Speakers • Action Plan, Cymraeg 2050 • One Wales: One planet, a new sustainable development scheme for Wales May 2009 or any successor strategy • Child Poverty Strategy for Wales (issued February 2011 information document number 95/2011) or any successor strategy • Faith in Education • Local plans for economic or housing development • Welsh in Education Strategic Plans (made under Part 4 of the School Standards and Organisation (Wales) Act 2013 • Children and young Peoples Plans (or successor plans) • 21st Century Schools – Capital Investment Programme and the relevant wave of investment • Learner Travel Statutory Provision and Operational Guidance 2014

	• Measuring the capacity of schools in Wales, Circular No: 021/2011
Who is affected by this policy (e.g. Staff, residents, disabled people, women only?)	Staff, Schools, Pupils, Parents/Carers/Guardians
What evidence has been used to inform the assessment and policy? (please list only)	Informal consultation completed Options appraisal on concepts completed Formal Consultation and engagement held between 6 December 2018 and 13 March 2019 Formal consultation on a revised and reduced set of options between 2 December 2019 and 21 February 2020
If this is a review or amendment of an existing policy, has an EIA been carried out? Please include date of completion:	Update of EIA from 1 April 2019
If an EIA exists, what new data has been collected on equality groups since its completion?	N/A

	Yes	No	Unknown
Is this policy an important or large scale function	✓		
Is it likely the policy will impact upon a large number of staff, residents and/or contractors?	✓		

Is it possible that any aspect of the policy will impact on people from different groups in different ways?					
Characteristic	High (H)	Med (M)	Low (L)	None	Explanation of impact
Age	✓				This policy directly impacts on post-16 education learners.
Disability	✓				The policy will be considering post-16 education for learners with additional learning needs
Gender Reassignment				X	
Race				X	
Religion/ Belief	✓				The policy will be considering post-16 education for faith-based learners.

Pregnancy and maternity				X	
Sexual Orientation				X	
Sex				X	
Civil Partnerships and Marriage				X	
Welsh Language	✓				The policy will be considering post-16 education for Welsh-medium learners.

What is the risk that any aspect of the policy could in fact lead to discrimination or adverse effects against any group of people? (see guidance notes for list of protected characteristics?)

The risk is minimal because the policy is aiming to provide all learners with an access to the right post-16 education.

What action has been taken to mitigate this risk?

As part of the post-16 education review a children's rights impact assessment and a Welsh impact assessment will be completed.
Full consultation is scheduled.
The school organisation code is being consulted.
The appropriate religious bodies and the Archdioceses will be consulted before the consultation document is published.

Could any aspect of the policy help BCBC to meet the main public sector duties? Bear in mind that the duty covers nine protected characteristics.

Duty	Yes	No	Unknown
Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act	✓		
Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it	✓		
Foster good relations between persons who share a relevant protected characteristic and persons who do not share it	✓		

Please set out fully your reasoning for the answers given above including an awareness of how your decisions are justified.

The project is aiming to provide all post-16 learners with access to the right education. The proposals will ensure equality of opportunity for learners regardless of geographical location.

Could any aspect of this "policy" assist Bridgend County Borough Council with its compliance with the Welsh Language Standards and the Welsh Language (Wales) Measure 2011

	Yes	No	Unknown

The policy would impact on people's opportunity to a) use the Welsh language in a positive or negative way and b) treat both languages equally	✓		
The policy could be changed to have a positive effect or increase the positive effect on a) people's opportunity to use the Welsh language and b) treating both languages equally	✓		
The policy could be changed to minimise or remove any adverse effects on a) people's opportunity to use the Welsh language and b) treating both languages equally	✓		

Is this policy likely to impact on community cohesion?
This policy may impact positively on the education community as greater links would be made between institutions. However, this policy may negatively impact on the residential community as sixth forms may be removed from local comprehensive schools or located outside of the local community.

	Yes	No	Unknown
Procurement: Are there any procurement implications to the activity, proposal or service. (Please take the findings of this assessment to your procurement plan).		✓	
Human Resource: Are there any HR resource implications to the activity, proposal or service	✓		

What level of EIA priority would you give to this policy?			
High full EIA within 6 months, or before approval of policy	**Medium** Full EIA within one year of screening	**Low** Full EIA within three years of screening	**Screen out** No further EIA required at this time
✓			

Please consider if timescale for EIA will be affected by any other influence e.g. Committee deadline, external deadline, part of a wider review process?

Please explain fully the reasons for this judgement, where "screened out" here you must include information how your decisions are justifiable and evidence based.
This policy is an important and large scale function. It will be impacting on a wide range of people and will impact on protected characteristic groups. The policy will enhance equality of opportunity for learners and could positively impact on the ability to use the Welsh Language. A full consultation and engagement exercise took place between 6 December 2018 and 13 March 2019 and again between 2 December 2019 and 21 February 2020. Following consultation a full equalities impact assessment will be completed if the review moves to a consideration of detailed option appraisals beyond phase 4 of the review.

Who will carry out the full EIA?	Specialist Officer: Post 16 Education and Training
Full EIA to be completed by (Date):	To be determined in the light of Cabinet's decisions
Date EIA screening completed:	
Approved by (Head of Service):	

When complete, this form must be retained by the service area. The EIA screening should be recorded as complete on share point (your business manager has access to share point). The EIA screening should be referenced and summarised in the relevant cabinet report for this policy. Where a full EIA is needed this should be included as an appendix with the cabinet report and therefore available publically on the website.

If you have queries in relation to the use of this toolkit please contact the Equalities Team on 01656 643664 or equalities@bridgend.gov.uk

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BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CABINET

21 JULY 2020

REPORT OF THE CORPORATE DIRECTOR – EDUCATION AND FAMILY SUPPORT

SCHOOL MODERNISATION PROGRAMME - BAND B

MUTUAL INVESTMENT MODEL, WELSH EDUCATION PARTNERSHIP – STRATEGIC PARTNERING AGREEMENT

1. Purpose of report

1.1 This report provides an update on governance arrangements for the Mutual Investment Model (MIM), and requests that Cabinet:

(a) Notes the progress of the Preferred Bidder Stage of the Competitive Dialogue Procedure under the Public Contracts Regulations 2015, as outlined in this report;

(b) Approves the entering into of the Strategic Partnering Agreement with the Welsh Education Partnership Co (WEPco) to facilitate the delivery of education and community facilities;

(c) Approves the Strategic Partnering Agreement so as to give effect to (b) and (d) below;

(d) Gives delegated authority to the Corporate Director, Education and Family Support, after consultation with the monitoring officer and Section 151 officer:

(i) To approve the final terms of the Strategic Partnering Agreement, including any amendments as may be necessary, for reasons including but not limited to finalising any outstanding areas; and

(ii) To approve any further deeds and documents which are ancillary to the Strategic Partnering Agreement;

(e) Notes that in agreeing to the Strategic Partnering Agreement, it is not being asked to decide to proceed with any Pathfinder Project. Any decision to proceed with a Pathfinder Project will be reported back to Cabinet in future report(s) for decision.

(f) Approves the appointment of Cllr Dr Charles Smith, Cabinet Member for Education and Regeneration as 'Participant Representative' to sit on the Strategic Partnering Board (SPB).

2. Connection to corporate well-being objectives/other corporate priorities

2.1 This report assists in the achievement of the following corporate well-being objectives under the **Well-being of Future Generations (Wales) Act 2015:-**

- **Supporting a successful sustainable economy -** taking steps to make the county borough a great place to do business, for people to live, work, study and visit, and to ensure that our schools are focused on raising the skills, qualifications and ambitions of all people in the county borough.

- **Smarter use of resources** – ensure that all resources (financial, physical, ecological, human and technological) are used as effectively and efficiently as possible and support the creation of resources throughout the community that can help deliver the Council's well-being objectives.

2.2 On 3 March 2015, Cabinet approval was received for the Council to adopt revised principles as a framework for school organisation in Bridgend. Five key principles were set out to inform the organisation and modernisation of our schools. These are:

- commitment to high standards and excellence in provision;
- equality of opportunity, so that all pupils can access quality learning opportunities, regardless of which school they attend;
- inclusive schools, which cater for the learning needs of all their pupils;
- community-focused schools, where the school actively engages with its local community; and
- value for money.

2.3 The Policy and Planning Framework sets out 17 areas where these principles should be applied in practice.

2.4 The principles which are particularly relevant in the context of Band B are:

- the size of primary schools (to ensure that "all Bridgend's primary schools are large enough to make the full range of necessary provision"); and
- value for money, efficiency and effectiveness ("narrowing the gap between the most and the least expensive provision currently").

3. Background

3.1 A revised Band B Strategic Outline Programme (SOP) was submitted to Welsh Government (WG) in July 2017. In October 2017, Cabinet was presented with a report detailing the outcome of the completed strategic review in relation to school modernisation, and gave approval to discontinue the original Band B schemes approved in November 2010. Cabinet also approved the revised 2017 Band B SOP, which detailed the following projects to be taken forward:

- Bridgend North East (primary)
- Bridgend South East (primary)
- Bridgend West – Welsh-medium (primary)
- Bridgend West – English-medium (primary)

- Bridgend Special School

3.2 On 6 December 2017, the WG Department for Education gave 'approval in principle' for Bridgend's second wave of investment, which had an estimated programme envelope cost of £68.2m.

3.3 The MIM was formally launched by WG on 28 February 2017 and is a platform for delivery of the 'Taking Wales Forward' agenda. MIM has been designed to finance major capital projects due to a scarcity of capital funding. It is based on traditional Public Private Partnership structures, but with the following core principles embedded:

- an emphasis on wider community benefits;
- enhanced stakeholder involvement;
- public sector equity investment;
- no soft services; and
- effective and efficient contract management by the public sector.

3.4 The MIM is intended to support additional investment in social and economic infrastructure projects and help to improve public services in Wales. Under the MIM, the private sector partners will build and maintain public assets and, in return, the Council, supported by funding from the Welsh Government, will pay a fee to the private partner, which will cover the cost of construction, maintenance and financing the project. At the end of the contract the asset reverts to the Council.

3.5 WG has been procuring a private sector partner to work with it on the delivery of education and community facilities in Wales, through the MIM process, under the 21st Century Schools and Colleges Programme. It will be the only means of delivering revenue funded Band B projects. WG is in the process of appointing a private sector partner. The successful private sector partner and a subsidiary of the Development Bank of Wales will be required to form Welsh Education Partnership Co (WEPco), which will deliver infrastructure services to the Participants in Wales.

3.6 In March 2019, following WG's review of the MIM funding option in relation to its suitability for delivering certain schemes and their revised intervention rates, Cabinet determined that two primary school schemes should be delivered via this funding model. Legal Services were instructed to review WG's MIM documentation and upon conclusion, confirmed that the safest option for the authority in progressing schemes via MIM would be to confirm a willingness to be named in the contract notice. A letter of intent was duly signed by the then Interim Chief Executive and submitted to WG.

3.7 In January 2020, Cabinet were advised that WG had published the MIM contract notice on 9 July 2019 via Sell2Wales (and OJEU) and had shortlisted bidders and in October 2019, WG had commenced dialogue with three

companies with a view to appointing one as the MIM Private Sector Delivery Partner (PSDP). Cabinet formally approved that the two Bridgend West schemes would be funded via MIM.

4. Current situation

4.1 The Strategic Partnering Agreement (SPA)

The Participants to the arrangements will be a number of local authorities and further education institutions. The Participants and WEPCo will enter into a Strategic Partnering Agreement (SPA) (Appendix 1). The SPA provides for how the parties act together over the long term in a collaborative partnering, non-adversarial and open manner to support the effective planning, procurement and delivery of education and community facilities in Wales and the delivery of infrastructure services. The SPA is due to be executed in September 2020.

4.2 The initial term of the SPA is 10 years. This may be extended by 5 years by any one or more Participants. Under the SPA, WEPCo is required to provide partnering services to the Participants. These services include

- project development and delivery;
- supply chain assembly and management; and
- other professional services necessary to fund and deliver education and community facilities.

4.3 For the first 10 years of the SPA, WEPCo has the exclusive right to provide services to all Participants (as signatories to the SPA) including:

- Project Development Partnering Services to work up new 'Qualifying Projects' (only) for delivery (including supply chain assembly, funding and value for money), set out in more detail in the agreement (Partnering Services) of the SPA; and
- Project Services (design, construction, testing, commissioning and completion of the premises, hard facilities management, and installation of equipment) relating to a 'Qualifying Project', subject to it becoming an 'Approved Project' within the first 10 years of the SPA and for a MIM Band B project, provided that it has met the criteria set out in SPA.

4.4 'Qualifying Projects' means those identified projects at the outset for delivery by WEPCo (as set out in a Schedule to the SPA) and all other 21st Century Schools and Colleges (Band B) MIM Programme projects, where such a project has been identified by a Participant required to enable them to provide education based services in the region.

4.5 Participants may ask WEPCo to provide on a non-exclusive basis:

- Project Services relating to capital projects required for the provision of education sector services (where expressly designated and approved under a Strategic Outline Programme) and/or community services;

- Strategic Support Partnering Services (such as estate planning, service planning and demonstrating value for money);

- Project Development Partnering Services in respect of potential New Projects, which are not 'Qualifying Projects', but requested by a Participant;

- Ongoing Partnering Services and/or Project Development Partnering Services after ten years, where the initial term of the SPA has been extended; and

- Project Services in respect of Qualifying Projects which become 'Approved Projects' after 10 years, where the initial term of the SPA has been extended.

4.6 If a Participant receives funding for a 21st Century Schools and Colleges Band B MIM Programme project, WEPCo has the exclusive right to develop proposals for the delivery of that project (Project Development Partnering Services) within the first 10 years of the SPA.

4.7 Therefore, the most likely outcome for a Participant that becomes a party to the SPA is that they proceed to develop a project or projects using the Approval Process in the SPA resulting in the execution of a Project Agreement, which will govern the design, build, finance and maintenance of schools or colleges. Appendix 2 provides a more detailed summary of the SPA.

4.8 The SPA commits the Participants and WEPCo to work to the following nine key principles:

- to develop close working relationships between WEPCo and the Participants at all levels;

- to focus on achieving the best value for money operational performance within agreed timescales;

- to set in place business and cultural processes to enable the Participants and WEPCo to establish and agree challenging time and performance objectives and to meet or better them;

- to recognise each other's needs, constraints, limitations, capabilities, roles and responsibilities to achieve mutually beneficial outcomes;

- to identify by regular monitoring, weaknesses and strengths in the relationship between and amongst the Participants and WEPCo and to work together to overcome the weaknesses and to build on the strengths;

- to commit to the early recognition and resolution of differences, conflicts and disputes between and amongst the Participants and WEPCo in a 'no surprises' environment;

- to appoint within each of the Participants and WEPCo co-ordinators at senior level who will support, defend and promote the long term strategic partnership between them and its principles of operation;

- to develop openness and trust in a transparent information and data sharing environment; and

- in accordance with the Equality Requirements to positively promote equal opportunities and the Ethical Employment Code by combating discrimination on the grounds of race, ethnicity, religion, nationality, gender, disability, age or sexuality and promoting good relations between all sections of the community in 'everything we do' including:

    a) Delivering high quality Education Sector Services and (where relevant) Community Services for end users; and

    b) Working with the local community and partners in the public, private or voluntary sectors.

4.9 **The Strategic Partnering Board (SPB)**

The SPB is the guardian vehicle of these commitments, and will act as the primary mechanism for managing WEPCo's performance. The SPB will be the central forum in which the Participants can work together with WEPCo, WG and stakeholder representatives to ensure that the key principles of the SPA are met. Participant representation will be required on the SPB.

4.10 The SPB's role will be to:

- approve the Strategic Delivery Plan (SDP);

- ensure any new project proposals are consistent with the SDP;

- monitor WEPCo's performance against agreed Key Performance Indicators;

- approve any extension to the SPA term; and

- approve any proposed disposal of interest in share capital resulting in a loss of control by WEPCo (or subsidiary).

4.11 The Council's Representative will be expected to be a senior representative of the Council, with the appropriate authority to make decisions on behalf of the Council. They should be experienced in holding a director or similar position and have the required skills to make the decisions required to be made by the SPB. The Council will need to consider any likely conflicts of interest and ensure that conflicts of interest do not prevent the chosen representative from fulfilling their role as representative as well as any other role they hold directly in the Council.

4.12 The Council's Representative will attend the SPB meetings at least every three months, together with representatives of each Participant, WEPCo, Welsh Government and other stakeholder representatives as agreed by the Participants. These meetings are to review financial and operating issues and provide strategic input into the partnering arrangements including the exchange

of ideas in relation to each of the Participants' accommodation and service delivery requirements.

4.13 The SPB must have a quorum of five (5) Participants' representatives (one of whom must be a representative from Welsh Government) and a WEPCo Representative. If a quorum is not present at any meeting of the SPB within thirty (30) minutes of that meeting's start time, the SPA requires that the meeting is adjourned to the same time and place five (5) Business Days later. For any adjourned meeting, the quorum shall be one Participant's Representative (who must be a representative of the Welsh Government) and the WEPCo Representative. Telephone conference calls or video conferences are valid as a meeting of the SPB.

Appendix 3 provides a more detailed summary of the role of the SPB.

4.14 It is proposed that Cllr Dr Charles Smith, Cabinet Member for Education and Regeneration will be the authority's representative on the SPB.

4.15 Pathfinder Projects

WEPCo shall, if requested to do so by one or more Participants, develop proposals for the implementation and delivery of new projects including Pathfinder Projects through the Approval Process for New Projects set out in the SPA. WEPCo will assist Participants in developing proposals for the delivery of New Projects, the preparation of an outline business case and the obtaining of all necessary approvals to progress any new project request by a Participant.

4.16 The SPA sets out the procedure by which WEPCo and the Participants will work together to agree which New Projects will be taken forward and approved for development by WEPCo and on what basis (a two-stage approval process). The approval process shall only apply in relation to 'Qualifying Projects' regardless of whether the period of ten years from the commencement date has expired.

4.17 WEPCo will work with Participants to develop local delivery plans (addressing Participants' requirements) which will form part of the annual SDP. WEPCo will then review the applicability of the SDP to the provision of education services in the Participant's region to decide which New Projects should progress. The SPB shall ensure that WEPCo's proposals for New Projects are consistent with delivery of the latest SDP.

4.18 WEPCo shall, without entitlement to specific or additional payment, work with the Participants and other members of the SPB to analyse and discuss the range of potential funding options for New Projects, as well as develop the Participants' requirements in relation to New Projects.

4.19 WEPCo will be obliged to meet the Participants' requirements for the delivery of any new project including Pathfinder Projects. Authority to proceed to deliver any new project including a Pathfinder Project, and to enter into a Project

Agreement, would require further Council approval and reports will be brought back to Cabinet for determination accordingly.

4.20 What Happens If Approval Is Not In Place By September 2020?

Local authorities and further education institutions are strongly encouraged to sign up to the arrangements with WEPCo via the SPA regardless of whether they have a MIM Scheme in place as WEPCo also offers Strategic Support Partnering Services which can assist Participants with estates planning or associated activities.

4.21 It is recognised that Cabinet is being asked to agree to enter into the SPA before WG has appointed a preferred bidder. As such, the SPA document is not yet in its final form. Whilst it is not envisaged that the draft SPA will change substantially once a preferred bidder is approved, it is recommended that delegated authority is given to the Council's Corporate Director, Education and Family Support, after consultation with the monitoring officer, to agree the final terms of the SPA and make any necessary minor amendments to it, should these be required.

4.22 The purpose of the SPA is to enable Participants to proceed to develop a project or projects using the Approval Process for New Projects within the SPA, resulting in the execution of a Project Agreement. In order to benefit from that process Participants need to execute and be a party to the SPA.

4.23 Whilst there is a mechanism within the SPA that will allow for those Participants (named in the OJEU) to sign up after September 2020 by way of a deed of adherence (DoA), this will create several complexities:

- Where any Participant is to sign the DoA this will require all existing parties to re-execute the SPA. This will require all Participants to take further decisions to re-enter the SPA, creating delays in the delivery of Pathfinder Projects;

- Where any Participant is not signed up to the SPA by the September 2020 deadline, it is unlikely that they will have a Pathfinder Project or be included in the first Annual Business Plan of WEPCo. This will cause delays in the delivery of any education project; and

- There may be a procurement risk in entering into the DoA, based on time elapsed argument, if the DoA is not entered into within 6 months.

4.24 Potential Procurement Risk

If a Participant were to choose not to sign the SPA or the DoA and then wanted in the future to access Partnering Services or Project Services from WEPCo, it will not be able to do so in a procurement safe manner. Similarly, with regards to 21st Century Schools and Colleges Band B funding, if a Participant were to choose not to sign the SPA or the DoA but then wanted to utilise WEPCo to deliver a Band B funded project (whether capital or revenue) in the future, it will also not be able to do so in a procurement safe manner.

4.25 Should for example, a Participant secure MIM Band B funding at a later date from the Welsh Government for a project not currently identified and it was required to use WEPCo, it would not be able to do so in a procurement safe manner if it had not signed the SPA or the DoA. WEPCo has the exclusive right to develop proposals for the delivery of a 21st Century Schools and Colleges Band B MIM Programme project (Project Development Partnering Services) within the first 10 years of the SPA. It is therefore recommended that Cabinet approve entering into the SPA as set out this report to ensure that the SPA can be completed in the autumn as planned and that the Council is able to utilise the SPA from its go-live date.

4.26 The Procurement Process

WG is engaged in a competitive dialogue tender process working to the procurement timetable as at Table 1. The aim of the competitive dialogue procedure is to enable the WG as the contracting authority to 'identify the solution or solutions which are capable of meeting its needs'. Comprehensive dialogue has been held with each of the Bidders during the Dialogue Process.

4.27 On 14 February 2020 three Draft Bids were received. These were reviewed and comments sent back on the Draft Bid submissions to inform the next stage of dialogue. On 20 February a 'meet the Bidders' event was held at the Welsh Government offices in Cardiff, it was well attended by Participants and other Stakeholders.

4.28 The final intensive stage of Dialogue known as 'boot camp' was due to commence at the Principality Stadium on Monday 16 March 2020. However, due to the ensuing events with the Covid-19 pandemic, the decision was taken to delay the start of boot camp to make arrangements for it to be conducted remotely. Following two weeks of very intensive remote engagement activity separately with the three bidders (which included involvement from bid team members based across Europe) at 18.30 hrs on 3 April 2020 WG successfully Closed Dialogue and invited Final Bids in line with the original procurement programme.

4.29 Bidders submitted their Bids by 12 noon on 27 April 2020 and compliant Final Tenders were received from the three bidders. Appointment of the Selected Bidder is expected to take place in accordance with the timetable set out in the following table.

Table 1

Matter	**Date(s)**
Issue of invitation to participate in dialogue and submit bid	21 October 2019
Commencement of Dialogue with Bidders	28 October 2019
Christmas Break	18 December 2019 - 5 January 2020

Continuation of Dialogue with Bidders	6 January 2020
Return of Draft Bid	17:00 hours 14 February 2020
Recess	17 February 2020 - 13 March 2020
Boot Camp	16 March 2020 - 3 April 2020
Close of Dialogue	3 April 2020
Return of Bids	12:00 noon 27 April 2020
Evaluation of Bids and approvals	27 April 2020 - 30 June 2020 (original timescale 3 July 2020)
Appointment of Selected Bidder	30 June 2020 (original timescale 3 July 2020)
Standstill	1 July 2020 – 10 July 2020
Following formation of WEPCo, signature of WEPCo Shareholders' Agreement	September 2020
Signature of Strategic Partnering Agreement	September 2020

This report was drafted during the standstill (Alcatel) period; WG had reported that all bidders had been advised of the outcome of the evaluation.

4.30 **Legal Implications**

4.31 Approval to enter into the Strategic Partnering Agreement (SPA) is an executive function requiring a decision of the Cabinet.

4.32 To enter into and participate in the SPA referred to in this report, the Council will be relying upon a number of statutory powers:

(i) the “well-being” powers contained in section 2 Local Government Act 2000;

(ii) powers contained in the Education Acts 1996 and 2002

(iii) the “incidental” provisions of section 111 Local Government Act 1972.

4.33 The well-being powers contained in section 2 Local Government Act 2000 permit the Council to do anything which it considers is likely to achieve any one or more of the following objects—

(a) the promotion or improvement of the economic well-being of their area;

(b) the promotion or improvement of the social well-being of their area, and

(c) the promotion or improvement of the environmental well-being of their area

4.34 In exercising this power the Council has had regard to the requirements of the Well-Being of Future Generation (Wales) Act 2015 ('the Act'). The Act places a 'well-being duty' on public bodies aimed at achieving 7 national well-being goals for Wales - a Wales that is prosperous, resilient, healthier, more equal, has cohesive communities, a vibrant culture and thriving Welsh language, and is globally responsible.

4.35 The incidental provisions of section 111 Local Government Act 1972 permit the Council to do anything (whether or not involving the expenditure, borrowing or lending of money or the acquisition or disposal of any property or rights) which is calculated to facilitate, or is conducive or incidental to, the discharge of any of their functions.

4.36 Entering into the SPA does not bind the Council in any way. However, the Council will be required to appoint a representative to act on its behalf in relation to the SPA. The identity of the representative may change at any time following written notice to WEPCo and all other Participants. Each representative may also at any time, by written notice to WEPCo, authorise others to exercise the functions and powers of the Council.

4.37 The power to appoint an individual to the Strategic Partnering Board (SPB) pursuant to Schedule 2 Local Authorities (Executive Arrangements) (Functions and Responsibilities) (Wales) Regulations 2007 is reserved to the Cabinet pursuant to Part 3.1 of the Constitution.

4.38 It is noted that formal approval to proceed to deliver any new project including a Pathfinder Project, and to enter into associated legal documentation to facilitate the same including a Project Agreement, would require further approval of the Cabinet.

4.39 The SPA is to be executed as a deed and attested in accordance section 14.05 of the Constitution.

5. Effect upon policy framework and procedure rules

5.1 There is no effect upon the policy framework or procedure rules.

6. Equality Impact Assessment

6.1 An initial screening has been undertaken for MIM, the outcome of which indicates that a full Equality Impact Assessment will be required prior to any formal decision in terms of a specific proposals.

7. Well-being of Future Generations (Wales) Act 2015 implications

7.1 The well-being goals identified in the Act were considered in the preparation of this report. It is considered that there will be no significant or unacceptable impacts upon the achievement of well-being goals/objectives as a result of this report.

8. Financial implications

8.1 This report seeks approval to enter into the SPA. There is no financial consequence to this (agreeing to the Strategic Partnering Agreement is not being asked to decide to proceed with any Pathfinder Project. Any decision to proceed with a Pathfinder Project will be reported back to Cabinet in future report(s) for decision). However, it is important to note that the MIM schools, if progressed to completion, will result in revenue budget pressures, which will be considered as part of the Medium Term Financial Strategy. At this stage in the process, it is anticipated that the first school will be occupied from 2022-2023 onwards and therefore it is likely that these pressures will come into effect within that financial year, subject to the successful outcome of the ongoing feasibility study and a statutory process in respect of the School Organisation Code.

9. Recommendations

9.1 It is recommended that Cabinet:

(a) Notes the progress of the Preferred Bidder Stage of the Competitive Dialogue Procedure under the Public Contracts Regulations 2015 as outlined in this report;

(b) Approves the execution, delivery and performance of the Strategic Partnering Agreement with the Welsh Education Partnership Co in September 2020 to facilitate the delivery of a range of infrastructure services and the delivery of education and community facilities;

(c) Approves the Strategic Partnering Agreement at Appendix 1 and summarised at Appendix 2 of this report so as to give effect to recommendation (b), subject to recommendation (d) below;

(d) Gives delegated authority to the Corporate Director, Education and Family Support, after consultation with the monitoring officer and Section 151 officer:

(iii) To approve the final terms of the Strategic Partnering Agreement, including any amendments to the Strategic Partnering Agreement approved here as may be necessary, for reasons including but not limited to finalising any outstanding areas; and

(iv) To approve any further deeds and documents which are ancillary to the Strategic Partnering Agreement;

(e) Notes that in agreeing to the Strategic Partnering Agreement, it is not being asked to decide to proceed with any Pathfinder Project, and that nothing within the Strategic Partnering Agreement commits the Council to make any such commitment. Any decision to proceed with a Pathfinder Project will be reported back to Cabinet in future report(s) for decision.

(f) Approves the appointment of Cllr Dr Charles Smith, Cabinet Member for Education and Regeneration as 'Participant Representative' to sit on the Strategic Partnering Board (SPB).

Lindsay Harvey
Corporate Director - Education and Family Support

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Background documents

Cabinet Report (2 November 2010): "THE SCHOOL MODERNISATION PROGRAMMEOVERVIEW AND BRIDGEND'S 21ST CENTURY SCHOOLS' STRATEGIC OUTLINE PROGRAMME SUBMISSION TO WELSH ASSEMBLY "

Cabinet Report (1 September 2015): "STRATEGIC REVIEW INTO THE DEVELOPMENT AND RATIONALISATION OF THE CURRICULUM AND ESTATE PROVISION OF PRIMARY, SECONDARY AND POST-16 EDUCATION"

Cabinet Report (3 October 2017): "SCHOOL MODERNISATION PROGRAMME – BAND B (2019-2024)"

Cabinet Report (30 January 2018): "SCHOOL MODERNISATION PROGRAMME – BAND B"

Cabinet Report (19 March 2019): "SCHOOL MODERNISATION PROGRAMME – BAND B"

Council Report (20 March 2019): "SCHOOL MODERNISATION PROGRAMME – BAND B"

Exempt Cabinet Report (21 January 2020): "SCHOOL MODERNISATION PROGRAMME – BAND B"

Appendices

Appendix 1: Strategic Partnering Agreement

Appendix 2: Strategic Partnering Agreement Summary

Appendix 3: Strategic Partnering Board Summary

Appendix 1: Strategic Partnering Agreement

A full copy of the current draft of the Strategic Partnering Agreement can be accessed through the hyperlinks below:

WEP Strategic Partnering Agreement

SPA - Schedule 7 MIM Education Project Agreement

SPA - Schedule 7 MIM Payment Mechanism Payment Mechanism

SPA - Schedule 7 MIM Service Level Specification

SPA - Schedule 7 MIM Template Education DB Development Agreement

SPA - Schedule 7 MIM Template Project Co Shareholders Agreement

SPA - Schedule 7 MIM Template WEPCo Shareholders_ Agreement

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Bevan Brittan

WEP STRATEGIC PARTNERING DELIVERY MODEL

SUMMARY OF STRATEGIC PARTNERING AGREEMENT

1 INTRODUCTION[1]

1.1 The WEP Strategic Partnering Agreement (**SPA**) is the agreement entered into between the Local Authorities and Further Education Institutions (**Participants**)[2] and WEPCo (being the joint venture company established between the Private Sector Delivery Partner (**PSDP**) and a subsidiary of the Development Bank of Wales).

1.2 The SPA provides for how the parties act together over the long term in a collaborative partnering, non-adversarial and open manner to support the effective planning, procurement and delivery of education and community facilities in Wales and the delivery of infrastructure services.

1.3 The SPA sets out the high level principles that underpin the delivery of the parties' obligations; the behaviours, vision and values of WEPCo; the establishment of a framework that promotes excellence and value for money; and the monitoring and management of WEPCo's performance.

1.4 Under the SPA, WEPCo will be required to provide ***partnering services*** to the Participants. These services inculude (i) project development and delivery; (ii) supply chain assembly and management and (iii) other professional services necessary to fund and deliver education and community facilities.

1.5 The initial term of the SPA is 10 years. This may be extended by 5 years by any one or more Participants. Certain protections in the SPA continue in force beyond the term of the SPA until the end of the last associated Project Agreement entered into by the Participant(s) for the delivery of individual education facilities.

1.6 WEPCo will have the sole and exclusive right for the term of the SPA to nominate a subsidiary of the PSDP (which will be a special purpose vehicle that holds the majority of voting rights, or a wholly owned subsidiary of such a company) (**Project Co**) to deliver MIM Projects, provided that the relevant criteria in the SPA are met. Approved MIM Projects will be developed by WEPCo, but delivered by Project Co which will enter into a Project Agreement with the relevant Participant to deliver the relevant MIM Project.

1.7 Participants will be able to request that WEPCo, or a nominated wholly owned subsidiary of WEPCo, provides other ***project services*** such as the delivery of design and build capital projects for education or community facilities under the SPA, provided that the relevant criteria in the SPA are met. WEPCo and/or its subsidiaries shall enter into all required agreements for the delivery of capital projects and/or FM services directly with the relevant Participant, which in the case of education sector capital projects shall be substantially in the form of the Template Education Design and Build Development Agreement appended to the SPA.

2 NEW PROJECTS

2.1 WEPCo shall, if requested to do so by one or more Participants, develop proposals for the implementation and delivery of new projects by a Project Service Provider. For MIM Projects, the Project Service Provider will be the Project Co that will be created for such purpose and for other approved projects shall be WEPCo or a Subsidiary of WEPCo. The role of WEPCo will include the raising of finance, project development, project management and supply chain assembly and management of a new project up to contractual/financial close, during the construction period and operational period.

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1 Capitalised terms have the meaning provided for in the Strategic Partnering Agreement unless otherwise stated.

2 Note those named as a "Contracting Authority" in the OJEU notice will be entitled to sign and enter into the SPA.

2.2 The obligations on WEPCo and the relevant Participant in relation to the identification, approval and delivery of a new project are set out in Schedule 5 (*Approval Process for New Projects*).

2.3 For an overview of Schedule 5 and a flow chart outlining the Approval Process for New Projects, please see ***separate guidance***.

2.4 WEPCo is obliged to assist Participants in developing local delivery plans, which will form the basis of an annual Strategic Delivery Plan (**SDP**) developed between the Participants and WEPCo. The Participants' requirements for new projects will in most cases be initiated through the inclusion of such projects in the latest edition of the SDP.

2.5 WEPCo will assist Participants in developing proposals for the delivery of new projects, the preparation of an outline business case and the obtaining of all necessary approvals to progress any new project request by a Participant.

2.6 With each approved new project, WEPCo will (or will procure a Project Service Provider will) enter into a Project Agreement, a template form of which is appended to the SPA at Schedule 7 (*Template Project Agreements*). For an overview of the Template Project Agreement, please see **separate guidance**. For every MIM Project, the Project Service Provider will enter into a Shareholders' Agreement to establish the relevant Project Co.[3]

2.7 WEPCo must evidence value for money both at the beginning and continuously throughout the development and delivery of new projects in accordance with Schedules 3 (*Partnering Services*), 5 (*Approval Process for New Projects*) and 6 (*New Project Pricing Report*).

2.8 The Participants will develop with WEPCo the approach to supply chain assembly for the delivery of a new project, the market testing of design and construction, hard facilities management services and the funding of the new project to ensure value for money. WEPCo and the relevant Participant(s) will work together to ensure that the pricing of a new project provides the relevant Participant(s) with robust, transparent and auditable information as to the costs, fees and prices included within WEPCo's proposals.

2.9 WEPCo shall, for all projects, monitor and update (where applicable) the predicted capital, whole life cost and any increase or reduction in estimated costs, the final cost of design and construction and the actual cost of maintaining and repairing each project. WEPCo will be expected to demonstrate to Participants through a WEPCo Performance Report and Annual Review, lower costs and/or greater value for money over the term of the SPA.

2.10 Planning permission for approved projects to be delivered by WEPCo must be obtained by WEPCo prior to signing the relevant Project Agreement.

3 PARTNERING SERVICES

3.1 WEPCo may provide a range of Partnering Services to Participants.

3.2 These fall into three categories:

3.2.1 Ongoing Partnering Services;

3.2.2 Project Development Partnering Services; and

3.2.3 Strategic Support Services.

[3] This will be substantially in the form of the Template Project Co Shareholders' Agreement appended to the SPA.

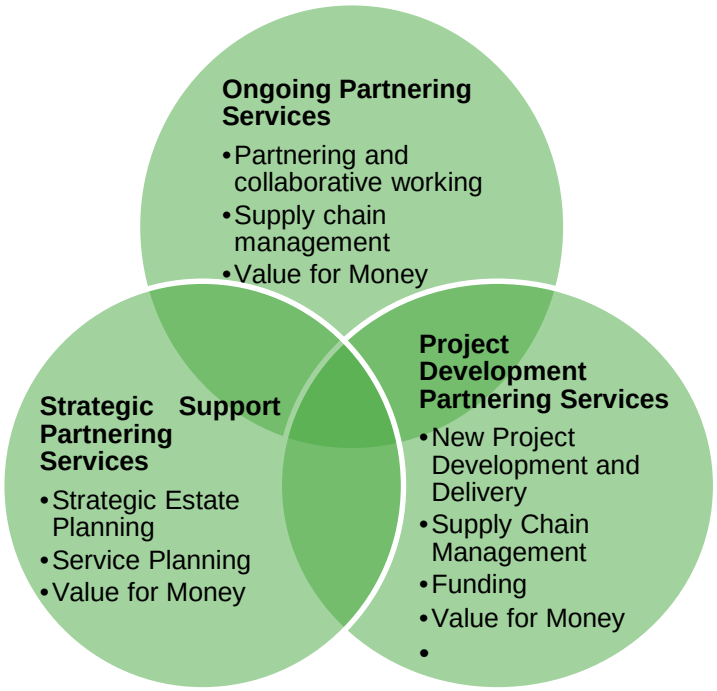


Figure 1 WEPCo Partnering Services

3.3 WEPCo shall provide **Ongoing Partnering Services** to the Participants that relate to the day to day operation of WEPCo, the fostering of partnering and collaborative working between the parties, supply chain management and the delivery of value for money.

3.4 WEPCo shall provide **Project Development Partnering Services** to implement and deliver projects identified in the SPA and all other 21st Century schools and colleges (Band B) MIM Programme Projects (**Qualifying Projects**) in accordance with the specification, KPIs (including community benefits) and rates set out in Schedule 3 (*Partnering Services*). The role of WEPCo is to develop proposals for a Qualifying Project to meet the Participant's Requirements including affordability and other agreed approval criteria (services, operational, financial and value for money). The scope and specification of the services to be provided by WEPCo will be agreed between WEPCo and the relevant Participant on a project by project basis, together with the approval criteria.

3.5 The relevant Participant will remain as "sponsor" for business case approval purposes. The role of WEPCo will be to support the relevant Participant in preparing agreed outputs at each business case approval stage for the delivery of a Qualifying Project.

3.6 WEPCo shall also, where requested, provide **Strategic Support Partnering Services**, to support Participants in strategic estate planning and strategic services planning to plan education sector services and where requested, community services. These are discrete, consultancy support services that may be required by Participants. The Participants and WEPCo will jointly develop a Strategic Delivery Plan for the delivery of new accommodation requirements.

3.7 WEPCo must monitor the performance of each of the Partnering Services and Project Services at its own cost and expense, meet value for money requirements and demonstrate continuous improvement wherever practicable achieved through agreed KPIs, as developed in accordance with the SPA throughout the term.

3.8 For all Partnering Services, WEPCo must provide the Partnering Services in compliance of the WEP Objectives and all objectives set out in the SDP agreed between the Participants and WEPCo. All Partnering Services must meet the requirements for Value of Money set out in clause 13 and seek to obtain continuous improvement in providing the services.

Payment for Partnering Services

3.9 Clause 10 of the SPA governs what WEPCo is entitled to charge a Participant for the provision of Partnering Services.

3.10 WEPCo recovers Partnering Services Costs relating to Ongoing Partnering Services and Project Development Partnering Services in accordance with Schedule 4 (*Partnering Services Costs*) of the SPA. Partnering Services Costs are recovered either from the Participant on a "pay as delivered" basis, or as a lump sum at financial close of the relevant approved Project, or such costs are rolled into the financial model for the relevant approved Project and are repaid over the term of the relevant Project Agreement.

3.11 WEPCo recovers the costs incurred for the delivery of Strategic Support Partnering Services on a "pay as delivered" basis or as otherwise agreed with the relevant Participant procuring such services from WEPCo. The quantum of such costs will be calculated by reference to the rate card which will be included at Schedule 4 (*Partnering Services Costs*).

Subcontracting of Partnering Services

3.12 WEPCo is able to subcontract its obligations in respect of the whole or part provision of the Partnering Services to a Partnering Subcontractor but will remain responsible to the relevant Participants for the provision of the contracted out services.

3.13 WEPCo is responsible for ensuring the performance by the Supply Chain Members of their obligations under the relevant Supply Chain Agreements.

3.14 On the expiry or earlier termination of the SPA, the handover provisions set out in Schedule 20 (*Handover on Expiry or Termination*) will apply. Any staff engaged in the delivery of Partnering Services will transfer under TUPE regulations to the relevant Participant or third party successor provider of services.

3.15 For further detail on the scope of Partnering Services in Schedule 3 (*Partnering Services*) and Schedule 4 (*Partnering Services Costs*), please see ***separate guidance***.

4 PROJECT SERVICES

4.1 WEPCo is responsible for providing **Project Services** to Participants. These are services required under a Project Agreement in relation to the design, construction, testing, commissioning and completion of premises (including any temporary works) and the installation of equipment, together with the provision of facilities maintenance (FM) services.

4.2 The SPA acknowledges that Participants may have existing providers in place to provide their accommodation requirements and associated services. WEPCo agrees to work with Participants to ensure the existing providers are treated fairly and that the individuals providing the existing services are, where possible, employed by the Project Service Provider.

5 EXCLUSIVITY

5.1 The Participants grant WEPCo the sole and exclusive right for the 10 year term of the SPA to provide:

5.1.1 Ongoing Partnering Services

5.1.2 Project Development Partnering Services in respect of projects identified in the SPA and 21st Century Schools and Colleges (Band B) MIM projects (**Qualifying Projects**)

5.1.3 Project Services in respect of Qualifying Projects that become Approved Projects (as developed through Schedule 5 (*Approval Process for New Projects*).

After 10 years exclusivity will not apply.

5.2 Participants may request WEPCo to deliver other services:

5.2.1 Project Services relating to Major Capital Projects in the education sector, save for MIM projects for a specified period;

5.2.2 Project Services relating to capital projects required for the provision of education sector services or community services;

5.2.3 Project Services in relation to the provision of FM Services required for the provision of education sector services or community services (not provided as part of any Qualifying Project);

5.2.4 Strategic Support Partnering Services;

5.2.5 Ongoing Partnering Services and/or Project Development Partnering Services after 10 years (where the term of the SPA has been extended);

5.2.6 Project Development Partnering Services in respect of potential New Projects which are not Qualifying Projects.

The above services are not subject to exclusivity.

5.3 The benefits of exclusivity include:

5.3.1 Participants will not have to embark on another regulated procurement for the delivery of Partnering Services or Project Services for the lifetime of the SPA.

5.3.2 Participants can be assured of the appropriate level of commitment from WEPCo to foster the development of a successful partnership and outcomes over the long term.

5.3.3 Participants can be assured regarding value for money and continuous improvement for the delivery of a pipeline of new projects.

5.3.4 Delivery of economies of scale over time through the growth of the WEPCo estate.

5.4 Exclusivity can be suspended if WEPCo fails the “Track Record Test” and will not apply until WEPCo passes a subsequent Track Record Test. This is an assessment of whether in the most recent WEPCo Performance Report shared with Participants on an annual basis, WEPCo has met specified KPIs (including those that relate to community benefits) as evidenced.

6 REPRESENTATIVES AND STRATEGIC PARTNERING BOARD (SPB)

6.1 Each Participant will appoint a representative to act on its behalf in relation to the SPA. The identity of the Participant’s Representative may change at any time following written notice to WEPCo and all other Participants. Each Participant Representative may also at any time, by written notice to WEPCo, authorise others to exercise the functions and powers of that Participant.

6.2 The SPB governs the relationship between WEPCo and the Participants. It will comprise of representatives of each Participant, WEPCo, Welsh Government and other stakeholder representatives as agreed by the Participants.

6.3 The SPB will meet at least every three months to review financial and operating issues and provide strategic input into the partnering arrangements including the exchange of ideas in relation to the Participants’ accommodation and service delivery requirements.

6.4 A quorum of the SPB is proposed to be five Participant's Representatives (one of whom must be a representative of the Welsh Government) and the WEPCo Representative. For any adjourned meeting, the quorum shall be one Participant's Representative (who much be a representative of the Welsh Government) and the WEPCo Representative. WEPCo and stakeholder representatives will not have a vote at SPB meetings. Decisions will be taken by majority vote. A decision that affects a Participant will only bind it if that Participant's representative has voted in favour of it.

6.5 The SPB will approve the annual Strategic Delivery Plan, ensure New Project proposals are consistent with the SDP, manage WEPCo's performance against agreed KPIs, approve any extension to the SPA term and approve any proposed disposal of interest in share capital resulting in a loss of control by WEPCo (or subsidiary).

6.6 WEPCo will be obliged to report on its KPIs which will be reviewed by the SPB annually. The SPB will assess whether the Track Record Test has been passed and if any significant performance failure has occurred. Any dispute shall be resolved under Schedule 21 (*Dispute Resolution Procedure*).

7 DEFAULT

Participant Default

7.1 Participant Event of Default includes:

7.1.1 one or more Participants being in breach of clauses 9.1, 9.2 and 9.6 (exclusivity clause);

7.1.2 one or more Participants failing to attend SPB meetings which has a material adverse effect on WEPCo or any Project Service Provider;

7.1.3 one or more Participants being in breach of the SPA which delays the execution of any Project Agreement relating to an Approved Project by more than 40 Business Days;

7.1.4 an expropriation, sequestration, nationalisation or requisition of any Facilities or assets and/or shares of WEPCo or its Holding Company or Project Service Provider by a Participant or any other Relevant Authority (where this occurs due to a Relevant Authority, all Participants will be deemed responsible for the Event of Default); and

7.1.5 any non-payment by a Participant under the SPA exceeding £100,000 60 Business Days after demand.

7.2 Where a Participant Event of Default occurs, WEPCo may either:

7.2.1 suspend their performance of the SPA in relation to the Participant in default until that Participant can demonstrate to WEPCo's reasonable satisfaction it is capable of performing their obligations; or

7.2.2 notify the Participant of the Event of Default.

If the Participant Event of Default is capable of remedy and has not been remedied within 30 Business Days or is not capable of remedy with immediate effect, WEPCo may either serve notice on each Participant in default terminating the SPA in relation to them with immediate effect or simply notify the Participants in default of the effect their default has had. Any Participants in default will be liable to pay compensation to WEPCo in accordance with section 1 of Schedule 14 (*Compensation on Participant Event of Default and Termination*). If the SPA is terminated in its entirety by the default, compensation under section 2 of Schedule 14 (*Compensation on Participant Event of Default and Termination*) will be payable.

7.3 If a Participant is served a Participant Default Notice more than once in any 12 months, it will not receive Project Development Partnering Services or any Strategic Support Partnering Services unless paid monthly in arrears.

7.4 The Participants have several liability, other than where two or more Participants have suffered an Event of Default leading to a termination of the SPA, in which case, the loss of WEPCo will be split between the defaulting Participants.

WEPCo Default

7.5 The SPA provides for a long list of circumstances which constitute a WEPCo Default including amongst others, WEPCo breaching the SPA, WEPCo failing to provide the Partnering Services, WEPCo breaching health and safety laws; WEPCo failing to pay Participants under the SPA which exceeds £10,000 for 60 Business Days on demand; WEPCo or a Project Service Provider suffering an Insolvency Event; and WEPCo (or WEPCo Party) committing a Prohibited Act.

7.6 On a WEPCo Event of Default, each Participant can (acting through the Welsh Government) suspend the exclusivity granted to WEPCo which will include any New Projects that have not yet reached Stage 2 approval. The Participants can lift that suspension at any time and the suspension of exclusivity will be lifted on remedy of the default and where the PSDP shares in WEPCo are sold.

7.7 The SPA provides for an escalation of remedies following a WEPCo Event of Default, proportionate to the severity of the default, which may be exercised by the Participants (acting through Welsh Government). These include: suspension of exclusivity; requiring a remediation programme to be implemented; an improvement programme to satisfy Participants that the events will not recur; termination of a non-performing supply chain member; and ultimately termination of the SPA.

7.8 WEPCo will reimburse each Participant for all reasonable costs incurred by each Participant as a result of WEPCo's breach of the SPA.

8 WEPCO INDEMNITIES

8.1 As would be expected under a long term partnering agreement, the SPA includes provisions under which WEPCo indemnifies the Participants, and the Participants indemnify WEPCo, for certain losses. These are limited to Direct Losses, and exclude Indirect Losses (such as loss of profit and loss of business opportunity), and further Participants partially exclude their liability for their negligence (see below) and claims in tort.

8.2 The scope of the indemnity provided by WEPCo is slightly wider than the Participants' indemnities to WEPCo, as the Participants' indemnities are limited to Direct Losses sustained by WEPCo as a consequence of any negligent act or omission by that Participant (or a Participant Party relating to that Participant) relating to the performance or non-performance of the Participant's obligations under the SPA, or a breach of an express provision of the SPA by that Participant. The indemnities provided by WEPCo relate to any act or omission of WEPCo (not just its negligence or breach of an express obligation).

8.3 The indemnities cover death and/or personal injury, damage to assets of the other party and third parties. In each case (and subject to the overriding limitation on the scope of the Participants' indemnities described in above), each party is liable for Direct Losses sustained in consequence of any claim for death and/or personal injury of their own employees or persons engaged by them, notwithstanding any act or omission of the other party.

8.4 In respect of death or personal injury to third parties, and damage to property, each party indemnifies the other for Direct Losses they cause (save to the extent caused or contributed to by the Participant's own negligence (where WEPCo is indemnifying the Participant) or WEPCo's own acts or omissions (where the Participant is indemnifying WEPCo). Physical damage to property is typically an insured risk, and the indemnity given by the Participants to WEPCo excludes insured losses. Where damage to property has been caused (or contributed to) by the Participant's own negligence, and they are claiming under the WEPCo indemnity, the Participant is responsible for the deductibles under any policy of insurance, and any sums over the maximum amount required to be insured under the SPA insurance policies.

9 DISPUTE RESOLUTION

9.1 Disputes are dealt with in accordance with the resolution procedure set out in Schedule 22 (*Dispute Resolution Procedure*). If a Dispute occurs, the parties must consult in good faith. If that is unsuccessful, the Dispute must be escalated to senior personnel. If that is unsuccessful, the Dispute will be escalated to mediation and failing that to arbitration. The exception to this is where a party requires an order restraining another party from doing any act or compelling another to do any act or a judgement for a liquidated sum where there is no arguable defence.

10 INSURANCE

10.1 The insurances listed in Schedule 9 (*Insurances*) and any others required by law must be taken out by WEPCo, subject to insurance being available in the market to cover WEPCo in its role during the lifetime of the SPA. The insurance will cover any indemnity claims against WEPCo in relation to any death or bodily injury or third party property damage arising out of or in connection with the Partnering Services.

10.2 If a Project Service Provider notices a risk becoming an Uninsurable Risk under the relevant Project Agreement, the Participants and WEPCo will hold a SPB meeting within 7 Business Days and will use their reasonable endeavours to agree a position with regards to the risk within 20 Business Days of notice.

11 INTELLECTUAL PROPERTY RIGHTS

11.1 WEPCo grants a free, irrevocable, non-exclusive and transferable (but only to any assignee or transferee of any rights or benefits under the SPA or following termination of the SPA) licence to each Participant to use the Intellectual Property Rights which are vested in WEPCo and where possible, where vested in third parties. WEPCo will indemnify Participants where they receive a claim as a result of the Participant infringing third party Intellectual Property Rights (other than as a result of the Participant acting outside of the terms of the SPA).

12 ASSIGNMENT AND SUBCONTRACTING

12.1 WEPCo cannot assign or dispose of the SPA without the prior written consent of the Participants, other than where granting security rights in a form approved by the Participants prior to grant.

12.2 A Participant cannot assign or dispose of the SPA other than to a limited set of organisations set out in clauses 28.4.1 to 28.4.4, including the Welsh Ministers, an agency of the Welsh Ministers, Government or Local Authority, any other Further Education Corporation or Designated Institution or any person with the legal capacity or sufficient financial resources to perform the obligations of the Participant. Depending on the transferee, the obligations may need to be guaranteed by the Participant.

Bevan Brittan LLP

11 May 2020

WEP STRATEGIC PARTNERING DELIVERY MODEL

ROLE OF THE STRATEGIC PARTNERING BOARD (SPB)

1 INTRODUCTION[1]

1.1 The WEP Strategic Partnering Agreement (**SPA**) is the agreement entered into between the Local Authorities and Further Education Institutions (**Participants**)[2] and WEPCo (being the joint venture company established between the Private Sector Delivery Partner (**PSDP**) and a subsidiary of the Development Bank of Wales).

1.2 The purpose of the SPA is to establish a long term partnership (initial term of 10 years, which may be extended by 5 years) between WEPCo and the Participants. The SPA provides for the creation of the Strategic Partnering Board (**SPB**); this paper summarises the role of the SPB in the context of the SPA.

2 THE SPA KEY PRINCIPLES

2.1 The SPA commits the Participants and WEPCo to work to the following nine (9) key principles, and the SPB is the guardian vehicle of these commitments.

2.2 The key principles of the SPA are:

a) to develop close working relationships between WEPCo and the Participants at all levels;

b) to focus on achieving the best value for money operational performance within agreed timescales;

c) to set in place business and cultural processes to enable the Participants and WEPCo to establish and agree challenging time and performance objectives and to meet or better them;

d) to recognise each other's needs, constraints, limitations, capabilities, roles and responsibilities to achieve mutually beneficial outcomes;

e) to identify by regular monitoring, weaknesses and strengths in the relationship between and amongst the Participants and WEPCo and to work together to overcome the weaknesses and to build on the strengths;

f) to commit to the early recognition and resolution of differences, conflicts and disputes between and amongst the Participants and WEPCo in a 'no surprises' environment;

g) to appoint within each of the Participants and WEPCo co-ordinators at senior level who will support, defend and promote the long term strategic partnership between them and its principles of operation;

h) to develop openness and trust in a transparent information and data sharing environment; and

i) in accordance with the Equality Requirements to positively promote equal opportunities and the Ethical Employment Code by combating discrimination on the grounds of race, ethnicity, religion, nationality, gender, disability, age or sexuality and promoting good relations between all sections of the community in 'everything we do' including:

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[1] Capitalised terms have the meaning provided for in the Strategic Partnering Agreement unless otherwise stated.

[2] Note those named as a "Contracting Authority" in the OJEU notice will be entitled to sign and enter D

a) Delivering high quality Education Sector Services and (where relevant) Community Services for end users; and

b) Working with the local community and partners in the public, private or voluntary sectors.

3 SPB MECHANICS

3.1 SPB Structure

The SPB will comprise of:

a) one representative from each of the Participants;
b) one representative of WEPCo, nominated by the board of directors of WEPCo;
c) one additional representative of Welsh Government (at Welsh Government's discretion); and
d) a reasonable number of Stakeholder Representatives interested in or affected by Education Sector Services and/or Community Services;

3.1.1 Participant Representatives are expected to be senior representatives of the Participant, with the appropriate authority to make decisions on behalf of the Participant. They should be experienced in holding a director or similar position and have the required skills to make the decisions required to be made by the SPB. Participants will need to consider any likely conflicts of interest and ensure that conflicts of interest do not prevent the chosen representative from fulfilling their role as representative as well as any other role they hold directly in the Participant organisation.

3.1.2 The identity of a Participant's Representative in the SPB may change at any time following written notice to WEPCo and all other Participants.

3.1.3 A Participant Representative may also give written notice to WEPCo authorising others to exercise the functions and powers of that Participant at SPB meetings.

3.1.4 A Chairman will be appointed on an annual basis from amongst the Participants' Representatives. Save where agreed to the contrary by the Participants, it is intended that the post of Chairman will rotate annually amongst the Participants' Representatives in turn. The Chairman will be non-voting in his capacity as Chairman.

3.2 SPB Meetings

3.2.1 The SPB will meet regularly at least every 3 months to provide strategic input into how the partnering established by the SPA is operating, and to review financial and operating (including performance) issues.

3.2.2 Agendas for SPB meetings will be circulated on behalf of the Chairman five (5) Business Days in advance (with supporting papers) and any party wishing to raise other agenda items will notify all other members of the SPB (with supporting papers) in writing no later than three (3) Business Days in advance.

3.2.3 The SPB must have a quorum of five (5) Participants' Representatives (one of whom must be a representative from Welsh Government) and a WEPCo Representative. If a quorum is not present at any meeting of the SPB within thirty (30) minutes of that meeting's start time, the SPA requires that the meeting is adjourned to the same time and place five (5) Business Days later. For any adjourned meeting, the quorum shall be one Participant's Representative (who much be a representative of the Welsh Government) and the WEPCo Representative. Telephone conference calls or video conferences shall be valid as a meeting of the SPB.

3.2.4 The Participants must arrange for a person to take minutes of all SPB meetings and circulate the same to all representatives and the Chairman within five (5) Business Days after the relevant meeting.

3.2.5 All members of the SPB are obliged to use reasonable endeavours to ensure their regular attendance at all meetings and each Participant will, unless unavoidable, ensure that its representative on the SPB is appropriately empowered to agree matters on its behalf.

3.2.6 Each Participant is required to use reasonable endeavours to ensure that its representative on the SPB conducts himself in accordance with the partnering principles contained in the SPA and in a manner intended to ensure that the SPB complies with its obligations and carries out its functions in a timely manner.

3.2.7 Decisions will be taken by a majority vote. WEPCo and Stakeholder Representatives will not have a vote at SPB meetings. A decision that affects a Participant will only bind it if that Participant's representative has voted in favour of it.

4 PARTNERING SERVICES

4.1 The SPB will serve as a forum for the open exchange of ideas, and will enable the Participants to discuss their forthcoming accommodation and service delivery requirements to ensure an integrated co-ordinated and practical approach to fulfilling such requirements.

4.2 The Strategic Delivery Plan

The Strategic Delivery Plan (**SDP**) will set out objectives based on Participants' local delivery plans and will be developed annually between the Participants and WEPCo. The SPB will be required to approve:

4.2.1 the initial SDP put forward in accordance with Section 1 of Schedule 11 (*Initial SDP*); and

4.2.2 any amendments made to the SDP in accordance with Section 2 of Schedule 11 (*Updated SDP*).

4.3 The Management System

The SPB shall be required to approve the following systems established by WEPCo:

4.3.1 a quality management system for the purpose of ensuring and demonstrating that all aspects of the Partnering Services and all other matters for which WEPCo is responsible under the SPA are carried out fully in conformity with the relevant provisions of SPA and WEPCo's quality management policies and objectives;

4.3.2 an appropriate system for implementing WEPCo's occupational health and safety (**OH&S**) policies and objectives to enable it to control its OH&S risks and improve its OH&S performance over time; and

4.3.3 an appropriate system for achieving and demonstrating sound environmental performance by controlling the impacts of WEPCo's activities, products and services on the environment, consistent with its environmental policy and objectives.

4.4 The Partnering Services Costs Rates

4.4.1 WEPCo is required to provide report of the Partnering Services rates and prices by reference to:

a) other relevant local and national trends;
b) the rates and prices actually paid by WEPCo for similar services (where WEPCo has used Good Industry Practice to secure best value in respect of those services);

and taking account of value for money objectives set out in the Key Performance Indicators and the outcomes of the Partnering Services Supply Chain Refresh.

4.4.2 The SPB shall decide whether to approve any proposal of an increase or decrease of, or no change to the rates.

5 MANAGING WEPCO PERFORMANCE

5.1 The SPB will act as the primary mechanism for managing WEPCo's performance.

5.2 WEPCo will be required to regularly monitor and report to the SPB on its performance (and its Partnering Subcontractors) under the SPA, of the Project Service Providers and the Supply Chain Members under Project Agreements.

5.3 Within twenty (20) Business Days of each Review Date, WEPCo will issue to the SPB the WEPCo Performance Report, which will detail a review of whether each of the Key Performance Indicators has been met.

5.4 In less than one (1) month of the Review Date in that year, the SPB will hold a formal Annual Review of the operation of the SPA and WEPCo's performance in the context of the targets and objectives in the SDP and the Key Performance Indicators. As part of this review, the SPB (excluding for such purposes WEPCo's representative) will review WEPCo's progress against the partnership objectives in the SPA and the WEPCo Performance Report and the SPB and WEPCo shall agree any key findings from such review together with the implications relating to WEPCo's future activities.

5.5 The SPB shall be entitled to require information and/or clarification from WEPCo in relation to the WEPCo Performance Report including as to whether or not the Track Record Test has been passed and, whether any Significant Performance Failure has occurred.

6 APPROVAL PROCESS OF NEW PROJECTS

6.1 In respect of New Projects, the SPB will work with WEPCo and Participants to:

6.1.1 identify, analyse and discuss the Participants' collective and individual accommodation requirements;

6.1.2 assist in the development of local delivery plans and review their applicability to the provision of Education Sector Services and Community Services in the Region;

6.1.3 develop further the SDP, in particular to further refine the proposals contained in the SDP;

6.1.4 decide the basis upon which New Projects are prioritised;

6.1.5 identify and appraise available options for meeting the Participants' accommodation requirements and recommend (on the basis of best available value for money) which New Projects to progress;

6.1.6 advise how best to bundle accommodation requirements within a New Project to ensure that the New Project is Affordable, offers value for money and provides a solution with an appropriate level of flexibility;

6.1.7 take into consideration the views of relevant stakeholders in relation to the SDP and actual or potential New Projects;

6.1.8 develop the Participants' requirements in relation to New Projects (which will be developed further during the Stage 2 Approval process) to enable it to form the basis for the agreement of the relevant Project Agreement;

6.1.9 analyse and discuss the range of potential funding options for New Projects including the feasibility of third party funding such as sponsorship when considering and developing a New Project;

6.1.10 assist in the preparation of outline business cases and obtaining all necessary approvals; and

6.1.11 for any New Project in respect of which such Participant(s) has/have indicated an intention to submit a New Project Request, agree:

a) the appropriate Comparator for purposes of determining any adjustments to the Project Development Fee Cap pursuant to paragraph 2 of Schedule 4 (Partnering Services Costs) in respect of such Comparator; and

b) each part of the Project Development Fee Cap for each stage.

6.2 Where the potential Relevant Participant(s) and WEPCo are unable to agree the matters referred to in paragraph 6.1.11 above within a period of three (3) months, the SPB shall determine such matters.

6.3 The SPB should be provided with copies of both the Stage 1 and Stage 2 Submissions and will provide a forum for discussion of whether the submissions meet the Approval Criteria. Approval of the New Projects is ultimately decided by the Relevant Participant(s).

7 EXTENDING THE SPA TERM

7.1 The term of the SPA may be extended for an additional five (5) years after the Initial ten year term. The SPB will meet twelve (12) months before the Initial Expiry Date to review:

7.1.1 the performance of the Parties under the SPA and, in particular, the performance of WEPCo in delivering the Partnering Services to the performance standards set out in Clause 8.1 (*Services Obligations*);

7.1.2 the Education Sector Services and Community Services needs of the population within the Region; and

7.1.3 whether it would be beneficial to the provision of all or any of the Education Sector Services and/or Community Services in the Region to extend this Agreement for a further five (5) year period from the Initial Expiry Date.

7.2 It will then be decided by WEPCo and one or more of the Participants whether to extend the term of the SPA by five (5) years from the Initial Expiry Date.

8 DISPOSAL OF PROPERTIES AND/OR SHARES

8.1 SPB approval will be required in respect of any action, which would result in a loss of control (direct or indirect) by WEPCo of any Subsidiary of WEPCo, which is a Project Service Provider. The SPB is obliged to act reasonably and without undue delay, taking into account any proposals put forward. If the SPB does not approve the proposed action, WEPCo must use all reasonable endeavours to procure that its Subsidiary and/or the relevant Project Service Provider shall not proceed with that proposed action.

8.2 It will be deemed to constitute a material breach of the SPA by WEPCo if:

8.2.1 any Project Service Provider takes any action under its Project Agreement, which under the terms of such agreement, requires the SPB's consent without such consent having first been obtained, or

8.2.2 WEPCo or any Subsidiary of WEPCo takes any action, which requires the SPB's consent or agreement under the SPA without such consent or agreement having first been obtained.

9 INSURANCE

9.1 Where a Project Service Provider for a MIM Project has notified a Project Agreement Counterparty of a risk becoming an Uninsurable Risk (pursuant to the provisions of the relevant Project Agreement), the Participants and WEPCo must ensure that a meeting of the SPB is held as soon as is reasonably practicable (and in any event within seven (7) Business Days of receipt by the Project Agreement Counterparty of such notice).

9.2 At that meeting the SPB will consider the situation and the parties will work together to use all their respective reasonable endeavours to obtain an agreed position from the SPB in relation to the risk becoming an Uninsurable Risk within twenty (20) Business Days of the Project Service Provider notifying the Project Agreement Counterparty as described above.

10 CONCLUSION

The SPB will be the central forum in which the Participants can work together with WEPCo, Welsh Government and Stakeholder Representatives to ensure that the key principles of the SPA are met. The SPB's role will be to approve the SDP; ensure any New Project proposals are consistent with the SDP; monitor WEPCo's performance against agreed KPIs; approve any extension to the SPA term; and approve any proposed disposal of interest in share capital resulting in a loss of control by WEPCo (or subsidiary).

By virtue of paragraph(s) 14, 16 of Part 4 of Schedule 12A
of the Local Government Act 1972.

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