

Appendix 2: Post 16 Operational Board – PSG report on post 16 to Schools Task Group

Workstream: Scoping exercise to review post 16 provision in Bridgend CBC

- 1. PSG – workstream group for Post-16:** Briefing papers have been presented to PSG which included background data, cabinet principles (see Appendix 1), models of re-organisation across Wales and England and 7 potential models for Bridgend. The meetings on 15th April and with BASH on 21st April 2015 discussed these briefing papers and involved the LA, secondary schools and Bridgend College. These were followed by individual meetings / discussions with Heads / Principals and the combined outcomes from all these meetings are represented in the potential scenarios described below.
- 2. The case for re-organisation stems from:**
 - a. the relatively high number of small 6th forms in Bridgend
 - b. the issue of surplus places in schools
 - c. the need to be pro-active in meeting post 16 budget cuts of 5% per year as indicated by WG
 - d. the need to maintain a broad, balanced and comprehensive curriculum offer under the Youth Guarantee and provide an equality of access to this offer for students irrespective of where they live in Bridgend
 - e. the need to meet the requirements of the Learning & Skills Measure
 - f. the LA's need to ensure value for money, efficiency and high quality in the delivery of 6th form provision
- 3. The risks attached to re-organisation include:**
 - a. The consequential effects of changes at post 16 on a school as a whole and possible de-stabilisation of intake / catchment
 - b. Overall standards in 6th forms (at A level) are strong and re-organisation could impact negatively on these
 - c. Inaction could lead to increased pressure on school budgets and increase the possibility of deficit budgets
 - d. Inaction could lead to schools not delivering effectively on the Youth Guarantee and Learning & Skills Measure with consequent impact on EIG in the Consortium
 - e. A lack of availability of capital investment may prevent effective solutions from being realised
 - f. Suggested solutions being unacceptable politically or to parents and local communities
 - g. Suggested solutions failing to meet the principles established by the BCBC Cabinet
- 4. The 7 options that were considered in the discussions so far are:**
 - a. The status quo
 - b. Merger of 6th forms along the lines of existing collaborative arrangements
 - c. A tertiary model based on Bridgend College

- d. The development of a new 6th form centre:
 - i. For all 6th forms except Brynteg and Porthcawl (the 2 largest 6th forms)
 - ii. For all 6th forms with some form of joint governance
 - iii. For all 6th forms combined in some measure with Bridgend College
- e. The use of WG enabling legislation for Bridgend College to re-join the local authority.

Variations among these 7 options arose during the course of discussions and will be referenced below.

5. Details of the suggestions that emerged from the discussions

Status quo

This is generally seen as an unacceptable option by the majority of schools in Bridgend, Bridgend College and by Senior Management in BCBC. Where schools favour this approach they also recognise that a degree of change will still be required.

Positives	Concerns
<ul style="list-style-type: none"> • The retention of 6th forms is seen as essential in some areas in response to community aspirations • Maintaining the link between 6th form students and the rest of the school, especially as role models and supporting younger learners • 6th forms add to the overall ethos of the school • Perceived as popular with parents, staff, students, governors • Some schools believe they can have a viable 6th form under this approach • Faith-based and Welsh medium schools see this as a highly desirable / only acceptable model (but with further development – see individual school reports below) 	<ul style="list-style-type: none"> • Ability to maintain curriculum breadth; some traditional subjects are already being lost in schools • Resources / budgets / funding all set to reduce and many regard this model as unsustainable • Does not address the issue of surplus places • Does not provide value for money and in small 6th forms is likely to lead to cross-stage subsidisation • The transport costs of current collaborative arrangements are a drain on resources and will be difficult to maintain • Withdrawal of transport grants may require students to pay for own transport or remain in their home school with consequential reduction in subject choice • Where subjects are delivered in small groups this is not always conducive to high standards and a dynamic learning environment

Merged 6th forms based on current collaborations

This model is certainly seen as a positive development by a number of schools. The main issues emerge around the siting of an expanded 6th form and what impact being an 11-16 school has on those schools that might lose their 6th form. In considering this aspect discussions ranged to include other aspects of school re-organisation that might offset the impact of a loss of 6th form. These discussions are reflected in the individual school reports that follow this section.

Positives	Concerns
<ul style="list-style-type: none">• Produces some economies of scale• Could enable a more robust level 2 offer in 6th form• Breadth retained in level 3 offer• Viable class sizes and hence value for money• Retention of pastoral care associated with 6th form provision• Possibly easiest model to develop• Equality of offer• Potential 3-19 campus on merged site• 6th forms would be of a good size but not too large• Deals with class size, finances, cross-subsidy	<ul style="list-style-type: none">• Over location of merged 6th form and whether this creates an impression of a “better” school• Consequences for intake into Year 7 if parents choice is influenced by presence / absence of a 6th form• Travel arrangements and transport costs• Leakage of “more able” pupils to school with centre• Lines of accountability and Estyn reporting• Impact of merging students from different communities• Managing greater timetable collaboration• Identity of students post 16• Further duplication of FE provision

Tertiary model based on Bridgend College

Whilst this is clearly an option the idea of closing all 6th forms and sending all post 16 learners to the FE sector is considered politically a high risk option. Such matters as the curriculum offer, the issue of equality of access and inclusion of all learners, efficiency and value for money would all benefit from this approach. The management of change, including the maintenance or improvement of standards, through transition to the new model would be a critical issue. The potential political and community sensitivities to a wholesale loss of 6th forms might also prove a step too far. There are also the capital implications of sourcing expansion sites and capital for Bridgend College. That said Bridgend College does have assets available for disposal which could raise capital to support the expansion of the college. Transport costs would be set to increase and if these were to be met by learners then BCBC may see an increase in NEETS reversing recent trends. The cost

benefits of a more efficient delivery of provision and the existing cost of transport would need to be set against this potential increase in projected transport costs.

However attention needs to be given to maintaining a thriving FE College so that learners in Bridgend have access to a rich vocational offer.

The development of a new centrally located 6th form centre in Bridgend

This approach was considered with a number of variants including:

- A centre shared by 6 schools excluding the 2 largest 6th forms - Brynteg and Porthcawl & YGG Llangynwyd
- A centre shared by 7 schools with the exception of Porthcawl and YGG Llangynwyd
- A centre with either a form of joint governance between the schools or as a new stand- alone institution
- A centre for all schools and combined in some way with Bridgend College but still excluding WM provision

If this were to be the preferred vision for Bridgend then it will be critical to explore the availability of sites to absorb some 2000 students and generate the capital to create a suitable campus provision. Some sites were discussed including expansion at Bryntirion, developing the Upper School site at Brynteg and developing a facility at Pencoed on land owned by Bridgend College. The financial underpinning of this central 6th form option would need to be developed through a full business case study.

Positives	Concerns
<ul style="list-style-type: none"> • Equality of offer to all learners • Produces economies of scale • Could enable a distinctive and appropriate level 2 offer in 6th form without duplicating FE provision • Breadth retained in level 3 offer • Viable class sizes and hence value for money • Deals with class size, finances, cross-subsidy • Could have a positive effect on Year 11 as they become the senior students and greater maturity is expected from them • Rationalisation of provision • Improve quality 	<ul style="list-style-type: none"> • Finding the capital • Transport costs • Might weaken (or strengthen?) retention rates and impact on NEETs figures • Some schools are concerned that pastoral support and preparation for UCAS may not be as effective in a large 6th form centre compared to individual school settings • Danger of creating 2 tier post 16 solution with more able in 6th form centre and rest in FE technical route – does not fit comprehensive education principles • Surplus teachers and redundancy

Most heads considered this option should be a clean break approach and a new 6th form centre should be established as an independent institution with its own leadership structure and governance.

There is the potential for Year 7 intakes to be destabilised where some schools retain 6th forms and others change to 11-16 or 3-16.

Bridgend College re-joins the LA:

Although WG has created legislation that can enable this to happen it is seen by all, including Bridgend College, as highly unlikely. The scale of LA budget cuts make this a difficult prospect. Bridgend College would have concerns joining an organisation that needs to save over £40 million over the next 3 years!

6. Individual school modelling.

During the discussions in preparation for this paper each school was examined in some detail and potential opportunities were explored. This meant taking a holistic view of each situation and considering other options beyond post 16.

Brynteg

- Retention of the 6th form is considered very important in relation to school ethos and 6th formers as role models
- Recognition that the funding pressures necessitate change
- See some scope for building collaboration with Porthcawl including the sharing of staff, co-location of delivery and alternate year delivery between schools
- Transport costs remain an issue
- Belief that a new centre should be run on 6th form lines (conventions/protocols/ethos) and stress the pastoral care system found in 6th forms as well as the wider extra-curricular activities
- Possible impact on Brynteg intakes if new campus developments take place elsewhere in Bridgend.
- Need to be aware of potential unintended consequences of each of the models

Bryntirion

- A growing 6th form currently 208 and expected to rise to 236 in 2015 and possibly 250 in 2016
- Rising standards at KS4 and therefore greater retention into 6th form
- Increasing in Year 7
- Loss of 6th form could de-stabilise parts of catchment if Brynteg and Porthcawl retained their 6th forms
- Could provide an expanded 6th form campus for “merger model” with students coming from Cynffig and Pencoed

- If “central 6th form” then consideration to 3-16 and sorting out local infant, primary, junior mix. Include the Church in Wales primary in Bryntirion’s catchment to offset loss of 6th form
- Noted that by far the majority of students walk to school thus transport costs are low in the existing model

Coleg Cymunedol Y Dderwen

- Can see benefits in a merged 6th form or new 6th form campus; would enable school to focus much more robustly on standards in KS4
- Neither approach is likely to de-stabilise the intakes into CCYD
- Not inclined to introduce lots of change in to a school that has just gone through a period of major change
- Whatever change is decided then strategies to maintain standards during the change will be critical
- There will also be the need to deal with uncertainty and anxiety and have support systems available
- There may well be issues with unions in some of the models over, for example, travel at lunchtimes and the placement of non-contact periods
- The importance of an effective communications strategy selling the change was underlined
- Would consider positively the ideas of a Studio School (but see Bridgend College view below)

Cynffig

- Has a small 6th form with limited offer on site and with finances being tight the school recognises the need to change
- Any retention of a 6th form in Porthcawl and loss of 6th form in Cynffig will result in a net loss of learners from Cynffig to Porthcawl
- Developing a 6th form link with Porthcawl is a possibility but again this might de-stabilise Year 7; there is a significant difference in FSM between 2 schools at 29% (Cynffig) and 14% (Porthcawl) and currently there is little movement between the schools
- In considering the impact of a loss of 6th form Cynffig could move to 3-16 with a primary school sharing its site; would need to develop a suite of facilities that all feeder primaries can make use of and encourage movement between feeders and secondary all the time so that students see Cynffig as their natural centre

Maesteg

- The retention of a 6th form in Maesteg is seen as very important in the life and perceptions of the local community with echoes to the days of the grammar school
- The 6th form are heavily involved in the community; also used to buddy Year 7 and act as sports, music and reading ambassadors
- 6th form is seen as a beacon of aspiration
- However it is recognised that it is becoming increasingly difficult to maintain the breadth of the curriculum with the recent loss of Music and other subjects (Welsh, Biology, Geography) shared with CCyD
- 6th form projected to be between 193 to 220 with capacity for a further 200

- Would look positively to a merger with CCyD – the catchment communities are not dissimilar but a bit of persuasion to get CCyD students to travel “up the valley” rather than “down to Bridgend”
- Loss of 6th form would probably see a loss of more able learners to Brynteg (assuming it retained its 6th form)
- There is an issue over Year 12 re-sit programmes with vocational courses faring better but still a significant issue with retention on 1 year programmes
- The school would look positively at working in a more integrated fashion with the FE Maesteg College campus and this is reciprocated by Bridgend College with a desire to look creatively at the use and development of the 2 sites
- This partnership could also build on the strong links that Maesteg has with Ford re. STEM and Engineering and the BBC and Media programmes; opens the possibility of a sector based Studio School on the campus supported by industry, school and FE
- The school is a teaching hub and provides a good Teaching Assistant course

Pencoed

- Status quo not seen as an option because it is not financially viable nor educationally sound
- Smaller 6th forms have cross-stage subsidy going on and small class sizes are not conducive to good progress
- Preferred model would be to merge 6th forms along the lines of existing collaborations – Archbishop, Cynffig, Bryntirion
- Location and accessibility critical along with the identity of the students and how they would be managed
- Potential for development of a new campus at Pencoed in collaboration with Bridgend College with release of land supporting capital investment. A new campus at this site could well attract students from beyond the traditional Bridgend catchments
- Any new centre to have governor representation from constituent 11-16 schools but it should be run as an independent centre
- Consideration also given to developing 3-16 or 3-19 approaches on Pencoed site
- For all versions of the new campus approach need to be mindful of the knock on effects to admissions / catchments / actual intakes and parental choices

Porthcawl

- Has a large 6th form over 300 which works well and provides a good broad curriculum with strengths in Science, English and Textiles. Multiple sets in many subjects enabling efficient delivery. Thus retention of 6th form is preferred model.
- Trying to develop a Centre of Excellence for Modern Languages
- Some collaboration with Brynteg
- Year 11 are either retained or go to Bridgend College – few if any fail to make a successful transition

- Whilst can see the advantages and see possible alignments for new 6th form centre(s) there is a question of why compromise large 6th forms
- Recognises many of the benefits associated with 6th form centres but concerns over surplus teachers/ redundancy/travel/quality/governance
- Could see potential de-stabilisation for Cynffig if it was to lose its 6th form with pupils migrating to Porthcawl at least from the lower part of the Cynffig catchment

Llangynwyd

- Cannot survive on status quo and needs to collaborate with WM schools in RCT especially Ysgol Llanhari
- Currently 3 collaborative courses at Llanhari which are taught separately in Y12 and combined in Y13 – Sociology, Psychology and Photography
- Currently 5 collaborative courses at Llangynwyd: DT, ICT, Media, PE and Spanish
- Common timetable with Llanhari – no fees exchanged but contributions to course costs: £50 for practical courses and £30 for others
- In the future looking to split courses and share teaching; Welsh + 2 others split one third /two thirds; Health & Social Care with Bridgend College (shared delivery but £65/hour)
- Llangynwyd offers French to the RCT WM consortium
- Seeking formal collaboration arrangements with WM schools in RCT or develop a regional WM 6th form centre in, for example, Llanhari. Chris Bradshaw in RCT has been approached and has agreed to formally invite Mark Jones to join the RCT consortia
- Discussions are also underway with Bridgend College to increase the facilities for WM delivery on the college campus to cover subjects such as CACHE, Learner Support and Health & Social Care. Will check with South Wales Observatory for other potential career routes that should be supported in WM
- Llangynwyd has also considered distance learning but feels it is not a very effective mode of delivery. The school is also part of the Further Maths Support Programme but currently has only one student at a cost of £600.
- Financially books are just about balanced but unlikely to be so in a year or two
- It is difficult to recruit staff and WM schools tend to compete among each other for a limited pool of staff and developing incentives – better to provide special training courses for teaching English and Maths to alleviate this pressure on core staff
- Projections that a combined Llanhari and Llangynwyd 6th form could be around 350 in 10 years
- Believe there is a need to develop a further WM primary to meet current demand and also generate a longer term pipeline to Llangynwyd that will ensure a viable 6th form

- Believe that any new 6th form centre should be developed on school approaches rather than FE but concerned for fate of vulnerable learners and those that may not be ready to move on in to a large new (to them) campus

Archbishop McGrath

- Status quo is the preferred option to retain the 6th form and continue to provide a Faith based education from 11 to 18
- Current collaboration likely to become increasingly expensive because of transport costs although there are fewer travelling with more going out than coming in; most of the collaboration is with Pencoed
- If 6th forms merged or new centre and Archbishop went to 11-16 then a number of parents might not choose to transfer in Year 7, for example, if Maesteg and Porthcawl retained their 6th forms what would be the impact on the 5 bus loads that currently come from those areas?
- Currently about 800 students with 115 in 6th and look to increase to 158 partly helped by rising standards at KS4. 55% of intake is Catholic and 45% otherwise
- The geographical distribution of catchment is a challenge when looking for potential post 16 partners. These range from St. David's in Cardiff, Cardinal Newman in RCT with Coleg y Cymoedd, St. Joseph's in NPT and Bishop Vaughan in Swansea
- If status quo route then would look to see what happens with St. Joseph's and either collaborate with its 6th form or offer a Faith based route 16-18 for students from the 11-16 school (note – collaboration would be across diocesan boundaries)
- Would also look to develop links with any new central 6th form campus
- If Pencoed goes 11-16 then Archbishop may well pick up some students from there
- If Archbishop loses 6th form to a new 6th form campus then would definitely explore the Cardinal Newman model and its applicability in a Bridgend context

Bridgend College

- Given the college's strategic position in post 16 education in Bridgend it would seem sensible that Bridgend College is represented on the Schools Task Group. It is already closely involved with the Welsh medium sector both in Bridgend and RCT in discussions to further develop the WM sector.
- The college sees a clear need for rationalisation and change in post 16 provision in Bridgend. There are currently some good potential opportunities that should not be missed. The college wishes to see positive solutions for Bridgend and to play an integral part in these. There is a strong desire to see a holistic solution to post 16 provision in Bridgend and the college is holding

back on some developments in order to be part of that comprehensive response.

- Happy to support the integration of the Maesteg FE campus with Maesteg Comp and create a strong post 16 centre
- There are opportunities to develop the Pencoed campus through the disposal of nearby land and the raising of capital with the possibility of developing a new A level / post 16 campus
- The college is keen to avoid duplication of facilities but is looking rather to achieve outstanding specialist facilities such as the £7 million Construction facility. There are opportunities in areas such as renewable energy, gas and interactive media that need to be addressed.
- The HE programmes in the college linked to HND and Foundation degrees need to be more widely known and acknowledged. The ability for young people to study to this level in their local area does not receive the recognition it deserves.
- The college has grown its apprenticeship programme by 25% and there is the potential for further expansion of these programmes where the successful completion rates are currently over 90%.
- The college would be pleased to work in partnership with the LA to jointly fund a strategic review of provision following on from the current scoping exercise
- One aspect that is considered a critical area for development is that of impartial advice & guidance. Increasingly schools are having to take more responsibility for this but their staff need up-to-date knowledge and experience in this area. Estyn recognised this in its report on Learner Support in May 2014. Parents and young people need much more exposure to the state of the employment market and the progression pathways available, especially those that lead into the technology industries developing in Bridgend and the Cardiff city region. Level 4 and 5 high skilled apprenticeships don't materialise overnight. BCBC needs to develop a pipeline of younger learners who will be capable of taking advantage of these routes and then provide a pool of well qualified employees for employers in the region.

7. Potential models emerging from this initial scoping review

Porthcawl: status quo but with collaboration either with Brynteg or new central campus. Reason = single school in town with captive intake generating a large 6th form. Moving 300+ students out of Porthcawl every day to a central campus would probably meet with considerable local resistance; likely to be strong community pressure to retain 6th form. Some new house building is anticipated which should help to keep viable numbers in 6th form.

Maesteg: status quo but with enhancements to include a 6th form merger with **Y Dderwen** and with the **Maesteg FE** campus; investigate with Bridgend College the possibility of a sector based studio school as part of the mix.

Ysgol Llangynwyd: status quo but developing formal links with the RCT WM consortium. Developing bespoke WM provision with Bridgend College that would also be available to WM schools in RCT and the Vale. Also look to develop a further WM primary school in a central location

Archbishop McGrath: status quo to retain Faith based educational ethos through to 18. Explore possibilities of working with St. Joseph's and of developing further primary provision on site (3-19 campus). The school could consider merger with Pencoed 6th form or just recruiting some students who might stop off rather than go on to a new central 6th form campus. If an agreement was reached with Pencoed then discussion with Bridgend College on future arrangements for working more closely with the Pencoed FE campus would be possible – there is the potential for this campus to be extended / developed with funds from the sale of college land to developers that could be matched to 21st century funds in the LA.

Cynffig / Bryntirion / Pencoed / Brynteg: these schools form the base group for release of their 6th forms to a new 6th form campus. 3 sites have emerged in discussion namely expansion of Bryntirion, turning the Brynteg Upper School site into a 6th form academy / centre and the Pencoed FE site with a new build post 16 / A level campus. Capital funding streams from WG, Bridgend College, LA and its borrowing capacity will all need to be investigated.

In variations of this approach other schools that could contribute their 6th forms include **Maesteg, CC Y Dderwen, Archbishop McGrath and Porthcawl**

Further updates

- New partnership venture between Pencoed and Bridgend College – Pen-y-Bont 6th form College
- Potential for involving CCYD and Cynffig
- Scope to examine the potential around the 3 more central Bridgend schools – Brynteg, Bryntirion and Archbishop
- Possibility of regeneration schemes around Bridgend Rail Station to include a new FE / 6th form central campus

Appendix 1 - Principles underpinning the re-design of post 16 provision in Bridgend

Cabinet papers in Bridgend have already laid out certain principles under which the re-organisation of schools is being viewed:-

- a. Over-arching strategy:
 - i. School improvement in Bridgend aims to provide 'fit for purpose' schools capable of delivering high quality educational experiences for all pupils.
 - ii. Education is placed at the centre of community development
 - iii. Young people will have the opportunity to access services of the highest standard
 - iv. Guided by a sustainable development theme
- b. 5 Principles underpinning re-organisation:
 - i. Commitment to high standards and excellence in provision
 - ii. Equality of opportunity, so that all pupils can access quality learning opportunities, regardless of which school they attend
 - iii. Inclusive schools, which cater for the learning needs of all their pupils
 - iv. Community focused schools, where the school actively engages with its local community
 - v. Value for money
- c. A strategic framework to support the 5 Principles
 - i. School performance, quality and standards
 - ii. Quality of the learning environment
 - iii. Diversity of provision
 - iv. Local schools
 - v. Size of schools
 1. having secondary schools that are large enough to offer a broad and effective curriculum that includes scope for choice and diversity of provision, either on their own or, increasingly, in partnership with others

2. ensuring that all schools are not so large that they become impersonal institutions or difficult to manage because of their scale.
- vi. Social inclusion
- vii. Special educational needs
- viii. Community-focused schools
- ix. Parental preference
- x. Continuity of education
- xi. Post 16 education
 1. ensuring that all pupils have access to a comprehensive range of viable post 16 learning opportunities and pathways in schools, in Further Education or in work-based learning.
 2. extending participation in learning post 16 and improving progression, choice and flexibility
- xii. Travel
- xiii. Site organisation
- xiv. Sustainable development
- xv. Value for money, efficiency and effectiveness
- xvi. Consistency with the Council's strategic plans