

## Appendix 5 Key issues relating the six concepts

### Concept 1 Retention of sixth forms and change to model of collaboration

Positives	Concerns	Revised collaboration
<ul style="list-style-type: none"> <li>• The retention of sixth forms is seen as essential in some areas in response to community aspirations</li> <li>• Maintaining the link between sixth form students and the rest of the school, especially as role models and supporting younger learners</li> <li>• Sixth forms add to the overall ethos of the school</li> <li>• Perceived as popular with parents, staff, students, governors</li> <li>• Some schools believe they can have a viable sixth form under this approach</li> <li>• Faith-based and Welsh-medium schools see this as a highly desirable/only acceptable model</li> <li>• Least disruptive approach</li> <li>• Stability in staffing</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to maintain curriculum breadth; some traditional subjects are already being lost in schools</li> <li>• Resources/budgets/funding all set to reduce and many regard this model as unsustainable</li> <li>• Does not address the issue of surplus places</li> <li>• Does not provide value for money and in small sixth forms is likely to lead to cross-stage subsidisation</li> <li>• The transport costs of current collaborative arrangements are a drain on resources and will be difficult to maintain</li> <li>• Withdrawal of transport grants may require students to pay for own transport or remain in their home school with consequential reduction in subject choice</li> <li>• Where subjects are delivered in small groups this is not always conducive to high standards and a dynamic learning environment</li> <li>• Increasing challenge to meet the Learning and Skills Measure in smaller sixth forms</li> </ul>	<ul style="list-style-type: none"> <li>• Maintains curriculum breadth</li> <li>• Some efficiencies gained but the economies of scale present in larger post-16 settings still not achieved</li> <li>• Still won't address issue of surplus places</li> <li>• Will provide better value for money but is not the most efficient scale of delivery</li> <li>• Transport costs built in but accounted for centrally and removes the decision-making from individual school level</li> <li>• The proposed model sets out a structured transport system at a cost to schools and the local authority not to students</li> <li>• Small groups confined to minority subjects with low take up across all sixth form and college settings</li> <li>• Will be capable of delivering on the Learning and Skills Measure in all settings</li> <li>• Greater collegiality in the planning and delivery of subjects</li> </ul>

**Concepts 2 and 3 Closure of all sixth forms and developing new sixth form centre(s) run either by the local authority or Bridgend College**

Positives	Concerns
<ul style="list-style-type: none"> <li>• Equality of offer to all learners</li> <li>• Produces economies of scale</li> <li>• Could enable a distinctive and appropriate level 2 offer in sixth form without duplicating FE provision</li> <li>• Breadth retained in level 3 offer</li> <li>• Viable class sizes and hence value for money</li> <li>• Deals with class size, finances, cross-subsidy</li> <li>• Could have a positive effect on Year 11 as they become the senior students and greater maturity is expected from them</li> <li>• Rationalisation of provision</li> <li>• Improve quality of sixth form facilities</li> </ul>	<ul style="list-style-type: none"> <li>• Finding suitable sites and significant capital funds</li> <li>• Transport costs would increase overall</li> <li>• Might weaken retention rates and impact on young people aged 16-24 who are not in education, employment or training (NEETs) figures due to the effect of travel and non-familiar settings</li> <li>• Some schools are concerned that pastoral support and preparation for UCAS (Universities and Colleges Admissions Service for the UK) may not be as effective in a large sixth form centre compared to individual school settings</li> <li>• Danger of creating two-tier, post-16 solution with students pursuing academic subjects in the sixth form centre and the rest following a technical studies route via further education (FE)</li> </ul>

BCBC sixth form centre	Bridgend College sixth form centre
<ul style="list-style-type: none"> <li>• If the new centre is under BCBC then the issue of surplus places in schools will still exist although this may ease the pressure for places in some schools</li> <li>• Some reduction in staffing due to efficiencies but less disruptive because most would continue to be employed by BCBC but working on a split site timetable</li> <li>• Lessens de-stabilising effect and staff recruitment issues</li> </ul>	<ul style="list-style-type: none"> <li>• If the new centre is under Bridgend College then this will create increased surplus capacity in schools with a need to release staff either to work in new centre(s) or through redundancy</li> <li>• Significant system change with potential for de-stabilising standards of performance</li> <li>• College has limited experience in successful delivery of A levels</li> <li>• Loss of school staff to a new FE-based sixth form could have a de-stabilising effect on schools and make staff recruitment more difficult especially in shortage subjects</li> </ul>

**Concepts 4 and 5 Mix of some sixth forms being retained while others merge into new sixth form centre(s) run either by the local authority or Bridgend College**

Positives	Concerns
<ul style="list-style-type: none"> <li>• Equality of offer to all learners</li> <li>• Breadth retained in level 3 offer</li> <li>• Rationalisation of provision</li> <li>• Viable class sizes and hence value for money</li> <li>• Deals with class size, finances, cross-subsidy</li> <li>• Improve quality of sixth form facilities</li> <li>• Produces some economies of scale</li> <li>• Could enable a more robust level 2 offer in sixth form</li> <li>• Retention of pastoral care associated with sixth form provision</li> <li>• Least disruptive model to develop after the status quo</li> <li>• Sixth forms would be of a good size but not too large</li> </ul>	<ul style="list-style-type: none"> <li>• Finding suitable sites and significant capital funds</li> <li>• Over location of merged sixth form and whether this creates an impression of a “better” school</li> <li>• Consequences for intake into Year 7 if parents choice is influenced by presence/absence of a sixth form</li> <li>• Leakage of certain pupils to a school with a sixth form centre</li> <li>• Travel arrangements - transport costs would increase overall</li> <li>• Might weaken retention rates and impact on NEETs figures due to the effect of travel and non-familiar settings</li> <li>• Some schools are concerned that pastoral support and preparation for UCAS may not be as effective in a large sixth form centre compared to individual school settings</li> <li>• Danger of creating two-tier, post-16 solution with students pursuing academic subjects in the sixth form centre and the rest following a technical studies route via further education (FE)</li> <li>• Lines of accountability and Estyn reporting</li> <li>• Impact of merging students from different communities</li> <li>• Managing greater timetable collaboration</li> <li>• Identity of students post-16</li> </ul>

BCBC sixth form centre	Bridgend College sixth form centre
<ul style="list-style-type: none"> <li>• If the new centre is under BCBC then the issue of surplus places in schools could be addressed through the proposed combinations for mergers</li> <li>• This route may ease the pressure for places in some schools</li> </ul>	<ul style="list-style-type: none"> <li>• If the new centre is under Bridgend College then this will create increased surplus capacity in schools with a need to release staff either to work in new centre(s) or through redundancy</li> <li>• Significant system change with potential for de-stabilising standards of performance</li> <li>• College has limited experience in successful delivery of A levels</li> </ul>

<ul style="list-style-type: none"> <li>• Some reduction in staffing due to efficiencies but less disruptive because most would continue to be employed by BCBC but working on a split site timetable</li> <li>• Lessens de-stabilising effect and staff recruitment issues</li> </ul>	<ul style="list-style-type: none"> <li>• Loss of school staff to a new FE-based sixth form could have a de-stabilising effect on schools and make staff recruitment more difficult especially in shortage subjects</li> </ul>
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### Concept 6 Full tertiary model under the governance of Bridgend College

Positives	Concerns
<ul style="list-style-type: none"> <li>• Equality of offer to all learners</li> <li>• Maximises the breadth of the level 3 offer</li> <li>• Produces economies of scale</li> <li>• Rationalisation of provision</li> <li>• Viable class sizes and hence value for money</li> <li>• Improve quality of post-16 facilities</li> <li>• Could have a positive effect on Year 11 as they become the senior students and greater maturity is expected from them</li> <li>• Will be capable of delivering on the Learning and Skills Measure in full</li> <li>• Potential to link with other developments such as City Region and regeneration of Bridgend Town Centre</li> <li>• Avoids the danger of creating a two-tier, post-16 solution</li> <li>• All students attend the same institution without discrimination and aligns with comprehensive education principles</li> <li>• Provides capability to mix and match academic and vocational programmes</li> <li>• Implies a new build to house at least the 1600 students currently in sixth forms and therefore potentially state of the art facilities</li> </ul>	<ul style="list-style-type: none"> <li>• Finding suitable sites and significant capital funds</li> <li>• Might weaken retention rates and impact on NEETs figures due to the effect of travel and non-familiar settings</li> <li>• Loss of school staff to a full tertiary college could have a de-stabilising effect on schools and make staff recruitment more difficult especially in shortage subjects</li> <li>• Significant system change with potential for de-stabilising standards of performance</li> <li>• Bridgend College has limited experience in successful delivery of A levels by comparison with school sixth forms</li> <li>• Significantly increases the number of surplus places in secondary schools by a factor of at least 1600 on top of any current surpluses</li> <li>• Travel arrangements - transport costs would increase overall as students travel to centralised campuses</li> <li>• Some schools are concerned that pastoral support and preparation for UCAS may not be as effective in a large institution compared to individual school settings</li> </ul>