

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"> • The retention of sixth forms is seen as essential in some areas in response to community aspirations • Maintaining the link between sixth form students and the rest of the school, especially as role models and supporting younger learners • Sixth 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 sixth form under this approach • Faith-based and Welsh-medium schools see this as a highly desirable/only acceptable model • Least disruptive approach • Stability in staffing 	<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 sixth 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 • Increasing challenge to meet the Learning and Skills Measure in smaller sixth forms 	<ul style="list-style-type: none"> • Maintains curriculum breadth • Some efficiencies gained but the economies of scale present in larger post-16 settings still not achieved • Still won't address issue of surplus places • Will provide better value for money but is not the most efficient scale of delivery • Transport costs built in but accounted for centrally and removes the decision-making from individual school level • The proposed model sets out a structured transport system at a cost to schools and the local authority not to students • Small groups confined to minority subjects with low take up across all sixth form and college settings • Will be capable of delivering on the Learning and Skills Measure in all settings • Greater collegiality in the planning and delivery of subjects

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"> • Equality of offer to all learners • Produces economies of scale • Could enable a distinctive and appropriate level 2 offer in sixth 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 of sixth form facilities 	<ul style="list-style-type: none"> • Finding suitable sites and significant capital funds • Transport costs would increase overall • 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 • 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 • 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)

BCBC sixth form centre	Bridgend College sixth form centre
<ul style="list-style-type: none"> • 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 • 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 • Lessens de-stabilising effect and staff recruitment issues 	<ul style="list-style-type: none"> • 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 • Significant system change with potential for de-stabilising standards of performance • College has limited experience in successful delivery of A levels • 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

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"> • Equality of offer to all learners • Breadth retained in level 3 offer • Rationalisation of provision • Viable class sizes and hence value for money • Deals with class size, finances, cross-subsidy • Improve quality of sixth form facilities • Produces some economies of scale • Could enable a more robust level 2 offer in sixth form • Retention of pastoral care associated with sixth form provision • Least disruptive model to develop after the status quo • Sixth forms would be of a good size but not too large 	<ul style="list-style-type: none"> • Finding suitable sites and significant capital funds • Over location of merged sixth 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 sixth form • Leakage of certain pupils to a school with a sixth form centre • Travel arrangements - transport costs would increase overall • Might weaken retention rates and impact on NEETs figures due to the effect of travel and non-familiar settings • 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 • 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) • Lines of accountability and Estyn reporting • Impact of merging students from different communities • Managing greater timetable collaboration • Identity of students post-16

BCBC sixth form centre	Bridgend College sixth form centre
<ul style="list-style-type: none"> • If the new centre is under BCBC then the issue of surplus places in schools could be addressed through the proposed combinations for mergers • This route may ease the pressure for places in some schools 	<ul style="list-style-type: none"> • 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 • Significant system change with potential for de-stabilising standards of performance • College has limited experience in successful delivery of A levels

<ul style="list-style-type: none"> • 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 • Lessens de-stabilising effect and staff recruitment issues 	<ul style="list-style-type: none"> • 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
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Concept 6 Full tertiary model under the governance of Bridgend College

Positives	Concerns
<ul style="list-style-type: none"> • Equality of offer to all learners • Maximises the breadth of the level 3 offer • Produces economies of scale • Rationalisation of provision • Viable class sizes and hence value for money • Improve quality of post-16 facilities • Could have a positive effect on Year 11 as they become the senior students and greater maturity is expected from them • Will be capable of delivering on the Learning and Skills Measure in full • Potential to link with other developments such as City Region and regeneration of Bridgend Town Centre • Avoids the danger of creating a two-tier, post-16 solution • All students attend the same institution without discrimination and aligns with comprehensive education principles • Provides capability to mix and match academic and vocational programmes • Implies a new build to house at least the 1600 students currently in sixth forms and therefore potentially state of the art facilities 	<ul style="list-style-type: none"> • Finding suitable sites and significant capital funds • Might weaken retention rates and impact on NEETs figures due to the effect of travel and non-familiar settings • 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 • Significant system change with potential for de-stabilising standards of performance • Bridgend College has limited experience in successful delivery of A levels by comparison with school sixth forms • Significantly increases the number of surplus places in secondary schools by a factor of at least 1600 on top of any current surpluses • Travel arrangements - transport costs would increase overall as students travel to centralised campuses • 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