

Post-16 concepts consultation

Consultation report

Date of issue: 21 March 2019

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1. OVERVIEW

This consultation arises out of a process that started in 2011 with the Welsh Government Transformation agenda.

The result in Bridgend was a Strategic Outline Case that was approved by Welsh Government that set out a proposal for a Collaboration Model ('Distributed Tertiary Model') to deliver post-16 provision across the County whereby sixth forms were retained and worked in collaboration with each other and with Bridgend College.

A review of this post-16 provision was commissioned in 2013 and the report commented that overall progress was not sufficiently meeting the changing environment of post-16 education and training.

The changing environment included tougher financial circumstances, smaller cohorts of 16-18 year olds, changes to and reductions in Welsh Government grants, the loss of subjects from the collaborative offer, fewer students taking up day time collaborative courses and a slowdown in the rate of improvement in examination performance.

A Post-16 Operational Board ('the Board'), with a wide range of stakeholders, was established in June 2016 to take forward the review of post-16 provision. In October 2017 and April 2018 the Board made recommendations to Cabinet on the possible concepts for 16-18 provision that could be considered for the county with preferred concepts identified.

In April 2018, Cabinet gave approval for a public consultation on the six concepts described below:

- **Concept 1** The retention of sixth forms in all schools - the current position (i.e. a distributed tertiary model based on collaboration, but with further development in order to improve the delivery of this concept)
- **Concept 2** The closure of all sixth forms and the development of a local
- **Concept 3** The closure of all sixth forms and the development of a further education (FE) college governed sixth-form centre(s)
- **Concept 4** A mix of school sixth forms with some mergers to create a new local authority maintained sixth-form centre(s)
- **Concept 5** A mix of school sixth forms with some mergers to create a new FE college governed sixth-form centre(s)
- **Concept 6** A full tertiary model governed by the FE sector

2. INTRODUCTION

A public consultation based on Bridgend county borough council's Post-16 concepts consultation was conducted over a 12 week period between 7 December 2018 and the 13 March 2019. The survey was available to complete online on the consultation page of the council's website and residents could also request a paper copy or another alternative format by telephone or email. The survey was available in English and Welsh as standard and accessible versions.

In total, there were 56 questions which required a reply from respondents; all questions in the survey were optional. All survey responses offered the option of anonymity. The council's standard set of equalities monitoring questions were also included with the survey, as is now recommended good practice for all public facing surveys carried out by the council.

Workshops took place in all comprehensive schools across the county borough, where learners were invited to engage in a range of activities in response to the concepts proposals.

Schools invited parents, governors and staff to engage with the authorities Specialist Post-16 Officer, where they had the opportunity to ask questions and give their views on the proposals. During the parents engagement sessions comments were received about engaging with primary school parents, therefore an additional five sessions were arranged by the authority, to which all primary school parents across the county borough were invited.

In all engagement events attendees were invited to respond formally by completing the online consultation.

The content of the consultation remains available online in closed consultations.

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

3. PROMOTIONAL TOOLS AND ENGAGEMENT METHODS

This section details the specific communications and engagement methods used to reach people and encourage them to share their views during the consultation period.

3.1 Social media and online

Facebook and Twitter have widely been used to promote the consultation.

Information was posted to the council's corporate Twitter and Facebook 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 11,154 followers on its corporate Twitter accounts and 11,956 on Facebook. During the period, the authority

'tweeted' 19 times and the information was seen 26,859 times. One post was made to the council's Facebook page, which reached 3,595 people.

3.2 Local press

Three press releases entitled:

- 22 November 18 - Post-16 education under review
 - 10 December 18 - Have your say on post-16 education
 - 22 February 19 - Last chance to have your say on post-16 education
- were issued in advance of the consultation and during the live period.

Articles appeared in the local press, as follows:

- 24 April 18 Oggy Bloggy Ogwr
[Six options shortlisted for Bridgend Sixth Form future](#)
- 01 May 18 Wales Online
[All sixth forms in Bridgend could be closed in education shake-up](#)
- 15 October 18 Oggy Bloggy Ogwr
[Six Post-16 Recommendations Set for Consultation](#)
- 24 October 18 Glamorgan Gem
[Consultation planned on future of sixth forms in Bridgend County Borough](#)
- 14 November 18 Wales Online
[Sixth-form students could be driven between different sites during their lunch break as part of Bridgend shake-up](#)
- 22 November 18 Glamorgan Gem
[Time to have your say](#)
- 06 12 18 Glamorgan Gazette
Council to consider future of sixth forms (no online link available)



Consultation planned on future of sixth forms in Bridgend county borough

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Post a comment

Wednesday, 24 October 2018 - Education



by **Liz Bradfield** - GEM Local Democracy Reporter



@gem_news



editorial@qlamorgan-gem.co.uk

Sixth form students in Bridgend could be driven between different sites during their lunch break under plans to shake-up post-16 education in the area.

The proposal is part of plans to cut the number of sixth forms in the county borough to allow for larger class sizes and a greater selection of subjects.

However, councillors raised concerns about the mental health and wellbeing of students if their lunch breaks were taken away.

Bridgend County Borough Council (BCBC) is consulting on a range of options for sixth forms and FE colleges.

Its preferred options involve a mix of school sixth forms with some mergers to create either new local authority maintained sixth form centre(s) or new further education college-governed sixth form centre(s).

It is expected that there will also be more online learning alongside traditional classroom teaching.

At a recent council meeting on the plans, officers said students would need to be transported between sites if sixth forms were merged.

John Fabes, BCBC specialist officer for post-16 education, said: "We will try to keep journey times to 20 minutes. The idea is that you would move youngsters at lunchtime so it doesn't disrupt the actual teaching blocks within the day."



3.4 Community engagement – learners

2030 learners from all comprehensive schools across the county borough participated in engagement workshops during the consultation period. Learners were asked to participate in five activities, the outcomes of these activities can be seen in section eight. Learners were encouraged at the end of each workshop to complete the online survey.

3.5 Community engagement – parents and carers

All comprehensive schools in the county borough invited current parents and carers to attend workshops alongside council officers (Specialist post-16 Officer). Parents and carers were given an overview of the consultation and were invited to ask questions or give their comments on the concepts. In response to comments received during these sessions a further five workshops were arranged for primary school parents. In total 239 parents attended workshops during the consultation period and the responses from parents and carers can be seen in section nine. Parents and carers were encouraged at the end of each session to complete the online survey.

3.6 Community engagement – staff

Staff in all comprehensive schools were given the opportunity to attend questions and answers sessions with the authority's Specialist Post-16 officer. Staff were given an overview of the consultation and were invited to ask questions or give their comments on the concepts, and ask questions relevant to their own school. 293 staff attended the

sessions and the responses from staff can be seen in section 10. All staff were encouraged at the end of each session to complete the online survey.

3.7 Community engagement – governors

School governors in all comprehensive schools were given the opportunity to attend questions and answers sessions with the authority's Specialist Post-16 officer. Governors were given an overview of the consultation and were invited to ask questions or give their comments on the concepts, and ask questions relevant to their own school. In total 56 school governors attended workshops during the consultation period and the responses from parents and carers can be seen in section 11. School governors were encouraged at the end of each session to complete the online survey.

3.8 Community engagement - Bridgend College

Learners, staff and governors from Bridgend College were given the opportunity to attend workshops and questions and answers sessions with the authority's Specialist Post-16 officer. These sessions are outlined in section 12.

4. RESPONSE RATE

In total, there were 2950 interactions, representing 2 per cent of the Bridgend County Borough population. The response rate has been divided into several areas including: consultation survey responses, learner engagement workshops, parents, staff and governor engagement sessions, emails, letters and social media interactions:

- We received 322 survey responses in total (321 online submissions and one paper versions);
- 2030 learners attended engagement workshops in comprehensive schools;
- 239 parents and carers attended engagement sessions in schools;
- 293 staff attended questions and answers sessions;
- 56 school governors attended questions and answers sessions;
- During the consultation period, there were four comments on our social media channels;
- Five comments were received by email;
- One letter was received (appendix one).

5. HOW EFFECTIVE WAS THE CONSULTATION?

The Post-16 concepts consultation was conducted over a twelve week period during which a range of marketing and engagement methods were used to create awareness of the consultation and encourage members of the public to engage with the council.

The social demographic data reflects a good cross section of the county borough's population.

The data collection methods, which include the online survey, a paper survey and an accessible survey, were all developed using plain English to maximise understanding. These response methods were designed to give a consistency to the survey across multiple platforms.

6. HEADLINE FIGURES

- 322 respondents completed the online survey. 59.3% of respondents were parents, 26.6% were staff and 5.6% were school governors;
- 69% of survey respondents agreed with the statements of ambitions identified by the board (36% strongly agree and 33% agree);
- 45% of survey respondents agreed that blended learning could be a useful part of teaching programmes (12% strongly agree and 33% agree);
- 52% of survey respondents preferred daytime collaboration (as opposed to twilight sessions or a mixture of both);
- 54% of survey respondents disagreed that A level students should be expected to travel to sixth form centres (32% strongly disagree and 22% disagree);
- 64% of survey respondents did not agree with the council's preferred concepts (concepts four and five);
- Respondents were asked to rank concepts in order of preference, Concept one (the retention of sixth forms in all schools) was the preferred concept of survey respondents;
- 2030 learners took part in learner engagement workshops in all comprehensive school across the county borough;
- 40% of learners gave a neutral response to the statement that online learning should be developed;
- 81% of learners said they preferred daytime to twilight collaboration;
- 35% of learners agreed that A level students should travel to sixth form, 35% of learners disagreed that A level students should travel to sixth form;
- Learners were asked to rank concepts in order of preference, Concept one (the retention of sixth forms in all schools) was the preferred option of learners (65%);
- The most common themes from parents and carers engagement sessions were: issues around travel provision, funding and location of potential new centre(s);
- The most common themes from staff engagement sessions were: who will decide which sixth forms will go, loss of staff from comprehensive schools and potential redundancies and concern for pastoral support and wellbeing;
- The most common themes from school governors sessions were: funding, loss of staff from comprehensive schools and the preference to keep all sixth forms;
- Focus groups were held with Bridgend college students, 24 students attended the sessions;
- Students were asked to rank concepts in order of preference, Concept one (the retention of sixth forms in all schools) and Concept five (a mix of school sixth forms

with some mergers to create new FE college governed sixth form centre(s) were jointly the most preferred option of learners (42%);

- The most common themes from the Bridgend college governors session were: post 16 provision needs to change, 11-16 provision is currently subsidising post 16 provision and they have demonstrated success in the post 16 sector.

7. QUESTION AND ANALYSIS - CONSULTATION SURVEY

Section seven of the report looks at the questions asked in the consultation survey – with 322 respondents in total.

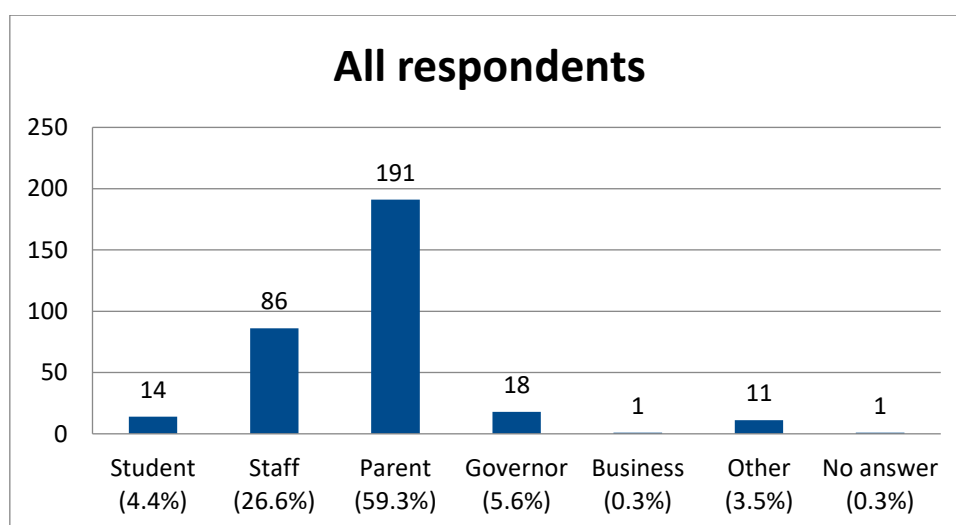
7.1 Please select a language to begin the survey.

Respondents to the consultation survey were initially asked in which language they would like to complete the survey. All respondents selected English.

Language	#	%
English	322	100
Welsh	0	0
Total	322	100.0

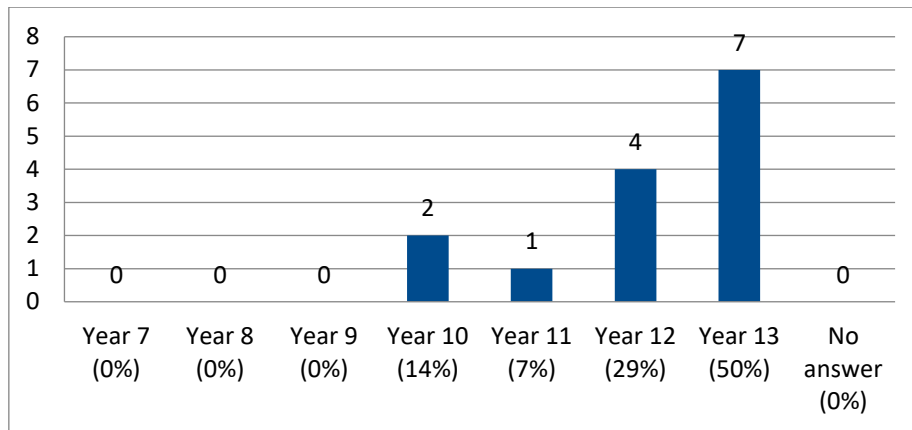
7.2 About you.

7.2.1 Are you?



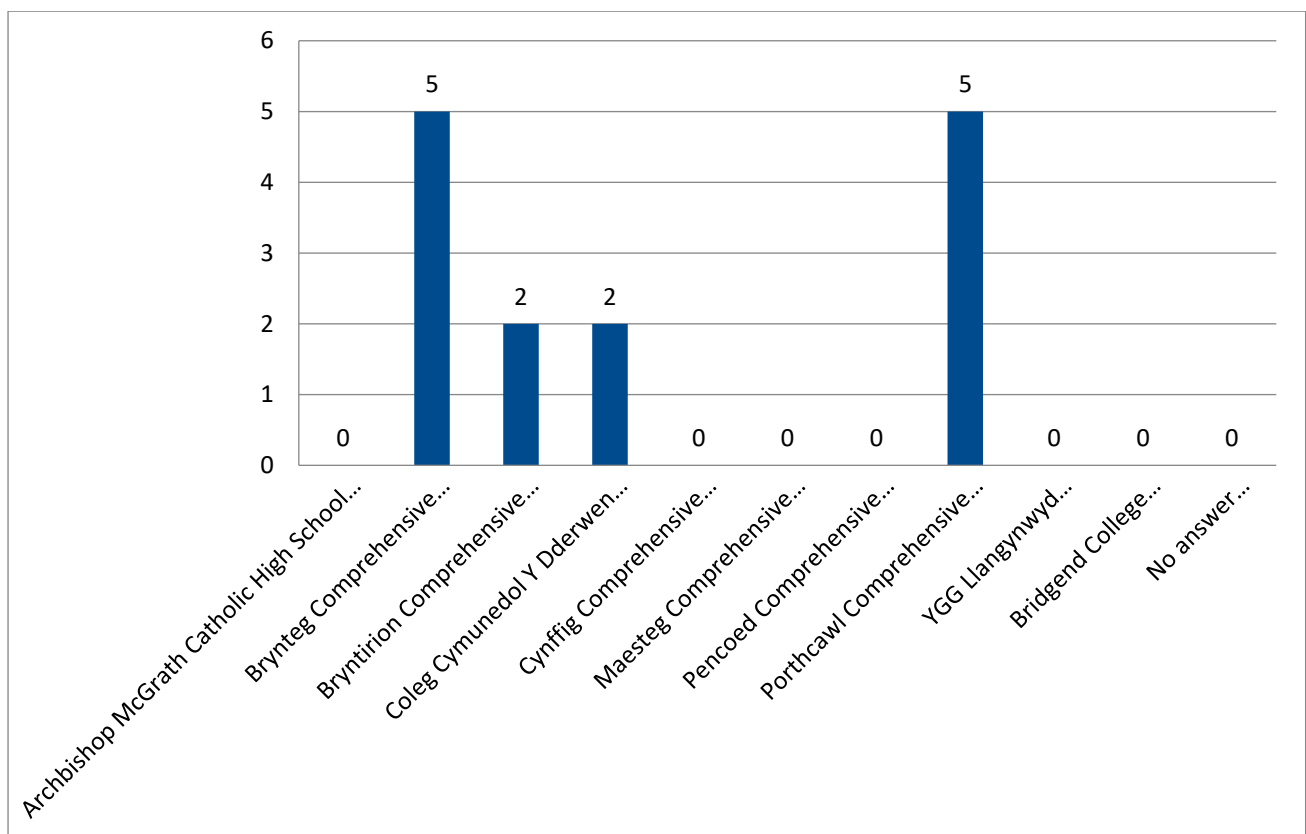
59.3% of responses came from parents, followed by 26.6% from staff and then 5.6% from school governors.

7.2.2 Year group



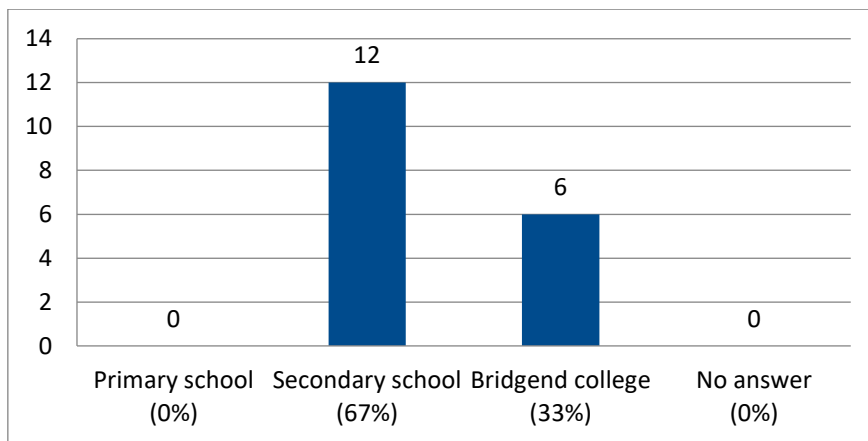
Students (14) were given a supplementary question to provide their year group. 50% of student responses came from pupils in year 13 followed by year 12 (29%) and then year 10 (14%).

7.2.3 School (name)



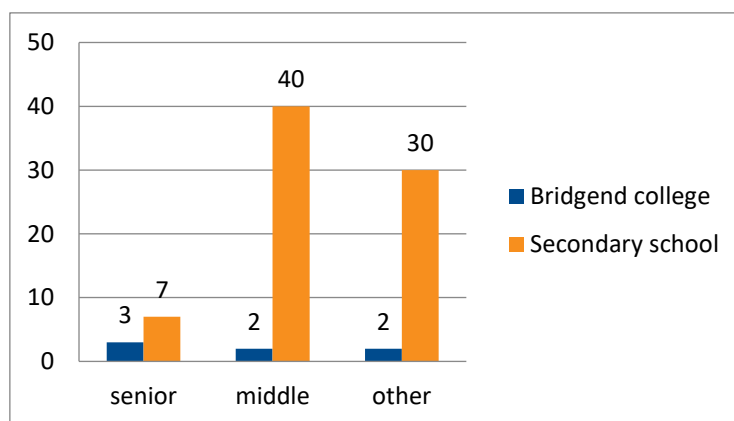
Students (14) were given a supplementary question to provide their school. 36% attended Brynteg Comprehensive, a further 36% attended Porthcawl Comprehensive. 14% Bryntirion Comprehensive and 14% attended Coleg Cymunedol Y Dderwen.

7.2.4 School or college (primary, secondary, college)



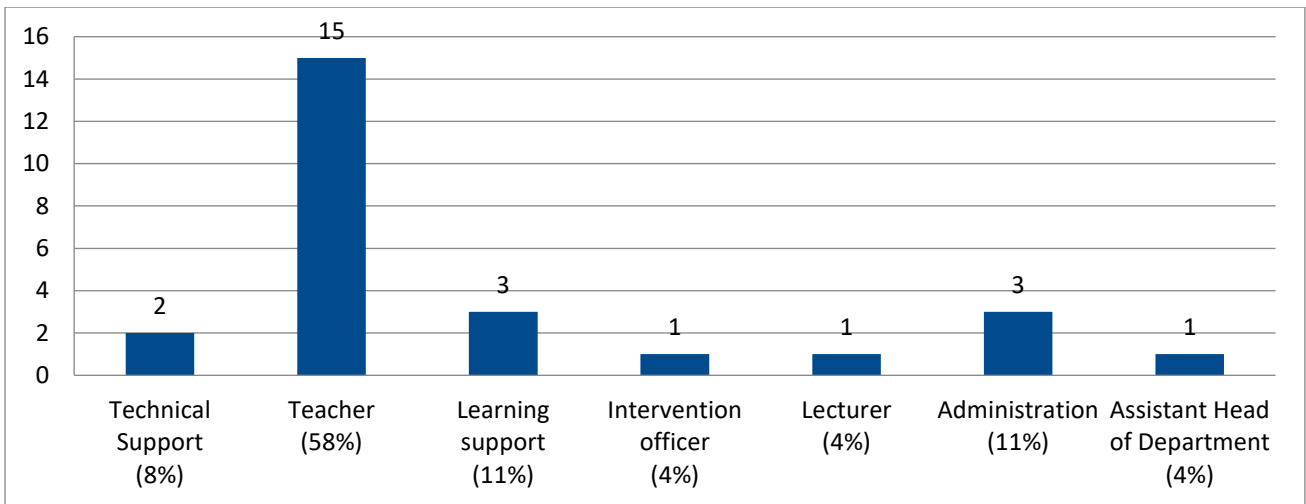
School governors (18) were given a supplementary question asking for their school category. 67% were governors of secondary schools and 33% were governors of Bridgend College.

7.2.5 Rank



Staff (86) were asked a supplementary question asking for their rank. 84 staff responded to this question. 43% of staff within Bridgend College selected their rank as senior, followed by 29% that selected other and 28% selected middle. 52% of staff within secondary schools selected their rank as middle, followed by 39% that selected other and 9% selected senior.

Where staff selected other they were able to specify their role. The chart below shows the range of responses:



58% of other responses were from teachers, followed by equal numbers of learning support staff (11%) and administration staff (11%).

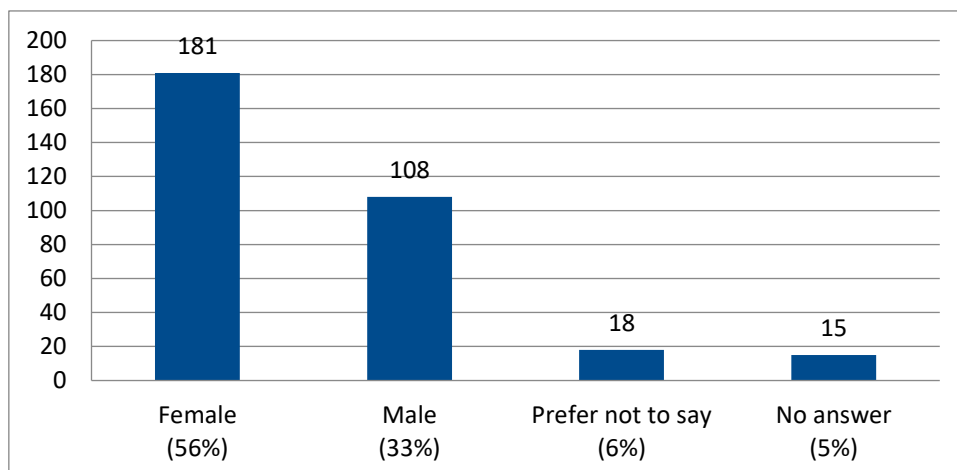
7.2.6 Representative organisation/business name

One Business respondent said they were from 'Careers Wales' and are a 'medium' size business

7.2.7 Size of business

One Business respondent said they were from 'Careers Wales' and are a 'medium' size business

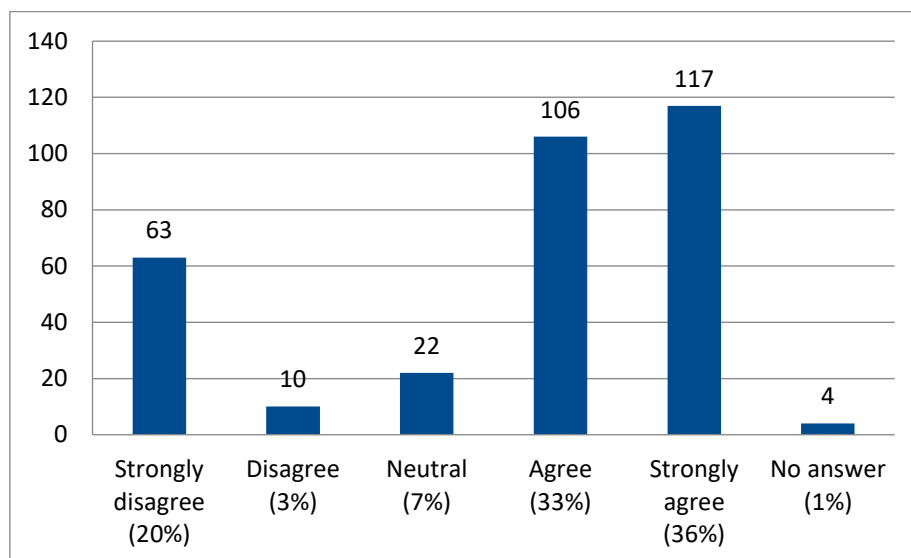
7.2.8 Gender



56% of all respondents came from females and 33% from males. 15 respondents did not answer this question and 6% selected prefer not to say.

7.2.9 Post-16 concepts survey

7.2.10 Do you agree with the statements of ambitions that were agreed by the board?



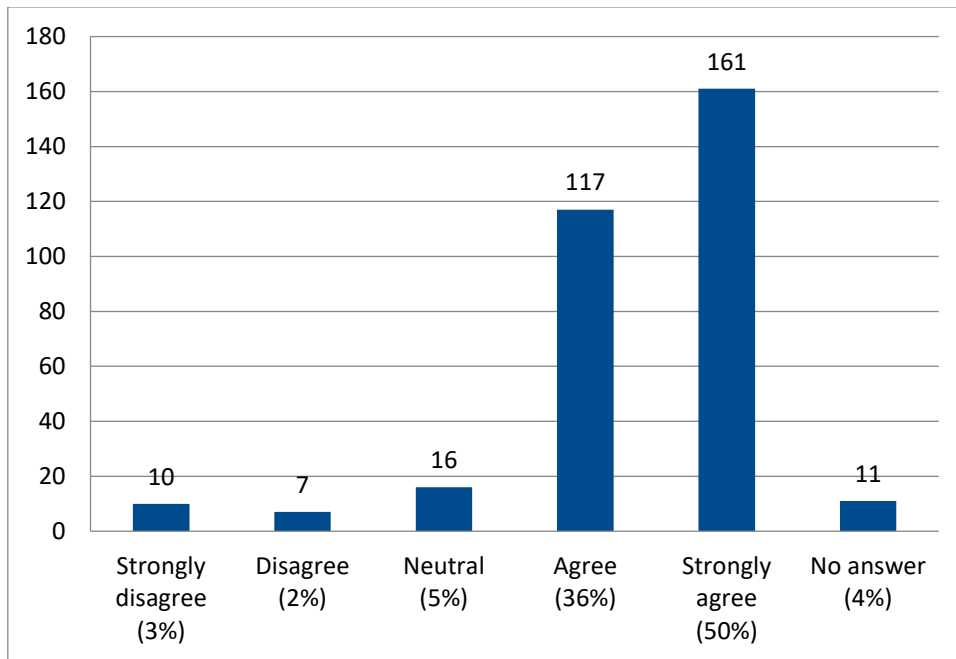
Overall 69% of respondents agreed with the statement of ambitions that had been agreed by the board (36% strongly agree and 33% agree).

7.2.11 Is there anything else you would like to add to the list?

Theme	Number of comments
Access to support, careers advice, mentors	23
Accessible and local education	11
Keep sixth forms	11
High standard education / keep good teachers	6
Broaden curriculum	3
Importance of work experience	3
Teach practical life lessons	2
Cost	1
Ethos would reflect the world of work	1
Opportunity for welsh education within a familiar setting	1
Strongly agree with all statements	1

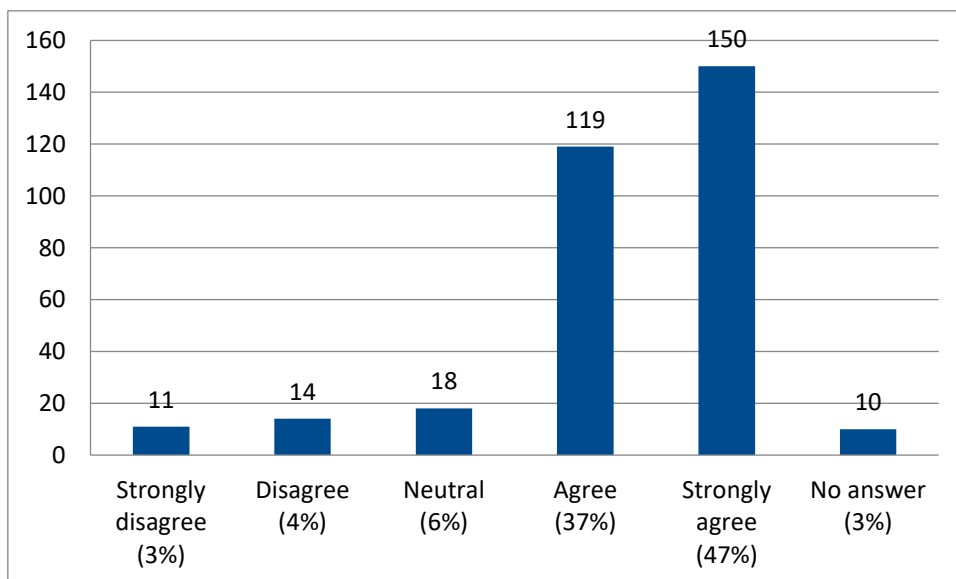
The most common themes were around access to support, careers advice and mentors, followed by accessibility to local education and respondents wanting to keep sixth forms.

7.2.12 Should all learners have access to a wide range of subjects wherever they are studying?



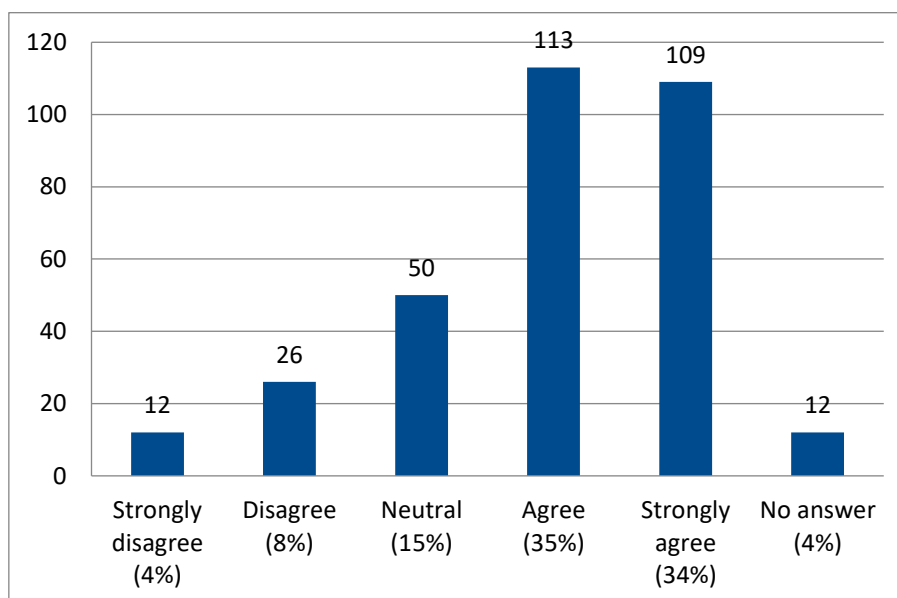
When asked should all learners have access to a wide range of subjects wherever they are studying, 86% of respondents agreed with this statement (50% strongly agree and 36% agree).

7.2.13 If learners have studied a subject to the end of key stage 4 should they be able to study that subject in sixth form?



84% of respondents agree that if learners have studied a subject to the end of key stage 4 they should be able to study that subject in sixth form (47% strongly agree and 37% agree)

7.2.14 Every subject should have an equal amount of teacher delivery time for both smaller and larger teaching groups



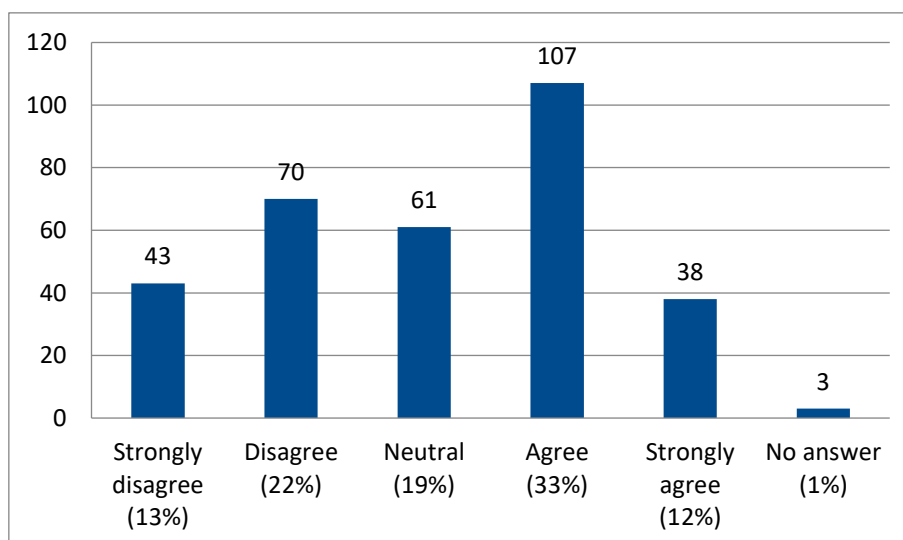
69% of respondents agree that every subject should have an equal amount of teacher delivery time for larger and smaller teaching groups (34% strongly agree and 35% agree).

7.2.15 Do you have any further comments?

Theme	Number of comments
Protect sixth forms in schools	12
Collaborative working	11
Delivery time to suit the course	9
Larger groups need more time	9
Reduce courses/subjects	6
More subject choices	5
High standard teachers	4
Equal teaching time	3
Specialist centres	1

The most common themes were protect sixth forms in schools, followed by collaborative working and then delivery time should suit the content of the course.

7.2.16 Do you agree that blended learning could be a useful part of teaching programmes?



Respondents were provided with a description of blended learning.

45% of respondents agreed that blended learning could be a useful part of teaching programmes (12% strongly agree and 33% agree).

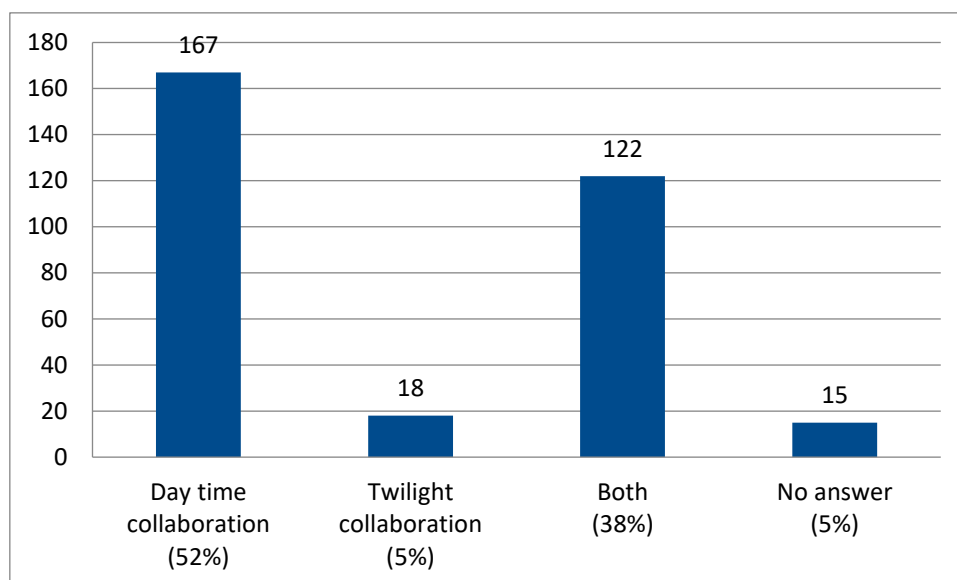
35% of respondents disagreed that blended learning could be a useful part of teaching programmes (13% strongly disagree and 22% disagree).

7.2.17 Do you have any further comments?

Theme	Number of comments
Should be mixed model	29
Disagree with proposal	26
Doesn't work for all learning styles/doesn't suit all learners	25
Could work within a classroom with teacher supervision	10
Technology not available/ costs families	9
Prepares learners for university	6
Agree with proposal	4
Further improvements could be added	4

The most common themes were should be a mixed model followed by respondents stating that they disagree with the proposal and then this model doesn't suit all learning styles/all learners.

7.2.18 Please indicate your preferred model for collaboration and indicate the reasons for your choice.



Respondents were given a description of collaboration (day time and twilight).

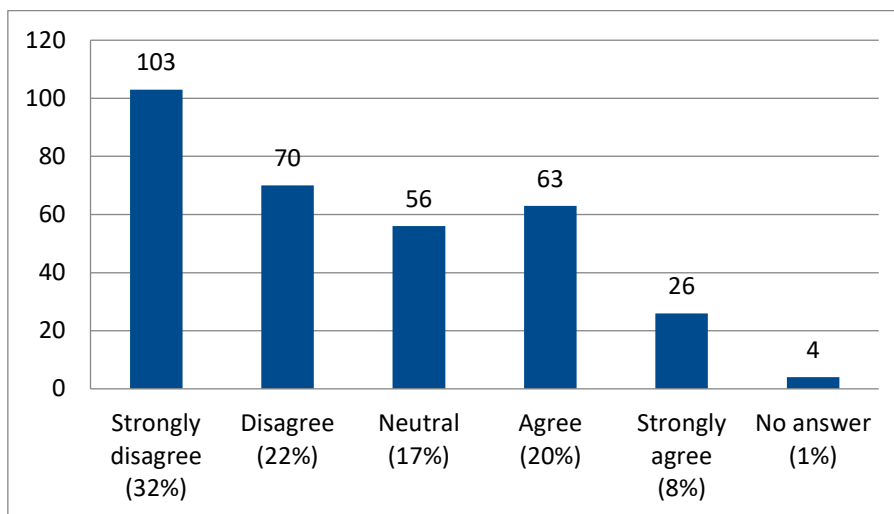
Respondents were asked for their preferred method of collaboration, and were able to select day time, twilight or both. 52% of respondents preferred day time collaboration. 38% selected both and 5% selected twilight. 5% did not provide an answer to this question.

7.2.19 Reasons for your choice:

Theme	Number of comments
Keep daytime collaboration as twilight interferes with other responsibilities/leisure time	75
Keep collaboration to suit individuals/ both day and twilight	46
Collaboration provides wider subject choice	24
Wasted travel time/ restricted travel	8
Keep sixth form how they are	7
Produces better results	1

The most common themes were keep daytime collaboration as twilight interferes with other responsibilities/leisure time, followed by keep to suit individuals, so both twilight and day time, and then collaboration provides a wider subject choice.

7.2.20 If the council were to develop sixth form centres as part of the Cabinets preferred option would it be reasonable to expect A level students to travel to specialist centres for their education?



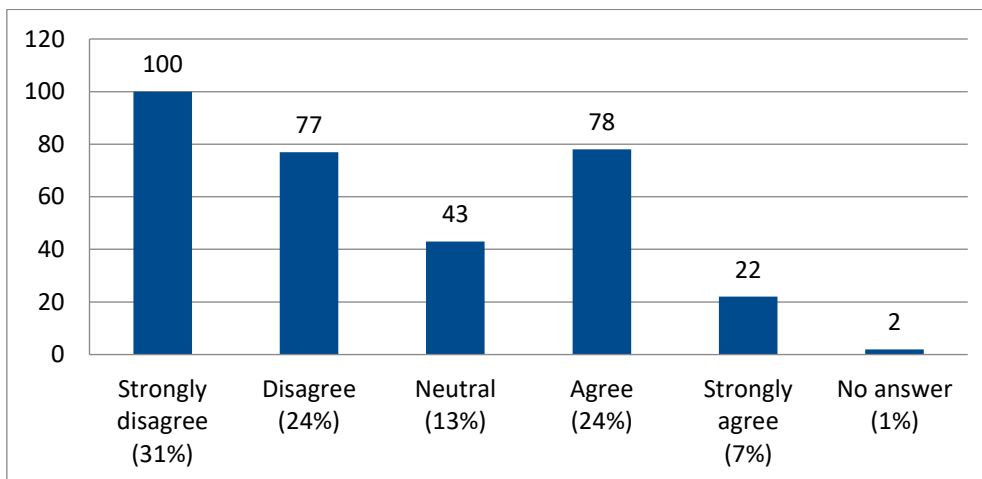
Respondents were asked if they agreed that A level learners should be expected to travel to specialist centres for their education. 54% of respondents disagreed with this proposal (32% strongly disagree and 22% disagree). 28% of respondents agreed that A level learners should be expected to travel (8% strongly agree and 20% agree).

7.2.21 If you chose strongly disagree or disagree please tell us why?

Theme	Number of comments
Sixth forms should stay in school	45
Barrier for learning/causes extra stress	22
School buses should be provided	21
Wasted time travelling/unreliable public transport	15
Expensive	12
Student choice where to study	11
Centre should be local and accessible	10
Public transport cuts	7
Agree with proposal	7
All lessons should be based in one centre	4
Collaboration with other schools	3

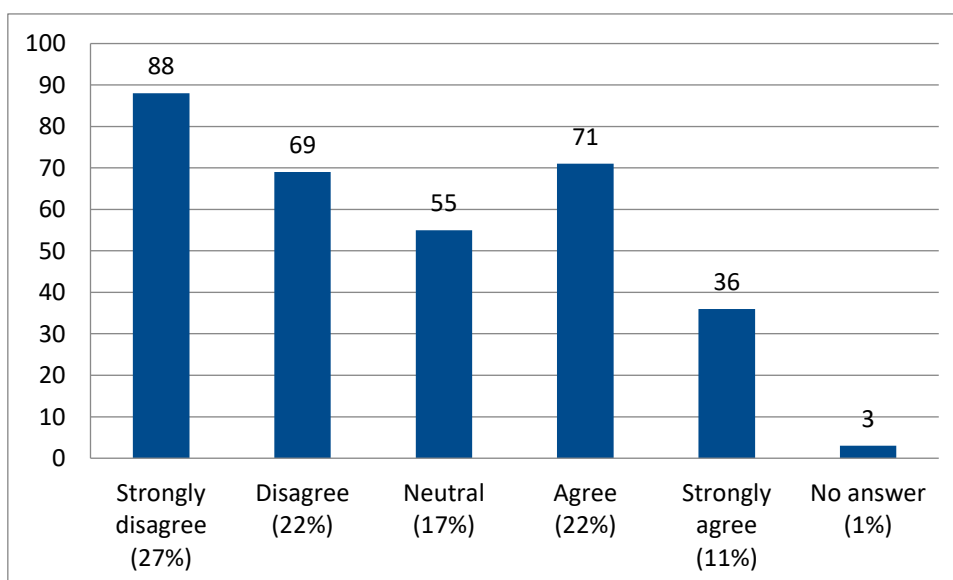
The most common themes were sixth forms should stay in schools, followed by this is a barrier for learning/could cause extra stress and then school buses should be provided.

7.2.22 Where sixth forms/ sixth form centres/ Bridgend College collaborate around a common timetable there may be an expectation that learners would travel for some of their courses during their lunch break. Would you consider this travel arrangement acceptable within the context of learner well-being?



55% of respondents felt that it was unacceptable for learners to travel during their lunchbreak (31% strongly disagreed and 24% disagreed). 31% of respondents stated that it was acceptable for learners to travel during their lunchbreak (7% strongly agree and 24% agree).

7.2.23 Should the council be looking to develop sixth forms or sixth form centres that have at least 250 students on roll?



49% of respondents disagreed that the council should be looking to develop sixth forms or sixth form centres that have at least 250 pupils on the roll (27% strongly disagree and 22% disagree).

33% agree that the council should be looking to develop sixth forms or sixth form centres that have at least 250 pupils on the roll (11% strongly agree and 22% agree).

7.2.24 If you chose strongly disagree or disagree please tell us why?

Theme	Number of comments
Keep sixth forms as they are	31
Smaller classes means better performance	26
Less teacher/facilities/resources/support/supervision	23
Misleading to compare to Bridgend to other areas	15
Already producing high standard	15
Keep bigger remove smaller sixth forms	9
Allows wider subject	2
Student choice	2
Impact on Welsh education	2
Where does the 250 figure come from?	2
Less subjects	1
Impact on catholic post 16 education	1

The most common themes were keep sixth forms as they are, followed by smaller classes mean better performance and then less teacher/facilities/resources support and supervision.

7.2.25 Concept one: the retention of sixth forms in all schools – the current position.

Respondents were asked to select from a list the top three advantages and the three most important concerns:

Concept one: top three advantages:

Curriculum breadth is retained in the level 3 offer and minority subjects become more viable
Teaching staff will specialise in post-16 delivery potentially producing higher standards of performance
Creates an opportunity to invest in tailored facilities for 16-18 education provision

Concept one: top three concerns:

Bringing all post-16 learners into one or two centres would require an increase in travel arrangements and potentially higher discretionary post-16 transport costs for the council although the cost may be offset by greater efficiency of delivery costs due to larger teaching groups
Increased travel may be a more marked disadvantage for some learners
If the teaching staff are recruited directly to the new centre(s) there may be a detrimental effect on the teaching force deployed in the 11-16 schools and certainly an unsettling period of recruitment and appointment

7.2.26 Are there any advantages you would like to add?

Theme	Number of comments
Known environment/ accessibility	32
Teacher pupil parent relationship/support	31
Sixth formers set good example	7
Staff and local pupil retention	6
High results continue to rise	5
Extra activities in schools	2
Increases teacher learning and development	2
Invest in underperforming areas	2

The most common themes were known environment/accessibility, followed by teacher pupil and parent relationship and support and then sixth formers set a good example.

7.2.27 Are there any concerns you would like to add?

Theme	Number of comments
Keep sixth form as they are	17
Travel issues	12
Expense	10
High standards may drop	9
Less subject choice	9
Need more resources/investment	4
Adapting to new environment and teachers	4
Student support and wellbeing	3
Smaller sixth forms may struggle	3

The most common themes were keep sixth forms as they are, followed by travel issues and then expense.

7.2.28 Overall what do you think of concept one?

Theme	Number of comments
Sixth forms in current schools should be kept the same / best concept for student wellbeing	115
some schools may struggle/ possible mergers for small schools/ should be individually looked at	10
disagree	7
expense to maintain	7
sixth form centres will allow learners adapt to higher study/ more opportunities/ subject choices	6
Collaboration may cause extra stress	3
Travel issues	2
collaboration with training providers and employers	1

The most common themes were sixth forms in current schools should be kept the same/ this is the best concept for student wellbeing, followed by some schools may struggle/possible mergers for small schools should be considered and then disagree with this proposal.

7.2.29 Concept two: The closure of all sixth forms and the development of a local authority maintained sixth-form centre(s)

Respondents were asked to select from a list the top three advantages and the three most important concerns:

Concept two: top three advantages:

Curriculum breadth is retained in the level 3 offer and minority subjects become more viable
Teaching staff will specialise in post-16 delivery potentially producing higher standards of performance
Creates an opportunity to invest in tailored facilities for 16-18 education provision

Concept two: top three concerns:

Bringing all post-16 learners into one or two centres would require an increase in travel arrangements and potentially higher discretionary post-16 transport costs for the council although the cost may be offset by greater efficiency of delivery costs due to larger teaching groups
Increased travel may be a more marked disadvantage for some learners

If the teaching staff are recruited directly to the new centre(s) there may be a detrimental effect on the teaching force deployed in the 11-16 schools and certainly an unsettling period of recruitment and appointment

7.2.30 Are there any advantages you would like to add?

Theme	Number of comments
More subjects available	7
Improved facilities	4
Saves money	3
Mature environment for learners	1

The most common themes were more subjects available, followed by improved facilities and then a mature environment for learners.

7.2.31 Are there any concerns you would like to add?

Theme	Number of comments
Could lead to redundancies/ loss of high quality staff	16
Lack of pastoral care and support	12
Travelling issues/ costs	11
Keep sixth forms as they are	9
Fall in standards	8
Loss of students/ attendance	5
Loss of role models/ ethos	5
More information	3
Loss of welsh language provision	2
Impact on community	2
Costs more	2

The most common themes were could lead to redundancies/high loss of quality staff, followed by lack of pastoral care and support, and then travelling costs/issues.

7.2.32 Overall what do you think of this concept?

Theme	Number of comments
Keep sixth forms as they are	30
Disagree with proposal	27
Removes support/ ethos/ high standards from schools	21
Centre would not be accessible by all/ travelling issues	10
Centre provides opportunities/ agree	6
Cost more	5
Provides no choice	4

Invest money in current schools	4
Loss of students/attendance	4
More information needed	4
Bias consultation	2

The most common themes were keep sixth forms as they are followed by disagree with proposal and then removes support/ethos/high standards from schools.

7.2.33 Concept three: The closure of all sixth forms and the development of a further education (FE) college governed sixth-form centre(s)

Respondents were asked to select from a list the top three advantages and the three most important concerns:

Concept three: top three advantages:

Within a college setting a full range of level 2 and level 3 provisions can be offered with learners able to combine both vocational and academic courses into their programme of study
Curriculum breadth is retained in the level 3 offer and minority subjects become more viable
Creates an opportunity to invest in tailored facilities for 16-18 education provision

Concept three: top three concerns:

Finding suitable locations and sourcing capital to develop one or more large sixth-form centres
If the teaching staff are recruited directly to the new centre(s) under FE management there may be a detrimental effect on the teaching force deployed in the 11-16 schools and certainly an unsettling period of recruitment and appointment
The loss of senior students from school settings and their ability to be aspirational role models

7.2.34 Are there any advantages you would like to add?

Theme	Number of comments
No advantages	16
More subjects on offer	3
Progression opportunities	3
Saves money	2

Similar to sixth forms	1
------------------------	---

The most common themes were there are no advantages, followed by more subjects on offer and then there are more progression opportunities.

7.2.35 Are there any concerns you would like to add?

Theme	Number of comments
Concerns around schools losing sixth form	17
Loss of quality of teaching	5
Concerns for care of students	4
Costs associated to concept	3
Travel	3
Loss of council supervision	1

The most common themes were concerns about schools losing sixth forms, followed by loss of quality teaching and then concerns for care of students.

7.2.36 Overall what do you think of this concept?

Theme	Number of comments
Keep sixth forms as they are	57
Agree with concept	10
Learners already have Bridgend College as an option	4
Prefer other concepts	5
Travel	4
Recruitment of teachers will be a problem	3
Costs associated with concept	2

The most common themes were keep all sixth forms as they are, followed by agree with concepts and then we already have Bridgend College as an option.

7.2.37 Concept four: A mix of school sixth forms with some mergers to create a new local authority maintained sixth form centre(s)

Respondents were asked to select from a list the top three advantages and the three most important concerns:

Concept four: top three advantages:

The retention of sixth forms is seen as essential in some areas in response to community aspirations
Maintaining the link between sixth-form learners and the rest of the school, especially as aspirational role models and supporting younger pupils

Sixth forms add to the overall ethos of the school

Concept four: top three concerns:

Potential impact on schools that may not host a sixth form in terms of surplus capacity, demand for places and recruitment and retention of staff

Leakage of “more able” pupils to school with a sixth-form centre

Increased travel may be a more marked disadvantage for some learners

7.2.38 Are there any advantages you would like to add?

Theme	Number of comments
Agree with concept	7
No advantages	4
Keep sixth forms as they are	3
Would be able to offer more subjects	3
Similar to current provision	2
Central location would increase footfall in Bridgend	1
Issues with cost	1

The most common themes were agree with concept followed by there are no advantages and then keep all sixth forms as they are.

7.2.39 Are there any concerns you would like to add?

Theme	Number of comments
Disagree with concept	9
Travel issues	5
Concerns about the impact on schools without sixth forms	3
Costs associated to concepts	2
Keep sixth forms as they are	2
Requires complex planning of timetables	1

The most common themes are disagree with concept followed by travel issues and then concerns about the impact on schools without sixth forms.

7.2.40 Overall what do you think of this concept?

Theme	Number of comments
Disagree with concept	24
Agree with concept	17
Keep sixth forms as they are	16
Travel	8
Further information needed	4
Concerns about the impact on schools without a sixth form	3
Less able children may get left behind	3
In favour of collaboration	2
Loss of quality of teaching	2

The most common themes were disagree with concept, followed by agree with concept and then keep sixth forms as they are.

7.2.41 Concept 5: A mix of school sixth forms with some mergers to create a new FE college sixth form centre(s)

Respondents were asked to select from a list the top three advantages and the three most important concerns:

Concept five: top three advantages:

Provides more choice for learners and parents between school-based sixth forms, FE sixth-form centres and traditional FE setting
Maintaining the link between sixth-form learners and the rest of the school, especially as aspirational role models and supporting younger pupils
Sixth forms add to the overall ethos of the schools that retain them

Concept five: top three concerns:

Potential impact on schools that do not host a sixth form in terms of surplus capacity, demand for places and recruitment and retention of staff
Increased travel may be a more marked disadvantage for some learners

The loss of senior students from school settings and their ability to be aspirational role models

7.2.42 Are there any other advantages you would like to add?

Theme	Number of comments
Keep sixth forms as they are	5
Agree with concept	2
What are the costs associated to concepts	2
No advantages	2
There is already an FE college	1

The most common themes were keep all sixth forms as they are, followed by agree with concept and then what are the costs associated to concepts and no advantages.

7.2.43 Are there any other concerns you would like to add?

Theme	Number of comments
Disagree with concept	5
What are the costs associated with concepts	3
Travel issues	3
Concerns about the impact on schools without a sixth form	3
Governance issues	2
Keep sixth forms as they are	2

The most common themes were disagree with the concept, followed by what are the costs associated to concepts and then travel issues and concerns about impacts on schools without a sixth form.

7.2.44 Overall what do you think of this concept?

Theme	Number of comments
Disagree with proposal	23
Keep sixth forms as they are	13
Agree with proposal	6
Concerns about the impact on schools without sixth forms	4
Governance issues	4
Travel issues	3
Similar to concept four	2
Requires substantial funding	1
What is the impact – similar to tertiary model	1

The most common themes were disagree with proposal, followed by keep sixth forms as they are and then agree with proposal.

7.2.45 Concept six: A full tertiary model governed by the FE sector

Respondents were asked to select from a list the top three advantages and the three most important concerns:

Concept six: top three advantages:

Ability to maintain curriculum breadth; some traditional subjects are already being lost in schools
Equality of offer to all learners
Allows schools to focus more comprehensively on the outcomes at the end of key stage 4

Concept six: top three concerns:

Reduces the choice of providers for learners and parents
Increased travel may be a more marked disadvantage for some learners
Given the current difficulties schools are experiencing in recruiting more qualified/experienced staff the change of status to an 11-16 school could potentially heighten this issue

7.2.46 Are there any other advantages you would like to add?

Theme	Number of comments
No advantages	9
Funding issues	4
Agree with concept	2
More choice for learners	2
Mirrors other areas in Wales	1

The most common themes were there are no advantages followed by funding issues and then agree with concept and more choice for learners.

7.2.47 Are there any other concerns you would like to add?

Theme	Number of comments
Disagree with proposal	15

What are the costs associated to concepts	3
Loss of quality teaching	3
Lack of positive staff/pupil relationships	2
Travel	2
Schools in the area would be reluctant	1

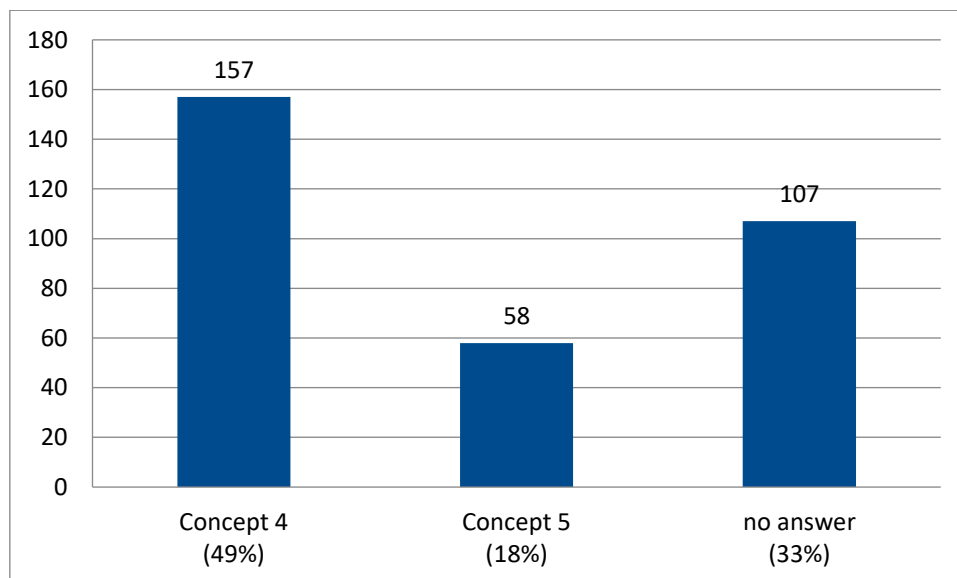
The most common themes were disagree with proposal, followed by what are the costs associated to the concepts, and then lack of quality teaching.

7.2.48 Overall what do you think of this concept?

Theme	Number of comments
Disagree with proposal	41
Keep sixth forms as they are	13
Agree with proposal	6
Costs associated with concepts	6
Takes away choice for pupils	6
Governance issues	3
Don't understand the concept	2
Travel issues	2
Either keep all sixth forms or remove them all	1

The most common themes were disagree with proposal, followed by keep sixth forms as they are and then agree with proposal.

7.2.49 The council's preferred concepts are concept four and five. If either of these were to be adopted by the council which would you prefer?



Respondents were informed that the councils preferred options were concepts four and five. Respondents were asked to select their preferred option from these two concepts.

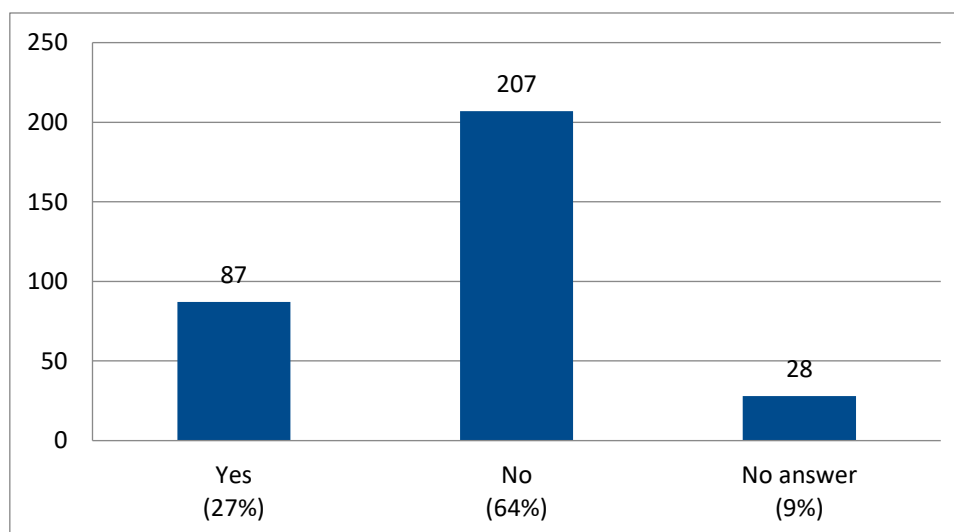
49% selected concept four as their preferred option (a mix of school sixth forms with some mergers to create a new local authority maintained sixth form centre(s). 18% selected concept five as their preference (a mix of school sixth forms with some mergers to create a new FE college-maintained sixth form centre(s). 33% did not provide an answer to this question.

7.2.50 Reason for your choice:

Theme	Number of comments:
Unhappy with either option	46
Support for centres governed by Local Authority	35
Keep sixth forms as they are	21
Support for centres governed by FE sector	11
Seems the best option	6
Less disruption	4
School budgets	4
Wider range of subjects on offer	4
Compromise of both options	3
Further details needed	3
Pen Y Bont college performing well	1
Council have already made up their mind	1
Consider additional learning needs	1

Most common themes for the support of their preferred option between concepts four and five are unhappy with either option, followed by support for centres governed by local authority and then keep sixth forms as they are.

7.2.51 Do you agree with the councils choice of preferred concepts?



64% of respondents did not agree with the council's choice of preferred concepts. 27% did agree with the councils preferred choice of concepts and 9% of respondents did not provide an answer to this question.

7.2.52 If no please provide your reasons why not

Theme	Number of comments:
Keep sixth forms as they are	101
Further information needed	11
Prefer concept six	9
Impacts on staff/students	9
Costs associated with concepts	7
Pupils should have a choice	5
Travel issues	5
Equality of opportunities	4
Dislike FE option	3
Prefer concept four	3
Impacts on community	2

The most common themes for not agreeing with the councils preferred choice of concepts were keep sixth forms as they are, followed by further information needed and then prefer concept six.

7.2.53 Please rank each concept in order of preference where one is your most preferred and six is your least preferred:

For all respondents – the overall list of preferred concepts are:

Rank	Concept	Number of groups who ranked each concept in position	% of groups who ranked each concept in position
1	Concept 1: The retention of sixth forms in all schools	185	67%
2	Concept 4: A mix of school sixth forms with some mergers to create a new local authority maintained sixth-form centre(s)	102	45%
3	Concept 5: A mix of school sixth forms with some mergers to create a new FE college governed sixth-form centre(s)	126	56%
4	Concept 2: The closure of all sixth forms and the development of a local authority maintained sixth-form centre(s)	126	51%
5	Concept 3: The closure of all sixth forms and the development of a further	118	49%

	education (FE) college governed sixth-form centre(s)		
6	Concept 6: A full tertiary model governed by the FE sector	130	57%

Overall, respondents chose the status quo, retention of sixth forms in all schools as their first choice.

7.2.54 Do you have any other suggestions for post-16 education provision across Bridgend county borough?

Theme	Number of comments
Keep sixth forms as they are	19
Funding issues	8
Need more information to make a decision.	8
Keep strong sixth forms	5
Council need to make a decision	5
ALN Provision	4
Collaborative working	4
Focus on standards	4
Free bus travel	4
Further consultation (based on decision made)	4
Stop compulsory Welsh Bac	2
Adopt tertiary model	2
Promote Bridgend College	1

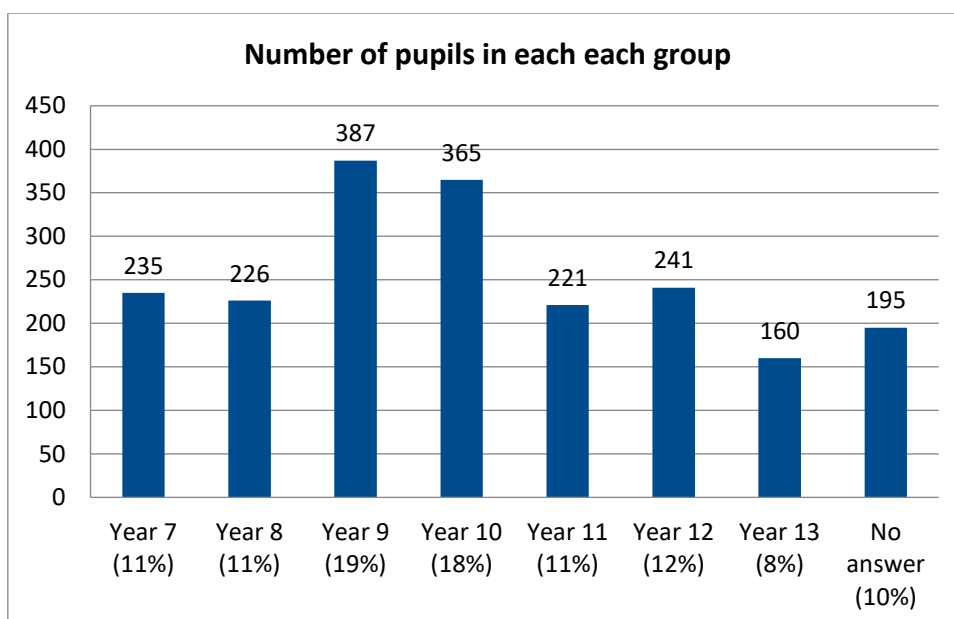
The most common themes were keep sixth forms as they are, followed by funding issues and then need more information to make a decision.

8 LEARNER ENGAGEMENT WORKSHOPS

Learner engagement workshops took place in all comprehensive schools across the county borough.

8.1 Participants:

- 457 groups took part in total
- 2030 learners took part in total
- Average group size was 4 pupils
- 1878 learners told us their year group



Years 9 and 10 were most represented, with 37% of participants coming from these year groups.

Learners currently in sixth form represented 20% of the learners who engaged in the workshops.

8.2 Activity one:

Groups were given 12 statements from taken for the key aims of the Post-16 consultation report. Groups were asked to rank the 12 statements in order of importance; where one was most important and 12 was least important. 430 groups completed this activity.

The statements were ranked most frequently in the following order:

Rank:	Statement
1.	High quality teaching and learning
2.	Great exam results
3.	Expert teachers
4.	Wide range of subjects
5.	Opportunities for work experience
6.	Strong personal support
7.	Everyone makes progress
8.	Excellent impartial advice and guidance
9.	Positive relationships with staff
10.	Wide range of extra-curricular activities
11.	First class facilities
12.	Inspirational teachers

Groups were also given the option of adding additional statements that they thought were important.

146 comments were made and the table below highlights what additional statements were made.

Theme	Number of comments
Easy to travel to	21
Good quality food	14
High quality teaching and learning	13
Pastoral support	13
Positive environment	9
Careers advice	7
Teaching life skills (finance, first aid etc.)	7
Equality	6
Affordable	5
Good facilities	5
Good exam results	5
Good facilities	5
Freedom (during breaks)	4
No compulsory A Levels	4
Sports facilities	4
HE Progression	3
Pupil voice	3
Facilities just for sixth forms	3
Sixth form focus	3
Extracurricular activities	2
Improved/better facilities	2
Shorter lunchtime	2
Smaller classes	2
Work experience opportunities	2
Connections between schools	1
Parent support	1
Uniform	1

Learners felt that the things that were important to include as other areas of importance were easy to travel, followed by good quality food and then high quality teaching and learning and pastoral support.

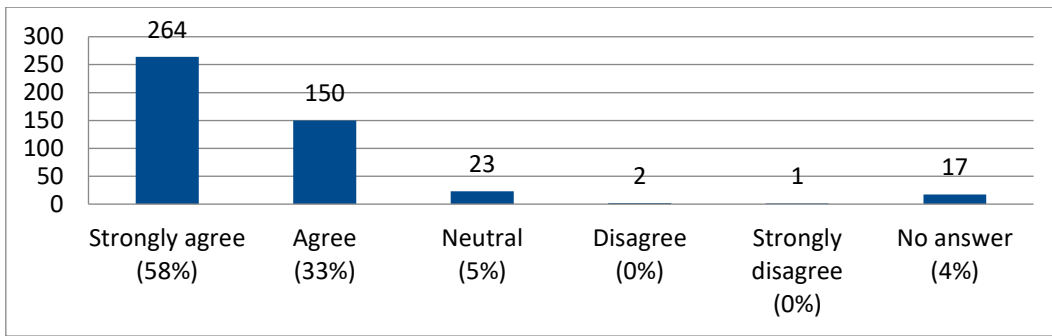
8.3 Activity two

Groups were told about the subject options currently available, collaborative and twilight versions and the disparity between subject options at each school in Bridgend.

Based on this information groups were asked to answer four questions, and rate their responses from strongly agree through to strongly disagree.

8.3.1 Students can continue to study a subject from GCSE to sixth form:

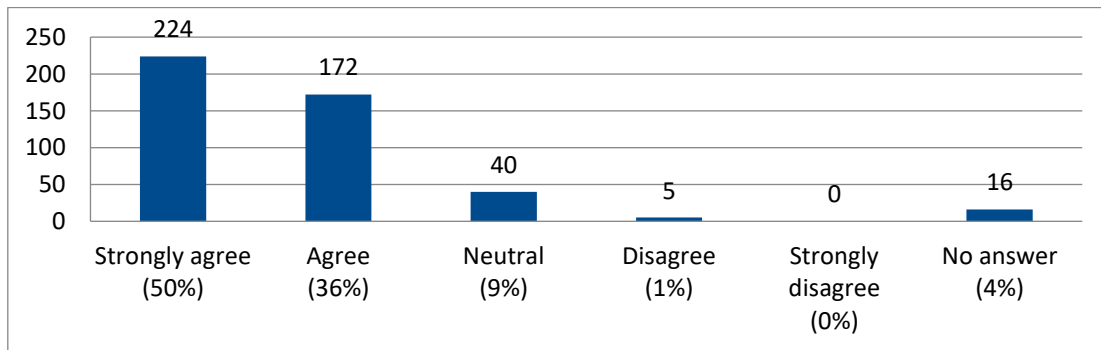
440 groups answered this question



91% of respondents agreed (58% strongly agree and 33% agree) that should be able to continue to study a subject from GCSE to sixth form.

8.3.2 Students have access to the full range of subjects, including new subjects:

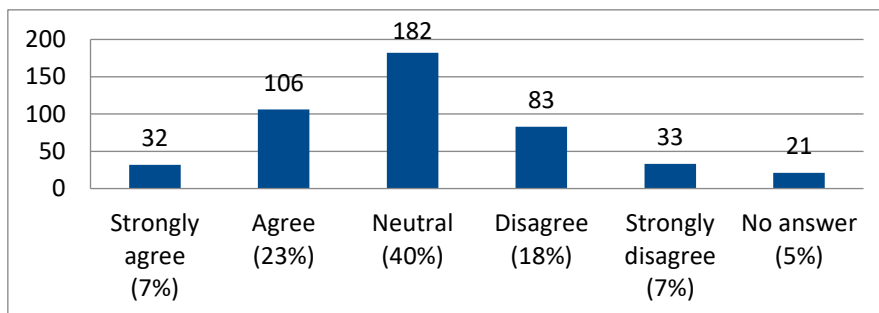
441 groups answered this question



86% of respondents agreed (50% strongly agree and 36% agree) that students should have the full range of subjects, including new subjects.

8.3.3 On-line learning is developed

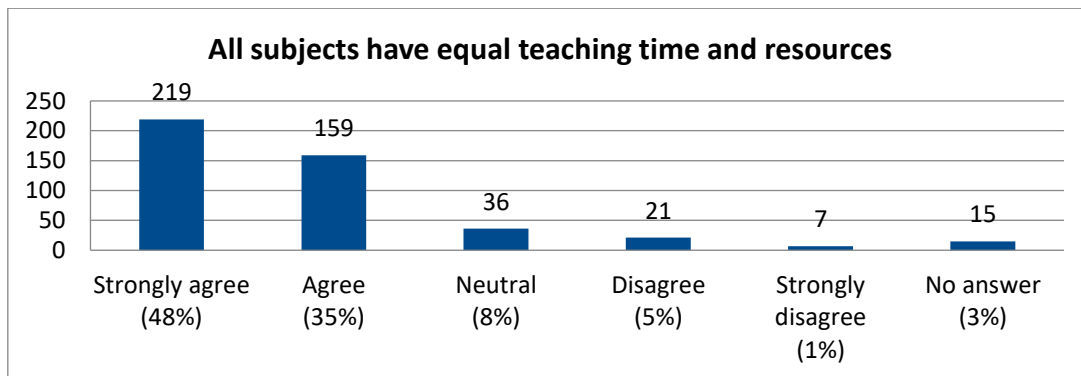
436 groups answered this question



30% of respondents agreed (7% strongly agree and 23% agree) that online learning should be developed. 40% of respondents provided a neutral response to this question and 25% disagreed that online learning should be developed.

8.3.4 All subjects have equal teaching time and resources

442 groups answered this question

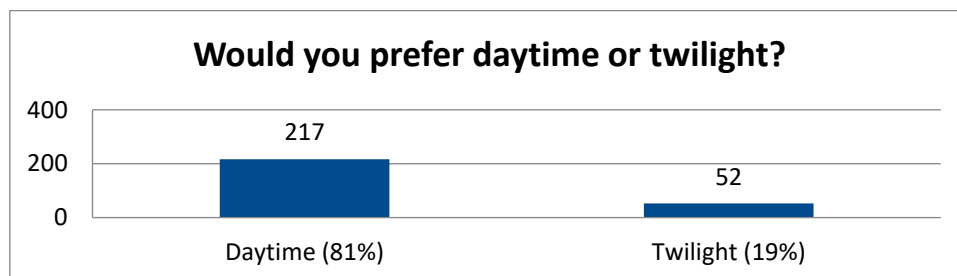


83% of respondents agreed (48% strongly agree and 35% agree) that all subjects should have equal teaching time and resources.

8.4 Activity three

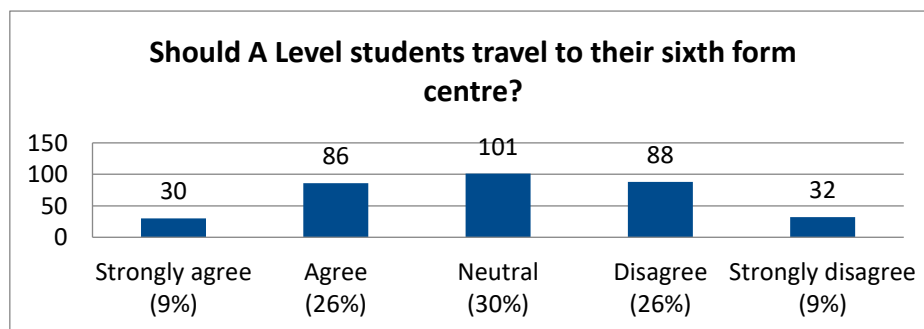
Activity three aimed to gather learners' ideas regarding twilight and collaborative options. The activity asked groups to decide if they would prefer daylight or twilight sessions and the extent to which they agreed or disagreed with a statement relating to learner travel. There were also open questions which asked the advantages and disadvantages of collaborative and twilight sessions.

269 groups answered this question



81% of respondents stated that they preferred day time collaboration to twilight.

337 groups answered this question on student travel



38

35% of respondents agreed that A level students should travel to a sixth form or sixth form centre, however a further 35% disagreed with this proposal. 30% gave a neutral response.

8.4.1 Daytime collaboration

Daytime collaboration advantages

794 comments were made:

Theme:	Number of comments
More choice of subjects	162
Have your own free time after school	153
More awake/ Motivated to learn	78
It's within the school day	78
Meet new people	77
Get to have an early lunch	64
Transport provided	56
Convenient/ Familiar routine	31
Different environment	30
Only two afternoons per week	16
Better teachers/facilities in other schools	13
Teachers are available	13
Free afternoons/lessons	7
Less stressful	4
Can learn in Welsh	3
Promotes independence	3
Saves costs (on extra buildings)	2
Sense of community	2
Free school meals for those who require them	1

The most common themes for day time collaboration advantages were more choice of subjects, followed by have your own free time after school followed by more awake and motivated to learn and it's within the school day.

Daytime collaboration disadvantages

623 comments were made

Theme:	Number of comments
Travelling issues	203
Miss other lessons/Timetable clashes	116
Early lunch/No break	90
Unfamiliar surroundings/teachers/peers	73
Stressful/Tiring/Busy	55

Inconvenient	22
Only two afternoons per week	16
teachers not always available	12
pupils may be unable/uncomfortable to socialise	11
Expensive to run	9
Limited subject choice	8
Difficult if you work	4
Longer lessons	2
Difficult for caring responsibilities	1

The most common themes for day time collaboration disadvantages were travelling issues, followed by miss other lessons/timetables clashes and issues of early lunch/no break.

8.4.2 Twilight sessions

Twilight session advantages

564 comments were made

Theme:	Number of comments
More choice of subjects	196
More free time in the day	90
transport provided	76
Doesn't disrupt school day	60
Meet new people	36
More awake/energised/focussed	28
Promotes independence	27
Less people	12
Better teachers	10
Can see different learning facilities	8
Only two afternoons per week	8
Longer lessons	6
Convenient	3
Easier in English	1
Establish a Welsh Sector	1
Larger classes	1

The most common themes for twilight collaboration advantages were more choice of subjects, followed by more free time in the day and then transport provided.

Twilight session disadvantages

804 comments were made

Theme:	Number of comments
No free time after school (personal/social time)	295
Travelling	125
Tiring	108
Long days	93
Get home late	44
Unfamiliar surroundings/teachers	25
Not everyone would be able to attend (other commitments)	21
Stressful	18
Only available in English	16
Pupils may not be confident to go	12
Teachers not available outside of teaching time	11
More likely to miss lessons	9
Inconvenient	9
Limited subject choice	6
No breaks	6
Costs a lot of money	3
If you were ill you would have to contact two schools	1
No time for caring responsibilities	1

The most common themes for twilight collaboration disadvantages were no free time after school (personal/social time), followed by travelling and then tiring.

8.5 Activity four

This activity aimed to understand learners' ideas regarding each of the concepts. Groups were asked open questions and identify what they thought were the advantages and disadvantages of each concept. Concepts with nuances regarding management of options (i.e. if management was undertaken by the local authority or Bridgend College) were merged for ease of understanding and to increase engagement. The concepts provided to groups were:

- Keeping sixth forms
- Having sixth form centres
- Having a mix of sixth forms and centres
- Having one large college

8.5.1 Keeping sixth forms

Advantages

817 comments were made

Theme:	Number of comments
Familiar teachers (good relationships)	195

Familiar surroundings	161
No travelling issues	129
Familiar system	69
Can keep friendship groups	53
Sixth formers help around school/are role models	40
More personal support	35
Easy transition	32
Smaller classes	25
Better learning/Options	19
Saves money on a new building	15
Leadership/extra-curricular opportunities	13
Good support for university	10
Less stressful	8
Sixth form has sense of community	8
Have siblings in school	3
Can keep/use Welsh language	2

Learners felt that the advantages of keeping sixth forms were familiar teachers (good relationships) followed by familiar surroundings and then no travelling issues.

Disadvantages

371 comments were made

Theme:	Number of comments
Less subject choice	181
Costs	49
Limited/lack of resources	30
Doesn't promote independence	20
Have got younger pupils round you	19
Don't meet new people	17
Travelling issues	15
Overcrowding (more people on bus etc.)	14
Teachers not specifically for 6th form	11
Not experiencing anything new	10
Have to wear uniform	3
Not everyone can get the qualifications for 6th form	1
The council doesn't want them	1

Learners felt that the disadvantages of keeping sixth forms were less subject choice, followed by costs and then limited lack of resources.

8.5.2 Having sixth form centres

Advantages

494 comments were made

Theme:	Number of comments
More subject choice	162
Meet new people	119
Focus on sixth form pupils	50
Better facilities	39
Specialised teachers (A Levels)	39
equal for all	21
Promote independence	20
Saves money	14
More opportunities	11
New environment/ Experience	7
May have less travel issues	7
In school time (no twilight)	2
Don't have to wear uniform	2

Learners felt that the advantages of having sixth form centres were more subject choice, followed by meet new people and then focus on sixth form students.

Disadvantages

602 comments were made

Theme:	Number of comments
Travelling issues	184
Costs a lot of money	71
Unfamiliar teachers	55
Unfamiliar surroundings	52
Less 1-1 support	40
Overcrowding	40
Cause anxiety/ Feel uncomfortable	33
Bigger classes	31
Lose sixth form community/opportunities	20
Won't know anyone	18
May increase conflicts/bullying	14
Less structured than school	11
Not enough teachers/redundancy	11
Split from friendship group	8
May not have all subjects	4
No Welsh language	3

People prefer school	3
Uniform and clothing costs	3

Learners felt that the disadvantages of having sixth form centres were travelling issues, followed by costs a lot of money and then unfamiliar teachers.

8.5.3 Having a mix of sixth forms and centres

Advantages

282 comments were made

Theme:	Number of comments
Gives people a choice	103
More subject choice	50
Meet new people	43
Uses existing resources/facilities	21
More opportunities	20
Less travelling issues	16
Costs a lot of money	8
Smaller classes	7
Focuses on sixth form	4
Opportunity to speak Welsh	4
Convenient	3
New experience	2
Most people will be happy	1

Learners felt that the advantages of having a mix of sixth forms and sixth form centres were gives people a choice, followed by more subject choice and then meet new people.

Disadvantages

302 comments were made

Theme:	Number of comments
Not equal for all schools/pupils	76
Travelling issues	72
Costs a lot of money	35
It's confusing for pupils	20
Overcrowding	15
Stressful/Uncomfortable	12
Unfamiliar surroundings	12
Not as structured as school	11
May limit subject choices	10
May be split from friends	9

May cause conflicts	7
Unfamiliar teachers	7
Need more teachers	6
Less 1-1 support	5
Teachers may lose jobs	2
Uniform/clothing costs	2

Learners felt that the disadvantages of having a mix of sixth forms and sixth form centres were not equal for all schools/pupils, followed by travelling issues and then costs a lot of money.

8.5.4 Having one large college

Advantages

350 comments were made

Theme:	Number of comments
More subject choice	100
Meet new people	53
Better facilities	35
Everyone will be in one place	33
Promotes independence	28
Specialised teachers (A Levels)	22
Focuses on sixth form students	21
No travelling around	19
Fair for all (as no sixth forms in any school)	12
More space	11
Will save money	9
Larger classes	4
Will have a community feel	2
No uniform	1

Learners felt that the advantages of having one large college were more subject choice, followed by meet new people and then better facilities.

Disadvantages

378 comments were made

Theme:	Number of comments
Travelling issues	95
Overcrowding	71
Costs a lot of money	67
Less 1-1 support	29

Larger classes	21
No choice for pupils	13
Unfamiliar surroundings	13
Unfamiliar teachers	12
Need more teachers	10
Stressful/uncomfortable for pupils	10
It will be too big	9
Will take a long time to build	8
May cause conflicts	7
No Welsh language	4
Difficult for people with disabilities	1

Learners felt that the disadvantages of having one large college were travelling issues followed by overcrowding and then costs a lot of money.

8.6 Activity five: Ranked concepts

The final part of this activity asked groups to rank all six concepts in order of preference, where one was most preferred and six was least preferred. The table below highlights the most frequently chosen ranking order.

426 groups answered this question.

Rank	Concept	Number of groups who ranked each concept in position	% of groups who ranked each concept in position
1	One: Sixth forms in all secondary schools but with improved collaboration	275	65%
2	Four: Keep some sixth forms but merge others into larger centres run by schools and Bridgend Council	145	34%
3	Five: Keep some sixth forms but merge others into larger centres run by Bridgend College	123	29%
4	Two: 11-16 schools with sixth-form centres run by schools and Bridgend Council	136	32%
5	Three: 11-16 schools with sixth-form centres in Bridgend College	128	30%
6	Six: Full tertiary system with large new college campus to provide all post-16 provision	197	46%

The table shows that:

65% (275) of groups ranked 'Sixth forms in all secondary schools but with improved collaboration' as their first choice;

34% (145) of groups ranked 'Keep some sixth forms but merge others into larger centres run by schools and Bridgend Council' as their second choice;

29% (123) of groups ranked 'Keep some sixth forms but merge others into larger centres run by Bridgend College' as their third choice;

32% (136) of groups ranked '11-16 schools with sixth-form centres run by schools and Bridgend Council' as their fourth choice;

30% (128) of groups ranked '11-16 schools with sixth-form centres in Bridgend College' as their fifth choice;

46% (197) of groups ranked 'Full tertiary system with large new college campus to provide all post-16 provision' as their last choice.

9 PARENTS AND CARERS SESSIONS

All comprehensive schools in the county borough invited current parents and carers to attend workshops alongside council officers (Specialist post-16 Officer and Consultation and Engagement Team). Parents and carers were given an overview of the consultation and were invited to ask questions or give their comments on the concepts. In response to comments during these sessions a further five workshops were arranged for primary school parents. In total 239 parents attended workshops during the consultation period. All comments have been themed and can be seen in the table below:

Theme:	Number of comments
Travel provision	31
Funding/location of centre(s)	20
Sixth form community and as role models	17
Collaborative ways of working	15
Need to involve pupils/parents	14
Standards/funding of current sixth forms	14
Lose staff from comprehensive schools	12
Progression after 6th form	12
Timescale of implementation	11
Transition from primary through to 6th form	11
What impact will there be?	11
Should keep strong sixth forms	10
Decision making process	9

Need more information/data	9
Want to retain our sixth form	9
Will students have options? (to include vocational and A Levels)	9
Clarification of faith based provision	9
Welsh language provision	9
Pastoral support provided	8
Clarification of concepts	7
Pressure on students	7
Standards of centres	7
How will the concepts affect class sizes?	6
Criteria/ application to new centre(s)	6
Will provision be equal for all?	6
How will you decide which 6th forms to keep	6
Staffing issues in centre(s)	6
What potential impacts on pre 16	4
Is Welsh bac staying? Do pupils have to do it?	4
Impact on wider community	3
Overcrowding at schools/centre(s)	3
Effect on ALN Students	1

The most common themes from parents and carers were issues around travel provision, followed by funding and location of new centres and then the sixth form community and the sixth form as role models.

10 STAFF SESSIONS

Staff in all comprehensive schools were given the opportunity to attend a question and answer sessions with the authority's Specialist Post-16 officer. Staff were given an overview of the consultation and were invited to ask questions or give their comments on the concepts, and ask questions relevant to their own school. 293 staff attended the sessions, all comments have been themed and can be seen in the table below:

Theme:	Number of comments
Who will decide which sixth forms go?	19
Lose staff from comprehensives and potential redundancies	18
Concern for pastoral support/ wellbeing	13
Travel provision	12
Sixth formers as role models	10
Collaborative ways of working	9
Standards in centres	9
Sixth form is a community	8

Clarification of concepts	7
Relationships between schools and students	7
Progression after school	5
Standards in current sixth forms	5
Student retention	5
Timescale of implementation	5
Funding	4
Keep strong sixth forms	4
Need more information/data	3
Schools could offer vocational courses	3
Welsh language provision	3
Criteria/ application to new centre(s)	2
Support for blended learning	1

The most common themes from staff were who will decide which sixth forms will go, followed by loss of staff from comprehensive schools and potential redundancies and then concern for pastoral support and wellbeing.

11 GOVERNORS SESSIONS

School governors in all comprehensive schools were given the opportunity to attend a question and answer sessions with the authority's Specialist Post-16 officer. Governors were given an overview of the consultation and were invited to ask questions or give their comments on the concepts, and ask questions relevant to their own school. 56 governors attended the sessions, all comments have been themed and can be seen in the table below:

Theme:	Number of comments
Funding	12
Loss of staff from comprehensive schools	11
Prefer to keep sixth forms	10
Clarification of concepts	9
Travel provision	9
Who will decide which sixth forms close	9
Pastoral support/wellbeing	8
Standards at centre(s)	8
Collaborative working	7
Sixth form community	7
Faith based provision	6
Location of centre(s)	6
Equality (for pupils and schools)	5
Parents will move children to school with sixth form	5

Further consultation (when decisions made)	4
Need more information	4
Timescales	4
Aspirations (pupils in deprived areas)	3
Impact of new curriculum	1
Support for blended learning	1

The most common themes from school governors' session were issues around funding, followed by loss of staff from comprehensive schools and then they would prefer to keep all sixth forms.

12 BRIDGEND COLLEGE

Workshops for learners, staff and governors took place in Bridgend College. As a standalone college within the FE sector it was felt that the perspective of the college may be different to the perspective of staff, governors and learners within schools.

This section therefore focusses on the views of the college in order to ensure its perspective is available within this consultation.

12.1 Bridgend college student focus groups

7 groups took part in the consultation workshops with 24 respondents in total (these groups included mature students).

12.1.1 Activity one

Groups were given 12 statements from taken for the key aims of the Post-16 consultation report. Groups were asked to rank the 12 statements in order of importance; where one was most important and 12 was least important. 430 groups completed this activity.

The statements were ranked most frequently in the following order:

Statement letter	Statement
1	Everyone makes progress
2	High quality teaching and learning
3	Strong personal support
4	Opportunities for work experience
5	Expert teachers
6	Positive relationships with staff
7	Great exam results
8	Opportunities for work experience
9 & 10	Wide range of subjects & Inspirational teachers
11	Wide range of extra-curricular activities
12	First class facilities

12.1.2 Activity two

Learners were asked to rank the preferred concepts:

Rank	Concept	Number of groups who ranked each concept in position	% of groups who ranked each concept in position
1	One: Sixth forms in all secondary schools but with improved collaboration	3	42%
1	Five : A mix of school sixth forms with some mergers to create a new FE college governed sixth-form centre(s)	3	42%
3	Three: The closure of all sixth forms and the development of a further education (FE) college governed sixth-form centre(s)	2	28%
4	Four: A mix of school sixth forms with some mergers to create a new local authority maintained sixth-form centre(s)	2	28%
5	Two: The closure of all sixth forms and the development of a local authority maintained sixth-form centre(s)	3	42%
6	Six: Full tertiary system with large new college campus to provide all post-16 provision	4	57%

Learners in Bridgend College chose keep all sixth forms but with improved collaboration and a mix of school sixth forms with some mergers to create new FE college governed sixth-form centres as their joint first choices.

12.1.3 Learner comments

Learners were given the opportunity to write general comments during the workshop.

Comments made during the focus groups were themed and are detailed in the table below:

Theme	Number of comments
Travel issues (including costs)	19

No advice outside of sixth form given in school	9
College should promote at school	5
College should promote themselves more	5
Costs of additional centre(s)	1
Improve careers advice	1
More parking at college	1

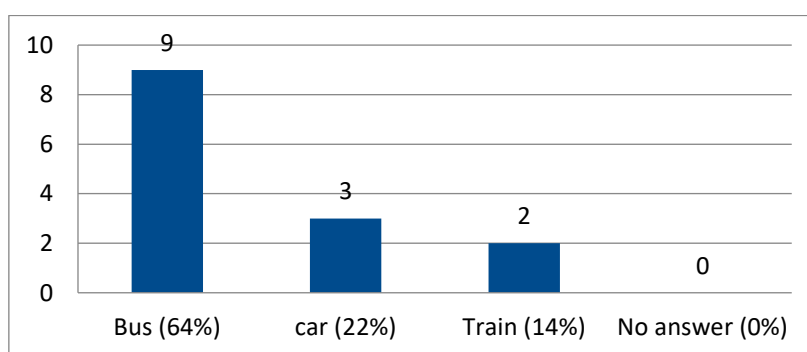
The most common themes from learners were travel issues (including costs), no advice outside of sixth form given in school and then college should promote at school and college should promote themselves more.

12.1.4 Additional questionnaires

One of the students gave the Specialist Post 16 Officer some completed questionnaires they had collected for a project which included questions on travelling for students.

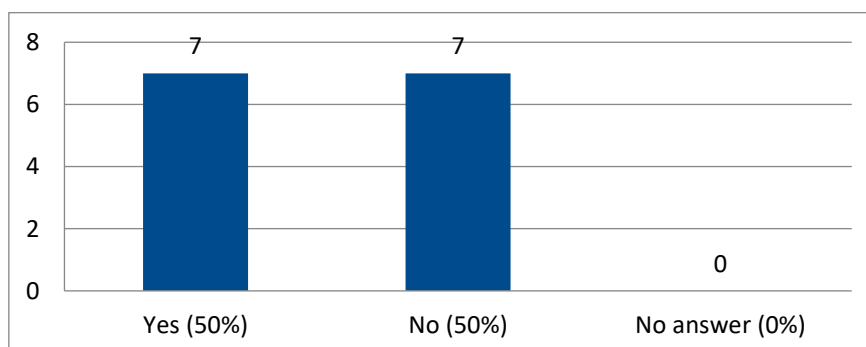
14 questionnaires had been completed by current students at the college. They gave the questionnaires to help inform the consultation and the graphs below highlight the questions relating to travel:

12.1.4.1 Which form of transport do you use to get to college?



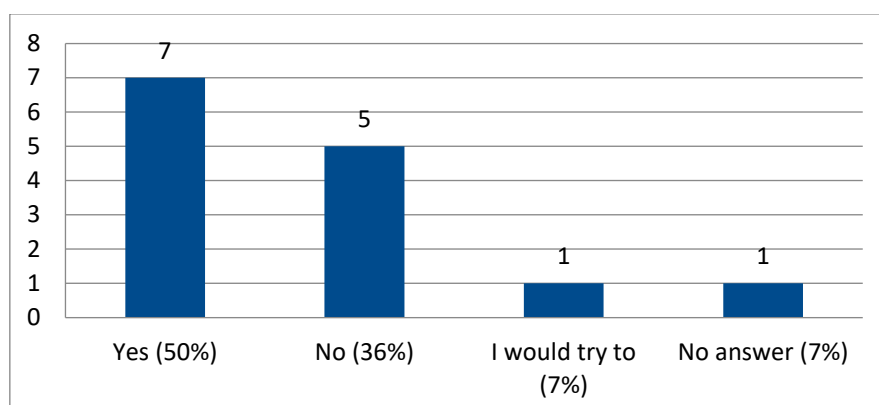
65% of students said they used the bus to get to college, 22% said they came by car and 14% by train.

12.1.4.2 Do you have a free bus pass to get to and from college?



50% of students said they had a free bus pass and 50% of students said they did not have a free bus pass.

12.1.4.3. Would you attend college if the free bus pass were removed?



50% of students said they would still attend college if their free bus pass was removed, 36% of students said they would not attend college if their free bus pass was removed, 7% said they would try to attend and 7% did not answer the question.

12.1.4.4 Comments

The last question was an open question asking learners what is their opinion if free transport for college students on buses were to be cut?

Theme	Number of comments
Some students can't afford it	6
Not a good idea	3
People would drop out	3
No answer	1
Don't know	1

The main themes were some students can't afford to pay for travel, it is not a good idea and then people would drop out.

12.2 Governors workshop

Bridgend College governors were given the opportunity to attend questions and answers sessions with the authority's Specialist Post-16 officer. Governors were given an overview of the consultation and were invited to ask questions or give their comments on the concepts, and ask questions relevant to the college. 13 governors attended the session. The following comments were made by Bridgend College governors:

- Clarification around careers advice given in schools regarding college options?
- Clarification of and timescales of the different Concepts?
- It should be learner centred and not institutionally focussed

- 11-16 year olds are being disadvantaged as their money is being used on sixth forms
- There are some good examples of 11-16 schools
- There is no reference to higher education in the report, the college has good progression to HE
- You need to look at tertiary models in other authorities
- College needs to work in partnership with schools, not against them
- The perception of a tertiary model is that it's taking something away but it gives you more
- What criteria would be used against every permutation of options regarding closure of school sixth forms?
- How people see the quality here and sixth forms in school – we need to show the same quality
- No two examples are the same, it is difficult to compare a sixth form to a college
- Trying to get post 16 right in Bridgend, what about standards and quality of teaching. And are you considering other things such as wellbeing, sport, mental health etc size of sixth forms may affect good practice in this area
- The problem with consultations is that people are used to what they know
- Myths around FE that we are too big to care but we have excellent score from Estyn for care
- Since 2015 the number of sixth form students in Bridgend schools has dropped by around 280 but the college has stayed the same, what are the surplus figures?
- Some authorities have looked at 3-16 provision to counteract this deficit in secondary schools. Could that be part of the rationalisation?
- There is a perception about the college, but we are capable of running a sixth form, we feel confident we could run any programme you come up with but there is a negative perception of the college as a 'tech'
- There are nine schools and one college – we have 2500 students plus apprenticeships plus part time students
- I don't know what more we can do to prove our worth - excellent Estyn reports and voted the best college in Wales (by 'What Uni' magazine)
- We have created Penybont sixth form, we are 13% up on our A levels in the first year.
- Cabinet should celebrate the college they have rather than build another one; we have a learner centred governing body.
- We want to impress on cabinet that they've got something very good here and the future and sustainability of that is worth protecting.
- Applications here have gone up but if after Brexit partners leave (such as TATA Steel) we will lose £1 million in apprenticeship support. Our sustainability should be on cabinet's radar

- You should aim to help students by giving them options and resources early on, it's too much stress for young people if changes are not supported from year 9 onwards
- We need broader changes, if we need a new build it shouldn't put us off moving forward to give people a vocational and a level mix. Why can't students do both?
- It's about creating something for the future (which will be in line with Donaldson's new curriculum)
- Curriculum drives everything and I'm scared Bridgend won't be bold enough and we will end up with the best worst option
- I don't think we should segregate a sixth form and the college; if the college is a partner then there will be better options for individuals.
- The key driver has to be outcomes for young people

12.3 Staff workshop

Bridgend College staff were given the opportunity to attend questions and answers sessions with the authority's Specialist Post-16 officer. Staff were given an overview of the consultation and were invited to ask questions or give their comments on the concepts, and ask questions relevant to the college. 16 staff attended the session. The following comments were made by Bridgend College staff:

- Keen to demonstrate the high standards that the FE sector can deliver
- Willing and want the college to play its full part in any future arrangements
- Noted that there were good examples of tertiary delivering well
- Schools not for everyone and there should be choice
- Concern over sixth form centres and whether this would leave the college perceived as a second class offer
- College is very strong on wellbeing and personal support
- Where might centres be placed?
- Will Penybont 6th Form College be considered as one of the options for the future?
- Strong extra-curricular dimension at the college and especially on the sporting front in ways which the schools don't offer
- Estyn double excellent shows that we can deliver
- Where next – timescales, process, how will judgements be made?
- Still need better access to students to inform them of the pathways available outside school
- Concerned that schools still have institutional/subject bias/interest that is not always in the best interest of learners
- The number of learners switching track during or at end of Year 12 as evidence of this

13 EMAILS, SOCIAL MEDIA AND LETTER COMMENTS

Additional comments were invited by letter, phone call or email as well as via our corporate social media channels during the consultation period.

13.1 Email and letter comments

Additional responses received by letter (one) and email (five) during the live period have been themed. The letters contained multiple themes and is therefore include as appendix one. The details of the email comments are themed in the table below:

Theme:	Number of comments
Comments from secondary school governors *	3
Query about the consultation	2

* comments from governors have been themed in section 11.

13.2 Social media comments

We received four comments over social media during the live period, these have been themed and are detailed in the table below:

Theme:	Number of comments
Reconsider A levels in Bridgend College	2
System needs an overhaul	1
Choose the best option for all students	1

14 CONCLUSION

A sample of 322 survey completions is robust and is subject to a maximum standard error of +1.96% 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 $\pm 5.46\%$ 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 44.54% and 55.46%.

14.1 Equality Impact Assessment

The EIA screening informed the development of the consultation questionnaire. This consultation should assist the completion of the Full Equality Impact Assessment and the breakdown of equalities data from those respondents who provided it has been supplied to the service area.

14.2 Post-16 concepts consultation

The post 16 concepts consultation received 2950 interactions from learners, staff, parents and carers and governors across the county borough. This included 322 survey responses.

69% of survey respondents agreed with the statements of ambitions identified by the board (36% strongly agree and 33% agree).

64% of questionnaire respondents did not agree with the council's preferred concepts (concepts four and five).

Respondents were asked to rank concepts in order of preference, Concept one (the retention of sixth forms in all schools) was the preferred concept of survey respondents.

2030 learners took part in learner engagement workshops in all school across the county borough. Learners were asked to rank concepts in order of preference, Concept one (the retention of sixth forms in all schools) was the preferred option of learners (65%).

15 APPENDIX ONE



To: **Bridgend County Borough Council via email:**
EDSU@bridgend.gov.uk
consultation@bridgend.gov.uk

Dear Sir/Madam

We are writing on behalf of Bridgend College to respond formally to the consultation on *The potential re-organisation of post-16 provision across Bridgend County Borough Council - consideration of concepts*. I hope that this will be helpful to establish our position as a Governing Body whilst I am sure you will receive responses from individuals connected with the College.

Firstly, we recognise the difficult decisions facing BCBC. These are challenging times. Bridgend College values its partnership with BCBC and we are determined to play our part in supporting the vision outlined in the consultation document. We all want an outstanding experience for our learners, in terms of quality of outcomes, breadth of curriculum choice and preparation for sustained employment and/or progression on to a higher level of study.

We believe that creating some economies of scale is vital in securing a post 16 system that prepares learners for the future and enables the vision to be achieved. The case for change is overwhelming.

In addition to the questions posed in the consultation, we would like to make the following points.

1. We believe that both a Welsh medium and a Faith based setting at post 16 should be maintained. Bridgend College would be happy to support these two settings through collaboration to enable the choice of these settings to continue.
2. Whilst the review of post 16 settings for learners with Additional Learning Needs will be looked at separately, Bridgend College would be happy to work in collaboration with the two schools in the Borough to support this provision.
3. We believe that Concept 1 - the status quo - is not a realistic option. Numbers in mainstream sixth forms are in decline, dropping by 280 since 2015. There are too many small classes which is both unsustainable and not a dynamic learning experience. We have already seen minority subjects disappear and there has been some reduction in contact time or indeed, the amalgamation of year 12/13 classes to try to make the provision more viable. Greater choice has been provided through daytime collaboration but the take up is minimal with considerable expense and restrictions to timetabling which has an impact on curriculum. It is an illusion of choice.

Coleg Penybont Heol y Bont-faen, Pen-y-bont ar Ogwr CF31 3DF	Bridgend College Cowbridge Road, Bridgend CF31 3DF	 01656 302 302 enquiries@bridgend.ac.uk
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Yn uncl gydag ymrwymiad Coleg Penybont i'r Safonau Iarth, carem wybod pe bai'n well gennych dderbyn gohebiaeth yn Gymraeg, yn Saesneg neu'n ddwyieithog gennym. Rydym yn croesawu gohebiaeth yn Gymraeg. Ni fydd gohebu yn Gymraeg yn arwain at aedi.

In line with Bridgend College's commitment to the Welsh Language Standards, we would be grateful if you could let us know if you would prefer to receive correspondence in Welsh, in English or bilingually. We welcome correspondence in Welsh. Corresponding in Welsh will not lead to delay.

Of greatest concern is that resources that should be used to improve the opportunities for 11 to 16 year olds might end up “propping up” unviable sixth form provision. Educationalists are rightly concerned about levels of funding but we also have a moral and social duty to use scarce resources and public money in the best possible way. Our current system in Bridgend simply doesn't do this and it is unfair.

Only one sixth form has over 250 learners and those numbers are in decline (95 fewer learners since 2015)

4. We believe that concept 6 - tertiary - has some considerable merits. However, we understand that there may not be political support for this model. This may be a similar case for concept 3 - the closure of all sixth forms and the development of a further education (FE) college governed sixth form centre.

However, we would like to articulate the evidence as to why Bridgend College would be well placed to govern post 16 education in BCBC, given that it has a demonstrable track record in excellence in the delivery of post 16 education. Evidence includes:

- The 2016/17 Welsh Government Learner Outcome Report (LOR) shows that Bridgend College has the best outcomes in the sector in the country for *All Qualifications*
- The most recent ESTYN inspection graded Bridgend College as a rare “Double Excellent” institution. The College has been used as a case study in the Estyn best practice publication.
- Leadership and Governance at the College recognised as Excellent in the most recent ESTYN inspection. In addition, Bridgend College won the UK Association of Colleges Beacon Award for Leadership and Governance (November 2017).
- Our excellent HE provision is aspirational for younger learners. We won the UK What Uni HE in FE award (2018). We have significant strategic partnerships with local HEIs.
- The College has been shortlisted as the Times Educational Supplement FE College of the Year 2019 (results pending).

Coleg Penybont
Heol y Bont-faen,
Pen-y-bont ar Ogwr
CF31 3DF

Bridgend College
Cowbridge Road,
Bridgend
CF31 3DF



01656 302 302
enquiries@bridgend.ac.uk

Yn unol gydag ymrwymiad Coleg Penybont i'r Safonau Iaith, caem wybod pe bai'n well gennych dderbyn gohebiaeth yn Gymraeg, yn Saesneg neu'n ddwyieithog gennym. Rydym yn croesawu gohebiaeth yn Gymraeg. Ni fydd gohebu yn Gymraeg yn arwain at oedi.

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- Bridgend College already has the infrastructure to govern a diverse curriculum including 2,500 Full Time learners, 800 HE learners, Apprenticeships and Part time learners across multiple campuses and we do it well.
- Bridgend College is the Apprenticeship Provider of the Year for Wales, Scotland and Northern Ireland (May 2018). Apprenticeship outcomes are outstanding and the contract has grown by over 700% in 5 years.
- Partnership Working is Excellent as judged by ESTYN. We have excellent working relationships with many local employers including our award winning Apprenticeship programme with TATA Steel.
- We have demonstrated our commitment to working in collaboration to improve standards through our partnership with Pencoed Comprehensive to create Penybont Sixth Form. In its first year, A level A-C results improved by 13%
- Penybont Sixth Form has enabled truly impartial Advice and Guidance to learners at Pencoed Comprehensive
- The College has significant assets which has helped to create the opportunity to build our £30 million STEAM Academy on our Pencoed campus. These assets would help us contribute to any capital projects required to improve post 16 facilities. Both Learning Environment and Resource Management has been judged as Excellent by ESTYN
- Care Support and Guidance and also Well Being have all been judged as Excellent by ESTYN. Comments include:

"Learners' behaviour and attendance at College is exceptional, and their positive attitudes contribute significantly to the progress that they make"

"The College has very clear expectations of learners' attendance and behaviour"

"The College knows its learners exceptionally well"

- Bridgend College is a truly inclusive organisation. ESTYN comment that:

"The College has established an exemplary ethos and culture, which is highly inclusive to all learners"

"The College provides a very welcoming and highly inclusive environment where learners from all backgrounds feel safe and well supported".

Coleg Penybont
Heol y Bont-faen,
Pen-y-bont ar Ogwr
CF31 3DF

Bridgend College
Cowbridge Road,
Bridgend
CF31 3DF



01656 302 302
enquiries@bridgend.ac.uk

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- We believe that rationalisation of Post 16 provision would be a learner centred decision that would also help to raise standards for 11-16 year olds as we have seen in neighbouring authorities where schools have focused on raising standards at Key Stage 4.

In conclusion, we understand that a full tertiary model may be politically difficult for the Borough. A mixed model of some schools with 6th forms and College post 16 provision may be more acceptable. Bridgend College has developed its track record and reputation as one of the top post 16 providers in the country and we are ready to play a full part in the next phase of educational improvement across the Borough.

We do not see the need to develop another post 16 setting in the Borough under the governance of the Local Authority. As indicated in the consultation document, we believe this would create a "two tier" system and be detrimental to the overall position in the Borough.

Bridgend College would also be open to a discussion regarding membership of its Governing Body if the College was asked to play a greater role in the delivery of post 16 provision in the Borough.

Kind Regards

Yours sincerely



Simon Pirote
Principal/Chief Executive /
Prif Weithredwr/Pennaeth



Paul Croke
Chair of Governors /
Cadeirydd y Llywodraethwyr

Coleg Penybont Heol y Bont-faen, Pen-y-bont ar Ogwr CF31 3DF	Bridgend College Cowbridge Road, Bridgend CF31 3DF	 01656 302 302 enquiries@bridgend.ac.uk
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