

Appendix 1

Phase 4 of the consideration for potential re-organisation of post-16 education provision across Bridgend County Borough Council (BCBC)

Autumn 2019

Introduction

1. This paper takes forward the remaining options for the provision of post-16 education as determined by Cabinet on 16 April 2019. A summary of the background to the review is presented at Appendix 2.
2. The final options are predicated on the efficient use of resources by creating economies of scale in the educational provision so that the range of subjects, support for learners and facilities can all be afforded.
3. The more limited number of changes now under consideration have been influenced by the feedback from the first round of public consultation in early 2019 and all retain some element of sixth-form provision.

Table 1 Sixth form numbers via January PLASC data 2015-2020

Numbers in sixth forms – January PLASC data 2016 - 2020 School Name	Year					
	2015	2016	2017	2018	2019	2020 provisional
Archbishop McGrath Catholic High School	150	164	156	148		
Brynteg School	442	422	377	347		
Bryntirion Comprehensive School	205	170	174	205		
Coleg Cymunedol y Dderwen	165	157	148	160		
Cynffig Comprehensive	100	88	76	61		
Maesteg School	193	204	177	150		
Penybont Sixth Form College	142	130	128	141		
Porthcawl Comprehensive School	332	290	262	242		
Ysgol Gyfun Gymraeg Llangynwyd	123	110	111	118		
Mainstream total	1852	1735	1609	1572		
Heronbridge Special School	51	55	59	60		
Ysgol Bryn Castell	42	39	41	42		
Total in schools	1945	1814	1709	1674		
Bridgend College 16-18	1903	1864	1906	2488 combined		
Overall total of 16-18 (includes Y14 in schools)	3848	3678	3615			
Bridgend College 19 plus	587	601	573			
Bridgend College full-time enrolments	2490	2435	2509	2488		

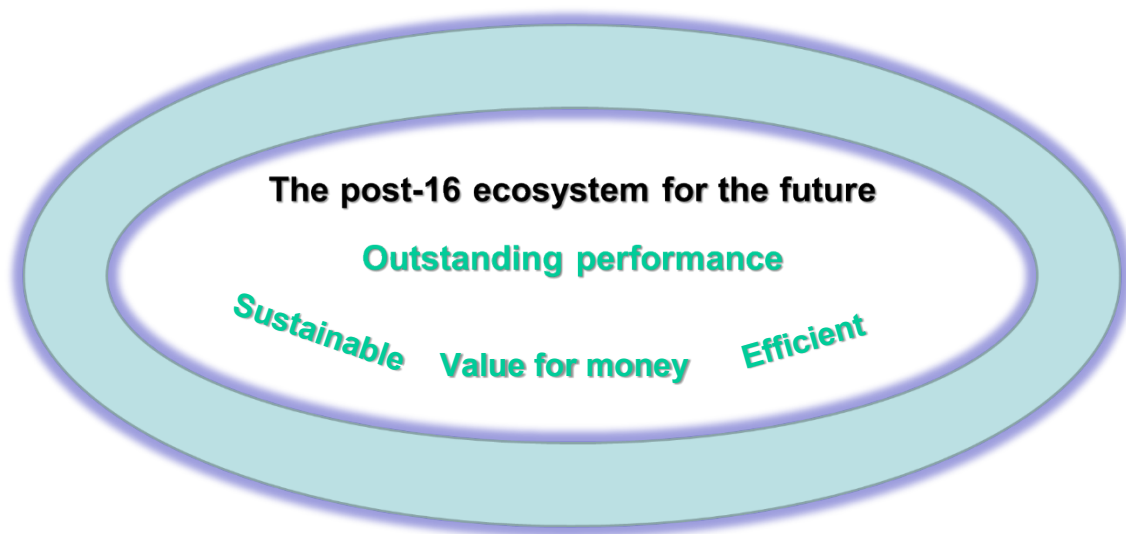
4. In respect of the 'status quo', there have been many discussions on the relative positives and concerns of the current system. Some of these were reinforced during the first public consultation and some new ones [added \(in blue ink\)](#). The table below summarises the key points.

Table 2 – positives and concerns of the Status Quo

Positives
<p><i>Points made during the review:</i></p> <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 and Welsh-medium schools see this as a highly desirable/only acceptable model • Least disruptive approach • Stability in staffing • Standards have improved in 2019 <p><i>Points made in the public consultation:</i></p> <ul style="list-style-type: none"> • Known environment/ accessibility • Teacher pupil parent relationship/support • Sixth-formers set a good example
Concerns
<p><i>Points made during the review:</i></p> <ul style="list-style-type: none"> • Ability to maintain curriculum breadth; some traditional subjects have already been lost • 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 schools with small sixth forms is likely to lead to funds for key stages 3 and 4 being used to subsidise the sixth form • 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 their 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 <p><i>Points made in the public consultation:</i></p> <ul style="list-style-type: none"> • Does not increase the range of choice of providers for learners and parents • Limited opportunity to provide investment in 16-18 education facilities • Travel issues • Expense • High standards may drop • Less subject choice

What are we aiming for?

5.



For any change that is envisaged for BCBC we would want to realise the benefits identified in the diagram above and to a level of improvement that will be to the benefit of all learners in post-16 education.

What are the remaining options under consideration?

6. Option 1

A mix of school sixth forms with some mergers to create new local authority maintained sixth-form centre(s).

Option 2

A mix of school sixth forms with some mergers to create new FE College governed sixth-form centre(s)

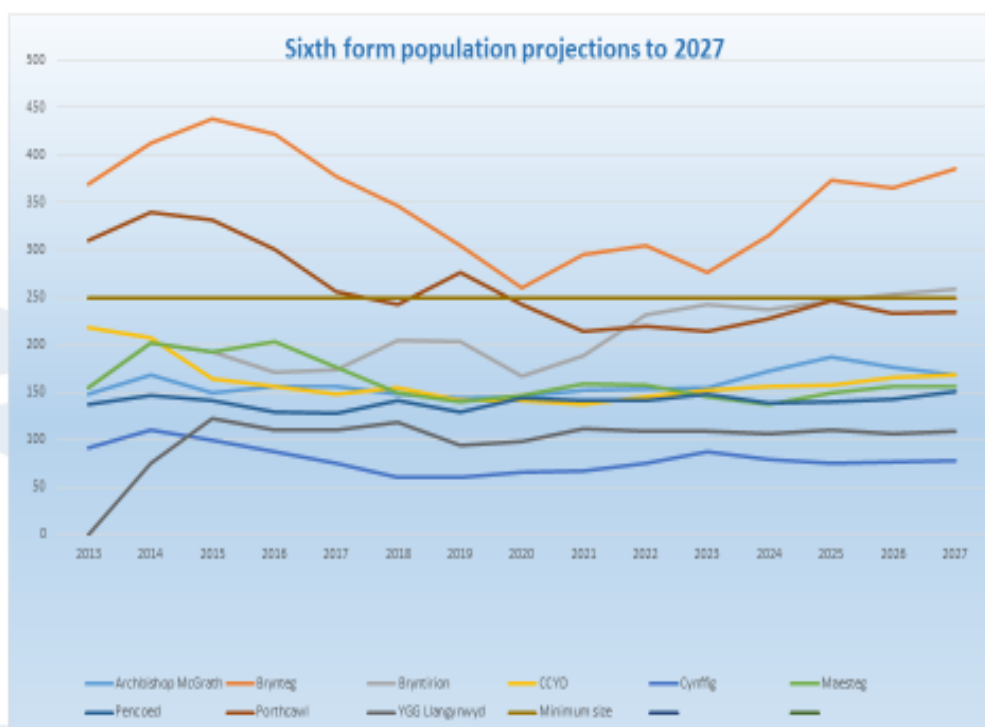
To note: Options 1 and 2 are not mutually exclusive and elements of both could be taken forward.

Option 3

The retention of sixth forms in all schools - the current position (ie a distributed tertiary model based on collaboration, but with further development in order to improve the delivery of this option)

- In order to be able to compare the remaining options and the alternatives that might be available within a given option it is important that key data presented in earlier reports is updated. Accordingly fresh tables of information are now to be found in the appendices and will be referenced below.

Table 3: Size of Sixth form – current and projections



- In previous reports the significance of the size of sixth forms was discussed with reference to standards of performance, the curriculum offer and financial viability. In general benchmark terms an effective sixth-form provision needs to have a student population of around 250. The projections for Bridgend suggest

that Brynteg School sixth form will continue to exceed this figure and that Porthcawl Comprehensive School and Bryntirion Comprehensive School sixth forms will be close to this benchmark during the next decade. All other schools are well below the figure of 250. For these schools there are implications for the number of timetabled subjects, the viability of minority subjects, the dependence on collaboration to meet the requirements of the Learning and Skills Measure and for students to achieve their first preference combination of subjects. Increasingly with rising budget pressures the affordability of small sixth forms has to be subject to detailed scrutiny (see appendix 3 for further detail).

9. Two schools stand apart from this particular issue. Archbishop McGrath Catholic High School will continue to provide a post-16 education of a religious character. It is expected to be fully subscribed for the foreseeable future and to have an average sixth form of 159. For this number to rise toward 250 there would need to be some expansion of facilities to the current site.
10. YGG Llangynwyd, as the sole Welsh-medium high school in BCBC, is reliant on the flow of pupils from the Welsh-medium primary sector. Through the Welsh Education Strategic Plan and the Band B programme of 21st Century School there are plans to increase in capacity in Welsh-medium primary education. However, it will be some time before this increase impacts on numbers in the sixth form and they expand above 100. There is significant pressure on this school to be able to provide a good range of subjects through the medium of Welsh and there is therefore a strong reliance on the partnership collaboration with YGG Llanhari in RCT. Hence in the last paper to Cabinet in April 2019 the proposal to formalise the arrangements between the two schools was articulated. Dialogue on this has now commenced with RCT.

11. School capacities

The forward projection of the size of sixth forms also needs to be considered in relation to the projected capacity of each of the secondary schools in BCBC

Table 4: School capacities to 2027

Planned admission numbers, capacity, average size of sixth form and balance of places per school

	1	2	3	4	5	6	7	8	9	10
School	Overall capacity	PAN/year group	PAN Y7-11	Average Projected 6th form	Expected size PAN plus average	Balance of capacity	Current roll - PLASC Jan 19	Current actual balance of	Whole school projection to 2027	Projected balance of capacity
Archbishop McGrath	836	131	655	159	814	22	834	2	1054	-218
Brynteg	2099	333	1665	350	2015	84	1450	649	1933	166
Bryntirion	1208	210	1050	209	1259	-51	1212	-4	1422	-214
CCYD	1595	276	1380	161	1541	54	1259	336	1663	-68
Cynffig	1013	180	900	80	980	33	718	295	832	181
Maesteg	1333	228	1140	162	1302	31	1039	294	1188	145
Pencoed	1115	214	1070	140	1210	-95	898	217	1284	-169
Porthcawl	1551	246	1230	259	1489	62	1235	316	1528	23
YGG Llangynywd	775	165	825	100	925	-150	614	161	790	-15



12. In Table 4 above the columns show the following information:

1. Column 1 – the overall capacity of each school
2. Column 2 – the planned admission level per year group
3. Column 3 – the planned admission level for Years 7 to 11 assuming all year groups are at planned capacity
4. Column 4 – the projected average size of the sixth form
5. Column 5 – the combined totals for Years 7 to 13
6. Column 6 – the balance of places when full to planned admission levels in Years 7 to 11
7. Column 7 – the numbers on roll, Years 7 to 13, taken from the latest PLASC return in January 2019
8. Column 8 - The balance of places in the academic year 2018-2019
9. Column 9 – Whole-school projections of numbers on roll to 2027 for Years 7 to 13
10. Column 10 – the balance of places expected in 2027 based on these projections

13. Columns 1 to 6 indicate that if all schools achieved their planned admission levels then the only significant issue would be under capacity in Welsh-medium provision. However, the current position as revealed by columns 7 and 8 shows a range of surplus places in all schools except Archbishop McGrath Catholic High School and Bryntirion Comprehensive School where there are pressures to accommodate demand.

14. The forward projections to 2027 allow for the growth in housing contained in the current local development plan. This includes all those areas where planning permission has been granted plus a figure for development land where planning has not yet been brought forward. From this projection it can be seen that surplus capacity now only exists in Brynteg School, Cynffig Comprehensive

School and Maesteg School. Brynteg School with less than 10% surplus capacity would be within Welsh Government parameters. Maesteg School is projected around 10% and only Cynffig Comprehensive School at 17.8% has levels of surplus capacity which would be of concern. Pressure on places is beginning to be felt in Coleg Cymunedol y Dderwen, Porthcawl Comprehensive School and YGG Llangynwyd. Severe pressure is envisaged for Archbishop McGrath Catholic High School, Bryntirion Comprehensive School and Pencoed Comprehensive School. In the case of Archbishop McGrath Catholic High School a significant proportion of the pupil population are non-Catholics and therefore through the application of its admission policy the school should be able to meet the demand for places for pupils from both Catholic and Church in Wales families. Since Archbishop McGrath Catholic High School draws its catchment from across BCBC the excess demand would be dispersed across the County and either apply further pressure on some schools or be accommodated by those with surplus places.

15. A new local development plan (LDP) for BCBC to cover the period from 2021-2033 has been released for public consultation. Further potential areas for housing development have been identified in addition to those in the current LDP. Should these be taken through to a new LDP then the possible impact on secondary school places might be as follows:

Maesteg – 635 new houses yielding 137 extra secondary pupils 11-18.
Bridgend – 1000 new houses around Island Farm yielding 216 secondary pupils and about 1250 houses towards Laleston yielding 270 secondary pupils.
Pencoed – 800 new houses yielding 173 secondary pupils.
Pyle – around 1500 new houses yielding 324 secondary pupils.

The consequence of this would be to see surplus capacity in Maesteg School reduced to nearly zero with Brynteg School and Cynffig Comprehensive School potentially moving from a position of surplus to excess demand. Bryntirion and Pencoed Comprehensive Schools would see demand for places increase significantly above the current projections in Table 4.

If any of these current new housing proposals are brought forward in the 2021-2033 LDP then the implications for secondary school places and for sixth-form accommodation will need to be further reviewed.

16. Achievement and progress

In the determination of any change to the nature of post-16 provision across BCBC it is important to demonstrate that the quality of provision will be at least as good as currently provided if not better. At this point in time, the 2019 examination data that follows is provisional and may change.

17. In broad terms, since 2014-2015 standards at post-16 in sixth forms have been rising across BCBC. There is variation across schools and between years and not all schools have been able to demonstrate sustained improvement. Tables for the key indicators are provided below.

18. The percentage of students gaining 3 A*-A grades at A level in 2019 at 12.5% (provisional) is the best performance for BCBC since 2012. This and the other indicators reflect the effects of greater scrutiny of post-16 data, the use of Alps value-added data, the impact of Seren and the individual efforts within schools themselves. The average prior GCSE performance of students has remained fairly consistent since 2014-2015 (see appendix 4). There has been variation in the quality of year groups both between schools and between year groups in any given school.

% gaining 3 A*-A	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Archbishop McGrath	2.2	7.8	10.6	8.5	6.7	21.9	21.4	16.1
Brynteg	5.5	6.5	11.4	4.0	7.2	10.3	5.4	16.7
Bryntirion	3.0	10.9	6.3	5.6	8.0	12.7	12.9	16.7
CCYD	0.0	3.6	1.6	3.3	0.0	0.0	4.9	8.8
Cynffig	0.0	4.0	0.0	0.0	2.9	7.4	6.9	5.6
Maesteg	3.9	4.8	0.0	0.0	1.3	7.4	1.7	1.8
Pencoed	3.1	4.1	3.3	1.7	3.5	3.7	6.7	11.3
Porthcawl	13.9	15.4	10.9	12.2	10.7	9.8	16.0	12.3
YGGL				3.6	7.4	7.3	7.7	8.2
LA	5.2	8.3	7.1	5.3	6.1	9.4	9.2	12.5
Wales	9.0	8.3	8.8	7.8	6.7	10.5	13.4	

19. The percentage of students gaining 3 A*- C grades at A level in 2019 has shown a bit more variance than the 3A*-A data but the overall trajectory for BCBC since 2014-2015 shows sustained improvement but with more to do to exceed the All Wales average.

% gaining 3 A*-C	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Archbishop McGrath	73.9	78.4	40.9	34.0	40.0	78.1	69.6	62.9
Brynteg	47.3	64.5	58.7	47.4	51.7	52.9	57.4	62.7
Bryntirion	68.2	71.9	34.4	38.2	44.0	58.7	61.4	54.4
CCYD	60.9	52.4	39.1	29.5	31.9	36.2	52.5	45.6
Cynffig	52.9	64.0	15.2	11.8	17.1	51.9	51.7	61.1
Maesteg	62.3	81.0	20.3	16.0	33.3	45.7	38.3	41.1
Pencoed	68.8	83.7	31.1	26.7	15.8	37.0	46.7	64.2
Porthcawl	67.0	65.7	56.3	59.0	57.9	61.5	68.1	65.8
YGGL				32.1	48.1	63.4	51.9	57.1
LA	60.7	68.2	42.9	38.7	42.4	54.2	56.5	57.5
Wales	65.2	66.8	42.6	40.0	38.3	54.7	57.9	

20. Since 2014-2015 the Level 3 threshold or % of learners who achieve at least 2 A levels or A level equivalents has moved steadily up and ahead of the All Wales average. This reflects the fact that the overwhelming majority of learners successfully complete their qualifications and can move on positively to post-18 destinations. The 'Not in Education, Employment or Training (NEETs)' data for Year 13 has been in decline over recent years and this confirms the schools' view that most sixth-formers achieve positive destinations. Schools report that the vast majority of students who wish to go on to Higher Education gain places to study and in most cases this is their first choice. We have seen increased numbers of our Seren students gaining places at Russell Group and Sutton Trust 30 universities.

L3 threshold (% achieving minimum of 2 A levels)	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Archbishop McGrath	87.0	88.2	100.0	95.7	100.0	100.0	100.0	100
Brynteg	98.2	92.8	94.6	98.9	97.2	95.5	96.6	100
Bryntirion	95.5	100.0	98.4	96.6	100.0	98.4	100.0	96.5
CCYD	96.9	92.9	96.9	91.8	98.6	98.3	100.0	98.2
Cynffig	88.2	100.0	93.9	100.0	100.0	100.0	89.7	94.4
Maesteg	97.4	96.8	100.0	98.8	100.0	97.9	100.0	100
Pencoed	95.3	98.0	95.1	98.3	96.5	98.1	95.0	98.1
Porthcawl	98.3	98.6	95.8	97.4	96.7	99.2	100.0	99.1
YGGL				100.0	100.0	100.0	100.0	100
LA	96.0	95.6	96.6	97.6	98.3	98.1	98.3	98.8
Wales	96.9	96.5	97.1	97.0	98.0	97.1	97.6	

21. The overall value-added performance of BCBC sixth forms as measured by the Alps system shows a number of strongly performing schools but also a degree of variance across schools. In this data **red (grades 1, 2 and 3)** indicates strong performance among the top 25% of UK centres and **blue (grades 7, 8 and 9)** indicates a relatively weak performance in the bottom 25% of UK centres. One of the key challenges for any system change at post-16 is to ensure that there is a greater consistency in outcomes for learners irrespective of where they are studying and that overall the results for BCBC push on to exceed All Wales figures especially in performance outcomes at the higher grades.

Alps grades

Excellent performance Top quartile	Good to average performance	Significant under-performance Bottom quartile
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1	2	3	4	5	6	7	8	9
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Overall Alps Performance Grades

	2015/16	2016/17	2017/18	2018/19
Archbishop McGrath Catholic School	3	2	2	3
Bridgend College (twilight A levels)	4	5	2	
Brynteg School	4	4	3	7
Porthcawl Comprehensive School	3	4	4	6
Maesteg School	5	4	5	6
Ysgol Gyfun Gymraeg Llangynwyd	3	5	7	5
Coleg Cymunedol Y Dderwen	7	5	2	4
Pencoed Comprehensive School	6	5	6	3
Cynffig Comprehensive School	5	6	6	5
Bryntirion Comprehensive School	6	6	6	7

22. At this moment in time, a school-to-school improvement system for post-16 is under-developed both locally and regionally. The proposed changes to post-16 provision will need to demonstrate how the excellent practice in our best departments is spread across the sector to enhance the performance of learners wherever they are studying. Central South Consortium have introduced subject networks in STEM subjects and the engagement of staff from Bridgend schools with these networks is being monitored. These networks are currently only available for developments through the medium of English and not Welsh.

Option proposals

23. Consideration is now given to the three remaining options that are being taken forward from the earlier reports to Cabinet on the post-16 review. It should be noted that there is some flexibility to combine elements of Options 1 and 2 in any final outcome proposal.

Option 1

A mix of school sixth forms with some mergers to create new local authority maintained sixth-form centre(s)

There are seven English-medium community secondary schools across BCBC.

Numbers in sixth forms – January PLASC data 2016 – 2019 plus projection to 2027	Year						Current surplus places 2018	Projected surplus places 2027
	2015	2016	2017	2018	2019	2027 projection		
School Name								
Brynteg School	442	422	377	347		386	649	166

Bryntirion Comprehensive School	205	170	174	205		259	-4	-214
Coleg Cymunedol y Dderwen	165	157	148	160		169	336	-68
Cynffig Comprehensive	100	88	76	61		78	295	181
Maesteg School	193	204	177	150		157	294	145
Penybont Sixth Form College	142	130	128	141		151	217	-169
Porthcawl Comprehensive School	332	290	262	242		235	316	23

In considering the options that follow the intention is to create sixth forms/centres that have a minimum capacity of 250. In doing so we will be ensuring that:

- There are sufficient numbers of learners in each setting to provide a broad curriculum offer
- The continuance of minority subjects is protected
- Standards do not dip but continue to rise
- Teaching sets are of a size that secures efficient use of resources
- Learner numbers are matched to the capacity of the schools

24. Where mergers of sixth forms are considered there are two ways in which this process could be managed. The first is through a statutory process whereby some schools will have their category changed from 11-18 to 11-16 and others retaining 11-18 status with an expanded sixth-form provision. Whilst this would result in centres that provide the benefits of scale for provision and resources concerns have been expressed about the potential impact on the 11-16 schools. These include:

- Potential loss of experienced staff
- Difficulties in recruiting/retaining expert/experienced staff who would prefer 11-18 settings
- Potential de-stabilisation at Year 7 where parents use their preferences to apply for places in 11-18 schools where there will be continuity of education to 18
- The loss of sixth-form students as role models within the school
- A potential reduction in the cultural activities within the school
- Leakage of 'more able' pupils to schools with a sixth-form centre
- Surplus teachers and redundancy

25. The second mechanism is through the voluntary mergers of sixth forms. In the outcomes put forward later Headteachers and Governing Bodies could agree to co-locate their sixth-form students on to one site without relinquishing their 11-18

status. This model has been discussed with secondary headteachers but would require some firm commitments to be established including:

- A common timetabling agreement to allow members of staff from either school to access the sixth-form timetable (it could also support some sharing of staff at key stages 3 and 4)
- A joint management committee to oversee the arrangements comprising of at least the headteachers and chairs of governors (WG guidance on joint FE/School partnerships can provide insights into acceptable ground rules)
- Contributing schools would pool their post-16 allowances
- Student performance data would be used as part of the evidence base for determining which staff would be used to deliver the sixth-form provision
- Instigate a school to school professional development approach for staff teaching post-16 in order to ensure a continued rise in standards
- Consultations with staff in relation to travel between sites
- An agreement to deliver at least the Welsh Bac to students back in their home school in order to maintain contact with pupils lower down the school and act as role models

Outcomes under Option 1

26. There are three secondary schools with sixth forms that either have or are projected to be around the 250+ preferred size. These are Brynteg School, Bryntirion Comprehensive School and Porthcawl Comprehensive School. Of these Bryntirion Comprehensive School has a projection indicating significant capacity issues. By 2027, it is anticipated to have a sixth form of 259 and a demand for places over capacity of 214 and this excludes any additional pressures from the new local development plan (LPD) under construction (see paragraph 15). It is understood that expansion on the Bryntirion Comprehensive School site is unlikely. Whilst Brynteg School could take some of the surplus demand it could not meet all of it and future demand from the new LDP. BCBC could consider whether there is sufficient demand for a new secondary school when the LDP comes forward or whether re-organisation of sixth-form provision supports a long-term solution.

27. Outcome A

One choice could be to develop a post-16 centre of excellence on the Brynteg School campus. This would require capital investment which may lie outside of Band B proposals for the 21st Century Schools Programme. The proposal could change Bryntirion Comprehensive School to an 11-16 school but that route (route 1) may well generate a lot of opposition. The other route is to develop a joint or federated sixth form that belongs to both schools and this may be a more acceptable development (route 2). A strong town centre sixth form with

partnerships with Bridgend College and Archbishop McGrath would have some merit.

Strengths	Weaknesses
<ul style="list-style-type: none"> • A joint sixth form or centre with between 550 and 650 students • A rich and broad curriculum offer • Efficient use of resources and good value for money • Minority subjects would hold their place • Ability to develop expert teams of teachers drawn from the two schools (route 2) • The Brynteg School campus could accommodate expansion for sixth-form provision • Using route 2 would alleviate some of the concerns Bryntirion Comprehensive School are likely to express over changing its status to 11-16 • Proximity of the two schools and to Bridgend College • Potential to share staff across all secondary key stages and helping to address financial and recruitment issues • Ability to offer a wider range of academic and vocational subjects through collaboration with Bridgend College • Better range of services and support for students because of the scale of the centre 	<ul style="list-style-type: none"> • The seven potential issues faced by Bryntirion Comprehensive School as an 11-16 school in route 1 as discussed in paragraph 24 • The ability of BCBC to find the capital investment for the project • Bryntirion Comprehensive School becomes a split site school and Brynteg as well but to a lesser extent depending on the location of the centre in its extensive grounds • Developing new joint subject delivery teams and ensuring clear lines of accountability so standards don't drop in the short term • A common timetable will impose some constraints on timetablers but when married up with the new key stage 3 curriculum this could create new opportunities • The management of staff movement between sites

28. Outcome B

Porthcawl Comprehensive School in the west of the County has an established and successful sixth form of 242 and is forecast to have an average of around 259. This sixth form therefore meets the general viability requirements and given the distance from other settings (excluding Cynffig Comprehensive School) it would seem inappropriate to require this number of students to travel elsewhere for their sixth-form education. It is proposed that this is one of the retained sixth forms under Option 1.

29. Outcome C

Cynffig Comprehensive School has BCBC's smallest sixth form of currently 61 students. This falls well below the expected minimum size for a sixth form. The number of timetable subjects is limited to around 12 to 14 and this will impact on the choices students make. They can take advantage of subjects in day time collaboration or through twilight sessions in Bridgend College both of which will require additional travel during or at the end of the day. Although A level results are improving being a small sixth form it is less resilient to changes in students and/or staff which increases the likelihood of variances in outcomes. There will always be a financial pressure on small sixth forms trying to match subject availability against limited resources without cross-stage subsidy. In this option consideration is given to the closure of the sixth form (route 1) or its merger with Porthcawl Comprehensive School sixth form (route 2). It is noted that these two schools are already engaged in some collaborative activities.

Strengths	Weaknesses
<ul style="list-style-type: none"> • A potential increase in sixth-form numbers to just over 300 • A richer and broader curriculum offer than if the sixth forms were separate • Efficient use of resources and good value for money • Minority subjects would hold their place • Ability to develop expert teams of teachers drawn from the two schools (route 2) • Porthcawl Comprehensive School has a consistently strong track record of delivering sixth-form education with a good track record of results • The Porthcawl Comprehensive School campus could accommodate the numbers of sixth-form students from Cynffig Comprehensive School • Using route 2 would alleviate some of the concerns Cynffig Comprehensive School is likely to express over changing its status to 11-16 • Potential to share staff across all secondary key stages and helping to address financial and recruitment issues 	<ul style="list-style-type: none"> • The seven potential issues faced by Cynffig Comprehensive School as an 11-16 school in route 1 as discussed in paragraph 24 • The current situation of surplus places at Cynffig Comprehensive School is around 29% and using future projections without the sixth form this may reduce to 25% with surplus places therefore remaining a significant issue at Cynffig Comprehensive School • A common timetable will impose some constraints on timetablers but when married up with the new key stage 3 curriculum this could create new opportunities • The management of staff movement between sites which are at some distance from each other • It has been suggested that the removal of a sixth form from Cynffig Comprehensive School might lower the aspirations in the community and of learners in the school (note: the Welsh Bac proposal in paragraph 25 to offset this)

30. **Outcome D:** Cynffig Comprehensive School also has the capacity to act as a host for an expanded sixth-form centre. This could be considered alongside the capacity issues that are projected to be experienced by both Coleg Cymunedol y Dderwen and Pencoed Comprehensive School. This would require some investment to increase the capacity for sixth-form students at Cynffig Comprehensive School. Currently the three schools have 362 sixth-form students between them and this is projected to rise to 398 by 2027. Both Coleg Cymunedol y Dderwen and Pencoed Comprehensive School are expected to be over capacity by then.

Strengths	Weaknesses
<ul style="list-style-type: none"> • A good size sixth form of 360 to 400 students • A richer and broader curriculum offer than if the sixth forms were separate • Efficient use of resources and good value for money • Minority subjects would hold their place • Ability to develop expert teams of teachers drawn from the three schools (route 2) • Using route 2 would alleviate some of the concerns Coleg Cymunedol y Dderwen and Pencoed Comprehensive School are likely to express over changing their status to 11-16 • Potential to share staff across all secondary key stages and helping to address financial and recruitment issues • Would address the issue of surplus places at Cynffig Comprehensive School and alleviate to some extent longer term capacity issues in Coleg Cymunedol y Dderwen and Pencoed Comprehensive School 	<ul style="list-style-type: none"> • The seven potential issues faced by Coleg Cymunedol y Dderwen and Pencoed Comprehensive School as 11-16 schools in route 1 as discussed in paragraph 24 • The need for capital development to facilitate expansion of the sixth form • Access to the school site for larger numbers of students • A common timetable will impose some constraints on timetablers but when married up with the new key stage 3 curriculum this could create new opportunities • The management of staff movement between sites which are at some distance from each other • Developing new joint subject delivery teams and ensuring clear lines of accountability so standards don't drop in the short term • Would impact significantly on BCBC's discretionary post-16 travel budget increasing costs to the LA under current arrangements and result in an increase in travel time and distance for many of the 300 or so learners from Coleg Cymunedol y Dderwen and Pencoed Comprehensive School • Although post-16 results have improved this year in the three schools, historically the standards in value-added and national indicators have not been strong; there is a risk of slippage through a period of change

	and particular attention would need to be given by the schools to alleviating this risk
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31. Outcome E

The position of Maesteg School at the head of the valley does create issues for transport and travel times and, as was articulated in the consultation events, a strong sense of loss and lost opportunity should the sixth form be removed. Here consideration is given to a sixth-form centre based in Maesteg School. The partner school would be Coleg Cymunedol y Dderwen where over capacity in the future might become a problem. During the consultation a strongly expressed view from Maesteg School was that everything headed ‘down the valley’ and that never a thought was given to reversing that. In this outcome, Maesteg School which has a current surplus of 294 places falling to 145 over time would host the 160 to 170 sixth form students from Coleg Cymunedol y Dderwen. Both statutory 11-16 proposals and voluntary mergers could be explored in this option.

Strengths	Weaknesses
<ul style="list-style-type: none"> • A good size sixth form of between 300 and 330 students • A richer and broader curriculum offer than if the sixth forms were separate • Efficient use of resources and good value for money • Minority subjects would hold their place • Ability to develop expert teams of teachers drawn from the two schools (route 2) • Using route 2 would alleviate some of the concerns Coleg Cymunedol y Dderwen is likely to express over changing their status to 11-16 • Potential to share staff across all secondary key stages and helping to address financial and recruitment issues • Would address the issue of surplus places at Maesteg School and alleviate to some extent longer term capacity issues in Coleg Cymunedol y Dderwen 	<ul style="list-style-type: none"> • The seven potential issues faced by Coleg Cymunedol y Dderwen as an 11-16 school in route 1 as discussed in paragraph 24 • A common timetable will impose some constraints on timetablers but when married up with the new key stage 3 curriculum this could create new opportunities • The management of staff movement between sites which are at some distance from each other • Developing new joint subject delivery teams and ensuring clear lines of accountability so standards don't drop in the short term • Would impact significantly on BCBC's discretionary post-16 travel budget increasing costs to the LA under current arrangements and result in an increase in travel time and distance for many of the 160 or so learners from Coleg Cymunedol y Dderwen. • Although there have been some improvements in post-16 results for these two schools, results at 3A*-A and 3A*-C

	<p>have been below All Wales averages; there is a risk of slippage through a period of change and particular attention would need to be given by the schools to alleviating this risk</p>
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32. Outcome F

At this point in the discussion of options Pencoed Comprehensive School has only appeared in Outcome D and is left apart from the other choices. Left to itself it only has a sixth form of 141 and an expectation that this will rise to 151 by 2027, below the benchmark of 250. By that point there is expected to be a shortfall in capacity of around 170 places. This does not take into account new housing in the east of BCBC which is now contained in the consultation for the new LDP.

This option therefore looks at four schools (Coleg Cymunedol y Dderwen, Cynffig Comprehensive School, Maesteg School and Pencoed Comprehensive School) and considers a link to Option 2. Two centres are envisaged in Maesteg School and in Pencoed Comprehensive School. The Maesteg School centre would be populated by students from Maesteg School (150), Cynffig Comprehensive School (61) and a split of around 60 students from Coleg Cymunedol y Dderwen. This would create a sixth form of around 271 rising to nearly 300 by 2027. The rest of the Coleg Cymunedol y Dderwen students would head to Pencoed Comprehensive School to create a sixth form of around 250.

However Pencoed Comprehensive School would be over capacity in the future therefore this option considers accommodating the students in an FE based sixth-form centre on the Bridgend College Pencoed campus. This is explored further under Option 2. Should more of the Coleg Cymunedol y Dderwen students decide to head to Pencoed Comprehensive School then the Cynffig Comprehensive School /Maesteg School numbers will be in the range of 211 to 235, not quite at 250 but better placed for numbers than the individual sixth forms.

Strengths	Weaknesses
<ul style="list-style-type: none"> Development of two sixth-form centres in Maesteg School and Pencoed Comprehensive School with both featuring close to the 250 benchmark 	<ul style="list-style-type: none"> The seven potential issues faced by Coleg Cymunedol y Dderwen and Cynffig Comprehensive School as 11-16 schools in route 1 as discussed in paragraph 24

<ul style="list-style-type: none"> • A richer and broader curriculum offer than if the sixth forms were separate • Efficient use of resources and good value for money • Minority subjects would hold their place • Using route 2 would alleviate some of the concerns Coleg Cymunedol y Dderwen and Cynffig Comprehensive School are likely to express over changing their status to 11-16 • Would address the issue of surplus places at Maesteg School and alleviate to some extent longer term capacity issues in Coleg Cymunedol y Dderwen • The Maesteg School campus could accommodate the numbers of sixth-form students from Cynffig Comprehensive School and Coleg Cymunedol y Dderwen as proposed • The Pencoed Comprehensive School campus could be planned to meet predicted demand – see Option 2 • This model from Option 2 would offer access to a more varied curriculum offer with the college bringing a range of vocational and specialist A level courses into the mix 	<ul style="list-style-type: none"> • With the number of schools involved plus the FE based centre it may make the use of a common timetable more challenging • This makes route 2 more difficult to achieve and there is a greater possibility of Coleg Cymunedol y Dderwen and Cynffig Comprehensive School becoming 11-16 or just the three schools (these two plus Maesteg School) come to some form of arrangement • Would impact significantly on BCBC's discretionary post-16 travel budget increasing costs to the LA under current arrangements and result in an increase in travel time and distance for many of the learners from Coleg Cymunedol y Dderwen and Cynffig Comprehensive School • Reliant on collaboration and partnership with Bridgend College • Managing the destination at 16 for students from Coleg Cymunedol y Dderwen
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33. The second option consists of a mix of some sixth forms with a sixth-form centre based in the FE sector.

Option 2

A mix of school sixth forms with some mergers to create new FE College governed sixth-form centre(s)

Discussions with Bridgend College have centred around two proposals:

- A long-term suggestion of a town centre new build which could incorporate a sixth-form centre
- The continued development of the Penybont Sixth-Form College partnership between Pencoed Comprehensive School and Bridgend College

34. In Options 1 and 2 it is proposed that BCBC's largest sixth form at Brynteg School will remain open either as a single sixth form or in combination with

Bryntirion Comprehensive School. If other sixth forms remain open in the outlying areas of the county then to have a further FE sixth-form centre within the town centre may create competition and duplication. Whilst a new FE build in the town centre may be seen positively from a regeneration perspective the sixth-form element is more problematic.

If the Brynteg/Bryntirion proposal in Outcome A, paragraph 31, is not a preferred option then, if and when, Bridgend College brings forward a town centre project a partnership with Bryntirion Comprehensive School could be considered along the lines of the Penybont Sixth-Form College which is explored in paragraph 36.

35. However, it should be noted that Bridgend College may not be inclined to develop separate sixth forms of around 250 to 350 in size preferring instead to create centres with a larger capacity of 500 to 700. In the event of this outcome, then consideration could be given to movement of students to an FE sixth-form centre in a new town centre FE campus from Cynffig Comprehensive School and Coleg Cymunedol y Dderwen alongside those from Bryntirion and Pencoed.

Strengths	Weaknesses
<ul style="list-style-type: none"> • A joint sixth form or centre with between 550 and 650 students • A rich and broad curriculum offer • Efficient use of resources and good value for money • Minority subjects would hold their place • A richer and broader curriculum offer than in the existing sixth form with a good choice of vocational and academic subjects offered with parity of esteem • Efficient use of resources and good value for money • Modern purpose built facilities • Better range of services and support for students because of the scale of the centre • Provides a college-based A level provision choice alongside the sixth-form options increasing choice of environment for learners • Eases the pressure on the schools to meet the increasing demand for places 	<ul style="list-style-type: none"> • The seven potential issues faced by Comprehensive Schools as 11-16 schools in route 1 as discussed in paragraph 24 • The ability of Bridgend College to find the capital investment for the project • Potential duplication/competition between three sixth-form centres within the town of Bridgend (Archbishop McGrath, Brynteg [with or without Bryntirion], new college campus) • Would impact significantly on BCBC's discretionary post-16 travel budget increasing costs to the LA under current arrangements and result in an increase in travel time and distance for many of the learners from the secondary schools • Reliant on collaboration and partnership with Bridgend College

36. In the east of the County, Pencoed Comprehensive School and Bridgend College have developed a new partnership which has been branded as Penybont Sixth-Form College. A joint management committee has been established and the partnership has been following the Welsh Government guidance on collaboration

between schools and FE colleges. Pencoed Comprehensive School entered the arrangement on the basis that it could no longer afford to run its sixth form and provide a good curriculum offer. Bridgend College have committed both staff and financial resources to the partnership and there has been a strong willingness and commitment from both partners to make the venture a success.

While student numbers are increasing slowly the exam results for students showed a good improvement in 2018 and the provisional data for 2019 is showing an even more marked improvement moving Penybont Sixth-Form College up to or surpassing All Wales figures. There has also been an improvement in the curriculum offer with new subjects being added and students from both school and college taking advantage of the availability of new subjects. It should be noted that the college have indicated that sustained resource support may not be available if this project does not have long term viability.

37. The future projections for Pencoed Comprehensive School indicate the school will experience excess demand for places. Meanwhile the college has plans that are well advanced within Band B proposals for the 21st Century Schools Programme to build a new Science/Technology/Performing Arts centre on its Pencoed campus. This will relocate existing provision and students from older buildings on the Cowbridge Road campus. Associated development on college land will lead to an increase in the housing stock in the Pencoed area which will be reflected in the new LDP (see paragraph 15). This will add further pressure for places at Pencoed Comprehensive School. The plans for the new college centre also allow for the future expansion of the centre through the extension of the three wings and for this to then incorporate a sixth-form centre. The logical development of the Penybont Sixth-Form Partnership would be to expand the new college centre and transfer the sixth-form students from the school site to the college thus releasing much needed capacity within the school. With respect to Outcome F discussed in paragraph 36 this could well create an attractive offer for students from other schools, especially the Coleg Cymunedol y Dderwen students who would be released from their school under the Outcome F proposal. It may also be attractive to Cynffig Comprehensive School students who could travel by train or down the M4 corridor to Pencoed. The Penybont Sixth-Form Partnership could continue but the funding methodology would switch from the LA/school to the FE sector. The college is anticipating that the new facility will attract students from a wider area. It might be expected that the joint management committee continues to have an oversight of the A level provision and provide a conduit for the voice of the school and local community over the provisions in the centre.

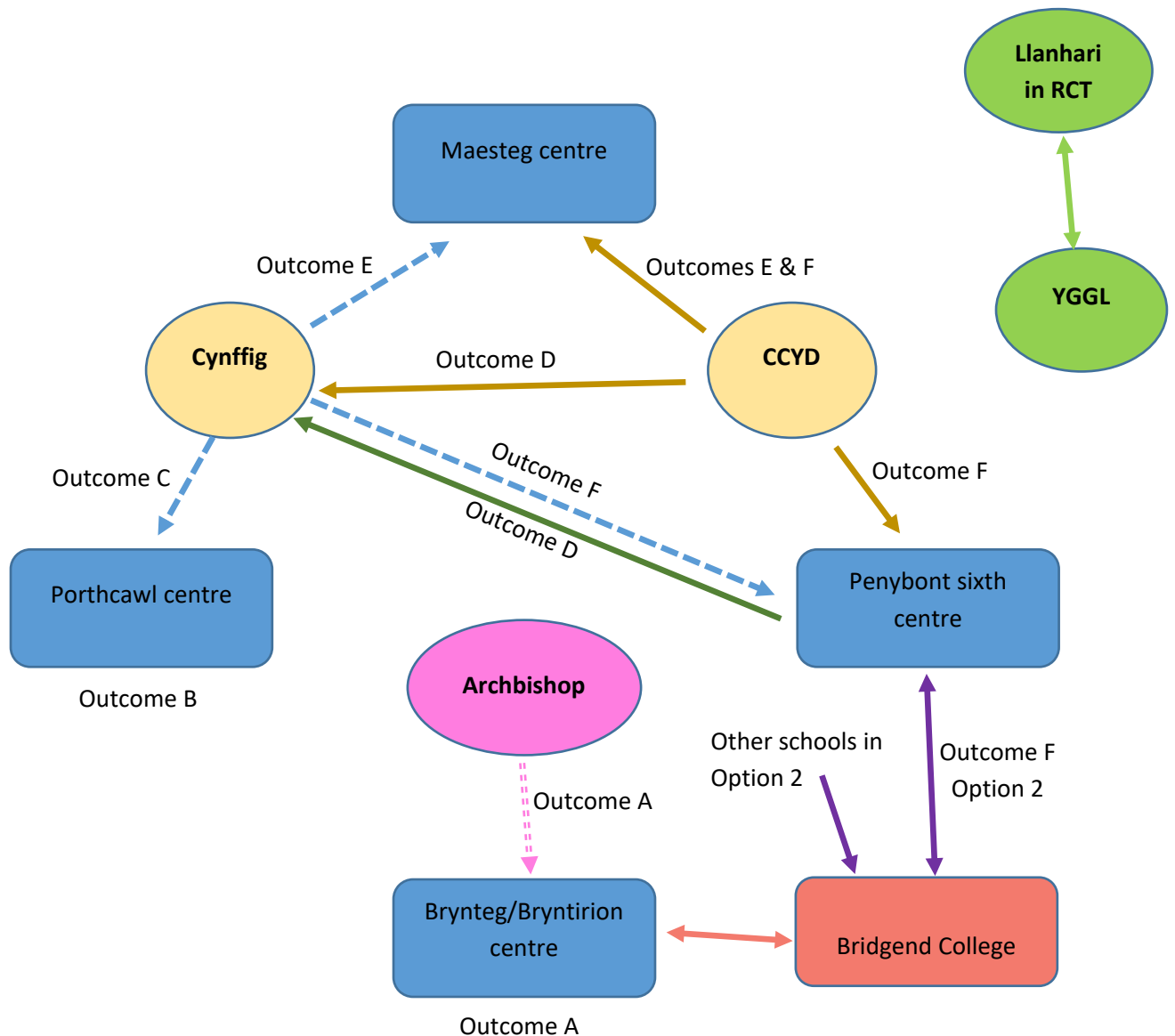
Strengths	Weaknesses
<ul style="list-style-type: none"> • A sixth form with a minimum cohort of around 250 • A richer and broader curriculum offer than in the existing sixth form with a good choice of vocational and academic subjects offered with parity of esteem 	<ul style="list-style-type: none"> • There is a question over whether the partnership is retained with Pencoed Comprehensive School as an 11-18 school or whether, with the centre firmly in the FE domain, it is re-categorised to 11-16; if the latter then the seven issues referred to in paragraph 24 may become live issues for the school

<ul style="list-style-type: none"> • Efficient use of resources and good value for money • Minority subjects would hold their place • Modern purpose built facilities • As long as the partnership maintains a common timetable then school staff will be able to continue to engage in sixth-form teaching • The improvement in standards is likely to be maintained or further improved as there will be no disruption to the subject delivery teams • Better range of services and support for students because of the scale of the centre • Provides a college-based A level provision choice alongside the sixth-form options increasing choice of environment for learners • Eases the pressure on the school to meet the increasing demand for places 	<ul style="list-style-type: none"> • A novel approach would be to have joint teaching delivery between an 11-16 school and an FE college with the college refunding the time contributed by school-based staff from its post-16 general education grant. • Relies on capital funding either as a college development or as a joint LA/college venture to create the expansion to the centre; the college may have more flexibility in its ability to raise capital for a development of this nature • Schools have indicated that new builds such as this centre may attract more students than originally planned and destabilise any remaining sixth forms elsewhere; given the geography of the proposals and the nature of the nearest sixth forms (Brynteg School and Archbishop McGrath Catholic High School) this may be considered a low risk
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38. Taking all the options so far discussed into consideration then the overall picture for the future of post-16 provision across BCBC under Options 1 and 2 would see sixth-form centres in the east, west, north and centre of the County as illustrated in the diagram below. The arrows indicate potential movement of students under the different outcomes. One of the key decisions is whether to take a statutory approach to changing the designation of the schools that do not have sixth forms or adopt a voluntary merger/federation of sixth forms.

39. Three of the centres would require capital development if they are to be realised fully, namely Brynteg/ Bryntirion (Outcome A), Cynffig (Outcome D) and the Penybont Sixth-Form Centre (Outcome F). The suggestion is that the first two of these new build or expanded centres would come under the governance of schools and the LA and the last one of Bridgend College thus generating a hybrid proposal between Options 1 and 2.

Schematic of student movements for Outcomes A to F in Option 1 and for Option 2



40. Through the development of this model of delivery the Council would ensure that in all parts of the County young people will have access to sixth-form education that provides a good range of choices and is delivered to a high quality. Resources would be used effectively and efficiently thus providing good value for money. The inequalities of the current position would no longer be present and the changes would impact on three schools, two of which are predicted to be over-subscribed (Bryntirion Comprehensive School and Coleg Cymunedol y Dderwen) and one has a particularly small sixth form (Cynffig Comprehensive School). The proposals minimise the level of disruption to the system yet achieve the economies of scale required. The contribution to capital investment could be by both BCBC and Bridgend College but at a cost lower than establishing a single large sixth-form centre. However BCBC might feel it appropriate to put

some investment into all centres to ensure that the facilities meet the needs of sixth-form students

41. The feedback from the recent consultation on post-16 provision indicated that the most popular concept was Option 3.

Option 3

The retention of sixth forms in all schools - the current position (ie a distributed tertiary model based on collaboration, but with further development in order to improve the delivery of this option)

The current model of post-16 delivery has been in place since 2011 and at various times reports and meetings have recognised the shortcomings of this model. The weaknesses that have to be recognised and overcome are included below. The strengths of this model of delivery have been recognised in previous reports and are also summarised below.

Strengths	Weaknesses
<ul style="list-style-type: none"> • The retention of sixth forms is seen as essential in some areas in response to community aspirations • It maintains the link between sixth-form learners and the rest of the school, especially as aspirational role models and in supporting younger pupils • Sixth forms add to the overall ethos of the school • Some schools believe they can have a viable sixth form under this approach • Faith and Welsh-medium schools see this as a highly desirable/only acceptable model • Given the current shortage of teachers, headteachers believe they can attract and recruit more qualified/experienced staff if the school has a sixth form • There is strong academic performance in some sixth forms 	<ul style="list-style-type: none"> • A significant variation in standards at subject level both within and across schools • The overall outcomes for BCBC are yet to match All Wales figures for the higher grades 3 A*-A and 3A*-C when as a county we might expect to be performing above the Welsh averages • There is an issue of inequality in access to the curriculum offer; larger centres offer and timetable a broad range of subjects and learners in these settings are more likely to get their preferred combination of subjects; in smaller settings there are fewer subjects in the timetable and some learners will have to change their combination of subjects to suit the home school timetable or they will have to travel to other centres for their subjects either in the daytime or in twilight • There is only partial collaboration in the post-16 timetables covering two option blocks out of four or five. Even in these options visiting students may not be able to access all the scheduled lessons because some are timetabled out of the common blocks • The current system has not really dealt with the issue of large numbers of small classes. Appendix 3 provides detail on the costs of delivery and distribution of groups; it should

	<p>be noted that, going forward, groups of 11+ or more students will cover teaching costs and 15 or more students will cover teaching costs plus overheads</p> <ul style="list-style-type: none"> • The consequence of this is that in many sixth forms subjects may be under-resourced or study facilities and the IT infrastructure have not had sufficient investment to meet the needs of learners • There is also the underlying issue that in small sixth forms there is the danger of cross-phase subsidisation with funds drawn from key stages 3 and 4 budgets to support the curriculum in the sixth form • There are also financial pressures on schools to meet the costs of transport for collaborative provision out of their own budgets; this has been exacerbated by the reduction and ‘disappearance ‘ of a dedicated 14-19 grant that covered transport costs in the past • The current situation does not help BCBC address issues of surplus places or over capacity • This model does not increase the range of choice of providers for learners and parents • Where subjects are delivered in small groups this is not always conducive to high standards and a dynamic learning environment • In this model there is limited opportunity to provide investment in 16-18 education facilities
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If this model of delivery is to be retained then the weaknesses outlined above need to be addressed without losing the strengths that have been identified.

42. One solution could be for schools to adopt the Route 2 model described earlier and generate models of voluntary merged sixth forms. All schools retain their sixth forms but the delivery is in fewer settings and there is movement of staff rather than learners.

43. If all schools are to retain their sixth forms then they will have to commit to addressing the current weaknesses through some or all of the proposals that follow:

- It should be stressed that Option 3 would **not** be a continuation of the ‘status quo’. It would require considerable further development of current practices, maximum flexibility, collaboration and cooperation between schools, and also between schools and the FE sector. The blended learning element would

require a substantial investment in staff development, premises and technology, together with expertise which would probably need to be bought in.

- An increase in the amount of common timetable option blocks in order to address breadth of student choice and to allow greater pooling of students; this practice does not have to be uniform across all schools; the current X and Y options should be maintained for all but increased common timetabling between local schools could be increased; this is a practice that has been used in the past but has declined where there have been issues with students, staff, co-operation and lack of communication; the use of this to allow merging of groups between schools in Year 13 would make a welcome contribution to the reduction in the number of small teaching groups.
- The greater use of performance data to make decisions about which schools and staff should be deployed to deliver particular subjects; the data is available as illustrated in this report but it requires careful analysis in order to identify strong teaching; some schools have become more robust in taking tough decisions on delivery but there is scope for doing more and thereby improving standards and the life chances of young people.
- Aligned with this is the need to develop a robust system of school to school improvement for the delivery of A level teaching; Central South Consortium is now establishing some subject level support for post-16 but often the best work can be accomplished in smaller more local groups; this will entail identifying good and outstanding practice in each subject; this could be at overall subject level or within topic/themes in the exam specification; the big challenge is to establish the space for subject groups to meet and professional development to take place; Schools are naturally reluctant to release staff too frequently from the classroom as this can be disruptive to teaching; so far there has been very little progress in persuading schools to make better use of INSET days with coordination of dates and the development of common agendas for subject development; as can be seen from the variation in standards across schools and subjects this is an area which urgently needs addressing; it cannot be considered acceptable for learners in a particular school where there may be limited staff experience in A level delivery to have to face mediocre or poor delivery year on year; schools have to commit collectively to making improvements in delivery across all sixth forms and subjects.
- It is also through activity in these groups that 'blended learning' can best be developed; the collective development of resources or the online delivery of expert classes led by staff from different schools can also contribute to the development of independent learning in sixth-form students; these approaches can also be used to offset reductions in teacher contact time; the development of resources for collective use and the inclusion of these in dedicated areas within Hwb and the increased availability of Google Classrooms have all being explored by the Digital Champions Group and such practice could (and should) be extended to other subject areas.

- It would be helpful to remove the need for schools to individually make decisions over transport for day time collaboration; this can be achieved by restoring a pool of money from the 14-19 element of the EIG to cover these costs with any balances being returned to schools once learners have settled into their courses each autumn term

44. At the time of preparation of this paper BCBC has launched a public consultation on the review of learner travel. Under Proposal 4 in that consultation, consideration is given to the removal of support from the Council to meet the costs of post-16 transport. This is a discretionary expenditure and has been identified as an area for potential savings to the Council. Should this saving be made it will have an impact on the potential travel arrangements outlined in this paper. Therefore in taking forward the final options it will be important to reflect the outcomes and decisions relating to the review of learner travel.

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