

# BRIDGEND COUNTY BOROUGH COUNCIL

## REPORT TO SUBJECT OVERVIEW AND SCRUTINY COMMITTEES 1 AND 2

6 JULY 2020

### REPORT OF THE CORPORATE DIRECTOR EDUCATION AND FAMILY SUPPORT

#### REVIEW OF POST-16 EDUCATION PROVISION ACROSS BRIDGEND PHASE 4 POST-CONSULTATION REPORT

#### 1. Purpose of report

- 1.1 The purpose of this report is to inform the committees of the progress made on the proposals for the Review of Post-16 Education provision (Phase 4), to review the feedback from the Phase 4 public consultation and for the committees to consider the proposed recommendations to Cabinet which will be considered in July 2020.

#### 2. Connection to corporate well-being objectives/other corporate priorities

- 2.1 This report assists in the achievement of the following corporate well-being objectives under the **Well-being of Future Generations (Wales) Act 2015**:
- **Supporting a successful sustainable economy** - taking steps to make the county borough a great place to do business, for people to live, work, study and visit, and to ensure that our schools are focused on raising the skills, qualifications and ambitions of all people in the county borough.
  - **Smarter use of resources** – ensure that all resources (financial, physical, ecological, human and technological) are used as effectively and efficiently as possible and support the creation of resources throughout the community that can help deliver the Council's well-being objectives.

#### 3. Background

- 3.1 This paper to Scrutiny precedes the sixth report to Cabinet in relation to the review of post-16 education provision across the County Borough. The earlier Cabinet papers were submitted on 31 October 2017, 24 April 2018, 20 November 2018, 16 April 2019 and 19 November 2019.
- 3.2 Following the Cabinet decision on 19 November 2019, a public consultation was held to ascertain the views of the public on three options for post-16 provision that have been considered by Cabinet. These are:

##### 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 further education (FE) college-governed sixth-form centre(s).

### **Option 3**

The retention of sixth forms in all schools - the current position (ie a distributed post-16 model based on collaboration, but with further development in order to improve the delivery of this option)

3.3 The full report on the public consultation can be found at Appendix 1 and the main outcomes are discussed in sections 3.4 to 3.10.

3.4 The consultation activities consisted of:

- an online survey;
- workshop sessions which engaged with 1,235 learners in secondary schools and Bridgend College across key stage 3, key stage 4 and post-16
- public meeting community engagement sessions with parents of secondary and primary age pupils – 193 attended
- engagement sessions with staff and governors in all secondary schools with the exception of Archbishop McGrath Catholic High School due to an Estyn inspection – 322 attended
- community engagement meetings with staff and governors of Bridgend College – 19 attended

3.5 The participation/response rates are described as ‘robust’ and detailed in sections 3 and 4 of Appendix 1 - ‘The potential re-organisation of post-16 provision across Bridgend County Borough: consultation report’.

3.6 In total there were 12,140 interactions. It was discovered that a large number of these (6,971) were generated through the online survey by an automated routine. This means that an individual set up a computer programme that would automatically and very rapidly complete a series of online surveys all with identical answers to the main questions. It was possible to identify these particular responses which were, in effect, thousands of duplicate surveys from a single source. They were then excluded from the main data set so that this interference with the online survey did not skew the overall results of the survey. After taking account of the duplicate surveys the overall number of genuine interactions was 5,159. The full set of survey data including the automated returns is presented in section 14, appendix 1 of the consultation report.

### **3.7 Results of the online survey:**

The detailed breakdown of the returns is provided in sections 6 and 7 of Appendix 1 – the consultation report. The main highlights from these returns are:

- Option 3 – ‘retaining sixth forms in all settings’ is the most popular option of the three presented in the survey/consultation paper

- 75% of respondents strongly agreed with this proposal and 85% gave a positive response
- 85% of respondents ranked this option as their first choice from the three options presented
- When asked to consider the two ways in which sixth-form mergers might take place, if that should happen, 71% of respondents preferred the voluntary merger approach with schools retaining 11-18 status; a range of concerns were raised in relation to 11-16 schools and having a mix of 11-16 and 11-18 schools across the county borough.

3.7.1 In Option 1 six outcomes, A to F, were presented. The table below shows the order in which respondents ranked the six outcomes and the relative degree of either agreement or disagreement with each proposal.

Outcome	Summary	Rank	% agreement	% Neutral	% disagreement
A2	Brynteg/ Bryntirion voluntary merger	1	14%	20%	66%
A1	Sixth form at Brynteg; Bryntirion 11-16	2			
B	Sixth form at Porthcawl retained	3	47%	28%	25%
C	Cynffig/Porthcawl merger at Porthcawl	4	23%	28%	49%
D	Sixth-form centre at Cynffig	5	12%	20%	68%
E	CCYD/Maesteg merger at Maesteg	6	12%	26%	62%
F	Sixth-form centres at Maesteg and Pencoed	7	11%	23%	66%

- Across Outcomes A, D, E and F there has been a consistently strong representation against proposals involving sixth-form mergers
- Opinion is less strong when considering the merger of the smallest sixth form at Cynffig Comprehensive School with Porthcawl Comprehensive School
- The only proposal that specifically retains a sixth form in its existing state, outcome B, also had significant support

- In response to the Outcome A proposal for the merger of the sixth forms at Brynteg School and Bryntirion Comprehensive School into a new sixth-form centre:
  - Of the 1411 respondents, 684 or 48% chose 'strongly disagree'
  - 525 or 77% of the 'strongly disagree' responses came from respondents linked to Bryntirion Comprehensive School (319) and Coleg Cymunedol y Dderwen (206)
  - The 319 'strongly disagree' responses from Bryntirion-linked respondents represent 74% of all the Bryntirion Comprehensive School responses on Outcome A
  - 159, or 27%, of respondents linked to schools, other than Bryntirion Comprehensive School and Coleg Cymunedol y Dderwen, chose the 'strongly disagree' option
  - Other providers which had a high proportion of 'strongly disagree' among their returns were Coleg Cymunedol y Dderwen (48% of 206 returns), Archbishop McGrath Catholic High School (47% of 21 returns), Bridgend College (34% of 29 returns) and Cynffig Comprehensive School (31% of 218 returns)
  - The top three issues raised by respondents were (excluding agree/disagree/keep sixth forms):
    - *Pupils will lose familiar teachers/environment/support*
    - *Additional travel, especially if it is not provided by the council, is unfair*
    - *Sixth forms act as role models/positive impact on community*
- In Outcome B where the retention of a sixth form in Porthcawl Comprehensive School is proposed:
  - Of the 1402 respondents, 289 or 20% chose 'strongly agree'
  - 88% of respondents linked to Porthcawl Comprehensive School were in strong agreement
  - Further positive support came from respondents linked to Archbishop McGrath Catholic High School (33% of 21 returns), YGG Llangynwyd (25% of 20 returns) and Pencoed Comprehensive School (24% of 82 returns)
  - The top three issues raised by respondents were(excluding agree/disagree/keep sixth forms):
    - *Why does Porthcawl keep its sixth form, this is unfair on other schools/students*

- *Agree with proposal - good standards, unique location, familiar environment for pupils*
  - *Does not affect me/ should not comment on other schools*
- For outcome C involving the merger of Cynffig Comprehensive School sixth form with that of Porthcawl Comprehensive School:
  - Of the 1402 respondents, 475 or 34% chose 'strongly disagree'
  - Of these 475 'strongly disagree' responses, 415 came from three schools – Coleg Cymunedol y Dderwen (165), Bryntirion Comprehensive School (128) and Cynffig Comprehensive School(122)
  - As a proportion of the returns from these schools these numbers represent 56% of 218 returns associated with Cynffig Comprehensive School, 38% of 428 from Coleg Cymunedol y Dderwen and 30% of 427 from Bryntirion Comprehensive School
  - The top three issues raised by respondents were (excluding agree/disagree/keep sixth forms):
    - *Increased travel would be too costly and too long*
    - *Discouraging people to attend sixth form /decrease in sixth-form numbers*
    - *BCBC should invest in deprived areas*
- Outcome D proposed the development of a sixth-form centre at Cynffig Comprehensive School:
  - Of the 1409 respondents to Outcome D, 687 or 49% chose 'strongly disagree'
  - 512 or 74% of the 687 'strongly disagree' were associated with either Bryntirion Comprehensive School or Coleg Cymunedol y Dderwen
  - The 351 'strongly disagree' respondents linked to Coleg Cymunedol y Dderwen represent 82% of all Coleg Cymunedol y Dderwen respondents
  - 175, or 31%, of respondents linked to schools, other than Bryntirion Comprehensive School and Coleg Cymunedol y Dderwen, chose the 'strongly disagree' option
  - Other providers which had a high proportion of 'strongly disagree' among their returns were Pencoed Comprehensive School with 68% of 82 returns and Bridgend College with 48% of 29 returns
  - The top two issues raised by respondents were (excluding agree/disagree/keep sixth forms):
    - *Increased travel would be too costly and too long*

- *CCYD should host a sixth form*
- Outcome E proposed the merger of Coleg Cymunedol y Dderwen and Maesteg School sixth forms at Maesteg:
  - Of the 1398 returns, 647 or 46% chose 'strongly disagree'
  - 503, or 77%, of the 647 'strongly disagree' returns were associated with Bryntirion Comprehensive School (151) and Coleg Cymunedol y Dderwen (352)
  - The 352 'strongly disagree' respondents linked to Coleg Cymunedol y Dderwen represent 82% of all Coleg Cymunedol y Dderwen respondents
  - 144, or 26%, of respondents linked to schools, other than Bryntirion Comprehensive School and Coleg Cymunedol y Dderwen, chose the 'strongly disagree' option
  - Other providers which had a high proportion of 'strongly disagree' among their returns were Bridgend College, 34% of 29 returns, and Cynffig Comprehensive School, 30% of 218 returns
  - The top three issues raised by respondents were(excluding agree/disagree/keep sixth forms):
    - *Too far/too long/ too expensive to travel*
    - *How will standards of teaching be maintained?*
    - *Pupils will lose familiar teachers/environment/support*
- Outcome F proposed the development of sixth-form centres at Maesteg School and Pencoed Comprehensive School drawing students from Coleg Cymunedol y Dderwen and Cynffig Comprehensive School:
  - Of the 1389 returns, 684 or 49% chose 'strongly disagree'
  - 602, or 88%, of the 'strongly disagree' returns came from respondents linked to three schools – Coleg Cymunedol y Dderwen (336), Bryntirion Comprehensive School (155), Cynffig Comprehensive School (111)
  - The 336 'strongly disagree' respondents linked to Coleg Cymunedol y Dderwen represent 78% of all Coleg Cymunedol y Dderwen respondents
  - 193, or 35%, of respondents linked to schools, other than Bryntirion Comprehensive School and Coleg Cymunedol y Dderwen, chose the 'strongly disagree' option
  - Other providers which had a high proportion of 'strongly disagree' for this outcome among their returns were Cynffig Comprehensive School, 51% of 218 returns, Bryntirion Comprehensive School, 36% of 428 returns and Bridgend College, 31% of 29 returns

- The top three issues raised by respondents were (excluding agree/disagree/keep sixth forms):
  - *Too far/too long/ too expensive to travel*
  - *Will become overpopulated/more competition for places*
  - *CCYD should keep its sixth form/ host six form centre*

3.7.2 In Option 2, the development of sixth-form centres in FE settings, two possible outcomes were proposed

- Outcome A is linked to the potential for Bridgend College to create a new campus in the town centre of Bridgend which could include a sixth-form centre; this ambition is also linked to regeneration plans for the town
  - Of the 1394 returns, 736 or 53% chose 'strongly disagree'
  - 533, or 72%, of the 736 'strongly disagree' returns came from respondents linked to Bryntirion Comprehensive School (295) and Coleg Cymunedol y Dderwen (238)
  - The 533 'strongly disagree' respondents linked to Bryntirion Comprehensive School and Coleg Cymunedol y Dderwen represent 62% of all respondents from those two schools
  - 203, or 36%, of respondents linked to schools, other than Bryntirion Comprehensive School and Coleg Cymunedol y Dderwen, chose the 'strongly disagree' option
  - Other providers which had a high proportion of 'strongly disagree' for this outcome among their returns were Cynffig Comprehensive School, 42% of 218 returns, Brynteg School, 37% of 100 returns and Maesteg School, 37% of 27 returns
  - The top three issues raised by respondents were (excluding agree/disagree/keep sixth forms):
    - *Either all schools attend a centre or no schools attend, unfair that only some schools lose sixth form*
    - *Additional travel is unfair/affects students if they have to pay for transport*
    - *Pupils will lose familiar teachers/environment/pastoral and wellbeing support*
- Outcome B is linked to the new Science, Technology, Engineering, Arts and Mathematics (STEAM) centre being built by Bridgend College on its Pencoed campus and the potential for it to host a sixth-form centre
  - Of the 1376 returns, 641 or 47% chose 'strongly disagree'

- 462, or 72%, of the 641 'strongly disagree' returns came from respondents linked to Bryntirion Comprehensive School (188) and Coleg Cymunedol y Dderwen (274)
- The 462 'strongly disagree' respondents linked to Bryntirion Comprehensive School and Coleg Cymunedol y Dderwen represent 54% of all respondents from those two schools
- 179, or 33%, of respondents linked to schools, other than Bryntirion Comprehensive School and Coleg Cymunedol y Dderwen, chose the 'strongly disagree' option
- Other providers which had a high proportion of 'strongly disagree' for this outcome among their returns were Cynffig Comprehensive School, 44% of 216 returns and Maesteg School, 33% of 27 returns
- Of the 79 returns linked to Pencoed Comprehensive School, 57, or 72%, were in agreement with Outcome B
- The top three issues raised by respondents were (excluding agree/disagree/keep sixth forms):
  - *Additional travel is unfair/affects students if they have to pay for transport*
  - *Expensive to build, invest in sixth forms instead*
  - *Transport costs will be expensive; negative impact on pupils from disadvantaged areas*

3.7.3 Option 3 proposes the retention of sixth forms in all secondary schools but would require improvements to partnership and collaborative practices.

- Of the 1407 returns, 1047 or 75% chose 'strongly agree'
- 722, or 69%, of the 1047 'strongly agree' returns came from respondents linked to Bryntirion Comprehensive School (371) and Coleg Cymunedol y Dderwen (351)
- The 722 'strongly agree' respondents linked to Bryntirion Comprehensive School and Coleg Cymunedol y Dderwen represent 84% of all respondents from those two schools
- Other providers which had a high proportion of 'strongly agree' for this outcome among their returns were Archbishop McGrath Catholic High School, 67% of 21 returns, Cynffig Comprehensive School, 65% of 217 returns and Porthcawl Comprehensive School, 61% of 57 returns
- The top issues raised by respondents were (excluding agree/disagree/keep sixth forms):
  - *Pupils will lose familiar staff/environment/wellbeing and support*

- *Invest in sixth forms/need better collaboration/ Centre of excellence for subjects*
- *There will be no additional travel for learners*
- *Sixth formers are role models, raise aspirations of younger pupils and create a sixth form community*

3.7.4 Respondents were invited to add any further comments at the end of the survey.

- The top issues raised by respondents were (excluding agree/disagree/keep sixth forms):
  - *Additional travel for some pupils is unfair and could be too expensive for some pupils/families*
  - *CCYD should retain its sixth form/ consider building or developing a sixth form centre at CCYD*
  - *Invest in sixth forms/more subject choice/collaboration*
  - *Familiar teachers/environment/wellbeing of pupils is important*

### **3.8 Pupil surveys by school – at a glance**

The table below summarises the data from the pupil workshops held in seven of the nine secondary schools. The detailed report on each school can be found in appendices 2 to 11 attached to the main consultation feedback report, Appendix 1 to this Cabinet report. Two schools were unable to participate in the workshops, Archbishop McGrath Catholic High School and Porthcawl Comprehensive. These two schools were provided with dedicated survey links to be circulated to their students so they could contribute should they wish to.

The responses for all three options and the range of outcomes chosen by students in each of the schools is set out in the table. A = agree; N= neutral; D = disagree. The most popular comments recorded by students are shown underneath each schools' data.

School/college	6 <sup>th</sup> form merger	Option 1 – Some sixth forms and some mergers in school settings												Option 2 – some sixth forms and some mergers in FE settings						Option 3- keep all sixth forms	Rank Options 1,2,3 %											
		Outcomes																														
	Prefer	A – Brynteg/Bryntirion			B – Porthcawl			C - Cynffig/ Porthcawl			D – Cynffig centre			E – Maesteg / CCYD			F – Maesteg / Pencoed			A Town centre			B Pencoed campus			Strongly agree						
Archbishop McGrath 27 responses	Vol. merger	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D			A	N	D	70%	Option 3 1 <sup>st</sup> 88%
			15		22					10		12	12			14		15				12						12				
				9		3		9							9				11		8						10					
		3					2		8		3			4			1			6			4									
<b>Comments</b>		<ul style="list-style-type: none"> <li>Loss of relationship with teachers</li> </ul>												<ul style="list-style-type: none"> <li>Familiarity with staff and environment</li> </ul>																		
Brynteg 187 responses	Vol. merger	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	57%	Option 3 1 <sup>st</sup> 88%		
		114			137			128					70	89					67			98	77									
				42		26			38		63				52		64			55					55							
			31				24			22		53				46		53			33			51								
<b>Comments</b>		<ul style="list-style-type: none"> <li>Merger would need adequate space, resources, avoid overcrowding</li> <li>Travel issues</li> </ul>												<ul style="list-style-type: none"> <li>New centre costs/money to build</li> <li>Better choice of subjects in merged centres</li> <li>Teacher relationships, familiar environ. and community/identity all important</li> </ul>																		
Bryntirion 177 responses	Vol. merger	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	89%	Option 3 1 <sup>st</sup> 97%		
				162	98				85				104			86			115			123			119							
			8			57			62	65				78			49			12				41								
		7					22	30			6			12			13			11			14									
<b>Comments</b>		<ul style="list-style-type: none"> <li>Travel issues</li> <li>Invest in 6<sup>th</sup> forms</li> </ul>												<ul style="list-style-type: none"> <li>Already good standards in sixth forms</li> <li>Improve collaboration</li> </ul>																		
Coleg Cymunedol y Dderwen 189 responses	Vol. merger	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	65%	Option 3 1 <sup>st</sup> 78%		
			102		106				82				145			142			126			82			97							
				49		55		73				21		25				40		65				52								
		37					27			32	20				21		23				40		34									
<b>Comments</b>		<ul style="list-style-type: none"> <li>Major concern = travel – distance, time, possible expense</li> <li>Students wouldn't attend if they have to move sixth form</li> <li>Town centre not safe/overpopulated campus</li> </ul>												<ul style="list-style-type: none"> <li>Uncomfortable transition/loss of relationships</li> <li>Give Cynffig students better opportunity</li> <li>CCYD to host sixth form</li> </ul>																		

School/college	6 <sup>th</sup> form merger	Option 1 – Some sixth forms and some mergers in school settings												Option 2 – some sixth forms and some mergers in FE settings						Option 3- keep all sixth forms	Rank Options 1,2,3 %						
		Outcomes																									
	Prefer	A – Brynteg/Bryntirion			B – Porthcawl			C - Cynffig/Porthcawl			D – Cynffig centre			E – Maesteg / CCYD			F – Maesteg / Pencoed			A Town centre			B Pencoed campus			Strongly agree	
Cynffig 193 responses	Vol. merger	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	61%	Option 3 1 <sup>st</sup> 50%
				85	137					128	79					88			150			105			92		
			69			27			43					71		63				29			55				
		37					26			22			43		36			5			29			31			
Comments		<ul style="list-style-type: none"> <li>Loss of relationship with teachers and familiar environment</li> <li>Mergers to be local and could provide better choice/resources/quality</li> </ul>												<ul style="list-style-type: none"> <li>Many references to travel, time, distance and expense</li> <li>Concern for overcrowding; waste of money (new centre); improve all sixth forms</li> </ul>													
Maesteg 116 responses	Vol. merger	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	47%	Option 3 1 <sup>st</sup> 58%
			50			68				54			47		65				48		45			54			
		38					39			46			40			34			41			42			47		
				28			9			15			30			23			32			31			15		
Comments		<ul style="list-style-type: none"> <li>Equal access to range of subjects</li> <li>Travel issues</li> <li>Hard for CCYD to transfer / how split pupils in F?</li> </ul>												<ul style="list-style-type: none"> <li>Sixth form part of school community</li> <li>Improve collaboration</li> <li>Possible overcrowding if merged but could create new opportunities</li> </ul>													
Pencoed 134 responses	Vol. merger	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	37%	Option 3 1 <sup>st</sup> 51% (2=42%)
		72				111				87			101			52		60		54			61				
			42				16			32			22			51			38			40			39		
				19			7			15		11		29			31			34					23		
Comments		<ul style="list-style-type: none"> <li>Many references to travel, time, distance and expense</li> <li>Pencoed/Cynffig overcrowding</li> </ul>												<ul style="list-style-type: none"> <li>More choice for students in new centres/mergers; more opportunities</li> <li>A and B make sense – proximity, numbers, location</li> </ul>													
Porthcawl 19 responses	Vol. merger	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	58%	Option 3 1 <sup>st</sup> 72%
				14	18					9		9				9			11				9				
			5				1			6			7					7			7			5	5		
		0					0	4			3			0			3			1							
Comments		<ul style="list-style-type: none"> <li>References to travel, time, distance and expense</li> </ul>												<ul style="list-style-type: none"> <li>Class sizes may become too big</li> </ul>													
YGG Llangynwyd 159 responses	Neutral	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	46%	Option 3 1 <sup>st</sup> 44%
		73				113				61			59			59			74		68			78			
			60				37			54			52			49			70		54			48			
				25			9			42	47			31			13					37			30		

Comments	<ul style="list-style-type: none"> <li>References to travel, time, distance and expenses</li> <li>New centres – Welsh-medium learners not offered same courses/facilities</li> </ul>	<ul style="list-style-type: none"> <li>YGG Llangynwyd students have to travel to Llanhari – consistent expectations?</li> </ul>
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School/college	6 <sup>th</sup> form merger	Option 1 – Some sixth forms and some mergers in school settings																		Option 2 – some sixth forms and some mergers in FE settings	Option 3- keep all sixth forms	Rank Options 1,2,3 %					
		Outcomes																									
	Prefer	A – Brynteg/Bryntirion			B – Porthcawl			C - Cynffig/ Porthcawl			D – Cynffig centre			E – Maesteg / CCYD			F – Maesteg / Pencoed			A Town centre			B Pencoed campus			Strongly agree	
Bridgend College 18 responses	Vol. merger	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	A	N	D	35%	Option 3 1 <sup>st</sup> 56%
				8	12			8	8				12			9			9	9			12				
			7			3						4			5		5					5			4		
		3					3			2	2			4				4			3			1			
Comments	<ul style="list-style-type: none"> <li>References to travel, time, distance and expenses</li> </ul>																										

### 3.9.1 Archbishop McGrath Catholic High School:

- All respondents were in Y12 (only 27 respondents)
- 70% strongly agreed with Option 3 and 88% made Option 3 first choice
- Supportive of maintaining sixth forms and generally against mergers and college centres

### 3.9.2 Brynteg School:

- 19% of respondents from KS3, 31% from KS4 and 50% from KS5
- 57% strongly agreed with Option 3 and 88% made Option 3 first choice
- Strongly in favour of mergers involving Brynteg/Bryntirion, Cynffig/Porthcawl and CCYD/Maesteg
- Against a town centre FE centre but support for one at Pencoed

### 3.9.3 Bryntirion Comprehensive School:

- 41% of respondents from KS3, 29% from KS4 and 30% from KS5
- 89% strongly agree with Option 3 and 97% made Option 3 first choice
- Strongly against Brynteg/Bryntirion merger and also Cynffig Comprehensive School as a centre, and Maesteg/Pencoed centres; also against Maesteg/CCYD merger; mainly neutral with regard to Porthcawl/Cynffig merger; support for sixth form in Porthcawl Comprehensive School
- Strongly against FE centres in Bridgend town or on the Pencoed campus

### 3.9.4 Coleg Cymunedol y Dderwen:

- 29% of respondents from Year 9, 27% from KS4 and 44% from KS5
- 65% strongly agreed with Option 3 and 78% made Option 3 first choice
- Strongly against mergers involving Coleg Cymunedol y Dderwen
- Also against college centres but less so
- Strongly neutral on Brynteg/Bryntirion and Cynffig/Porthcawl mergers

### 3.9.5 Cynffig Comprehensive School:

- 32% of respondents from KS3, 35% from KS4 and 33% from KS5
- 61% strongly agreed with Option 3 and 50% made Option 3 first choice
- Strongly against mergers and college centres except the outcome where Cynffig Comprehensive School hosts a sixth-form centre

### 3.9.6 Maesteg School:

- 50% of respondents from KS3, 35% from Year 10 and 15% from KS5
- 47% strongly agreed with Option 3 and 58% made Option 3 first choice
- Maesteg School pupils were generally more neutral when considering all mergers /centres except where Maesteg School hosted Coleg Cymunedol y Dderwen (in agreement) or the college centre in Bridgend town (in agreement)

### 3.9.7 Pencoed Comprehensive School:

- 34% of respondents from KS3, 24% from KS4 and 42% from KS5
- 37% strongly agreed with Option 3 and 51% made Option 3 first choice and 42% made Option 2 first choice, especially if centre at Pencoed campus
- Support for mergers and college centres except where Cynffig Comprehensive School hosts a centre and for the Maesteg/CCYD merger

### 3.9.8 Porthcawl Comprehensive School:

- 58% of respondents from KS3 and 72% from KS5 (only 19 respondents)
- 58% strongly agreed with Option 3 and 72% made Option 3 first choice
- Generally neutral or against mergers and college centres

### 3.9.9 YGG Llangynwyd:

- 36% of respondents from Year 8, 37% from Year 10 and 27% from Year 13
- 46% strongly agreed with Option 3 and 44% made Option 3 first choice
- Positive for mergers between Brynteg/Bryntirion and Cynffig/Porthcawl; neutral for college centres and Cynffig Comprehensive School as a host and in disagreement with Maesteg/CCYD mergers

### 3.9.10 Bridgend College

- 82% of respondents from KS5 and 18% from KS4
- 35% strongly agreed with Option 3 and 56% made Option 3 first choice
- Generally against mergers except Porthcawl/Cynffig
- Support for college centres

## 3.9 Feedback from the open events and over 1,900 written submissions to the consultation

3.9.1 The consultation resulted in a considerable amount of feedback through the live events, online surveys and the very large number of written submissions. In order to provide Cabinet with a manageable overview of the key issues that emerged, a thematic and tabulated presentation has been adopted.

3.9.2 The most widely commented theme was that of transport and travel. The themes referenced in the feedback in are:

- Transport and travel
- Pastoral care and relationships
- School culture and the role of sixth-form students in the life of the school
- Standards
- Impact on schools which might lose a sixth form
- Community impact and social disadvantage
- Other options/possible developments
- Other areas mentioned in less detail: curriculum, data, environment, health/wellbeing and change
- Wider connected issues raised: local development plan, school catchments, Welsh-medium strategy, capital investment , staffing

## 4. Current situation/proposal

4.1 The most prominent area of concern in the feedback from the consultation was that of travel and transport. It is therefore important to understand the current position with regard to post-16 transport and travel.

Current position in relation to transport
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1. Time and distance
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- a. Many pupils that currently attend Welsh-medium provision at YGG Llangynwyd and provision of a religious nature at Archbishop McGrath Catholic High School have significant travel times. Although this is a consideration for parents, this is not seen to be a strong influencing factor for parents in not choosing a Welsh-medium or faith-based education for their child(ren). This is primarily due to the local authority's current Home-to-School Transport Policy supporting the provision of free transport to both schools where pupils reside over three miles to school. Furthermore, some pupils with historic eligibility still enjoy free transport to these schools where they reside over two miles from school.
- b. Both these schools enjoy high standards of achievement
- c. The most popular type of post-16 collaboration is currently the twilight offer in Bridgend College; some 200 students travel from all the secondary schools to Bridgend College's Cowbridge Road campus two evenings a week to attend lessons from 16.00 to 18.00; this makes for two long days per week; the college provides free transport and arranges the routes with a local coach company; the standards achieved by students have been good and in some subjects outstanding which demonstrates that time and distance to provision and the length of the school day do not necessarily impact on standards of achievement.

## 2. Cost

- a. To support the costs of travel for students attending Bridgend College, the local authority has a budget of £314,500 budget for home-to-college transport for the 2020-2021 financial year, which is primarily spent on the provision of transport passes for First Cymru's public bus services. The table below shows for the last three years, Welsh Government data on the size of the Year 11 cohort, the % that remain in the sixth form, the number that represents and the numbers that go elsewhere – predominantly to Bridgend College

	Year 11 cohort	% retained to Y12	Numbers in Y12	Numbers elsewhere
2015/16	1468			
2016/17	1564	60.8	893	575
2017/18	1366	57.3	896	668
2018/19	1393	56.4	770	596

- b. A large proportion of the students 16-18 in Bridgend College will not have met the entry requirements for sixth form and proportionately more of these will have come from the county's more disadvantaged communities and have the greater distances to travel; the removal of free transport will have a significant impact on these students and their families and would be greater than the likely impact on students in the sixth-form sector
- c. It should also be noted that the Bridgend College cohort of students contains a greater proportion of vulnerable learners
- d. Notwithstanding travel and vulnerability, Welsh Government statistics show that Bridgend College has among the best

retention and completion rates for students in FE settings across Wales
<p>3. Public transport/ scheduled coach services</p> <p>a. Where these are provided systematically and free students appear to cope well and attendance does not drop:</p> <ul style="list-style-type: none"> <li>• Day to day provision at Bridgend College (both campuses)</li> <li>• Twilight A level provision at Bridgend College – 200 students</li> <li>• Between 70 and 100 students travel in the daytime in order to take up subjects in the common timetable collaboration between schools; the associated transport arrangements are paid for by schools</li> <li>• Junior Apprenticeship provision – free transport from school to both of Bridgend College’s campuses for 14-16 year olds attending full-time at college; there are currently 70 pupils travelling from all secondary schools and the programme has good retention and attendance rates</li> </ul>
<p>4. Impact</p> <p>a. Many respondents have expressed concerns over the potential impact of extra travel on sixth-form students however when the performance and retention of students and pupils who currently travel daily or frequently are examined these concerns are not observed</p>

4.2 When considering feedback from all sources in the consultation it is clear that the majority of respondents favour the retention of sixth forms. The reasons they provide to support this choice are laid out in Appendices 14 to 16.

4.3 Whilst there is clear evidence of support from respondents for the retention of sixth forms in schools and a majority view for Option 3 the overall position of post-16 education is more complex. There are a number of related policy areas and decisions to be reached by BCBC that impact on decision-making in relation to post-16. These will be considered in sections 4.4 and 4.5.

4.4 Post-16 transport - as indicated in section 4.1 the issue of transport and travel was the most prominent matter raised in the consultation feedback.

4.4.1 Currently the costs of this are met by BCBC. At the present time a paper has been prepared for Cabinet that provides feedback on a public consultation on whether or not to make savings by removing this discretionary service. Should Cabinet cut this element of support then it will have a significant impact on the post-16 options being considered in this paper. The critical points are:

- Within Outcomes C to F in Option 1 there are implications for increased travel for a number of groups of learners; they or their families would have to bear the cost of this extra travel
- This also applies to the outcomes in Option 2
- Feedback during the post-16 consultation indicates that this cost might range from £5 to £30 per week per learner

- Some learners would have the benefit of an Education Maintenance Allowance (EMA) but there will be many just above the threshold for this allowance that will find it difficult to meet additional travel costs
- It has been suggested that increased travel time/distance and cost would impact negatively on the numbers of learners progressing on to sixth form or college education
- Learners who travel to Bridgend College would be disproportionately affected
- Under the Learner Travel consultation learners who travel for post-16 Welsh-medium education or education of a religious nature will still have their travel costs met by BCBC
- The larger sixth forms that may remain under Options 1 and 2 such as Porthcawl and Brynteg serve relatively local and affluent communities; as such the feedback in the consultation indicated that poorer, disadvantaged and valley communities would be disproportionately affected and also be the least likely to be able to afford the costs of transport/travel

4.4.2 It is recommended that the Cabinet takes account of the feedback on transport and travel from the post-16 consultation when considering its decision on post-16 transport. The outcomes of that decision can then be fed back into the post-16 review.

#### 4.5 The Local Development Plan (LDP) 2021 +

4.5.1 At the time of writing the next iteration of the LDP from 2021 onwards is being developed and is not yet in the public domain. Potentially there are a number of areas where new housing developments may arise, some of a significant scale. Should they gain approval from the Council they may have a significant impact on the catchment areas of a number of secondary schools. In some cases this may lead to a large reduction in surplus places and the longer term possibility of having a viable sixth form. In other cases it may lead to a significant increase in pressure for places that could be compounding pressures that already exist or have been predicted through developments in the current LDP.

4.5.2 The consultation paper issued for the post-16 consultation included projected demographics and secondary school intakes based on the existing LDP. Within the next 12 months these will need to be refreshed in the light of the LDP from 2021. A number of respondents, especially in the open events, questioned whether it was appropriate to attempt to take long-term decisions on post-16 education before the housing development proposals for the new LDP have been finalised and revised demographics considered.

4.5.3 The local authority has a statutory responsibility to grow Welsh-medium education. When the new LDP is published it will be important to understand when and where future growth of Welsh-medium provision is being planned and how this will impact on any new primary school facilities either for English or Welsh-medium education. In turn this will have an effect on the catchments of English-medium secondary schools, the demand for and availability of places in these schools and thereafter the capacity for delivering a successful and efficient sixth-form provision.

4.5.4 It is therefore recommended that once the LDP is approved Cabinet considers the scale of provision and mix of English and Welsh-medium schools needed to meet the ambitions of the LDP and that the development of strategy in this area informs a re-calculation of the demographic projections for secondary schools including their post-16 provisions and catchment areas

4.6 School specific considerations:

4.6.1 Option 1 - Outcome A:

- There was significant resistance to a merged sixth form between Brynteg School and Bryntirion Comprehensive School, especially among those respondents associated with Bryntirion Comprehensive School. We expect Bryntirion Comprehensive School to achieve a sixth form of around 250 and be able to sustain this. Brynteg School is projected to continue with a sixth form in excess of 250. The issue to resolve is the capacity of Bryntirion Comprehensive School to meet the demand for places in its catchment. The school is close to capacity but when the new LDP is released there may well be long-term implications for secondary school places within the Bryntirion Comprehensive School catchment unless this is re-defined.
- The future of Heronsbridge Special School and the possibility of the school moving to new premises is currently under discussion. Should the school vacate its existing premises there would be an opportunity to consider a refurbishment programme to turn this building into a sixth-form centre of excellence that would serve Brynteg School and Bryntirion Comprehensive School. This could be an exciting investment for post-16 provision within Bridgend Town and one that could benefit from close collaboration with Bridgend College, given its close proximity to the site. The continued use of the building as a centre of education excellence might be considered a positive benefit to the community. The release of 250 places on the Bryntirion Comprehensive School site may well contribute to resolving long term planning of secondary school places. It is recommended that, if the opportunity arises to consider the Heronsbridge site, this particular proposal is explored in more detail alongside the emerging issues from the new LDP and post-16 student transport support.
- An alternative proposition would be to consider developing a new build sixth-form centre within the existing Brynteg site. This would require more capital funding and be considered less of a neutral site for the merger of the two sixth forms.
- Outcome A would best be served through a merger of the two sixth forms with both schools remaining 11-18 and the centre overseen by a joint management committee.
- It is noted that Welsh Government does not, in general, approve plans for new secondary schools with projected capacities of less than 900 so this proposed approach might overcome certain constraints within the 21st Century Schools programme.

4.6.2 Outcome B – the retention of a sixth form at Porthcawl Comprehensive School received positive support from respondents. It is recommended that the school does retain its sixth form which is projected to remain above 300 in future years.

4.6.3 Outcome C – regarding the merger of Cynffig Comprehensive School sixth form with that of Porthcawl Comprehensive School there was a spread of opinion among

respondents to this proposal. While there is a strong case for merger given the small size of the sixth form at Cynffig Comprehensive School there could also be merit in a more comprehensive partnership arrangement between these two schools.

4.6.4 Outcomes D, E and F – the pattern of returns from respondents was fairly consistent with only limited support. In the original planning documents for Coleg Cymunedol y Dderwen there was reference to possible further areas of expansion to the school. This was not included in the options for phase 4 of the review. Given the strength of feeling among respondents linked to Coleg Cymunedol y Dderwen and the possibility of such additional accommodation over-coming projected increases in pupil numbers and capacity issues, it is recommended that this be explored in more detail. Should this lead to the development of a dedicated sixth-form centre within Coleg Cymunedol y Dderwen then this could have implications for sixth-form partnership working in the north of the County Borough (see also Option 3).

4.6.5 Option 2, outcomes A and B – there was significant variation in the pattern of responses to these two options. Overall respondents were in disagreement with these proposals but it should be noted that a large number of these were associated with Bryntirion Comprehensive School and Coleg Cymunedol y Dderwen. The strength of disagreement was less elsewhere and in the case of respondents linked to Pencoed Comprehensive School the response was strongly positive. Of the two college-based outcomes the college has indicated a preference for a sixth-form centre to be included on the Pencoed campus. The Governing Bodies of Bridgend College and Pencoed Comprehensive School have both indicated their strong support for taking forward their joint venture of the Penybont Sixth Form College. It is therefore recommended that further work is undertaken to develop the work of the partnership and consider the inclusion of a sixth-form centre attached to the STEAM centre on Bridgend College's Pencoed campus.

4.6.6 Option 3 – improving partnerships and collaboration. It is recommended that Option 3 is taken forward as the preferred model of sixth-form provision in the short to mid-term. It is difficult to put forward long term decisions around secondary school provision and in particular sixth-form provision, in the absence of decisions and clear policy on the future of post-16 transport, the new LDP and the demand for Welsh-medium education in the future. Therefore it is recommended that a number of improvements are made to the existing arrangements between schools and sixth-form provision is looked at again once policy reviews in related areas have been finalised. The improvements that are proposed include:

- Requiring all secondary schools to review partnership arrangements with a view to creating more closely integrated arrangements for sixth-form provision such as common timetabling and options that open up the entire partnership offer to all students within the partnership
- Establishing a strategic management board/group for each partnership which includes governors as well as headteachers
- Setting out a formal Memorandum of Understanding that confirms the agreements and collaboration between the schools

- Producing a single online prospectus for each partnership which details not only the subjects on offer but also the calendar, policies, processes and support available in each partnership
- Developing a more transparent methodology around the affordability of courses; in essence this would be ensuring that schools only offer the number of courses that can be supported by the schools' allocations from the Welsh Government post-16 grant
- A significant on-going and potentially increasing place for blended learning; whereas this might have appeared as a marginal consideration in earlier papers it has now moved centre stage through:
  - the experience of learning during the Covid-19 lockdown that has changed the whole perspective on how blended learning can be delivered by schools and colleges across Wales
  - the considerable effort that has been made to develop resources and make sure all types of learners can access them
  - a focus on changes to pedagogy
  - Welsh Government funds to support access through the upgrading of LA/school/pupil IT systems
  - The activity of many partners across the system to build capacity such as Welsh Government, Hwb, Central South Consortium, universities, BBC and many more
  - Becoming a stronger proposition for delivering subjects that are chosen by small numbers of students across a range of institutions and that in the past might have been considered unviable

#### 4.7 Proposed recommendations to Cabinet:

- Note the contents of the report on the public consultation set out in Appendix 1: The potential re-organisation of post-16 provision across Bridgend County Borough and the accompanying detailed extracts in Appendices 2 to 16.
- Take forward Option 3 as a solution for the short to mid-term and to require schools to work together to deliver on a range of improvements to the current situation.
- Instigate the development of a County strategy for blended learning drawing upon the recent experiences of the County's schools under the Covid-19 lockdown and taking account of regional and national advice, experience and practice.
- Incorporate the results of decisions on School Transport, the Local Development Plan 2021+ and Welsh-medium education into a long term strategy for secondary school capacities and catchments, including sixth-form provision.
- Work with partners to further develop the option of a sixth-form centre based at Bridgend College's Pencoed campus in association with the new STEAM centre.

- Investigate the potential for expansion at Coleg Cymunedol y Dderwen within the context of the original planning application in order to provide capacity to meet the projected future demand for places and post-16 provision and collaboration in the northern part of the County Borough
- Should the current Heronsbridge Special School site become available then consideration be given to utilising it as a future sixth-form centre of excellence for Brynteg School and Bryntirion Comprehensive School.

## 5. Effect upon policy framework and procedure rules

5.1 There is no effect upon the policy framework or procedure rules.

## 6. Equality Impact Assessment (EIA)

6.1 An equality impact screening assessment has been undertaken.

6.2 A full equality impact assessment will be undertaken when the workstream moves to detailed consideration of options resulting from the work of Phase 4.

## 7. Well-being of Future Generations (Wales) Act 2015 implications

7.1 A Well-being of Future Generations (Wales) Act 2015 assessment has been completed and is detailed at the end of this report. A summary of the implications from the assessment relating to the five ways of working is as follows:

<b>Long term</b>	In the short term, Bridgend County Borough Council and its secondary schools were faced with financial pressures. With reduced funding it was becoming difficult to maintain financially viable sixth forms in all our schools. The review of post-16 provision and the public consultations address this issue but also set out to protect the long-term interest of learners 16 to 18 by ensuring, among other features, curriculum breadth, high standards, good value for money and enhanced facilities.
<b>Prevention</b>	Bridgend County Borough Council's preferred option prior to the initial public consultation on post-16 provision was to retain a few sixth forms and merge others into larger centres. This would allow for economies of scale, ensure no more subjects are lost and re-instate others, provide good value for money and a boost to standards. This in turn will support two of the Council's key corporate objectives – 'supporting a successful economy' and 'smarter use of resources'.
<b>Integration</b>	Post-16 provision engages, educates and upskills young people to create a well-qualified workforce for the future benefiting both the nation and the individual. The initial preferred concepts and later options will strengthen the social ties within the larger sixth-form settings and through the larger units will have environmental benefits. The opportunities for a wider range of cultural activities and exchanges will also be exploited.
<b>Collaboration</b>	As part of this change programme, Bridgend County Borough Council has already engaged with over 2000 learners and staff in schools and college to inform the ambitions of the project. We have worked with 2030 young people in the earlier consultation phases and a further 1607 in

	Phase 4. A wide range of educational stakeholders and parents have been consulted in order to shape the future provision of post-16 education in ways that will be of maximum benefit to young people and thereby their wellbeing. There have been 5,159 interactions with stakeholders during the Phase 4 consultation.
<b>Involvement</b>	As indicated above the project has already engaged every secondary school council in workshops to determine the principles for 16-18 education. In turn, they ran workshops with students in their own schools. Over 1500 learners aged 16 to 18 and 500 staff in schools and Bridgend College responded to a survey on the current state of 16-18 provision which informed the process of considering concepts for the future. Moving forward to the public consultation on post-16 provision, Bridgend County Borough Council engaged with 2030 learners and a wider audience through the online survey and direct contact. Open engagement sessions were held with parents, staff and governors. All the input from these activities has been used to inform subsequent papers to Cabinet and the second public consultation on how post-16 provision will be delivered in the years ahead. As indicated in section 4 a further 5,159 interactions arising from the second public consultation have been taken into account.

## 8. Financial implications

- 8.1 Funding for sixth-form provision in Bridgend County Borough Council is provided by Welsh Government as a single post-16 grant allocation each year. There is a core allocation based mainly on learner numbers, with additional allocations to take into account learner deprivation and Welsh-medium education. The funding for 2019-2020 was £5,750,256 of which 98% was distributed to secondary schools. The funding for 2020-2021 is £6,306,739 which is an increase of £556,483 or 9.68%. In the previous four financial years, the core grant had been reduced by £751,601 as a result of the combined effects of lower learner numbers and reductions by Welsh Government to the central post-16 grant for schools. The Welsh Government indicative allocation for 2021-2022 is £6,589,468 which would be a further increase of 4.48%.
- 8.2 The consultation report references the financial pressures being faced by the Council, its secondary schools and Bridgend College. During the consultation the need to use limited resources efficiently was discussed along with providing good value for money. No detail on potential capital costs was provided although the challenge of obtaining capital investment in times of austerity was covered.
- 8.3 One area presented in the consultation paper was post-16 transport costs. The pressure on this discretionary service within the Council's budget will vary between the different concepts. In some concepts, the efficiencies gained by having fewer small teaching groups can be used to offset transport costs for collaboration/mergers whereas in others this may not be possible thus there is a varying degree of risk in relation to this particular budget pressure. The continuation or potential loss of this support for learners was a significant concern raised throughout the consultation. The provision of post-16 transport is discretionary and the potential savings from this budget have been subject to a separate consultation exercise and Cabinet report. As indicated earlier in this report the decisions taken by Cabinet in respect of post-16 transport need to be cross-referenced with proposals in the review of post-16 provision covered in this Cabinet paper in order to facilitate the formulation of future policy in this area.

8.4 Should Cabinet decide to move forward with the specific option appraisals on post-16 provision then detailed financial models will be incorporated into those option appraisals at the appropriate time.

## **9. Recommendations**

9.1 Scrutiny is recommended to:

- note the contents of this report and its appendix on the feedback on the outcomes of the consultation;
- note the proposed recommendations that will be made to Cabinet; and
- consider and agree any recommendations the Committees may wish to make to Cabinet that are consistent with their challenge and support role in light of the proposals and the consultation responses.

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**Background documents:**

### **Appendices**

Appendix 1            Phase 4 Consultation report 2020

### **Background papers**

Cabinet paper on the review of post-16 education provision (31 October 2017)  
Cabinet paper on the review of post-16 education provision (24 April 2018)  
Scrutiny paper on the concepts for post-16 education provision to be included in the public consultation (16 October 2018)  
Cabinet paper on the review of post-16 education provision (20 November 2018)  
Cabinet paper on the review of post-16 education provision (16 April 2019)  
Cabinet paper on the review of post-16 education provision (19 November 2019)  
Wellbeing and Future Generations Assessment  
Initial Equalities Impact Assessment

## WELL-BEING OF FUTURE GENERATIONS (WALES) ACT 2015 ASSESSMENT

<b>Project Description (key aims):</b>	
<b>Section 1</b>	<b>Complete the table below to assess how well you have applied the 5 ways of working.</b>
<b>Long-term</b> (The importance of balancing short term needs with the need to safeguard the ability to also meet long term needs)	<b>1. How does your project / activity balance short-term need with the long-term and planning for the future?</b>
	During this review BCBC and its secondary schools have been faced with significant financial pressures. With reduced funding it was becoming difficult to maintain financially viable sixth forms in all our schools. The review of post-16 provision and the public consultations address this issue but also set out to protect the long term interest of learners 16-18, by ensuring curriculum breadth, high standards, good value for money and enhanced facilities.
<b>Prevention</b> (How acting to prevent problems occurring or getting worse may help public bodies meet their objectives)	<b>2. How does your project / activity put resources into preventing problems occurring or getting worse?</b>
	The Council's initial preferred option on post-16 provision is to retain a few sixth forms and merge others into larger centres. This will allow for economies of scale, ensure no more subjects are lost and re-instate others, provide value for money and a boost to standards. This in turn will support two of the Council's key corporate objectives – "Supporting a successful economy" and "Smarter use of resources". This position has been maintained for the second public consultation on a reduced number of options.
<b>Integration</b> (Considering how the public body's well-being objectives may impact upon each of the wellbeing goals, on their objectives, or on the objectives of other public bodies)	<b>3. How does your project / activity deliver economic, social, environmental &amp; cultural outcomes together?</b>
	It engages, educates and upskills young people to create a well-qualified workforce for the future benefiting both the nation and the individual. The preferred concepts in the initial consultation and the revised options in the second will strengthen the social ties within the larger sixth-form settings and through the larger units will have environmental benefits. The opportunities for a wider range of cultural activities and exchanges will also be explored.

<p><b>Collaboration</b></p> <p>(Acting in collaboration with any other person (or different parts of the body itself) that could help the body meet its well-being objectives)</p>	<p><b>4. How does your project / activity involve working together with partners (internal and external) to deliver well-being objectives?</b></p> <p>As part of this change programme BCBC has already engaged with over 2000 learners and staff in schools and college to inform the ambitions of the project. We have worked with a further 2030 young people in the initial consultation phase as well as a range of educational stakeholders and parents in order to shape the future provision of post-16 education in ways that will be of maximum benefit to young people and thereby their wellbeing. During the second round of public consultation there have been 5,159 interactions with stakeholders including 1,235 learners in workshops in schools and Bridgend College</p>
<p><b>Involvement</b></p> <p>(The importance of involving people with an interest in achieving the well-being goals, and ensuring that those people reflect the diversity of the area which the body serves)</p>	<p><b>5. How does your project / activity involve stakeholders with an interest in achieving the well-being goals? How do those stakeholders reflect the diversity of the area?</b></p> <p>As indicated above the project has already engaged every secondary school council in workshops to determine the principles for 16-18 education. In turn the school councils ran workshops with learners in their own schools. Over 1500 learners 16-18 and 500 staff in school and college responded to a survey on the current state of 16-18 provision which informed the process of considering concepts for the future. Moving forward to the public consultation on post-16 provision the Council engaged with 2030 learners in workshops and a wider audience through the online survey and direct contact. Engagement sessions with parents, staff and governors were held across the County. All the input from these activities has been used to inform subsequent papers to Cabinet and the second public consultation on how post-16 provision will be delivered in the years ahead. As indicated in section 4 of this Cabinet report a further 5,159 interactions arising from the second public consultation have been taken into account.</p>

**Section 2 Assess how well your project / activity will result in multiple benefits for our communities and contribute to the national well-being goals (use Appendix 1 to help you).**

Description of the Well-being goals	How will your project / activity deliver benefits to our communities under the national well-being goals?	Is there any way to maximise the benefits or minimise any negative impacts to our communities (and the contribution to the national well-being goals)?
<p><b>A prosperous Wales</b> An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work.</p>	<p>The project is at the heart of developing a skilled and well-educated workforce by providing outstanding 16-18 education. These young people will provide the skilled adults employers are seeking and will underpin the growth of employment opportunities, the economy and wealth in the local economy. The proposed changes are predicated on the efficient use of resources by creating economies of scale in the educational provision.</p>	<p>The Council's options set out to maximise the benefits to the young people in our communities by increasing choice of subjects to study and raising standards of achievement. Facilities will be enhanced and extra-curricular opportunities will be expanded.</p>
<p><b>A resilient Wales</b> A nation which maintains and enhances a biodiverse natural environment with healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for example climate change).</p>	<p>The project will rationalise the transport infrastructure that supports post-16 education in the County thereby making efficient use of resources and reducing the carbon footprint and thereby contributing to a healthier natural environment.</p>	<p>The options in Phase 4 of the project would seek to maximise access to a wide range of high quality education with rationalised transport and good value for money.</p>
<p><b>A healthier Wales</b> A society in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood.</p>	<p>The latest options put forward would create larger 16-18 settings with viable teaching groups. Research has shown that the dynamic and interactions that occur in the larger units have a positive effect on the learning experience resulting in higher standards and better wellbeing. There is the potential for increasing the amount of</p>	<p>Creating larger settings for post-16 will enable those learning communities to provide more physical and cultural activities in the working week to balance the academic demands and therefore improve student wellbeing.</p>

	participation in physical activities which in turn will have positive effects on wellbeing.	
<p><b>A more equal Wales</b> A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances).</p>	This is a critical factor in the review – producing a result where all young people 16-18, regardless of background, circumstance or geography can enjoy access to the same wide range of high quality educational opportunities.	The project is seeking to maximise the opportunity for young people from some of our more disadvantaged backgrounds to access the full range of progression routes post-16 thus providing every learner with a possible and realisable route into their future.
<p><b>A Wales of cohesive communities</b> Attractive, viable, safe and well-connected communities.</p>	The current post-16 community is fragmented and the project aims to bring together learners from a range of settings into well-designed learning provision alongside peers from across the County thus expanding their social interactions and increasing the connectedness of young people from different communities across the County.	The project aims to maximise opportunities for high quality learning in settings which are financially viable, safe, with excellent facilities and strong relationships between staff and students.
<p><b>A Wales of vibrant culture and thriving Welsh language</b> A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation.</p>	The extra-curricular dimension and expanded engagement of learners 16-18 in the arts and sport will be built into any developmental plans. The lack of sport in the current post-16 curriculum was identified as a weakness by learners and will be addressed through the options under consideration.	The project will proactively support a thriving Welsh-medium post-16 provision in partnership with schools in RCT with long term plans to expand the numbers in this sector.
<p><b>A globally responsible Wales</b> A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being.</p>	The Skills Challenge Certificate element of the revised Welsh Baccalaureate is followed by all learners 16-18 across Bridgend and this will continue with the development of the latest options. As a consequence all students will take part in the Global Challenge, one of four challenges built into the qualification.	Maximise impact by universal adoption of the Welsh Baccalaureate.