

# BRIDGEND COUNTY BOROUGH COUNCIL

## CABINET REPORT

7 JUNE 2016

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

#### SCHOOL MODERNISATION PROGRAMME: OUTCOME OF CONSULTATIONS ON PROPOSAL TO MAKE A REGULATED ALTERATION TO PENCOED PRIMARY SCHOOL

#### 1. Purpose of Report

1.1 The purpose of this report is:

- to inform Cabinet of the outcome of the consultation on the proposal to make a regulated alteration to Pencoed Primary School, by relocating the school, including the Heol y Cyw campus, to a new build school on the site of Pencoed Primary School playing fields at Penprysg Road, Pencoed with effect from 1st April 2018 - and to present to Cabinet the findings of the consultation in a detailed consultation report (see Appendix A)
- to seek Cabinet approval to issue a Public Notice as per the proposal.

#### 2. Connection to Corporate Plan / Other Corporate Priorities

2.1 The school modernisation programme supports many of the corporate priorities, in particular:

- Smarter use of resources
- Supporting a successful economy

#### 3. Background

3.1 On 3<sup>rd</sup> March 2015, Cabinet approval was received for the Council to adopt revised principles as a framework for school organisation in Bridgend; five key principles were set out to inform the organisation and modernisation of our schools:

- i. Commitment to high standards and excellence in provision.
- ii. Equality of opportunity, so that all pupils can access quality learning opportunities, regardless of which school they attend.
- iii. Inclusive schools, which cater for the learning needs of all their pupils.
- iv. Community focussed schools, where the school actively engages with its local community.
- v. Value for money.

3.2 The Policy and Planning Framework sets out 17 areas where these principles should be applied in practice.

3.3 The principles which are particularly relevant in the context of this proposal concern the size of primary schools (to ensure that “all Bridgend’s primary schools are large enough to make the full range of necessary provision”) and value for money,

efficiency and effectiveness and the provision of local schools, planning new provision to reflect changes in the distribution of the population.

- 3.4 This report outlines the responses to the consultation in respect of the proposed relocation and seeks approval to continue the process to the next stage.

#### **4. Current situation**

- 4.1 On 16<sup>th</sup> February 2016, Cabinet approved the consultation on the proposal to make a regulated alteration to Pencoed Primary School by relocating the school, including the Heol Y Cyw campus, to the site of the school playing fields at Penprysg Road, Pencoed.

- 4.2 In order to progress the proposal, consultation was carried out between 23<sup>rd</sup> March and 9<sup>th</sup> May 2016 in accordance with the statutory School Organisation Code. A copy of the consultation document was also made available during this time on the Council's website and a copy is attached (Appendix 5).

The consultation document invited views and opinions to be submitted in respect of the proposal.

- 4.3 If approved by Cabinet, the next stage of the process is to publish a statutory notice outlining the proposals which would need to be published for a period of 28 days and any formal written objections would be invited during this time.
- 4.4 If there are no objections during the Public Notice period, then Cabinet can consider whether to determine to implement the proposal.
- 4.5 If there are objections at this Public Notice stage, an 'objections report' will be presented to Cabinet for consideration and subsequently published summarising the objections and the authority's response to those objections. Cabinet will need to consider the proposal in light of any objections. Cabinet could then accept, reject or modify the proposal.

#### **4.6 Summary Responses to consultation**

- 4.7 The attached consultation report (Appendix A) sets out in detail a summary of the issues raised by consultees and the authority's responses to these.

#### **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**

- 6.1 An Equality Impact Assessment has been carried out as part of the consultation stage and has been further informed by responses to the consultation papers. The assessment has concluded that there is no negative impact on the duties of the Council towards protected groups. (Appendix 2)

- 6.2 A Welsh Impact Assessment has been carried out as part of the consultation. (Appendix 3).

6.3 A Community Impact Assessment has been carried out as part of the consultation. (Appendix 4).

## **7. Financial Implications**

7.1 The cost of the new school will be met from the Welsh Government 21st Century Schools Programme for which the Authority has received '*approval in principle*' and which is included within the Council's capital programme as approved by Council in March 2016. - The total approved budget for the Scheme is £8.8 million. The necessary business case procedures would need to be progressed in line with Welsh Government requirements during the building development and design stages

7.2 The scheme is not linked to any MTFS budget proposal.

7.3 Pupils will be provided with transport to the new school in line with Bridgend County Borough Council's school transport policy. Free school transport is currently provided in the County for walking distances greater than 1.5 miles by safe, available walking routes. The school bus service to transfer pupils to the new Pencoed Primary site will cost approximately £40,470 per annum. The existing transport arrangements for the current split site school cost approximately £48,070 per annum and therefore there will be a revenue budget saving.

## **8. Recommendations**

8.1 Cabinet is therefore recommended to:

- 1) consider the outcome of the consultation with all parties as detailed in the attached draft consultation report and appendices;
- 2) decide whether to approve the draft consultation report for publication;
- 3) decide whether to authorise the publication of a Public Notice on the proposal.

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## **Background documents**

Overview and Scrutiny Committee: Children and Young People's Report February 9th 2009: SCHOOLS OF THE FUTURE – THE SCHOOL MODERNISATION PROGRAMME

Cabinet Report 28th April 2009: SCHOOLS OF THE FUTURE – THE SCHOOL MODERNISATION PROGRAMME OVERVIEW AND PROGRESS

Cabinet Report 16th May 2009: SCHOOLS OF THE FUTURE – THE SCHOOL MODERNISATION PROGRAMME OVERVIEW AND PROGRESS

Cabinet Report, 14th July. 2009, “SCHOOL MODERNISATION PROGRAMME: PHASE 1 3-11 LEARNING PROVISION IN THE PENCOED AREA”

Cabinet Report 7th September 2010 - SCHOOL MODERNISATION PROGRAMME: PROPOSED CHANGES IN 3 – 11

Cabinet Report 2<sup>nd</sup> November 2010 SCHOOL MODERNISATION PROGRAMME: THE OUTCOME OF CONSULTATIONS ON PROPOSED CHANGES TO HEOL Y CYW AND PENCOED PRIMARY SCHOOLS

Cabinet Report 2<sup>nd</sup> November 2010: “THE SCHOOL MODERNISATION PROGRAMME OVERVIEW AND BRIDGEND’S 21<sup>ST</sup> CENTURY SCHOOLS’ STRATEGIC OUTLINE PROGRAMME SUBMISSION TO WELSH ASSEMBLY GOVERNMENT”

Cabinet report 21<sup>st</sup> February 2012: “SCHOOL MODERNISATION PROGRAMME: BRIDGEND’S 21<sup>ST</sup> CENTURY SCHOOLS’ STRATEGIC OUTLINE PROGRAMME REVISED BAND A SUBMISSION TO WELSH GOVERNMENT”

Cabinet Report 3<sup>rd</sup> March 2015: “PRINCIPLES DOCUMENT”

Cabinet Report 16<sup>th</sup> February 2016: “PROPOSAL TO CONSULT ON A REGULATED ALTERATION TO PENCOED PRIMARY SCHOOL”

**BRIDGEND COUNTY BOROUGH COUNCIL**

**DRAFT CONSULTATION REPORT**

**REPORT OF THE CORPORATE DIRECTOR – EDUCATION AND FAMILY SUPPORT**

**SCHOOL MODERNISATION PROGRAMME: Outcome of Consultations on proposal to make a regulated alteration to Pencoed Primary School, by relocating the school, including the Heol y Cyw campus, to the site of Pencoed Primary playing fields at Penprysg Road, Pencoed.**

**1. Purpose of report**

- 1.1 This public report is to inform of the outcome of the consultation on the proposal to make a regulated alteration to Pencoed Primary School, by relocating the school, including the Heol y Cyw campus, to a new build school on the site of Pencoed Primary playing fields at Penprysg Road, Pencoed.

**2. Connection to Corporate Plan / Other Corporate Priorities**

- 2.1 The school modernisation programme supports many of the corporate priorities, in particular:
- Smarter use of resources
  - Supporting a successful economy

**3. Background**

- 3.1 On 3<sup>rd</sup> March 2015, Cabinet approval was received for the Council to adopt revised principles as a framework for school organisation in Bridgend; five key principles were set out to inform the organisation and modernisation of our schools:
- i. Commitment to high standards and excellence in provision.
  - ii. Equality of opportunity, so that all pupils can access quality learning opportunities, regardless of which school they attend.
  - iii. Inclusive schools, which cater for the learning needs of all their pupils.
  - iv. Community focussed schools, where the school actively engages with its local community.
  - v. Value for money.
- 3.2 The Policy and Planning Framework sets out 17 areas where these principles should be applied in practice.
- 3.3 The principles which are particularly relevant in the context of this proposal concern the size of primary schools (to ensure that “all Bridgend’s primary schools are large enough to make the full range of necessary provision”) and value for money, efficiency and effectiveness and

the provision of local schools, planning new provision to reflect changes in the distribution of the population.

- 3.4 The Heol y Cyw site is located circa 2 miles from the main site of Pencoed Primary School at Penprysg Road. The condition of buildings across both sites are rated B and C and are mainly a mixture of those originally built for infant, junior and secondary provision in the early 1900s. Currently children have to cross a busy main road at the Pencoed site to access some classrooms, dining facilities and the school playing fields.
- 3.5 On 8th February 2011 Cabinet determined to discontinue Heol y Cyw Primary School as from 31st August 2011 and to make a prescribed alteration to Pencoed Primary School whereby it was enlarged and operated on 3-11 provision as a split site from the Heol Y Cyw premises and Pencoed premises until the end of the summer term 2014, or upon completion of the new building Pencoed Primary School. The Cabinet also resolved to change of the catchment area of Pencoed Primary School to include the current catchment area of Heol Y Cyw Primary School.
- 3.6 This report outlines the responses to the consultation in respect of the proposed relocation.

#### **4. Current situation**

- 4.1 On 16<sup>th</sup> February 2016, Cabinet approved the consultation on the proposal to make a regulated alteration to Pencoed Primary School by relocating the school, including the Heol Y Cyw campus, to the site of the school playing fields at Penprysg Road, Pencoed.
- 4.2 In order to progress the proposal, consultation was carried out between 23<sup>rd</sup> March and 9<sup>th</sup> May 2016 in accordance with the statutory School Organisation Code. A copy of the consultation document was also made available during this time on the Council's website and a copy is attached (Appendix 5).
- 4.3 The consultation document invited views and opinions to be submitted in respect of the proposal to open the new, relocated Pencoed Primary School on 1<sup>st</sup> April 2018. The school would have a capacity of 510 for pupils aged 4-11, a 70 place nursery, 8 places for the visually impaired, 8 infant observation places and 2 classes of 15 places for pupils with moderate learning difficulties. The published admission number for the proposed new school would be 72.
- 4.4 If approved by Cabinet, the next stage of the process is to publish a statutory notice outlining the proposals which would need to be published for a period of 28 days and any formal written objections would be invited during this time.
- 4.5 If there are no objections during the Public Notice period, then Cabinet can consider whether to determine to implement the proposal.

- 4.6 If there are objections at this Public Notice stage, an 'objections report' will be presented to Cabinet for consideration and subsequently published summarising the objections and the authority's response to those objections. Cabinet will need to consider the proposal in light of any objections. Cabinet could then accept, reject or modify the proposal

## **5. Summary Responses to consultation**

- 5.1 Key points from the consultation exercises were as follows, with full details appended at the end of this report.

### **5.2 Pupil Consultation**

BCBC representatives met with the School Council of Pencoed Primary School on 21<sup>st</sup> April 2016 to discuss the proposal. The majority of issues raised concerned transportation to the new site. Council Officers explained that anyone from Heol-y-Cyw will be provided free transport if required because no safe walking route exists. Details of the meeting, including the Authority's responses to issues raised are included in this report at Appendix 1.

- 5.3 Subsequent to the question and answer session held - pupils were asked to raise their hands if they thought the proposal was a good idea; all pupils raised their hands – agreeing that the proposal was a good idea.

### **5.4 Parents and Interested Parties Consultation**

BCBC representatives met with parents and interested parties on 13<sup>th</sup> & 14<sup>th</sup> April 2016 in order to discuss the proposal. The main concerns voiced were in respect of the intended use for the redundant Heol y Cyw site and the loss of a community asset. The Heol y Cyw site is *not* used by community groups and Council Officers explained that at this juncture, the future use of the site should the proposal progress, has not been determined. Details of the meetings, including the Authority's responses to issues raised are included in this report at Appendix 1A.

### **5.5 Governors Consultation**

BCBC representatives met with the Governing Body of Pencoed Primary on 13<sup>th</sup> April 2016 in order to discuss the proposal. The main issues raised concerned noise and disruption arising from a live site. Council Officers explained that the Authority has done this before with many other projects. The first thing it does is talk to contractors about how they are going to manage the site safely. It then, where necessary, places restrictions on the contractor in terms of delivery time and movement on site. Details of the meeting, including the Authority's responses to issues raised are included in this report at Appendix 1B.

### **5.6 Staff Consultation**

BCBC representatives met with the staff of Pencoed Primary on 13<sup>th</sup> April 2016 in order to discuss the proposal. Staff questions the pupil numbers that the proposed new build is to cater for. Council Officers explained that the proposed school would have capacity of 510 pupils plus a nursery of 70 full time equivalent pupils, 8 places for the visually impaired, 8 infant observation places and 2 classes of 15 places for pupils with moderate learning difficulties, in total 620 – 625. Details of the meeting, including the Authority's responses to issues raised are included in this report at Appendix 1C.

## 5.7 **Summary of on-line survey**

4 people accessed the online survey and responses (see Appendix 1D) were as follows:

I think the parking issue should be looked at, especially when parents are dropping off and picking up their children. There is no consideration to the residents surrounding the school.

*Prior to consultation, the Authority commissioned a detailed Transport Assessment in order to inform the proposal – which highlighted the existing issues at the school in terms of congestion and illegal roadside parking during certain peak times. Consequently, in order to improve the current situation, the Authority would seek to incorporate into the new school design a dedicated pick up/drop off area for parents within school the boundary.*

I welcome the opportunity to replace a number of very old buildings with a state of the art 21st century learning establishment in which the excellent staff can continue to teach our children to a very high standard. The new school will contain the latest technology that the pupils will need to assist their development in their education. I am grateful for the work that has been carried out by the officers, the Cabinet, the HT, and staff, and the Welsh Government, in order to ensure that the new school will be in place during 2018

*Comments noted. Thank you.*

The proposal as it stands does not take into account that there is another primary school within the Pencoed area, only 1/2 a mile away. Should the other school be considered at this time to provide a more comprehensive consultation? The proposal will retain a school on a very busy main road and as such the Pencoed area needs to provide security and safety for two separate areas, amalgamating these to primary schools would reduce these costs. The proposal talks of amalgamating Heol Y Cyw and also of creating an "all weather pitch" for recreation. I suggest that the available land is not large enough to accommodate the two schools, yes the Heol Croesty school has ample space to exp

The Authority has already conducted site investigations, feasibility works and design development and the site at Pencoed Primary is large enough to accommodate the new School. The Authority did consider the merger of the three schools however this has been discounted as there is insufficient funding to proceed with this option as there is insufficient land on the site to accommodate a school of the required size.

The new school is required to face the demands of the community for the future.

*This is correct.*

## 5.8 **Direct correspondence**

A number of items of direct correspondence were received during the consultation period regarding the proposal (see Appendix 1E for full details). Responses were sent to the originators of items of correspondence thanking them for their submissions and stating that their comments would be taken into consideration in the report submitted to Cabinet.



- 5.9 In summary, the following issues were raised (Authority's response italicised beneath the issue summary):

I fully support the plan to build a new school and think this is well overdue. However I do have one concern. For young primary school children that live on Pant Hirwaun in Heol y Cyw the bus will be collecting one side of the road and dropping off on the other. Pant Hirwaun is currently a 40mph road with no safe crossing places for children. Could you further investigate the implications of this and put in place safe access to the bus and covered bus stops for the children.

*As part of the process of transporting pupils from the Heol Y Cyw site to the new school in Pencoed, there will be a full risk assessment of the safety of pupils in line with the proposal. The LA will ensure that a full and thorough risk assessment is undertaken to confirm the safety of crossing points on the B4280 Pant Hirwaun Road. The LA would address any issues identified in line with its statutory responsibilities, in particular those outlined in the Learner Travel (Wales) Measure.*

Can you please explain to me how the capacity calculator is measured. On particular Coychurch Primary - can you provide details? Are there plans to create additional classrooms etc where the school will be above capacity? Will the catchment areas be extended?

*School capacities are calculated using the Measuring Capacity of Schools In Wales calculation. The teaching spaces are divided by 1.86m<sup>2</sup> which generates the capacity of the school. The Council are aware of the demand for pupil places and officers are nearing the completion of an options appraisal for the Coychurch area; the appraisal includes consideration of the current and projected demand for places and land availability. The evaluation of the options will be undertaken in due course.*

## **6. The view of Estyn, her Majesty's Inspectors of Education and Training in Wales**

Estyn response to the proposal to make a regulated alteration to Pencoed Primary by relocating the school, including the Heol y Cyw site, to a new school building to be constructed on the Pencoed Primary playing fields site with effect from 1st April 2018.

This report has been prepared by Her Majesty's Inspectors of Education and Training in Wales. Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However Estyn is not a body which is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals.

Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer and other additional information such as data from Welsh Government and the views of the Regional Consortia which deliver school improvement services to the schools within the proposal.

## **Introduction**

The proposal is by Bridgend County Borough Council.

Proposal to make a regulated alteration to Pencoed Primary School, by relocating the school, including the Heol y Cyw campus, to the site of Pencoed Primary School playing fields at Penprysg Road, Pencoed with effect from 1 April 2018.

## **Summary**

The proposal is part of Bridgend County Borough Council's revised framework for school organisation in the Bridgend area. The framework includes five key principles, which inform the organisation and modernisation of its schools. These include the commitment to high standards and excellence in provision; equal opportunity so that pupils can access quality learning opportunities, regardless of which school they attend; inclusive schools, which cater for the learning of all pupils; and community focussed schools, where the school actively engages with its local community; and value for money.

It is Estyn's opinion that the proposal is likely to at least maintain the current standards of education in the area.

## **Description and benefits**

The local authority has given a clear rationale for the proposed expected benefits when compared with the status quo in relation to finance, future demand for pupil places within the area, the impact on the local community, and the quality of the provision and learning environment. The proposer also explains clearly how the proposal fits with the local authority's broader plan for school organisation in Bridgend.

The proposal defines the expected benefits of the proposal and these link well to the stated purpose and rationale. The local authority has provided sufficient evidence to show that the plan is likely to at least maintain the standard of education in the Bridgend area.

The proposal notes appropriately the advantages of the proposal, which include allowing all pupils and staff of Pencoed Primary school to be located on one site within a brand new facility, savings on repairs and maintenance expenditure of the current aging school buildings, community provision could be incorporated into the new school build and by providing a better learning environment for pupils.

The proposer has identified appropriately the disadvantages to the current proposal, which focus on the short term impact of the loss of the playing fields during the construction of the new school.

The proposer has suitably considered the impact of the proposal on pupil travel arrangements. It intends to support home to school travel in line with the council's transport policy. It further recognises that the proposal will potentially result in minimal travel for pupils currently attending the Heol y Cyw site, but this would not be in excess of the pupil travel guidelines.

The proposer has appropriately shown how the proposal should meet the demand for future pupil places within the area by providing projected pupil numbers for the next five years.

As Pencoed Primary School is classified as an English Medium Community Primary school, it will continue to teach Welsh as a second language on the proposed new site. There would therefore appear to be no impact on the Welsh language arising from this proposal.

The proposer has considered appropriately the impact of the proposals on the quality of the outcomes, provision and leadership and management at Pencoed Primary School. The proposer has considered the outcomes of the most recent Estyn inspection report and the school's categorisation in relation to the National School Categorisation system on the quality of leadership and pupil outcomes.

The proposer believes reasonably that the proposal will have a positive impact on the quality of education outcomes and provision in the area.

The proposer has appropriately considered the likely impact of the proposals on standards, wellbeing and curriculum delivery. The proposal would not impact unfavourably on the current standards and provision at Pencoed Primary School. This is a reasonable assertion.

The proposer has undertaken an appropriate equality impact assessment, which considers the impact of the proposal on vulnerable groups including those with a disability.

## **7. Equality Impact Assessment**

- 7.1 An Equality Impact Assessment has been carried out as part of the consultation stage and has been further informed by responses to the consultation papers. The assessment has concluded that there is no negative impact on the duties of the Council towards protected groups. (Appendix 2).
- 7.2 A Welsh Impact Assessment has been carried out as part of the consultation. (Appendix 3).
- 7.3 A Community Impact Assessment has been carried out as part of the consultation. (Appendix 4).

## **8. Financial Implications**

- 8.1 The cost of the new school will be met from the Welsh Government 21st Century Schools Programme for which the Authority has received '*approval in principle*' and which is included within the Council's capital programme as approved by Council in March 2016. 2012. The total approved budget for the Scheme is £8.8 million. The necessary business case procedures would need to be progressed in line with Welsh Government requirements during the building development and design stages
- 8.2 The scheme is not linked to any MTFS budget proposal.
- 8.3 Pupils will be provided with free transport to the new school in line with Bridgend County Borough Council's school transport policy. Free school transport is currently provided in the County for walking distances greater than 1.5 miles by safe,

available walking routes. The school bus service to transfer pupils to the new Pencoed Primary site will cost approximately £40,470p.a. The existing transport arrangements for the current split site school cost approximately £48,070p.a. The distance between the Heol y Cyw site and the site for the proposed new Pencoed Primary school is only approximately 2 miles.

## **9. Statutory process in determining proposals**

### **9.1 Provisional timetable:**

Report to Cabinet on the outcomes of the consultation (**7<sup>th</sup> June 2016**).

Publish Consultation Report on BCBC website, hard copies of the report will be available on request (**14<sup>th</sup> June 2016**).

If agreed by the Cabinet of Bridgend County Borough Council, a Public Notice will be published (**15<sup>th</sup> June 2016**) and there will be a period of 28 days in which to submit any objections to the proposal in writing.

End of Public Notice period (**2<sup>nd</sup> August 2016**).

If there are no objections Cabinet can decide whether to proceed or not. If there are any objections, an Objections Report will be forwarded to Cabinet for their consideration and subsequent determination and subsequently published.

*Hard Copies of this report are available on request from:*

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c/o Corporate Director – Education and Transformation  
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*Or by e-mail from: [ellen.franks@bridgend.gov.uk](mailto:ellen.franks@bridgend.gov.uk)*

## Pencoed Primary – School Council Consultation Thursday 21<sup>st</sup> April 2016

Attendees: C L (Project Manager), S F (Project Officer),  
**Ambassadors:** S O, J M,  
**School Council:** R W, K P, M A G, T G, B B, T D, T H, J N, S C, M H, C N, F B  
 HYC, J B HYC, L Z HYC, P J HYC  
**Eco Committee:** L D, H G

<b>1.</b>	<b>Introduction</b>
1.1	<p>An overview was given by CL explaining the reasons for undertaking the project:</p> <p>The LA is responsible for planning school places and ensuring that there are enough places to accommodate all children in the County Borough. A proposal has been put forward to ensure that there is enough school access in the Pencoed area by building a brand new school on the existing Pencoed Primary playing fields. This proposed new school will accommodate the Heol-Y-Cyw children as well as those on the current Pencoed sites.</p> <p>The purpose of this informal consultation is to get the views of pupils. All views are welcomed up to the 9<sup>th</sup> May 2016. If the decision is made to proceed with the proposal then a Public Notice will be issued and the public are given time to object.</p> <p>An overview of the proposal was given and the advantages/disadvantages were listed as per the consultation report provided to all pupils and staff in attendance:</p> <p><u>Potential Advantages</u></p> <ul style="list-style-type: none"> <li>✓ Improve standards and wellbeing</li> <li>✓ Improve the quality of education</li> <li>✓ Savings on costs for the authority</li> </ul> <p><u>Potential Disadvantages</u></p> <ul style="list-style-type: none"> <li>✗ Parents may not want the younger children traveling by bus</li> <li>✗ Parents may want children to attend a smaller site rather to the new Pencoed Primary school.</li> </ul>
<b>2.</b>	<b>Views and questions provided by the pupils</b>
2.1	SO stated that she felt it was a good idea to have a new school because there are Health and Safety issues with the current school e.g. cracks in the Year 6 building and damp.
2.2	How much will it cost? There is approximately £9million envelope budget however, things could be uncovered when site investigations are done which could increase the cost of the project.
2.3	SO-When will the school be completed by? Building works are scheduled to complete January 2018.School to start April 2018.
2.4	

2.5	<p>SC- What will happen to the old school? If the land is declared surplus to requirements then the Corporate Property Group of the LA will decide whether to reuse or to sell the land to the open market.</p>
2.6	<p>TD- Are you moving the year 5 classrooms? The main access to the proposed new site will be where the existing Year 5 classrooms are and the building will be towards the forest area of the playing fields, furthest from the rail line.</p>
2.7	<p>JM- How many classes per year group will there be and will there be any more teachers? There will be the same amount of pupil places (510 pupils plus nursery). The number of classes and teachers is up to the school governing body and the Head teacher.</p>
2.8	<p>JN- Will the new school be 2 storeys? Potentially or 1 1/2 storey in height due to the sloping ground. This will be determined as the project proceeds.</p>
2.9	<p>KP- Will there be field space for PE? There will be grassed areas but the main area will be an all-weather pitch. The advantage of this is that unlike grass fields, it can be over used in all weathers.</p>
2.10	<p>MAG- Is there going to be parking for parents? We are not at final design stage but the intension is that the main road will be where the current canteen and year 5 classrooms are. There will be a large parent pickup/drop-off area with a 1-way road system, all contained within the school boundary. CL shared an initial plan of the carpark. At present there are a lot of side streets without safe walking routes. These pavements will have improvements done to them to improve pedestrian access at the same time as the school build scheme.</p>
2.11	
2.12	<p>TD- How will buses and deliveries get to the new school? They will access the school via the new access.</p> <p>TH- What will happen to the gym? The new building will have a main and a lesser hall and PE will be accommodated in one of them.</p>
2.13	<p>BB- Are trains going to disrupt lessons? No because the building is on the other side of the field furthest from the train line and it will be further than the current buildings are. The all-weather pitch will be adjacent to the train line. Also the rail is in the process of being electrified, which will reduce noise.</p>
2.14	<p>How many canteens will there be? One. There will be one less canteen overall that at present - due to Heol-y-Cyw and Pencoed site coming together but the new canteen will be larger in size.</p>
2.15	<p>JB- What rooms will be accessible to pupils? This will be up to the head teacher.</p>
2.16	<p>SO- Is there a lift planned in the new school? Yes</p> <p>Will the fields be open to the public? No there will be a security fence around the site so no general public will be able to access the site</p>
2.17	<p>How will the Heol-y-Cyw children travel to school?</p>

	<p>Anyone from Heol-y-Cyw will be provided free transport if required because there is no safe walking route. Some parents may choose to bring their children to school by car.</p>
2.18	<p>Will Pencoed Comprehensive have a separate bus? The project team is not in charge of transport contacts but it is anticipated that separate buses will be provided due to the age difference in pupils. Also, some children due to their age may need attendants.</p>
2.19	<p>JN-Will it be disruptive to local residents living close to the build? When building companies bid for the contract to build the new school, the LA have criteria that the companies must meet including 'considerate contractors' and this covers being considerate to neighbours, restricting hours of working and reducing noise etc.</p>
2.20	<p>HG- What energy saving ideas will the school have? As a LA we work towards BREEAM "Excellent" (British Research Establishment Environmental Assessment Method) which is a method to ensure environmental excellence in terms of building resource. They test that the building is ecologically friendly and make sure that energy is not being wasted e.g. how the building will be insulated, and water recovery methods. The building must achieve "Excellent" rating. The details of the build are currently unspecified and design dependant.</p>
2.21	<p>LD- Will there be a garden to grow crops? The woodland area of the site will be retained which could potentially be used as a garden. This is up to the school</p>
2.22	<p>TG-Where will the year 5 pupils go when work is being done to the Year 5 block? Works will be phased where possible and pupils will be accommodated elsewhere - this displacement will therefore be as brief as possible.</p>
3	<p>Proposal Vote</p>
3.1	<p>CL requested a vote as to whether the pupils felt that the proposal was generally a good or a bad idea. All 19 pupils present agreed that it was a good idea.</p>
3.2	<p>CL advised that if anyone had any questions after this consultation, then the consultation pro-forma can be completed but the deadline for questions and comments is the 9<sup>th</sup> May 2016.</p>

## Parents and Interested Parties Consultation

### Pencoed Primary School – Consultation on the proposal to relocate Pencoed Primary to the playing field site

#### Parents meeting - 13<sup>th</sup> April 2016

Present:           Head of Strategy, Partnership and Commissioning  
                      Schools Programme Manager  
                      Head teacher, Pencoed Primary School

1) What parking arrangements will be in place? Will the Heol Y Cyw bus go onto the site?

A dedicated staff/visitor parking area is being designed for the site. There will be a parents drop off/pick up area within the site. The area will also be designed so that the bus can also drop off and pick up from within the school grounds. The road outside the school is very busy and the design has been informed by Highway officers who are concerned about congestion on the road.

2) What about out of hours use?

Use of the school outside of the school day is a management decision which will be taken by the Governing Body. We want the school to be part of the community. Any use will be carefully managed. We envisage the out of hours use will be managed for use by the pupils. We are certainly not looking to lease the building.

3) What is community use?

The school will be designed to encourage family learning and family engagement. There will be a small kitchen adjacent to the hall which could be used to assist in this. The use of the school would be determined on what is of benefit to the children and it would be carefully managed.

4) Would the pupils still access the buildings on the other side during construction?

If pupils are able to use the other site during construction we need to ensure that this is done safely. Pupil safety is paramount. If for some reason this cannot be achieved then we have to make best use of the existing accommodation within the school. There will undoubtedly be disruption throughout the course of the construction; we will engage with the community and keep them informed throughout the construction process.

5) What are the construction timescales?

The building will open in April 2018. We are progressing the scheme so that construction can commence in January 17.



**Consultation to relocate Pencoed Primary School to the Pencoed Primary School Playing Field site  
Parents and community consultation at the Heol Y Cyw Campus – 14th April 2016**

**Present :** Group Manager, Business Strategy and Performance  
Schools Programme Manager  
Headteacher of Pencoed Primary School

- What are your plans for this facility? It makes sense to go to an advanced setting, crèche/nursery  
This building is well maintained.

No decision has been taken as yet in respect of the future of this site.

- Our children won't benefit from a new school by the time the new school opens as they will be in comprehensive school. They will be in temporary buildings.

The proposal is not to temporarily relocate. It would be a permanent relocation to the playing field site. There would be a loss of the playing fields during the build process but the authority would work with the school to identify a temporary solution until the new school is open and the facilities are available. Pupils who would be transitioning to comprehensive in 2018 would not likely benefit from the new building however, we would engage with all children to ensure that they still feel part of the process. We have an excellent record of delivering schools to time and budget.

- Why can't this building still be used? It would benefit the community. There is a welfare hall but there is only one room and if that's booked out then there isn't anywhere else for the community to use.

No decision has been taken on this particular building as yet but we acknowledge your comments.

- It's important for us to understand what the proposed future use of this site is. Has a value been placed on it?

Each scheme has a budget set against it. The Council has to fund 50% of the funding of the overall School Modernisation Programme and normally vacated school sites are disposed of to fund this contribution. It's important that the community has a voice, however, the future of this site is not part of the proposal that we are consulting on today. This will be determined at another time.

- This building is an asset to the community; it would be like losing part of the community. We could have some clubs. Children are missing out on clubs. Some parents could benefit from after school clubs. It would be difficult to get children home from the new school if they are staying for after school clubs. Primary school pupils travel with comprehensive school pupils and that's not right. Parking is also an issue at Pencoed.

There would be dedicated drop off arrangements at the new site. This has been designed into the scheme in order to ensure highway safety.

- The site at Pencoed backs onto a railway. Have you thought about the noise?

A survey will need to be undertaken to establish the potential impact of noise and way forward established.

- Children start school at 3, what are the rules around school transport?

The legal requirement is for the Council to transport pupils of statutory school age; however Bridgend County Borough Council goes beyond this and offers free transport to nursery aged pupils as well as the statutory school age pupils. Transport provision will need to be considered for nursery aged pupils in terms

of numbers to ensure child safety; we will undertake a review of the current arrangements and look at certain requirements e.g. booster seats. Some pupils and parents may find it daunting. We will have to look at the timings of buses in relation to breakfast clubs and the start of the school day.

- There is a serious problem at Pant Hirwaun regarding the speed and size of vehicles at that point.

Pick up points will have to be reviewed and risk assessed; the route to those pick up points will need to be walked to ensure they are safe.

- A child was hit at Pant Hirwaun.

Highways safety and the safety of children is of utmost concern.

- How could we make Heol Y Cyw stay open? The size of the new school doesn't seem big enough.

The authority calculates projections based on a number of factors including births and housing developments. We also look back retrospectively. We are confident that the capacity of the new school is sufficient.

- What size are classes?

There are 2 classes of 30 per year group.

- What number of staff would be in the classes?

Foundation phase would have a ratio of 1:8

Years 1 and 2 have a ration of 1:15

Key Stage 2 would have a ratio of 1:30 where there is no requirement for additional staff.

- I am concerned that my child will disappear in larger classes.

The education standard of all the children is extremely important. Both school sites are very different, no site is any better or any worse than the other. They are just different. All children have to achieve their potential and children are achieving well. There are lots of things we can do to support children.

- It would be good if we could see pictures of what the new school would look like. You are missing an opportunity to show the community what the new school would look like.

Should the proposal go ahead, then the design would be shared with the interested parties.

- How do we get our views about the future of this site across?

Cabinet will consider the views expressed as they will see the minutes of this meeting and also approve a draft consultation report which will capture the views. You can also contact your local member expressing your concerns. You can e-mail or write to the Council with your views. The future of the building is different to the proposal which we are consulting on.

- Are you objecting about the loss of site or about the loss of the school?

I understand the need for updating (the school) but if we could keep the building it would be more positive. Staff up here work hard; they keep the identity but down there (in Pencoed), there is no stability with the teachers. The teachers change, and that's a problem.

If you have concerns regarding the staffing arrangements then you can speak to me (HT).

- What about Pencoed Comprehensive School?

Pencoed Primary School scheme is part of Band A of the School Modernisation Programme. Band B comes online with effect from 2019. The local authority may need to make a contribution to that band but at this moment in time we don't know what that contribution will be. We are undertaking a strategic review across the county borough which will include post 16 provision. Some comprehensive schools are fuller than others, and some primaries are not located in the right place. Pencoed Comprehensive School has some surplus but is projected to grow steadily in the next 10-15 years. Repairs and maintenance will play a significant part in helping to shape the future bandings of the programme however, we cannot pre-empt the outcome of the review.

- What we have here works perfectly. The early years could come here and the 8-9 year olds up could be integrated into Pencoed Primary School. What's happened at Coety will happen here. We want it to stay as it is now.

Comment noted.

- Which areas do the current school pupils come from?

23 out of the 55 who attend the school travel to this campus.

- They didn't have a choice in the matter, due to lack of space at Pencoed.

Comment noted.

- Can we expect to see 3 or 4 bed houses being built on this site in 2018?

There are currently no plans for this site.

- Is the Pencoed site for sale? I've seen something on the website.

We are unaware of any marketing of the land. It may well be that a notice has been published regarding the zoning of land for the LDP however, I am unsure.

- Please can the issue regarding the vehicles at Pant Hiwaun be looked into? Large vehicles from South Wales Wood Recycling using that road are of serious concern. Could there be a sign preventing them from using the road during the times of the school run.

We will raise your concerns with our Highways Department and ask them to look into this matter, as it is of concern.

## Governors Consultation



### Pencoed Primary Consultation Meeting with Governing Body Wednesday 13<sup>th</sup> April 2016

Present: N E, Head of Strategy, Partnerships and Commissioning  
Alison Gwyther, Senior Advisor, Human Resources  
G T, School Programme Manager  
S S, Headteacher  
J M, Chair of Governors  
8 members of the governing body

Nicola Echanis introduced the consultation session and set out the purpose of the meeting, nature and process of the consultation and outlined the proposal.

#### Questions/Issues

Can you elaborate on the lower figure for the travel as outlined in the consultation document?

We do have parents of children living in Pencoed who are being transported to Heol y Cyw and that is how it reduces overall.

You will find a lot of Pencoed children are being transported by taxi to Heol y Cyw and it is expensive.

The project is exciting and it has been a long time coming.

In terms of delivery of site materials and operating the school at the same time, how will that work?

#### Answer/Comments

There will be individuals currently in the Heol y Cyw site now and they will be transported with the future arrangement. There are fewer pupils to be transported this way than the other way.

Headteachers' response - I only thought there was a couple at the moment.

GT agreed to find out from school transport how they established the amount. The answer will be included in outcome of the consultation report for Cabinet.

It is a complex piece of work, establishing how the site will work. There will be additional traffic and parking off the highway. There have been lots of designs for the front and access to the school. The scheme is for a one way system on the school ground with 70 staff car parking spaces. In the shorter term there will be large vehicles delivering materials. We have done

this before with other projects. The first thing we do is talk to contractors about how they are going to manage the site safely.

We place restrictions on the contractor in terms of delivery time and movement on site e.g. we say no deliveries between 8.30a.m. – 9.30 am. It was a complex scheme in Penyfai with a single track entry. The scheme had a banks man and gate manager and they managed the safe access to schools for the pupils.

We will be breaking through the canteen area and widening the entrance to the site.

Will we lose the canteen first?

Yes. A meeting has already taken place with the head, project manager and catering to discuss if the existing kitchen equipment can cope with additional meals.

Headteachers' response - we have looked at the equipment and it is suitable for the number of meals it will have to cater for.

Maybe the junior hall will have to be used for dining as well.

Probably you will have major delivery of item early or late at night. Then there is the noise for the local house.

There is going to be noise and disruption.

I expect you had a similar problem with Penyfai only one way in and out?

We work closely with contractors. We are using the SEWSCAP framework and have contractors who are used to working with the community.

Is there a consultation meeting for local residents?

Yes, we are meeting with them later. When the designs are complete we will be meeting with the community.

Will we be discussing the draft design?

The design is still being bottomed out. The layout is more or less there. There is a 10 metre fall across the site and are trying to sort out the gradient and leveling across the site.

We need funding approval from Welsh Government to commence the construction scheme.

The key to a successful scheme is community engagement.

The timescale, we are not talking about 5 – 7 years, but talking about an 18 month timescale?

Yes.

If we have objections from local residents would it have an impact on timescales?

If Cabinet decides to issue a public notice the a report will go to Cabinet on 28<sup>th</sup> July 2016, on the outcome, and Cabinet will have to consider any objections and decide if they want to implement the proposal.

Planning objections could delay the process.

There will be planning concern regarding this site.

Yes.

There is a page on the internet regarding planning permission on the existing school site.

Who put the page on the internet?

Is on the Bridgend County Borough Council website.

The Council has to pay 50% of the costs.

No, there is a planning application.

We need the money off the sale of the existing school site to go towards funding construction of the new school.

Nothing moves with the existing school site until the new school opens.

Some schools will be listed buildings?

No, none of our schools are listed buildings.

More to do with architectural.

Sorry we do have one listed school and the headteacher cannot get anything done due to restrictions.

One question regarding the options you mentioned, the school is built for expansion. It is modulated design?

Yes, similar to Coety a 1 form entry school plus nursery.

What is the expected maximum capacity of the new school?

Projections for the school are 510 standard places and we are confident the school is big enough. There is lots of potential for development in the area.

We are also aware that this school and Croesty are very good and therefore are very popular schools.

There is potential for future development perhaps for Pencoed Comp and Croesty and we are working on an options appraisal for this area.

I went to Partnership Meeting a few weeks ago saying they want to encourage relationships between schools. You said the capacity of the school will be 510 how many children are in the school now?

There is going to more housing in this area. You are looking at a capacity of 628. What will the capacity of the school be should that demand increase again?

It will be a standardised build? Has it gone out to tender?

In terms of the playing fields, is an all-weather pitch suitable for rugby, football, etc?

We will probably play more sport than we have been able to at the moment.

Is there going to a gym and a hall?

Concerns regarding parking. We are struggling with parking now and residents object to us parking outside their property. Where will the contractors park during the 18 months of building?

The new school capacity 628 and the currently capacity is 570. We are not allowed to build school with too much additional capacity.

We are planning to build the school with a capacity 510 pupils plus a nursery of 70 full time equivalent pupils, 8 places for the visually impaired, 8 infant observation places and 2 classes of 15 places for pupils with moderate learning difficulties.

The school will have 2 halls, i.e.a hall and a half suitable for a 2.5 form entry school. There will be 17 main stream teaching spaces and you could potentially add another 1 or maybe 2 classes. We would have to consider the size of the pitches - 10,000 m<sup>2</sup> of grass and the size of the all-weather pitch and apply that rate to the school numbers as outlined in the Education Premises Regulations 1999. Pupil projections are outlined in the consultation document. After 2021 our projections are not reliable as we are unsure of the birth rates etc.

No. We could take the governing body to see other standardised school schools i.e. Caerau, Penyfai to view the pods, street, cloaks, etc. The new school is going to be a 2 storey school.

It is suitable for football and tag rugby, but not for rugby.

Lots of schools use their all-weather pitch at playtimes as well.

There will be two halls for dining, assembly and PE. You will have a hall and a lesser hall.

Headteachers' response – we initially had a few concerns about the hall area and went to see Coety Primary. It is a very useable space.

The contractors normally park on site, they will build their own car parking compound.

Some of the Year 6 pupils will never have any benefit from the school.

No, unfortunately they will not but they need to feel that they are part of the process, even if they will not attend the school.

Will there be a traffic flow around the school site?

Yes, it will be a one way system. There is traffic calming going in.

Is the site going to be Wi-fi'd?

GT agreed to check if there will be a puffin crossing on the road outside the school.

How is that brokered in terms of cost implications and benefits?

Yes, across the site including outside.

This happens through the project team. They met this week regarding the costs of the project. We would come down to generally a conversation. There is a mechanism in place and it will be escalated to the School Modernisation Programme Board for a decision.

We have had a discussion regarding the community facilities in the school.

Headteachers' response - to me it is important this new school serves the children and the local community.

The local authority has built a lot of new schools over the years. There is a team of people in place and they are aware of what needs to be done. As governors, a quick transition period moving from one site to another thereby retaining the standards would be appreciated.

The meeting closed at 6.45 pm.



## Staff Consultation



### Pencoed Primary Consultation Meeting with Staff Wednesday 13<sup>th</sup> April 2016

Present: Head of Strategy, Partnerships and Commissioning  
Senior Advisor, Human Resources  
School Programme Manager  
Headteacher  
22 members of staff

Nicola Echanis introduced the consultation session and set out the purpose of the meeting, nature and process of the consultation and outlined the proposal.

#### Questions/Issues

How many children will the new build cater for?

If the school is constructed in the field area will that be a no go area?

We won't be keeping the gym then?

Will there be sporting facilities e.g. a 3G pitch for the community?

#### Answer/Comments

The proposed school would have capacity of 510 pupils plus a nursery of 70 full time equivalent pupils, 8 places for the visually impaired, 8 infant observation places and 2 classes of 15 places for pupils with moderate learning difficulties, in total 620 – 625.

We have projections for the school up to 2021 and the highest level is 581 pupils. As far as we know the school will be big enough. There is a lot of construction in the area. This is the biggest school we can build on the land we have.

Currently there are some classrooms there; it is about how safe we can make the site during construction. We need to look at the safety side first. Unless we can do the project safely, then we will have to look at temporary accommodation on the main school site.

No.

There will be an all-weather surface which will be 5,000 m<sup>2</sup> which equates to 10,000 m<sup>2</sup> of grass.

If this proposal proceeds, as a staff group you will be engaged with regarding the design and we will work with the group so they have an

	<p>better understanding of what it might look like You will have input into the design of the school.</p>
<p>How will the gym be used?</p>	<p>Most of the staff have visited Penyfai to see a standardised design. How the street is furnished and used is up to the staffing group.</p> <p>In Penyfai there is a multi-purpose hall, which is a dining room, assembly and gym. There will be two hall areas which you can be joined together or closed off.</p>
	<p>Headteachers' response - Steve and I went to Coety and you can start to see sense of the hall space. There was some limitation around PE storage and where it will be. Essentially it is a very good space.</p>
	<p>The Coety space was designed by external designers. In terms of storage, external and internal, we will make sure there is provision.</p>
<p>Is there another access to the field area?</p>	<p>There are two accesses, the main entrance and another access off the back, through a park.</p>
<p>How will cars access the new site?</p>	<p>The access will be re-designed. The whole front will look different. There will be staff parking on site and a parental drop off area.</p>
	<p>There has been an extensive options appraisal considered to maximize car parking on site and getting parking off the highway. We are looking at a one way system running around the site.</p>
	<p>Headteachers' response:- in terms of staff parking we are looking at 70 car parking spaces. There are still things that need to be considered with any new build. There are going to be issues and things we need to be very creative with. What the children are going to get is incredible.</p>
<p>Will there be a Library and IT area?</p>	<p>No, the area allowed for these provisions will be part of the 'street' area. Because the delivery of ICT has changed, ICT suites do not make for a good use of space. What we will do is make sure we have furniture suitable to create a library area in the street.</p>
<p>An outdoor area and soft play area for the</p>	<p>The nursery and reception is shown on the</p>

younger children, will that be catered for?

drawing for soft play.

Will there be any fixed equipment?

No.

How about storage?

Yes there will be storage.

The classes for ALN will they be placed together?

Headteachers' response:- the plans are very draft at this stage. This stage is part of the consultation. I have received a very high end draft and there is lots of flexibility where we place those classes. When it comes to any decision point that will be shared with staff.

The meeting closed at 4.20 pm.

# Appendix 1D

## Online Survey

Childrens\_Questionnaire\_-\_Pencoed\_Primary\_2016

Page:1

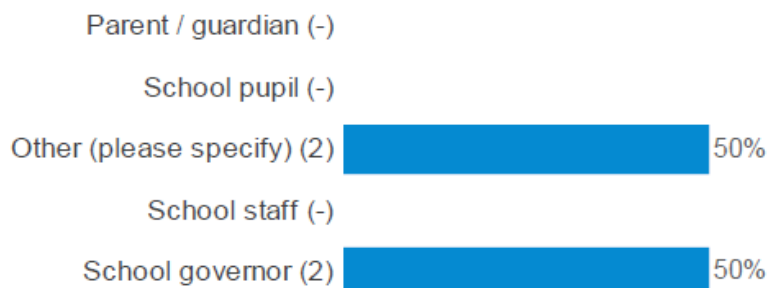
Pencoed Primary 2016

### Pencoed Primary 2016

This report was generated on 10/05/16. Overall 4 respondents completed this questionnaire. The report has been filtered to show the responses for 'All Respondents'.

The following charts are restricted to the top 12 codes. Lists are restricted to the most recent 100 rows.

#### Are you a...?



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Resident next to school

Pencoed Resident

Pencoed Primary 2016

**Do you have any comments/suggestions/requests/questions:**

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I think the parking issue should be looked at, especially when parents are dropping off and picking up their children. There is no consideration to the residents surrounding the school.

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I am a governor of Pencoed Primary, and a ward member for Hendre, where many of the residents have children attending the school. I welcome the opportunity to replace a number of very old buildings with a state of the art 21st century learning establishment in which the excellent staff can continue to teach our children to a very high standard. The new school will contain the latest technology that the pupils will need to assist their development in their education. I am grateful for the work that has been carried out by the officers, the Cabinet, the HT, and staff, and the Welsh Government, in order to ensure that the new school will be in place during 2018

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The proposal as it stands does not take into account that there is another primary school within the Pencoed area, only 1/2 a mile away. Should the other school be considered at this time to provide a more comprehensive consultation? The proposal will retain a school on a very busy main road and as such the Pencoed area needs to provide security and safety for two separate areas, amalgamating these two primary schools would reduce these costs. The proposal talks of amalgamating Heol Y Cyw and also of creating an "all weather pitch" for recreation. I suggest that the available land is not large enough to accommodate the two schools, yes the Heol Croesty school has ample space to exp

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The new school is required to face the demands of the community for the future

## Equality Impact Assessment

## Full Equality Impact Assessment

<b>Name of project, policy, function, service or proposal being assessed</b>	Proposal to make a regulated alteration to Pencoed Primary School, by relocating the school, including the Heol y Cyw campus, to a new build school on the site of Pencoed Primary School playing fields at Penprysg Road, Pencoed with effect from 1st April 2018
<b>Date assessment completed</b>	<b>25/05/2016</b>

**An initial EIA screening was completed in February 2016**

A full public consultation took place from the 23 March 2016 to the 9 March 2016 in line with the statutory School Organisation Code.

At this stage you will need to re-visit your initial screening template to inform your discussions on consultation and refer to [guidance notes on completing a full EIA](#)

**1. Consultation**

		<b>Action Points</b>
<b>Who do you need to consult with (which equality groups)?</b>	Within each of the protected characteristic groups the council will need to consult with those parties identified within section 3.2 of the School Organisation Code 2013	The consultation tools and mechanisms to be used should include: Focussed Meetings, Public Meetings, a consultation document and associated questionnaire, publication of all information on the council's website.
<b>How will you ensure your consultation is inclusive?</b>	The Local Authority is mindful that as wide a range of consultation and engagement activities and tools as possible need to be deployed in order to reach as wide an audience of consultees as possible. Consultation and engagement must be maximised in order that public views and concerns are "heard and considered" by the council. Methods of consultation will include (where appropriate) bilingual (Welsh / English) materials, information produced in languages other than English and Welsh,	

	and by request large print documents, easy read versions of information, provision of audio information and will include a mix of hard copy documents and provision of online forms and information. The council recognises that, key to the council's consultation and engagement strategy is the commitment to visiting the public and other consultees in their own locations / communities at times that are convenient to them.	
<b>What consultation was carried out? Consider any consultation activity already carried out, which may not have been specifically about equality but may have information you can use</b>	A full public consultation took place from the 23 March 2016 to the 9 March 2016.  Consultation meetings took place and are detailed in the following section.	

#### **Record of consultation with people from equality groups**

<b>Group or persons consulted</b>	<b>Date, venue</b>	<b>Feedback, areas of concern raised</b>	<b>Action Points</b>
General meeting with the school council	21 April 2016 Pencoed Primary School Representatives of the school council attended.	General comments raised nothing specifically referenced in respect of equality groups	n/a
General meeting with the school Governors	13 April 2016 Pencoed Primary School Representatives of the school governing body attended.	General comments raised nothing specifically referenced in respect of equality groups	n/a
General meeting with the school staff	13 April 2016 Pencoed Primary School Representatives of the school staff body attended.	General comments raised nothing specifically referenced in respect of equality groups	n/a
General meeting with parents and interested parties	Parents and interested parties attended. Pencoed Primary: School	General comments raised nothing specifically referenced in	n/a

	Heol y Cyw site (14th April 2016) Penprysg Road site (13th April 2016)	respect of equality groups	
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## 2. Assessment of Impact

Based on the data you have analysed, and the results of consultation or research, consider what the potential impact will be upon people with protected characteristics (negative or positive). If you do identify any adverse impact you **must**:

- a) Liaise with the Equalities Team who may seek legal advice as to whether, based on the evidence provided, an adverse impact is or is potentially discriminatory, and
- b) Identify steps to mitigate any adverse impact – these actions will need to be included in your action plan.

There is unlikely to be any direct negative impact on any protected group. The proposal involves a physical move of school buildings to a new location. The new school will be fully DDA compliant and will therefore have disabled facilities to support all disabled learners, staff and visitors. This is therefore considered to be a positive impact which will ensure that all learners, including those with disabilities have access to a learning environment to support their needs.

<b>Gender</b>	<b>Impact or potential impact</b>	<b>Actions to mitigate</b>
Identify the impact/potential impact on women and men.	None envisaged as this will be a relocation of the current school buildings to a new site.	None envisaged
<b>Disability</b>	<b>Impact or potential impact</b>	<b>Actions to mitigate</b>
Identify the impact/potential impact on disabled people (ensure consideration of a range of impairments, e.g. physical, sensory impairments, learning disabilities, long-term illness).	It is anticipated, that accessibility of provision will be significantly improved upon occupation of the new build school on the current Penprysg Road site as the school would be fully DDA compliant and will therefore have disabled facilities to support all disabled learners, staff and visitors. This is therefore seen as a positive impact.	None envisaged
<b>Race</b>	<b>Impact or potential impact</b>	<b>Actions to mitigate</b>
Identify the impact/potential impact of the service on Black and minority ethnic (BME) people.	None envisaged as this will be a relocation of the current school buildings to a new site.	None envisaged
<b>Religion and belief</b>	<b>Impact or potential impact</b>	<b>Actions to mitigate</b>
Identify the impact/potential impact of the service on people of different religious and faith groups.	None envisaged as this will be a relocation of current school buildings to a new site.	None envisaged



<b>Sexual Orientation</b>	<b>Impact or potential impact</b>	<b>Actions to mitigate</b>
Identify the impact/potential impact of the service on gay, lesbian and bisexual people.	None envisaged as this will be a relocation of some of the current school buildings to a new site.	None envisaged
<b>Age</b>	<b>Impact or potential impact</b>	<b>Actions to mitigate</b>
Identify the impact/potential impact of the service on older people and younger people.	Children in the school will be impacted more given this proposal relates to the relocation of the some of the Pencoed Primary school buildings. Nevertheless, the proposal will ensure that all learners, including those with disabilities have access to a learning environment fit for the 21 <sup>st</sup> century to support their needs.	Reassurance of the positive benefits of the development.
<b>Pregnancy &amp; Maternity</b>	<b>Impact or potential impact</b>	<b>Actions to mitigate</b>
	None envisaged	None envisaged
<b>Transgender</b>	<b>Impact or potential impact</b>	<b>Actions to mitigate</b>
	None envisaged	
<b>Marriage and Civil Partnership</b>	<b>Impact or potential impact</b>	<b>Actions to mitigate</b>
	None envisaged	

**It is essential that you now complete the action plan. Once your action plan is complete, please ensure that the actions are mainstreamed into the relevant Thematic Service Development Plan.**

### **3. Action Plan**

<b>Action</b>	<b>Lead Person</b>	<b>Target for completion</b>	<b>Resources needed</b>	<b>Service Development plan for this action</b>
Reassurance of the positive benefits that the development will have on pupils/parents.	Head teacher	Ongoing until school is proposed to open in 2018	Pupil and community participation	Communication with school.

**Please outline the name of the independent person (someone other the person undertaking the EIA) countersigning this EIA below:**

Nicola Echanis (Head of Strategy Partnerships and Commissioning)

**Please outline how and when this EIA will be monitored in future and when a review will take place:**

The EIA will be monitored via the 21st Century school programme and specifically via the project to develop the school i.e., via the Pencoed Primary Project Board who will review the EIA and ensure adequate monitoring and controls are in place.

**Signed: R J Davies**

**Date: 25/05/2016**

#### **4. Publication of your results and feedback to consultation groups**

It is important that the results of this impact assessment are published in a user friendly accessible format.

It is also important that you feedback to your consultation groups with the actions that you are taking to address their concerns and to mitigate against any potential adverse impact. Please send completed EIA form to the [Equalities Team](#)

**Welsh Language Impact Assessment**

**Pencoed Primary School**

**Updated following consultation**

Proposal to make a regulated alteration to Pencoed Primary by relocating the school, including the Heol y Cyw campus, to a new school to be constructed on the Pencoed Primary playing fields site, creating a 510 place school plus a nursery of 70 full time equivalent pupils, 8 places for the visually impaired, 8 infant observation places and 2 classes of 15 places for pupils with moderate learning difficulties, with effect from 1<sup>st</sup> April 2018.

As the proposed relocated English medium school would continue 'as is' but in a different location it is considered that there would be no significant impact on the Welsh language provision currently experienced by pupils at the school. Welsh would continue to be taught through the curriculum.

The authority will comply with its Welsh language policy by making sure that all signage used within the school sites are bilingual.

Schools Programme Manager  
4<sup>th</sup> March 2016

**Community Impact Assessment  
Updated following consultation**

**Name of proposal:**

Proposal to make a regulated alteration to Pencoed Primary by relocating the school including the Heol y Cyw campus to a new school to be constructed on the Pencoed Primary playing fields site, creating a 510 place school plus a nursery of 70 full time equivalent pupils, 8 places for the visually impaired, 8 infant observation places and 2 classes of 15 places for pupils with moderate learning difficulties, with effect from 1<sup>st</sup> April 2018.

**Who will make the decision? :**

Cabinet

**Who has been involved in developing the proposal? :**

Corporate Director – Education and Transformation  
Head of Strategy Partnerships and Commissioning – Education and Transformation  
Project Manager - Property Services

**Aims and objectives:**

Proposal to make a regulated alteration to Pencoed Primary by relocating the school including the Heol y Cyw campus to a new school to be constructed on the Pencoed Primary playing fields site, creating a 510 place school plus a nursery of 70 full time equivalent pupils, 8 places for the visually impaired, 8 infant observation places and 2 classes of 15 places for pupils with moderate learning difficulties, with effect from 1<sup>st</sup> April 2018.

This will enable Pencoed Primary pupils currently located at three separate sites to come together in one school.

**Key actions:**

- Statutory procedure to make a regulated alteration to Pencoed Primary School.

**Expected outcomes:** Pencoed Primary School will relocate to a new Pencoed Primary school to be constructed on the existing Pencoed Primary playing fields site, providing 510 places plus a nursery of 70 full time equivalent pupils, 8 places for the visually impaired, 8 infant observation places and 2 classes of 15 places for pupils with moderate learning difficulties, with effect from 1<sup>st</sup> April 2018.

**Who will be affected:** Staff, governors, pupils, parents and the community

**Approximately how many people will be affected:** potentially in excess of 1000 people

**Expected date of decision:** July 2016.

**Scope/focus of the assessment:** Consideration given to

- the existing use of the schools by the community;
- accessibility to pupils, staff, parents and the community;
- impact of moving a primary school
- impact on the school building
- impact on the extended community

**Relevant data and/or research:**

- Out of hours use of school buildings
- 2006 BCBC report entitled 'Strategy, Principles, Policy and Planning Framework' which informs the approach for addressing strategic priorities within the County Borough and the subsequent 2015 'Principles Document'
- pupil projections, capacity, building conditions

**Findings:**

**Community Use:**

- Pencoed Primary (including the Heol y Cyw site) operate school 'breakfast clubs' for pupils. However, neither building is utilised for out of-hours use by local organisations or for adult and community learning. There is no community use of the Pencoed School playing fields (the proposed site).

**Primary Policy:**

- This proposal aligns with the Council's 2006 education principles and policy regarding provision – 'Learning Communities – Schools of the Future' and the March 2015 'Principles Document'

**Pupil projections, capacity, building condition:**

- The pupil projections affecting primary schools in the Pencoed cluster (covering Coety Primary, Coychurch Primary, Croesty Primary and Pencoed Comprehensive schools) show that the pupil population is increasing for certain areas within the cluster.
- Building conditions in respect of the existing buildings are outlined below:
  - Pencoed Infants and Juniors buildings – Ranges from Condition grade B (Satisfactory – performing as intended but exhibiting minor deterioration) to Condition Grade C (Poor – exhibiting major defects and/or not operating as intended)
  - Heol y Cyw – Condition grade B (Satisfactory – performing as intended but exhibiting minor deterioration)
- Accessibility of Pencoed and Heol y Cyw buildings are categorised as C (Largely inaccessible. Non-Compliant with DDA but could be made, subject to extensive works.).

**Impact on extended community**

- There will be a positive impact in terms of modern, accessible community facilities.

**Impact on other schools**

- It is considered that relocating the primary school to the school playing field will not have a significant impact on other schools within the area.

- A change to the location of the school could impact on those pupils living in Heol y Cyw as they would need to be bussed to the new school in Pencoed.

### **How will the decision affect people with different protected characteristics? :**

There would likely be a positive impact given that the new school would be fully DDA compliant which would support all pupils, staff, visitors etc.

### **Consultation**

#### **Has there been specific consultation on this decision (if not, state why not and/or when this may happen):**

Consultation 23 March 2016 – 9<sup>th</sup> May 2016.

#### **What were the results of the consultation? :**

The impact of this proposal has been considered and further responses were requested as part of the consultation, the outcome of which is recorded and reported to Cabinet in the Consultation Report. The main issues raised are summarised below, with the Authority's response/clarification italicised:

This building (*Heol Y Cyw building*) is an asset to the community; it would be like losing part of the community. We could have some clubs. Children are missing out on clubs. Some parents could benefit from after school clubs...

*The school currently operates its School Clubs during the school day and would continue to do so should this proposal be taken forward. There is no existing community/after-hours use of the building. Consequently, a significant impact is not anticipated.*

What about out of hours use?

*Use of the school outside of the school day is a management decision which will be taken by the Governing Body. We want the school to be part of the community. Any use will be carefully managed...*

What is community use?

*The school will be designed to encourage family learning and family engagement. There will be a small kitchen adjacent to the hall which could be used to assist in this. The use of the school would be determined on what is of benefit to the children and it would be carefully managed.*

#### **Across the protected characteristics, what difference in views did analysis of the consultation reveal?**

No evidence of differential impact.

#### **What conclusions have been drawn from the analysis on how the decision will affect people with different protected characteristics?**

No differential impact anticipated.

### **Assessment of impact on staff**

**Please give details of impact on staff, including staffing profile if/as appropriate:**

The proposal may have an impact on teaching and non-teaching staff. Determination of this is a matter for the governing body once they understand the needs of the individual schools and the budget available to them in order to determine the staffing structures required.

**Assessment of impact on wider community**

**Please give details of any impacts to the community as a whole:**

There is a potential for there to be some impact on families as the location of the new school will be further away from the current Heol y Cyw site by approximately 2 miles.

The Heol y Cyw site would also close and given schools are considered important community assets, especially in small village communities, there may be some loss of community cohesion as a result of the Heol y Cyw school site being relocated to Pencoed.

However, there is a possibility that there may also be a positive impact on community cohesion as learners from Heol y Cyw will be co-located in the larger main school in Pencoed.

**Analysis of impact by protected characteristics**

**Please summarise the results of the analysis:**

It is considered that the characteristics affected could be that of age and disability

**Assess the relevance and impact of the decision to people with different characteristics** Relevance = High/Low/None Impact = High/Low/Neutral

Characteristic	Relevance	Impact
Age	High	Low
Disability	High	Low
Gender reassignment	None	Neutral
Marriage and civil partnership	None	Neutral
Pregnancy and maternity	None	Neutral
Race	None	Neutral
Religion or belief	None	Neutral
Sex	None	Neutral
Sexual orientation	None	Neutral
Other socially excluded groups (include health inequalities)	None	Neutral

**Where any negative impact has been identified, please outline the measures taken to mitigate against it:**

The Authority will:

- Work with the governing bodies and schools to support them in determining staffing structures.
- Encourage and support the schools in the continued provision of community use of the school building.

- Ensure a smooth transition by working closely with the schools.
- The LA would seek to support the school in building positive relationships to mitigate any anxiety if forthcoming in respect of the proposed relocation.

**Please advise on the overall equality implications that should be taken into account in the final decision, considering relevance and impact:**

Full Equalities Impact Assessment is included above (at Appendix 2).  
There is unlikely to be any direct negative impact on any protected group.

**Signed:**

Schools Programme Manager, Property Services, Resources

**Date:**

25<sup>th</sup> March 2016



# Pencoed Primary School

## Consultation document

Proposal to make a regulated alteration to Pencoed Primary School, by relocating the school, including the Heol y Cyw campus, to the site of Pencoed Primary School playing fields at Penprysg Road, Pencoed with effect from 1 April 2018

**Date of issue:** 23 March 2016

**Action required:** 0 May 2016

**Tel:** (01656) 643 664

**Email:** [consultation@bridgend.gov.uk](mailto:consultation@bridgend.gov.uk)

**Web:** [www.bridgend.gov.uk/consultation](http://www.bridgend.gov.uk/consultation)

## Contents

Overview .....	3
How to respond .....	3
Data protection.....	3
Related documents .....	3
Background and information .....	4
The proposal .....	6
What the proposal means in practice.....	6
What are the advantages if the proposal goes ahead? .....	8
What are the potential disadvantages if the proposal goes ahead? .....	8
Why has this proposal been brought forward? .....	6
Impact of the proposals.....	9
Impact Assessments .....	12
Risks .....	14
Alternatives .....	15
Details of the affected school(s).....	16
Finance .....	22
The consultation process .....	24
How to make your views known?.....	26
Appendix .....	28

## **Overview**

This consultation is to invite views on the proposal to make a regulated alteration to Pencoed Primary by relocating the school, including the Heol y Cyw campus, to a new school building to be constructed on the current Pencoed Primary playing fields site, Penprsyg Road, Pencoed, Bridgend, CF35 6RH.

## **How to respond**

This consultation period will begin on the **23 March 2016** and close the **9 May 2016**

You can respond or ask further questions in the following ways;

**Tel:** (01656) 643 643

**Email:** [Ellen.Franks@bridgend.gov.uk](mailto:Ellen.Franks@bridgend.gov.uk)

**Online:**

[www.bridgend.gov.uk/consultation\\_or\\_click\\_here](http://www.bridgend.gov.uk/consultation_or_click_here)

**Post: Education and Transformation,** Bridgend County Borough Council, Civic Offices, Angel Street, Bridgend, CF31 4WB.

Alternative formats are also available upon request.

## **Background and information**

This consultation is to invite your views on the proposal to make a regulated alteration to Pencoed Primary by relocating the school, including the Heol y Cyw site, to a new school building to be constructed on the Pencoed Primary playing fields site with effect from 1<sup>st</sup> April 2018.

We are consulting with and seeking the views of multiple stakeholders (for a full list see appendix six). This consultation process will run from 23 March 2016 to 9 May 2016.

## **Data protection**

How we use the views and information you share with us

All responses received by Bridgend County Borough Council will be seen in full by its staff members involved in the consultation process. The information may also be seen by other departments within the council or local service board members to help improve upon the services provided.

The council may also use the information gathered to publish subsequent documents both directly and indirectly linked to this consultation, however the Council will never disclose any personal information such as names or addresses that could identify an individual.

If you do not wish for your opinions to be publicised, please state so in your response.

## **Related documents**

For more information on consultations in Bridgend County Borough or how to join our Citizens' panel.

**Visit:** [www.bridgend.gov.uk/consultation](http://www.bridgend.gov.uk/consultation)

## ***The proposal***

It is proposed to make a regulated alteration to Pencoed Primary by relocating the school, including the Heol y Cyw campus, to a new build to be constructed on the Pencoed Primary playing fields site. The Authority has already undertaken statutory processes to cease to maintain Heol y Cyw Primary School, which came into effect from the end of the Summer Term 2011 when the Heol y Cyw site became part of Pencoed Primary School. This proposal will allow the Pencoed Primary school sites to join together on one single site. The distance between the Heol y Cyw site and the site for the proposed new Pencoed Primary school approx. 2 miles. The proposed school would have capacity of 510 pupils plus a nursery of 70 full time equivalent pupils, 8 places for the visually impaired, 8 infant observation places and 2 classes of 15 places for pupils with moderate learning difficulties.

## ***Why has this proposal been brought forward?***

On 3rd March 2015, Cabinet approval was received for the Council to adopt revised principles as a framework for school organisation in Bridgend; five key principles were set out to inform the organisation and modernisation of our schools:

- i. Commitment to high standards and excellence in provision;
- ii. Equality of opportunity, so that all pupils can access quality learning opportunities, regardless of which school they attend;
- iii. Inclusive schools, which cater for the learning needs of all their pupils;
- iv. Community focussed schools, where the school actively engages with its local community;
- v. Value for money.

The Policy and Planning Framework sets out 17 areas where the principles should be applied in practice. Those which are particularly relevant in the context of this proposal concern the value for money, efficiency and effectiveness.

Pencoed Primary School is currently split over three sites; the main school is located at Penprysg Road on two sites and are separated by a very busy main road, the third site is at Heol y Cyw. The school buildings are in a varying state of repair, ranging from satisfactory (performing as intended but exhibiting minor deterioration) to poor (exhibiting major defects and/or not operating as intended). The school buildings across the three sites have a combined repairs and maintenance backlog of £1,678,720.00.

The Council have brought forward this proposal in order to bring the whole school together. The school would be on one site, in a new school building which would be suitably designed to meet the requirements for the delivery of 21<sup>st</sup> Century teaching and learning.

The current 4-11 capacity of the school is 455 with 492 pupils aged 4-11 on roll as at January 2016, resulting in 37 deficit places. The number on roll is projected to rise to 511 in 2021, which would mean that deficit places would be 56 should the school remained as current.

## ***What the proposal means in practice***

The proposal means that Pencoed Primary School, Penprysg Road and the Heol y Cyw site of Pencoed Primary would be relocated to a new school which would be constructed on the Pencoed

Primary School playing fields site, Penprysg Road, Pencoed, Bridgend CF35 6RH. This will allow all pupils to be located together on one site.

### ***Governing Body***

The result of the proposal, should it go ahead, would be that the Governing body arrangements would remain unchanged from current arrangements.

### ***Staffing Issues***

The result of the proposal, should it go ahead, would mean that the staffing complement should remain as it is, on the basis that there is no projected decrease in number of pupils at the school.

### ***What are the advantages if the proposal goes ahead?***

- ▶ Allows all Pencoed Primary pupils and staff to be located together on one site;
- ▶ Pupils and staff would benefit from a brand new facility;
- ▶ Savings on repairs and maintenance expenditure of aging school buildings;
- ▶ Community provision could be incorporated into new school build;
- ▶ A school which is designed to provide the right learning environment curricular opportunities particularly at the Foundation Phase.

Currently, the environment for teaching and learning is poor in some buildings. The school is managing within this poor environment to provide an overall good standard of education. However, this poses a constant challenge, particularly since the introduction of the Foundation Phase curriculum that now places a greater emphasis on experiential learning. If the proposal goes ahead pupils will benefit from an improved learning environment, they will be able to more readily access the full range of curriculum opportunities and the overall standard of education will be better.

### ***What are the potential disadvantages if the proposal goes ahead?***

The school will lose the use of its playing fields during the construction of the new school. However, alternate provision will be made for outdoor play during the construction period and when the new school is finished, the pupils will benefit from the use of an all-weather pitch

### ***Impact of the proposals***

#### **Quality and standards in education;**

The Foundation Phase curriculum places a great deal of emphasis on experiential and outdoor learning. New school buildings in Wales take this into consideration so that the learning environment effectively supports the curriculum activities and the ways in which teachers are expected to organise learning experiences and to teach. Outdoor learning experiences continue to be an important part of the curriculum at key stage 2. A move to a school that is purposely built around the needs for teaching and learning in the twenty first century should greatly improve the ability of the school to deliver the full curriculum at the Foundation Phase and at key stage 2 impacting positively on the quality and standards in education.

## **Outcomes (standards and wellbeing);**

During Pencoed Primary's inspection in January 2011, outcomes in standards and wellbeing were judged to be good.

In the recent National Categorisation School Report 2015 / 2016 (January 2016), the school has been judged to be in a 'green' support category for standards and leadership. It is in the upper quartile for performance at above the expected level in Foundation Phase and at/above the expected levels in KS2. This school compares very well with similar schools and is consistently in the upper FSM quartiles. Similarly, the excellent relationship with the community, due to a very strong parental engagement initiative, is very effective.

Overall, attendance rates have improved over the past three years to 94.7%, slightly below the national target of 95%.

Unauthorised absence is low at 0.7%.

## **Provision (learning experiences, teaching, staffing, care support and guidance, and learning environment);**

The quality of teaching at Pencoed Primary School is likely to be enhanced by a modern, new, purpose built facility. Staff morale is likely to be impacted positively and it should be easier for the school to maintain a good quality teaching force.

New school buildings take into consideration modern approaches to teaching and learning, including the need to provide environments suitable for small group teaching for pupils who start to fall behind in their learning. Therefore, care support and guidance should be improved as a consequence of the proposal. This in turn is likely to impact on higher pupil achievement and attainment.

## **Leadership and management (leadership, improving quality, partnership working and resource management);**

During Pencoed Primary's inspection in January 2011, leadership and management were judged to be good and this has been maintained, as reported by the Challenge Adviser from Central South Consortium. The distributed model of leadership is well embedded in the school's structure. Leaders have an excellent understanding of the challenges in their own area and the school in general. Leaders, staff and governors have a shared vision and a clear strategy that is improving outcomes for learners. There is a clear emphasis on raising standards and the school has high expectations for the achievement of its pupils

All staff share a common commitment to the school and work together cohesively. The school's self-evaluation programme identified accurately the school's strengths and the areas it needs to develop through the use of the curriculum area teams. Effective partnership activities contribute well to improving pupils' standards and wellbeing. The school has appropriate levels of well qualified, skilled, new and experienced staff and along with good levels of resources, ensures this is appropriate to support the learning environment.

## **Other considerations**

The admissions authority for the proposed relocated Pencoed Primary pupils would be Bridgend County Borough Council. Admission arrangements would be as detailed within the Council's 'Starting School booklet – A Guide to Bridgend Council's Policy & Admission Arrangements for Schools'. The Published Admission Number for the new school would be 72.

A summary of Her Majesty's Inspectorate for Education and Training in Wales' (Estyn) most recent inspection reports relating to all English and Welsh Medium schools directly and indirectly affected by the proposal are included at appendix 1 to 6. The full inspection reports are available from the Estyn website.

## **Travel arrangements and accessibility impact**

Pupils will be provided with free transport to the new school in line with Bridgend County Borough Council's school transport policy. Free school transport is currently provided in the County for walking distances greater than 1.5 miles by safe, available walking routes. The school bus service to transfer pupils to the new Pencoed Primary site will cost approximately £40,470p.a. The existing transport arrangements for the current split site school cost approximately £48,070p.a. The distance between the Heol y Cyw site and the site for the proposed new Pencoed Primary school is only approx. 2 miles. Consequently, journey times for pupils will be minimal, should the proposal be taken forward and one-way journeys certainly significantly less than 45 minutes.

## **Impact Assessments**

### **Community Impact Assessment**

An initial community impact assessment has been undertaken and we would welcome your comments/views as part of this consultation as to whether you consider the proposal to have a positive/adverse effect. Pencoed Primary (including the Heol y Cyw site) operates school 'breakfast clubs' for pupils. However, neither building is utilised for out of-hours use by local organisations or for adult and community learning. There is no community use of the Pencoed School playing fields (the proposed site) either. Pencoed Primary School runs *all* of its extra-curricular activities during the school day – so that everyone is able to access fully.

The results of the initial assessment is that upon occupation of the new build school on the Pencoed Primary School site in April 2018, a positive impact is anticipated as a result of the provision of modern, accessible community facilities.

The initial draft assessment can be found in appendix A

### **Welsh Language Impact Assessment**

An initial Welsh impact assessment has been undertaken and we would welcome your comments/views as part of this consultation as to whether you consider the proposal to have a positive/adverse effect.

As the proposed relocated English medium school would continue 'as is' but in a larger, purpose built building, it is considered that there would be no significant impact on the Welsh language provision currently experienced by pupils at the school. Welsh would continue to be taught through the curriculum as presently.

The authority will comply with its Welsh language policy by making sure that all signage used within the school site is bilingual.

The initial draft assessment can be found in appendix B

### **Equality Impact Assessment**

An initial equalities impact assessment has been undertaken and we would welcome your comments/views as part of this consultation as to whether you consider the proposal to have a positive/adverse effect.

As part of the overall process, the council has a duty to consider the implications of any proposal on all members of the local community who may be affected unfairly as a result of the proposal being carried out. An initial screening has been made of the potential for inequality of opportunity arising from these proposals and it indicates that a full equalities impact assessment will be required in due course. If you have any views on the potential of this proposal to affect any groups or individuals either positively or adversely, then we would welcome your comments as part of this consultation.

The initial draft screening can be found in appendix C.

## United Nations Convention on the Rights of the Child

The proposal is likely to benefit children and young people in accordance with the 7 core aims of the United Nations Convention on the Rights of the Child namely:

- ▶ Have a flying start in life;
- ▶ Have a comprehensive range of education and learning opportunities;
- ▶ The best possible health, free from abuse, victimisation and exploitation;
- ▶ Have access to play, leisure, sporting and cultural activities;
- ▶ Are listened to, treated with respect and have their race and cultural identity recognised;
- ▶ Have a safe home and a community which supports physical and emotional wellbeing;
- ▶ Are not disadvantaged by poverty.

### Risks

The risks associated with the proposal and counter measurements are detailed overleaf.

Main Risk	Counter Measures
1. School not ready for occupation by published date	Robust programme established clarifying critical path; ensure business cases are progressed in a timely manner and design/contractor appointments are managed in an appropriate timeframe.
2. Insufficient funding available to progress preferred option.	Early estimated costs to be established and checked at regular intervals through the design process; undertake value engineering if required.
3. Funding delayed / stream stagnates and potential phased construction required resulting in increased costs.	Robust and timely business case preparation/submission/approval to enable early indication of any potential problems so that the effect of any potential funding delay could be addressed at an early stage and minimised.
4. Risk that the aspirations and expectations of users are not met.	Consultation meetings will be held with stakeholders and help ensure that they understand the scheme and that the building has been designed to take account of needs.
5. Planning issues encountered	Make necessary changes to building design.
6. Parents choose not to send their children to their designated school	Quality of new build and provision attracts all current pupils on roll and into the future.
7. School relocation may cause some disruption and uncertainty for a period of time.	This can be kept to a minimum by working closely with the head teacher, governors and staff by planning the programme around the needs of the school.



## **Alternatives**

Other options were considered as detailed, together with the reasons why these have been discounted:

### **Option 1- Continue with the current arrangements with the school being run from eight separate buildings over three sites**

This was discounted principally because this option is not sustainable, does not meet the strategy and aims of the authority and would disadvantage future generations of learners by not addressing the need for 21<sup>st</sup> Century pupil places.

### **Option 2- To provide additional accommodation at the Pencoed Primary site to enable the transfer and closure of Heol y Cyw site**

This was discounted principally because, whilst this option would improve the situation with regards the disparate nature of the school and would be the least costly, it would not improve the situation sufficiently to warrant the capital investment and would not address the future needs of the area.

### **Option 3- To provide a new school building on the Pencoed Primary playing field site, enabling the closure of the existing Pencoed and Heol y Cyw buildings**

This has been identified as the preferred option as it would be the best in terms of educational provision for the area and will address the projected increase in pupils. It will also enable all pupils in the school to integrate effectively on one school site.

### **Option 4 – To provide a new school building on the Pencoed Primary playing field site, to accommodate Pencoed and Heol y Cyw pupils, together with catering for rising demand for places in the area to enable the transfer and closure of Croesty Primary School.**

This option has been discounted as there is insufficient funding to proceed with this option and there is insufficient land on the site to accommodate a school of the required size.

## **Details of the affected school(s)**

The following English medium community schools have been identified as indirectly affected or likely to be affected by the proposal:

Coety Primary, Ffordd yr Hebog, Coity, Parc Derwen Bridgend, CF35 6DH	Coychurch Primary, Main Road, Coychurch, Bridgend, CF35 5HN	Croesty Primary, Coychurch Road, Pencoed, Bridgend, CF35 5LY	Pencoed Comprehensive, Coychurch Road, Pencoed, Bridgend, CF35 5LY
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The table below provides details of the January 2016 numbers on roll at each of the schools and the figures recorded for the previous four annual censuses.

	Provisional Jan 2016		Jan 2015		Jan 2014		Jan 2013		Jan 2012	
	F/T	P/T	F/T	P/T	F/T	P/T	F/T	P/T	F/T	P/T
<b>Coety Primary</b>	313	12	226		184	5	168	4	157	3
<b>Coychurch Primary</b>	123	5	103	3	91	2	86	3	87	

<b>Croesty Primary</b>	234		225		235	1	234		228	
<b>Pencoed Primary</b>	555	1	546	6	534	4	524	14	524	18
<b>Pencoed Comprehensive</b>	863		885		868	0	879		943	

The following tables provide 5 Year projections of pupil population:

#### **Coety Primary School**

Year	N1	N2	R	Y1	Y2	Y3	Y4	Y5	Y6	Total	Total Inc. housing developments 4-11 only
Jan 2017	8	58	60	47	44	33	37	34	28	349	371
Jan 2018	10	58	60	60	47	44	33	37	34	383	425
Jan 2019	10	58	60	60	60	47	44	33	37	409	473
Jan 2020	10	58	60	60	60	60	47	44	33	432	518
Jan 2021	10	58	60	60	60	60	60	47	44	459	562

#### **Coychurch Primary**

Year	N1	N2	R	Y1	Y2	Y3	Y4	Y5	Y6	Total	Total Inc. housing developments
Jan 2017	4	14	21	16	20	18	11	21	18	143	148
Jan 2018	4	15	17	23	17	22	22	13	22	155	165
Jan 2019	4	15	17	19	24	19	26	26	14	164	174
Jan 2020	4	15	15	19	20	26	22	31	28	180	190
Jan 2021	4	15	18	16	20	21	31	27	34	186	196

#### **Croesty Primary School**

Year	N1	N2	R	Y1	Y2	Y3	Y4	Y5	Y6	Total	Total Inc. housing developments
Jan 2017		29	35	30	27	31	29	23	33	237	239
Jan 2018		29	29	35	28	27	30	30	23	231	233

Jan 2019	29	29	29	33	28	26	31	31	236	238
Jan 2020	29	29	29	27	33	27	27	32	233	235
Jan 2021	29	31	29	27	27	32	28	28	231	233

### Pencoed Primary School

Year	N1	N2	R	Y1	Y2	Y3	Y4	Y5	Y6	Total	Total Inc. housing developments
Jan 2017	3	65	70	78	71	66	76	69	70	568	570
Jan 2018	3	67	67	73	76	75	66	76	70	573	575
Jan 2019	3	67	67	70	71	81	75	66	77	577	579
Jan 2020	3	67	67	70	68	76	81	75	66	573	575
Jan 2021	3	67	68	70	68	72	76	81	76	581	583

### Pencoed Comprehensive School

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Total	Total Inc. housing development
Jan 2017	146	151	172	140	152	66	51	878	940
Jan 2018	153	155	155	181	135	75	48	902	1004
Jan 2019	145	162	159	163	175	66	54	924	1037
Jan 2020	155	154	167	167	158	86	48	935	1048
Jan 2021	146	164	158	175	162	77	63	945	1058

## Land and buildings

The following table sets out the capacities and an assessment of the quality of accommodation as per the council's Asset Management and Accessibility Plans of the schools identified as being directly affected or likely to be affected by the proposal. The capacity calculation is determined as per the Welsh Government Circular No 21/2011 'Measuring the Capacity of Schools in Wales'.

**School**                      **Capacity**                      **Quality of Accommodation**

Coety Primary	420	New School – November 2015
Coychurch Primary	134	Overall condition rating B (Satisfactory – performing as intended but exhibiting minor deterioration)
Croesty Primary	205	Overall condition rating B (Satisfactory – performing as intended but exhibiting minor deterioration)
Pencoed Comprehensive	1115	Overall condition rating B (Satisfactory – performing as intended but exhibiting minor deterioration)
Pencoed Primary	455	Overall condition rating B (Satisfactory – performing as intended but exhibiting minor deterioration)

## **Finance**

The anticipated cost of the new school will be met from the Welsh Government's 21st Century Schools Programme, for which we have had '*approval in principle*', and the Council's capital programme as approved by Council in October 2015. We will progress the necessary business case procedures in line with Welsh Government requirements during the building development and design stages. Any capital receipt received from the sale of the existing Pencoed and Heol y Cyw sites would be reinvested in the School Modernisation Programme.

The current funding (2015/16) per pupil at Pencoed Primary is £3,227. The average primary school funding per pupil across Bridgend is £3,310. Therefore, the proposal to relocate and increase capacity should generate cost efficiencies. The exact amounts are difficult to quantify at present as they will form part of the annual formula funding process.

## **The consultation process**

The consultation process will be completed by 9 May 2016 and the outcomes, which will be incorporated into the proposal where possible, will be reported to a Cabinet meeting on 7<sup>th</sup> June 2016. Responses to this consultation will not be counted as formal objections, this can only occur during the Public Notice stage as outlined below. If there is a decision not to proceed, that will be the end of this proposal for the foreseeable future and an alternative proposal will need to be sought.

If the decision is to go ahead, a statutory notice outlining the proposal would need to be published for a period of 28 days and any formal written objections would be invited during this time. If there are objections at this Public Notice stage, Cabinet will need to consider the proposal. Cabinet could then accept, reject or modify the proposal. If there are no objections to the proposal, then it will go ahead subject to final approval by Cabinet.

## **Next steps**

The provisional timetable and procedure are as follows:

<b>Activity</b>	<b>Date</b>
Consultation period where we welcome your views and observations on the proposal*.	23 March – 9 May 2016
Draft Consultation Report to Cabinet on the outcomes of the consultation.	7 <sup>th</sup> June 2016
Publish Approved Consultation Report on BCBC website, hard copies available on request.	14 <sup>th</sup> June 2016

If agreed by the Cabinet of Bridgend County Borough Council, a Public Notice will be published and there will be a period of 28 days in which to submit any objections to the proposal in writing.	15 <sup>th</sup> June 2016
If there are no objections Cabinet can decide whether to proceed or not. If there are any objections, an Objections Report will be forwarded to Cabinet for their consideration and subsequent determination. The approved report will then be published on the BCBC website and hard copies of the report will be made available upon request.	2 <sup>nd</sup> August 2016
Implementation.	1 <sup>st</sup> April 2018

\*Please note that responses to consultation will not be counted as objections to the proposals. Objections can only be registered during the public notice period.

### **What do you now have to consider?**

You are invited to consider the proposal and submit your views as to whether or not you support the re-location of Pencoed Primary, including the Heol y Cyw campus, to a new school building to be constructed on the current Pencoed Primary School playing fields site.

### ***How do you make your views known?***

There will be consultation meetings and bookable drop-in sessions held as detailed overleaf for the different interested parties. **If you require these consultation meetings/sessions to be provided in Welsh, please contact Ellen Franks on 01656 642617 as soon as possible.**

#### **Venue - Pencoed Primary School, Penprysg campus**

- Meeting for staff - 13<sup>th</sup> April 2016 (4pm)
- Meeting for the Governing Body - 13<sup>th</sup> April 2016 (5pm)
- Meeting for the School Council - 21<sup>st</sup> April 2016 (2pm)
- Bookable drop in sessions for parents, carers, members of the local community and all other interested parties\* 13<sup>th</sup> April 2016 (6.30pm)

#### **Venue – Pencoed Primary School, Heol-y-Cyw campus**

- Bookable drop in sessions for parents, carers, members of the local community and all other interested parties\* 14<sup>th</sup> April 2016 (6.30pm)

\* please contact Ellen Franks on 01656 642617 to book a place for the drop in session

If you have any further questions regarding this proposal, wish to put your views in writing, suggest alternative proposals or request a copy of the consultation report when published, please contact (using the attached pro forma):

**Post:** Corporate Director –  
Education and Transformation  
Children’s Directorate, Civic offices  
Angel Street

Please mark for the attention of Ellen Franks, or  
**Email:** [Ellen.Franks@bridgend.gov.uk](mailto:Ellen.Franks@bridgend.gov.uk)  
**Online:** [www.bridgend.gov.uk/consultation](http://www.bridgend.gov.uk/consultation) or

Bridgend  
CF31 4WB

[click here](#)

**Tel:** (01656) 642617

Alternative formats are also available upon request.

All views must be received by no later than **9<sup>th</sup> May 2016**.

## **Pro forma**

**Pro forma** - Proposal to make a regulated alteration to Pencoed Primary School, by relocating the school, including the Heol y Cyw campus, to the site of Pencoed Primary School playing fields at Penprysg Road, Pencoed with effect from 1<sup>st</sup> April 2018

**Name:**

**Contact details:**

**Are you (please tick):**

School governor

Parent/guardian

School pupil

School staff

Other interested party (please specify)

**Comment/suggestions/requests/questions:**

## **Appendix A - Community Impact Assessment**

**Name of proposal:**

Proposal to make a regulated alteration to Pencoed Primary by relocating the school including the Heol y Cyw campus to a new school to be constructed on the Pencoed Primary playing fields site, creating a 510 place school plus a nursery of 70 full time equivalent pupils, 8 places for the visually impaired, 8 infant observation places and 2 classes of 15 places for pupils with moderate learning difficulties, with effect from 1<sup>st</sup> April 2018.

**Who will make the decision? :**

Cabinet

**Who has been involved in developing the proposal? :**

Corporate Director – Education and Transformation  
Head of Strategy Partnerships and Commissioning – Education and Transformation  
Project Manager - Property Services

**Aims and objectives:**

Proposal to make a regulated alteration to Pencoed Primary by relocating the school including the Heol y Cyw campus to a new school to be constructed on the Pencoed Primary playing fields site, creating a 510 place school plus a nursery of 70 full time equivalent pupils, 8 places for the visually impaired, 8 infant observation places and 2 classes of 15 places for pupils with moderate learning difficulties, with effect from 1<sup>st</sup> April 2018.

This will enable Pencoed Primary pupils currently located at three separate sites to come together in one school.

**Key actions:**

- Statutory procedure to make a regulated alteration to Pencoed Primary School.

**Expected outcomes:** Pencoed Primary School will relocate to a new Pencoed Primary school to be constructed on the existing Pencoed Primary playing fields site, providing 510 places plus a nursery of 70 full time equivalent pupils, 8 places for the visually impaired, 8 infant observation places and 2 classes of 15 places for pupils with moderate learning difficulties, with effect from 1<sup>st</sup> April 2018.

**Who will be affected:** Staff, governors, pupils, parents and the community

**Approximately how many people will be affected:** potentially in excess of 1000 people

**Expected date of decision:** July 2016.

**Scope/focus of the assessment:** Consideration given to

- the existing use of the schools by the community;
- accessibility to pupils, staff, parents and the community;
- impact of moving a primary school
- impact on the school building
- impact on the extended community

**Relevant data and/or research:**

- Out of hours use of school buildings
- 2006 BCBC report entitled 'Strategy, Principles, Policy and Planning Framework' which informs the approach for addressing strategic priorities within the County Borough and the subsequent 2015 'Principles Document'
- pupil projections, capacity, building conditions

**Findings:**

**Community Use:**

- Pencoed Primary (including the Heol y Cyw site) operate school 'breakfast clubs' for pupils. However, neither building is utilised for out of-hours use by local organisations or for adult and community learning. There is no community use of the Pencoed School playing fields (the proposed site).

**Primary Policy:**



- This proposal aligns with the Council's 2006 education principles and policy regarding provision – 'Learning Communities – Schools of the Future' and the March 2015 'Principles Document'

#### **Pupil projections, capacity, building condition:**

- The pupil projections affecting primary schools in the Pencoed cluster (covering Coety Primary, Coychurch Primary, Croesty Primary and Pencoed Comprehensive schools) show that the pupil population is increasing for certain areas within the cluster.
- Building conditions in respect of the existing buildings are outlined below:
  - Pencoed Infants and Juniors buildings – Ranges from Condition grade B (Satisfactory – performing as intended but exhibiting minor deterioration) to Condition Grade C (Poor – exhibiting major defects and/or not operating as intended)
  - Heol y Cyw – Condition grade B (Satisfactory – performing as intended but exhibiting minor deterioration)
- Accessibility of Pencoed and Heol y Cyw buildings are categorised as C (Largely inaccessible. Non-Compliant with DDA but could be made, subject to extensive works.).

#### **Impact on extended community**

- There will be a positive impact in terms of modern, accessible community facilities.

#### **Impact on other schools**

- It is considered that relocating the primary school to the school playing field will not have a significant impact on other schools within the area.
- A change to the location of the school could impact on those pupils living in Heol y Cyw as they would need to be bussed to the new school in Pencoed.

#### **How will the decision affect people with different protected characteristics? :**

There would likely be a positive impact given that the new school would be fully DDA compliant which would support all pupils, staff, visitors etc.

#### **Consultation**

##### **Has there been specific consultation on this decision (if not, state why not and/or when this may happen):**

Consultation will commence 23 March 2016.

##### **What were the results of the consultation? :**

The impact of this proposal has been considered and further responses have been requested as part of this consultation, the outcome of which will be recorded and reported to Cabinet in the Consultation Report

##### **Across the protected characteristics, what difference in views did analysis of the consultation reveal?**

TBC upon completion of consultation

##### **What conclusions have been drawn from the analysis on how the decision will affect people with different protected characteristics?**

TBC upon completion of consultation

#### **Assessment of impact on staff**

##### **Please give details of impact on staff, including staffing profile if/as appropriate:**

The proposal may have an impact on teaching and non-teaching staff. Determination of this is a matter for the governing body once they understand the needs of the individual schools and the budget available to them in order to determine the staffing structures required.

## Assessment of impact on wider community

### Please give details of any impacts to the community as a whole:

There is a potential for there to be some impact on families as the location of the new school will be further away from the current Heol y Cyw site by approximately 2 miles.

The Heol y Cyw site would also close and given schools are considered important community assets, especially in small village communities, there may be some loss of community cohesion as a result of the Heol y Cyw school site being relocated to Pencoed.

However, there is a possibility that there may also be a positive impact on community cohesion as learners from Heol y Cyw will be co-located in the larger main school in Pencoed.

## Analysis of impact by protected characteristics

### Please summarise the results of the analysis:

It is considered that the characteristics affected could be that of age and disability

## Assess the relevance and impact of the decision to people with different characteristics

Relevance = High/Low/None Impact = High/Low/Neutral

Characteristic	Relevance	Impact
Age	High	Low
Disability	High	Low
Gender reassignment	None	Neutral
Marriage and civil partnership	None	Neutral
Pregnancy and maternity	None	Neutral
Race	None	Neutral
Religion or belief	None	Neutral
Sex	None	Neutral
Sexual orientation	None	Neutral
Other socially excluded groups (include health inequalities)	None	Neutral

## Where any negative impact has been identified, please outline the measures taken to mitigate against it:

The Authority will:

- Work with the governing bodies and schools to support them in determining staffing structures.
- Encourage and support the schools in the continued provision of community use of the school building.
- Ensure a smooth transition by working closely with the schools.
- The LA would seek to support the school in building positive relationships to mitigate any anxiety if forthcoming in respect of the proposed relocation.

## Please advise on the overall equality implications that should be taken into account in the final decision, considering relevance and impact:

T.B.C. following the consultation process.

**Signed:**

Schools Programme Manager, Property Services, Resources

**Date:**

4<sup>th</sup> March 2016

## ***Appendix B - Welsh Language Impact Assessment***

### **Pencoed Primary School**

#### **Draft – to be updated following consultation**

Proposal to make a regulated alteration to Pencoed Primary by relocating the school, including the Heol y Cyw campus, to a new school to be constructed on the Pencoed Primary playing fields site, creating a 510 place school plus a nursery of 70 full time equivalent pupils, 8 places for the visually impaired, 8 infant observation places and 2 classes of 15 places for pupils with moderate learning difficulties, with effect from 1<sup>st</sup> April 2018.

As the proposed relocated English medium school would continue 'as is' but in a different location it is considered that there would be no significant impact on the Welsh language provision currently experienced by pupils at the school. Welsh would continue to be taught through the curriculum.

The authority will comply with its Welsh language policy by making sure that all signage used within the school sites are bilingual.

Schools Programme Manager

4<sup>th</sup> March 2016

**Appendix C - Equality impact assessment (EIA) screening form**  
**Draft – to be updated following consultation**

**Name of policy being screened** Proposal to make a regulated alteration to Pencoed Primary School.

**Brief description of the Policy.** Proposal to make a regulated alteration to Pencoed Primary School by relocating the school to the site of the school playing fields at Penprysg Road, Pencoed with effect from 1st April 2018. This will include the closure and relocation of the Pencoed Primary School (Heol Y Cyw) site.

**Does this policy relate to any other policies?** School Modernisation Programme

**What is the aim or purpose of the policy?** To create a primary school to serve the traditional catchment area of Pencoed.

**Who is affected by this policy (e.g. staff, residents, disabled people, women only?)**  
 Staff, parents, pupils, governors and the community

**Who is responsible for delivery of the policy?**  
 Corporate Director – Education and Transformation

The following sections must be completed for all policies being reviewed or revised:

**Is this a review of an existing policy?** No

**If this is a review or amendment of an existing policy, has anything changed since it was last reviewed?** N/A

**Has an EIA previously been carried out on this policy?** No

**If an EIA exists, what new data has been collected on equality groups since its completion?**  
 N/A

**Screening questions**

1. **Is this policy an important or ‘large scale’ function, and/or is it likely the policy will impact upon a large number of staff, residents and/or contractors?**

Yes [\(Guidance\)](#)

2. **Is it possible that any aspect of the policy will impact on people from different groups in different ways? (See guidance for list of ‘protected characteristics’ to consider)**

<b>Characteristic</b>	<b>Yes</b>	<b>No</b>	<b>Unknown</b>	<b>Explanation of impact</b>
<b>Age</b>	X			Given the proposal relates to a primary school this will impact predominantly on pupils of ages 3-11 .
<b>Disability</b>	X			There would likely be a positive impact given that the new school would be fully DDA compliant and support all pupils, staff, visitors etc.
<b>Gender reassignment</b>		X		The proposed options will not present a different or increased impact on people

				from this group.
<b>Pregnancy and maternity</b>		<b>X</b>		The proposed options will not present a different or increased impact on people from this group.
<b>Race</b>		<b>X</b>		The proposed options will not present a different or increased impact on people from this group.
<b>Religion/belief</b>		<b>X</b>		The proposed options will not present a different or increased impact on people from this group.
<b>Sex</b>		<b>X</b>		The proposed options will not present a different or increased impact on people from this group.
<b>Sexual orientation</b>		<b>X</b>		The proposed options will not present a different or increased impact on people from this group.
<b>Civil Partnerships and Marriage</b>		<b>X</b>		The proposed options will not present a different or increased impact on people from this group.

Yes

[\(Guidance\)](#)

*Please expand on your answer:*

The proposal is to relocate Pencoed Primary School (including the Heol Y Cyw site) to the site of the current school playing fields and increase the size of the school to accommodate 510 pupils aged 4-11, a 70 place nursery, 8 places for the visually impaired, 8 infant observation places and 2 classes of 15 places for pupils with moderate learning difficulties.

**3. What is the risk that any aspect of the policy could in fact lead to discrimination or adverse affects against any group of people? (See guidance for list of protected characteristics?)**

What action has been taken to mitigate this risk?

[Guidance](#)

*Please expand:*

There is unlikely to be any direct impact on any protected group, other than a physical move of the school to a new location to predominantly serve pupils of ages 3-11 in the school catchment. However, the new school will be fully DDA compliant and will therefore have disabled facilities to support all disabled learners, staff and visitors. This is therefore seen as a positive impact.

**4. Could any aspect of the policy help BCBC to meet the main public sector duties? Bear in mind that the duty covers 9 [protected characteristics](#). [Guidance](#)**

Duty	YES	NO	Unknown
Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act	<b>X</b>		
Advance equality of opportunity between persons who a relevant protected characteristic and persons who do not share it	<b>X</b>		
Foster good relations between persons who share a relevant protected characteristic and persons who do not share it	<b>X</b>		

***Please set out fully your reasoning for the answers given to question 4 including an awareness of how your decisions are justified.***

The proposal will ensure that all learners, including those with disabilities and additional learning needs have access to a learning environment to support their needs. More pupils from the local communities identified by the proposal will share the same school and in particular those currently at the Heol Y Cyw site and this may therefore support greater cohesion between the two communities.

**5. Could any aspect of the policy help BCBC to further its commitments set out in the council's Welsh Language Scheme?**

As the proposal is to relocate and enlarge the English medium school to a site within the area it is considered that there would be no impact on the Welsh language provision currently experienced by pupils. Welsh would continue to be taught through the curriculum.

**6. Are you aware of any evidence that different groups have different needs, experiences, issues and/or priorities in relation to this policy?**

No [\(Guidance\)](#)

**7. Is this policy likely to impact on Community Cohesion?**

There is a potential for there to be some impact on families as the location of the new school will be further away from the current Heol Y Cyw site by approximately 2.2 miles (3.5km).

The Heol Y Cyw site would also close and given schools are considered important community assets, especially in small village communities, there may be some loss of community cohesion as a result of the Heol Y Cyw school site being relocated to Pencoed.

However, there is a possibility that there may also be a positive impact on community cohesion as learners from Heol Y Cyw will be co-located in the larger main school in Pencoed.

Nevertheless, there is always the potential for schools as community facilities, when moved out of the immediate community to cause some initial anxiety within the local community.

The LA would seek to support the school in building positive relationships to mitigate any anxiety if forthcoming.

**Conclusions**

**8. What level of EIA priority would you give to this policy? [\(Guidance\)](#)**

**HIGH** - full EIA within 6 months, or before approval of policy

***Please explain fully the reasons for this judgement including an awareness of how your decisions are justified.***

There is likely to be some significant interest in the proposals as the impact will be predominantly on the community of Heol Y Cyw as the school site will relocate to Pencoed.

Drawing comparisons with other similar schemes that have been undertaken in the County Borough, it is anticipated that a full EIA be required in due course.

7. Will the timescale for EIA be affected by any other influence e.g. Committee deadline, external deadline, part of a wider review process?  
[\(Guidance\)](#)

No

9. Who will carry out the full EIA?

Group Manager, Business Strategy and Performance

***EIA screening completed by:*** Group Manager, Business Strategy and Performance

***Date:*** 01/02/2016



## Appendix 1

### Estyn report- Pencoed Primary School

A report on Pencoed Primary School  
January 2011

#### Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

#### Current performance

The school is good because:

- standards in the NC assessments are above local and national averages.
- Skills in communication, numeracy, ICT and Welsh are good.
- Standards in subjects are good, particularly in English, mathematics and ICT.
- Teaching is good overall.

#### Prospects for improvement

Prospect for improvement are good because:

- leadership of the school is focused on improving quality and continues to develop partnership working;
- the school's self-evaluation process is rigorous;
- there is a strong commitment from staff to continue to improve further; and
- the school has recently begun to evaluate performance in detail.

#### Recommendations

In order to improve further, Pencoed Primary School needs to:

- R1 strengthen teachers' planning to provide greater challenge for the more able and talented pupils and have higher expectations of what they should achieve;
- R2 continue to refine assessment procedures to raise standards further;
- R3 make the excellent teaching found in some classes consistent across the school; and
- R4 review the internal accommodation for children in the full-time nursery and reception classes.

#### *What happens next?*

The school will produce an action plan that shows how it will address the recommendations.

## Appendix 2

### Estyn report- Coety Primary School

A report on Coety Primary  
8 February 2011

#### Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

#### Current performance

##### *Main evaluation*

The school is good because:

- most pupils make good progress in learning;
- teaching is of a good standard;
- the school provides good learning experiences for all pupils; and
- all pupils enjoy school and feel valued and well cared for within a very supportive ethos.

#### Prospects for improvement

- Significant progress has been made on the issues for attention identified in the previous inspection report.
- Standards of achievement are consistently good and have been maintained year on year in all the core subjects.
- The school is led effectively and has a clear and shared sense of purpose and direction. As a result, the inspection team is confident that the school will be able to make further improvements.

## Recommendations

Inspectors have agreed with the school the following recommendations for improvement:

- R1 develop further pupils' bilingual skills;
- R2 ensure reports to parents include sufficient detail to inform them of their child's progress, and
- R3 fully remodel the workforce.

### *What happens next?*

The school will produce an action plan that shows how it will address the recommendations.

## Main findings

Key Question 1: How good are outcomes?	Good
--	------

### **Standards: Good**

On entry to the school, most of the pupils display average skills in listening, speaking and numeracy. They make good progress towards the outcomes of the Foundation Phase and most continue to make good progress year on year.

At the upper end of key stage 1 in 2010, learners' attainment according to teacher assessment in the national curriculum (NC) core subject of English, mathematics and science was above local and national averages. This resulted in the school being in the top 50% of schools but below the top 25% of schools with a similar percentage of free school meals, which is similar to previous years. When compared with a group of schools with similar characteristics, it was above the average in English and mathematics and similar in science. Learners' attainment at level 3, the highest level available for seven year olds, was similar to the local, national and family of similar schools averages in English and science and well above in mathematics. Boys performance was lower than that of girls.

At the upper end of key stage 2 in 2010, learners' attainment in English, mathematics and science was higher than the local and national averages. This resulted in the school being in the top 50% of schools but below the top 25% of schools with a similar percentage of free school meals, which is similar to previous years. Learners' attainment at level 5, the highest level available for 11 year-olds, was well above the local, national and group of schools with similar characteristics in each subject. Boys' performance was lower than that of girls.

In both key stages, most pupils with SEN make appropriate progress in relation to their targets.

## Appendix 3

### Estyn report- Coychurch Primary School

A report on Coychurch (Llangrallo) Primary School  
March 2014

#### Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

#### Current performance

The school's current performance is good because:

- outcomes at the end of key stage 2 are above expectations;
- nearly all pupils make good progress in their learning;
- pupil behaviour is of high quality;
- there are positive relationships between pupils and staff;
- teaching in most classes is consistently high;
- pupils are well motivated and polite, and they enjoy school; and
- the school is an inclusive community.

#### Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher, staff and governors share a strong vision for the future development of the school;
- there is a thorough process of self-evaluation, which draws on a wide range of first-hand evidence;
- school improvement planning focuses closely on raising pupils' levels of achievement;
- the senior management team and governors have a good understanding of the school's strengths and areas for development;
- partnerships with parents and the local community are strong;
- teamwork and communication are effective at all levels; and
- the school manages its resources well.

## Recommendations

- R1 Improve outcomes at the end of the Foundation Phase
- R2 Improve the provision for extended writing across the curriculum
- R3 Ensure consistency in the quality of teaching throughout the school
- R4 Improve the outdoor area for older pupils in the Foundation Phase
- R5 Improve attendance further

### **What happens next?**

The school will draw up an action plan that shows how it is going to address the recommendations.

## Appendix 4

### Estyn report- Croesty Primary School

A report on Croesty Primary School  
November 2013

#### Summary

<b>The school's current performance</b>	<b>Adequate</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

#### Current performance

The current performance of the school is adequate because:

- performance in end of Foundation Phase and key stage 2 assessments has improved over the past two years;
- the current standard of work in many pupils' books is good;
- most pupils are well behaved and courteous, and have a good attitude to learning;
- the quality of teaching is good and teachers provide interesting and relevant learning activities that meet the needs of most pupils;
- staff provide a high level of care, support and guidance to pupils;
- the school is an inclusive community where pupils are valued; and
- a wide range of partnerships have a beneficial impact on pupils' achievement.

However:

- over the past four years, the school's performance in assessments at the end of the Foundation Phase and key stage 2 has generally placed it in the lower 50% of schools with similar proportions of pupils entitled to free school meals;
- many pupils' extended writing and numeracy skills in key stage 2 are not well developed across the curriculum;
- attendance levels are not as good as they should be; and
- many pupils are not sufficiently involved in the assessment of their own learning.

#### Prospects for improvement

The school's prospects for improvement are good because:

- school leaders have a clear vision for the future development of the school and the newly-formulated senior leadership team is beginning to impact on standards for all learners;
- school leaders have an accurate understanding of the school's strengths and areas for development, which derives from effective self-assessment procedures;
- all members of staff are clear about their roles in implementing improvement strategies, which have already had a positive impact on raising standards over the past two years; and
- the governing body is effective in holding the school to account for the standards it achieves.

## Recommendations

- R1 Raise standards so that more pupils reach the level expected for their age at the end of the Foundation Phase and key stage 2
- R2 Improve pupils' ability to apply their extended writing and numeracy skills across the curriculum in key stage 2
- R3 Improve pupil attendance
- R4 Address the significant imbalance in class sizes in the Foundation Phase
- R5 Improve opportunities for pupils to assess their own learning

### **What happens next?**

The school will draw up an action plan which shows how it is going to address the recommendations. Estyn will monitor the school's progress.



## Appendix 5

### Estyn report- Pencoed Comprehensive School

Report by William Gwyn Thomas  
Pencoed Comprehensive School, 19/04/10

level 5 in teachers' assessments in all core subjects combined at the end of KS3 (English 75%, mathematics 80% and science 82%).

#### Performance in external examinations at the end of KS4

11 In 2010, the following percentages of 15 year old pupils targeted to achieve are:

Level 1 threshold (a volume of qualifications at level 1 equivalent to 5 General Certificate of Secondary Education (GCSE) grades A*-G)	91%
Level 2 threshold (a volume of qualifications at level 2 equivalent to 5 GCSE grades A*-C)	62%
Level 2 threshold including English or Welsh first language and mathematics (a volume of qualifications at level 2 equivalent to 5 GCSE grades A*-C including English or Welsh first language and mathematics)	48%
Core subject indicator (CSI) English/Welsh first language, science and mathematics combined	45%
Leaving full-time education without a recognised qualification	0%
Average wider points' score (AWPS)	365

#### Performance in external examinations at the end of year (Y) 12/13

12 In 2010, the following percentage of 17 year old students targeted to achieve is:

Level 3 threshold (a volume of qualifications at level 3 equivalent to 2 Advanced (A) level grades A-E)	97%
AWPS (not percentage)	695

#### Summary

13 Pencoed Comprehensive School is a community school which provides good support and guidance to its pupils. The learning experiences provided by the school are of good quality. Under the leadership of the newly appointed headteacher and his SLT the school is ready to move further forward. The inspection team agrees with the judgement made by the school in its self-evaluation report for key question 3. It disagrees with the school's judgements for the other six key questions inspected.

#### Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	3
2 How effective are teaching, training and assessment?	3
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	2
4 How well are learners cared for, guided and supported?	2
5 How effective are leadership and strategic management?	3
6 How well do leaders and managers evaluate and improve quality and standards?	3
7 How efficient are leaders and managers in using resources?	3



- strategies for raising standards. Several departmental reports lack clarity and are too descriptive.
- 54 All members of staff are fully involved in the self-evaluation process.
  - 55 The link between whole-school evaluation and planning for improvement is not strong enough and the majority of departmental development plans (DDPs) lack focus on rigorous strategies and success criteria to raise standards.
  - 56 All teaching members of staff are suitably qualified and experienced. They ensure the effective delivery of the curriculum. The learning support assistants (LSAs) along with a strong team of specialist support personnel provide good assistance. However, the present number of LSAs is insufficient to provide the appropriate level of support.
  - 57 The technical and administrative support members of staff provide an invaluable service in supporting the teaching and learning programmes.
  - 58 Learning resources and facilities to deliver the curriculum are good. Investment in ICT has ensured that all staff and learners have access to the latest developments in computer technology.
  - 59 The buildings and facilities are variable in quality. Many areas of the school are in need of refurbishment. The site management team makes a significant contribution to the maintenance of the school campus.
  - 60 Systems for the management and control of the budget are good. The large sixth form is self-financing and gives good value for money. All members of staff have access to a well-managed staff development programme. They are provided with a purposeful annual training programme.
  - 61 Due to the shortcomings in standards achieved by learners across the school, quality of teaching and management and monitoring of a significant number of whole-school processes and procedures, the value for money delivered by the school is only adequate.
  - 62 Many of the key issues identified in the 2004 inspection report have not been addressed effectively. Standards of achievement in KS3; improvements in teaching and learning; behaviour of a small number of pupils and numeracy co-ordination have not been resolved adequately.

## Recommendations

- 63 In order to achieve its objectives, the school should focus on the following priorities.
  - R1. Raise pupils' academic standards significantly in science throughout the school and in mathematics in KS4, and health and social care in the sixth form.
  - \*R2. Ensure that all members of the SLT:
    - co-ordinate the whole-school initiatives of assessment for learning;
    - monitor rigorously and consistently the quality of the work of middle managers; and
    - share best practice to promote outstanding features across the curriculum.

- \*R3. Develop the accountability of all post-holders with responsibility in leading teams of staff, consistently monitoring and evaluating practice and planning for improvement.
- R4. Ensure rigorous and interdependent systems of evaluation and planning with a clear focus on raising standards of teaching and learning.
- R5. Ensure that the school's assessment procedures are consistent and are used rigorously and accurately across the school to raise standards. Develop the school's target-setting system to ensure that targets are realistic and challenging.
- R6. Increase significantly the proportion of good and outstanding teaching by addressing the inconsistencies, particularly in terms of challenge, pace and pupils' behaviour.
- R7. Enhance the capacity of the governing body to act as a critical friend of the school by improving its monitoring procedures and holding managers to account more effectively.

*\* The SDP addresses several of these recommendations.*

The governing body is responsible for amending its current SDP to incorporate action in response to the recommendations within 45 working days of receiving this report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school

## Standards

### Key Question 1: How well do learners achieve?

#### Grade 3: Good features outweigh shortcomings

- 64 The school awarded itself a grade 2 in its self-evaluation report. The grade awarded by the inspection team is one grade lower because good features outweigh shortcomings.

#### KS3 and KS4

##### Pupils' success in attaining agreed learning goals

- 65 Results in teachers' assessments for the core and non-core subjects at the end of KS3 have been adequate in two of the last three years. However, in 2009, attainment had improved in mathematics, the CSI and some non-core subjects compared with the previous year. Results in mathematics and science were in the top half of results in comparison with those of similar schools in Wales, based on the FSM's indicator in the 10-15% range.
- 66 Attainment at KS3 was above what was expected in 2009, based on prior attainment, in mathematics and science and below what was expected in the CSI and English.
- 67 The percentage of pupils achieving level 5 or more in English was similar to the national average and above the local average. In the CSI, mathematics and science the percentage of pupils achieving level 5 or more was above the local and national average in 2009. Compared with its family of nine schools, results placed the school below the family average in these indicators.

## **Appendix 6**

### **List of stakeholders**

- ▶ The Governing Body, parents, staff, carers, guardians and pupils of Pencoed Primary
- ▶ Other schools within the cluster/area: Coety Primary, Coychurch Primary, Croesty Primary and Pencoed Comprehensive
- ▶ Neighbouring authorities
- ▶ The Church in Wales and Roman Catholic Diocesan Authorities
- ▶ Welsh Ministers
- ▶ Welsh Government
- ▶ Assembly Members for all constituencies and regional areas serving Bridgend County Borough Council
- ▶ Members of Parliament
- ▶ Estyn
- ▶ Teaching and support staff trade unions
- ▶ Central South Consortium Joint Education Service
- ▶ Regional Transport Consortium
- ▶ South Wales Police and Crime Commissioner
- ▶ Town and Community Councils
- ▶ Communities First Partnership
- ▶ Independent nursery providers serving the area
- ▶ BCBC Childcare team
- ▶ Local Service Boards
- ▶ Cabinet Members
- ▶ Corporate Management Board
- ▶ Ward Members
- ▶ Group Manager, Inclusion
- ▶ CAMHS, NHS Wales, Cwm Taff, Local Health Board.  
Primary Mental Health Team, NHS Wales, Cwm Taff, Local Health Board.
- ▶ Speech and Language Therapy Service, NHS Wales, Abertawe Bro Morgannwg, University Health Board.
- ▶ Paediatricians, NHS Wales, Abertawe Bro Morgannwg, University Health Board.

- ▶ Occupational Therapy (OT) NHS Wales, Abertawe Bro Morgannwg, University Health Board.
- ▶ Physiotherapy Service: NHS Wales, Abertawe Bro Morgannwg, University Health Board.
- ▶ Educational Psychologists. Educational Psychology Service, Bridgend County Borough Council.
- ▶ Social Services Disabled Children's team, Bridgend County Borough Council
- ▶ SNAP Cymru
- ▶ Barnardo's Cymru
- ▶ Counselling service – Bridgend County Borough Council (Early help team)