

The potential re-organisation of post-16 provision across Bridgend County Borough Council – consideration of concepts

Consultation document

Date of issue: 26 November 2018

Action required: Responses by 1 March 2019

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Overview

This consultation is to invite views on the concepts under consideration for the potential re-organisation of post-16 education across Bridgend County Borough.

How to respond

This consultation period will begin on the **07 December 2018** and close the **1 March 2019**.

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

Tel: (01656) 643 643

Email: EDSU@bridgend.gov.uk

Online: visit

www.bridgend.gov.uk/consultation

Post: Education and Family Support Directorate, Bridgend County Borough Council, Angel Street, Bridgend, CF31 4WB.

Workshops: Interactive workshops in schools for learners and parents

Alternative formats are also available upon request.

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/CitizensPanel

Background and information

A case for change

1. In 2016, Bridgend County Borough Council ('the Council'), as part of a wider review of all its school estates, began a review of post-16 provision across Bridgend County Borough ('the County'). A post-16 Board was established to lead and report on this review. As an initial step, the Post-16 Board (the Board), the student councils in all our secondary schools and Bridgend College set out to define the ambitions that should underpin the provisions for post-16 education across the County. They all agreed that learners, wherever they are taught, should experience:
 - High-quality teaching and learning that enables them to secure strong performance and high standards of achievement in examinations
 - A broad curriculum offer underpinned by excellent impartial careers advice and guidance
 - Positive relationships with staff who are inspirational with learners and experts in their work
 - First-class support for learners whether in a personal capacity or through the facilities available to support their studies
 - A good range of extra-curricular activity and have access to work experience.

At the heart of the review into post-16 education is the ambition to develop a skilled and well-educated workforce by providing outstanding 16-18 education – 'Supporting a successful economy'. These young people will provide the skilled adults employers are seeking and will underpin the growth of employment opportunities, the economy and wealth in the local economy.

The combined list of ambitions generated by the Board and learners can be found at Appendix A.

2. The preferred changes are predicated on the efficient use of resources by creating economies of scale in the educational provision so that the range of subjects, support for learners and facilities can all be afforded and lead to higher and sustained standards of performance.

What is the current position for post-16 provision across the County?

3. The current education provision for 16-18 year olds in Bridgend is as follows:
 - Sixth forms present in each secondary school varying in size from 61 to 347 (January 2018 PLASC data) predominantly delivering A levels for 1572 learners
 - Sixth forms present in the two special schools with pathways for 102 learners
 - Bridgend College and Pencoed Comprehensive School working in partnership to develop Penybont Sixth Form College

- Bridgend College provides a range of vocational pathways for 1907 learners 16-18 (October 2017)
 - Options X and Y timetabled in common (two afternoons per week for each option) across all nine sixth forms and Bridgend College
 - Twilight provision at Bridgend College
 - Welsh-medium provision enhanced through extensive collaboration between YGG Llangynwyd in Bridgend and YGG Llanhari in RCT
 - Faith-based provision available in Archbishop McGrath Catholic High School
 - 5 work-based training organisations provide 60 to 70 places on Engagement, Level 1 and Traineeship programmes for Year 11 leavers
 - A handful of Year 11 learners will go on to Foundation Apprenticeships
 - In 2015 approx. 29 learners from Year 11 went into employment
4. From a variety of reports and professional dialogue amongst the local education community including secondary headteachers, college principal, the Education and Family Support Directorate and other stakeholders, there has been general agreement that the current provision does not best meet the stated ambitions for post-16 education across the County. Among the reasons for this are the size of sixth forms, post-16 funding, standards of achievement, the range of subjects offered, access to digital learning and staffing. Details on these issues are provided in later sections of this paper. There is a consensus that change is needed.

Table 1 Sixth form numbers via January PLASC data 2015-2018

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

5. Bridgend County Borough Council ('the Council') wishes to seek the views of a wide range of stakeholders on the possible concepts that are under consideration for the re-organisation of post-16 provision across Bridgend County Borough ('the County').
6. These concepts include
 - **Concept 1** The retention of sixth forms in all schools - the current position (ie a distributed tertiary model based on collaboration, but with further development in order to improve the delivery of this concept)
 - **Concept 2** The closure of all sixth forms and the development of a local authority maintained sixth-form centre(s)
 - **Concept 3** The closure of all sixth forms and the development of a further education (FE) college governed sixth-form centre(s)
 - **Concept 4** A mix of school sixth forms with some mergers to create a new local authority maintained sixth-form centre(s)
 - **Concept 5** A mix of school sixth forms with some mergers to create a new FE college governed sixth-form centre(s)
 - **Concept 6** A full tertiary model governed by the FE sector

Background

7. This consultation arises out of a process that started in 2011 with the Welsh Government Transformation agenda. The result in Bridgend was a Strategic Outline Case that was approved by Welsh Government that set out a proposal for a Collaboration Model ('Distributed Tertiary Model') to deliver post-16 provision across the County whereby sixth forms were retained and worked in collaboration with each other and with Bridgend College.
8. A review of this post-16 provision was commissioned in 2013 and the report produced, although noting progress in areas of curriculum offer and collaboration, commented that overall progress was not sufficiently rapid to meet the changing environment of post-16 education and training.
9. The changing environment included tougher financial circumstances, smaller cohorts of 16-18 year olds, changes to and reductions in Welsh Government grants, the loss of subjects from the collaborative offer, fewer students taking up day time collaborative courses and a slowdown in the rate of improvement in examination performance.
10. A Post-16 Operational Board ('The Board'), with a wide range of stakeholders, was established in June 2016 to take forward the review of post-16 provision. In October 2017 and April 2018 the Board made recommendations to Cabinet on the possible concepts for 16-18 provision that could be considered for the County with preferred concepts identified. In April 2018, Cabinet gave approval for a public consultation on the six concepts described above.

11. Further details of the background circumstances are covered in Appendix B and in the sections that follow.

Examples of post-16 provision from across Wales

12. These are provided so that stakeholders can better understand the range of provision that is being considered via the public consultation.
13. The provisions range from sixth forms in schools through sixth-form centres often attached to FE colleges to full tertiary provision. The Board reviewed a number of these and links to some examples are provided below.

Sixth forms in schools

14. As an example of a sixth-form setting links are provided to Porthcawl Comprehensive School's Sixth Form information. This is the second largest sixth form in the County and can therefore provide a wide range of opportunities for students which may otherwise be more limited in the smaller sixth forms. With regard to facilities the schools vary with some having accommodation set aside for post-16 students and others not. The amount of dedicated facilities is not usually on the same scale as in a specialist sixth-form centre or FE setting.

<http://www.porthcawlschool.co.uk/pdf/porthcawl-prospectus.pdf>

<http://www.porthcawlschool.co.uk/pupils/sixth-form.asp>

<http://www.porthcawlschool.co.uk/pdf/sixth-form-prospectus-2017.pdf>

Sixth-form centres

15. These arise from the merger or closure of sixth forms. A centre could be developed by the County in partnership with its schools and the college. Alternatively the college might develop a sixth-form centre in partnership with the County and a number of secondary schools. Where there are full tertiary FE campuses some colleges still choose to have a sixth-form centre with its own identity. Here is one example from Flintshire:

Deeside College Sixth Form Centre: this centre was formed as a result of the merger of three sixth forms in Flintshire and the project was a joint venture between Flintshire CC, Coleg Cambria and Welsh Government. The secondary schools were re-designated as 11-16 schools. The centre has a student population of 700. In this example the governance lies with Coleg Cambria. Under the joint venture, there is a management committee with representatives from all the schools, the Flintshire CC and Coleg Cambria. The Head of Centre was appointed from one of the schools.

<https://www.cambria.ac.uk/deeside-sixth/>

<https://images.cambria.ac.uk/wp-content/uploads/2016/11/DEESIDE-6TH-ENG-44PP-FULL-ENG-LR.pdf>

16. This type of provision could also be delivered with joint governance by schools and the local council.

Tertiary FE centres

17. This concept can be found in a number of settings across Wales such as Merthyr Tydfil and Ebbw Vale with schools moving to 11-16 or 3-16 and the local FE colleges delivering all the post-16 provision. Some FE colleges offer the full range of vocational and academic provision within local authorities that still retain sixth forms, for example, Cardiff and Vale College and Coleg y Cymoedd in Rhondda Cynon Taff (RCT). RCT is also engaged in merging sixth forms within each of the valleys while the FE college, Coleg y Cymoedd, is expanding its facilities such as the new campuses at Nantgarw and Aberdare. The links below provide illustrations of a full tertiary approach in Merthyr Tydfil.

<http://www.merthyr.ac.uk/>

http://www.merthyr.ac.uk/sites/default/files/2017-2018_prospectus.pdf

Capital investment

18. There has been significant investment in new campuses in neighbouring counties and one of the ambitions shared by both the Council and Bridgend College is to be able to provide campus and educational facilities in Bridgend that matches the provisions that can be seen in surrounding local authority areas. However, in this period of austerity the sourcing of capital investment presents the Council with a significant challenge. While the Council holds to this ambition access to capital investment for post-16 facilities may not be available until Band C of the School Modernisation Programme around 2025. The Band C programme has yet to be established by Welsh Government.

The impact/effect of size on sixth forms

Table 2 Distribution of the size of sixth forms

Student numbers in sixth form	0 - 100	100 - 200	200 - 300	300+
Number of schools	1	5	2	1

19. A number of factors can be taken in to account to determine the viable size for a sixth form. Of relevance to this paper is the figure of 250 students which was used in the recent consultation paper on post-16 provision in RCT, a regional partner, and a figure which has been used consistently in this context in England and Wales for many years. Only two sixth forms across the secondary schools in Bridgend are close to or exceed this figure.

The range of subjects

20. Through the Learning and Skills Measure (Wales) 2014, Welsh Government regulates the number of subject choices that should be made available to learners 16-18 in mainstream secondary schools and FE colleges in Wales. Currently the regulation is for 30 level 3 subjects (A levels or A level equivalents such as BTECs) including at least 5 vocational subjects with a spread across the different subject areas. All sixth forms in Bridgend, regardless of size, rely to some extent on collaboration between sixth forms and the college to provide this range of choice to their learners.
21. The range of timetabled subjects available in individual sixth forms varies from 12 in the smallest sixth form to 25 in the largest (based on the October 2017 audit for Welsh Government). This limits the opportunity for study in the home school for those learners in the smallest sixth forms. In order to take advantage of the wider choice available through collaboration these learners will have to be prepared to travel during the day or in the evening to get the subjects they want or choose from a much more limited range in their home school. Only a few learners in the largest sixth forms are faced with making similar decisions.

The size of teaching groups

22. The proportion of small teaching groups (below 10 learners) increases as the size of a sixth form decreases from 3 out of 25 subjects (12%) in the largest sixth form to 8 out of 12 subjects (66.6%) in the smallest. In the October 2017 Learning audit 150 classes across Years 12 and 13 were identified with less than 10 students. This means there are many small duplicated subject groups in sixth forms.
23. Why does this matter? Welsh Government recently introduced a new funding system for sixth forms in Wales. Included in Welsh Government's calculations were costs based on the number of hours per year a subject is taught and an hourly rate per learner. This means that schools are funded on the basis of 4 hours teaching per week for each subject and an efficient class size of about 13 learners. Any sixth form with a high proportion of small classes (less than 10 learners) will be financially inefficient and will have to draw resources from key stage 3 and 4 into the sixth form in order to meet the costs of those small classes. This is therefore to the detriment of the provisions for Years 7 to 11.
24. The Welsh-medium sixth-form provision at YGG Llangynwyd has a particular set of circumstances that result in a number of small classes. The size of the year groups is determined by the flow of children in from the Welsh-medium primary sector and this currently restricts the overall size of the school and therefore the numbers in the sixth form. It is important that students in Welsh-medium provision have a curriculum offer that matches that received by their peers in English-medium sixth forms. That presents a challenge for a relatively small sixth form.
25. In order to support the Welsh-medium curriculum, Welsh Government provides additional post-16 funding for Welsh-medium sixth forms. For 2018-2019, the Council received a Welsh-medium uplift of £89,156 to its post-16

grant allocation. YGG Llangynwyd also has a very active collaboration partnership with YGG Llanhari in Rhondda Cynon Taff which the Council will continue to fully support. For the future, the Council fully supports the Welsh Government ambition to have 1 million Welsh speakers by 2050 and is committed to increasing the numbers of learners in Welsh-medium education which in turn will positively impact on the numbers of sixth-form students in YGG Llangynwyd.

The effect on standards

26. The size of both sixth forms and class groups has an effect on standards of performance and learner achievement. Research evidence indicates that higher standards are generally to be found in middle to large classes and again in larger sixth forms compared to smaller ones. Bridgend has seen this over a number of years in both the value-added data for A levels and overall performance of sixth forms. In this context it should be noted that the larger 16-18 settings will have larger departmental teams and thereby greater experience to draw upon than in smaller settings and this is a factor that needs to be taken into account in relation to size of provision and standards of performance. Smaller settings may only have one or two staff to draw upon compared to the greater pool of expertise in larger settings. The impact of staff illness or loss of staff is another factor to consider with regard to the size and resilience of a sixth form.
27. In recent years, the County has seen rising standards of performance at A level with the figures being generally close to the all Wales averages. In 2018, two indicators have dipped slightly and one has improved.

Table 3 Raw A level results for BCBC 2015 – 2018

Year	Percentage of cohort (%)					
	A*	A*- A	A*- B	A*- C	A*- E	3A*- A
2015	4.60	18.65	46.67	72.88	97.78	5.30
2016	5.39	20.81	46.66	74.38	98.18	6.10
2017	6.20	21.99	49.26	75.61	97.97	9.50
2018	4.42	20.00	46.27	74.20	98.30	9.30

Note: 2018 data is provisional

28. The position is not uniform across all the County's schools with the best performance being seen in our largest sixth forms and those which are part of Faith or Welsh-medium education. The tables that follow show the raw exam data for the years 2015-2018 with a comparison between size of sixth form, number of subjects studied (some will be through collaboration) and performance. The green colouration is for leading performance in the County and purple for weakest performance.
29. The sixth forms that regularly feature in leading performance are Archbishop McGrath, Brynteg, Porthcawl and YGG Llangynwyd with Bryntirion being less consistent.

Table 4 Comparison of A level performance in schools, range of subjects and size of sixth form 2015-2018 is available in Appendix C

School size and school effectiveness – Estyn

30. In 2013, Estyn undertook a review to understand the relationship between school size and school effectiveness. The main findings in respect of secondary schools can be found in Appendix D. Estyn found that large secondary schools when compared to medium or small schools demonstrated:
- better inspection outcomes
 - higher standards of examination results
 - improved wellbeing
 - an overall better standard in the quality of teaching
 - a curriculum with more breadth, better balance and more options
 - stronger leadership and succession planning
31. A number of these findings relate directly to issues in post-16 provision that are being covered in this consultation paper.

Post-16 finances

32. Financial considerations do have to be taken into account in any model of post-16 provision. Welsh Government expects FE colleges and local authorities to provide an efficient service with value for money and between them to avoid unnecessary duplication of courses within a local area.

Post-16 funding

33. In recent years there has been a decline in the amount of post-16 funding the Council and Bridgend College receive from Welsh Government. Part of this has been due to a fall in the size of the student population (a demographic effect) and part to actual cuts by the government to the post-16 grant. The effect of this has been pressure to reduce the number of small classes and review the viability of some of the subjects that only recruit small numbers of learners from across the whole of the County. New subjects have been placed in collaborative options in order to pool learners and over the past few years, ten subjects have been removed from the curriculum offer and there is pressure on the remaining minority subjects.
34. Across Wales, the average class size in the sixth-form sector is around 11 or 12 with, in some centres, a significant number of classes well below this. By contrast sixth-form centres and colleges will see average class sizes of 18 or more. When set against the Welsh Government funding mechanisms, it can be seen that smaller institutions cannot afford to offer a broad range of subjects without experiencing financial difficulties. The figures below demonstrate the point.

35. The cost of providing the staffing for an A level class is approximately £10,000.
36. Welsh Government for 2018-2019 provides funding for sixth forms based on the programme a learner follows:

Table 5: Funding values for A level programmes in Wales

Programme	Total hours	Programme value	Hourly rate/learner
2 A levels + WBQ	549	£2,624	£4.78
3 A levels + WBQ	711	£3,399	£4.78
4 A levels + WBQ	873	£4,173	£4.78

Notes: Total hours are made up from:

- Each A level has a delivery expectation of 162 hours
- The Welsh Baccalaureate Qualification ('WBQ') has a delivery expectation of 135 hours
- There is an allowance of 15 hours for induction
- There is an allowance of 75 hours for additional programme activities

There are 39 weeks in the teaching year and for a 162 hour course that equates to just over 4 hours delivery per week which is the average rate in sixth forms in Bridgend.

37. At £4.78 per learner per hour each learner will contribute £774 to a 162 hour course. To cover the £10k costs of delivery the course will need to recruit 13 learners. This number of students will only cover the cost of the teaching staff. There is no margin to cover overheads and other supporting costs for sixth forms such as IT, text books, equipment and teaching resources. The only way to do this is to make sure that average class sizes are 18 or more. With average class sizes of 11 in sixth forms in Wales the income per course is around £8,514 whereas in FE and sixth-form centres/colleges with class sizes of 18 or more the figure is £14,000 or better.
38. It should be noted that the funding levels for post-16 courses in Wales are significantly lower than some other regions of the UK (see Appendix E for further detail).
39. **14-19 grant and transport costs:** Another financial aspect of post-16 provision has been the changes to the Welsh Government 14-19 grant. For a number of years in Bridgend this grant provided a source of funds to pay for the transport costs incurred when learners travel to study subjects offered in collaboration between schools and/or the college. As a direct grant this funding was provided to a local authority 14-19 network and its expenditure was overseen by a 14-19 board of education stakeholders. The 14-19 grant has now been merged into the Education Improvement Grant ('EIG') and within the Central South Consortium the EIG is now delegated directly to schools. This is in contrast to areas like North Wales where the 14-19

element of the EIG is still overseen by the local 14-19 network. The key changes to the 14-19 grant have been:

- Welsh Government has reduced the size of the grant
- The grant was merged with several others into the EIG
- Central South Consortium took a decision to delegate the EIG, including the 14-19 element, to individual schools
- Schools no longer have a discrete 14-19 grant to draw upon
- All post-16 transport costs for partnership working in the day time have to be met from school budgets rather than a network budget
- Post-16 transport costs now compete for resources alongside the many other claims on each school's delegated budget
- In some instances schools have become increasingly reluctant to fund transport costs putting a constraint on learner choice; some have taken the decision to run a course internally with low numbers rather than paying the transport costs of collaboration thus duplicating provision

40. Transport costs will remain an issue because:

- If all sixth forms are retained there will be pressure to reduce the number of small classes which, if curriculum breadth is to be maintained, will increase the number of subjects offered in collaboration and this in turn could increase transport costs
- If any sixth forms are merged/closed and learners have to travel to a new centre for their provision then again transport costs could increase (provided the Council continues to support post-16 transport which is non-statutory)

41. All these financial factors contribute to the pressure on secondary school budgets in the County, increasing the likelihood of schools moving towards a deficit budget position and also increasing, in the smaller sixth forms, the risk that resources for Years 7 to 11 are being used to prop up sixth-form expenditure – cross-phase subsidisation.

42. One way of mitigating the effect of these financial pressures is to create sixth forms or sixth form centres with larger student populations so that they benefit from the economies of scale currently experienced by sixth form colleges and FE colleges with large general education provision.

43. Another avenue that will be explored is to make use of 'blended learning'. This is essentially resource-based learning via the internet and students are given study briefs and can work through the material in either dedicated school time or outside the school day. This approach complements teaching time and, once the online materials have been developed, can lead to a reduction in timetabled teacher time and a potential saving on costs

Curriculum

44. The County and its secondary schools consider that the school curriculum should be “broad and balanced” both at key stage 4 and post-16. However in recent years there have been a number of pressures that have reduced the range of choice for learners. In key stage 4, the development of school performance measures and the introduction of the Welsh BaccaLaureate have resulted in a reduction in the number of options available to learners. Some subjects are seeing a reduction in the number of learners and this potentially impacts on the numbers wanting to progress the subject to A level. The Learning & Skills Measure 2014 (Wales) regulates for the curriculum offer at key stage 4 with a requirement for schools to offer 25 subjects at level 2 with at least 3 of these being vocational subjects.
45. At post-16, the Learning & Skills Measure 2014 (Wales) requires centres to provide an offer of 30 or more level 3 qualifications (A levels and BTECs) with at least 5 of these being vocational courses across a range of areas including Science and Technology. The ability to meet this requirement in the County’s sixth forms is dependent on a number of subjects being offered through collaboration. It is getting increasingly difficult for small sixth forms to meet this measure.
46. In recent times a number of subjects have been lost from the post-16 curriculum day time offer. These include Accounting, CACHE (Child Care at level 3), Design and Technology Textiles, Government and Politics, Spanish and Home Economics. Psychology and Sociology have been withdrawn from the twilight offer.
47. Low numbers or limited staff expertise are the basis for the following 20 subjects to be offered through collaboration: Applied Science, Computing, Criminology, Dance, Drama, Economics, Electronics, Engineering, Film Studies, French, Further Maths, German, Health & Social Care, Law, Music, Music Technology, Physics, Public Services, Tourism and Welsh 2nd language.
48. As indicated earlier the range of subjects actually timetabled in any given sixth form (as opposed to listed in the offer) ranges from 12 to 25. In all there are some 42 subjects offered in the joint prospectus but not all of these are available through collaboration to all learners.
49. Where low numbers exist for a particular subject schools may save on costs by reducing the number of contact hours or merging year 12 and 13 classes. Either of these approaches has the potential to constrain progress for these students compared to their peers in settings where these restrictions are not applied.
50. In some cases where only a few students wish to study a subject post-16 the subject has been cut on financial grounds, ie the school cannot afford to run it, despite the fact that the learners have been studying the subject for five years and may wish to study it to degree level. The breadth of the curriculum and

the capability to support minority subjects is more readily accomplished in the largest sixth forms or sixth-form centre/college settings. These also provide a greater equality of offer to their learners.

Standards of achievement

51. The current performance measures used by Welsh Government for sixth provision are the Level 3 Threshold and the Average GCE points score.
52. The Level 3 threshold measures the percentage of learners entered for two or more A levels that actually pass two or more A levels (or equivalent qualifications). The overall figure for Bridgend sixth forms is 98.6% (1% above the All Wales average) and, in 2018, six out of nine sixth forms scored 100%. This measure therefore provides little discrimination between the performance of different sixth forms.
53. The average GCE points score is a volatile measure and is influenced by learners on non-A level programmes, the volume of Welsh Bacc entries and the introduction of new A level specifications. This makes it a rather unreliable measure.
54. The measures described in paragraphs 52 and 53 are being discontinued by Welsh Government and replaced by a suite of new consistent performance measures for post-16. A summary, produced by Welsh Government, of these new measures is attached at Appendix F. This consultation paper is therefore focusing on achievement and value-added data. Currently the Destinations data measure is under development.
55. From the 2013 examination data onwards, the Council has been drawing on the Alps value-added system, as well as the raw A level results considered earlier, to judge the performance at A level of students, subjects, schools and the County as a whole. Alps compares the performance of students who have similar GCSE grades with their A level results. This means that the performance of students of similar ability can be compared both across the County and against the performance of similar students across England and Wales. Alps is also used to set aspirational targets for students. The target given is to challenge the student to be in the top quarter of performance at A level when compared to students who had similar GCSE grades.
56. The Alps system draws upon national data sets that cover 2,580 providers, 241,036 students and 685,377 A levels taken making it statistically very robust. Results are graded 1 to 9 with grades 1 to 3 in the top 25% (featured in red), grades 4 to 6 in the middle 50% (featured in grey) and grades 7 to 9 in the lowest 25% of performance (featured in blue)

Table 6: Classification of Alps grades

Matching top 25%+	RED	Alps grades 1-3
Matching middle 50%	BLACK	Alps grades 4-6
Matching bottom 25% -	BLUE	Alps grades 7-9

57. When this valued-added data is examined it can be seen that those schools with consistently strong performance in the red zone are Archbishop McGrath, Brynteg and Porthcawl and to a lesser extent YGG Llangynwyd. The results in the other schools show a greater degree of variation and more results in the blue zone of weaker performance.
58. For the past three years the County has been able to show good overall performance at grade 4 just outside the red zone.

Appendix G provides Table 7: Value-added examination data covering 2015 to 2018 and a description of each of the indicators used in the table.

59. Over the same period 2015-2017 students at Bridgend College have demonstrated high levels of achievement. In the latest set of verified data for 2016-2017 from Welsh Government, Bridgend College had the highest learner outcomes in the FE sector for all qualifications.

The overall secondary school estate

60. One consequence of removing sixth forms from schools would be to increase the number of surplus places in secondary schools. In the data tables in Appendix H, the current and projected numbers for each secondary school are shown in column J. The overall capacity of each school is shown in column P with projected balances of spare or surplus places indicated below. A negative number indicates a shortage of places. It is preferable for a school to be considered full when it is about 10% below its capacity. This is to allow a margin for effective use of rooms in the school timetable.
61. Whilst some secondary schools have spare capacity there are others where the indications are that they are likely to become full and unable to meet demand from within their catchments. This is because some parts of the Borough are experiencing an increase in the primary age pupil population and in due course this will transfer to the secondary sector. In addition, there are a number of housing schemes which will add to the overall pupil population in Bridgend.
62. In considering potential changes to post-16 provision, the Council, with limited capital resources at its disposal, will have to balance the implications for secondary schools of the demand for places, surplus places and bespoke sixth form accommodation. Should the Council proceed to consultation on detailed options for post-16 re-configuration these aspects will be fully explored and used to inform decisions for the future.

The proposal

The six concepts for consultation

63. In this section the advantages and concerns for each concept will be explored in order to provide some insight into the range of issues that need to be taken into account before decisions on the future of post-16 provision are made. The suggestions here represent views from a range of stakeholders as part of the on-going review into post-16 education in the County. These are not exhaustive lists and as part of the consultation exercise further recommendations to the tally of advantages and concerns would be welcomed.

What the proposal means in practice

64. **Concept 1** The retention of sixth forms in all schools – the ‘status quo’ but with further development in order to improve the effectiveness of the delivery of this concept
65. The current provision of education provision for 16-18 year olds in Bridgend:
- Sixth forms present in each secondary school varying in size from 61 to 347 (January 2018 PLASC) delivering predominantly A levels
 - Bridgend College and Pencoed Comprehensive working in partnership to develop Penybont Sixth Form College
 - Bridgend College provides a range of vocational pathways for 1,907 learners 16-18 (October 2017)
 - Options X and Y timetabled in common (two afternoons per week) across all nine sixth forms with around 17 collaborative subjects available – around 27 students participating
 - Twilight provision at Bridgend College to deliver Law, Film Studies and Criminology to about 100 learners
 - Welsh-medium provision enhanced through extensive collaboration between YGG Llangynwyd in Bridgend and YGG Llanhari in RCT
 - Some local arrangements between schools may occur
 - Transport costs are met by the schools for daytime partnership
 - Transport costs for twilight are met by Bridgend College which registers students as part-time learners
 - Five work-based training organisations provide 60 to 70 places on Engagement, Level 1 and Traineeship programmes
 - A handful of learners will go on to Foundation Apprenticeships
 - In 2015 approximately 29 learners went into employment
66. **Advantages:**
- The retention of sixth forms is seen as essential in some areas in response to community aspirations
 - Maintaining the link between sixth-form learners and the rest of the school, especially as aspirational role models and supporting younger pupils
 - Sixth forms add to the overall ethos of the school
 - Some schools believe they can have a viable sixth form under this approach
 - Faith and Welsh-medium schools see this as a highly desirable/only acceptable model
 - Given the current shortage of teachers, headteachers believe they can attract and recruit more qualified/experienced staff if the school has a sixth form
67. **Concerns:**
- Ability to maintain curriculum breadth; some traditional subjects are already being lost in schools

- Resources/budgets/funding all set to reduce and many regard this model as unsustainable
- Does not address the issue of surplus places
- Does not increase the range of choice of providers for learners and parents
- Does not provide value for money and in schools with small sixth forms is likely to lead to cross-stage subsidisation taking away resources from Years 7 to 11
- The transport costs of current collaborative arrangements are a drain on resources and will be difficult to maintain
- Where subjects are delivered in small groups this is not always conducive to high standards and a dynamic learning environment
- Limited opportunity to provide investment in 16-18 education facilities

68. **Concept 2** The closure of all sixth forms and the development of a local authority maintained sixth-form centre(s).

While this concept produces one or more sixth-form centres that will benefit from economies of scale it could create significant surplus places in some of the secondary schools. Creating the new centre(s) would require a significant capital investment which might prove problematic for the Council in times of austerity (see also paragraph 24). The governance, accountability and control of funding would remain with the Council.

69. **Advantages:**

- Produces effective economies of scale
- Currently the majority of sixth forms are unable to provide learners a level 2 (GCSE) offer; the larger scale of a sixth-form centre could offer learners this alternative
- Curriculum breadth is retained in the level 3 offer and minority subjects become more viable
- More efficient class sizes providing better value for money
- A greater equality of offer to learners
- Would deal effectively with issues such as class size, financial effectiveness and cross-phase subsidisation
- Teaching staff will specialise in post-16 delivery potentially producing higher standards of performance
- Creates an opportunity to invest in tailored facilities for 16-18 education provision

70. **Concerns:**

- Finding suitable locations and sourcing capital to develop one or more large sixth-form centres
- Bringing all post-16 learners into one or two centres would require an increase in travel arrangements and potentially higher discretionary post-16 transport costs for the Council although the cost may be offset by greater efficiency of delivery costs due to larger teaching groups
- Does not increase the range of choice of providers for learners and parents
- Potential for duplication and competition with Bridgend College and creation of a two tier system in the County

- Increased travel may be a more marked disadvantage for some learners
- A potential impact of merging learners from different communities although this does not manifest itself currently within Bridgend College
- If the staff in the new centre(s) also have teaching commitments in schools then timetable management and collaboration with split site complexities will present a significant challenge
- If the teaching staff are recruited directly to the new centre(s) there may be a detrimental effect on the teaching force deployed in the 11-16 schools and certainly an unsettling period of recruitment and appointment
- The identity of post-16 learners with new centres or their home school

71. **Concept 3** The closure of all sixth forms and the development of a further education (FE) college governed sixth-form centre(s)

In this concept the centre or centres will benefit from even greater economies of scale than Concept 2 brought about through the association with an FE college. The issue of surplus places remains as in Concept 2 as does the requirement to source capital. However in this latter instance the fiscal environment available to a FE college might be more flexible compared to a local authority. The governance, accountability and control of post-16 funding would pass to the FE college.

72. **Advantages:**

- Produces effective economies of scale
- Within a college setting a full range of level 2 and level 3 provisions can be offered with learners able to combine both vocational and academic courses into their programme of study
- Curriculum breadth is retained in the level 3 offer and minority subjects become more viable
- More efficient class sizes providing better value for money
- A greater equality of offer to learners
- Would deal effectively with issues such as class size and financial effectiveness
- There would be no possibility of cross-phase subsidisation in schools
- Teaching staff will specialise in post-16 delivery potentially producing higher standards of performance
- Creates an opportunity to invest in tailored facilities for 16-18 education provision
- Removes the likelihood of institutional interest influencing learner choice of progression routes

73. **Concerns:**

- Finding suitable locations and sourcing capital to develop one or more large sixth-form centres
- Bringing all post-16 learners into one or two centres would require an increase in travel arrangements and potentially higher discretionary post-16 transport costs for the Council

- If there are increased travel costs the Council will not be able to offset these against improved efficiency because the post-16 funding will pass from Welsh Government to the FE college and not to the Council
- Increased travel may be a more marked disadvantage for some learners
- If the teaching staff are recruited directly to the new centre(s) under FE management there may be a detrimental effect on the teaching force deployed in the 11-16 schools and certainly an unsettling period of recruitment and appointment
- Does not increase the range of choice of providers for learners and parents
- The loss of senior students from school settings and their ability to be aspirational role models

74. Preferred concepts 4 and 5

Concept 4 A mix of school sixth forms with some mergers to create a new local authority maintained sixth-form centre(s)

and

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

Concepts 4 and 5 provide a bridge between Concepts 1 and 2 and are currently the Cabinet’s preferred options from among the range of concepts being considered. The rationale for this stated preference is based upon the following issues:

- When the Board ran a scoring analysis against key criteria extracted from the ambitions listed in Appendix C, Concepts 4 and 5 were the two that the Board agreed were most likely to meet these ambitions and this was subsequently supported by Cabinet.
- It is understood that for a significant number of people the school based sixth form is an attractive option. However, as this paper indicates, there are challenges to be faced in trying to maintain sixth forms in all the County’s secondary schools. Concepts 4 and 5 provide options to keep at least some school-based sixth forms open whilst merging others into sixth-form centres either under Council control (Concept 4) or FE control (Concept 5).
- These two concepts respond to the “one size does not fit all” statement that has been voiced by local members, Welsh Government and the Cabinet Secretary for Education. There are a number of factors that will be taken into account when considering actual options and these include the geography of the County, travel and transport issues, the current and predicted capacity of secondary schools, the scale of the curriculum offer, recurrent and capital financial resources and standards of achievement.

75. **Concept 4** A mix of school sixth forms with some mergers to create a new local authority maintained sixth-form centre(s).
76. **Advantages:**
- The retention of sixth forms is seen as essential in some areas in response to community aspirations
 - Maintaining the link between sixth-form learners and the rest of the school, especially as aspirational role models and supporting younger pupils
 - Sixth forms add to the overall ethos of the school
 - Faith and Welsh-medium schools see the retention of their sixth forms as a highly desirable/only acceptable model
 - Given the current shortage of teachers headteachers believe they can attract and recruit more qualified/experienced staff if the school has a sixth form
 - Provides more choice for learners and parents between school-based sixth forms, sixth-form centres and FE
 - Will benefit from some improvement in economies of scale
 - Currently the majority of sixth forms are unable to provide learners a level 2 (GCSE) offer; the larger scale of a sixth-form centre could offer learners this alternative
 - Curriculum breadth is retained in the level 3 offer and minority subjects become more viable
 - More efficient class sizes providing better value for money
 - A greater equality of offer to learners
 - Would deal effectively with issues such as class size, financial effectiveness and cross-phase subsidisation
 - Teaching staff in the centres may specialise in post-16 delivery potentially producing higher standards of performance
 - Subject specialists across centres, through collaborative activity, would develop new approaches to 'blended learning' and support learners to have the skills and resources to use this methodology successfully in preparation for experiencing its wide use in further and higher education
 - Creates an opportunity to invest in tailored facilities for 16-18 education provision
77. **Concerns:**
- Potential impact on schools that may not host a sixth form in terms of surplus capacity, demand for places and recruitment and retention of staff
 - Leakage of 'more able' pupils to school with a sixth form centre
 - Depending on where the new centres are located it may or may not address the issue of surplus places
 - Finding suitable locations and sourcing capital to develop one or more large sixth-form centres
 - Bringing all post-16 learners into one or two centres would require an increase in travel arrangements and potentially higher discretionary post-16 transport costs for the Council although the cost may be offset by greater efficiency of delivery costs due to larger teaching groups

- Potential for duplication and competition with Bridgend College and creation of a two tier system in the County
- Increased travel may be a more marked disadvantage for some learners
- A potential impact of merging learners from different communities although this does not manifest itself currently within Bridgend College
- If the staff in the new centre(s) also have teaching commitments in schools then timetable management and collaboration with split site complexities will present a significant challenge
- If the teaching staff are recruited directly to the new centre(s) there may be a detrimental effect on the teaching force deployed in the 11-16 schools and certainly an unsettling period of recruitment and appointment
- The identity of post-16 learners with new centres or their home school
- There will be a need for good timetable collaboration between remaining school sixth forms and the new centres

78. **Concept 5** A mix of school sixth forms with some mergers to create a new FE college-governed sixth-form centre(s).

79. **Advantages:**

- Provides more choice for learners and parents between school-based sixth forms, FE sixth-form centres and traditional FE setting
- The retention of sixth forms is seen as essential in some areas in response to community aspirations
- Produces effective economies of scale
- Within a college setting a full range of level 2 and level 3 provisions can be offered with learners able to combine both vocational and academic courses into their programme of study
- Curriculum breadth is retained in the level 3 offer and minority subjects become more viable
- More efficient class sizes providing better value for money
- A greater equality of offer to learners
- Would deal effectively with issues such as class size and financial effectiveness
- There would be no possibility of cross-phase subsidisation in schools
- Teaching staff will specialise in post-16 delivery potentially producing higher standards of performance
- Creates an opportunity to invest in tailored facilities for 16-18 education provision
- Maintaining the link between sixth-form learners and the rest of the school, especially as aspirational role models and supporting younger pupils
- Sixth forms add to the overall ethos of the schools that retain them
- Faith and Welsh-medium schools see the retention of their sixth forms as a highly desirable/only acceptable model
- Removes the likelihood of institutional interest influencing learner choice of progression routes

80. **Concerns:**

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

- Leakage of “more able” pupils to school or college setting with a sixth form centre
- There will be a need for good timetable collaboration between remaining school sixth forms and the college
- Does not address the issue of surplus places but will significantly increase the proportion of these
- Finding suitable locations and sourcing capital to develop one or more large sixth-form centres
- Bringing all post-16 learners into one or two centres would require an increase in travel arrangements and potentially higher discretionary post-16 transport costs for the Council
- If there are increased travel costs the Council will not be able to offset these against improved efficiency because the post-16 funding will pass from Welsh Government to the FE college and not to the Council
- Increased travel may be a more marked disadvantage for some learners
- If the teaching staff are recruited directly to the new centre(s) under FE management there may be a detrimental effect on the teaching force deployed in the 11-16 schools and certainly an unsettling period of recruitment and appointment
- The loss of senior students from school settings and their ability to be aspirational role models

81. **Concept 6** A full tertiary model governed by the FE sector

This concept would see the closure of all sixth forms and require the development of a new large campus within the FE sector capable of providing for an influx of around 1,600 students from the school sixth-form sector which would require significant capital investment in facilities.

82. **Advantages:**

- Significant economies of scale – the majority of post-16 education delivered by the one provider
- Ability to maintain curriculum breadth; some traditional subjects are already being lost in schools
- Greater resilience to cope with funding cuts
- Should provide good value for money
- Subjects delivered through larger teaching groups which are more conducive to high standards and a dynamic learning environment
- Equality of offer to all learners
- A significant opportunity to provide capital investment in 16-18 education facilities
- Could have a positive effect on Year 11 as they become the senior pupils in schools and greater maturity is expected from them
- Allows schools to focus more comprehensively on the outcomes at the end of key stage 4

83. **Concerns:**

- Does not address the issue of surplus places but will significantly increase the proportion of these
- Reduces the choice of providers for learners and parents
- Sourcing the capital costs of a new campus in times of austerity and shrinking budgets
- Increased travel may be a more marked disadvantage for some learners
- There is the potential for increased travel costs and the Council will not be able to offset these against improved efficiency because the post-16 funding will pass from Welsh Government to the FE college and not to the Council
- Surplus teachers and redundancy
- If the teaching staff from schools are recruited to the new centre under FE management there may be a detrimental effect on the teaching force deployed in the 11-16 schools and certainly an unsettling period of recruitment and appointment
- The loss of senior students from school settings and their ability to be role models
- Given the current difficulties schools are experiencing in recruiting more qualified/experienced staff the change of status to an 11-16 school could potentially heighten this issue

Other considerations in post-16 provision

Welsh-medium provision and learners with additional learning needs

84. These two specific areas were included in the first set of concept assessments undertaken by the Board. However, due to certain inherent features within these areas they were consistently lowering values across the whole range of assessment scores. The Board recognised that specific solutions would need to be developed for these two areas and they were therefore removed from consideration and the concepts were subject to a second round of assessment.

Welsh-medium provision

85. The Council is fully committed to supporting the expansion of Welsh-medium provisions across the County from early years through primary and on into secondary education. Through increasing the range of provision the Council will be supporting the ambition of the Welsh Government to realise one million Welsh speakers by 2050.
86. During the review of post-16 provision careful consideration has been given to the position of Welsh-medium post-16 provision and how this might be affected by the different concept proposals. It was apparent to the Board that any merged sixth-form provision or FE based post-16 provision which included Welsh-medium provisions would place the Welsh-medium school, YGG Llangynwyd, in a potentially very difficult position with regard to staffing. There are already significant challenges in meeting the demand for Welsh-medium teachers and to create a situation where the 11-16 Welsh-medium

provision is separate from sixth-form provision would only exacerbate the situation.

87. There are also issues of the ethos of Welsh-medium schools and immersion in the language and culture of Wales. These matters are highly valued by the Welsh-medium sector and any dilution of these aspects for post-16 would be seen as a retrograde step.
88. In consideration of these issues the Board supports the continued collaboration of YGG Llangynwyd with YGG Llanhari in RCT. These arrangements are well developed with a good integrated curriculum offer. However, as with other collaborations, there are additional costs to be borne, for example around transport. Therefore whatever progress is made with improving sixth-form provision in the English-medium sector, the Board is clear that the Welsh-medium sector should not be disadvantaged either financially or in any other aspect compared to English-medium provision.

Learners with additional learning needs

89. Bridgend County Borough Council is fully committed to supporting the needs of young people with additional learning needs and ensuring that an appropriate range of progression pathways is available to these potentially vulnerable groups of learners. The Council recognises its responsibilities under the new ALN Reform Act for securing these pathways for young people from age 3 to 25. In order to meet these responsibilities, especially for post-16 learning, the Council will need to work closely with its special schools, Bridgend College and other local partners to strengthen existing pathways and create new ones where gaps are identified.
90. The Board has recognised both the complexity and diversity of need in post-16 provision for learners with additional learning needs. As a result a specific review of current post-16 ALN provision has been undertaken and the findings will be presented in a separate report prepared by LA officers in order to inform the Board and Cabinet on ALN progression and provision. Any future developments that arise from this will be taken forward in parallel with the review of mainstream post-16 provision.

Faith education (schools of a religious character)

91. Christian ethos and values are fundamental to the approach to education within Archbishop McGrath Catholic High School and this is no less true for sixth-form provision as in Years 7 to 11. Both the school and the Archdiocese are committed to maintaining these by retaining sixth-form provision at the school rather than risking dilution through FE or merged sixth-form arrangements. The Board understands and supports this viewpoint but also recognises that there is value in Archbishop McGrath working in collaboration with the post-16 providers that emerge after this consultation. Archbishop McGrath already collaborates with other local sixth forms and Bridgend College and it is anticipated that this close working and partnership will continue to be developed in the future.

Impact of the proposals

92. **Quality and standards in education; Outcomes (standards and wellbeing); Provision (learning experiences, teaching, staffing, care support and guidance, and learning environment); Leadership and management (leadership, improving quality, partnership working and resource management); Quality and standards in education; Travel arrangements and accessibility impact; Land and buildings**
93. The list of areas in paragraph 92, although often referred to in the previous sections of this paper, will all be addressed should Cabinet proceed to detailed options in relation to the six concepts that are the subject of this consultation. A thorough analysis of these areas would be provided in support of further public consultation on specific and detailed options should these be requested by Cabinet.

Impact Assessments

Equality Impact Assessment

94. An EIA impact screening assessment has been undertaken and is attached at Appendix J. A full EIA will be undertaken when the workstream moves to detailed consideration of options.

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

95. Now, and in the short and mid-term, the financial pressures in the education system are a challenge to the viability of small sixth forms and the range of subjects that are available to learners 16-18.
96. The Cabinet's preferred concepts for the future of post-16 provision in the County are aimed at providing choice in post-16 settings, maintaining the breadth of subject choice, improving facilities and enhancing the standards of performance.
97. Through these developments the Council is striving to meet the ambitions of learners and support them to become high skilled members of the workforce in Wales. This will enable them to access employment and thereby have incomes that allow them to lead fulfilling lives.
98. Through all stages of the review of post-16 provision there has been close engagement with a range of stakeholders including the young people in schools and college. This has meant that the voice of learners has been clearly articulated in the design of future provision. Learners will continue to be engaged in any future consultation activity.
99. Further detail can be found in the accompanying Wellbeing Impact Assessment in Appendix K.

Risks

100. Detailed analysis of risks will be covered in any future consultation on specific option proposals. In this paper the key areas of risk that have been identified are financial, the breadth of the curriculum offer, transport costs, equality of access and opportunity, standards of achievement and staffing.

Alternatives

101. Only one option was discounted during the post-16 review. This was the formation of an independent sixth form college. Although there are many examples of this in England, within Wales there is only one – St. David's Catholic Sixth Form College in Cardiff. During the period of the post-16 review in Bridgend, St. David's College was undertaking a consultation to rejoin the local authority in Cardiff as a voluntary controlled sixth form college in the maintained sector. The Post-16 Board reviewed the evidence presented by the college in the consultation and took the view that such a concept would be inappropriate for Bridgend.

Details of the affected school(s)

102. As this consultation is only concerned with concepts details are not provided. These would be forthcoming if the Cabinet proposes specific options in the light of this consultation.

Finance

103. Likewise financial details can only be provided if specific option proposals are put forward in the future. This paper has recognised the reduction in funding from Welsh Government, the decline in grant due to demographics, the potential implications for the cost of transport and the efficiencies gained through economies of scale in larger post-16 settings.

The consultation process

104. The consultation process will be completed by 1 March 2019 and the outcomes will be reported to Cabinet in April 2019.
105. If the decision is to go ahead with specific option proposals then further detailed work will be undertaken, reported back to Cabinet and this would be followed by further public consultation before any decisions are reached.

Next steps

Activity	Date
Consultation period where we welcome your views on the proposal*.	07 December 2018 to 1 March 2019
Consultation report to Cabinet on the outcomes of the consultation.	16 April 2019
Consultation report published available at; www.bridgend.gov.uk/consultation	24 April 2019

*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?

106. You are invited to consider the concepts for post-16 provision across the County and submit your views.

How to make your views known?

107. There will be consultation events held in all mainstream maintained secondary schools as detailed below for the different interested parties. You are invited to attend the relevant meetings where you can engage in discussions on the concepts, put questions and express any views or concerns you may have. You can make your views known by completing the response form attached to this consultation paper or completing the on-line survey at: www.bridgend.gov.uk/post16education

Venue: Secondary Schools		Date	Time
Archbishop McGrath	School Council	10 January 2019	9.00am
Catholic High School	Staff and parents	10 January 2019	5.00pm
	Governing body	tbc	
Brynteg School :	School Council	20 February 2019	9.00am
	Staff and parents	20 February 2019	5.00pm
	Governing body	tbc	
Bryntirion Comprehensive :	School Council	11 February 2019	9.00am
	Staff and parents	11 February 2019	5.00pm
	Governing body	tbc	
Coleg Communedol Y Dderwen:	School Council	19 February 2019	9.00am
	Staff and parents	19 February 2019	5.00pm
	Governing body	tbc	
Cynffig Comprehensive :	School Council	29 January 2019	9.00am
	Staff and parents	29 January 2019	5.00pm
	Governing body	tbc	
Maesteg School :	School Council	14 February 2019	9.00am
	Staff and parents	14 February 2019	5.00pm
	Governing body	tbc	
Pencoed Comprehensive :	School Council	21 January 2019	9.00am
	Staff and parents	21 January 2019	5.00pm
	Governing body	tbc	
Porthcawl Comprehensive :	School Council	21 February 2019	9.00am
	Staff and parents	21 February 2019	5.00pm
	Governing body	tbc	
YGG Llangynwyd :	School Council	12 February 2019	9.00am
	Staff and parents	12 February 2019	5.00pm
	Governing body	tbc	

Appendices

Appendix A: Post 16 Operational Board - Statements of ambition

Learner support

1. Learner wellbeing is supported by excellent pastoral systems
2. Regular access to 1:1 tutoring
3. There are excellent social /extra-curricular and peer support networks
4. Excellent impartial and aspirational advice delivered in partnership with external stakeholders and supported by a strong communication strategy. This results in seamless transitions and high retention on courses as a result of excellent decision making by learners. Academic, vocational and apprenticeship pathways are all clearly represented in this area of work.
5. Excellent additional support for learners is available as and when needed. The provision is person centred, timely and matched to need. It is delivered by experts (such as counsellors, therapists, psychologists) and is clearly signposted and well-coordinated.
6. 24 hour helpline available as well as support for learners online through email.
7. Strong emphasis on developing Life Skills including personal financial management and work experience

Progression

1. Post-16 learners have a strong awareness of and access to a complete range of progression opportunities that lead to high levels of achievement producing high skilled learners.
2. The curriculum offer and outcomes reflect labour market needs and generate learners with comprehensive sets of skills allowing them to compete locally, nationally and globally. National and regional Learning and Skills Partnership plans are taken into account when planning the curriculum
3. The curriculum offers equal opportunities for all with regard to choice, breadth and access.
4. The curriculum recognises and is responsive to diverse needs including ALN, preferred language of delivery and faith.
5. Curriculum provision is matched to the ability and needs of learners.
6. Learners' destinations post-16 and post-18 are accurately mapped. This data is used to assess the effectiveness of the curriculum offer and to provide insights into potential progression routes for subsequent generations of learners.

Student Outcomes

1. Resilient learners who are ready for work and/or able to participate meaningfully in their chosen communities and society.
2. Excellent provision with equal access for all learners and delivered to high standards through the medium of English or Welsh.
3. Learners have comprehensive skills sets drawn from experiences of the Welsh Baccalaureate, Essential Skills Wales, and Employer Compacts. They have the ability to understand their own learning needs and be self-directed, independent learners.
4. Learners have appropriate connections to employment (sandwich courses/work trial element) and greater awareness of their place within

local/global economy. Employers benefit from a potential workforce that is very well prepared for employment.

5. Many constructive opportunities for work experience
6. Excellent grades to fulfil learners' academic ambitions
7. Improved academic transition from GCSE to AS in support of high standards

Teaching and Learning

1. All learners have access to excellent specialist and inspirational staff for a wide variety of courses. These are delivered at an appropriate level through the medium of either English or Welsh.
2. Excellence in the leadership of teaching and learning exists at all levels within organisations
3. The teaching and learning experience exposes learners to innovation in learning and the concepts of enterprise and entrepreneurship.
4. Teaching and learning is underpinned by a culture of quality assurance at an appropriate level and accountability for outcomes.
5. Variety in pedagogy/methods – focus groups, seminars, working at own pace, mix more in groups, learners able to select learning method
6. Knowledgeable and interesting staff. Lessons made fun. Variety of learning techniques. More practical learning. Different ways of assessing.
7. Teaching should be consistent and clear, with regular learner assessments/feedback to help improve learner experience.
8. Positive relationships with teachers – approachable staff who know you well
9. Teaching to meet the needs of the individuals: learning should be personalised for different needs
10. New technologies (including updated software) to learn from & communicate with teachers; resources on digital platforms, iPads/laptops/own devices, designated computer room, Wi-Fi (free) – increased access to learning via these routes

Curriculum

1. The curriculum offer delivers the Welsh Government's Youth Guarantee
2. The curriculum offer :
 - Is broad (lots of choice including Welsh and Games), flexible and accessible
 - Is balanced between vocational and academic subjects both in choice and esteem
 - Is available through the medium of Welsh and English
 - Provides for all types of learners
 - Aims to provide learners with their first preference in choice of subjects
 - Delivers on skills as well as qualifications
 - Is enhanced through innovation
3. Increased collaboration and a reduction in unnecessary duplication in the delivery of the curriculum in order to make it cost effective and good value for money.
4. Outward looking curricular contexts linked to industry and commerce with extra-curricular enrichments.

Built Environment

1. Capital investment is targeted to provide excellent learning environments for all learners including facilities for independent learning.
2. A future-proofed IT infrastructure
3. Planned accommodation is matched to current and projected demand for 16-19 provision avoiding over capacity and ensuring value for money.
4. Appropriate rationalisation of transport arrangements
5. For all pathways learners have access to excellent teaching and learning facilities, resources and IT infrastructure for both class and independent study.
6. Quality/modernised environment to encourage respect in learning environment
7. State of the art facilities for 21st century learning to include Specialist facilities and others including health (gym), leisure (common room games), restaurant, access to designated sixth-form space/computer room/library and up-to-date technology for research and car parking

Standards

1. Challenging and successful education for all that delivers great value added enabling all learners to reach their full potential.
2. To have a high ambition for the standard of outcomes for 16-19 year olds and to ensure that standards are maintained or improved through a period of change.
3. High aspiration and support from pastoral staff
4. Every learner should have the opportunity to reach their full potential and leave post-16 education fully qualified and prepared for the future

Inclusion

1. Inclusive curriculum offer that delivers on the Welsh Government's Youth Guarantee
2. Courses and progression routes for all learners
3. No barriers to progression which should be seamless
4. Inclusive to allow learners to study their passions and to discover a different way of learning
5. No racism, sexism, homophobia. Zero tolerance. Welcoming everyone no matter what. Respect all learners and tutors/staff
6. No matter what needs and abilities, everyone in the sixth-form centre should be included and not left out of lessons and activities
7. Make sure any racial bullying is banned and people with disabilities or additional needs are included
8. Every learner to be involved in some way in the schools/college council system

Values

1. A sense of purpose and community.
2. Safe and happy, learner wellbeing is a high priority.
3. Aim to give learners the best chance for successful progression post-18, retaining the learners' interests at heart.

4. The values and morals that are taught within faith schools are essential to their learning and growth as people and they want to be able to express their faith in a school community.
5. Caring, Community focus, Ambitious, Capable , Entrepreneurial , Ethical , Serious, Challenging , Focused

Appendix B: Post-16 public consultation – Background information (detail)

1. This consultation arises out of a process that started in 2011. At that time Welsh Government had instituted a ‘Transformation review of post-16 education and training’ across all local authorities in Wales. In Bridgend the Council, working in partnership with its secondary schools and Bridgend College, produced a Strategic Outline Case that was approved by Welsh Government. This set out a proposal for a Collaboration Model (Distributed Tertiary Model) to deliver post-16 provision across the County whereby sixth forms were retained and worked in collaboration with each other and with Bridgend College.
2. Two and a half years later, at the request of Welsh Government, the Council commissioned Tribal to undertake a review of these arrangements and a report was published in December 2013. The report found that there was a strong curriculum offer that met the requirements of the Learning & Skills Measure to provide 30 or more level 3 A level and vocational courses, an increase in learners taking up collaborative courses and a steady increase in standards. However some of the rationalisation needed to meet a tighter financial climate had not materialised. A weakness in careers advice and guidance was also noted. Overall the report felt that progress was not sufficiently rapid to meet the changing environment of post-16 education and training.
3. In more recent years there have been significant reductions in the core post-16 funding from Welsh Government. At the same time the 14-19 grant was reduced and merged with the Education Improvement Grant which is delegated directly to schools. As a result transport costs to support post-16 collaboration are now funded from schools’ budgets and have to compete against other demands in a time of increasing budget pressures. A number of subjects have been lost from the curriculum offer and fewer learners are now taking up day time collaborative courses. The improvement in standards has slowed and is just behind All Wales averages.
4. In 2014 the Council established a Schools Task Group which was asked to consider the way forward for all schools within the County and to ensure plans continue to be developed to provide a high quality education system for all young people. One of the work-streams for this group was focused on post-16 education.
5. The Schools Task Group was charged with determining options for post-16 provision for the future to enable consultation under the statutory code. The objectives were:

- To co-design post-16 education provision with stakeholders
 - To evaluate the impact of post-16 plans for education
 - To identify any opportunities for advantageous service reconfiguration
 - to ensure that any new model of post-16 delivery can demonstrate efficiencies and value for money
6. A Post-16 Operational Board (The Board) was established in June 2016 to take forward the post-16 work-stream. The Board, representing a wide spectrum of stakeholders, started its work by establishing the key ambitions that would be served by any configuration of post-16 provision across the County. In order to ensure the voice of learners was being heard the Board invited all school councils to run workshops within their respective schools to elicit the ambitions of learners. The combined list of ambitions generated by the Board and learners are listed in Appendix A.
 7. A large scale survey of staff and learners engaged in 16-18 education in schools and colleges was undertaken to ascertain their views on how the current post-16 provision was delivering against these ambitions. Over 2000 responses were received and analysed and the Board was able to acknowledge the strengths and weaknesses of the present situation as perceived by those engaged with current post-16 provision across the County.
 8. The Board examined a substantial amount of data, information and research on post-16 education and considered all seven concepts of post-16 provision that exist in Wales. Following this piece of work it was agreed to discount one concept which would have involved the establishment of an independent sixth form college in Bridgend. The only provider of this type in Wales is St. David's Catholic Sixth Form College in Cardiff. St. David's, as a specialist sixth form college, has reviewed its position as a college within the FE sector and is currently undertaking a process to return to the local authority. Having read the consultation paper released by St. David's, the Post-16 Board determined that it would not be sensible to consider introducing this concept into Bridgend.
 9. All other concepts were taken forward into a series of assessment exercises where they were compared for their potential effectiveness to deliver on the Board's sixteen most critical ambitions. Preferred concepts were identified and the findings were reported to Cabinet in October 2017 and in more detail again in April 2018. Cabinet approval was then given to take the six concepts out to public consultation and gain feedback from as wide a range of stakeholders as possible before giving consideration to specific options for the future delivery of post-16 education across the County.

Appendix C: Table 4 Comparison of A level performance in schools, range of subjects and size of sixth form 2015-2018

BCBC	Grades										Percentage of cohort					Subjects reported		Cohort size		
	2016		A*	A	B	C	D	E	U	Total	A*	A*-A	A*-B	A*-C	A*-E	3A*-A	A levels		BTECs	Total
	8	29	39	41	21	6	2	146	5.48	25.34	52.05	80.14	98.63			21	3		24	164
Archbishop McGrath	39	75	126	116	82	17	2	457	8.53	24.95	52.52	77.90	99.56			30	8	38	422	
Brynteg	5	18	45	50	24	10	1	153	3.27	15.08	44.44	77.12	99.35			21	4	25	170	
Bryntirion	5	11	36	33	27	19	8	139	3.60	11.51	37.41	61.15	94.24			19	6	25	157	
CCYD	0	7	17	25	22	6	1	78	0.00	8.97	30.77	62.82	98.72			16	2	18	88	
Cynffig	3	16	28	40	28	11	2	128	2.34	14.84	36.72	67.97	98.44			14	8	22	204	
Maesteg	4	10	26	41	33	18	10	142	2.82	9.86	28.17	57.04	92.96			21	1	22	130	
Pencoed	19	78	85	88	38	15	5	328	5.79	29.57	55.49	82.32	98.48			28	1	29	290	
Portlicaw	9	19	39	39	22	7	0	135	6.67	20.74	49.63	78.52	100.00			22	2	24	110	
YGG Langymwyd	92	263	441	473	297	109	31	1706	5.39	20.81	46.66	74.38	98.18						1735	

BCBC schools	Grades										Percentage of cohort					Subjects reported		Cohort size		
	2015		A*	A	B	C	D	E	U	Total	A*	A*-A	A*-B	A*-C	A*-E	3A*-A	A levels		BTECs	Total
	11	25	18	16	21	5	2	98	11.22	36.73	55.10	71.43	97.96 <td></td> <td></td> <td>22</td> <td>5</td> <td>27</td> <td>150</td>			22	5		27	150
Archbishop McGrath	14	58	138	105	78	26	10	429	3.26	16.78	48.95	73.43	97.67			31	7	38	442	
Brynteg	11	31	61	66	36	12	3	220	5.00	19.09	46.82	76.82	98.64			21	3	24	205	
Bryntirion	0	14	34	39	23	9	4	123	0.00	11.38	39.02	70.73	96.75			20	4	24	165	
CCYD	1	2	9	18	21	8	3	62	1.61	4.84	19.35	48.39	95.16			13	3	16	100	
Cynffig	3	9	26	37	49	14	2	140	2.14	8.57	27.14	53.57	98.57			19	9	28	193	
Maesteg	4	5	35	50	25	17	7	143	2.80	6.29	30.77	65.73	95.10			21	4	25	142	
Pencoed	31	83	136	90	43	25	6	414	7.49	27.54	60.39	82.13	98.55			30	1	31	332	
Portlicaw	6	20	36	40	22	4	2	130	4.62	20.00	47.69	78.46	98.46			22	3	25	123	
YGG Langymwyd	81	247	493	461	318	120	39	1759	4.60	18.65	46.67	72.88	97.78						1852	

BCBC	Grade										Percentage of cohort						Subjects reported			Cohort size
	2017		A*	A	B	C	D	E	U	Total	A*	A*-A	A*-B	A*-C	A*-E	3A*-A	A levels	BTECs	Total	
Archbishop McGrath	6	41	44	47	19	5	1	163	3.68	28.83	55.83	84.66	99.39			20	2	22	156	
Brynteg	38	65	107	97	45	31	7	390	9.74	26.41	53.85	78.72	98.21			26	2	28	377	
Bryntirion	12	20	40	40	14	12	3	141	8.51	22.70	51.06	79.43	97.87			18	4	22	174	
CCVD	1	4	22	33	42	14	5	121	0.83	4.13	22.31	49.59	95.87			18	3	21	148	
Cynffig	3	8	11	19	11	6	1	59	5.08	18.64	37.29	69.49	98.31			11	1	12	76	
Maesteg	7	32	52	61	37	17	9	215	3.26	18.14	42.33	70.70	95.81			21	5	26	177	
Pencoed	8	11	30	37	25	9	2	122	6.56	15.57	40.16	70.49	98.36			20	0	20	128	
Porthcawl	24	66	109	66	35	19	3	322	7.45	27.95	61.80	82.30	99.07			27	2	29	262	
YGG Llanyrnwyd	2	10	29	29	12	11	2	95	2.11	12.63	43.16	73.68	97.89			22	2	24	111	
Bridgend	101	257	444	429	240	124	33	1628	6.20	21.99	49.26	75.61	97.97						1609	

BCBC	Grade										Percentage of cohort						Subjects reported			Cohort size
	2018		A*	A	B	C	D	E	U	Total	A*	A*-A	A*-B	A*-C	A*-E	3A*-A	A levels	BTECs	Total	
Archbishop McGrath	9	30	34	47	23	4	3	150	6.00	26.00	48.67	80.00	98.00			21	1	22	148	
Brynteg	18	68	133	114	57	17	4	411	4.38	20.92	53.28	81.02	99.03			27	3	30	347	
Bryntirion	8	28	38	45	27	17	3	166	4.82	21.69	44.58	71.69	98.19			17	4	21	205	
CCVD	6	13	41	34	29	12	2	137	4.38	13.87	43.80	68.61	98.54			21	5	26	160	
Cynffig	0	5	12	17	5	14	5	58	0.00	8.62	29.31	58.62	91.38			12	2	14	61	
Maesteg	1	9	25	41	31	18	7	132	0.76	7.58	26.52	57.58	94.70			13	4	17	150	
Pencoed	3	16	33	31	38	12	2	135	2.22	14.07	38.52	61.48	98.52			21	2	23	141	
Porthcawl	24	65	79	69	39	16	1	299	8.19	30.38	57.34	80.89	99.66			27	1	28	242	
YGG Llanyrnwyd	2	15	29	36	21	18	5	126	1.59	13.49	36.51	65.08	96.03			16	3	19	118	
Bridgend	71	249	424	434	270	128	32	1608	4.42	19.90	46.27	73.26	98.01						1572	

Appendix D

School size and educational effectiveness

Estyn, December 2013 – an extract

Main findings

Secondary schools

1. Large secondary schools need less follow-up activity after inspection than small and medium-sized secondary schools. About 4% of large secondary schools need significant improvement or special measures, compared to around 20% of small and medium-sized schools.
2. Examination results for large secondary schools are better than those for small and medium-sized secondary schools for nearly all measures.
3. Wellbeing is excellent in 33% of large secondary schools compared with 14% of medium-sized and 4% of small secondary schools. Attendance is similar for small and medium-sized secondary schools, but better in large secondary schools. Large secondary schools tend to have more comprehensive procedures for monitoring attendance and for tackling persistent absences.
4. The quality of teaching in small and medium-sized secondary schools is broadly similar. It is stronger in large secondary schools. Large schools tend to have better arrangements for professional development and quality assurance, while these systems are less well developed in small and medium-sized schools. Teachers in small schools are less likely only to teach their specialist subject.
5. In general, curriculum provision is broader and better balanced in large secondary schools. Nearly all large secondary schools provide good or better learning experiences for their pupils, while learning experiences are good or better in the majority of small schools and many medium-sized schools. Large secondary schools are able to offer a wider range of options due to economies of scale. Small and medium-sized schools are more dependent on 14-19 partnerships to provide a suitable range of courses.
6. Leadership is good or better in nearly all the large secondary schools inspected. Leadership is good or better in the majority of medium-sized schools and in many small schools. In all schools where performance is strong, leadership is good or better. In small and medium-sized secondary schools, succession planning may be weak and, when key members of staff leave the school, there can be too long a delay before their skill-set is replaced.

Appendix E: Comparative financial pressures in post-16

1. Another feature of the post-16 financial landscape is the comparative rate of funding for courses in England and Wales. The major cost of delivery is the salaries of teachers and these are the same in both countries but a comparison of the funding levels shows a significant difference with Wales being at a disadvantage. This lower level of funding places the delivery of sixth-form provision under greater pressure in Wales.
2. In Bridgend sixth forms all learners follow the revised advanced Welsh Baccalaureate which is equivalent to an A level and is awarded the same points ratings by UCAS and accepted as such by all UK universities with a few exceptions. The table below shows the programmes studied by Welsh learners, the numbers of hours in the programme and the funding provided by Welsh Government.

Table 8: Funding values for A level programmes in Wales

Welsh post-16 funded programmes			
Programme	Hours per year	Welsh funding	English funding
2 A levels & WBQ	549	£2,624	£4,000
3 A levels & WBQ	711	£3,399	£4,400
4 A levels & WBQ	873	£4,173	£4,800

WBQ = Welsh Baccalaureate (qualification = Advanced Skills Challenge Certificate)

3. In England the base rate of £4,000 is applied to all programmes with 540 or more hours of delivery. There are uplifts of 10% and 20% for learners following high volume programmes of 4 or 5 A levels. There is also an additional £480 per subject to support learners who have yet to achieve a grade C or better in English and Maths.
4. As an illustration, if a sixth form of 150 had 25 learners on a 2 A level plus WBQ programme, 25 on a 4 A level plus WBQ programme and 100 learners on the standard 3 A level plus WBQ programme then the differential in funding would be approximately £150,000 to the detriment of the Welsh school sixth form. Extrapolated across the County this would amount to a £1.573m funding gap in the provision of resources for learners who are being prepared to compete with their peers across the UK for places in employment, higher apprenticeships and universities.

Appendix F: Welsh Government post-16 consistent performance measures

Post-16 consistent performance measures



Llywodraeth Cymru
Welsh Government

Performance measures for sixth forms and colleges are changing.

In 2014/15, we introduced a new planning and funding framework for post-16 learning, based on learning programmes. We made a commitment to develop new performance measures that would enable us to measure learner outcomes on a programme basis too, and to do so consistently across sixth forms and colleges for the first time.

The new performance measures will replace the separate measures which have been used for sixth forms (the Level 3 threshold and points scores, based on learners who take exams) and for colleges (learning activity success rates, based on learners enrolled and their outcomes within a single year of study). They are intended to be used together to give a rounded picture of sixth forms' and colleges' outcomes, with no one measure being more important than the others. The three measures are:

Achievement

Value added

Destinations

The measures will be used:

- By schools and colleges, to evaluate of their own performance and plan for improvement;
- By Estyn through discussions with schools and colleges, from 2018/19;
- By Welsh Government to analyse the outcomes of post-16 learning and track improvements; and
- To help learners, parents and employers make informed choices about post-16 learning.

Developing the measures

We started the development of the new measures in 2014, following the [Review of Qualifications for 14-19 year olds](#).

We undertook a formal consultation in January - May 2017. The consultation paper and summary of responses are available [here](#).

We continue to work closely with Estyn, schools, colleges, local authorities and consortia to develop and refine the new measures.

Definitions of some key terms

Learning programme: a package of learning with a purpose and outcome for progression to employment or to further or higher education. A programme is made up of a number of qualifications and other learning activities such as A levels, BTEC Diplomas, essential skills and work experience.

Equivalent: qualifications which are of comparable size and value to A2 levels, and which are counted towards the general education achievement measure; for example, BTEC Subsidiary Diplomas and the Advanced Welsh Baccalaureate Skills Challenge Certificate.

Completion: a learner has reached the end of their programme of study by completing the associated learning activities, regardless of whether or not they go on to attain their qualification aims.

Attainment: a learner has passed an examination or other assessment in order to achieve a qualification.

September 2018

For more information contact: post16quality@gov.wales

The measures

Achievement

A measure of the completion and attainment of learners undertaking A level, vocational and Welsh Bacallaureate learning programmes.

The measure is calculated at learning programme level, and comprises three sub-measures:

- **General education** (learners studying A level and mixed A level/vocational programmes): the proportion of learners who, over two years of study, achieve three A levels and/or equivalent qualifications at grades A*-A, A*-C or A*-E.
- **Vocational** (learners studying 'pure' vocational programmes in a specific sector/subject area): the proportion of main qualifications that were attained on learning programmes at each level.
- **Welsh Bacallaureate**: the proportion of learners enrolled on Welsh Bacallaureate programmes who complete and achieve the overall Welsh Bacallaureate qualification; grades achieved for the Skills Challenge Certificate.

All of the measures are based on the cohort of learners enrolled eight weeks after their programme start date, which allows for a degree of early drop-out and transfers.

Data sources

Schools: Data on learning programmes from the Post-16 Collection, matched to attainment data from the Welsh Examinations Database (WED).

Colleges: Data from the Lifelong Learning Wales Record (LLWR).

Value added

A measure of the progress made by learners, over and above what would normally be expected based on their prior attainment and gender.

In 2016, following procurement, we appointed FFT Education Ltd as our contractor to develop the value added measure and produce reports for schools and colleges. The measure comprises three sub-measures:

- **Average grade per entry**: the average grades attained for the qualifications entered by learners
- **Total volume of entries**: a measure of the average number of qualifications entered per learner
- **Total points per learner**: a measure of the average total number of qualification points attained by each learner.

Learners who are aged 16-19 and studying Level 3 qualifications are currently within the scope of the value added model, with proposals to extend the age range to include older learners in future.

Data sources

Data on learner characteristics from the Pupil Level Annual Schools Census (PLASC), matched to WED data on prior and post-16 attainment.

Data on English pupil attainment from the National Pupil Database.

Data on FE learners' campus from the LLWR.

Destinations

A measure of the proportion of learners who progress into further learning (including higher education) and/or employment.

The destinations measure is being developed using matched education and employment records, through participation in the UK Government's Longitudinal Education Outcomes (LEO) study.

The proposed measure is based on learners who have progressed to employment or to further learning at the same or a higher level, sustained over the autumn and spring terms of the academic year following the end of their learning programme. It includes learners who are in both employment and further learning, such as Apprenticeships.

Data sources

Matched education data from PLASC, LLWR, WED and Higher Education Statistics Authority (HESA).

Matched employment and benefits records held by the Department for Work and Pensions and HM Revenue & Customs.

September 2018

For more information contact: post16quality@gov.wales

Appendix G: descriptions of the Alps value-added indicators

3 year average Alps grade: This is the average of the grades for quality, **RED** teaching and **BLUE** teaching but averaged across a three year period.

Overall quality grade: This indicator shows overall performance by measuring all learner outcomes across their programmes and comparing this to their prior attainment at GCSE.

Proportion of **RED** teaching: This grade represents the percentage of learners taught in classes that experienced excellent teaching and learning. A subject is classed as providing excellent teaching and learning when it gains a grade 1, 2 or 3 for its Alps subject performance placing it in the top quarter of performance.

Proportion of **BLUE** teaching: This grade represents the percentage of learners taught in classes that experienced relatively poor teaching and learning. A subject is classed as providing relatively poor teaching and learning when it gains a grade 7, 8 or 9 for its Alps subject performance placing it in the bottom quarter of performance.

% Grades on target: In relation to A levels this grade is calculated as the percentage of A levels on target by taking the number of A levels on target divided by the total number of A levels in a school report.

Table 7: Value-added examination data covering 2015 to 2018

Alps grades 2015-2018	3 year average Alps grade 2016 - 2018	Overall quality grade				Proportion of RED teaching				Proportion of BLUE teaching				% Grades on target			
		15	16	17	18	15	16	17	18	15	16	17	18	15	16	17	18
School v	Year >																
Archbishop McGrath	2	2	2	1	1	4	3	2	3	6	5	3	4	3	2	2	2
Brynteg	4	3	3	3	3	4	4	4	4	5	5	5	4	3	3	3	3
Porthcawl	4	2	3	4	5	2	3	5	5	4	4	4	3	2	4	4	5
Maesteg	5	4	2	5	6	7	8	3	4	7	5	4	6	5	3	4	6
Llangynwyd	5	2	1	4	6	7	4	5	7	5	4	5	7	3	2	3	5
CCYD	5	6	7	5	2	7	6	4	2	7	7	7	4	6	7	5	2
Pencoed	6	6	6	5	5	7	6	4	6	8	7	5	6	6	5	6	5
Cynffig	6	5	2	7	5	5	5	6	6	7	7	6	7	4	4	5	6
Bryntirion	6	3	4	7	6	7	8	5	7	6	6	5	6	4	5	7	7
BCBC overall	4	3	3	4	4	4	5	4	5	6	5	5	5	---	---	---	---
Bridgend College (twilight provision)	4	1	3	4		8	3	3		1	7	7		2	4	6	

Appendix H - Projections of school capacity

Ysgol Gyfun Brynteg / Brynteg Comprehensive School																
Amcanestyniadau Ionawr 2018-2026 / Projections Jan 2018-2026																
Blwyddyn / Year	7	8	101%	87%	101%	99%	79%	73%	Total sixth form	Cyfanswm /Total	Cyfanswm Adeiladau Newydd	Cyfanswm Disgyblion Newydd 11 - 16	Cyfanswm Disgyblion Newydd Post 16	Cyfanswm Diwygiedig	Cyfanswm Disgyblion Newydd Post 16	Aros am Gymeradwyaeth Cynllunio
											Total New Build	Total New Pupils 11 - 16	Total New Pupils 16-18	Revised Total 11-18	Total New Pupils 16-18	Waiting for Planning Approval
Oed / Age	11-12	12-13	13-14	14-15	15-16	16-17	17-18									
2012	275	295	307	336	294	198	180	378	1885							
2013	263	259	291	306	330	216	154	370	1819							
2014	208	263	257	285	305	241	171	412	1730							
2015	210	207	259	256	289	249	189	438	1659							
2016	227	214	207	262	252	233	189	422	1584							
2017	222	228	218	209	259	213	164	377	1513							
2018	193	225	231	216	200	191	156	347	1412	10	2	0	1412+2=1414	0 Houses	707+	
2019	240	194	196	232	214	158	139	297	1373	30	5	1	1176+2+6=1184		937+	
2020	249	241	169	197	230	169	115	284	1370	33	6	1	1172+2+6+7=1187	Yield	934+	
2021	228	251	210	170	195	182	123	305	1359	30	5	1	1163+2+6+7+6=1184	0 - pupils 11 - 16	937+	
2022	269	229	218	211	168	154	133	287	1382	40	7	1	1227+2+6+7+6+8=1256	0 - Pupils post 16	865+	
2023	256	271	200	219	209	133	112	245	1400	0	0	0	1291+2+6+7+6+8=1320	Total: 0 pupils	801+	
2024	272	258	235	201	217	165	97	262	1445	80	14	3	1449+2+6+7+6+8+17=1495		626+	
2025	255	274	224	237	199	171	121	292	1481	0	0	0	1484+6+7+6+8+17=1528		593+	
2026	247	257	238	225	234	157	125	282	1483	0	0	0	1486+7+6+8+17=1524		597+	

Ysgol Uwchradd Gatholig yr Archesgob McGrath / Archbishop McGrath R.C. Comprehensive School															
Amcanestyniadau Ionawr 2018-2026 / Projections Jan 2018-2026															
Blwyddyn/ Year	7	102%	100%	102%	95%	74%	69%	Total sixth form	Cyfanswm /Total	Cyfanswm Adeiladau Newydd	Cyfanswm Disgyblion Newydd	Cyfanswm Disgyblion Newydd Post 16	Cyfanswm Diwygiedig	Aros am Gymeradwyaeth Cynllunio	Capasiti Gwag Tai a gymhwyswyd
										Total New Build	Total New Pupils	Total New Pupils 16-18	Revised Total 11-18	Waiting for Planning Approval	Surplus Capacity Housing Applied
Oed / Age	11-12	12-13	13-14	14-15	15-16	16-17	17-18								
2012	104	120	124	129	116	91	43	134	727						
2013	124	117	125	124	125	96	52	148	763						
2014	136	123	122	123	125	92	76	168	797						
2015	116	132	125	122	123	103	47	150	768						
2016	137	136	125	132	123	88	68	156	809						
2017	137	136	125	132	123	88	68	156	809						
2018	128	140	133	128	123	86	62	148	800	361	6	1	800+7=807	0 Houses	29+
2019	159	131	140	136	122	91	59	150	838	768	12	3	838+7+15=860		-24
2020	145	162	131	143	129	90	63	153	863	946	15	3	863+7+15+18=903	Yield	-67
2021	153	148	162	133	136	95	62	157	889	807	13	3	889+7+15+18+16=945	0 - pupils 11 - 16	-109
2022	126	156	148	165	127	100	66	166	888	676	11	2	888+7+15+18+16+13=957	0 - Pupils post 16	-121
2023	143	129	156	151	157	94	69	163	899	0	0	0	899+7+15+18+16+13=968	Total: 0 pupils	-132
2024	155	146	129	159	143	116	65	181	913	1627	26	5	13+7+15+18+16+13+31=1013		-177
2025	140	158	146	131	151	106	80	186	912	0	0	0	912+15+18+16+13+31=1005		-169
2026	141	143	158	149	125	112	73	185	901	0	0	0	901+18+16+13+31=979		-143

* Housing yield is based on the fact that on average Archbishop take 9% of the county's overall population.

Ysgol Gyfun Bryntirion / Bryntirion Comprehensive School															
Amcanestyniadau Ionawr 2018-2026 / Projections Jan 2018-2026															
Blwyddyn /Year / Oed / Age	7 11-12	90% 8 12-13	105% 9 13-14	102% 10 14-15	96% 11 15-16	62% 12 16-17	78% 13 17-18	Total sixth form	Cyfanswm /Total	Cyfanswm Adeiladau Newydd Total New Build	Cyfanswm Disgyblion Newydd Total New Pupils 11 - 16	Cyfanswm Disgyblion Newydd Post 16 Total New Pupils 16-18	Cyfanswm Disgyblion Newydd Post 16 Total New Pupils 16-18	Aros am Gymeradwyaeth Cynllunio Waiting for Planning Approval	Capasiti Gwag Tai a gymhwyswyd Surplus Capacity Housing Applied
2012	160	198	186	177	177	89	90	179	1077						
2013	193	158	206	184	179	92	63	155	1075						
2014	172	195	161	210	184	128	74	202	1124						
2015	181	167	194	158	203	106	87	193	1096						
2016	169	160	170	189	163	91	80	171	1022						
2017	240	172	164	176	191	107	67	174	1104						
2018	211	240	174	170	170	127	78	205	1170	50	9	2	1170+11=1181	38 Houses	27+
2019	190	190	252	177	163	105	99	204	1176	198	36	7	1176+11+43=1230		-22
2020	171	171	199	257	170	101	82	183	1151	155	28	6	1151+11+43+34=1239	Yield	-31
2021	180	154	180	203	247	106	79	185	1149	100	18	4	1149+11+43+34+22=1259	7 - pupils 11 - 16	-51
2022	190	162	162	183	195	153	82	235	1127	30	5	1	1127+11+43+34+22+6=1243	1 - Pupils post 16	-35
2023	181	171	170	165	176	121	119	240	1103	0	0	0	1103+11+43+34+22+6=1219	Total: 8 pupils	-11
2024	192	163	180	174	158	109	94	203	1070	4	1	0	1070+11+43+34+22+6+1=1187		21+
2025	158	173	171	183	167	98	85	183	1035	0	0	0	1035+43+34+22+6+1=1141		67+
2026	180	142	181	174	176	103	77	180	1033	0	0	0	1033+34+22+6+1=1096		112+

Coleg Cymunedol Y Dderwen															
Amcanestyniadau Ionawr 2017-2025 / Projections Jan 2017-2025															
Blwyddyn /Year / Oed / Age	7 11-12	98% 8 12-13	97% 9 13-14	98% 10 14-15	96% 11 15-16	38% 12 16-17	76% 13 17-18	Total sixth form	Cyfanswm /Total	Cyfanswm Adeiladau Newydd Total New Build with Planning	Cyfanswm Disgyblion Newydd Total New Pupils 11 - 16	Cyfanswm Disgyblion Newydd Post 16 Total New Pupils 16-18	Cyfanswm Disgyblion Newydd Post 16 Total New Pupils 16-18	Aros am Gymeradwyaeth Cynllunio Waiting for Planning Approval	Capasiti Gwag Tai a gymhwyswyd Surplus Capacity Housing Applied
2012	235	234	244	257	222	130	70	200	1392						
2013	255	234	232	246	260	130	89	219	1446						
2014	212	254	235	223	237	113	94	207	1368						
2015	229	212	249	237	217	101	64	165	1309						
2016	206	216	207	238	226	83	74	157	1250						
2017	226	205	208	202	230	86	62	148	1219						
2018	232	226	199	211	191	89	66	155	1214	87	16	3	1214+19=1233	28 Houses	340+
2019	261	227	219	195	203	73	68	140	1246	154	28	6	1246+19+34=1299		274+
2020	233	256	221	215	187	77	55	132	1244	214	39	8	1244+19+34+47=1344	Yield	229+
2021	266	228	248	216	206	71	58	130	1293	191	34	7	1293+19+34+47+41=1434	5 - pupils 11 - 16	139+
2022	244	261	221	243	207	78	54	132	1308	197	35	7	1308+19+34+47+41+42=1491	1 - Pupils post 16	82+
2023	270	239	253	217	233	79	60	138	1351	0	0	0	1351+19+34+47+41+42=1534	Total: 6 pupils	39+
2024	257	265	232	248	208	89	60	149	1359	316	57	11	1359+19+34+47+41+42+68=1610		37-
2025	242	252	257	227	238	79	67	147	1362	0	0	0	1362+34+47+41+42+68=1594		21-
2026	253	237	244	252	218	90	60	151	1354	0	0	0	1354+47+41+42+68=1552		21+



Ysgol Gyfun Cynffig / Cynffig Comprehensive School									Amcanestyniadau Ionawr 2018-2026 / Projections Jan 2018-2026						
Blwyddyn /Year Oed / Age	7	96%	98%	100%	97%	40%	62%	Total sixth form	Cyfanswm /Total	Cyfanswm Adeiladau Newydd Total New Build	Cyfanswm Disgyblion Newydd Total New Pupils 11 - 16	Cyfanswm Disgyblion Newydd Post 16 Total New Pupils 16-18	Cyfanswm Disgyblion Newydd Post 16 Total New Pupils 16-16	Aros am Gymeradwyaeth Cynllunio Waiting for Planning Approval	Capasiti Gwag Tai a gymhwyswyd Surplus Capacity Housing Applied
	11-12	12-13	13-14	14-15	15-16	16-17	17-18								
2012	113	100	121	123	113	69	41	110	680						Current Capacity : 1013
2013	100	111	96	121	122	56	35	91	641						
2014	107	107	116	108	128	75	35	110	676						
2015	126	110	108	115	101	57	43	100	660						
2016	119	117	105	107	114	51	37	88	650						
2017	139	120	116	107	106	47	29	76	664						
2018	167	133	121	112	100	31	30	61	694	12	2	0	694+2=696	0 Houses	317+
2019	128	160	130	121	109	40	19	59	707	54	10	2	707+2+12=721		292+
2020	132	123	157	130	118	44	25	68	729	15	3	1	729+2+12+4=747	Yield	266+
2021	127	127	120	157	127	47	27	74	732	7	1	0	732+2+12+4+1=751	0 - pupils 11 - 16	262+
2022	138	122	124	120	153	51	29	80	737	0	0	0	737+2+12+4+1=756	0 - Pupils post 16	257+
2023	156	132	119	124	117	61	31	93	740	0	0	0	740+2+12+4+1=759	Total: 0 pupils	254+
2024	139	150	130	119	121	47	38	85	744	0	0	0	744+2+12+4+1=763		250+
2025	141	133	147	130	116	48	29	77	744	0	0	0	744+12+4+1=761		252+
2026	131	135	131	147	126	46	30	76	746	0	0	0	746+4+1=751		262+

Ysgol Gyfun Maesteg / Maesteg Comprehensive School									Amcanestyniadau Ionawr 2018-2026 / Projections Jan 2018-2026						
Blwyddyn /Year Oed / Age	7	99%	100%	99%	98%	53%	77%	Total sixth form	Cyfanswm /Total	Cyfanswm Adeiladau Newydd Total New Build	Cyfanswm Disgyblion Newydd Total New Pupils 11 - 16	Cyfanswm Disgyblion Newydd Post 16 Total New Pupils 16-16	Cyfanswm Disgyblion Newydd Post 16 Total New Pupils 16-16	Aros am Gymeradwyaeth Cynllunio Waiting for Planning Approval	Capasiti Gwag Tai a gymhwyswyd Surplus Capacity Housing Applied
	11-12	12-13	13-14	14-15	15-16	16-17	17-18								
2012	160	198	186	177	177	89	90	179	1077						Current Capacity : 1333
2013	193	158	206	184	179	92	63	155	1075						
2014	172	195	161	210	184	128	74	202	1124						
2015	181	167	194	158	203	106	87	193	1096						
2016	204	184	170	194	157	125	79	204	1113						
2017	186	203	184	164	190	80	97	177	1104						
2018	165	178	198	184	149	88	62	150	1024	45	8	2	1024+10=1034	2 Houses	299+
2019	161	164	178	196	180	79	68	147	1026	80	14	3	1026+10+17=1053		283+
2020	196	160	164	176	192	96	61	156	1045	72	13	3	1045+10+17+16=1088	Yield	245+
2021	193	195	160	162	173	102	74	175	1059	100	18	4	1059+10+17+16+22=1124	0 - pupils 11 - 16	209+
2022	197	192	195	158	159	92	78	170	1071	109	20	4	1071+10+17+16+22+24=1160	0 - Pupils post 16	173+
2023	196	196	192	193	155	84	70	155	1086	0	0	0	1086+10+17+16+22+24=1175	Total: 0 pupils	158+
2024	164	195	196	190	189	82	65	147	1081	287	52	10	1081+10+17+16+22+24+62=1232		101+
2025	192	163	195	194	186	100	63	164	1093	0	0	0	1093+17+16+22+24+62=1275		58+
2026	187	191	163	193	190	99	77	176	1100	0	0	0	1100+16+22+24+62=1265		68+

Ysgol Gyfun Pencoed / Pencoed Comprehensive School									Amcanestyniadau Ionawr 2018-2026 / Projections Jan 2018-2026						
Blwyddyn /Year Oed / Age	7	103%	101%	103%	95%	50%	81%	Total sixth form	Cyfanswm /Total	Cyfanswm Disgyblion Newydd Total New Build with planning	Cyfanswm Disgyblion Newydd Total New Pupils 11 - 16	Cyfanswm Disgyblion Newydd Post 16 Total New Pupils 16-18	Cyfanswm Disgyblion Newydd Post 16 Total New Pupils 16-18	Aros am Gymeradwyaeth Cynllunio Waiting for Planning Approval	Capasiti Gwag Tai a gymhwyswyd Surplus Capacity Housing Applied
	11-12	12-13	13-14	14-15	15-16	16-17	17-18								
2012	136	152	160	185	157	86	67	153	943						
2013	138	130	147	153	174	83	54	137	879						
2014	125	151	139	155	151	86	61	147	868						
2015	157	129	149	146	157	81	61	142	880						
2016	142	167	133	157	134	70	60	130	863						Current Capacity : 1137
2017	156	140	171	138	151	70	58	128	884						
2018	157	160	136	170	135	80	61	141	899	155	28	6	899+34=933	100 houses	204+
2019	150	163	162	140	162	68	65	133	910	219	39	8	910+34+47=991		146+
2020	155	155	165	167	133	81	55	136	911	311	56	11	911+34+47+67=1059	Yield	78+
2021	151	160	157	170	159	67	66	132	930	170	31	6	930+34+47+67+32=1110	18 - pupils 11 - 16	27+
2022	168	156	162	162	162	80	54	134	944	150	27	5	944+34+47+67+32+32=1156	4 - Pupils post 16	-19
2023	164	173	158	167	154	81	64	146	962	0	0	0	962+34+47+67+32+32=1174	Total: 22 pupils	-37
2024	161	169	175	163	159	77	66	143	970	207	37	7	970+34+47+67+32+32+44=1226		-89
2025	166	166	171	180	155	80	62	142	980	0	0	0	980+47+67+32+32+44=1202		-65
2026	165	171	168	176	171	78	65	143	997	0	0	0	997+67+32+32+44=1172		-35

Ysgol Gyfun Porthcawl / Porthcawl Comprehensive School									Amcanestyniadau Ionawr 2018-2026 / Projections Jan 2018-2026						
Blwyddyn /Year Oed / Age	7	101%	100%	99%	98%	64%	81%	Total sixth form	Cyfanswm /Total	Cyfanswm Adeiladau Newydd Total New Build with planning	Cyfanswm Disgyblion Newydd Total New Pupils	Cyfanswm Disgyblion Newydd Post 16 Total New Pupils 16-18	Cyfanswm Disgyblion Newydd Post 16 Total New Pupils 16-18	Aros am Gymeradwyaeth Cynllunio Waiting for Planning Approval	Capasiti Gwag Tai a gymhwyswyd Surplus Capacity Housing Applied
	11-12	12-13	13-14	14-15	15-16	16-17	17-18								
2012	200	245	217	237	231	164	125	289	1419						
2013	203	211	252	221	237	158	152	310	1434						
2014	234	205	212	253	229	195	145	340	1473						
2015	189	242	211	209	255	162	170	332	1438						Current Capacity : 1551
2016	186	187	248	213	209	158	142	300	1343						
2017	195	193	184	242	209	133	123	256	1279						
2018	180	195	191	179	235	140	102	242	1222	2	0	0	1222	13 Houses	329+
2019	228	182	195	189	175	150	113	264	1232	4	1	0	1232+1=1233		318+
2020	217	230	182	193	185	112	122	234	1241	106	19	4	1241+1+23=1265	Yield	286+
2021	187	219	230	180	189	119	91	210	1215	203	37	7	1215+1+23+34=1273	2 - pupils 11 - 16	278+
2022	210	189	219	228	176	121	96	217	1239	150	27	5	1239+1+23+34+32=1329	0 - Pupils post 16	222+
2023	207	212	189	217	224	113	98	211	1260	0	0	0	1260+1+23+34+32=1350	Total: 2 pupils	201+
2024	210	209	212	187	213	143	91	235	1265	733	132	26	1265+1+23+34+32+158=1513		38+
2025	204	212	209	210	183	136	116	252	1270	0	0	0	1265+23+34+32+158=1512		39+
2026	211	206	212	207	206	117	110	228	1269	0	0	0	1265+34+32+158=1489		62+



YGG Llangynwyd

Amcanestyniadau Ionawr 2018-2026 / Projections Jan 2017-2025

* Housing yield is based on the fact that on average YGG take 7% of the county's overall population.

Blwyddyn /Year Oed / Age	7 11-12	98% 8 12-13	98% 9 13-14	98% 10 14-15	99% 11 15-16	66% 12 16-17	80% 13 17-18	Total sixth form	Cyfanswm /Total	Cyfanswm Adeiladau Newydd Total New Build	Cyfanswm Disgyblion Newydd Total New Pupils 11 - 16	Cyfanswm Disgyblion Newydd Post 16 Total New Pupils 16-16	Cyfanswm Disgyblion Newydd Post 16 Total New Pupils 16-16	Aros am Gymeradwyaeth Cynllunio Waiting for Planning Approval	Capasiti Gwag Tai a gymhwyswyd Surplus Capacity Housing Applied
2012	107	102	100	121	0	0	0	0	430						
2013	121	105	89	97	120	0	0	0	532						
2014	84	113	103	83	97	76	0	76	556						
2015	114	80	108	98	84	65	58	123	607						
2016	108	114	77	109	99	55	55	110	617						
2017	110	106	110	75	105	69	42	111	617						
2018	114	107	106	104	75	65	53	118	624	361	5	1	624+6=630	153 Houses	232+
2019	103	111	105	104	103	50	52	102	628	768	10	2	628+6+12=646	Yield 2 - pupils 11 - 16 0 - Pupils post 16 Total: 2 pupils	216+
2020	130	101	109	103	103	68	40	108	654	946	12	2	654+6+12+14=686		174+
2021	111	127	99	107	102	68	54	122	668	807	10	2	668+6+12+14+12=712		150+
2022	128	109	125	97	106	67	54	121	686	676	9	2	686+6+12+14+12+11=741		121+
2023	152	125	106	122	96	70	54	123	725	0	0	0	725+6+12+14+12+11=780		82+
2024	140	149	123	104	121	63	56	119	756	1627	21	4	756+6+12+14+12+11+25=836		26+
2025	121	137	146	120	103	80	50	130	757	0	0	0	757+12+14+12+11+25=831		31+
2026	136	118	146	143	119	68	64	132	794	0	0	0	794+14+12+11+25=856	6+	

Appendix J - Equality impact assessment (EIA) screening form

Department	Completed by (lead)	Date of initial assessment	Revision date(s)
Education and Family Support	John Fabes	1 st March 2018	
Name of policy being screened:	Post-16 Education		
Who is responsible for delivery of the policy?	Lindsay Harvey		
Is this an existing or new function/ policy, practice, procedure or decision?	The post-16 education project is looking to change the existing post-16 education model.		
Brief description and aim of policy:	<p>The Post-16 Education phase two project aims to develop proposals for the strategy for post-16 education which is signed off by all stakeholders and which will inform future planning.</p> <p>The strategy for post-16 education in Bridgend will be underpinned by robust models, which will deliver the right education in the right place and with the best outcomes for learners.</p>		
Does this policy relate to any other policies (please state)	<p>The following legislation, principles, and policies which will assist in the development of the policy and to be considered are:</p> <ul style="list-style-type: none"> • United Nations Convention on the Rights of the Child • The Well-being of Future Generations (Wales) Act 2015 • 2050, A Million Welsh Speakers • Action Plan, Cymraeg 2050 • One Wales: One planet, a new sustainable development scheme for Wales May 2009 or any successor strategy • Child Poverty Strategy for Wales (issued February 2011 information document number 95/2011) or any successor strategy • Faith in Education • Local plans for economic or housing development • Welsh in Education Strategic Plans (made under Part 4 of the School Standards and Organisation (Wales) Act 2013 • Children and young Peoples Plans (or successor plans) 		

	<ul style="list-style-type: none"> • 21st Century Schools – Capital Investment Programme and the relevant wave of investment • Learner Travel Statutory Provision and Operational Guidance 2014 • Measuring the capacity of schools in Wales, Circular No: 021/2011
Who is affected by this policy (e.g. Staff, residents, disabled people, women only?)	Staff, schools, learners, parents/carers/guardians
What evidence has been used to inform the assessment and policy? (please list only)	Informal consultation completed Options appraisal on concepts completed Formal consultation and engagement due to be held November 2018 to February 2019
If this is a review or amendment of an existing policy, has an EIA been carried out? Please include date of completion:	No previous EIA in place
If an EIA exists, what new data has been collected on equality groups since its completion?	N/A

	Yes	No	Unknown
Is this policy an important or large scale function	✓		
Is it likely the policy will impact upon a large number of staff, residents and/or contractors?	✓		

Is it possible that any aspect of the policy will impact on people from different groups in different ways?					
Characteristic	High (H)	Med (M)	Low (L)	None	Explanation of impact
Age	✓				This policy directly impacts on post-16 education learners.
Disability	✓				The policy will be considering post-16 education for learners with additional learning needs
Gender Reassignment				X	



Race				X	
Religion/ Belief	✓				The policy will be considering post-16 education for learners in schools of a religious character.
Pregnancy and maternity				X	
Sexual Orientation				X	
Sex				X	
Civil Partnerships and Marriage				X	
Welsh Language	✓				The policy will be considering post-16 education for Welsh-medium learners.
What is the risk that any aspect of the policy could in fact lead to discrimination or adverse effects against any group of people? (see guidance notes for list of protected characteristics?)					
The risk is minimal because the policy is aiming to provide all learners with an access to the right post-16 education.					
What action has been taken to mitigate this risk?					
As part of the post-16 education review a children's rights impact assessment and a Welsh impact assessment will be completed. Full consultation is scheduled. The school organisation code is being consulted. The appropriate religious bodies and the Archdioceses will be consulted before the consultation document is published.					

Could any aspect of the policy help BCBC to meet the main public sector duties? Bear in mind that the duty covers nine protected characteristics.

Duty	Yes	No	Unknown
Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act	✓		
Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it	✓		
Foster good relations between persons who share a relevant protected characteristic and persons who do not share it	✓		
Please set out fully your reasoning for the answers given above including an awareness of how your decisions are justified.			

The project is aiming to provide all post-16 learners with access to the right education. The proposals will ensure equality of opportunity for learners regardless of geographical location.

Could any aspect of this “policy” assist Bridgend County Borough Council with its compliance with the Welsh Language Standards and the Welsh Language (Wales) Measure 2011

	Yes	No	Unknown
The policy would impact on people’s opportunity to a) use the Welsh language in a positive or negative way and b) treat both languages equally	✓		
The policy could be changed to have a positive effect or increase the positive effect on a) people’s opportunity to use the Welsh language and b) treating both languages equally	✓		
The policy could be changed to minimise or remove any adverse effects on a) people’s opportunity to use the Welsh language and b) treating both languages equally	✓		

Is this policy likely to impact on community cohesion?

This policy may impact positively on the education community as greater links would be made between institutions.

However, this policy may negatively impact on the residential community as sixth forms may be removed from local comprehensive schools or located outside of the local community.

	Yes	No	Unknown
Procurement: Are there any procurement implications to the activity, proposal or service. (Please take the findings of this assessment to your procurement plan).		✓	
Human Resource: Are there any HR resource implications to the activity, proposal or service	✓		

What level of EIA priority would you give to this policy?			
High full EIA within 6 months, or before approval of policy	Medium Full EIA within one year of screening	Low Full EIA within three years of screening	Screen out No further EIA required at this time
✓			

Please consider if timescale for EIA will be affected by any other influence e.g. Committee deadline, external deadline, part of a wider review process?



Please explain fully the reasons for this judgement, where “screened out” here you must include information how your decisions are justifiable and evidence based.

This policy is an important and large scale function. It will be impacting on a wide range of people and will impact on protected characteristic groups. The policy will enhance equality of opportunity for learners and could positively impact on the ability to use the Welsh Language.

A full consultation and engagement exercise is being arranged to take place between November 2018 and February 2019. Following consultation a full equalities impact assessment will be completed.

Who will carry out the full EIA?	Specialist Officer: Post-16 Education and Training
Full EIA to be completed by (Date):	April 2019
Date EIA screening completed:	
Approved by (Head of Service):	

When complete, this form must be retained by the service area. The EIA screening should be recorded as complete on share point (your business manager has access to share point). The EIA screening should be referenced and summarised in the relevant cabinet report for this policy. Where a full EIA is needed this should be included as an appendix with the cabinet report and therefore available publically on the website.

If you have queries in relation to the use of this toolkit please contact the Equalities Team on 01656 643664 or equalities@bridgend.gov.

APPENDIX K - WELLBEING OF FUTURE GENERATIONS (WALES) ACT 2015 ASSESSMENT

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

other public bodies)	
Collaboration (Acting in collaboration with any other person (or different parts of the body itself) that could help the body meet its well-being objectives)	4. How does your project / activity involve working together with partners (internal and external) to deliver well-being objectives? As part of this change programme BCBC has already engaged with over 2000 learners and staff in schools and college to inform the ambitions of the project. We anticipate working with a further 3000 young people in the consultation phase as well as a range of educational stakeholders and parents in order to shape the future provision of post-16 education in ways that will be of maximum benefit to young people and thereby their wellbeing.
Involvement (The importance of involving people with an interest in achieving the well-being goals, and ensuring that those people reflect the diversity of the area which the body serves)	5. How does your project / activity involve stakeholders with an interest in achieving the well-being goals? How do those stakeholders reflect the diversity of the area? As indicated in 4. the project has already engaged every secondary school council in workshops to determine the principles for 16-18 education. In turn they ran workshops with pupils in their own schools. Over 1500 learners 16-18 and 500 staff in school and college responded to a survey on the current state of 16-18 provision which informed the process of considering concepts for the future. Moving forward through the public consultation on post-16 provision the Council will engage with 3000 learners via school councils and a wider audience through the online survey and direct contact. Open workshops with parents and other stakeholders will be held across the County. All the input from these activities will be fed into the future deliberations on how post-16 provision will be delivered in the years ahead.

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

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



which choices and behaviours that benefit future health are understood.	interactions that occur in the larger units have a positive effect on the learning experience resulting in higher standards and better wellbeing. There is the potential for increasing the amount of participation in physical activities which in turn will have positive effects on wellbeing.	activities in the working week to balance the academic demands and therefore improve learner wellbeing.
A more equal Wales A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances).	This is a critical factor in the review – producing a result where all young people 16-18, regardless of background, circumstance or geography can enjoy access to the same wide range of high quality educational opportunities.	The project is seeking to maximise the opportunity for young people from some of our more disadvantaged backgrounds to access the full range of progression routes post-16 thus providing every learner with a possible and realisable route into their future.
A Wales of cohesive communities Attractive, viable, safe and well-connected communities.	The current post-16 community is fragmented and the project aims to bring together learners from a range of settings into well-designed learning provision alongside peers from across the County thus expanding their social interactions and increasing the connectedness of young people from different communities across the County.	The project aims to maximise opportunities for high quality learning in settings which are financially viable, safe, with excellent facilities and where strong relationships exist between staff and learners.
A Wales of vibrant culture and thriving Welsh language A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation.	The extra-curricular dimension and expanded engagement of learners 16-18 in the arts and sport will be built into any developmental plans. The lack of sport in the current post-16 curriculum was identified as a weakness by learners and will be addressed through the preferred concepts.	The project will proactively support a thriving Welsh-medium post-16 provision in partnership with schools in RCT with long term plans to expand the numbers in this sector.
A globally responsible Wales	The Advanced Skills Challenge Certificate	Maximise impact by universal adoption of

A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being.	element of the revised Welsh Baccalaureate is followed by all learners 16-18 across Bridgend and this will continue with the development of the preferred concepts. As a consequence all students will take part in the Global Challenge, one of four challenges built into the qualification.	the Welsh Baccalaureate and the Advanced Skills Challenge Certificate.
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Section 3 Will your project / activity affect people or groups of people with protected characteristics? Explain what will be done to maximise any positive impacts or minimise any negative impacts

Protected characteristics	Will your project / activity have any positive impacts on those with a protected characteristic?	Will your project / activity have any negative impacts on those with a protected characteristic?	Is there any way to maximise any positive impacts or minimise any negative impacts?
Age:	Yes through enhancing and improving educational opportunities for 16-18 year olds	No	Through the implementation of the Council's preferred concepts for post-16 provision across the Borough.
Gender reassignment:	Neutral	Neutral	
Marriage or civil partnership:	Neutral	Neutral	
Pregnancy or maternity:	Neutral	Neutral	
Race:	Neutral	Neutral	
Religion or Belief:	Yes	No	Retention of Faith-based post-16 provision
Race:	Neutral	Neutral	
Sex:	Neutral	Neutral	
Welsh Language:	Yes	No	Full support for partnership and collaboration that enriches and expands the opportunities within Welsh-medium post-16 provision



Section 4 Identify decision meeting for Project/activity e.g. Cabinet, Council or delegated decision taken by Executive Members and/or Chief Officers

Compiling Officers Name:

John Fabes

Compiling Officers Job Title:

Specialist Officer: Post-16 Education and Training

Date completed:

02 October 2018