

Formal Consultation Document

Proposal for a new 3-16 Catholic School in Rhyl

(Inset date)

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Foreword- by Bishop Peter

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INTRODUCTION TO THE PROPOSAL HOW WE WILL CONSULT WITH YOU ON THE PROPOSAL

1. Introduction

- 1.1 Wrexham Catholic Diocese and the Denbighshire County Council wishes to seek the views of a wide range of interested parties regarding the proposal for Denbighshire County Council to close Ysgol Mair Catholic primary school and Blessed Edward Jones R C High school on the 31st August 2019; and the Catholic Diocese of Wrexham to establish a new 3-16 Catholic School on the existing site from the 1st September 2019.
- 1.2 This consultation document sets out information which consultees will need to take part fully in the consultation process. The process follows regulatory guidance as set out in the School Organisation Code.

The formal consultation period;

- **Commences on the February 2017 and**
- **Ends on the March 2017**

2. Development of School Organisation Proposals

- 2.1 Development of school organisation proposals should have regard to overarching national policies and principles, including:
- United Nations Convention on the Rights of the Child;
 - A Living Language: A Language for Living- Welsh Language Strategy 2012-2017;
 - Faith in Education;
 - Welsh Medium Education Strategy;
 - One Wales: One Planet, a new sustainable development scheme for Wales May 2009 or any successor strategy;
 - Well- being of Future Generations Act 2016;
 - Child Poverty Strategy for Wales (issued February 2011 information document number 95/2011), or any successor strategy.
- 2.2 Additionally, the development of school organisation proposals should have regard to local plans, including:
- Local plans for economic or housing development;
 - Welsh in education strategic plans;
 - Children and young people's plans;
 - 21st Century schools.
- 2.3 Regard should also be had to Welsh Government guidance on related matters to school organisation such as:

- Learner travel operational guidance (April 2009);
 - Measuring capacity of schools in Wales.
- 2.4 Factors that should be taken into account by relevant bodies when preparing publishing, approving or determining school organisation proposals are as follows:
- Quality and standards in education - outcomes, provision and leadership and management;
 - Need for places and the impact on accessibility of schools; and
 - Resourcing of education and other financial implications.
- 2.5 Other general factors such as the impact of the proposal on children from economically deprived backgrounds, any equality issues (including those identified through equality impact assessments) and whether the school or schools involved are subject to trust or charitable interest should be taken into consideration.

3. Background to the Proposal

- 3.1 In 2012 Denbighshire County Council carried out an informal consultation on the future of faith based education in north Denbighshire. A number of issues were highlighted through this process that needed to be addressed to achieve long term sustainability. These included the need to ensure that future provision could sustain, to safeguard standards of education and to improve the learning environment and strengthen the leadership and management at Blessed Edward Jones Catholic High school.
- 3.2 We know that we have to modernise educational provision throughout the County. Educational improvement cannot be sustained without changes in the way in which educational provision is delivered.
- 3.3 The needs of learners are a priority for the Council, this is reflected in the Council's Corporate Plan¹. One of several corporate priorities is the investment in our school buildings and facilities. At present over £90 million has been committed to this priority.
- 3.4 The Councils focus is on ensuring parents have choice in terms of language medium and the type of schools i.e. community, voluntary aided, voluntary controlled. This proposal supports the priority of "Improving performance in education and the quality of our school buildings" and is highlighted

"We will continue to review school provision across the County to ensure that we provide the right number of school places, of the right type, in the right location."

3.5 The council have always been committed to enhancing the faith offer in the County and working alongside the Catholic Diocese of Wrexham this exciting proposal will ensure the sustainability of this offer for the future generations in Denbighshire and further afield.

4. Who will be consulted?

4.1 This consultation will take place between **February 2017 and March 2017**. The consultation is required to take place for at least 42 days with at least 20 of these days being school days.

4.2 As part of the consultation, Denbighshire County Council {DCC} and the Catholic Diocese of Wrexham has produced this consultation document containing certain information set out in the Welsh Government Guidance. The consultation document follows that guidance and sets out the information people will need to fully participate in the consultation process.

4.3 This formal consultation document has been sent to a wide range of potential consultees including:

- a. The Church in Wales Diocese of St Asaph;
- b. The Catholic Diocese of Wrexham;
- c. Chair of Governors and School Council of the following schools:
 - i) Blessed Edward Jones Catholic High School, Rhyl;
 - ii) Ysgol Mair, Rhyl;
 - iii) Ysgol Llywelyn, Rhyl;
 - iv) Ysgol Emmanuel, Rhyl;
 - v) Christchurch School, Rhyl;
 - vi) Ysgol Bryn Hedydd, Rhyl.
- d. Parents, carers, guardians, teachers and support staff of Blessed Edward Jones Catholic High School;
- e. Parents, carers, guardians, teachers and support staff of Ysgol Mair;
- f. Parents, carers, guardians, teachers and support staff of Ysgol Llywelyn;
- g. Parents, carers, guardians, teachers and support staff of Ysgol Emmanuel;
- h. Parents, carers, guardians, teachers and support staff of Christchurch school;
- i. Parents, carers, guardians, teachers and support staff of Ysgol Bryn Hedydd;
- j. Headteachers and Chairs of Governors of all Denbighshire Schools;
- k. Coleg Llandrillo;

- l. Conwy County Borough Council;
- m. Flintshire County Council;
- n. Rhyl and Prestatyn VI and Dyffryn Clwyd Learning Partnership;
- o. Independent nursery providers in the Rhyl area;
- p. Headteacher and Chair of Governors of the following Primary School in Conwy:
 - i) Ysgol Sant Joseph's RC, Colwyn Bay
- q. Headteacher and Chair of Governors of the following Secondary School in Flintshire:-
 - i) St. Richard Gwyn Roman Catholic High school
- r. Denbighshire Children and Young People's Partnership and the Early Years Development and Childcare Partnerships;
- s. All Denbighshire County Councillors;
- t. Assembly Members and Members of Parliament representing the Rhyl area;
- u. Rhyl Town Council;
- v. The Welsh Government;
- w. Estyn;
- x. The local Communities First Partnership (in relevant areas);
- y. Relevant teaching, staff trades unions
- z. Gwasanaeth Effeithiolrwydd Ysgolion (GWE)
 - aa. Taith
 - bb. North Wales Police Commissioner

4.4 This document has been published on the DCC website and can be found by following this link:

www.denbighshire.gov.uk/consultations

4.5 A supplementary version of this consultation document has been produced for children and young people who are likely to be affected by the proposal. These documents will be made available at the schools named within this proposal. The document is also available on Denbighshire's website using the link provided above. The children and young people's document have been specifically written and presented to enable children and young people to understand and engage with the consultation process.

4.6 Other relevant supporting documentation, such as the Community and Welsh Language Impact Assessment can also be found on the DCC website using the link provided above.

5 **How to have your say**

5.1 There are a number of ways in which you can make your views known to us or ask any questions that you have regarding the proposal. Details are included below on how you can submit responses in a number of ways:

By Email

modernisingeducation@denbighshire.gov.uk

By filling out our online survey

Link below

By Post

FAO Modernising Education Programme Team, Denbighshire County Council,
PO BOX 62, Ruthin, LL15 9AZ

5.2 A response form is also attached in hardcopy at the end of this document. This can be returned either by post or email to the above addresses. Additionally you can complete the response form electronically using the following link:

.....

5.3 A consultation event will be offered for children and young people with members of the School Council of schools named within the proposal and those likely to be affected by the proposal. This will be facilitated by an officer from Denbighshire County Council whose role includes engagement and consultation specifically tailored for children and young people. Children and young people also have the opportunity to respond to the consultation using the children and young people's version of the consultation document.

5.4 At the close of the formal consultation process all views received will be collated and summarised within a formal consultation report alongside responses and clarification of issues by the local authority and the Diocesan authority. This report will be presented to Cabinet for consideration.

5.5 Please ensure that all views are submitted to the above addresses by the..... Please be aware than any late submissions may not be included within analysis that will be presented as part of the formal consultation report. Likewise, please ensure that responses are submitted to the above addresses, responses/views/comments on the proposal sent to third parties may not be included within the analysis although every effort will be made to capture these views.

5.6 A response form for comments, including an opportunity for consultees to register their wish to be notified of publication of the formal consultation report, is included within this consultation pack.

5.7 You are welcome to ask questions and let us have your views on the current proposal by submitting the consultation response form and any other written response to the following email and postal address:

modernisingeducation@denbighshire.gov.uk

FAO Modernising Education Programme Team, Denbighshire County Council, PO BOX 62, Ruthin, LL15 9AZ

5.8 All responses must be submitted by the

6 Community, Equality and Welsh Language impact assessment

6.1 As set out in the Welsh Government's School Organisation Code, it is a requirement to publish a Community, Equality and Welsh language impact assessment. This has been produced as a separate document- see appendix 1. **INCLUDE MAIN FINDINGS**

7 Timetable

	Date
Formal Consultation period February- March 2-17
Cabinet- to agree to publish Statutory Notice	May/June- Date TBC
Statutory Notice Period to close the schools	June/July- Dates TBC
Submit Outline Business Case to Welsh Government	July 2017
Cabinet- Objection report- decision determined	September 2017

Detailed Design of new school	July 2017 – Feb 2018
Submit Full Business Case to Welsh Government	November 2017
Construction	March 2018- August 2019

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THE PROPOSAL

8. What is the proposal?

8.1 The proposal is as follows:

Denbighshire County Council would close Ysgol Mair and Blessed Edward Jones on the 31st August 2019; and the Catholic Diocese of Wrexham will establish a new 3-16 Catholic School on the existing site from the 1st September 2019.

8.2 If the Current Proposal is agreed and implemented Ysgol Mair and Blessed Edward Jones Catholic High School will close on 31st August 2019. The new Catholic School would open on 1st September 2019. As part of the overall proposal the Council and the Diocesan Authority are committed to investing approximately £24million to replace the existing Blessed Edward Jones and Ysgol Mair buildings. This will mean that the new 3-16 school created, should this proposal be implemented, would be located in new facilities purpose built for modern methods of learning.

8.3 The Council is currently delivering on its vision to transform school buildings in Denbighshire through its current investment plan in partnership with the Welsh Government to deliver the 21st Century Schools and Education Programme. This programme has already seen projects such as the new Rhyl High School / Ysgol Tir Morfa scheme delivered and this new school building should also dramatically improve the facilities available for pupils. A provisional allocation has been made for this project and as part of the decision making process further Business Case applications will be made to the Welsh Government during 2017. The Council in partnership with the Welsh Government has secured over £60 million of investment since 2012 and this project is part of the overall £90m plan for investment between 2014 and 2019.

8.4 The new Catholic school will be for students aged 3 to 16 and would be categorised as English Medium, Voluntary Aided. 'Voluntary aided' category schools are faith schools that handle their own school admissions processes. The governing body employs the staff and sets the admissions criteria. School buildings and land are usually owned by a charity, often a church.

8.5 All children attending Ysgol Mair and Blessed Edward Jones Catholic High School would transfer to the new 3-16 Catholic school; subject to parental preference.

8.6 The primary section of the school will be for 420 full time pupils, therefore a two form entry, with an admission number of 60. The secondary element of the school would be for 500 pupils, therefore a four form entry, with an admission number of 100.

- 8.7 The building will be purpose built with facilities that are fit for the curriculum now and in the future. Both schools will be involved in the design from the early stages and both school councils will also be consulted with. It is envisaged there will be some shared areas across the school for example the dining area, however there will be separation of the key stages of the curriculum and possibly different entrances for the primary aged and secondary aged pupils. There will also be some separation in terms of the external areas also so that nursery aged children will not be playing alongside Year 11's. The environment will be one of nurturing as pupils move through their educational journey from the age of 3 until they leave at 16.
- 8.8 The school will be designed to ensure Building Bulletin: BB98 (Framework for secondary school projects) and Building Bulletin 99: BB99 (Framework for primary school) requirements are met.
- 8.9 This proposal will offer pupils the space and resources to support a wider range of high quality courses at KS3 and 4. This will support the school to effectively address the statutory requirements of the 14-19 Learning and Skills Measure. It is difficult for many small secondary schools to meet statutory requirement to deliver a wide range of academic and vocational courses at GCSE/Level 2 and provide pupils with real choice.
- 8.10 The new school will require larger spaces for team working activities such as the enterprise and employability challenges which are part of the new Welsh Baccalaureate delivery. This will need to be supplemented by mobile ICT devices with wireless access to networks and internet.
- 8.11 The new school facilities will encourage pupils to increase their take up and progression to higher levels, therefore raising standards. Excellent PE resources will help to increase the proportion of pupils who regularly participate in sport, which in turn will raise the proportion of pupils who play sport beyond school age. This would support the aims and outcomes of the Sport Wales education agenda.
- 8.12 A new 3-16 school would improve the teaching of physical education by providing good sports facilities and a sports hall that provides the opportunity for the development of skills for indoor court games, individual activities and the practice of some skills and techniques for outdoor activity.
- 8.13 The new school will have facilities that should have the flexibility to be used for gymnastics and for skills practice for a range of other activities. These will have a suitable range of equipment and the scope to support high level skill development in individual, small group and larger group performance.
- 8.14 The new school may have a combination of grass and all-weather pitches, including artificial grass pitches or polymeric surfaces. This will allow pupils the opportunity to develop their skills more quickly and provide opportunity for

continuous practice in all but the most extreme weather conditions. This will also allow an extensive programme of games and other sports to be played all year round with parents and the local community.

- 8.15 A variety of games courts can be laid within a single multi use games area and makes supervision easier and extends the range of games. Athletics training facilities will be available that could include polymeric or artificial grass surfaces for athletics. The artificial sports areas on site could offer great potential for other sports, informal and social areas as well as venues for performing arts.
- 8.16 The table below provides an example schedule of what facilities the new school could have:

Facilities
Basic Teaching Classrooms
Specialist Classrooms: IT Room, Science Labs, Food Tech, resistant materials, electronics, constructional textiles art and music.
Halls: Main hall, sports hall and activity studio
Learning resource areas: SEN resource base, small group room (SEN etc), small group/interview room, music group/practice rooms, kiln room, darkroom, library resource centre and careers
Chapel/ Prayer room
Staff and administration: head's office, meeting room, offices (senior management, SEN therapy/ MI room, entrance/reception area, sick bay, general office, staff room, staff work rooms, reprographics, ICT technician.
Teaching and non-teaching storage
Dining and social areas
Catering kitchen
Pupil toilets and changing rooms
Staff and visitor toilets

- 8.17 Ysgol Mair and Blessed Edward Jones are neighbouring schools in the town of Rhyl who currently share the same site. At present the 2 schools are separated by a fence. The new school will be built on the current site in Rhyl- the building works will have to be phased in order that both schools remain operational.

There will of course be some disruption, however the Local Authority will work closely with the appointed contractor and both schools to ensure this is minimised as much as possible so it does not negatively impact on both schools daily operation.

- 8.18 In terms of the leadership and management of the new 3-16 Catholic School there will be one Governing Body, one Headteacher and one group of staff. The Governing Body would include a number of Foundation Governors appointed by the Catholic Diocese of Wrexham, parent governors, Local education governors, teacher governors and staff representation.
- 8.19 Prior to the opening of the new 3-16 Catholic School, on 1st September 2019, a Temporary Governing Body would be established and this would take key decisions regarding the appointment of the Headteacher and the senior leadership team, the staffing structure for and name of the new school, uniform, policies etc.

9. **Land and buildings**

- 9.1 The proposal will use the current school sites for the development of a new 3-16 all through school in a phased build process. Upon the completion of the new building the current buildings will be demolished to allow space for outdoor facilities. The playing fields for Blessed Edward Jones Catholic High School are located approximately half a mile away on Ffordd Derwen, this site will also be retained. Considerations will be made to improve the facilities and accessibility to the Ffordd Derwen playing fields to enhance this area.
- 9.2 The existing school site land is owned by Denbighshire County Council and the Catholic Diocese of Wrexham. Denbighshire County Council and the Catholic Diocese of Wrexham will need to agree the footprint of the land and any transfer of land that may be required. The exact area will be dependent upon the proposals for the site layout.
- 9.3 The map below shows how the land ownership is currently divided. The playing fields site is owned by Denbighshire County Council.



10. The 3-16 Offer:

10.1 'All-through' schools have many advantages and is an innovative approach to teaching and learning that seeks to raise levels of attainment. The new 3-16 Catholic school could:

- Promote transition between key stages and help to avoid the traditional dip in achievement at the time of transition from the primary to the secondary sector that some pupils experience;
- Create a common ethos and common expectations for pupils, staff and parents/carers;
- Offer a large measure of flexibility in planning and applying the curriculum;
- Decrease duplication of learning between Key Stages 2 and 3;
- Provide a more appropriate education in relation to pupils' ability levels as staff can contribute to policies and practices in every area across the age range, especially in encouraging able and talented pupils and supporting those who need additional help;
- Ensure specialised facilities for children who have additional learning needs;

- Facilitate the tracking of progress and attendance as pupils develop through the age range;
- Create consistent policies in pastoral care, which are compatible with children's ages and understanding, which will contribute considerably to creating good quality personal support and care;
- Establish positive relationships between parents/carers and teachers, as the parents/carers become familiar with the school and staff whilst their children start school, and continue this relationship as their children progress through the system;
- Facilitate more effective management and governance methods as there will be one single governing body for the whole school;
- Ensure an additional range of resources, services and facilities that pupils of primary and secondary age can share in different locations on the same site;
- Give the community the opportunity to make use of the resources and facilities;
- Ensure that staff from the different sectors share good practice and take advantage of each other's experiences and expertise;
- Draw from a wider range of expertise and experiences across the sectors in order to develop pupils' learning experiences;
- Provide a wide range of learning programmes for children, young people and adults;
- Collaboration across the sectors on the same campus will facilitate the link between education and children's services, children and young people's health services and other agencies involved with children and young people;
- Offer more opportunities for Continuing Professional Development for staff; and,
- Enable some pupils in the secondary sector to accompany their younger siblings to the primary school, which gives parents/carers peace of mind and promotes safety.

10.2 Another key factor in this offer is the opportunity for the school to be a strong and nurturing community where the older pupils look after the younger pupils, and develop relationships where the older pupils become role models. Young people in all-through schools tend to look out for each other, and younger children observe patterns of behaviour and examples of academic, personal and social success to which they can aspire.

10.3 An all through school will help alleviate the budgetary constraints that has limited both schools over many years. It will allow the new school to have an effective senior and middle leadership structure, a broad and balanced curriculum that meets statutory requirements. The school will also provide a smooth transition between primary and secondary school that encourage more pupils to continue with a Catholic education.

- 10.4 During the design works discussions will be held with both schools as to the shared facilities and how the school will be split into the key stages of the curriculum and also how the outdoor areas will be utilised with separation of the primary and secondary pupils.

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WHY THE PROPOSAL IS NEEDED

11. Educational Case for Change

- 11.1 Blessed Edward Jones Catholic High School has experienced a very high turnover of headteacher in recent years, the current headteacher has been in post for two years, he was acting head previous to this. In 2015 and 2016 the school was judged as a red school in the nation classification of schools because of poor examination, leadership performance and its capacity to improve on its own.
- 11.2 The school is not sufficiently large enough in terms of pupil numbers to enable an efficient middle management tier to be employed. Many subjects in the school have a single teacher and the curriculum is narrower than many other high schools. This also restricts the schools capacity to evaluate, monitor and plan for improvement.
- 11.3 The school does not currently have school wide wireless access in all rooms nor sufficient fixed and mobile ICT to meet the needs of the new Digital Literacy Framework. These skills will also be taught as part of Successful Futures, the new curriculum in Wales in the coming years.
- 11.4 Blessed Edward Jones Catholic High School currently does not have sufficient indoor or outdoor resources to adequately offer pupils a broad range of experiences in physical education compared to other secondary schools. Estyn highlighted in their review of secondary physical education in 2012 that important shortcomings in the quality of accommodation impede pupils' progress in physical education. To address this, pupils require access to high quality all-weather pitches and sports halls that are flexible enough to allow classes to use a range of activities at the same time.
- 11.5 Currently outdoor facilities are away from the school. The school uses the school main assembly hall for PE, which lead to compromises in provision, particularly during examination time. In addition the changing facilities are located away from activity areas in very poor accommodation. The lack of all-weather facilities limits pupils' ability to develop skills and apply them in games and activities.
- 11.6 Facilities for Design Technology are currently unsatisfactory; and are housed in ill-equipped workshops that do not meet the needs of the national curriculum or examination requirements. There is limited space and resources for pupils to design and make in a range of materials and processes.
- 11.7 There are limited opportunities for pupils to develop skills in computer aided design and manufacture (CAD/CAM), textiles and control technology. This is a key weakness at a time of rapid technological advance.
- 11.8 GCSE/Level 2 courses in technological areas such as engineering, textiles and systems and control are not offered, due mainly to the lack of relevant

resources and expertise. The new school will have the staffing capacity and resources to enable them to offer a wider technological experience and qualifications.

- 11.9 Ysgol Mair is the smallest primary school in Rhyl and has had financial difficulties for a number of years. The school was judged by Estyn as Adequate at the last inspection in 2016 and is currently in Estyn monitoring. Estyn judged the school's standards, wellbeing and leadership to be adequate.
- 11.10 A significant number of parents decide not to continue with Catholic education at the end of primary school. Too many pupils move to other high schools in the area.
- 11.11 A 3-16 school will encourage more children to continue with a Catholic education and provide a smooth transition to secondary education. For some pupils the move to secondary schools can be unsettling and have a negative impact on their learning and well-being. Remaining in the same school until the age of 16 with familiar staff and learning environment will provide pupils with a secure environment which will allow them to succeed.
- 11.12 Pupil attendance in both schools are below expected levels, a new school building, an effective curriculum and pastoral programme will lay a good platform for improved pupil attendance and examination results.

12. Adequacy of the existing buildings

- 12.1 The school buildings are in need of investment to bring the building up to a satisfactory standard reflective of a 21st Century School. The condition category for Blessed Edward Jones Catholic High School has been given a C (Poor- Major deterioration) as identified by the 21st Century Schools Survey in most recent survey undertaken by Welsh Government in 2010. The current building maintenance backlog for the site is currently estimated by DCC as £1,334,802.
- 12.2 In 2010 the 21st Century Schools Survey identified that the condition category for Ysgol Mair R.C. was a B -Satisfactory. Performing as intended but exhibiting minor deterioration. However, in August 2016 a further Property Condition and Suitability Report was commissioned by the Welsh Government on Ysgol Mair. The overall condition of the school was graded a C- Poor with major defects.
- 12.3 The value of outstanding maintenance works required on Ysgol Mair R.C. buildings is estimated by DCC as £402,429.
- 12.4 The outstanding maintenance costs above represent the minimum amount of work required to maintain the current facilities and would not enhance the current learning environment.

- 12.5 It is proposed that if the preferred option is approved, there will be a business case developed proposing the development of a new 3-16 through school, providing facilities fit for purpose. This would provide an opportunity to improve educational standards.
- 12.6 In Blessed Edward Jones the quality of teaching and learning is compromised by classrooms that are too small, many have insufficient natural light and are poorly ventilated. There are areas of the school with corridors and stairs that are too narrow to allow pupils to move around easily. There are too few spaces for breakout sessions, mentoring, social spaces as well as digital learning to meet the new Successful Futures curriculum in Wales.

13. Future demand for places

- 13.1 The Town of Rhyl is served by 6 primary schools. The overall yearly capacity for the town is approximately 380 pupils of which 320 places are for English medium provision. Most pupils that attend Ysgol Dewi Sant continue their education at the secondary Welsh medium Ysgol Glan Clwyd in St.Asaph.

Rhyl- primaries- Full time numbers on roll September 2016, along with capacity/ surplus

School	NOR	Capacity	Surplus	%
Ysgol Bryn Hedydd	417	381	-36	-9.44
Christchurch	389	397	8	2
Ysgol Dewi Sant (Welsh med)	479	440	-39	-8.86
Ysgol Emmanuel	400	424	24	5.66
Ysgol Llywelyn	575	611	36	5.89
Ysgol Mair (R.C.)	284	378	94	24.86

The table above shows that Ysgol Mair currently has 24.86% surplus places. It also shows 2 primaries in the town are over their capacity, one is Welsh medium. The other schools have limited surplus. We believe that this proposal will assist the overall capacity in Rhyl providing an even spread of available pupil places, ensuring those schools who are over their capacity can look to reduce their numbers to fall in line with their capacity.

- 13.2 Projections in the future

The projections below show that the situation in Rhyl remains fairly constant and that the demand in the primary sector will remain high.

Standard Pupil Projections Rhyl Primary Schools 2017 - 2021						
	2016	2017	2018	2019	2020	Projected Trend 2017 - 2021
School Name	- 2017	- 2018	- 2019	- 2020	- 2021	
Christ Church CP School	378	382	384	377	371	-7
Ysgol Llywelyn	562	582	578	576	586	24

Ysgol Emmanuel	413	414	415	415	414	1
Ysgol Dewi Sant	477	472	465	466	467	-10
Ysgol Bryn Hedydd	418	420	420	421	421	3
Ysgol Mair	295	303	300	276	274	-21
Pupil Total	2543	2573	2562	2531	2533	-10

13.3 Secondary Sector in Rhyl:

The new building for Rhyl High School opened its doors to pupils in April 2016. The new school has an overall capacity of 1200 pupils.

Current pupil numbers from the September 2016:

School	Year 7	Year 8	Year 9	Year 10	Year 11	Total
Rhyl High School	237	192	168	163	157	917
Blessed Edward Jones	50	42	62	59	89	302

The projections below shows an increase in the numbers in the secondary sector which reflects the growth in the primary sector in previous years.

Standard Pupil Projections Rhyl Secondary Schools 2017 - 2021						
School Name	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	Projected Trend 2017 - 2021
Blessed Edward Jones	324	293	299	316	340	16
Rhyl High School	882	930	1,008	1,121	1,124	242
Pupil Total	1206	1223	1307	1437	1464	258

13.4 The current growth in the Primary sector suggests that by 2017/18 further increases in the secondary sector will be emerging in the town which highlights the importance of retaining a second secondary school in Rhyl. If Blessed Edward Jones was to close and all pupils were to transfer to Rhyl High school there is a chance that they would not get in due to the school being full, this would mean the Local Authority transporting pupils from the town of Rhyl to Prestatyn High school or nearest suitable alternative church school.

13.5 The proposal of a 500 secondary sector, would mean a 4 form entry, admission number of 100. At secondary transfer, Year 6 pupils on roll at the school will automatically transfer to secondary phase education at the school and, as such, this would result in a minimum of 40 extra places. Historically pupils attending Blessed Edward Jones have come from the following primaries:

Feeder School	2013	2014	2015	2016
Ysgol Mair	22	29	20	20
Christ Church CP School	16	11	7	11

Ysgol Emmanuel	6	14	9	12
Ysgol Bryn Hedydd	4	1	1	1
Ysgol Llywelyn	6	3	2	4
Other	3	5	3	4
Total	57	63	42	52

13.6

The capacity of the secondary section would allow an additional 40 pupils coming from other primary schools in the area, assuming all pupils would continue from the primary into the secondary section of the school.

13.7 The table shows the transition for Year 6 pupils at Ysgol Mair over the last 5 years and which secondary school they went on to attend. The expectation would be that the majority of pupils would continue their education through the Catholic education system and therefore go into Year 7 at Blessed Edward Jones.

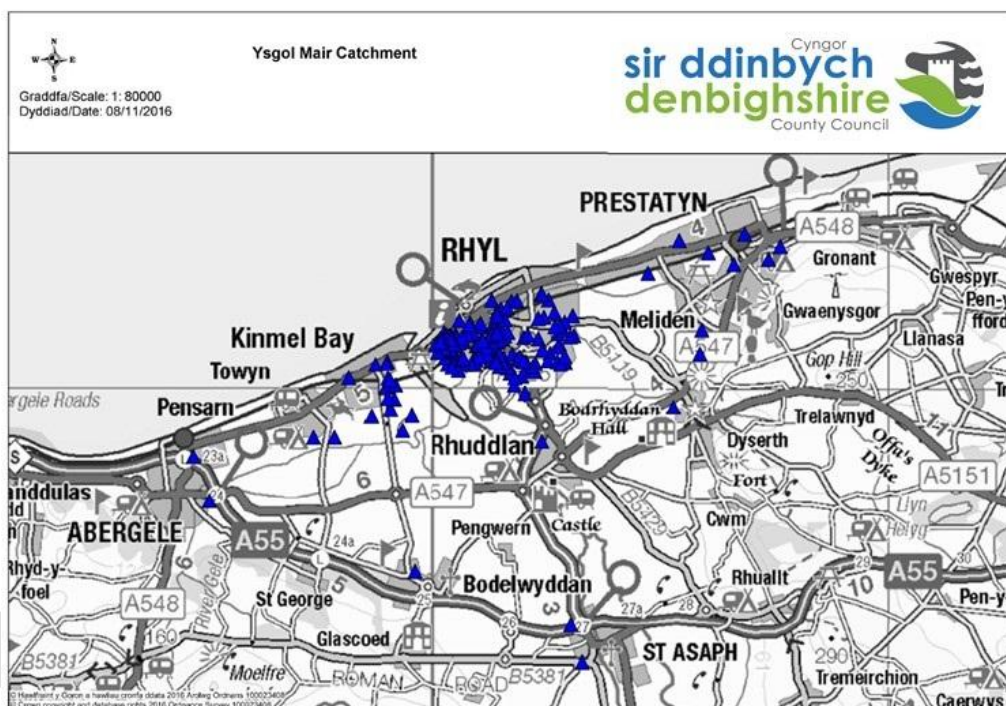
In recent years this has been the case however the new build at Rhyl High impacted greatly on the numbers for 2016/17 with 31.7% of the cohort going to Rhyl High and 48.8% attending Blessed Edward Jones.

	2016-17	2015-16	2014-15	2013-14	2012-13
Blessed Edward Jones	20	20	29	22	24
Rhyl High School	13	4	0	0	4
St. Brigid's	4	2	7	1	5
Prestatyn HS	3	2	2	2	5
Eirias HS	1	1	0	1	2
Ysgol Glan Clwyd	0	1	0	3	2
Ysgol Emrys Ap Iwan	0	2	0	1	2
Other	0	1	0	1	1
Totals	41	33	38	31	45
Percentage	48.8%	60.6%	76.3%	66.6%	53.3%

EXISTING PROVISION

14 Ysgol Mair R.C.

- 14.1 Ysgol Mair R.C. is situated on St. Margarets Drive, Rhyl and serves an age range of 3 – 11. It is designated as an English Medium school. It is a Voluntary Aided School under the authority of the Catholic Diocese of Wrexham; and established to serve the children of Denbighshire wishing to receive a Catholic and/or Christian education in Rhyl and the surrounding areas. This is illustrated in the diagram below which shows the postcode location of the home address for each pupil.



- 14.2 There is also a playgroup that operates from the school. Currently there are pupils attending. The playgroup opened in 2009 and has morning and afternoon sessions during school term time. It is located at the school but housed in a separate building away from the main school. The playgroup was inspected in January 2016, they stated the following,

“The setting is an integral part of the school. They share resources effectively and provide continuity of care for the children.”

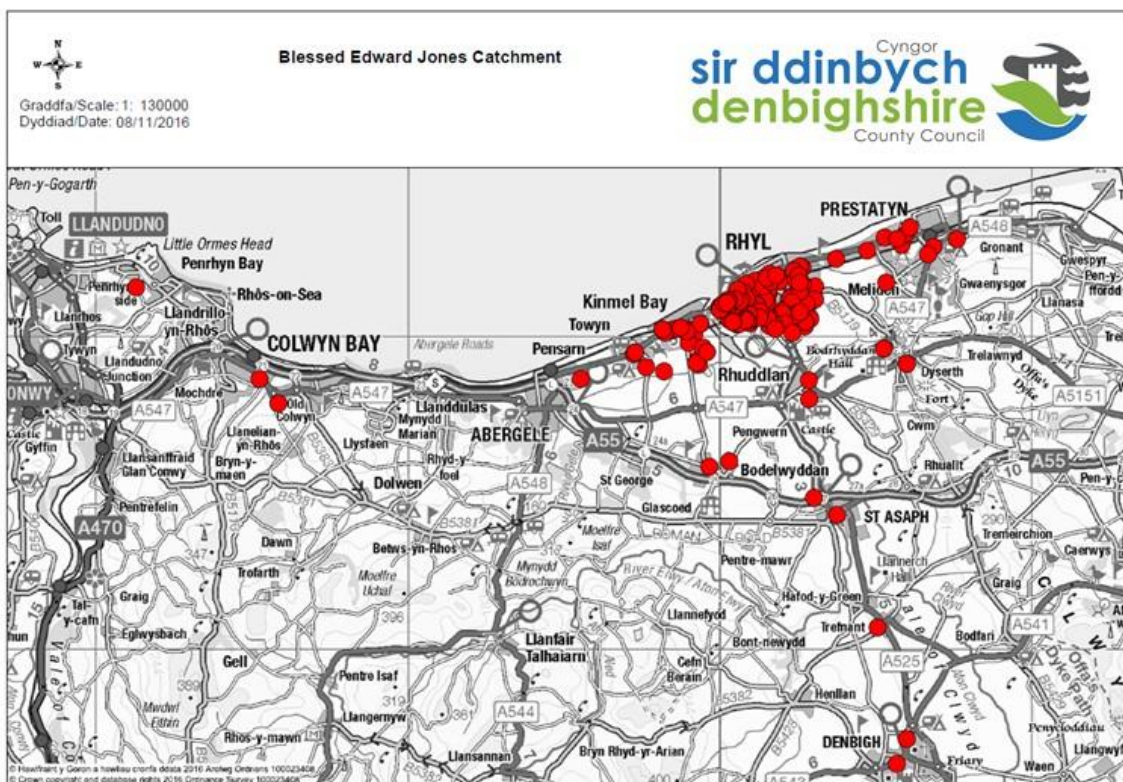
The full report can be found on Estyns website: [LINK](#)

The block that the playgroup currently uses is as timber block and was classified as Condition grade C in the recent Welsh Government 21st century Property Condition and Suitability report, grade C= Poor with major defects.

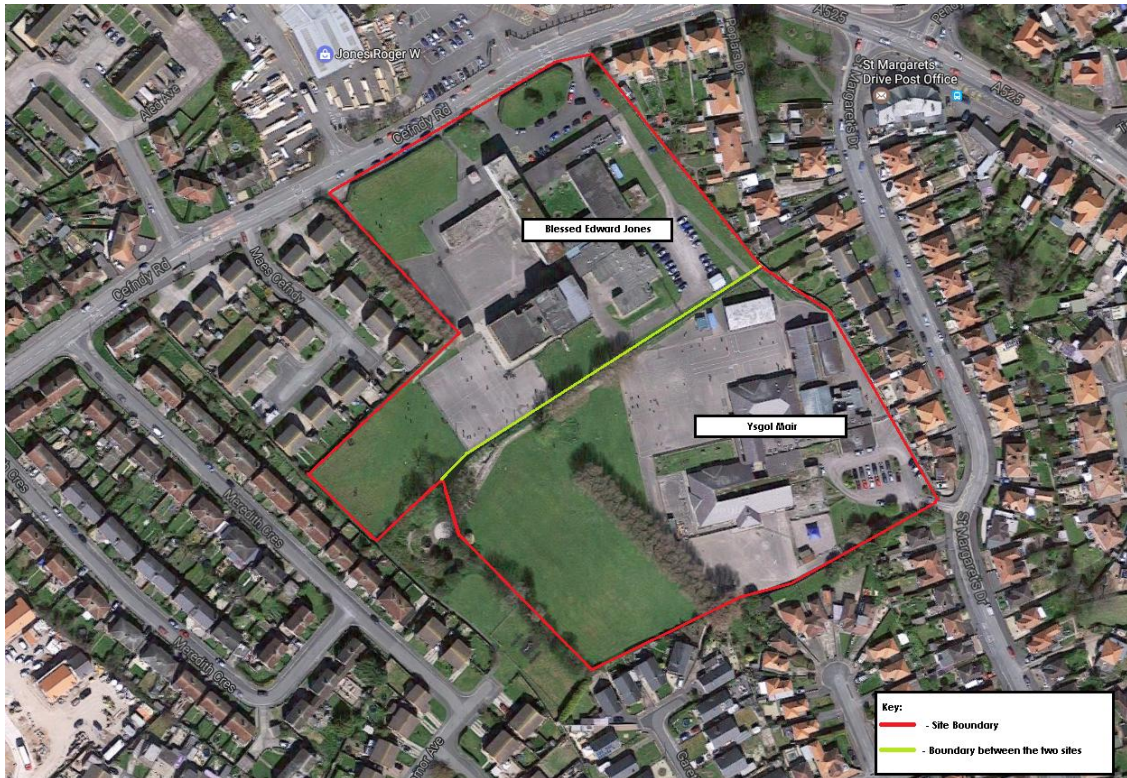
This proposal will ensure the playgroup has facilities that are modern and up to date.

15 Blessed Edward Jones Catholic High School

15.1 Blessed Edward Jones Catholic High School is situated on Cefndy Road, Rhyl and serves an age range of 11-16. It is designated as an English Medium school. It is a Voluntary Aided School under the authority of the Catholic Diocese of Wrexham; and established to serve the children of Denbighshire wishing to receive a Catholic and/or Christian education in Rhyl and the surrounding areas. This is illustrated in the diagram below which shows the postcode location of the home address for each pupil.



15.2 The two schools effectively share a common site at present. The two schools have separate entrances with a fence separating the 3-11 pupils and the 11-16 provision. At present pupils who receive home to school transport to Ysgol Mair are dropped off at Blessed Edward Jones and walk through down a path to a connecting gate to Ysgol Mair. Parents also utilise this walkway between the 2 schools. The map below illustrates the site two sites and the boundary between the two sites.



16 Pupil Numbers

16.1 The table below shows a breakdown of the number of full time pupils as of September 2016, by area for each school.

Town	Ysgol Mair	Blessed Edward Jones
Rhyl	246	269
Prestatyn	14	10
Kinmel Bay	8	12
Abergele	7	4
St Asaph	5	2
Bodelwyddan	2	2
Towyn	2	1
Denbigh	-	3
Colwyn Bay	-	2
Dyserth	-	2
Llandudno	-	1
Total	284	308

16.2 Every January, all maintained schools are required to provide Welsh Government with pupil and school level data to ensure more accurate targeting of funding and to help develop and monitor policy. This is known as Pupil Level Annual School Census (PLASC).

The January 2016 PLASC recorded Ysgol Mair having 304 full time pupils on roll and Blessed Edward Jones Catholic High School had 334 full time pupils.

The PLASC for the previous four years are illustrated below:

	2011 - 12	2012 - 13	2013 - 14	2014 - 15
Ysgol Mair R.C.	257	249	268	290
Blessed Edward Jones Catholic High	480	499	459	394

16.3 As of September 2016 Ysgol Mair R.C had 284 full time pupils.

Blessed Edward Jones Catholic High School had 308 full time pupils.

The number of pupils in each year group for the 2016/17 school year are currently as follows:

Ysgol Mair R.C.						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
30	42	48	39	57	38	30

Blessed Edward Jones Catholic High School				
Year 7	Year 8	Year 9	Year 10	Year 11
54	45	62	58	89

16.4 Nursery and Reception places:

Ysgol Mair R.C. intake for Nursery for the academic year 2016/2017 is as follows;

	Admission Number	Numbers on roll
Nursery	54	47

16.5 Five year forecasts

The council's forecast of future pupil rolls for both schools is illustrated below:

Projected Full Time Pupil Numbers (January 2016 PLASC)					
	2017	2018	2019	2020	2021
Ysgol Mair R.C.	295	303	300	276	274
Blessed Edward Jones Catholic High	293	299	376	340	347

16.6 If the proposal is progressed, the councils forecast of future pupils the new 3-16 through school is illustrated in the table below:

Predicted PLASC based on the Preferred Proposal.			
	2019	2020	2021
New 3-16 Through School	676	616	621

The table above combines current pupil numbers at both schools, it is anticipated that the new school will attract additional pupils, section 12 details the future demand in Rhyl and the importance of maintaining both a primary and secondary option.

17 Capacity

17.1 The capacity of the Ysgol Mair R.C. building has been calculated at 378 pupils. As of September 2016 the school had 94 surplus (empty) places; equivalent to 24.86% of the total capacity.

17.2 The capacity of the Blessed Edward Jones Catholic High school building has been calculated at 659 pupils. As of September 2016 the school had 351 surplus (empty) places; equivalent to 53.26% of the total capacity.

QUALITY AND STANDARDS IN EDUCATION

18. Estyn reports

18.1 Blessed Edward Jones Catholic High School's last Estyn Inspection was in October 2012. For the inspection report in summary please see Appendix 2.

18.2 The inspection judgement for the key questions from the Estyn inspection are shown in the table below.

Key Question	Blessed Edward Jones Catholic High Inspection Judgement
1. How good are the outcomes?	Good
2. How good is provision?	Good
3. How good are leadership and management?	Good
The school's current performance	Good
The school's prospects for improvement	Good

Key:

Excellent Many strengths, including significant examples of sector leading practice

Good Many strengths and no important areas requiring significant improvement

Adequate Strengths outweigh areas for improvement

Unsatisfactory Important areas for improvement outweigh strength

18.3 Estyn inspected Ysgol Mair in January 2016. For the inspection report in summary please see Appendix 2.

18.4 The inspection judgement for the key questions from the Estyn inspection are shown in the table below.

Key Question	Ysgol Mair R.C. Inspection Judgement
1. How good are the outcomes?	Adequate
2. How good is provision?	Adequate

3. How good are leadership and management?	Adequate
The school's current performance	Adequate
The school's prospects for improvement	Adequate

Key:

Excellent Many strengths, including significant examples of sector leading practice

Good Many strengths and no important areas requiring significant improvement

Adequate Strengths outweigh areas for improvement

Unsatisfactory Important areas for improvement outweigh strengths

- 18.5 Following the outcome of the recent inspection Ysgol Mair will receive a monitoring visit from Estyn in early 2017 to review the progress the school has made towards addressing the recommendations highlighted in the report.
- 18.6 The National School Categorisation system gives us a clear and fair picture of how well a school is performing compared with other schools across Wales and helps us to identify the schools that need the most help, support and guidance to improve. For a summary of the system can be found in Appendix 3.
- 18.7 The categorisation outcomes of each school are published annually in January, however the improvement capacity and support category of a school may change during the academic year. The Head teacher or chair of governors should be able to provide you with any updated information.

National School Categorisation 2015			
	Standards Category	Improvement Category	Support Category
Ysgol Mair R.C.	2	B	Amber
Blessed Edward Jones Catholic High School	3	D	Red

19 Attainment

- 19.1 To assist local authorities in understanding academic performance schools are categorised in families which are set by the Welsh Government and take into account the percentage of pupils at each school:
- eligible for Free School Meals;
 - living in areas classed in the most 20% deprived areas in Wales;
 - with special educational needs; and

- d. whose first language is not English or Welsh.
- 19.2 It is acknowledged that there is a link between educational performance and free school meals take up within schools. This link acknowledges the range of social backgrounds within schools and the impact that this may have on overall academic achievement.
- 19.3 Based on school census data 2016 Ysgol Mair R.C. has 29.47% of its pupils registered as eligible for free school meals, which is much higher than the Denbighshire average of 15.7% and the Wales average of 17.3%. Blessed Edward Jones Catholic High School has 37.12%, which is more than double the Denbighshire and Wales average of 15.6%. One of the most widely accepted ways of identifying social deprivation is to use the FSM data as when levels of pupils with free schools meals rises, performance trends suggest that this could be a contributing factor to the decrease in performance, (although this is not a definitive relationship).
- 19.4 Other factors that may impact on the schools attainment level, are the pupils where English is an additional language. Ysgol Mair R.C. has 20.5% of pupils who have English as an additional language compared to the Denbighshire average of 3.7% and the Wales average of 6.2%. Blessed Edward Jones Catholic High School has 2.7% of pupils who have English is an additional language compared to the Denbighshire average of 1.7% and the Wales average of 3.0%. **(Data to be confirmed)**
- 19.5 The table below represents the percentage of Ysgol Mair pupils achieving at least outcome 5 in "Personal and social development, well-being and cultural diversity", "Language, literacy and communication skills - English" / "Language, literacy and communication skills - Welsh" and "Mathematical development" in combination.

Ysgol Mair – Foundation					
	2012	2013	2014	2015	2016
School - Total	87.8%	89.3%	89.7%	89.3%	85.0%
Family* - Total	76.4%	73.6%	77.7%	81.2%	79.3%
Local Authority - Total	81.7%	84.9%	86.1%	86.4%	87.5%
Wales - Total	80.5%	83.0%	85.2%	86.8%	87.0%

* Families of schools are groups of schools facing a broadly equivalent level of challenge who can work together for school improvement. Families have been created by initially grouping schools based on size (for primary schools) and linguistic delivery and then within each high level grouping, schools are ordered according to the values of an index of 'challenge'. The index is calculated on the basis of the proportion of pupils eligible for free school meals, levels of deprivation, pupils with Special Education Needs and pupils acquiring English as an Additional Language.

- 19.6 The table below shows the percentage of pupils who have reached the expected level in English, Maths and Science at KS2 (age 11) within Ysgol Mair compared to the local authority and national average.

Ysgol Mair – KS2 (2016)				
	Core Subject Indicator	English	Maths	Science
School - Total	90.0%	90.0%	95.0%	95.0%
Family - Total	83.7%	86.0%	86.9%	89.0
Local Authority - Total	86.6%	90.2%	91.2%	92.7%
Wales - Total	88.6%	90.3%	91.0%	91.7%

19.7 The previous year's data are shown in the table below.

Ysgol Mair – KS2 (2015)				
	Core Subject Indicator	English	Maths	Science
School - Total	84.4%	87.5%	87.5%	87.5%
Family - Total	85.6%	88.3%	88.1%	88.7%
Local Authority - Total	87.9%	89.7%	90.2%	91.2%
Wales - Total	87.7%	89.6%	90.2%	91.4%

19.8 The tables below shows the percentage of Blessed Edward Jones Catholic High School pupils achieving the level 2 threshold, which is a volume of qualifications equivalent to the volume of 5 GCSEs at grade A*-C including one in English or Welsh first language and one in Mathematics. The data is compared to the Family local authority and national average.

Blessed Edward Jones 2009 -2015							
	2009	2010	2011	2012	2013	2014	2015
BEJ - Total	29.8%	17.9%	37.3%	39.5%	44.4%	38.8%	33.0%
Family - Total	29.4%	31.5%	32.2%	33.7%	38.9%	42.2%	44.3%
Local Authority - Total	47.1%	43.9%	52.5%	54.7%	53.4%	55.6%	56.1%
Wales - Total	47.2%	49.4%	50.1%	51.1%	52.7%	55.4%	57.9%

20 Schedule of accommodation

20.1 Facilities at both schools currently are as follows: to follow

21 Alternative Provision

21.1 This section provides details of potential alternative Catholic schools under the Wrexham Catholic Diocese in the catchment areas of the existing schools. The nearest alternative Catholic primary school would be Ysgol Sant Joseph's Catholic Primary school (English Medium, voluntary aided) located

in Colwyn Bay, Conwy, 13.8 miles away from Ysgol Mair R.C. Based on the 2016 PLASC data 14.6% of pupils are eligible for free school meals, this is below the county average of 17.1% and the national average of 17.3%.

21.2 The nearest alternative Catholic secondary school would be St Richard Gwyn R.C High School (English Medium, voluntary aided) located in Flint, Flintshire, 22.7 miles away from Blessed Edward Jones Catholic High School. Based on the 2016 PLASC data 10.74% of pupils are eligible for free school meals, this is below the county average of 13.23% and the national average of 15.6%.

21.3 The table below provides PLASC data for the alternative schools for the past 5 years.

	Full Time pupil numbers PLASC				
	2012 - 13	2013-14	2014-15	2015-16	2016 -17
Ysgol Sant. Joseph's Catholic Primary School	206	203	204	207	206
St Richard Gwyn R.C High School	946	933	861	809	796

* Figures for St Richard Gwyn R.C High School include 11-18 provision.

21.4 At September 2016 the number of pupils in each year group was as follows:

	Nursery	Recept.	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Ysgol Sant. Joseph's Catholic Primary School	28	30	29	29	30	29	29	30

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12 & 13
St Richard Gwyn R.C High School	137	123	99	129	163	145

21.5 The table below shows forecast of future pupil rolls up to 2021. The trends within the table shows that Ysgol Sant Joseph's will maintain a similar number of pupils on roll. Following a decrease in pupils, numbers will rise back to a similar figure as there is currently in St Richard Gwyn R.C High School.

Projected Full Time pupil numbers January 2016 PLASC					
	2017	2018	2019	2020	2021
Ysgol Sant. Joseph's Catholic Primary School	204	204	204	203	203
St Richard Gwyn R.C High School	791	757	755	781	787

21.6 The below table shows surplus place data for Ysgol Sant. Joseph's Catholic Primary School and St Richard Gwyn R.C High School.

	Number on Roll	Capacity	Surplus Places	% of surplus places
Ysgol Sant. Joseph's Catholic Primary School	206	210	4	1.9%
St Richard Gwyn R.C High School	796	969	173	17.85%

21.7 The table shows 21st Century Schools Survey Condition Category for 2010 for the schools: above

School	Condition Category
Ysgol Sant. Joseph's Catholic Primary School	B
St Richard Gwyn R.C High School	A

Key:

- A- Good (No deterioration)
- B- Satisfactory (Minor deterioration)
- C- Poor (Major deterioration)
- D- Bad (Life expired)

21.8 St Richard Gwyn R.C High School's last Estyn Inspection was in January 2016 and St. Joseph's last Estyn was in June 2012. The inspection judgement for the key questions from the Estyn inspection are shown in the table below. For the inspection reports in summary please see Appendix 3.

Key Question	St Richard Gwyn R.C High School Inspection Judgement	St Joseph's Catholic Primary School Inspection Judgement
1. How good are the outcomes?	Unsatisfactory	Good
2. How good is provision?	Adequate	Good
3. How good are leadership and management?	Unsatisfactory	Good
The school's current performance	Unsatisfactory	Good
The school's prospects for improvement	Unsatisfactory	Good

Key:

Excellent Many strengths, including significant examples of sector leading practice

Good Many strengths and no important areas requiring significant improvement

Adequate Strengths outweigh areas for improvement

Unsatisfactory Important areas for improvement outweigh strengths

21.9 The National Categorisation for the alternative schools are shown in the table

National School Categorisation 2015			
	Standards Category	Improvement Category	Support Category
Ysgol Sant Joseph's	3	B	Yellow
St Richard Gwyn R.C High School	3	D	Red

below:

21.10 The table below represents the percentage of Ysgol Sant Joseph's pupils achieving at least outcome 5 in "Personal and social development, well-being and cultural diversity", "Language, literacy and communication skills - English" / "Language, literacy and communication skills - Welsh" and "Mathematical development" in combination.

Ysgol Sant Joseph's – Foundation					
	2012	2013	2014	2015	2016
School - Total	78.60%	76.70%	93.30%	83.30%	79.3%
Family* - Total	77.4%	79.4%	82.60%	84.0%	86.2%
Local Authority - Total	79.80%	80.40%	84.50%	82.90%	83.9%
Wales - Total	80.50%	83.00%	85.20%	86.80%	87.0%

* Families of schools are groups of schools facing a broadly equivalent level of challenge who can work together for school improvement. Families have been created by initially grouping schools based on size (for primary schools) and linguistic delivery and then within each high level grouping, schools are ordered according to the values of an index of 'challenge'. The index is calculated on the basis of the proportion of pupils eligible for free school meals, levels of deprivation, pupils with Special Education Needs and pupils acquiring English as an Additional Language.

21.11 The table below shows the percentage of pupils who have reached the expected level in English, Maths and Science at KS2 within Ysgol Sant Joseph's compared to the local authority and national average.

Ysgol Sant Joseph's – KS2 (2016)				
	Core Subject Indicator	English	Maths	Science
School - Total	87.1%	93.5%	90.3%	96.8%
Family* - Total	86.7%	91.7%	89.2%	92.1%
Local Authority - Total	86.8%	88.1%	90.0%	90.7%

Wales - Total	88.6%	90.3%	91.0%	91.7%
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The previous year's data are shown in the table below.

Ysgol Sant Joseph's – KS2 (2015)				
	Core Subject Indicator	English	Maths	Science
School - Total	78.6%	85.7%	78.6%	85.7%
Family* - Total	86.3%	88.3%	89.1%	91.1%
Local Authority - Total	85.8%	88.5%	89.5%	90.9%
Wales - Total	87.7%	89.6%	90.2%	94.1%

21.13 The table below shows the percentage of St Richard Gwyn Catholic High School pupils achieving the level 2 threshold compared to the local authority and national average.

St Richard Gwyn R.C High School 2009 -2015							
	2009	2010	2011	2012	2013	2014	2015
School - Total	59.1%	63.1%	53.0%	59.9%	65.1%	56.7%	60.2%
Family - Total	51.6%	55.5%	53.8%	55.4%	57.5%	58.1%	62.1%
Local Authority - Total	54.3%	58.5%	58.2%	59.6%	62.2%	61.9%	60.6%
Wales - Total	47.2%	49.4%	50.1%	51.1%	52.7%	55.4%	57.9%

ALTERNATIVE OPTIONS CONSIDERED

22 Options process

22.1 The Promoters have given careful consideration to a range of alternative options as part of the development of the Current Proposal. In considering these options reference has been made to the main investment objectives of the council's 21st Century Schools Programme which are as follows:

- a. Learning environments for children and young people aged from 3 to 19 that will enable successful implementation of strategies for school improvement and better educational outcomes;
- b. Greater economy through better use of resources to improve efficiency and cost-effectiveness of the education estate and public provision; and
- c. A sustainable education system with all schools meeting a 21st Century Schools Standard, and reducing recurrent costs and carbon footprint.

22.2 Additionally, all options have been analysed against the key drivers for the review, these are:

- To maintain a faith offer;
- Address surplus places;
- Condition and suitability of school buildings and facilities;
- School estate efficiency and sustainability.

22.3 The alternatives considered by the authority with regard to Ysgol Mair and Blessed Edward Jones are outlined below alongside associated advantages and disadvantages of each option.

23 Options:

Option 1: Retain the Status Quo	
Advantages	Disadvantages
<ul style="list-style-type: none"> ▪ Ysgol Mair and Blessed Edward Jones would remain open. ▪ No significant expenditure required. 	<ul style="list-style-type: none"> ▪ Surplus places would remain an issue in Blessed Edward Jones. ▪ Would not result in any saving for the

	<p>authority.</p> <ul style="list-style-type: none"> ▪ This option would not lead to a more balanced distribution of pupil led funding. ▪ This option would not lead to greater efficiency and effectiveness of the school estate. ▪ In the short to mid-term capital investment would be required. ▪ No enhancements would be made to the learning environment. ▪ There is a risk that the secondary Catholic provision could be lost in the mid/ long term is nothing is done. ▪ 'Doing nothing' would not be acceptable – politically, educationally or socially. ▪ Would not address concerns of financial sustainability.
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Option 2: Close Blessed Edward Jones, retain Ysgol Mair as it is	
Advantages	Disadvantages
<ul style="list-style-type: none"> ▪ Secondary surplus places within the Rhyl area would be reduced. ▪ Per pupil funding would become more evenly distributed across the area and would impact more widely across the school estate. ▪ Resources could be implemented more efficiently and effectively to maintain and strengthen educational improvement in the Rhyl area. ▪ No capital investment required. 	<ul style="list-style-type: none"> ▪ Catholic secondary education in Rhyl would cease. ▪ Pupils who attend Ysgol Mair would be unable to complete their education in a Catholic environment unless they travelled to St Richard Gwyn in Flint, which is approximately 22 miles from Rhyl. ▪ Should all pupils transfer to Rhyl High school there is a chance that they would not get in due to the school is at capacity in various year groups, this would mean the Local Authority transporting them to Prestatyn High. ▪ There would be no capital receipt for the authority as the school building and site is held in Trust. ▪ Staff may be redeployed or made redundant.

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Option 3: Invest in Blessed Edward Jones, retain Ysgol Mair as it is	
Advantages	Disadvantages
<ul style="list-style-type: none"> ▪ This option would result in 21st century learning facilities for pupils at Blessed Edward Jones. ▪ A church option remains in Rhyl for both primary and secondary aged pupils. ▪ A second secondary provision remains in Rhyl. ▪ Minimal change in terms of transport cost, as the new build is going on the current site. ▪ Land in shared ownership of DCC and the Catholic Diocese- therefore no expenditure on land is required and this will reduce the timetable for implementation. ▪ A new building would have the best 'strategic fit' with other DCC policy developments. ▪ Reducing running costs by careful planning and design, using state-of-the-art technology and building techniques (e.g. pV solar, rainwater recovery systems etc). 	<ul style="list-style-type: none"> ▪ The risk of Blessed Edward Jones becoming unsustainable before the option can be delivered. ▪ No improved learning environment for the pupils at Ysgol Mair as they will not benefit from the 21st Century facilities created and from the improved teaching and learning opportunities that a new build can create. ▪ Building a new secondary school does not give the opportunity to achieve the benefits of an 'all-through' school on pupils attainment and well-being. ▪ Greater staff development through experience of all key stages would be a challenge in two separate schools. ▪ This would not deliver the level of change required in the church sector and would not be transformational.

Option 4: Invest in Ysgol Mair and Blessed Edward Jones, retaining them as separate schools	
Advantages	Disadvantages
<ul style="list-style-type: none"> • This option would result in 21st century learning facilities for all pupils. ▪ A church option remains in Rhyl for both primary and secondary aged pupils. ▪ A second secondary provision remains in Rhyl. ▪ Minimal change in terms of transport 	<ul style="list-style-type: none"> ▪ The risk of Blessed Edward Jones becoming unsustainable before the option can be delivered. ▪ The risk that the school is too big and surplus places will remain. ▪ Two new builds on one site would

<p>cost, as the new builds would be on the current site.</p> <ul style="list-style-type: none"> ▪ Land in shared ownership of DCC and the Catholic Diocese- therefore no expenditure on land is required and this will reduce the timetable for implementation. ▪ New buildings would have the best 'strategic fit' with other DCC policy developments. ▪ Reducing running costs by careful planning and design, using state-of-the-art technology and building techniques (e.g. pV solar, rainwater recovery systems etc). 	<p>present difficulties in terms of site layout and in the overall costs of the scheme.</p> <ul style="list-style-type: none"> ▪ The 2 schools would operate as separate schools and therefore have separate leadership structures and separate governing bodies. ▪ Potential for improved partnership working would not easily be realised in the future if the schools remained separate. ▪ Combining the primary and secondary phases in one building allows for greater flexibility in design and allow better use of the site as a whole. Combining the schools will also allow for outdoor facilities to be shared where appropriate.
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Option 5: Amalgamate Ysgol Mair & Blessed Edward Jones, open an all through 3-16 Catholic School in Rhyl	
Advantages	Disadvantages
<ul style="list-style-type: none"> ▪ This option would result in 21st century learning facilities for all pupils both primary and secondary. ▪ A faith option remains in Rhyl for both primary and secondary aged pupils. ▪ A second secondary provision remains in Rhyl. ▪ Offers an alternative option in terms of the 3-16 offer. Advantages around this type of offer are varied. ▪ Support from both schools board of governors. ▪ Minimal change in terms of transport cost, as the new build is going on the current site. ▪ Ensures a wider range of opportunity for improved teaching and learning experiences for pupils. ▪ Land in shared ownership of DCC 	<ul style="list-style-type: none"> ▪ The risk of Blessed Edward Jones becoming unsustainable before the option can be delivered. ▪ Would involve the amalgamation of Ysgol Mair and Blessed Edward Jones via school organisation proposals. ▪ The risk that the school is too big and surplus places will remain.

<p>and the Catholic Diocese- therefore no expenditure on land is required and this will reduce the timetable for implementation.</p> <ul style="list-style-type: none"> ▪ Removes the transition point where some pupils leaves the faith education sector. ▪ A new building would have the best 'strategic fit' with other DCC policy developments. ▪ Reducing running costs by careful planning and design, using state-of-the-art technology and building techniques (e.g. pV solar, rainwater recovery systems etc). ▪ The capacity of the secondary section would allow an additional 30 pupils coming from other primary schools in the area, assuming all pupils would continue from the primary into the secondary section of the school. 	
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	Option 1	Option 2	Option 3	Option 4	Option 5
Improved Learning Environment (provision/learning experiences)	X	X	✓	✓✓	✓✓
To retain a Catholic education offer in the long term	?	X	✓	✓	✓✓
Improve the overall financial stability	X	X	✓	✓	✓✓
Sustainable Education System	X	X	✓	?	✓

Reduce the existing maintenance backlogs on the faith sector	X	X	?	✓	✓✓
Summary	Discounted	Discounted	Discounted	Possible	Preferred

23.1 The preferred way forward is Option 5- to Amalgamate Ysgol Mair & Blessed Edward Jones, open an all through 3-16 Catholic School in Rhyl.

24 Advantages, Disadvantages and Risks of the Proposal

Advantages:

24.1 The new school will provide the conditions that will enable a broader and more diverse curriculum to be developed, to better meet the needs of the school's young people and in ways that will be viable and sustainable over the longer term.

24.2 The new 3-16 School will improve the range and quality of facilities and learning resources available to the benefit of all pupils.

24.3 Reduced Running costs by careful planning and design, using state of the art technology and building techniques (e.g. pV solar, rain water recovery systems etc).

24.4 The 3-16 model has many advantages which are detailed fully in Section 10.

Disadvantages:

24.5 Where school organisation proposals are brought forward there will inevitably be some disadvantages. The disadvantages of the proposal are as follows;

Disadvantage 1	The risk of Blessed Edward Jones becoming unsustainable before the option can be delivered.
Disadvantage 2	Involves school reorganisation proposals
Disadvantage 3	Staff may be redeployed or made redundant.

Risks:

24.6 Many of the risks associated with the proposal arise from the disadvantages of the proposal outlined above. The risks and measures required to minimise or negate the impact of these risks are outlined below;

Disadvantages/Risk	Risk Management
The risk of Blessed Edward Jones becoming unsustainable before the option can be delivered.	The Governors of both Blessed Edward Jones and Ysgol Mair will need to communicate regularly and keep parents informed of progress, especially those who are finishing their primary education.
Involves school reorganisation proposals	Working closely with the Catholic Diocese of Wrexham and both schools will hopefully mean both schools will be supportive of the proposal. Discussions have already taken place with both headteachers and Chairs of governors. Both Chairs of governors have communicated the proposal to the staff and parents of both schools and both are in full support of the new school. In working in partnership with the Diocese and both schools any concerns around the proposal can be addressed in a positive manner.
Staff may be redeployed or made redundant	Staff at both schools will be offered support from Denbighshire's Human Resources service. A link officer will be established as a contact for staff at the schools.
Parents may not want to choose the 3-16 new school and seek alternative English medium provision	There is a risk that some parents may seek alternative provision if the 3-16 offer does not appeal to them.
Risk of sizing the school too small should parental preference be strong	Ensure there is flexibility within the design to future proof and possibly extend the school.

24.7 All risks will be monitored as part of the Councils Modernising Education Programmes risk management strategy. By monitoring and ensuring there is a robust approach to the above risks and disadvantages the impact on pupils, parents and staff can be minimised. An evaluation on the impact of staff and pupils can be found in section 14 and 15 of this document respectively.

In view of the above advantages, risks and disadvantages, the authority believes that the longer term benefits of the proposal outweigh any disadvantages.

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IMPLICATIONS OF THE PROPOSAL

25. Staffing implications

- 25.1 The Promoters, with agreement from the Temporary Governing Body, would apply appropriate HR policies to reassure and clarify the position of staff.
- 25.2 The council will recommend to the Temporary Governing Body that all teaching and associate staff posts for the New 3-16 Catholic School should be “ring-fenced” to the staff within the Blessed Edward Jones Catholic High School and Ysgol Mair.
- 25.3 A staffing structure would need to be developed for the new 3-16 school taking into account a number of factors including delivering the curriculum, class sizes and budget implications.
- 25.4 As part of this formal consultation process there will be full consultation with all members of staff and the appropriate teaching unions.
- 25.5 A through school can provide teachers and staff a greater opportunity for development and career progression through a broader range of experiences.
- 25.6 A larger school will provide greater opportunities for staff progression and professional development, this will provide a better opportunity to attract high quality staff at all levels. Staff will have the opportunity to work in the primary and secondary classes and this will aid transition and reduce the chance of unnecessary duplication of learning.

26 Impact on Pupils

- 26.1 When proposing changes to school organisation it is acknowledged that there will be some changes for pupils. Should the proposal be implemented and both schools were closed to establish the 3-16 through school, it would result in changes for the existing pupils such as;
- A new uniform;
 - New learning environment.

- 26.2 As there will be one leadership team across the whole school, pupils and parents will experience continuity in school policy and practise. The transition period between every key stage can be better facilitated for the benefit of all pupils and help to avoid the traditional dip in achievement between Years 6 and 7.
- 26.3 Pupils will have facilities fit for the 21st Century and an environment that will inspire and motivate them in their learning. Children and parents will establish a good strong relationship with the school as pupils progress through the school. This will help create a positive and nurturing environment for all pupils at the school and will result in siblings being in the same school no matter what their age.
- 26.4 During the construction period it is possible that pupils may experience some disruption and steps will be taken to minimise this and to ensure that it does not impact adversely on the teaching and learning experience at the current schools and the proposed new school.
- 26.5 Denbighshire County Council would take all practicable steps to ease the transition for all pupils, most especially for vulnerable groups of learners such as ALN. Should the proposal be implemented the council would arrange transition days for pupils to familiarise themselves with their new environments (subject to parental preference).

27 Additional Learning needs provision

- 27.1 If the Current Proposal is approved the two existing schools will become one new school. The most significant change for a pupil would be a change in site and teacher. Accordingly, any pupils with additional learning needs (ALN) who currently attend the schools will continue to receive the same education and support but the environment will change. The Council will take all practicable steps to minimise disruption and assist pupils with any transfer.
- 27.2 Any pupils with additional learning needs currently attending either school will continue to receive the same educational support that is required. Arrangements that are currently in place for pupils, such as dedicated 1-2-1 support, will transfer to their new learning environment.

- 27.3 Denbighshire County Council will provide appropriate help and support for additional learning needs pupils. Should parents with pupils who are registered ALN have any questions regarding the support that the Council could offer they will have the opportunity to speak to the relevant ALN Education Officers.
- 27.4 The facilities available at the new 3-16 school will be designed in consultation with Denbighshire County Council's ALN Education Officers, and the staff and pupils concerned. It is anticipated that this approach will produce improved conditions and so learning experience for pupils with ALN specifically regarding dedicated 1-2-1 areas, resources, accessibility and acoustics.

28. Governance

- 28.1 Denbighshire, as the maintaining Local Authority, will work with the Catholic diocese of Wrexham to make the arrangements for setting up a Temporary Governing Body.
- 28.2 Where a decision has been taken to establish a new maintained school, there will be a requirement to establish:
- a shadow or temporary governing body in advance of the incorporation of the school; and
 - a permanent governing body with effect from the date of establishment of the school.
- 28.3 The Temporary Governing Body is likely to be made up of existing governors from both Ysgol Mair and Blessed Edward Jones. Each school will continue to provide education and therefore will continue to be managed by their respective governing bodies until both schools close in August 2019.
- 28.4 It will be the role of the Temporary Governing Body to appoint a headteacher. Once the headteacher is appointed, they will work closely with the Temporary Governing body to determine the staffing structure for the new school and put in place school policies and procedures.
- 28.5 The Governing Body will reflect the partnership between the dioceses in its role of supporting and monitoring the work of the school. The areas of mission, ethos, worship and spiritual development are central to this role. We envisage

the creation of a special Section 50 sub-committee, with strong links to the chaplaincy and the Leadership Team, to ensure that this is achieved and sustained.

29 Admission Arrangements

- 29.1 The new school would have a unified approach to admission arrangements and intake arrangements.
- 29.2 The suggested admission arrangements for the new School will be developed in partnership between Denbighshire County Council and the Catholic Diocesan authorities. The main entry point to the school will be in reception at the primary stage therefore a starting point would be to review Ysgol Mair's Admission policy. There will also be a secondary entry point at age 11 at the start of Key Stage 3.

30 Transport implications

- 30.1 At present the costs for this academic Years 'Home to School Transport' for Ysgol Mair is £15,960. This is for 9 pupils split between 2 contracts. The cost of 'Home to School Transport' for Blessed Edward Jones is £3825. This is for 17 pupils who are provided with Arriva bus passes. These passes are purchased per term and are the most economical option.
- 30.2 We believe this proposal should see a minimal change to the above in terms of the transport implications.

COSTS

31. What are the financial implications of the proposal?

31.1 The current reported financial position for the schools is as follows;

School Budget	Estimated Balance 16-17	Estimated Balance 17-18	Estimated Balance 18-19	Budget per pupil 16-17	Average per pupil for DCC (in that sector)
Ysgol Mair	£9,176	£9,512	£13,216	£3,401	£3,843
Blessed Edward Jones	£45,881	£152,868 Deficit	£518,570 Deficit	£5,516	£4,828

31.2 The funding for individual schools within Denbighshire is apportioned by the School Budget Formula which was revised and implemented for the 2013/14 financial year. The formula provides funding based on seven strategic elements; namely curriculum, social deprivation and inclusion, additional learning needs, welsh language, premises, sustainability and business support. At present all schools budgets are derived from the formula which provides funding predominately through lump sums or payments which are varied in relation to individual school factors. These include number of pupils, floor sizes, free school meal entitlement, number of additional learning needs pupils etc. In a number of instances these may vary on an annual basis so any predictions can only be provided on known factors and within agreed formulas.

31.3 There are concerns over the long term sustainability for Blessed Edward Jones Catholic High School. Current forecasts suggest the school will incur significant deficits based on current expenditure by 2017/18. The school is forecasting a deficit of £152k by the end of 2017/18. The school also has the highest spend per pupil in the county. There is an urgent need to address current difficulties with regard to current revenue expenditure for the school.

31.4 Current forecasts for Ysgol Mair suggest that it is due to slightly increase its balance during the next 3 years, growing from £9,176 to £13,216 in reserve. The cost per pupil is below the county average spend and is one of the lowest budget per pupil in the county.

- 31.5 Blessed Edward Jones budget spend per pupils is currently £5,516, with the Denbighshire average for secondary £4,828.
- 31.6 Ysgol Mair budget spend per pupils currently is £3,401, Denbighshire average for primary schools is £3,843.
- 31.7 **Projected budget spend per pupil on completion of the proposal would be**

32 How would any new school buildings work be financed?

- 32.1 The proposed cost of the project is £23,813,671 over the expected lifetime of the contract. The current breakdown of funding between the Welsh Government and Denbighshire for the overall programme is based on a 50:50 approach. The split per project will be determined closer to commencement of construction based on progress on other projects. The Council's Corporate Plan includes provision for the cost of £23.8 million for this project.
- 32.2 The Strategic Outline Case (SOC) was submitted to the Welsh Government and the funding in principle was approved in 2014 based on a previous proposal. Following the changes to the proposal, the SOC will need to be resubmitted to Welsh Government to consider the new proposal. The funding for the project will be provided in partnership between the Welsh Government and Denbighshire County Council. This will take place during 2017. DCC will submit further funding applications over the next 12 months to secure the funding.

NEXT STEPS

33.1 Within 13 weeks of the end of the period of consultation a formal consultation report must be published. The formal consultation report must contain the following;

A summary of each of the issues raised by consultees;

- A response to each of the issues raised by consultees by means of clarification together with supporting reasons;
- Estyn's view in full (as it is provided in its consultation response) of the overall merits of the proposal; &
- Any proposer must ensure that any views expressed by children and young people affected by the proposal are highlighted within the consultation report and that it is accessible to them.

33.2 The formal consultation report is likely to be considered by Cabinet in June or July 2017. Cabinet will decide whether to proceed with the proposal. Should Cabinet decide to proceed the proposal must then be published by way of a Statutory Notice.

33.3 The statutory objection period lasts for 28 days (of which 15 days must be school days). To be considered as a statutory objection, objections must be made in writing or by email and sent to the proposer (Denbighshire County Council).

33.4 Following the statutory objection period a summary of the statutory objections and the proposer's response to the objections must be published. The Objection Report must be published before the end of 7 days beginning with the day of the proposals determination.

33.5 Please note that responses submitted as part of the formal consultation period will not be counted as objections to the proposal. Statutory objections can only be made if a statutory notice is published. If a statutory notice is published objections can then be registered. Consultees may submit a request during the statutory objection period that their response submitted at the consultation stage should be treated as an objection.

33.6 DCC has 16 weeks from the end of the objection period to decide whether or not to implement the proposal. This is known as 'determining the proposal'.

33.7 DCC will make and issue its decision in relation to the proposal in writing; setting out the reasons for the decision. The decision will be published on DCC's website. The objection report must also be published at the same time as the decision to determine the proposal is issued.

33.8 Under section 54 of the 2013 Act the following bodies may within 28 days refer the proposal to the Welsh Ministers for consideration;

- Another local authority affected by the proposal;
- The appropriate religious body for any school affected;
- The governing body of a voluntary or foundation school subject to the proposals;
- A trust holding property on behalf of a voluntary or foundation school subject to the proposals; &
- A further education institution affected by the proposals.

The bodies making the referral will need to set out why they believe that the decision reached by the local authority is wrong.

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CONSULTATION RESPONSE FORM

Denbighshire County Council has proposed to close Ysgol Mair Catholic primary school and Blessed Edward Jones R C High school on the 31st August 2019; and the Catholic Diocese of Wrexham to establish a new 3-16 Catholic School on the existing site from the 1st September 2019.

We would like to hear your views regarding the proposal. You can let your views be known in the following ways;

- If you are accessing this form online then please click [here](#) to complete the online survey;
- If you have received a hard copy of the response form please return your copy to Modernising Education Programme Team, **Denbighshire County Council, PO Box 62, Ruthin, LL15 9AZ**;
- Visit our website at www.denbighshire.gov.uk/modernisingeducation and follow the survey link;
- Alternatively you can scan the attached form and email it to us at modernisingeducation@denbighshire.gov.uk
- If you do not have access to a scanner, simply send an email to the address provided above with your responses, using the same numbering as set out below;

Please let us have your responses by March 2017. If you would like us to acknowledge receipt of your response please provide your names and address.

1 Are you in favour of the proposal?

Yes		No	
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2 Please indicate whether you are responding as a:

Pupil		Parent		Staff Member		Community Member		School Governor		Other	
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If other, please indicate;

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3 With what school are you most closely associated?

Ysgol Mair		Blessed Edward Jones		Other	
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If other, please indicate;

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4 Please indicate if any of the following have had an influence on your decision;

Impact on Education	
Impact on local community	

Are there any other factors that have influenced your decision? If so, please state in the box below:-

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(Please use an additional sheet if necessary)

- 5 If you have any alternative options to the current proposal that you would like Denbighshire County Council to consider, please state in the box below:-

(Please use an additional sheet if necessary)

- 6 If the proposal is implemented would you send your child/children to the new 3-16 school or would you choose another school? If you would choose another school, which one and why?

(Please use an additional sheet if necessary)

- 7 **Under the terms of the Data Protection Act 1998 we must inform you of the following:**

Denbighshire County Council is seeking your views to help inform the decision on the current proposal. The information you have provided will be used only for this purpose, and may be shared with other agencies who are involved in the Formal Consultation, however only to address any issues you raise. If you do not wish to provide personal details your views will still be considered, but we will not be able to acknowledge receipt of your response personally.

With your permission, responses will be reproduced- containing no personal data such as names and addresses- in reports within the Council and on the Council's website.

Do you consent to your response being used in the manner set out above?

Yes		No	
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8 Please let us have any comments, positive or negative, that you would like to make regarding the proposal:

(Please use an additional sheet if necessary)

9 If you would like to receive an acknowledgement of receipt please provide your

Email address

email address below;

Do you wish to receive an email link to the formal consultation report?

10

Yes		No	
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Thank you for taking the time to complete the response form.

Appendix 1:

Community, Equality and Welsh Language impact assessment

To follow

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Appendix 2:

Estyn Inspection Summary:

Blessed Edward Jones Catholic High School's last Estyn Inspection was in October 2012 and the inspection report in summary commented as follows:

Current performance

Good features in the school's current performance include:

- a trend of improvement at both key stage 3 and key stage 4 that is being well maintained;
- key stage 4 qualifications that include English and mathematics, which are significantly better than the average in similar schools, now places the school in the top quartile and significantly above modelled expectations;
- the development of pupils' literacy skills across the curriculum;
- a strong community ethos;
- lessons that well planned and teacher marking that provides pupils with a clear understanding of their progress; and
- very good pupil behaviour in lessons and around the school.

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher has a clear vision, and high expectations for the school, which are well understood by all staff and pupils and are leading to higher standards;
- more challenging targets are now being set for raising standards;
- the restructuring of the senior leadership team ensures that there is strategic oversight of all key matters of the school's work to improve standards;
- governors support and challenge the school effectively;
- the school works well with a wide range of partners and agencies to enhance the curriculum; and the budget deficit is being effectively tackled and the school is on track to pay off the deficit.

Estyn inspected Ysgol Mair in January 2016 and the inspection report in summary commented as follows:

Current performance

The current performance of the school is adequate because:

- Many pupils make good progress and achieve well by the end of the Foundation Phase

- Nearly all pupils that are new to the English language make good progress and achieve good standards in their learning
- By the end of key stage 2, many pupils make very good progress in developing their information and communication technology (ICT) skills
- Most pupils behave well in lessons and around the school
- Nearly all pupils feel happy and safe in school
- Most pupils' social and life skills are developing well

However:

- Many pupils make only satisfactory progress in key stage 2
- Not enough pupils make sufficient progress in developing their reading, writing and numeracy skills as they move through the school
- Pupils eligible for free school meals do not achieve as well as others
- Rates of attendance are consistently low

Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher promotes a caring, inclusive community and all members of the school community have a strong sense of belonging
- In the Foundation Phase, leaders ensure good levels of collaboration amongst staff and secure good outcomes for pupils
- Subject leaders have been successful in improving standards and provision in ICT
- The school has appropriate self-evaluation processes
- The school acts on recommendations from external reviews effectively to improve provision and standards
- There are appropriate links between the school's evaluation of performance data and improvement plans
- The school works effectively in partnership with a wide range of agencies to support all pupils' learning and wellbeing

Appendix 3:

The National School Categorisation:

The National School Categorisation system gives us a clear and fair picture of how well a school is performing compared with other schools across Wales and helps us to identify the schools that need the most help, support and guidance to improve.

The system has been developed collectively between regional education consortia and Welsh Government. Its primary function is to identify, across Wales, the schools that need the most support. The colour category of support allocated to a school will trigger a bespoke, tailored support programme.

The system is based on three simple steps. It is not purely data-driven and takes into account the quality of leadership, teaching and learning in our schools.

- **Step one - Standards group:** a range of information is used to make a judgement about the school's standards, resulting in a standards group, numbered 1 to 4, which identify how well they are performing against a set of agreed measures. Standards group 1 is the group that performs most strongly against the agreed measures.
- **Step two - Improvement capacity:** an evaluation of the school's capacity to improve further, taking account of the evidence about the standards and the quality of leadership, teaching and learning, resulting in an improvement capacity. Schools will be in one of four groups, A to D. Schools where the judgement is an A show the greatest capacity to improve along with the ability to support other schools. Those where the judgement is D need the most support.
- **Step three - Support category:** bringing the judgement on the standards group and improvement capacity together to decide on the school's support category. The final categorisation is a colour code that shows the level of support a school needs – green, yellow, amber or red.

Appendix 4:

Estyn Inspection Summary:

St Richard Gwyn R.C High School's last Estyn Inspection was in January 2016 and the inspection report in summary commented as follows:

Current performance

Good features in the school's current performance include:

- Nearly all pupils are courteous and respectful and most are well motivated with positive attitudes to learning
- The strong emphasis on care, support and guidance that is at the heart of the school's ethos has a beneficial impact on many aspects of pupils' wellbeing and personal development

However, current performance is judged to be unsatisfactory because:

- Performance at key stage 4 over the last four years has been poor in the majority of indicators when compared with that of similar schools and with pupils' prior attainment
- In a minority of lessons, pupils do not make enough progress
- Provision for more able pupils is underdeveloped
- Strategies to develop pupils' literacy and numeracy skills across the curriculum are not co-ordinated or planned well enough
- The quality of teaching and assessment has not had enough impact on improving standards
- In many classes, there is not enough emphasis on ensuring that pupils respond to teachers' feedback to improve the quality of their work

St Joseph's last Estyn Inspection was in June 2012 and the inspection report in summary commented as follows:

Current Performance:

The current performance of the school is good because:

- Standards of literacy are good and most pupils make strong progress throughout the school;
- achievement and progress in learning are good;
- Pupils enjoy coming to school and nearly all behave well;
- Teaching is generally good; and
- The school provides good value for money.

Prospects for improvement:

Prospects for improvement are good because:

- Leaders have a clear vision for developing the school;
- Rigorous self-evaluation processes and strategic planning are a regular feature of the life of the school;

- All members of staff collaborate closely as a team and are willing to try new initiatives; and
 - The school has established a strong professional learning community which had brought about very positive outcomes.
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