

Proposal for a New Joint Faith School for North Denbighshire

Formal Consultation Report

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1. Introduction

- 1.1. Denbighshire County Council, in partnership with the Church in Wales Diocese of St Asaph, the Catholic Diocese of Wrexham and St Brigid's Trust (**we/us**) carried out an informal consultation between 6 December 2012 and 29 January 2013 into joint faith based secondary provision in North Denbighshire. The findings of the Informal Consultation are contained in a report which was submitted to Denbighshire's Cabinet of elected members in May 2013.
- 1.2. On 14 May 2013 we presented to a meeting of the Cabinet a draft consultation document entitled, "Formal Consultation Document – Proposal for a new joint faith based school for North Denbighshire". At that meeting, and on the basis of the draft document, the Cabinet approved a formal consultation into a proposal for us to close Blessed Edward Jones Catholic High School and St Brigid's School on 31 August 2014; and for the Catholic Diocese and the Church in Wales Diocese to establish a new Anglican & Catholic Faith Voluntary Aided School serving the communities of Denbigh, Rhyl and surrounding areas on the existing sites from 1 September 2014 (the **Current Proposal**).
- 1.3. The Formal Consultation ran from 3 June to 22 July 2013.
- 1.4. This document sets out the steps taken during, and the findings obtained from, the Formal Consultation. It has been produced after taking into consideration the requirements set out in the new School Organisation Code; a document produced by virtue of the School Standards and Organisation (Wales) Act 2013 (the **2013 Act**). At the time of the Formal Consultation, the provisions of the School Standards and Framework Act 1998 (the **1998 Act**) which relate to school reorganisation were still in force and the new Code was in draft form. The 2013 Act restates, codifies and updates the provisions of the 1998 Act. The new Code sets out matters to which local authorities and other promoters of school organisation changes must and should have regard. The relevant provisions of the 2013 Act (including the finalisation of the new Code) came into force on 1 October 2013. We have followed the requirements of the new Code throughout the Formal Consultation in order to anticipate its coming into force and to promote best practice.

2. Documents

- 2.1. Paper and electronic versions of the Formal Consultation Document were sent to over 1,660 stakeholders. The complete list of recipients is set out in **Appendix A**.
- 2.2. The Formal Consultation Document was published on our website on 3 June 2013. A children's version (aimed at primary school ages) and young persons' version (aimed at secondary school ages) were also produced and published on our website. You can view the Formal Consultation Document in the Closed Consultation section of the DCC website; just click on the Faith School Proposal area.
- 2.3. A response document (**Standard Response Form**) was also published on our website. The children's and young person's versions of the Consultation Document contained a slightly simplified response form. The Standard Response Form and the simplified versions were converted into an online survey; links to those surveys were also published on our website. Copies of the Standard Response Form, together with the Children's version and the Young Person's version of the Formal Consultation Document are set out in **Appendices B, C and D** respectively.

2.4. Each of the above documents was published in Welsh and English.

3. Meetings

3.1. We arranged and held consultation meetings with the following stakeholders at Blessed Edward Jones and St Brigid's:

- 3.1.1. Governors;
- 3.1.2. Teachers & support staff;
- 3.1.3. Parents; and
- 3.1.4. School Council.

Governors and teachers & support staff

3.2. The meetings with the Governors and teachers took place in June 2013. Members of our Modernising Education, School Improvement and Human Resources Teams were accompanied by representatives from the Wrexham and St Asaph Dioceses. Our team delivered a presentation updating the stakeholders on the process to date and what would happen if the Current Proposal was approved. The stakeholders had the opportunity to ask questions and express their views and opinions. A copy of the presentation used at this meeting is set out in **Appendix E**.

Parents

3.3. The parents' meetings took place in June 2013; following publication of the dates, times locations and format of the meetings in local newspapers.

3.4. It was decided to adopt a 'parents' evening' format in favour of the open, question and answer format used during the informal consultation. The reason for this was that although the open meeting format suited some people who felt able to express their opinions in front of others, it did not suit everyone. Members of our Modernising Education team were approached immediately after the informal consultation meetings by people who did not feel confident enough to speak out in front of others. These people requested one-to-one meetings at which they were able to let their feelings be known.

3.5. The parents' evening format created a more intimate environment in which people could say what they thought without having to be heard by a room filled with people.

3.6. The meeting at Blessed Edward Jones followed the parents' evening format. Three tables were set out at which were sat members of our Modernising Education team, our School Improvement team and representatives from the two Dioceses respectively. The register of attendees showed that 10 people attended; comprising parents, grandparents and other local residents. Each attendee had the opportunity to discuss the Current Proposal with and from the perspective of the relevant team members. For example, some attendees were keen to ask questions relating to how faith education and practices would be delivered, and so spoke only with the representatives from the Dioceses. Others wanted to ask questions relating to educational standards, faith and the re-organisation process, and so spoke with all three teams.

- 3.7. It had been intended to use the parents' evening format for the St Brigid's parents meeting. This, however, proved impossible as immediately before the meeting, a delegation of parents and other interested parties made strong representations to our teams; stating that they expected an open discussion and not a parents' evening format. They pointed out that, in any event, because of the large turn-out (the register showed that 90 people attended, but the actual figure was closer to 130) it would not be practicable to use the face-to-face format; as proportionately, so few people would have the chance to speak with the teams. Accordingly, it was decided to use an open format for the meeting.
- 3.8. Pupils and members of the school council opened with a speech relating to their view on the Current Proposal. This was followed by questions and statements made by some of the attendees. The minutes of the meeting show that a total of 69 questions were asked covering a range of issues relating to the Current Proposal. Some people asked only one question and others asked up to five. It is estimated that 25 to 30 attendees raised points; conversely, over half of the attendees did not make any points.
- 3.9. We prepared a short document to explain the purpose of the parents' meeting, the rationale for the parents' evening format and to provide short answers to a selection of points received at that stage of the consultation. This was handed out at the start of the two meetings. A copy of this document is set out in **Appendix F**.

School Council

- 3.10. We have a team dedicated to meeting the Welsh Government's vision to transform 14 -19 provision in Wales; the team is called the 14 – 19 Network. A key member of that team, the Learner Voice Champion who works closely with pupils in schools across the county, conducted the meetings with the School Councils during the informal consultation. It had been intended to use identical formats for St Brigid's and Blessed Edward Jones' School Councils during the Formal Consultation; tailoring the tone and content specifically to ensure the pupils were able to understand and engage as fully as possible. For example, 'ice-breaking' exercises and interactive activities would be used to make the pupils feel able to participate: as opposed simply to delivering a lecture and asking for any questions.
- 3.11. However, the members of the St Brigid's School Council who attended the parents' meeting spoke with the Head of our Customers and Education Support team. It was suggested that she and, if available, the Chief Executive and Lead Member for Education would meet with the School Council to hear their views. This meeting, therefore, took the place of the planned specifically tailored meeting.
- 3.12. The meeting with Blessed Edward Jones' School Council followed the planned, specifically tailored format. This is because no representations were made by the School Council at the Blessed Edward Jones parent's meeting; also, given the tight timescale of the consultation period it was considered prudent to proceed as planned.
- 3.13. The findings of the School Council meetings are set out in **Appendix G**.

Other meetings

- 3.14. Consultation meetings were also held for parents of pupils at the following primary schools:
- 3.14.1. Ysgol Mair;
 - 3.14.2. Ysgol Trefnant;
 - 3.14.3. St Asaph VP; and
 - 3.14.4. Ysgol Esgob Morgan, St Asaph.
- 3.15. These schools were chosen because they each offer faith based primary provision. Once again, a parents' evening format was used. One meeting took place at Ysgol Mair in Rhyl which is 'next-door' to Blessed Edward Jones. A separate meeting was held in St Asaph for the remaining three schools which are located in St Asaph and Trefnant.
- 3.16. A summary of the issues raised at all of the meetings held during the Formal Consultation period is set out in **Appendix H**.
- 3.17. Approximately 320 people were spoken to as part of the meetings above and a written record was made of each meeting. However, the total number of responses we received over and above the views put forward during the consultation meetings was as follows:

Method of contact	Number of contacts received
Standard Response Forms	389
Children & Young Person's Response Forms	489
Letters	307
Emails	48
Total number of contacts	1,233

- 3.18. Those stakeholders who were most closely associated with St Brigid's engaged in the process, largely through an organised campaign, and to a much greater extent than those associated with Blessed Edward Jones or any other school. Anecdotal feedback obtained by the Governing Body of Blessed Edward Jones suggested a reason for this lesser degree of engagement. Parents and other interested parties associated with that school indicated to the Governors that were in favour of the Current Proposal; although it is impossible to quantify this.

No	Response Type	SB		BEJ		Other		Total
		(actual / %)	(actual / %)	(actual / %)	(actual / %)			
1.	Letters	38	12.4	269	85.02	8	2.58	307
2.	Emails	41	85.4	1	2.1	6	12.5	48
3.	Response Form	324	83.29	44	11.31	21	5.4	389

4.	CYP Response Form	325	66.46	150	30.67	14	2.86	489
Totals		728	59	464	37	49	4	1233

4. Response forms and correspondence

- 4.1. The Standard Response Form was designed to elicit the following information:
- 4.1.1. Whether people were in favour of the Current Proposal;
 - 4.1.2. Did they have any other suggestions as to what could be done instead of the Current Proposal;
 - 4.1.3. If they would send their child(ren) to the new joint faith school (if it were to be created) on the existing sites and later on a single site; and
 - 4.1.4. If they would not send their child(ren) to the new school, which school would they choose?
- 4.2. A summary and analysis of the responses to the Standard Response Form and the Children and Young Persons' Response Forms are set out in **Appendices I & J** respectively.
- 4.3. We also received letters and emails from interested parties relating to the Formal Consultation. The findings have been analysed and are set out in **Appendix K**. Copies of redacted letters and emails from stakeholders who gave consent to their comments being used are set out in **Appendix L**.
- 4.4. There was also significant use of social media by interested parties during the Formal Consultation period; in the main as part of St Brigid's stakeholders' campaign against the Current Proposal. Facebook Groups in favour of the retention of St Brigid's were used as a means of drawing attention to the proposal by parents groups and an on-line petition which drew 1,071 signatories by the end of the closing date for the consultation period was also submitted. Two Youtube videos were also produced to draw attention to the proposal. A video including pupils was uploaded to Youtube based on the Abba song "SOS" and drew approximately 9,000 hits during the Formal Consultation period. However, due to copyright reasons the video had to be amended at the close of the Formal Consultation period. In addition, a second video based on the "SOS" song was uploaded which was filmed outside County Hall in Ruthin showing St Brigid's superheroes visiting the offices of, and assaulting, the 'Joker'. From a different perspective, a Facebook Group was also established "Have Faith in Rhyl" which supported the new school being located within the town of Rhyl.
- 4.5. Examples of the types of points raised by respondents to the Formal Consultation, together with the Promoters' response are set out in **Appendix M**.

5. Response from Estyn

In accordance with the requirements from the draft School Organisation Code, a copy of the Consultation Document was sent to Estyn for its observations. In its response, Estyn considers a range of key questions with regard to the Current Proposal. In response to the question, "Are the proposals likely to maintain or improve the standard of education provision in the area?", its response was, "...it is Estyn's opinion that this proposal is likely to at least maintain the present standards of education provision in the area. Overall, pupil outcomes in both

schools appear to be good, with both schools improving in the last three years. It is likely that pupils would still be taught on the same site by the same teachers if this proposal goes ahead, the impact on outcomes is likely to be very limited. However this cannot be guaranteed as the new dual site school's governing body will ultimately decide who is appointed." The full response is set out in **Appendix N.**

APPENDIX A

Consultation Document Recipient List

No	Stakeholder	Number of recipients
1.	Conwy County Borough Council	1
2.	Flintshire County Council	1
3.	Catholic Diocese of Wrexham	3
4.	Church in Wales Diocese of St Asaph	3
5.	The Trustees of the St Brigid's Trust	6
6.	Chair of Governors and School Council of the following schools:	
	a. Blessed Edward Jones Catholic High School	2
	b. St Brigid's School	2
	c. Rhyl High School	2
	d. Prestatyn High School	2
	e. Denbigh High School	2
	f. St Richard Gwyn Catholic High School	2
7.	Blessed Edward Jones	
	a. Parents	419
	b. Teachers and support staff	46
8.	St Brigid's	
	a. Parents	391
	b. Teachers and support staff	68
9.	All other Denbighshire Schools	
	a. Headteachers	55
	b. Chairs of Governors	55
10.	Coleg Llandrillo	1

11.	Rhyl and Prestatyn VI	1
12.	Dyffryn Clwyd Learning Partnership	1
13.	Independent nursery providers in the Denbigh area	5
14.	Parents of pupils attending the following Primary Schools in Denbighshire:	
	a. Ysgol Mair RC Primary School, Rhyl	221
	b. St Asaph VP, St Asaph	96
	c. Ysgol Esgob Morgan, St Asaph	94
	d. Ysgol Trefnant VA, Trefnant	52
15.	Chair of Governors and School Council in the following primary schools in Conwy:	
	a. Ysgol St Joseph's RC, Colwyn Bay	2
	b. Ysgol y Plas, Llanelian	2
	c. Ysgol Betws yn Rhos	2
	d. Ysgol Llanddulas	2
	e. Ysgol St George	2
16.	Chair of Governors and School Council of the following Primary Schools in Flintshire:	
	a. St Winefrede's in Holywell	2
	b. Ysgol yr Esgob, Caerwys	2
	c. Nannerch VC School	2
	d. Ysgol y Llan, Whitford	2
	e. Ysgol Trelawnyd	2
	f. St Mary's, Nercwys.	2
17.	Denbighshire Children and Young People's Partnership	1
18.	Early Years Development and Childcare Partnerships	1
19.	All Denbighshire County Councillors	47
20.	Assembly Members and Members of Parliament	10

	representing areas affected by the Current Proposal	
21.	Rhyl Town Council	15
22.	Denbigh Town Council	10
23.	St Asaph Town Council	5
24.	Bodelwyddan Town Council	5
25.	Rhuddlan Town Council	5
26.	The Welsh Government	1
27.	Estyn	1
28.	The local Communities First Partnership (in relevant areas)	2
29.	Relevant teaching and staff trades unions	8
30.	North Wales Consortium	1
31.	Taith	1
32.	North Wales Police Commissioner	1
		1,667

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5. With which school are you most closely linked?

- Blessed Edward Jones Catholic High School**
 - St Brigid’s Catholic School**
 - Neither**
- (Please tick only one box)

7. Please tick the box which best describes you.

(You may tick more than one box)

- Parent/Guardian
- Pupil
- Teacher/staff
- Governor
- Former Pupil
- Former teacher/staff
- Other (please state)
- Prefer not to say

8. 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 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?

- No**
- Yes**

Thank you for taking the time to respond.

APPENDIX C
Children's Response Form

You can view the Children's Response Form in the Closed Consultation section of the DCC website; just click on the Faith School Proposal area

APPENDIX D
Young Person's Response Form

You can view the Young Person's Response Form in the Closed Consultation section of the DCC website; just click on the Faith School Proposal area

APPENDIX E

Presentation used for Governors meetings and the Teachers & support staff meetings

Slide 1

Consultation Meeting for [Governors/Teachers and staff/ Parents/

[Name of school]]

Slide 2

Welcome and Introductions

- **Format of Meeting**
- **Hear views of why the Case for Review has been put forward**
- **Question and Answer Session**

Slide 3

Purpose of Consultation

What is the long term solution for faith based secondary provision in Denbighshire?

Do we want it?

If so what does it look like?

How is it sustainable?

Need views to shape this

Slide 4

Background Case for Review

Why Review?

- **Moving to schools fit for the 21st Century**
- **Learning environments to inspire pupils**
- **Moving from what we have to what we aspire to**

Slide 5

So why do we need to review?

Main Drivers for Review

- **Modernising Education Policy Framework – Council believes Secondary Schools need to have minimum of 600 pupils (years 7 to 11) to be successful and sustainable**
- **21st Century Schools Programme - focus resources on the right schools in the right places**

Slide 6

Current Position

- **Blessed Edward Jones – Voluntary Aided - Catholic Diocese school**
- **St Brigid's – Voluntary Aided Trust - Curriculum delivered through Roman Catholic religious character**
- **Church in Wales – No secondary provision in region**

How can working together strengthen provision?

Slide 7

What would a joint faith school look like?

- **Truly Catholic, Truly Anglican, Truly Christian**
- **A Catholic and Anglican school is one in which children enjoy an education in a Christian faith context.**
- **Religious traditions maintained and enhanced**
- **A distinctive school permeated by Christian Values in which prayer, worship and liturgy are every day features**
- **Welcoming school that aspires to the highest standards**

Slide 8

Educational Argument for Review

Acknowledge strengths of both schools:-

However does current learning environment impact on maintaining and improving existing standards?

Benefits of Joint Working

- **Development of common leadership and senior and middle management structure**
- **Enhanced staff expertise**
- **Development of broader curriculum**

Could be achieved on single or joint sites

Slide 9

Buildings and Sites

2010 – Condition Survey – Both St Brigid’s and Blessed Edward Jones classified as “Poor”

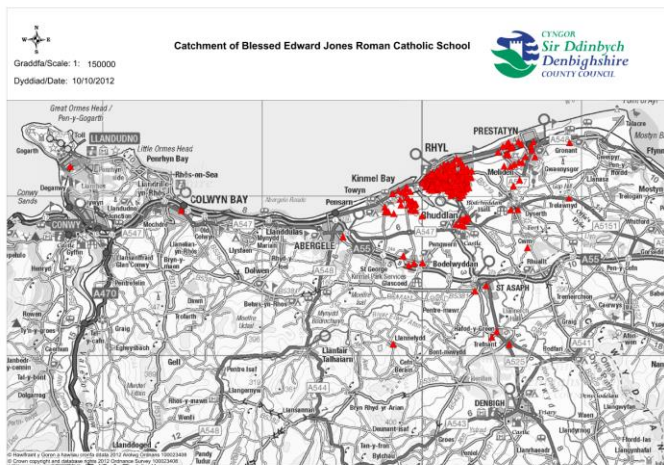
St Brigid’s – Maintenance and Improvement works responsibility of Trust, Welsh Government and Denbighshire CC

Site Issues –

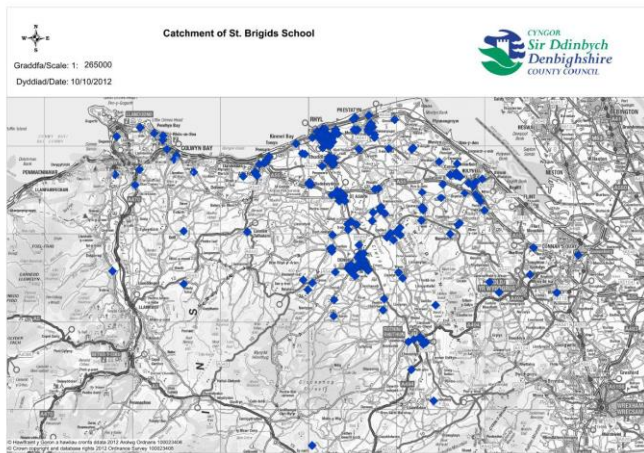
Detached Playing fields

High Number of Mobile Classrooms

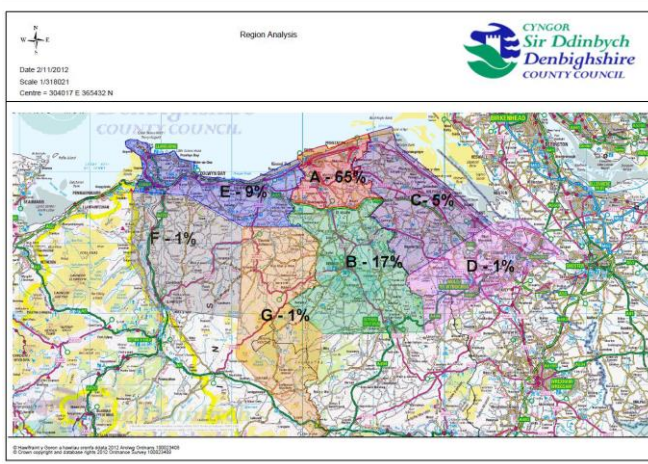
Slide 10



Slide 11



Slide 12



Slide 13

Pupil Place Planning

Projections

Blessed Edward Jones 11-16

- 2012/13 - 490 pupils
- 2017/18 – 394 pupils

St Brigid's 11 - 18

- 2012/13 - 371 pupils
- 2017/18 – 350 pupils

Current demographics secondary numbers reducing

Slide 14

What may happen to Primary and Post 16 Provision

- Current provision
- Blessed Edward Jones 11-16
- St Brigid's 3-19
- Initial focus secondary provision
- Should discussions be widened to 3-19 provision?

Slide 15

Future Questions to be considered:

When will any potential changes take effect?

- Difficult to put dates forward at this stage, depending on outcome of consultation

Will this result in a new school being built?

- No decisions have been made regarding location- gaining information around future demand and what would influence parents' choice

Will there be money available to build a new school?

- Outline approval- 21st Century Schools Programme- Welsh Government
- All above issues would be subject to further consultation if proposals emerge

All above issues would be subject to further consultation if proposals emerge

Slide 16

Next Steps

- Initial consultation until 29th January 2013
- All views will be collated and recorded
- Should proposals emerge a decision needed by partners to proceed
- Diocesan Authority approvals – Role of Bishops
- St Brigid's Trust
- DCC – Cabinet
- Any proposals will be subject to further consultation
- Further decision needed to publish proposals
- Period for formal objections to be submitted
- If objections received – to be considered by Minister

Slide 17

What would a joint faith school look like?

- Truly Catholic, Truly Anglican, Truly Christian
- A Catholic and Anglican school is one in which children enjoy an education in a Christian faith context.

- **Religious traditions maintained and enhanced**
- **A distinctive school permeated by Christian Values in which prayer, worship and liturgy are every day features**
- **Welcoming school that aspires to the highest standards**

Slide 18

- **Any questions**

APPENDIX F

Parents evening document

Proposal for a new Joint Faith Based School for North Denbighshire

[NAME OF SCHOOL] School Parents' Evening

Welcome

Welcome and thanks for taking the time to join us. We hope you find this evening helpful and informative, and that you feel able to tell us what you think of the Proposal: good or bad. Your views are important and we are here to listen.

Format

As with the informal consultation meeting held in January this year, representatives from the Council and the Diocese are here to answer your questions and listen to your comments. However, this time we are using a parents' evening format and hope to allow many more people the opportunity to have their say.

As you will see, there are three tables at the front of the room, at which you can ask questions relating to the following:

Table	Subject Area	Topics
One	School Standards	School performance, education standards etc. (Karen Evans & Julian Molloy - DCC)
Two	School Organisation	The reasons for change, pupil numbers, funding etc. (Jackie Walley & James Curran - DCC)
Three	Faith Provision	Joint faith provision, ethos, pastoral support etc. ([Carole Burgess/Michael Carding] and [Carole Burgess/John Kenworthy] - Diocese of St Asaph/Wrexham)

The Basics

- Form/join a queue in front of the table you would like to visit.
- Each visit will be limited to a maximum of 10 minutes.
- Try to keep your questions relevant to the expertise of the table you are visiting. Our representatives will try to answer all questions; if they are unable to, you will be directed to the relevant table. This will mean joining the queue for that table.
- This evening is for parents and guardians of current [NAME OF SCHOOL] pupils. There will be similar evenings for Ysgol Mair, St Asaph VP, Ysgol Esgob Mair and Ysgol Trefnant; [NAME OF OTHER MAIN SCHOOL] [took/will take] place []. Anyone who is not a parent or guardian of a current [NAME OF SCHOOL] pupil will be allowed to attend and/participate at our discretion.
- You've been asked to sign a register to allow us to know who has attended.
- We understand that this is an important issue but please be mindful of our staff and treat them respectfully.

Core Themes

The Formal Consultation began on 3 June and since then certain themes have emerged in the points that have been made. Here are some of the key themes, together with our response.

Questions	Response
Can't the money be spent on improving the schools separately?	Welsh Government funding is available to improve educational outcomes & provides an opportunity to re-think how teaching and learning are conducted. It is not available simply to improve buildings in isolation.
If Phase 1 goes ahead do you have the money to carry out Phase 2?	<p>We have agreement in principle to fund construction of the new school. DCC has a 5 year Corporate Plan and a new faith school is part of that plan; this is supported by a financial commitment.</p> <p>DCC's Cabinet have backed the Proposal and is committed to Phase 2. It has stressed that if Phase 1 goes ahead, the Phase 2 Proposal must come before it no later than 2015 (whilst the members who comprise Cabinet are still in post).</p>
If the new school is built, where will it be?	We will soon be carrying out feasibility studies on the sites of the two existing schools and other sites in Rhuddlan, Bodelwyddan, Rhyl and St Asaph. This will allow us to assess the financial viability of each of the sites. We will also consider the location of the homes of current pupils of the two schools and of feeder primaries. This information will be provided to Cabinet in September this year.
Why such a long gap between phase 1 and phase 2?	<p>We would like to build a new joint faith school but want to make sure we get it right. The informal consultation showed us that people were worried about whether the 2 schools could work together. We believe that they can and that the ethos of the two schools can be taken on by the new school. However, by bringing the schools together on two sites, there is an opportunity for joint-working and for the two communities to get to know one another at a reasonable pace.</p> <p>If Phase 1 is approved, the dual site school will have at least a full school year before the proposal for Phase 2 will be put to Cabinet; this will take us into 2015. Phase 2 will require further consultation. There is a statutory timetable for carry out consultation; which again takes time. If the Phase 2 Proposal is approved, we will then have to produce designs, obtain planning in order prepare for construction.</p>
Has the council already made up its mind?	No. The council can't make a decision until the formal consultation has taken place. Any decision will also be in partnership with the Catholic and Church in Wales Diocese. At present the Proposal is our preferred option. However, this is subject to the consultation process. However, no decision has been made and nothing can happen unless and until Cabinet is satisfied that this is the right way to proceed.

APPENDIX G

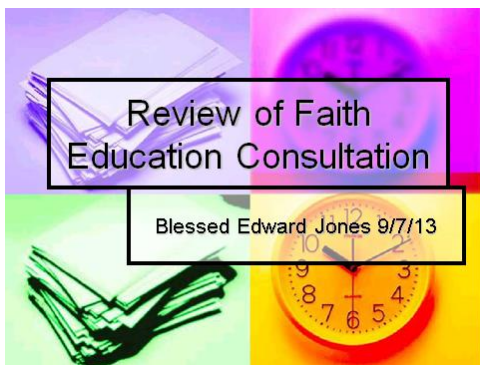
School Council Findings

Blessed Edward Jones School Council meeting

1. Introduction

1.1 The meeting took place on 9 July at Blessed Edward Jones School in Rhyl and was conducted by our Learner Voice Champion (LVC). One of our Modernising Education team was also present to facilitate and take notes. Approximately 15 pupils (from years 8 and 9) attended and they were accompanied by a Teaching Assistant from the school.

1.2 The LVC took the School Council members through the following 'PowerPoint' presentation:



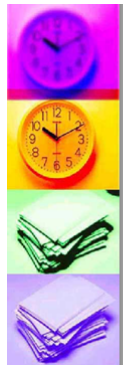
Background

- Discussions on what Faith Education could look like
- Informal Consultation
- January – session with School Council
- Elected Members have now decided to go to Formal Consultation
- Proposal



What could happen?

- Proposal:
 - Blessed Edward Jones and St Brigid's to become 1 school
- Happen in different phases



The Consultation Process

- Previous informal consultation
- Proposal
- Opportunity for students, parents, teachers and other schools to have their say
- Collect all responses
- Provide to Elected Members
- Decision from Elected Members



Question 1

- How do you feel about Blessed Edward Jones and St Brigid's becoming 1 school on 2 sites?
- Hot Air Balloon



Question 2

- How would you feel if they became 1 school on a new site and a new building?
- SWOT



Question 3

- Is there anything else you would like to see happening instead of what we are planning?

- Dot Voting



Consultation Document

- There is a Children and Young Persons friendly version of the Consultation Document available online.
- If you wish to respond individually or as a group you are more than welcome to do so



Any Questions?

Thanks for your time



1.3 As she went through the slides, the LVC checked that the School Council members understood what she had said; they indicated that they did.

2. Hot Air Balloon Exercise

2.1 The LVC then handed out an A3 sheet of paper upon which was printed a picture of a hot air balloon. She invited the 3 groups of approximately 5 pupils to write on the back of the paper:

- Who would need to be on board with the idea for the new school to make it work? The basket;
- What things could hold back the new school and stop it from working? The ropes;
- What would be needed to keep it flying/successful? The air;
- What could blow the new school off course? The wind;

2.2 As the groups were given thinking and discussion time, the LVC reinforced the four main ideas. She explained that the basket represented who was essential for the new school; the ropes represented what things could make the school bad; the air stood for the things that would make it good and the wind stood for the things that could happen to make the school bad. She invited the groups to think about this in the context of the two schools becoming one school on two sites (the First Phase).

2.3 The groups responded with the following:

Balloon element	Comment
Basket	Head, teachers, staff, pupils, parents and community.
Ropes	Timetabling changes (start, finish, lunch etc.), Size: this school is a good size (someone mentioned meeting a pupil from another school which had 1,200 pupils which was too big). If it's too big, teachers will forget your name.
Air	Quality of equipment and facilities, better education, better uniform,

	the school will be better.
Wind	Size, having to travel too far (especially for those who live near school now), where to build it, its name, people don't want it to happen. Uniform: we'd like a simple uniform and perhaps a relaxed approach; so if it's a hot day, you don't have to wear a blazer.

3. S.W.O.T. Exercise

3.1 The LVC handed out a blank piece of A4 paper and asked the groups to discuss and write down the Strengths, Weakness, Opportunities and Threats of a new school on a single new site (the Second Phase).

3.2 As the groups discussed the points, the LVC said to them that they should be really honest; for example if they thought there were more weaknesses than strengths, they should say so and that was ok.

3.3 The groups responded with the following:

Element	Comment
Strengths	Better educational facilities, better quality education and school, more jobs and more opportunities for the school, new and better uniform, longer lunch breaks.
Weaknesses	Violence, smoking, drugs, Location: we are used to this one and people might not like a move, uniform, behaviour: fighting between the two schools, it may take a long time to get to school, size – a bigger school might mean less focus and not knowing people.
Opportunities	More school trips, more people, more staff, more money, more jobs, different approach to learning, more subjects and more equipment.
Threats	Bullying, problems between the two schools; pupils arguing, protests and riots because people don't want to move, people not wanting it to happen could be a problem itself.

4. Dot Voting

4.1 The final exercise saw ED asking the groups to come up with any other ideas as to what could happen instead of the Current Proposal.

4.2 The groups were given thinking and discussion time during which ED explained that when they had come up with ideas they were to write them on a piece of A3 paper. ED had written the Current Proposal on the paper and they were to write down their ideas underneath it. When they had done that, they were to place a dot next to the idea they would most like to see happen.

4.3 The groups responded with the following:

Suggestion	Number of votes
Merge 2 schools, new building and new site	2

Maybe put vending machines	1
Upgrading this school and making this school better quality	9
Having two separate schools next to each other but share facilities and economy	1
Having a stage to perform	0
Use the money to upgrade both schools	1
Don't know	1

5. Questions

5.1 The LVC invited the School Council to ask any questions.

5.2 The questions and answers (both of which were provided by the Modernising Education team) were as follows:

Question	Answer
How did the idea come about?	The council and the bishops of Wrexham and St Asaph have been discussing the idea for a joint faith secondary school for the north of Denbighshire for around 4 or 5 years now. They saw that there was an absence of Anglican secondary schools for the pupils from Anglican primary schools to go to.
What is your view?	It wouldn't be right for me to give my view of the proposal as we are here to take your view and I don't want to influence that. What I will say though is that the council and the bishops have been working on this for a long time and have tried to come up with the best way to provide joint faith secondary education in the north of the county. It's impossible to please everyone: if you are faced with a difficult choice you could do one thing but it might upset your friend, or do another and it might make you feel bad. What we have tried to do is to come up with the option which benefits most people and upsets as few people as possible. The decision hasn't been made yet; the Proposal is what we think is best. However, the reason we have come to see you, have met with parents and teachers and Governors is to take their views on what we have proposed. The elected county councillors and the Bishops will have to make the ultimate decision as to whether to proceed with this.

Comment: The comments made by the school council members illustrate that they had a good understanding of the reasons for the Formal Consultation being carried out. They saw the need for change, appreciated the risks of doing nothing and the advantages of what the Current Proposal could offer. However, when it came to their preferred option, the majority wanted to preserve and improve their own school. This is echoed in the responses to the Children and Young Person's Response Form set out in Appendix F below.

St Brigid's School Council Meeting

1. A representative of the St Brigid's School Council contacted the LVC to request that instead of the planned meeting, the School Council wanted to invite her, the Head of Customers and Education Support, the Leader of the Council and the Lead Member for Education to a meeting. The agenda for that meeting was set by the School Council and was as follows:

A School Council Forum meeting

will be held on

Wednesday 3rd July 2013

At St. Brigid's School

In the library

At 1:30pm

AGENDA

1. Opening prayer
2. General introduction and welcome
3. Concerns regarding the consultation document
4. Concerns regarding the proposal outlined in the consultation document
5. Outlining of the learner voice's vision

Chairperson of St. Brigid's School Council

2. The Leader and Lead Member for Education were unable to attend the meeting and so the LVC was joined by the Head of Customer Services and a member of our Modernising Education team. The meeting was held on 3 July at St Brigid's School, Denbigh.
3. The chair of the meeting welcomed everyone and invited each person present to introduce themselves; which they did.
6. Members of the School Council led the opening prayer.
7. The Chair then led the meeting through each agenda item

Concerns regarding the consultation document and the proposal outlined in the consultation document (Items 3&4 on the Agenda)

SC	The children's version of the document talks of there being a 5 year gap [between the two phases], whereas the young persons' version says it will be a few years. Can you clarify the timescales? As a second point, I am also worried about Primary Provision
Head of CES	<ul style="list-style-type: none"> • This is a programme which covers all of the county; we are not just doing this school. • In carrying out this programme we have to look at trends, faith, Welsh language provision: not just now but for 20, 30 and even 40 years' time. • A key issue is surplus places. We know this is not an issue for SB but we have to look at all of the schools. We have to look at SB and BEJ together; we can't view one in isolation.

	<ul style="list-style-type: none"> We have to look at the budget we have and the number of pupils (as its pupils numbers that drive the budget) It's SB's size and facilities that mean it cannot bring in more pupils. With BEJ we know it has fewer pupils.
SC	Why not just improve both schools?
Head of CES	We could do that, but the Welsh Government would ask us, 'are they both sustainable?'
SC	You spoke about trends; demand for Welsh language provision, faith provision. We have a waiting list; isn't that showing a trend showing a demand and need for our school?
Head of CES	Yes; but we still have an issue with BEJ.
SC	You've said that SB's problem is its size; we have a waiting list. BEJ's problem is surplus places (not infrastructure). So, how does this consultation, which is about infrastructure, resolve this problem?
Head of CES	It's complex. Surplus places and size are not the only issues. There are issues with leadership and management, difficulties with recruiting and keeping headteachers. Now, phase one answers only part of the concerns. Phase two will resolve all of them. We want elected members of the council to commit to phase two once phase one is done. We've had feedback already during the consultation process that people are concerned about the risk that money will not be available to carry out phase two once phase one has been carried out.
SC	So you've said that the problem with BEJ is surplus places and with SB its size.
Head of CES	One of the problems.
SC	We've prepared an evidence booklet; the penultimate page of which contains an examination of the feasibility of the proposal regarding present and future pupil numbers.
Head of CES	We are only part way through the whole process. Stage one was obtaining permission to consult. We've got that and we are now at stage two, which is the consultation itself. Stage three will be implementation. One risk we face is parental choice and pupils going elsewhere. We don't want that, we want to keep you in Denbighshire's education system. With the size issue, it's not so easy to predict whether parents will choose not to send their children to the new school; we have to look at the faith communities and the faith primary schools and factor in those potential pupils.
SC	We'd say that there is the opportunity for them to come here because we have a mix of faiths here and non-faith pupils.
Head of CES	There would still be infrastructure issues to resolve.
SC	Could we not merge with another school?
Head of CES	I'd be interested to hear your thoughts on which one.
SC	We don't know BEJ; I've never been there. Why not invest here and resolve surpluses at BEJ separately?

Head of CES	We'd like to know why you feel SB is so special.
SC	We've put together a document on this. The setting is beautiful. I visit other schools as part of a consortium and don't see this elsewhere. The history of the buildings, the tradition and ethos; there is a sense of pride here.
Head of CES	Do you think you don't have that in other schools?
SC	I visit Brynhyfryd which although a good school, feels clinical and modern. At SB the building is special. If we improved things here we'd have to build new buildings but we'd still have this building as a central point. The ethos here, although not tangible, has a definite psychological benefit. Also, we have Sister Liz here and the 3-19 provision is really important. We know that you've said it will definitely be in the Rhyl area.
Head of CES	No, we are doing feasibility studies on 6 sites. Where we will look at things like flooding potential and other environmental factors, planning and ownership issues, how big it is and so on. There are the two existing school sites, another site in Rhyl near Rhyl college, 1 in Bodelwyddan and 1 in Rhuddlan.
SC	So you've not said it will definitely be in the Rhyl area?
Head of CES	No we've not said that. We do have to think about the fact that so many pupils come from the Rhyl area.
SC	But are you thinking of the other people; the 37% who don't come from Rhyl?
Head of CES	We look at where pupils live in relation to each site and the distance they travel.
SC	14 people in our class live in Flintshire and only 1 or 2 are from Rhyl.
Head of CES	This is sad but we have to look at all pupils. We look at all sites: one site being considered in Rhyl is in an area of known flood risk; the other Rhyl site (BEJ) has an issue with its size – it may be too small depending on the number of pupils. We have to consider transport issues and things like flooding.
Head of CES	All of the sites you are thinking about are between Denbigh and Ruthin. I'm from Ruthin and it would be further to travel.
Head of CES	Yes we are looking at faith education in the north of the county because there is a strong demand for secondary faith provision there due to the faith primaries.
SC	This is an important issue for us and our work tells us that Denbigh is in the centre of where most people are coming from.
Head of CES	Is that SB pupils only? We have to do this for all pupils.
SC	It seems that because most BEJ pupils are from Rhyl not a lot of consideration has been given to SB.
Head of CES	We have to look at it across the board.
SC	If the new school was based in Rhyl some pupils would have a journey of 45 mins and perhaps an hour. We also considered St Josephs and that is still around an hour. What

	would you do for these pupils?
Head of CES	We'd say, honestly, that some children will have this long journey and put that to the elected members; and they have to look at the balance. They will weigh up the disadvantages against the advantages.
Q	[Unheard comment]
Head of CES	Could we merge BEJ and Rhyl High School? We looked at that 3 years ago but people from each side said they didn't want this.
SC	Is Rhyl High School being renovated?
Head of CES	Yes we are doing this at the moment. And we also realise that improving RHS will link into the faith review.
SC	If you rejuvenate RHS could not we say that those parents from BEJ who don't want a faith education can go to RHS?
Head of CES	It might be that some parents from BEJ actively want their children to go to the new RHS because of what it has to offer. If BEJ wasn't a faith school then we could look at RHS as a solution; but BEJ is a faith school and this won't work. We've also looked at building on the SB site; the Rhyl people have said that it's too far to travel.
SC	So both sets of parents are saying leave us alone?
Head of CES	Yes, but to do nothing leaves both schools at risk. I know you love this school but if there was a pot of money available to improve it you'd take it; the school needs improving. I have a £70,000 budget to spend on maintaining all schools each year. Anything we do here we have to ask, what's the impact on BEJ and others? The building is not the only thing we look at; there's infrastructure, management, ability to deliver the curriculum. We can't just improve SB because that wouldn't deal with the surplus places at BEJ. I've spoken to individuals who said that the culture here is special, there is no bullying. That may be due to the size: it's a small school. We can replicate that feel even in a larger school by having home bases; pupils feel like they are part of a smaller family because of the way the school is designed. We'd like to take you to other environments to show you what they are like.
SC	You mentioned the curriculum delivery. We perform well. Also, if the people in Rhyl and SB don't want to go will you still go ahead and build a school with no-one there?
Head of CES	If no-one wants it members may decide not to go ahead. But we are not hearing this; some will want to come.
SC	On the point about home bases; knowing a group of pupils is not the same as knowing the entire school. The 3-19 system we have here is not the same as a home base. At Brynhyfryd, some of the teachers I've met have been at the school for years but don't know the name of some of the pupils they teach.
Head of	So it seems to me that what you are saying is that size is important.

CES	
SC	Yes, also if you have a larger school you would have to allocate teachers to more than just one group.
Head of CES	So tell us the ideal size you feel would work. Also don't just talk about the ethos, explain what you mean because that will really help elected members to understand why the school is so special.
SC	We've prepared a document* setting all this out. We haven't just said it's the ethos: we've explained it. It's not just the history and tradition and the building, the 3-19 provision is really important. Would you read it and respond with your comments? We talk about letting other people come here too; we want to clarify that.
Head of CES	Yes; ok. We do though have to look beyond this and consider all pupils.
SC	RHS is being changed; is there an opportunity to make this have some faith provision?
Head of CES	We looked at this 3 years ago. We put it out to consultation and the parents at RHS didn't want it to be a faith school.
SC	Can you assure us that we will be listened to?
Head of CES	You will be listened to – we don't make the decision; members do. There will have to be some compromise. It might be that size is the part where compromise has to happen. If we are going to have a brand new school there will have to be some compromise. Members may well say ok we can approve, or you should do something different or go back and look at a specific thing again.
SC	You talked about brand new technology but technology is changing all the time. You are never going to have state of the art technology because it becomes outmoded so quickly. We've never had this and I've never felt deprived.
Head of CES	Yes you are right but it's not just about technology. It's about the building, disability rights, access. The fabric of the building; if the roof leaks. We have to look at everything and strike the balance. But, yes I agree with what you say, but technology can help.
SC	How will the faith school work? Won't the joint faith take away something of what we have?
Head of CES	It's the Diocese and the Bishops who make that call. It would be handy if those reps came to talk to you about that. It's a valid question but it's a long process and there will be time for this to happen, so let's have it.
SC	From our point of view, we have little to gain from this. If you the process sticks at phase one, what happens then?
Head of CES	We don't want phase one without phase two. If we'd not mentioned phase two in the consultation document and just consulted on phase one, that wouldn't be right and we couldn't expect parents to come along with us.
SC	Is phase two definite? If phase one happens, will phase two definitely happen?

Head of CES	We want a commitment that is phase one happens, phase two will too.
SC	Bishop Peter was asked recently by some SB parents whether he would prefer a joint faith school or a catholic school and he said he'd prefer a catholic school.
Head of CES	I can't really comment on that, I've never heard him say that. It is, though, confusing. Why don't you write to him?
SC	Oh we've written many letters to him. As politicians, if the overwhelming objections persist, would you ignore them?
Head of CES	No, we'll analyse all of them. Not all responses are the same.
SC	It's funny how we are getting good grades [comparison made with a school in Chester] with the facilities we have.
Head of CES	There is no debate about how you are performing – but you are partially selective.
SC	Only very partially. Not enough to affect the statistics. Also, our performance shows that buildings don't make you perform better.
Head of CES	But what could we achieve if we had better facilities? Although I agree that buildings aren't everything, there is a proven correlation between the environment and performance. Some schools with perform well despite their environment, but there is a weight of evidence to show the link.
SC	If you had new facilities and a new school, this would be at the expense of the culture.
Head of CES	Yes.
SC	You could use us as a model for other schools and not close us.
Head of CES	Yes, but it's not the only model. Karen, the head of education at the council, has been to visit schools all over the country and in England. She has seen other models: we want to use the best from what's out there.
SC	A school organisation proposal to close a school must be able to demonstrate that the new provision is as good as or better than what is there already.
Head of CES	This is the work we are doing and all of that will be in the public domain.
SC	Merging is one solution to the issue of surplus places but are there other solutions? You could attract more pupils to BEJ (including those SB girls who live closer to BEJ) if you made it better.
Head of CES	Yes, we look at this and will put all this in the paper.
SC	What are the plans you'll achieve by merging?
Head of CES	We want a school with outcomes better than we have at present. We want a school that will be able to achieve the curriculum, with facilities that allow it to do so. If you look at BEJ; the pupils have a 10 minute walk to the sports field, their science facilities aren't good enough. We want a sustainable school with the right pupil numbers.

SC	So you are mixing together to create one school.
Head of CES	Yes. We want to take the best from both.
SC	If we had the space, we could have the right number of people here. We could have the Rhyl children here.
Head of CES	We have to take into account the transport options.
SC	There is land next door to us. I'm sure the farmer would sell.
Head of CES	Yes, that's a possibility; but would it be the right thing for it to happen? There is the transport issue: the positives would be that you would retain the building and the ethos.
SC	If there is a merge, would there be no catholic only education available to parents: there would be a lack of choice.
Head of CES	We have tried to test this in the consultation; whether people want Anglican only, Catholic only or joint faith.
SC	You mentioned carrying out feasibility studies on 6 sites; why are these not in the consultation document?
Head of CES	There is nothing in the consultation document because we will be doing the work on it. It was important to say that it would be in the north (in the consultation document).
SC	But the consultation document says it will probably be in the Bodelwyddan/Rhuddlan area.
Head of CES	We know there is an issue with that.
SC	A phrase that is often used is sustainability; I know it's in the context of pupil numbers etc., but in terms of environmental sustainability, why would you build on greenfield sites when you have two existing brownfield sites available?
Head of CES	We will look at that in the feasibility studies.
SC	Could we have the information about the sites?
Head of CES	Yes, it will be in the public domain.
SC	We'd need access to this before the consultation ends.
Head of CES	No. The consultation is not over; if approved there is another procedure – where a statutory notice is served and there is a further period for people to object. Members have to see all of the information first and that's right because they may decide not to proceed. If the decide to proceed then you get to see all of the details as it will be public information.
SC	Statutory Notice implies that it's just telling you.
Head of CES	No, you still get the chance to object.
SC	We are not used to the council's processes. Can we have a response to our document?
Head of	No, we won't respond to it. We'll include it in the papers we present to Cabinet, you

CES	could come to that meeting (some of your parents came to the last one). I will highlight your report to cabinet to make sure you feel like you are being listened to.
SC	It seems that you understand that increased journey times of BEJ of 35 minutes is an issue but journeys of 45 minutes to an hour are less of an issue.
Head of CES	It is an issue; like the other transport issues. We will put them all to cabinet together with the other issues. Cabinet will look at it on balance.

* St Brigid’s School Council Learner Voice Vision for Catholic based Education in Denbighshire

We believe that the Plas-yn-Green site should be central to any developments in Catholic based education in Denbighshire

The Plas-yn-Green site is, first and foremost, a beautiful setting in which pupils can learn, work and develop (and play!), and we feel that this truly inspiring setting for the school community should remain central to any developments in Denbighshire’s Catholic based education provision.

The site also carries much significance in terms of ethos, identity and tradition; indeed, we believe it to be integral to the ethos which makes the school so successful. Moving to a new site would obliterate something which has been carefully built and developed for over seventy years in favour of a more clinical atmosphere where it would take years to establish an ethos to a comparable level.



In practical terms, the current St. Brigid’s School site would have many advantages as a centre for Catholic based education: due to its central location within the county, it would be an inclusive site, allowing children from across the county to attend and ensuring that their journey to school would last no longer than 45 minutes. The majority of pupils would travel from Ruthin, Rhyl, Prestatyn or

Denbigh itself, and their maximum journey time would be 25 minutes. It should be noted that a school based on the North Wales coast would, on the other hand, require pupils from Ruthin seeking a Catholic based education in Denbighshire to travel over 18 miles.

As regarding sustainable practice, it is evidently desirable to develop and invest in an existing Brownfield site (i.e. Plas-yn-Green) rather than building a new school on a Greenfield site.

We believe that 3-19 education is truly visionary, and that it should remain a key priority in developing Denbighshire Catholic based education.

The benefits of a 3-19 school are significant and we believe that widening access to this mode of education in Denbighshire would be both transformational and visionary.

The 3-19 structure of St Brigid's promotes a family atmosphere and ethos among the school community and there is much interaction between pupils of all ages, from those in the sixth form to the primary school children. This can be seen in the shared primary/secondary mass held regularly throughout the year, the annual Christmas show or the highly successful Reading Buddies scheme, in which Sixth Form students help younger children to develop their reading skills in a friendly, informal setting. This structure clearly provides younger students with positive role models, while developing a sense of responsibility in older pupils.

The 3-19 structure also allows for siblings to interact during the school day, thus promoting family values in a way that is simply not possible through other structures. It is also worth noting that this structure has logistical advantages: all children from the same family would be making the same journey to school each day, thus streamlining modes of transport, resulting in a natural cutting down on the carbon footprint.

We believe that the transition from Year 6 to Year 7, which can often be awkward and difficult for pupils, is greatly aided by the 3-19 school structure as seen in St Brigid's school. Indeed, we would argue that relative ease of transition is ensured in both a pastoral and academic sense: pastorally, the majority of pupils will be moving from the same primary school and so will have the support of their classmates, while the close proximity and links between the primary and secondary staff allows for continuity and coherence in terms of academic provision and support.

We would also stress the necessity of the continuing of a Catholic based educational provision for Sixth Form students in Denbighshire. As a bridge between school and the adult world, we believe that this phase of education is crucial to a young person's spiritual life and that it is important that this stage is supported in school. Catholic based education is certainly very popular among St. Brigid's School sixth formers and integral to the school routine of many: over twenty per cent of Year 12 and Year 13 participated in residential retreats during the academic year 2012/2013 alone and a large proportion of sixth formers play principal roles in the masses held regularly throughout the school year.

Summary of points:

- The Plas-yn-Green site should be central to any new developments in Catholic based education provision in the county due to its central location, the significance of its history and tradition and the beautiful school environment it provides
- Developments in Catholic based education should aim to be inclusive – to be accessible to all children across the county (i.e. in a central location) and not further depriving the Denbigh community of future school generated investment.

- A 3-19 school on the Plas-yn-Green site would be an environmentally-sustainable option as it would be the development of a Brownfield site rather than a Greenfield site and it would allow children from the same families to share transport to school
- Developments in Denbighshire’s provision of Catholic based education should be based around a 3-19 structure as this has both pastoral and academic benefits for school pupils, ultimately promoting good citizenship among students
- We believe strongly in the value and necessity of a Catholic based sixth form provision

We would welcome comments and feedback on our vision for Catholic based education in Denbighshire – please feel free to contact us at the following address:

stbrigidschoolcouncil@gmail.com

St Brigid’s school council Evidence Booklet

Press [here](#) to see the document

Comment: The points raised during the meeting with St Brigid’s School Council were geared predominantly towards questioning the Current Proposal and portraying the positive aspects of the school. The consensus of opinion seemed to rest with improving the school and keeping the special ethos in place rather than carrying out the Current Proposal. These themes are continued in the Vision document and the accompanying Evidence booklet.

APPENDIX H

Summary of issues raised in meetings

Blessed Edward Jones – Governors' Meeting

Issue Raised	Response
The Rhyl Education Group want the school in Rhyl.	The site is a key issue and we have identified 6 potential sites. The size of the school is a key factor and until we are more certain about that then it's tricky to name a site. Also, the cost of transportation is important.
When will Temporary Governing Body be in place and who will be on it?	By December 13/January 14 we'll be in a position to consider the appointment. It will be a mixture of the existing GB's together with new appointees from the Anglican side. Also, the Dioceses will be able to appoint members.
Concern about which school people will apply to for admission in September 2014.	They will have to apply for BEJ. We know that the period from September 2013 to June 2014 will be a period of uncertainty but there is an opportunity here.
Is funding in place and can it be guaranteed?	We can't guarantee that: we have agreement in principle. That's the same position as with Rhyl High School and Glan Clwyd; the Council has committed its money to develop the project, at risk, based on the comfort that we have agreement in principle.
Concern that we could go to P1 but not get the funding for P2.	Accepted that this is a possibility. Confirmed that DCC's Cabinet has given commitment to P2. Also, WG has said that the two schools are untenable. With Rhyl High School, DCC has committed to £1.5m, with the same level of comfort.
The Proposal is progressive in nature and so WG should want to fund it.	Agreed; also, there are doubts about the two schools staying viable as they are.
Concern over the number of SB pupils who live closer to BEJ. Also, the uncertainty as to how many will come from the Anglican community.	The northern part of the St Asaph Diocese has no Anglican secondary offering. Similarities with St Joseph's in Wrexham, to which Anglican parents now send their children.
If St Brigid's don't come on board what will happen?	If they don't and they can't offer an alternative, then we'll still go ahead and put it to Cabinet; it is they who will decide – although it may be a decision for the Welsh Ministers.

St Brigid's – Governors' Meeting

No	Issue Raised	Response
1.	Concern about consultation with the Primary School at SB.	We have consulted with SB Primary already during the informal consultation but we'll consult with them again in the formal consultation – as well as the schools listed on the PowerPoint presentation.
2.	Concern that the Dual Site School could bring about different scale/sizing and how that will be dealt with?	In previous similar consultations, parents have said they won't use the new school but then change their mind as the process develops. It is a risk that we might lose some. After we have one school on two sites, there will be a further consultation regarding the site etc. We'll know by then whether parents will come. P1 will give us an idea. P2 – we'll have a much clearer idea.
3.	The LDP will bring more housing to Bodelwyddan but the current economic climate will mean that it won't all be built at once.	We will look at how many houses will be built and when. We will not build a new school and create surplus places. We will put in place the infrastructure to allow us to build in a phased approach: smaller at first with the ability to increase capacity as and when needed.
4.	Will detailed costings to upgrade the SB site be produced to Cabinet and will they be made public?	Broad level feasibility and costings will be produced. We won't get the money for upgrading; but we'll do the feasibility to make the case – it will be along the lines of a condition survey. All documents presented to cabinet are made public.
5.	If SB is not sustainable as it is why not increase its size, buy land to allow this and allow others to come here? Why won't you look at that closely?	We will look at that. We know there is a lot to be gained by retaining SB but we have to balance against that the cost of transporting pupils to Denbigh – that would be a huge cost.
6.	The Anglican and Catholic Dioceses have different views and will contribute to the pot differently. How does DCC see this?	The funding will come from WG and DCC. Any sale proceeds from the sale of BEJ will come to us. However, the money to fund the project will be needed before then and we'll have to fund that.
7.	The 2 Dioceses have very different views on primary provision.	We'll work on projected pupil numbers up to 2019 and what, if any, extra provision will be needed. We may apply to WG for additional money for increased primary provision or we may need to fund it ourselves. The Anglican community has primary feeders with nowhere for their pupils to go. There could be a Catholic only primary school on site.
8.	Concern that Cabinet were given educational performance figures for last year but no others.	We are required to produce the most recent figures. We'll commit to presenting 3 years' figures.
9.	Concern over uncertainty of who	DCC has a 5 year 'funded' Corporate Plan and this

	will be in post in DCC or WG in 3 years' time and what their priorities will be.	proposal is part of it. The money is committed to it and DCC has the means to do it. Elected members have committed to the Corporate Plan and will be in post for the next 4 years (past when we will have to commit to P2). WG has a 4 year cycle and we can't guarantee who will be in and what they will support. However, the current WG have a commitment to deliver going forward.
10.	Concerns over previous promises of public money being spent which did not materialise. What happens if the money is not forthcoming?	DCC will not go ahead with P1 unless we have the means to deliver. We are working closely with WG (both with P1 and during the plan for P2). Before we get to the end of P1 we'll know whether we have corporate commitment for P2.
11.	Children's education will be endangered and good staff will go.	The Promoters are committed to creating a new joint faith school; not running down existing schools. We need to accentuate the opportunity here for the SLT with a bigger school.
12.	Concern that the new school will simply attract pupils from other schools and therefore not resolve the surplus places issue.	It's about choice but we want children to go to the nearest suitable school over time. Children in Denbighshire want faith education: we have to look at where they are going now and then look to re-jig.
13.	The Consultation Document Para 6.16 it states that SB's budget share was £3,064 per pupil and that this compared favourably to the average of £3,892. Concern that this is not the case.	With the cost per pupil – the lower the figure is, the more favourable it is.

Blessed Edward Jones – Teachers' and support staff meeting

No	Issue Raised	Response
1.	With a Dual Site school how will the management structure work?	P1 aims and the importance of new SLT were explained. As the two sites will have different age ranges in P1, an exchange of staffing might not be practicable, but staff will have a chance to work together on their working practises. We can't say what the structure will look like at present.
2.	Will BEJ have to adopt the working practices of SB?	That might happen. If P2 happens, we will be looking for best practices from both.
3.	Who will be our employer and will we work on the same site?	Your contract will be with the new school. For example, a maths teacher on one site may be required to cover for a deficit on the other.
4.	Will there be job losses,	If we are oversubscribed, we will look for voluntary

	redundancies etc. in P2?	<p>redundancies and then if necessary mandatory ones. The process will be a robust, properly managed one.</p> <p>This won't happen until at least 2019. We'll talk to you between now and then to see what individuals want; it might be that it suits some staff by then.</p> <p>We will be opening up to the Anglican community – the same thing happened in St Josephs, Wrexham. As the demand for places grows, so will the number of places and with it the need for more staff. We could be looking at expansion not reduction in the long run.</p>
5.	When is the earliest we can have the new Governing Body on board?	Somewhere between December 2013 and April 2014
6.	How do we get people to come here with this uncertainty hanging over us?	The Consultation Document has gone to parents who will know this is happening. We have to encourage parents to share our vision; this is a real opportunity for parents in Rhyl.
7.	Will the new school have a selection policy?	No. We need to keep in focus that this is a faith review. Inclusion is at the heart of that. We all feel strongly about that. We're committed to the best education, and part of that includes the learning environment, the facilities etc., but also the core principles: which include the equality of provision.
8.	Would the new school share our ethos?	Both schools pride themselves on their ethos and we will try to keep the best parts from each. We will have to share values and education.
9.	Transport is an issue – there's been a lot of press about faith pupils having to prove their faith before having their transport paid.	We'll pay for transport in accordance with our policies.
10.	What about post-16 provision?	The new single site school will be 11-16. It will offer post-16 provision in partnership with local colleges. We won't get funding to build a new school with stand-alone post-16 provision.
11.	How will post-16 provision in partnership actually work?	<p>We've not looked into this point in detail but everything you've said will be taken into account to make sure it will work.</p> <p>All money relating to post-16 provision will be paid to the external provider, for example Coleg Llandrillo. The provision will be on site at the college, but certain aspects of it may be franchised out to the new school i.e. some courses will be taught by you but on the external provider's site.</p>

St Brigid's – Teachers and support staff meeting

No	Issue Raised	Response
1.	How long before the primary school provision changes?	The timing was as set out in Phase 1 and Phase 2 on the slides. Effectively little will change until 2019.
2.	How will you decide on how much funding you'll need?	We make the case for new provision. It may be that we need a primary and a smaller secondary; we could bid for both. It's down to the elected members what we do and so how much we will need to draw down.
3.	What examples of short term success can you give to support the two phase idea? Isn't the 2 stage approach really pointless?	<ul style="list-style-type: none"> • The review from which the Cynwyd Area School came; and • Sandford School - which was cited by Estyn as an example of good practice. <p>The two phase approach allows us time for some of those issues to be addressed and for the best practice of the 2 schools to be shared before moving to phase 2.</p>
4.	How will the new Governing Body be decided upon? Will there be an election?	<p>Explanation of how the Temporary Governing Body would be appointed.</p> <p>It will consist of some existing Governors together will appointees from DCC and the two Dioceses. All carried out in accordance with WG regulations.</p>
5.	Assurances sought as to security of jobs	During P1 little will change, other than the head and SLT, but the school will carry out the usual staffing review depending on pupil numbers; so no guarantees can be given.
6.	Concerns that 5 years is too long for a dual site school over 12 miles apart to carry on. P1 is not needed we can do all the things you want to do in P1 without the merger.	This is precisely what the consultation is for; so we can hear comments like that.
7.	Can't we improve SB and grow pupil numbers	WG won't invest in this site as it is. We have to look at two areas: i) investment and ii) surplus places. SB does not have surplus places but we can't look at the 2 schools in isolation. This is a great opportunity to work together over 2 sites. If we do not do this we won't get the funding and the 2 schools won't work together.
8.	What happens if you go to Phase 1 but then don't get the money?	Reference made to Rhyl High School and the various stages we have to go through with WG; the close working with WG; Cabinet commitment to P2. There is no greater commitment we could get than that which we have now.
9.	Where will the new school be?	There are 6 sites (including this one) we are considering and will do feasibility studies on. This is a costly process

	What about pupil numbers?	<p>and one we couldn't do until we had approval from Cabinet to go ahead with the consultation. When we know the size – that will determine the site. There is also the faith element – pupils in BEJ and SB, the primary provision; we have to look at who will go to the new faith school - also others outside the county will want to go – as they do now.</p> <p>If we determine there are not enough pupils to go to the new school we wouldn't invest the money into it. We need to sell this to people (it's about faith education) we have the chance to sustain for the future and next generation.</p>
10.	What if the current proposal does not go ahead/is not approved?	The two schools would carry on as they are at present and we'd start the consultation afresh. Our concern is that both schools need the capital and have issues with size and sustainability. SB's site limits the numbers you can bring in.

St Brigid's – Parents' Consultation Meeting

No	Issue Raised	Response
1.	<p>Concern that the Children & Young Person's version of the Consultation Document is misleading and uses manipulative language.</p> <p>Concerns over the meeting with school council during the informal consultation: notes of the meeting misrepresent the views of those consulted.</p> <p>Lack of clarity over what is proposed.</p>	<p>Consultation Document sets out the possible things we could do; it is for the consultation process to discuss them.</p> <p>Two phase approach explained.</p> <p>The Children Friendly document was drafted with the help of DCC's Learner Voice Champion; the focus was making sure that the document was understandable by school children.</p>
2.	How would things like mass work with two faiths?	<p>The identity of the school would be truly Catholic and truly Anglican; both communities would be represented. At St Joseph's (Wrexham), where there is shared provision, Catholics receive Eucharist mass.</p> <p>The new school would also be open to other faiths, but would be identified by its religious character.</p>
3.	Why did you want to use the 10 minute drop-in sessions; how would this be fed back to Cabinet?	Cabinet is provided with a detailed analysis of all consultation responses.
4.	What if the funding does not materialise after phase 1?	There is a small chance that we won't get funding. DCC has a funded Corporate Plan which includes this project. Current members have committed to this project.

5.	<p>The Consultation Document mentions investment on the sites as they are.</p> <p>Can't we invest on the two sites to improve both schools?</p>	<p>We have to resolve the issue of surplus places before we can be assured of receiving the investment from WG. The document refers to investment during the interim period for infrastructure such as ICT.</p> <p>DCC Cabinet would not invest on the two sites when weighed up against other priorities.</p>
6.	<p>How are you dealing with surplus places when you are building a new Rhyl High School when numbers are falling?</p>	<p>Yes, numbers have dropped and so the capacity of the new school will reflect this. The LDP will see 2,000 new homes built in the northern coastal and A55 areas; we can't look at schools in isolation.</p>
7.	<p>Concern about parish priests not being aware of the consultation</p>	<p>The Bishop of the Catholic Diocese of Wrexham has kept parishes informed.</p>
8.	<p>Concern about the Consultation Document misrepresenting SB's PE offering and the lack of communication between the Promoters and school staff.</p>	<p>Acknowledged that the school provides lots of activities but lacks quality facilities like full-sized pitches and changing areas. Although the school has made the best of what it has, this can be bettered with capital investment.</p>
9.	<p>Concern that although capital investment could improve things; the current plan will change nothing for 5 years. There will be less staff during the first phase.</p>	<p>The two sites would remain very much the same for the next few years; it is not about reducing the number of staff. The proposal creates a more efficient SLT and opportunities for staff and pupils.</p>
10.	<p>How is the current staffing structure inadequate?</p>	<p>We are looking for a larger SLT which is more sustainable and will offer more opportunity for staff.</p> <p>The scope and remit of roles, curriculum development, classroom delivery and current responsibilities are all issues to be considered.</p>
11.	<p>A new school will be built, but why merge the two now? Can't you just leave them as they are until the new school is built?</p>	<p>In order to get funding, we have to demonstrate that we can reduce surplus places and be transformational.</p>
12.	<p>Concerns about what will happen to SB primary provision and the lack of debate surrounding this.</p>	<p>There will be a review of primary provision if we move to the next stage.</p> <p>We consulted with SB primary and relevant feeder primaries; although the focus of this consultation is on secondary provision.</p>
13.	<p>The '3-18' model that we have here is transformational; why not use it for the new school?</p>	<p>There is a national agenda for post-16 provision which will probably mean we wouldn't get funding for a post-16 offering. We could look to have it on-site but not part of the school. We will look at primary provision if we move to</p>

		the next stage.
14.	If pupils here live in Rhyl would they be allowed free transport to this site if the proposal happens?	We would not disadvantage anyone; things would stay as they are during the interim period.
15.	Would teachers be required to travel to the other site to deliver lessons? If so this would create issues for staff and eat into teaching times.	Some inter-site movement may be needed.

Blessed Edward Jones – Parents’ Consultation Meeting

No	Issue Raised	Response
1.	How will the two site system work?	<p>The 14-19 learning measure ensures the curriculum delivered on each site will be retained. For pupils, physical environment will not change. For staff there will be opportunities to develop expertise and how the curriculum is managed will change with the creation of a middle management head of department structure.</p> <p>Standards are good but this there is always room for improvement. Currently the lack of suitable middle management hierarchy in either school means that this is a long term issue.</p> <p>We would support the Governing Body to appoint, including use of consultants. We always recommend advertising externally to ensure the market is tested.</p> <p>Head Teacher appoints the Senior Leadership Team and Middle Managers according to their vision.</p> <p>Teachers Terms and Conditions dictate what can and cannot be done:</p> <ul style="list-style-type: none"> • Pre 2005/06 – Allowance was given for any additional responsibility • Now Additional responsibility TLR's have to include a line management role.
2.	What plans are there for the curriculum?	<p>Delivery of lessons is statutory. The 14 – 16 learning measure is being reviewed and schools will need to be able to respond to the change.</p> <p>Once a new school is established the extent of any sharing of expertise and curriculum delivery will be the responsibility of the Governing Body, headteacher and SLT.</p>

3.	The new school is a big risk. You are asking us to take a leap of faith. The track record is good whilst the new school would be unproven	We see two good schools coming together are building blocks for an excellent school.
4.	Concern that the best teachers are leaving. We are having a lot more supply teachers. The new headteacher is changing things and reducing choices for pupils. Welsh isn't been taught by a proper welsh teacher as the teacher is on maternity leave	We will speak to the headteacher to be able to respond fully to your concern. Appointing a teacher on a short term basis can be problematic in certain situations but without all of the facts it would be wrong for us to comment.

Feeder Primary School – Parents' Consultation Meetings

No	Issue Raised	Response
1.	<p>BEJ is a much needed sanctuary for its pupils.</p> <p>It's good that P2 will call for a further consultation; it's good to know that. We should get this out there. If people were more aware of this it will stop the negative responses to this consultation. We also need to remind people that these are not community schools; they are faith schools.</p> <p>I feel a responsibility that we should get some positive responses to this process.</p>	Acknowledged.
2.	Concern about the community impact of moving the school from Rhyl.	Even if the new school is outside of Rhyl, the pupils will be getting a better education so it will still help Rhyl's regeneration.
3.	How will faith education be delivered in the new school?	<p>It will be a shared school; taking the best from both educational ethos. The 2 traditions will come together to form an enhanced Christian ethos for the school. There will be a shared Governing Body (both Catholic and Anglican) working together for the school. There will be a shared chaplaincy with chaplains from each tradition. It will share commonalities and respect differences.</p> <p>We won't pretend everyone is the same. We know there are differences. We won't try to change anyone's view. St Joseph's in Wrexham has been a shared faith school now for 7 years. We really have good discussions; the</p>

		<p>Governing Body is on hand to talk things through; such as aspects of doctrine. Our experience is that joint faith makes for a very vibrant school environment.</p> <p>The education is on our faith background but each pupil will be on a journey to understand other faiths. The 2 traditions (Catholic and Anglican) will be a centrepiece. There will be modules on development, skills re faith discussions, philosophy. The two traditions have a common shared route in Christianity. The sacraments have different emphasis for the two traditions, learners can understand this and develop their understanding. We look at moral education and stories from the 2 traditions. This is all carefully safeguarded. The Bishops meet to discuss programmes and ensure education is the best it can be. We feel confident it is the best it can be.</p> <p>It is a single community in which there is a difference. The school puts together themes of worship for the year. As we come from 2 traditions, the range is richer.</p> <p>The Mass and Eucharist are whole school events which children from each faith are invited to attend. This means there is greater understanding of the other.</p>
4.	People have said the new school will NOT be in Rhyl	The location has not been decided yet. We'll do feasibility on the 6 sites we have earmarked. The results of this will determine the site we propose for P2.
5.	Will the Catholic ethos be diluted?	On the contrary; it will be strengthened because people will focus on what they want for their religion in terms of the school.

APPENDIX I

Summary and analysis of responses to Standard Response Forms

Question 1 Are you in favour of the Current Proposal?

	BEJ	SB	Neither	Both	Non identified	Total	%age
Yes	22	15	6	1	0	44	11.31
No	22	308	10	2	2	344	88.43
No answer	0	1	0	0	0	1	0.26
						389	

Comment: A significant majority of respondents were against the Current Proposal.

Question 2 Please let us have any comments, positive or negative, you would like to make in respect of the Current Proposal

No	Issue raised	Number raising	% of Respondents raising	% represented by this point from the total number of responses
1.	Response is entirely / predominantly negative towards / against the Current Proposal.	318	81.75	19.51
2.	Unfair / flawed process: parents unable to speak at council meeting; mixed messages; DCC not listening to parents / pupils; consultation document flawed / unclear / misleading / provides insufficient information / evidence; too long / confusing; more information needed on the project, including costings; informal consultation ignored; creating instability; why two phased approach? Not all relevant schools consulted; states facilities aren't good enough but proposes to do nothing for 5 years; misleading /	150	38.56	9.20

	biased information given to pupils			
3.	SB is a wonderful school: good values; not too big; no bullying; friendly; intimate; approachable; has a +9.17 value added score; good qualities instilled in pupils; parents are willing incur extra time, travel & money to go there; all schools should follow its template ; teachers put in so much time & effort; tradition; buildings; grounds; scenery; good behaviour; great support for SEN and ALN	101	25.96	6.20
4.	The school has a special ethos: it is like a family, the children care about each other, believe in values and morals. (SB: 30 / BEJ: 1)	89	22.88	5.46
5.	SB has high academic standards; highest in Denbighshire; better than some private schools	81	20.82	4.97
6.	The ethos of SB (27) BEJ (1) both (6) is not transferrable /will be lost	69	17.74	4.23
7.	Concern that there is no guarantee of funding for the Second Phase and no plan B	68	17.48	4.17
8.	Concern about Nursery/Primary / Sixth Form provision.	66	16.97	4.05
9.	Standards will / may drop / won't be as good at the new school / teachers may / will leave / children will suffer	55	14.14	3.37
10.	Concerns regarding staff losing their jobs; staffing issues/disruption to children's education with a split site school.	54	13.88	3.31

Comment: Each response was assessed to see whether it was positive towards/in favour of the Current Proposal or negative/against the Current Proposal. The percentage of respondents whose responses to this question showed that they were negative towards/against the Current Proposal was consistent with the responses to question 1.

Question 3 Please tell us about any alternative suggestions you have to the Current Proposal

No	Issue raised	Number raising	% of Respondents raising	% represented by this point from the total number of responses
1.	Response is entirely / predominantly negative towards / against the Current Proposal.	282	72.49	37.35
2.	Spend the money on improving / developing SB (sports facilities, I.T Dept, more classrooms etc.)	120	30.85	15.89
3.	Both / either schools should be improved; DCC should invest/extend in SB and or BEJ.	119	30.59	15.76
4.	Build / Expand on the SB site / More land is available / increase capacity	111	28.53	14.70
5.	SB is a wonderful school: good values; not too big; no bullying; friendly; intimate; approachable; has a +9.17 value added score; good qualities instilled in pupils; parents are willing incur extra time, travel & money to go there; all schools should follow its template ; teachers put in so much time & effort; tradition; buildings; grounds; scenery; good behaviour; great support for SEN and ALN	48	12.34	6.36
6.	Merge BEJ and Ysgol y Mair into a 3-16/19 school.	45	11.57	5.96
7.	Keep the two schools as they are	42	10.80	5.56
8.	Building a new school will cost too much. It will more cost effective / cheaper / better to improve the schools we already have.	42	10.80	5.56
9.	Unfair / flawed process: parents unable to speak at council meeting; mixed messages; DCC not listening to parents / pupils; consultation document flawed / unclear / misleading / provides insufficient information / evidence; too long / confusing; more information needed	28	7.20	3.71

	on the project, including costings; informal consultation ignored; creating instability; why two phased approach? Not all relevant schools consulted; states facilities aren't good enough but proposes to do nothing for 5 years; misleading / biased information given to pupils			
10.	Maintain / Leave St Brigid's as it is / Do not merge / Do not close	28	7.20	3.71

Comment: As with question 2, the responses to this question were mostly negative towards/ against the Current Proposal. Around 30% of responses favoured retaining the existing schools and improving what was there as opposed to the Current Proposal.

Question 4 If Phase 1 happens, would you choose the new faith school or another school? If you would choose another school, which one and why?

No	Issue raised	Number raising	% of Respondents raising	% represented by this point from the total number of responses
1.	No I would not let my children go to the New Faith School	117	30.08	30.23
2.	No Response / N/A	70	17.99	18.09
3.	Choose another school. [High standard school, suitable, same ethos	48	12.34	12.40
4.	Yes I would allow children to go to New Faith School	34	8.74	8.79
5.	Not decided / hopefully the plan won't go ahead / Unclear, not enough information.	25	6.43	6.46
6.	Yes I would allow children to go to New Faith School provided that: ethos remains ; standard of education remains, two schools remain where they are, teachers remain the same	23	5.91	5.94
7.	Not prepared to answer /Unable to answer	22	5.66	5.68
8.	St Brigid's only	10	2.57	2.58
9.	Rather home school.	8	2.06	2.07

10.	SB has a good ethos	6	1.54	1.55
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Comment: The most common response was that parents would not send their children to the Dual Site School; this is a significant number of parents. Less than 9% of respondents said they would use the new Dual Site School.

Question 5: If Phase 2 happens, would you choose the new faith school or another school? If you would choose another school, which one and why?

No	Issue raised	Number raising	% of Respondents raising	% represented by this point from the total number of responses
1.	No I would not let my children go to the New Faith School	202	51.93	37.83
2.	No Response / N/A	68	17.48	12.73
3.	Irrelevant question at this time. Question not valid and cannot be answered. This is Phase 1, asking the wrong questions. Make this decision if and when it arrives.	31	7.97	5.81
4.	Not decided / hopefully the plan won't go ahead / Unclear, not enough information, need more information. What are the long term plans? Clarity of proposal needed and the possible outcomes. Fully prepared scheme is needed as to siting, design and costing.	30	7.71	5.62
5.	Choose another school/High standard school, suitable, same ethos	25	6.43	4.68
6.	Transport issues: not want child to travel, unhappy the 'free' bus would not include him, new site in Rhuddlan/Bodelwyddan would exclude children from South Denbighshire. If rebuilding in Rhyl too far for my children to travel and it will not be a Catholic school. As long as transport is	24	6.17	4.49

	provided. Would not want my children commuting to the North of the County. Rhyl far too inconvenient for me to travel that distance. Serious health issues means travelling many miles is a problem. If Rhuddlan had public transport links and inaccessible.			
7.	SB is a wonderful school: good reputation [good values; not too big; no bullying; friendly; intimate; approachable; has a +9.17 value added score; good qualities instilled in pupils; parents are willing incur extra time, travel & money to go there; all schools should follow its template ; teachers put in so much time & effort; tradition; buildings; grounds; scenery; good behaviour; great support for SEN and ALN]	19	4.88	3.56
8.	Yes I would allow children to go to New Faith School	17	4.37	3.18
9.	Consider home school.	12	3.08	2.25
10.	Bodelwyddan and Rhuddlan too far.	10	2.57	1.87

Comment: Almost 52% of the respondents said that they would not use the Single Site School should it be built. Less than 5% said they would use the new Single Site School. Although this is not directly relevant to the Current Proposal, it does give a clear indication of the current attitudes towards the building of a new school, should the Current Proposal be approved and implemented.

Question 6 With which school are you most closely linked?

BEJ	SB	Neither	Both	None Identified	Total
44	324	16	3	2	389
(11.31%)	(83.29%)	(4.11%)	(0.77%)	(0.51%)	

Comment: The majority of respondents to the Standard Response Form were St Brigid's stakeholders.

Question 7 Which best describes you?

	BEJ	SB	Neither	Both	None identified	Total	%age*
Parent/Guardian	39	238	6	2	0	285	49.48
Teacher/Staff	14	32	0	1	0	47	8.16
Former Pupil	10	62	2	2	0	76	13.19
Pupil	0	30	0	0	0	30	5.21
Governor	8	8	0	0	0	16	2.78
Former Teacher/staff	0	14	0	0	0	14	2.43
Prefer not to say	0	12	6	0	0	18	3.13
Other: community member	1	18	0	1	0	20	1.22
Other: parish vicar	0	0	1	0	0	1	0.17
Other: concerned citizen	0	2	2	0	0	4	0.69
Other: grandparent/aunt other relative of pupil	1	50	0	0	1	52	9.03
Other: local business owner	0	1	0	0	0	1	0.17
Other: parent of former pupils	0	4	0	0	0	4	0.69
Other: councillor	1	0	0	0	0	1	0.17
Other	1	18	0	1	0	20	3.47

* percentage of the total responses given.

Comment: Almost 50% of the respondents to the Standard Response Form were parents/guardians. The second largest group of respondents was former pupils (13.19%).

APPENDIX J

Summary and analysis of responses to Children & Young Persons Response Forms

Question: Which school do you go to now?

BEJ	SB	Other	Total
150	325	14	489
30.67%	66.46%	14%	

Comment: The majority of respondents to the Children and Young Person's Response Forms were from St Brigid's.

Question: How do you feel about St Brigid's and Blessed Edward Jones becoming 1 school in 2 parts?

No	Issue raised	Number raising	% of Respondents raising	% represented by this point from the total number of responses
1.	Against the Current Proposal It would be awful, it's ridiculous, it's a terrible idea, it's preposterous, it won't be successful, don't want it to happen, not suitable, don't do it; useless; pointless; pathetic; bad idea; stupid idea; absolutely chaotic; idiotic; hate it	331	68.11	27.56
2.	I want my school to stay open as it is/ leave it alone	89	18.31	7.41
3.	In favour of the Current Proposal: it's a brilliant idea; good idea	79	16.26	6.58
4.	Negative: unhappy/ not good/confused/shocked/worried/very sad/uncomfortable/annoyed/upset/angry/scared/distraught/distressed/disgraced	61	12.55	5.08
5.	What is wrong with the schools as they are?/The schools are fine/better/the best the way they are	58	11.93	4.83

6.	SB has a family feel to it and many good qualities/great ethos	57	11.73	4.75
7.	Neither in favour nor against the Current Proposal/unsure	48	9.88	4.00
8.	Having two sites will be difficult/impossible : the head won't be able to commit enough time to either/won't be able to control the large number of pupils; 10 miles apart is too far; hassle for parents and teachers	37	7.61	3.08
9.	SB is good because we all know each other ; there's no swearing or bad behaviour, discipline problems, bullying, the uniform is distinctive, great location, great teachers; good results	35	7.20	2.91
10.	SB ethos would be lost	28	5.76	2.33

Comment: 68.11% of respondents were against the Current Proposal and 12.55% made it clear that they had negative *feelings* relating to it. The range of adjectives was telling: disgraced, worried, confused and scared made it clear that the possibility of the Current Proposal being implemented was unsettling for at least 12.55% of the respondents. Those who confirmed that they were against the Current Proposal, but did not mention any negative feelings, were equally descriptive. The Current Proposal was described as ridiculous, a terrible idea, preposterous, useless, pointless, pathetic, idiotic and more besides.

Question: How would you feel if they became 1 new school on a new site with a new building?

No	Issue raised	Number raising	% of Respondents raising	% represented by this point from the total number of responses
1.	Against the idea of the two schools coming together on a single site: awful idea; idiotic; pointless; hate it; uneconomical; jobs will be lost; been here since the aged of 3	349	71.52	27.01
2.	Negative: sad / freaked out / miserable / disgusted / annoyed / insecure / uncomfortable / hate the idea / annoyed / (extremely)angry / weird / depressed / tired / scared / stuck / confused / unsettled unsafe / hard	118	24.18	9.13

	to concentrate / unconfident / unfair / unhappy / stressed / upset / intimidated / inhibited / lonely			
3.	I want my school to stay open as / where it is/ leave it alone	81	16.60	6.27
4.	SB is good because there is a good anti-bullying policy, lovely building / location / environment, good teachers and standard of education / 3-16 transition is good / small / teachers know you	78	15.98	6.04
5.	The new school will / might be too large / overcrowded / confusing / too many per class / won't be able to control the large number of pupils	50	10.25	3.87
6.	Positive: excited	48	9.84	3.72
7.	SB has a family feel to it and many good qualities/great ethos	47	9.63	3.64
8.	SB ethos would be lost	45	9.22	3.48
9.	The new school will be too far for me / others to travel	39	7.99	3.02
10.	I'd go to another school: Not named (SB: 30) Rhyl High (BEJ:5)	35	7.17	2.71

Comment: As with the Standard Response Form, the response to this question (relating to the Second Phase) has generated a slightly higher percentage of responses against than those relating to the Current Proposal and the First Phase. The amount of respondents communicating negative feelings has almost doubled.

Question: Is there anything else you would like to see happen instead of what we are planning?

No	Issue raised	Number raising	% of Respondents raising	% represented by this point from the total number of responses
1.	Against the idea of the two schools coming together on a single site: awful idea; idiotic; pointless; hate it; uneconomical ; jobs will be lost; been here since the aged of 3	318	65.43	35.22
2.	I want my school to stay open as / where it is/ leave it alone	158	32.51	17.50
3.	New facilities at current sites: New buildings, bigger classrooms, development of departments, better sports facilities, better ICT facilities, music & Art, bigger canteen etc.	125	25.72	13.84

4.	You should spend the money improving the two sites	82	16.87	9.08
5.	The two schools should remain separate and should not mix/we don't want to mix with the other school/it would still feel like two separate schools / we do not want to merge	60	12.35	6.64
6.	SB is good because there is a good anti-bullying policy, lovely building / location / environment, good teachers and standard of education / 3-16 transition is good / small / teachers know you.	24	4.94	2.66
7.	What is wrong with the schools as they are?/The schools are fine/better/the best the way they are	21	4.32	2.33
8.	Would like a new school uniform	18	3.70	1.99
9.	Increase the size of SB	12	2.47	1.33
10.	Miscellaneous: Class pet, give the money to charity, more to toys, more practical lessons, swimming pool, recording studio, Everyone to be treated the same, better education etc.	12	2.47	1.33

Comment: Once more, it must be noted that the majority of respondents were against the Current Proposal. The next highest placed responses wanted the school (mostly St Brigid's) to remain open/left as it is, or for both schools to be improved.

APPENDIX K

Issues raised by letter and email during the informal consultation process

Letters

Respondent Types

BEJ	SB	Other	Total
261	38	8	307
(85.02%)	(12.4%)	(2.58%)	

Comment: We received five types of generic letter from respondents from the Rhyl area. This explains why the vast majority of the letters are from Blessed Edward Jones stakeholders. These were produced in conjunction with the action group Have Faith in Rhyl, but signed by individuals.

Responses

No	Issue raised	Number raising	% of Respondents raising	% represented by this point from the total number of responses
1.	We should build the new school in Rhyl	244	79.5	15.8
2.	Response is positive towards the Current Proposal but for the second phase location	237	77.2	15.3
3.	Unhappy with the suggested sites in Bodelwyddan and Rhudllan	202	65.8	13.1
4.	Local parishioners funded building of BEJ	140	45.6	9.1
5.	Transport will be a problem: parents won't be able to afford it.	116	37.79	8.83
6.	Transport will be a problem: many children live under 3 miles away but too far to walk	67	21.8	4.3

7.	Both Catholic schools in Rhyl are voluntary aided by subscriptions from Rhyl Parishioners - which will stop if the school moves	55	17.9	3.6
8.	Do not want an out of town school	48	15.64	3.65
9.	The economy/ regeneration of Rhyl/ Denbigh will suffer/ improve	37	12.1	2.4
10.	More beneficial for the Youth to be based in the Rhyl Community	37	12.1	2.4
	Response is entirely negative towards the Current Proposal	34	11.1	2.2
	Response is entirely positive towards the Current Proposal	1	0.3	0.1

Comment: We received a total of 224 generic letter letters (from a total of 307; or 72.96%). The majority of the points raised in these letters relates to the location of the Single Site School. However, as can be seen from the above table, a variety of other points were made, the majority of which related to Rhyl and Blessed Edward Jones.

Emails

Respondent Types

BEJ	SB	Other	Total
1	41	6	48
(2.1%)	(85.4%)	(12.5%)	

Comment: An overwhelming majority of the emails we received were from St Brigid's stakeholders.

Responses

No	Issue raised	Number raising	% of Respondents raising	% represented by this point from the total number of responses
1.	Unfair process: parents unable to speak at council meeting; mixed messages; DCC not listening to parents; consultation document/proposal is bias/flawed/unclear/misleading/provides insufficient information. Minutes of meetings have not been made available. No documents provided in Welsh. More information/clarification/detailed analysis needed on the project/consultation document including costings/details of new governing body/how standards will improve/admission arrangements/travel/how ethos will be maintained.	35	72.92	14.23
2.	Response is entirely negative towards the Current Proposal	34	70.83	13.82
3.	DCC should invest/extend in SB and or BEJ.	19	39.58	7.72
4.	Concern about Nursery/Primary/Sixth Form provision. SB's successful Primary and Sixth form are being ignored.	15	31.25	6.10
5.	3-18/19 model is a winning formula	14	29.17	5.69
6.	High academic standards at SB; highest in Denbighshire; better than some private schools	11	22.92	4.47
7.	Concerns regarding staff losing their jobs; staffing issues/disruption to	11	22.92	4.47

	Children's education/travelling between schools with a split site school.			
8.	SB has a special ethos: it is like a family, the children care about each other, believe in values and morals.	10	20.83	4.07
9.	The ethos of SB/BEJ is not transferrable	7	14.58	2.85
10.	The economy/regeneration of Rhyl/Denbigh will suffer/improve	7	14.58	2.85
	Response is positive towards the Current Proposal but for the second phase location	1	2.08	0.41

Comment: The most common responses were negative towards the Current Proposal. The majority questioned the validity of the Formal Consultation process and made it clear that they were against the Current Proposal. As with the responses to the Standard Response Form and the Children and Young Person's Response Form, a significant number of the responses made positive comments about St Brigid's.

APPENDIX L

REDACTED CORRESPONDENCE

You can view the Redacted Correspondence in the Closed Consultation section of the DCC website; just click on the Faith School Proposal area

APPENDIX M

Summary of Issues and Responses

Section references are to those in the Consultation Document: Proposal for a New Joint Faith Based School for North Denbighshire

Section 7 Educational attainment

Section	Consultee Comment	Promoters' Response
7.6	<p>The summary on pg 18 of the Document, whilst technically correct, is highly misleading and gives a poor impression of St Brigid's when compared to the reality.</p> <p>The truth is that each family group consists of 12 schools, St Brigid's is in the top family in Wales, is 5th in the group with 5 A*- C (including maths, English and science, and joint 1st with any 5 A*-C Grades.</p>	<p>The introductory paragraph (7.6) contains a fair summary of the data. It correctly points out that both schools have performed well at times, St Brigid's pupils performed better than those at Blessed Edward Jones more often and that both schools could improve their performance in their respective families. The Promoters included the data and the summary to show precisely this position.</p>
7 Generally	<p>An attempt has been made to compare educational attainment between BEJ and St Brigid's, however, it is not possible to compare 'apples with pears'. There is no explanation of the family group in which each school sits, nor what is meant by <i>average capped points score</i>. From the figures provided, St Brigid's appears to consistently outperform Wales Girls, although it is accepted that there is always room for improvement in any school.</p> <p>The document fails to compare the performance of both schools and by making comparisons against the respective family groups distorts the positions of the schools.</p>	<p>The data used in the Consultation Document is from Estyn and Welsh Government. Some is technical but all of it is designed to help parents and other interested parties assess the performance of different schools. It can be taken at face value or after understanding the statistical methodology. Anyone who wishes to do the latter needs to read and understand the guidance provided by the authors of the data. This is complex and quite difficult in some cases.</p> <p>However, one would expect some analysis of performance at the two schools as part of this consultation process and this is the data which is in the public domain and used across the Welsh Education system for a variety of purposes.</p> <p>The most obvious comparison to make is between the two schools most affected by the Current Proposal. Accordingly, the Consultation Document contains the most recent verified data for attainment of boys and girls at Key Stage 3. However, as the Consultation Document states, St Brigid's has only recently begun to admit boys. This means it has a much higher proportion of girls than boys. As girls tend to perform better than boys the remainder of the data compares the performance of girls alone.</p> <p>Families of schools are groups of schools which face similar challenges; it is one of the best ways to compare like for like. Each school is placed in a family of schools which each have a similar: proportion of pupils eligible for free school meals, levels of deprivation, pupils with Special Education Needs and pupils acquiring English as an Additional Language.</p> <p>The average capped points score is a further attempt to compare GCSE grades more closely between schools where pupils take a varying number of subjects. This method limits the number of subjects which are taken into account to 8; as the majority of pupils take at least 8</p>

		subjects. Each grade achieved carries certain score which is multiplied by the number of subjects taken (the multiplier is always 8 when the average capped points score is used).
7 Generally	<p>Although this is visionary the Council has failed to invest on an ongoing basis and school buildings across the County and teaching in mobile classrooms is not unusual.</p> <p>There has been a distinct lack of investment in St Brigid's from the Local Education Department and yet still the results are in the top 10 schools in Wales.</p>	<p>The Council's Modernising Education Programme seeks to improve the facilities for teaching and learning across Denbighshire. Both St Brigid's and Blessed Edward Jones are Voluntary Aided schools and this the overall responsibility for investment rests with the Trustees and the Diocesan Authorities respectively in partnership with the local authority rather than solely with the local authority.</p> <p>Responsibility for the provision, repair and maintenance of a VA School is shared between the school governors and the local authority. Governors are responsible for the fabric of the school. The local authority is responsible for repair and maintenance and for the initial provision of the kitchen, dining hall, medical inspection room, caretaker's house and playing fields.</p>
7 Generally	<p>DCC's own policy document ("Policies for Modernising Education in Denbighshire" Jan 2009) states in numerous places that any closure, amalgamation or change to school provision must be able to deliver equal or improved educational provision, and yet not a shred of evidence has been put forward in the Consultation Document to support the dual site School being able to fulfil DCC's own Policy. Here are some quotes from DCC's "Policies for Modernising Education in Denbighshire" document that its current Consultation Document singularly fails to support;</p> <ul style="list-style-type: none"> • Page 43 "Any alteration to school provision must be able to deliver equal or improved educational standards within the area." • Page 53 "However, changes to school provision will only be carried out if the review process identifies that the outcome of the change would result in equal or improved educational experience for pupils within the schools affected." • Page 62 "Any amalgamated school must be able to deliver equal or improved Educational standards" • Appdx C page 92 "Successful Schools <p>Issues Raised by Head teachers:</p> <p>Will the success of a school be taken into consideration before any decision about its future is taken?</p> <p>Response</p> <p>Yes. It is for this reason that the Successful Schools section has been included in the</p>	<p>There are several ways in which the New Dual-Site Faith School could impact positively on educational provision and standards. The standard of learning and outcomes will improve for both schools since both can learn from each other.</p> <p>The dual-site arrangement will give stability in governance, leadership and with it a clear focus and common direction. The two schools have both had more than 4 headteachers in the last 5 years. This rapid turnover has broken continuity, restricted development and held up progress. The Current Proposal would provide clear direction with a newly appointed headteacher and a clear indication of what the future holds for the new school.</p> <p>There will be opportunities for staff development, for professional learning initiatives and mutual collaboration across the two sites to benefit all of the children. Strengths and weaknesses which exist in both current schools can be addressed and shared respectively.</p> <p>Whilst educational standards in both schools are currently good, it is right to say that both schools can improve. The Promoters have heard it said during the course of the formal consultation that St Brigid's is the best performing school in the area and in Wales but this is not the case as can be seen from examination of the data.</p> <p>The Rhyl and Denbigh sites of the New Dual-Site Faith School would be able to work in harmony. For example, all our secondary teachers in the Roman Catholic Diocese of Wrexham have recently spent a day together looking at the 'the distinctive curriculum of the church school'. This was a powerful reflection on 'What do you mean by success for these pupils?' 'What do you most hope for every child leaving as they leave this school?' and 'How will you make your special contribution possible through our curriculum?' Staff on both sites will be able to influence the new school through their individual commitment, their own vocation, and their willingness to serve the developing school for the sake of the young.</p>

	document. The success of a school will be considered in the review. Any options which are put forward must demonstrate that they would deliver equal or improved educational standards.”	
7 Generally	<p>The provision of information within the Consultation Document gives alternative schools which parents could choose if they did not want to send their children to any new joint school, however they are all of a lower standard of educational achievement therefore reducing opportunity for learners. This in itself cannot be agreed to and would question the legalities of the Current Proposal. DCC’s policy is to provide an equal or improved school and patently they cannot evidence that the Dual site School can be that. The Local Authority has a statutory duty to have regard for the general principle that pupils are to be educated in accordance with the wishes of their parents so far as that would be compatible with the provision of efficient education and the avoidance of unreasonable public expenditure (s86 of the School Standards and Framework Act 1998). It seems to me that DCC’s actions are in violation of this policy.</p>	<p>The Promoters believe the New Dual-Site Faith School will provide equal or improved educational standards and experience to that provided by the two existing schools. As this cannot be proved to be the case in advance and given the indication made by some parents during the formal consultation period, it is accepted that some parents may express a preference for their children to attend other schools. Any such preference will, of course, be respected by DCC, and a preferred place will be offered where possible. Accordingly, the Current Proposal will not prevent DCC from acting in accordance with Section 86 of the School Standards and Framework Act 1998</p>

Section 8 Alternative Provision

Section	Consultee Comment	Promoters’ Response
8.1	It is absolutely impossible for DCC to ensure that the standard of education provided by the Current Proposal will be to a consistently high standard, and particularly to the standard provided by St Brigid’s.	100% assurances are impossible in education. However, what we are confidently proposing is a fundamental restructuring of faith-based education in north Denbighshire which will remove anomalies, inequalities and instability; replacing them with a new sustainable school supported by rationale and good faith.
8.1	The survey suggested that most STB pupils would not go to the new school. Is it not more viable to remodel both schools, especially since Michael Gove’s speech last month in which he identified specific issues in coastal towns? The schools could be looked at individually but good practice still shared. Also why were RHS and YGC given the option to remodel and STB and BEJ not?	<p>The consultation will tell us, to some extent, how many families are likely to support the new school.</p> <p>Denbighshire believes that neither St Brigid’s nor Blessed Edward Jones are viable schools in isolation. The Council’s Modernising Education Policy Framework states that it is not feasible for a secondary school with fewer than 600 pupils to provide the facilities described in its vision for 21st Century Schools. There are also concerns over the viability of Blessed Edward Jones based on pupil numbers. The informal consultation considered the case for change and the Council concluded that the status quo was not a realistic option. Hence the option of remodelling not being proposed as a preferred option. Both Rhyl High School and Ysgol Glan Clwyd are considered as viable schools in accordance with Denbighshire’s agreed policies.</p>
8.1	From the survey that was taken the majority of St Brigid’s pupils would not go to the new school so is it not more viable to enhance the 2 schools	The current demographics of both schools illustrate that the majority of their pupils reside in the north of the

	and give the opportunity for all of the Denbighshire pupils to have a faith education not just pupils predominantly from the north of Denbighshire.	County.
8.2	The alternatives for secondary provision do not include Ysgol Brynhyfryd, even though many St Brigid's pupils are within its catchment area. Why have these not been included?	The alternatives listed are based on the main population areas for the current schools. Due to the wide dispersal of St Brigid's pupils it would not be meaningful to list all potential alternative schools
8.3	The Consultation Document fails to evidence that St Brigid's is a performing school with excellent results and a waiting list. How can an oversubscribed provision be targeted in this way?	The report acknowledges this. 'Targeted' is an emotive word. Sustainability, inclusivity, acceptance by the Catholic diocese and inability to address weaknesses are the issues for St Brigid's. This proposal addresses them and offers hope of a successful, Christian school for future cohorts of young people.
8.3	Displays another attempt to fill empty school places at Rhyl and Denbigh High Schools.... This should be tackled at the root of the problem not by dissolving a successful school.	The purpose of the consultation is to strengthen faith provision and to ensure equality of opportunities for pupils.
8.6	STB came 5th in what is a top family of schools- presumably the council/government identified it as a top performer and linked it to the others in its family? Why is it no longer recognised for its achievements in the Current Proposal?	The current performance of St Brigid's is acknowledged fully within the Consultation Document.
8.7	What is the purpose of including a comparison of Estyn Reports for possible alternative schools, which have been inspected under different inspection frameworks?	The School Organisation Code requires Consultation Documents to include reference to the last inspection report. As a consequence of the change to the inspection framework not all schools in Wales have been inspected under the current framework.
8 Generally	<p>The [School Organisation Proposals Circular] Guidance states that one of the key factors to consider when deciding whether to close a school is:</p> <p><i>Whether the school provides education of a good standard compared with others that might be alternative schools, as evidenced by Estyn reports and other measures of performance.</i></p> <p>The informal consultation indicated that should the Current Proposal be adopted then parents would seek alternative schools to send their children to. The Consultation document indicates various alternative schools that parents might be able to send their children to. The figures clearly show that if the Current Proposal is adopted then parents will be forced to send their children to lower performing schools in order to retain the ethos they value, and this will therefore not be in the best educational interests of the children.</p> <p>When performance is analysed in relation to any indicator the comparisons show that St Brigid's is the preferable option. To proceed with the</p>	<p>The response from Estyn to the consultation states that <i>"it is Estyn's opinion that this proposal is likely to at least maintain the present standards of education provision in the area. It is likely that pupils would still be taught on the same site by the same teachers if this proposal goes ahead, the impact on outcomes is likely to be very limited. However this cannot be guaranteed as the new dual site school's governing body will ultimately decide who is appointed."</i></p>

	Current Proposal would serve only to impact the education of the pupils forced to find alternative provision in a negative way.	
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Section 9 Primary Provision

Section	Consultee Comment	Promoters' Response
9.1	<p>The document provides little clarity on the future of the primary provision during the dual site period. The initial discussions focussed on secondary provision and the future of the primary provision has been impacted upon this. Should there be a separate consultation.</p> <p>There is no clarity on what is proposed for primary provision in phase 2.</p> <p>Primary provision for the New Dual-Site Faith School would remain on the Denbigh site – see comments on 2.2 above. Insufficient information has been provided in relation to the impact of the Current Proposal on primary provision, particularly as there seems to be no agreement between the Dioceses.</p>	<p>The Consultation document clearly made reference to the proposed delivery of primary provision should the proposal be implemented. The Current Proposal would enable the existing primary provision to remain on the Denbigh site during the First Phase. This impact is referred to within the Consultation Document.</p> <p>The Consultation Document states that any decision beyond the First Phase would be subject to further consultation as part of any consultation for a new site.</p>
9.2	<p>The merger of the schools ignores the principle of education that is parental choice – parents currently choose to travel to and support STB. Their voices should be listened to.</p>	<p>The formal consultation has taken into full account the voices of parents; their concerns and suggestions. These have been considered fully in relation to the Current Proposal, along with suggestions and concerns about its impact. The Current Proposal aims to build on the good of both existing schools so the New Dual-Site Faith School can reach the families that seek a faith-based education in North Denbighshire. The Bishops want this in order to give a clear sign of the Church's mission to education.</p> <p>If the Current Proposal goes ahead, parents will have the same options as now. There will be no impact on parental choice.</p>
9 Generally	<p>The implementation of the 'Current' proposal would see both schools closed and then re-opened as a single school; however there is no agreement between the 2 Diocesan promoters on the provision of a Primary school and no indication of funding for this. Therefore this proposal means the loss of St Brigid's Primary school without full and proper consultation.</p> <p>DCC will be moving to close a primary school without due process. It is unclear within this document what the outcome of the Primary provision is, but what is clear is that there is no agreement between the promoters on this subject.</p>	<p>The Consultation Document makes it clear that, "the primary provision for the New Dual-Site Faith School would remain on the Denbigh site." (Paragraph 9.1, page 26). The Current Proposal means that the primary provision currently operated by St Brigid's would remain where it is; at least until the Second Phase.</p> <p>Whether or not the New Dual-Site Faith School continues to offer primary provision if the Single-Site Faith School is built, will be discussed and agreement reached during the Second Phase. Any decision will be put before DCC's Cabinet following a further formal consultation.</p> <p>The Promoters can confirm that the parents of every pupil at St Brigid's School (primary and secondary) were sent a copy of the Consultation Document. Education Officers from DCC visited St. Brigid's School Council to discuss its views on the formal consultation; the Council had members from primary and secondary year groups. Additionally, the Promoters have received completed Response Forms from many of the primary-aged pupils at St Brigid's. All parents of St. Brigid's were invited to the parents' consultation evening and several parents, whose</p>

		<p>children were of primary age, spoke during that meeting. The pupils, parents, teachers and staff of St Brigid's primary provision were part of the formal consultation.</p> <p>DCC's Cabinet resolved to approve the formal consultation on 14 May 2013. It was also resolved that further consultation be undertaken to explore the possibility of providing primary provision on the same site as the joint faith secondary school (should the Single-Site Faith School be built). This resolution was made because Cabinet was concerned to ensure that proper provision was made for pupils attending the primary provision on the Denbigh site when the decision as to the location of any new school was made.</p>
9 Generally	<p>The primary provision currently at the St Brigid's site requires particular attention for various reasons. Firstly, as the primary provision will continue at only the St Brigid's site if the Current Proposal is adopted then none of the alleged benefits cited in support of the Current Proposal apply in respect of the primary provision.</p> <p>Secondly, whilst none of the factors which purport to be of benefit will apply, at the same time the ethos of the school will be impacted in relation to primary provision in the same way as described above.</p> <p>Thirdly, parents of pupils have indicated that they will move their children from St Brigid's if the Current Proposal is adopted. The comparison tables within the Consultation document show that this would have a negative impact on the education of those pupils as St Brigid's is consistently performing higher than the alternatives.</p> <p>Finally, the Consultation document is silent on the question of how, if at all, primary provision will change following the proposed creation of a New Dual-Site Faith School. It is apparent that the future of primary provision still hangs in the balance. We have had sight of an email which was provided in response to a Freedom of Information Act request. The email, dated 9 May 2013 to Rita Price and Carole Burgess, stated that further consideration of the primary provision was required. It is clear from this email that there was disagreement as to primary provision and the exact proposals for the New Dual-Site Faith School as late as the Friday before the Cabinet Meeting on 14 May 2013.</p> <p>Notwithstanding the apparent lack of agreement on the part of the Promoters as to the future for primary provision, the current Consultation document suggests that the primary provision will not be treated any differently than the rest of St Brigid's. Accordingly, if the proposal is implemented it will become part of a 3 – 16 school operating from a Dual Site. Any future proposals to</p>	<p>The Current Proposal will result in a benefit to primary provision on the Denbigh site by the links with the secondary provision within the New Dual-Site Faith School. Together with other Catholic primary schools in the diocesan area. It will be part of a 'cluster' working together to keep standards high and raise ambition. The cluster of primary providers will share good practice with each other, their outlook of faith and the challenge to deepen their understanding of being called shared faith church schools.</p> <p>The Catholic primary providers will have the benefit of belonging to a family of diocesan Catholic schools, supported by the Bishop and his officers.</p> <p>They will be given advisory support for the curriculum, for their Catholic identity and for leadership. The Bishop will appoint his foundation governors to the Temporary Governing Body to drive forward the vision for the school.</p> <p>The planning for the current primary provision at St Brigid's has not been lost; neither was it an after-thought. The age model for the new school has been discussed many times between the Promoters. Shortly before the Cabinet meeting in May 2013, the Catholic Diocese proposed that the new school should follow the 3-18 age model. The Promoters agreed, however, that this should not be the preferred option but that there would be a separate focus on the primary provision. That agreement was reached between the Promoters on 9 May 2013 and this position was echoed by DCC's Cabinet on 14 May.</p> <p>The Promoters agree that what will happen to the primary provision going forward is not relevant directly to the decision as to whether the Current Proposal is accepted. It is, however, important that the Promoters continue to discuss this issue and have welcomed comment upon it during the formal consultation.</p> <p>The Consultation Document makes it clear that, "The long term future of the Primary provision ..would be determined during the Second Phase." (Paragraph 9.1, page 26). At this point in time, no decision has been taken on the future of the primary provision, but the Promoters are aware that a further formal consultation of the publication of statutory proposals would be required, should discussions result in agreement to cease the primary provision. As this would not happen until the Second Phase, such consultation could happen at the same time as formal consultation on whether to build a</p>

	<p>remove or alter the primary provision would then require statutory proposals. We are not clear that the Promoters themselves understand this as there has been reference in consultation meetings to the primary provision being discontinued.</p> <p>Notwithstanding the above, we are particularly concerned as to what will happen to the primary provision going forward. Whilst we do not consider it to be relevant to the decision as to whether the Current Proposal should be adopted, it is however an important issue that needs to be resolved and we take this opportunity to raise our concerns.</p>	<p>new school (which itself will require statutory proposals).</p>
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Section 10 Special Educational Needs Provision

Section	Consultee Comment	Promoters' Response
10.2	<p>Although the Current Proposal concerns only the Phase 1, insufficient information is provided regarding the impact of moving to a Single-Site school upon pupils with SEN, given that this is the ultimate aim of the Proposers, for parents of such pupils to make an informed response to the Document.</p>	<p>The consultation document is predominately focussed on the first phase of the proposal. It is anticipated that this phase would not significantly impact on existing provision. Any proposal to move to a single site would involve the Council issuing a further consultation document and, so, the provision of all relevant information.</p>
10.2	<p>My [child] has a life limiting .. condition ... [and] .. a life expectancy of mid-late teens. [This] condition ... also has a dramatic effect on .. day to day [life]. [My child] has behavioural and learning issues as a result of [this] condition, [and] also has severe mobility issues and struggles to walk even fairly short distances... We live in Denbigh and [my child] really has to be at a school nearby.</p> <p>I chose St Brigid's for [my child] for many reasons and I have to say that every single one of those reasons would be lost if the school is merged into a larger school on a different site.</p>	<p>The circumstances of all pupils will be considered in consultation with DCC's SEN Team should the proposal proceed.</p>
10 Generally	<p>I have particular concern about the total lack of consultation on Special Educational Needs. As has been pointed out to me, there are 3 out of 166 paragraphs in the Consultation Document that deal with SEN (only ½ page out of 54 pages). There needs to be a complete assessment of SEN care in both current schools including the distribution of SEN pupils.</p>	<p>This will be undertaken as part of the planning for any change within a proposal should it proceed.</p>

Section 11 What we are proposing

Section	Consultee Comment	Promoters' Response
11.1	<p>The Closure Guidance is clear that when considering whether or not to close a school there should be no presumption in favour of closure. We do not consider that closure of St Brigid's is in the best interests of educational provision in the area. St Brigid's is one of the highest performing schools within the area, out-performing BEJ and comparator schools, and also performing above the Welsh average.</p> <p>We do not consider the case for closure to be robust. In any event the case made is based almost entirely on irrelevant considerations (see below).</p>	<p>The Promoters are of the view that findings from the informal consultation phase clearly articulate the case for change. The consultation document acknowledges the current performance of St Brigid's and also highlights many issues which will impact on its future viability.</p> <p>St Brigid's will contribute to the success and high standards expected of the new school, as will Blessed Edward Jones. The New Dual-Site Faith School will set the highest standards across the school so that each child will flourish. It will be challenged by its call to a common sense of purpose, to mutual regard, to the building up of a faith learning community.</p> <p>The new start takes forward the best of both schools to give a bed-rock on which the very best will shape the future.</p>
11.1	<p>Reference is made to the establishment of a new Anglican & Catholic Faith school, but no information is provided as to how the faith element is to be provided. This is of particular concern to Catholic parents, who wish to provide their children with a Catholic education.</p>	<p>The new school will strengthen and improve the faith provision experienced at both current schools. This will particularly be the case with the St Brigid's pupils as the new school will have the full backing of both Bishops and the Diocesan officers and staff. The gap will be closed between the current standard of faith provision at St Brigid's and the standard required by the Bishops. Having the backing of the two Dioceses works at St Joseph's in Wrexham and has proved to be both enriching and rewarding. This work would be monitored via the Section 50 Inspection Framework. The main purpose of inspection is to provide the school and the Diocese with a clear independent evaluation of its strengths and areas for improvement.</p>
11.1	<p>The New Dual-Site School will have to run on less money per annum, but with probably greater costs. This is not feasible, and will adversely impact upon the standard of education provided</p>	<p>The anticipated reduction in the budget reflects areas where duplication would be removed as a consequence of not operating as 2 separate schools. An element of financial support, based on the existing schools budget formula which equates to £68k, will be provided to the school during the interim period.</p>
11.2	<p>Throughout the Consultation document there are references to considerations which are irrelevant to the Current Proposal, referred to in the document as 'the First Phase'. Laid out in support of the Promoter's preferred option are a number of considerations that would only be relevant considerations if the Second Phase was being consulted upon. However, the Consultation makes it clear that the Second Phase will be subject to a separate consultation at a later date.</p> <p>Why does this consultation even discuss a proposal and site (probably Bodelwyddan or Rhuddlan)? When the consideration is to carry on the same.</p>	<p>The Promoters have a strategy for faith education in North Denbighshire; a new joint faith school. The Promoters have been transparent in this vision and have, therefore, made reference to the full picture in the Consultation Document. The Current Proposal is part of the overall vision for a new joint faith school. Accordingly, the Consultation Document sets out the whole vision to allow intelligent consideration and response from the consultees.</p> <p>There are advantages of the Current Proposal which will materialise during the First Phase. There are also advantages that will follow as a direct result of the Current Proposal but will not arise until the Second Phase. It is only proper that those potential advantages are set out in the Consultation Document. It is for each consultee to consider the extent to which such advantages influence their view on the Current Proposal.</p>

		<p>The Promoters wish to set out why the Current Proposal is their preferred option; setting out what is possible during the Second Phase is a natural consequence of this.</p> <p>The possible site for the construction of the new school, should that take place, is being considered along with many other elements of the Promoters' vision for a new joint faith school. Again, it shows transparency for this to be set out in the Consultation Document. A second consultation would be required before the Promoters could publish statutory proposals to build a new school; wherever it is to be built. The reason for this is the statutory requirement to publish proposals if the location of a school changes by more than 1.6 Kilometres (1 mile). Given that the two existing schools are 10 miles apart, any new location would be over a mile away from at least one of the two current sites.</p>
11.4	Pupils would continue to be taught on their original school site – this is contrary to what was said by the Promoters at St Brigid's on 25 June 2013. This is misleading, and contrary to statements later in the Document.	It is not envisaged that pupils will ordinarily move between sites. Teaching will continue on both sites and this will be the norm. This message has been consistently delivered both in the Consultation Document and during the public consultation meetings.
11.4	This does not say what is to happen to St Brigid's primary school and 6 th form. To say you will think about those at phase 2 is not acceptable. Phase 1 needs to address these issues before moving to phase 2.	The document is clear about what will happen to primary and sixth form provision should the proposal proceed.
11.5	This ignores the fact that STB is a successful through school. Your table also suggests a falling roll for new school (-13%). How can DCC explain a new school in light of this and the planned provision for extra places in YGC and RHS? Even taking into consideration the new housing at Bodelwyddan, the projection of this many places sounds overstated.	<p>Provision at the Denbigh site during the First Phase would be akin to that of a through-school. The primary children would be taught on the same site as the Secondary children and those sixth formers who study at the Denbigh site as part of the Rhyl VI/Dyffryn Clwyd partnerships would continue to do so, on the same site.</p> <p>The demand for places at the start of the new school is hard to predict with great certainty. However, we know the existing figures for the Catholic pupil in-take and the number of feeder schools for the Church in Wales. We are confident there is a strong demand for faith-based education in North Denbighshire.</p>
11.5	Paragraph 11.5 illustrates that the anticipated pupil numbers in 2018 would be 744 against a capacity of 1,026. This is a 28% figure of surplus places, no better than at present, and not justifying the Current Proposal.	<p>The figures are based on the current projections for both Blessed Edward Jones and St Brigid's. The figures have not taken into account the demand for places at age 11 from the St Asaph feeder schools which could reduce the level of surplus places at the school.</p> <p>The main anticipated impact on surplus places will come during the Second Phase, with the construction of a new school. It is this commitment to address surplus places that will help to secure the 21st Century Schools funding for the new school.</p>
11.5	By doing this you are willing to risk a successful achieving Catholic character primary school to open an 11-16 Faith based school. Are pupils between 11-16 years of age more important than those aged 3-10 and 16-18??	The First Phase proposal would not change the age range of the school based across the two sites.
11.6	What are cost implications for closure of 2 schools and reopening of new school? Have the costings been considered in light of Estyn's	Until decisions are made by the Temporary Governing Body around staffing etc., a range of costs are difficult to

	recommendations and what are the actual costs?	establish.
11.6	<p>How will the Governing Body be appointed, by whom, and how will it be constituted? What experience would the members of the Governing body have in taking such key decisions? Furthermore, it is essential that details of the composition of the leadership team and staffing structure be established in order that informed opinions may be expressed and decisions may be made.</p> <p>The new Governing Body will have a huge impact on the ethos of the New Dual-Site Faith School. It will make a number of key decisions, and whilst it may not be possible at this stage to identify exactly who will form part of the Governing Body, it is important that sufficient information is provided as to the structure of the Governing Body. This should include the number of representatives from the various different areas, exactly how they will be appointed etc.</p> <p>Without being properly appraised as to how the Governing Body will be structured, any consultee will not be able to consider properly the potential impact on the ethos of the schools, and how the leadership and management of the New Dual-Site Faith School will operate.</p>	<p>There is a clear statutory framework regarding the appointment of a Temporary Governing Body in situations such as this. It is DCC's responsibility to make arrangements for setting up a Temporary Governing Body. With the approval of the two Dioceses, DCC may do this before the Current Proposal has been approved. This allows the Temporary Governing Body to be constituted and members appointed in time to allow it to make decisions on matters prior to the opening of the new school. It also allows leadership appointments to be made to enable the smooth transition to the opening of the new school. The permanent Governing Body must be in place no later than the end of the first term of the new school.</p> <p>The Promoters may allow the Governing Bodies of the existing schools to appoint some or all of the Temporary Parent Governors. The Promoters will appoint Staff and LEA Governors and the two Dioceses will appoint the Foundation Governors (from church ministers and officers). It will then be a task for the Temporary Governing Body to appoint the Teacher and any Community Governors. There must be the Headteacher, 3 Parent Governors, 2 LEA Governors, 2 Teacher Governors and 1 Staff Governor. The statutory framework provides that there must be enough Foundation Governors to outnumber the other Governors by a factor of three; there will, therefore be 27.</p> <p>When facilitating the appointment process DCC must ensure that it is satisfied that each person appointed is suitably experienced and has the requisite skills. The Governors of the Governing Bodies of the two current schools have already satisfied that requirement and are the most likely to be appointed to the Temporary Governing Body. The Promoters will attempt to make the appointments on a '50:50' basis from the two current Governing Bodies.</p> <p>The composition of the leadership team and staffing structure are a matter for the Temporary Governing Body. The Promoters cannot comment on this.</p>
11.7	How can it be speculated that the sixth form provision will be provided by Rhyl and Prestatyn? What about Dyffryn Clwyd arrangements that stand currently?	<p>This paragraph relates to the Second Phase when the new school has been built somewhere in the north of the county. The Rhyl and Prestatyn VI partnership is the closest geographically and so the most obvious one for the Single-Site Faith School to link up with. This would not preclude partnership working with the Dyffryn Clwyd partnership where that is appropriate.</p>
11.8	<p>"Schools of more than at the most 600 pupils tend to achieve poorer public exam results in the long run and a higher proportion fail to gain qualifications. School size affects attendance rates as well, and since attendance contributes to exam outcomes, there is an additional small indirect impact of size. Larger classes are also associated with poorer results." <i>(Should Schools be Smaller? The size-performance</i></p>	<p>Various research has been undertaken into the size of schools and performance across both Wales and the UK. Other studies refer to an optimal size between 600 and 2000 with 1200 a suitable size for a school serving an 11-16 age range.</p>

	<i>relationship for Welsh Schools - J&L Foreman-Peck. Economics of Education Review 25 (2006)).</i> [The data for this study was provided by WAG].	
11.8	Why are you looking at a school for 600/750 pupils when you know numbers are falling and smaller schools are more successful? It seems bizarre.	The current capacity of both schools for secondary provision is 1026. The reduced size of 600 / 750 reflects the need to address the declining numbers in secondary provision.
11.11	How can the Promoters put forward the Current Proposal without the agreement of the St Brigid's Trust for the use of the premises?	This issue would need agreement with the Trustees to ensure that pupils can continue to access the Denbigh site during the First Phase period.
11.12	St Brigid's site is not owned by DCC it is owned by trustees. How can the claim be made they will be surplus to requirements? How can DCC make claims that any proceeds from the disposal of the sites will be used to contribute to the overall cost of the new school building? St Brigid's is offering an option that there is land that can be purchased to extend their provision should these points are to be considered now in light of DCC document?	This paragraph refers to sites from which the New Dual-Site Faith School operates at the time of completion of the Single-Site Faith School. This clearly includes the Rhyl site as that is owned by DCC. The plural of sites is used in the paragraph to cover any other DCC property which may be utilised by the Single-Site Faith School at that time. It is also possible that DCC may acquire the Denbigh site by that time. The Denbigh site is one of the sites which will need to be considered for the new Single-Site Faith School, should the Current Proposal be approved and the Second Phase take place.
11 Generally	Again meetings have been held and no minutes available on DCC website prior to the closure of this consultation. Should these not be available in the pupil arena?	The Promoters are required to consult before any proposals are published. The manner of that consultation is not set out by statute. However, if consultation meetings are held, it is considered best practice to make a full written record of the issues and answers given. There is no requirement or statement of best practice calling for the Promoters to publish those minutes before the end of the consultation period, or at all. The purpose of the minutes is to ensure that all decision makers are afforded the opportunity to consider the points made before any decision is made.
Generally 11	I attended the recent council meeting on May 14 th "13" ..I was very frustrated to be informed St Brigid's Parents and supporters ... were not able to make comment or have any input.	The meeting was held in accordance with DCC's constitution.
Generally 11	There seems to be a huge "Hurry" to merge the school on two sites. Why is this? If this was truly a good proposal with sound core values and principles then DCC would be happy to continue with the schools as they are until a full consultation process (including phase one and two) had been carried out...	The discussions between the Trustees of St Brigid's, the Council and the Diocesan Authorities were ongoing for approximately 3 years prior to the commencement of the informal consultation period.
Generally 11	Educational case for change – the Consultation document refers to improvement of staff expertise that will lead to raising standards. This, it is suggested, will take place through peer observation and teachers working together. How effective this is likely to be after only the First Phase is questionable and no evidence is provided.	There is an expectation that staff work together within and across schools to share practice and to develop new learning arrangements. Both schools will benefit from these opportunities but it will be efficiently and sensitively managed by the leadership of the New Dual-Site Faith School.

Section 12 The Proposal in detail – description and rationale

Section	Consultee Comment	Promoters' Response
12.2	<p>There are a number of issues facing both schools that could impact on their ability to sustain educational standards and experiences into the future – the Document does not contain any evidence to support this statement.</p>	<p>The promoters have been clear in the documentation and comments during the consultation process of the risks.</p>
12.3	<p>Leadership and management. DCC state that financial constraints limit the capacity of small secondary schools to implement senior and middle school leadership structures that meet the requirements of teacher's pay and conditions.</p> <p>DCC evidence/analysis to suggest this is insufficient.</p>	<p>There is established evidence that executive governance and headship with combined leadership teams can make a sea-change in aspiration and performance. This is also financially more effective.</p>
12.3	<p>This section is a criticism of the leadership and management of the two schools, a criticism levelled in the previous consultation, at the public meetings at St Brigids and in 2 meetings I have had with council officers. No analysis has ever been provided for these assertions. As I requested at the St. Brigids meeting please provide a proper analysis of the faults of the schools in this area and an analysis of what will be changed in the dual site school to ameliorate these problems. Please do not rely on statements that the new school structure is yet to be decided by the new governors since that would not be evidence of the improvements you assert will arise.</p> <p>The Promoter states that 'financial constraints limit the capacity of small secondary schools to implement senior and middle leadership structures that meet the requirements of teachers pay and conditions'. This is a rather general statement and an implied criticism of St Brigid's. However, it is only a general statement with no specific evidence provided that establishing a new Dual-Site Faith School will address this issue. Such statements do not assist consultees in giving an intelligent response or intelligent consideration to the proposals.</p> <p>The Promoter has previously been asked to provide a proper analysis of the faults of St Brigid's in this area and what exactly they consider can be changed to ameliorate any such problem. The lack of such further information makes it very difficult for consultees to understand exactly why the proposals are being made.</p> <p>In any event we consider that what the</p>	<p>St Brigid's Estyn inspection 2010 – "There are shortcomings, also, in teaching and assessment at KS3, KS4 and in the sixth form, and in leadership and management at all levels throughout the school" and "Consequently the acting headteacher and the governing body have adopted a structure that seeks to address the existing shortcomings and which they plan to implement from September 2010". www.estyn.gov.uk. There has been limited progress against this judgement</p> <p>Blessed Edward Jones Estyn Inspection 2012 - "The senior management structure has not been fit for purpose, and is currently being re-structured so that it better meets the strategic needs of the school" and "Appropriate work is underway to further improve the middle management structure. Middle managers are clear about their roles and responsibilities". www.estyn.gov.uk</p> <p>Both schools face a challenge implementing effective tiers of leadership and meeting the statutory requirements of the Teachers Pay and Conditions and workload agreements.</p> <p>This particularly affects the schools' capacity to appoint middle leaders with teaching and learning responsibility payments (TLR). In most schools, middle leaders are TLR post holders, with responsibility for leading, planning and evaluating their departments. These appointments would be for heads of departments or faculties. The leadership team would be expected to monitor and challenge the performance of departments, most of the leadership lead subjects as well; this could lead to a conflict of interest.</p> <p>St Brigid's has an acting Headteacher and five Assistant Headteachers; there are no other teachers with responsibility posts except for the Special Educational Needs Coordinator. Blessed Edward Jones has an acting Headteacher, two acting Assistant Headteachers and some middle managers with TLR post, but this is not consistent across subjects or responsibilities.</p> <p>Both schools have single teacher departments who do not have TLR posts as they don't have sufficient line management responsibility or sufficient funding. Teachers</p>

	<p>Promoter is aiming to achieve could be resolved without the need to establish a New Dual-Site Faith School.</p>	<p>without a TLR have to plan and prepare their lessons, however the long term development and evaluation of a subject is the responsibility of a TLR post holder. Teachers without a TLR would not usually conduct performance management with other teachers or support staff.</p> <p>Self-evaluation and improvement planning processes are under developed at St Brigid's (Estyn 2010) and there has been limited progress since the inspection This has been in the main caused by leadership changes and the lack of a middle leadership tier to undertake key aspects of this work. Although the self-evaluation and improvement planning was judged to be good at Blessed Edward Jones by Estyn in 2012, their staff structure could lead to inconsistencies in their processes.</p> <p>An effective headteacher and senior leadership team would ensure that middle leaders' on both sites have the skills required to monitor common strategies to included:</p> <ul style="list-style-type: none"> • the promotion of teamwork between departments, phases and faculties and the expectation that they would share good practice • senior leaders modelling for middle leaders through activities such as joint lesson observations and demonstrating how to conduct faculty reviews • developing middle leaders' ability to review their own effectiveness and identify areas for development, and incorporating this as part of their performance management • offering accredited training, such as middle leadership training and higher degree level qualifications, on the condition that this had an impact on whole school improvement • mentoring middle leaders, with mentors in turn held to account for developing the leadership skills of those they were mentoring. <p>A larger school would have financial capacity to have an effective senior and middle leadership structure with all staff having reasonable levels of responsibility and workload.</p>
12.3	<p>The consultation report fails to make reference to the progress made by St Brigid's since the 2010 inspection as evidenced by the Monitoring Visit by Estyn in 2011.</p> <p>This shows that not only has the Promoter failed to provide evidence as to why the issues in paragraphs 12.3 and 12.4 are relevant, and also why any necessary improvements could not be achieved without the New Dual-Site Faith School, but it has also failed to take account of important evidence confirming that St Brigid's has taken action and made improvements in this regard such that this is not an issue even if it ever was.</p>	<p>There is a requirement for the consultation document to make reference to the last inspection of the school. It is acknowledged that the report from the Estyn monitoring visit, which occurs for schools causing concern, illustrated progress in meeting the previous recommendations. It is also important to note that such visits concentrate solely on the areas of concern rather than the full area normally considered during an inspection.</p>
12.4	<p>The document claims that the dual site school will offer the ability to improve staff expertise and raise standards, and you refer to two areas. Please provide evidence as to</p>	<p>St Brigid's Estyn inspection 2010 stated that – Teaching was judged to be Grade 3, good features outweigh shortcomings (This would be judged as adequate in the current inspection framework from Sept 10) “On the whole, these figures are</p>

	<p>why this is at fault in the current schools and what specifically change to derive the improvements you will assert will flow from a dual site school. How will teachers works together (12 miles apart) to plan and prepare high quality lessons and conduct peer observation, and given St Brigid’s performance why are their current lessons not high quality and why and how would teachers from Blessed Edwards improve peer observation that existing staff cannot?</p> <p>Section 12.4 is quite a professional insult to the current staff at the both schools. Teachers at both schools are fully engaged in school improvement activities as illustrated by the ESTYN Report for BEJ and the good standards of achievements demonstrated through results at SB.</p> <p>..the NASUWT....does object to the suggestion that there will be more opportunities to observe the ‘best teachers’. The statement does not reflect an understanding of the processes and is very judgmental without the evidence base in support of the comment.</p>	<p>below the current averages for Wales as reported by Her Majesty’s Chief Inspector. In the primary department, 75% of lessons were graded 1 and 2 compared to 91% in all primary inspections in Wales 2008-2009. In the secondary department, 51% of lessons were graded 1 and 2 compared to 81% in all secondary inspections in Wales over the same period”.</p> <p>Blessed Edward Jones’ Estyn Inspection 2012 – Teaching was judged to be Good, many strengths and no important areas requiring significant improvement. “Teachers have secure subject knowledge and high expectations of pupils’ work and behaviour. They have very good working relationships with pupils and praise is used effectively to motivate, encourage and challenge all pupils. Well-focused adult support impacts positively on the quality of pupils’ learning. Teaching is good or better in many lessons. In these lessons teachers plan and prepare lessons thoughtfully with clearly communicated objectives and well-designed learning activities. To ensure good pace and challenge, teachers use a wide range of stimulating tasks”.</p> <p>Peer observation of teachers within schools and with teachers in other schools is an excellent method of sharing and developing good practice. The teaching staff of both schools could improve their practice significantly by observing each other. Lesson observations by Estyn and School Improvement Officers in St Brigid’s secondary school indicate that some teachers would benefit from observing teachers in other schools including Blessed Edward Jones.</p> <p>At the last Estyn inspection at St Brigid’s in 2010, the inconsistency in sharing good teaching practices across the curriculum was an issue.</p> <p>Ofsted in their review of schools with shared leadership “Leadership of more than one school” stated that: “These difficulties (distance between schools) were not reported as being insurmountable. In all cases the solution was similar; each school had a recognised leader who maintained the day-to-day management of the school and communication with parents and a federation executive headteacher who took the strategic federation lead.”</p>
12.4	<p>The Consultation document itself appears to place a particular focus on the potential for the New Dual-Site Faith School to assist in staff development and progression (see paragraphs 12.3 and 12.4 of the Consultation document). In fact, as is evident from this response as a whole, this is the only potential factor that could actually be achieved by the adoption of the Current Proposal (and there is no evidence that it in fact will).</p>	<p>The Promoters agree that this is a major aim of the proposal.</p>
12.4	<p>The Consultation document at 12.4 refers to greater opportunities to improve staff expertise if the Current Proposal is adopted. St Brigid’s has previously proposed a federated approach which does not require the establishment of a New Dual-Site Faith School. This does not appear to have been taken into account at all.</p>	<p>It is accepted that the option of federating both schools would allow such opportunities.</p> <p>The option of federating the two existing schools would not, by itself, address all of the issues documented in the case for change. The federation option in isolation would not allow the creation of a joint faith school by changing the religious designations of the schools or address concerns around viability.</p>

12.5	<p>Difficult to see how this can be achieved through the Current Proposal. More detail is required. If it is envisaged that pupils move between schools, as suggested on 25 June 2013, this is in total contradiction of the statement at 11.4 and elsewhere. Insufficient and misleading information has been provided, and no informed response/decision may be made in this respect.</p>	<p>It is not envisaged that pupils will ordinarily move between sites. There may be the possibility of pupil transfer in isolated, specific instances where clear benefits would result and with parental support, but this is clearly not envisaged as a routine strategy. A larger school would have a greater number of teaching and support staff to meet the needs of not only pupils with special needs but also more able and talented pupils</p> <p>If the schools joined together, it could make more effective and efficient use of specialist support staff. The new head and governing body will deploy staff, they will decide if additional, for targeted support; the school will have additional capacity to do this.</p> <p>Any targeted support will be planned to take into account the distance between the schools. Many support mechanisms for pupils are already delivered sub-regionally.</p>
12.6	<p>At 12.6 please provide a detailed analysis of why the current schools do not provide the required curriculum. Please identify what subjects are not being offered that a dual site school will enable. You claim a wide range of high quality courses will be available more effectively. This implies it is not currently effective or high quality. Tells specifically what is not high quality and being effectively offered today at each school. What high quality courses will be available; who will they be taught by and with what assets?</p>	<p>In 2013-14 other similar but larger schools in Denbighshire are offering GCSE's in:</p> <ul style="list-style-type: none"> • The single sciences e.g. Physics, Biology, Chemistry • Electronics • Computer Science in addition to ICT • Italian • Astronomy • Design Technology – Resistant Materials and Graphic Products • They also offer the Welsh Bac at KS4 and Key Skills <p>In addition, other schools offer an extensive range of vocational subjects on site and in partnership with local FE colleges.</p> <p>Except for Italian and electronics, there is expertise and capacity to deliver these courses.</p> <p>St Brigid's offers 30 courses but does not have the capacity to run all the courses, other similar schools offer between 36 and 48. Although the school has offered the statutory 30 courses, it does not have the staffing and resources to run all the courses effectively.</p> <p>The Dyffryn Clwyd partnership, with other Vale of Clwyd secondary schools and colleges, has elevated this problem at Post-16.</p>
12.7	<p>Where is the evidence to support the statement that the two schools find it difficult to offer pupils a broad range of experiences in physical education; neither school has adequate indoor or outdoor sports facilities for pupils and the Local community.</p> <p>The Consultation document at 12.7 states that neither school has adequate indoor or outdoor sports facilities for pupils and the local community. Whilst we do not agree that this has the consequence that the Promoter suggests (see below), it is in any</p>	<p>It is a factual statement that neither school currently has access to a purpose built sports hall or immediate access to outdoor sports pitches. The proposals developed previously by the Trustees to develop the St Brigid's site state:-</p> <p>“The key objectives of this strategy for the school are:</p> <ol style="list-style-type: none"> 1. Expand the school on a single site 2. Avoid the need to cross the A543 to access the playing fields 3. Improve the usability of the site area, which currently is very narrow

	<p>event irrelevant to the consideration of the Current Proposal. The Current Proposal will see the schools remain at their current sites with their current facilities. Again this consideration would only be relevant to the Second Phase.</p>	<p>4. To enhance the potential for school development and new facilities</p> <p>5. To provide suitable and sufficient external sports facilities “</p> <p>These objectives appear to acknowledge the limitations of the existing facilities by the Trustees.</p> <p>In both schools, the variable quality of facilities for PE, in particular the limited size and quality of indoor teaching space, restricts the provision for gymnastics and some indoor games. This limits the amount of time for pupils to study indoor activities in sufficient depth.</p> <p>Neither school has a sports hall, fitness suite or gymnasium; both use an assembly hall. In addition, neither school has modern multi-purpose games areas. During poor weather, examination periods and primary use, there is very limited access to indoor sporting facilities.</p> <p>Both schools have off-site playing fields and facilities that require pupils to cross busy roads which also reduce the lesson time. Both schools have poor and temporary changing facilities that are not fit for purpose.</p> <p>In addition, neither school has modern floodlit multi-use games areas that are large enough to accommodate such sports as tennis, netball, football and hockey. These areas have synthetic turf pitches that allow pupils’ access to sports in inclement weather and after school activities and inter school competitive sports. These pitches will allow pupils access to more sports and time to improve their skills throughout the year. All secondary schools, except St Brigid’s and Blessed Edward Jones, have these facilities.</p>
12.8	<p>Irrelevant to the Current Proposal as this does not include plans to improve the facilities at either site, and facilities for Design and Technology will therefore remain unsatisfactory. How do the Promoters intend to meet the needs of the national curriculum or examination requirements in this respect under the Current Proposal? Remodelling of both schools would address this issue.</p> <p>In 12.8 you criticise the Design and technology facilities. Exactly what is unsatisfactory about the current situation, what equipment is missing and how will this be improved by the First Phase since you will build no more assets for the schools.</p>	<p>Observations by the D&T Subject Adviser at St Brigid’s indicate that the accommodation is a limiting factor on standards, space is minimal and well below that required for classes of 20. The food room should only take a maximum of 10 pupils. Machinery and equipment is sparse with limited workbenches.</p> <p>St Brigid’s has some resources for computer-aided design (CAD) and computer aided manufacture (CAM). There are some computers available but the use of CAD has been limited and there are really no resources available for CAM, other than a rather dated TEP milling machine.</p> <p>St Brigid’s requires major investment to provide adequate or good resources to provide greater opportunities for engineering provision for not only girls but also the greater number of boys at KS4. It is recognised that the school did perform well in this year’s schools F1 competition.</p> <p>St Brigid’s is running GCSE Graphic Products in the current year 10 and for next year’s 11. However, only ‘Textile’s is offered at KS4. In 2013, this course is unlikely to run due to a lack of numbers; no other D&T course was offered. It is likely that the poor resources and opportunities in D&T is a major contributor to the lack of take up of these subjects. The St Brigid’s family schools in North Wales and similar schools in Denbighshire have flourishing and successful D&T departments.</p> <p>Blessed Edward Jones does have more equipment and more extensive resources for the preparation of materials. The workshops and resources in the school are far from being</p>

		state of the art; however they are significantly better than St Brigid's. It is unrealistic for pupils to move schools for lessons, however portable/small equipment can be shared between schools, giving pupils access to a greater range of processes. The sharing and joint purchasing of D&T equipment is not uncommon between schools; this has happened in other Denbighshire and Wrexham schools over the years. There are also realistic opportunities for sharing and training staff in the use of the technologies and their effective use in lessons.
12.9	At 12.9 you claim that the quality of teaching is compromised by the infrastructure. Can you be specific about how that diminution of quality comes about? Since St Brigid's provides very good results in comparison to many Denbighshire schools that have modern infrastructure it seems to me you need to be more specific about how teaching in a bright purpose built room does not get the same results as teaching in a mobile classroom? Since you will be building no more assets in the schools in phase 1 how will the dual site school proposal overcome these supposed problems?	<p>The School Effectiveness Performance Officer has commented that in excellent lessons, a wide range of activities allow all pupils to deepen their knowledge, skills and understanding. This might involve using a range of strategies including team work, the use of ICT and pupils giving presentations etc. A classroom should have sufficient space and resources to allow these activities to happen. Pupils will consistently perform better if there is lots of natural light, fresh air and a comfortable controlled working temperature.</p> <p>At the last inspection, and identified in some subject adviser observations, the quality of teaching at KS3 and KS4 for St Brigid's was judged to be a decline in standards of teaching in the secondary department, particularly at KS3, is a cause for concern.</p> <p>It is correct that there are no plans to build new classrooms during the First Phase. However we expect the new governing body and new headteacher to make the most effective use of the existing building resources available on both sites.</p>
12.12	The Current Proposal will not change the reliance on mobile classrooms at St Brigid's, and there is clearly no intention to invest in the education of the children who will be educated at that site. The money should be invested in remodelling the two schools now.	The Council does not believe that the status quo is sustainable long term and would not consider making significant investment to address these issues during any interim period.
12.14	This is irrelevant to the Current Proposal, other than to demonstrate that, by being willing to continue to use the premises for another five years, they cannot be as bad as implied! The council is firmly of the view that investing significant sums in two small schools ... would not represent an effective use of resources – evidence should be provided to support this statement, with relevant costings.	The initial findings from feasibility works indicate that the costs of improving both schools to the required standards of 21 st Century Schools learning would be in excess of the likely costs of a new school. This case would be developed further in the progression of the Strategic Outline Case where the promoters would seek capital funding for investment in faith education. In addition simply maintaining the existing schools would lead to greater long term revenue costs.
12 Generally	Learning would not be enhanced by merging schools; this is solely a management decision.	Learning will be enhanced through a wider perspective, better CPD, more confident and sustainable leadership and more favourable recruitment conditions.
12 Generally	Section 12 has a number of areas which imply fault with the current schools and clearly state there will be improvements under the new dual site school. No evidence is provided for these statements	<p>The areas for improvement in both schools are identified in the ESTYN inspection reports for St Brigid's 2010 and Blessed Edward Jones 2012.</p> <p>Ofsted, in their review of schools with shared leadership, stated that:</p> <p>"Effective leadership by headteachers and senior leadership teams was the single most critical feature that helped to</p>

		<p>generate improvements and build capacity for federations to be sustained. These leaders were able to apply the characteristics of effective school leadership successfully across all schools in the federation. The most effective leaders had a single vision and drive focused on raising expectations. This was underpinned by rigorous procedures for holding staff accountable by checking the quality of provision and, in particular, assessing the quality of teaching and learning. Federation leaders maximised the greater flexibility of increased resources and opportunities for professional development to achieve their priorities.”</p> <p>(Leadership of more than one school: 22 Sep 2011Ofsted Ref: 100234)</p>
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Section 13 Creating and maintaining the right ethos

Section	Consultee Comment	Promoters' Response
13.1	<p>“The ownership of innovation, in contrast to the externally imposed solution, appears to tap directly into motivational aspects which are key factors in maximising the impact of change.” <i>The Impact of School Environments: A literature review.</i> Produced for the Design Council by the University of Newcastle.</p>	<p>Any proposal for a new school would be developed in consultation with the new Governing Body to ensure ownership of any new building by the school.</p>
13.1	<p>The Current Proposal pays insufficient regard to the outcome of the informal consultation undertaken earlier in the year and there is no evidence in the Document as to detailed consideration of the responses to the informal consultation. This seriously undermines confidence in the decision making process.</p>	<p>The Promoters gave detailed consideration to the responses received during the informal consultation period and elements of these responses were reflected in the preparation of the current Consultation Document. As examples the Consultation Document reflects concerns that more information was required around what may happen in Phase 2 even though this was not the actual subject of the consultation and that the option of 3 to 18 provision should be explored further in developing proposals.</p>
13.2	<p>Promoters told parents to support their arguments with evidence. It is extremely difficult to evidence what is so special about St Brigid's, but perhaps the fact that former St Brigid's pupils send, or intend to send, their own children to the school, is testament to this, along with the passion shown in response to this consultation, including the SOS YouTube video , petitions and public responses.</p>	<p>The Promoters understand that St Brigid's parents value their school and, therefore, we want the good qualities to feature in the new school. It is true that St Brigid's and Blessed Edward Jones have great strengths and the Promoters hope is that Governors, staff, students and parents will bring these to the table should the new school be created. There are aspects of both school which can be improved and which will benefit from the creation of the New Dual-Site Faith School.</p>
13.3	<p>Why would a dual site school be of any benefit to the pupils? There is no analysis provided as to how educational outcomes for pupils will improve as result of its creation.</p>	<p>The Promoters will present to DCC's Cabinet and the respective Boards of the two Dioceses sufficient information to allow them to decide whether or not to approve the Current Proposal. The Consultation Document and the information provided during the course of the consultation meetings have provided sufficient information to enable intelligent consideration and response.</p>

13.3	The document claims that the under the dual site school it will be possible for the ethos of the two schools to be retained. At section 20.1 you claim that the “number and impact of any initial disadvantages will be minimised”. Many elements of the school will change during Phase 1 and the respective diocesan authorities would become providers of education. This is underplayed in the document.	<p>A school’s ethos comes from a common understanding of the purpose of the school and its values. These become known through the commitment of the governors and staff and the expectation of the parents.</p> <p>The new school would build and draw on the commitment and goodwill of the Governors and staff. It is anticipated that the Temporary Governing Body will be comprised in part with some members of the existing Governing Bodies. It is also expected that many of the staff from the current schools will remain should the Current Proposal be approved. Accordingly, much of the ethos would be capable of being transferred. Furthermore, the look and feel of the two sites of the New Dual-Site Faith School would be very similar to the current schools; hence our assertion that initial disruption being minimised. The new school would have good and confident leadership to support change and to inspire its pupils for the future.</p> <p>The Promoters believe that all of the changes would help to bring together the two current schools. The ethos of the two current schools would be brought together so that the best qualities of both could form part of the ethos of the New Dual-Site Faith School. The additional input from the two Dioceses would add to the quality of the religious education and, therefore, the religious aspect of the ethos.</p>
13 Generally	..will the new school be allowed to portray “gay marriage” in a positive manner? The present Bishop of Wrexham has expressed his outright opposition. Does DCC have an “equalities standard”, and will the LA be willing to have a school with such a ban?	

Section 14 Admission Arrangements for the New Dual-Site Faith School

Section	Consultee Comment	Promoters’ Response
14.1	Please can you give categorical assurance that no pupil currently in primary or secondary education at either school will be forced to change schools or to attend all or any classes at the other school?	Whilst the admission arrangements will be an issue for the Temporary Governing Body the Promoters see no reason for pupils to be moved from sites.
14.2	It is stated that there would be a new admissions policy. Surely DCC has an idea of this policy in order to be able to project numbers of students? I refer back to the original point about parishes and whether their input on numbers at parish level has been considered? After all, the proposal is for a faith school. Also have those children without a faith been considered? Would they be allowed to attend the new school?	The admissions policy as stated in the Consultation Document will be developed in partnership with all stakeholders. This would build upon best practice and document opportunities for pupils of both Anglican and Catholic faiths to attend the school and how pupils of other beliefs could be accommodated.
14	DCC Officers have publicly stated at consultation meetings in Rhyl that St Brigid’s is a “non-Catholic school”. DCC must answer on what basis its officers have become competent to judge the religious nature of schools and DCC should be required to	In order to comply with its statutory duties, DCC is required to know under whose authority a voluntary aided school operates. The council also works in close partnership with the Catholic and Anglican Dioceses, on behalf of the two church providers of education on matters to do with voluntary aided schools with a religious character, including

	<p>withdraw this accusation.</p> <p>St Brigid's is a catholic school; ministers of the Catholic Church have vouched for parents as being practicing Catholic as part of the admissions criteria.</p>	<p>their development.</p> <p>The Promoters are aware that the Bishop of Wrexham has refused to give the title 'Catholic' to St. Brigid's School. The reason for this relates to the time when the school moved from being a private school to become voluntary aided and from then received public funding and so public accountability. The school continued to operate as it did before this change; using a partially-selective admissions policy which the Bishop considered to impact adversely on the community of schools within the Diocese.</p> <p>St. Brigid's School does not have the word 'catholic' in its name, on its uniform or promotional literature. However, its motto, 'Fortiter et Suaviter' (Strength and Gentleness) is the Brigidine motto. The school began life as a Brigidine Convent; the Brigidine Order is a global Roman Catholic organisation. It is clear that the Catholic faith is part of the school's ethos and it is understandable, therefore, that the staff, pupils and parents regard it as a catholic school.</p>
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Section 15 How will the final site location be determined?

Section	Consultee Comment	Promoters' Response
15.4	<p>We have a moral obligation as elected members representing the people of Rhyl to ensure that the faith school is kept within walking distance of Rhyl Children. My primary concern is that Rhyl is not being seriously considered as a location for the potential new school. I find this surprising as Rhyl has the largest population in North Denbighshire and 62% of the current pupil cohort from BEJ and SB collectively come from Rhyl.</p>	<p>The document has included a preferred location but such a location would be subject to a full options appraisal before any firm decision is made. The inclusion of a preferred location was based on feedback from the informal consultation and the need for a probable site to be included in the documentation.</p> <p>Any decision on location needs to be made in accordance with the overall needs of the Denbighshire area rather than any specific town or location.</p>
15	<p>6.9 Refers to a similar proportion (approximately 30%) of St Brigid's pupils being based in the Prestatyn/Rhuddlan/Rhyl area. 6.2 states that pupils of Blessed Edward Jones School are predominantly children from Rhyl wishing to receive a Catholic and/or Christian Education. However, if as it states in 6.9 about a third of St Brigid's pupils travel from Rhyl catchment, they are clearly being motivated by a factor other than religion.</p>	<p>Most parents consider a range of factors when choosing a high school for their children. One may be dominant but rarely is it totally dominant. Faith-based education lies alongside educational standards, safety and wellbeing, pastoral care, ethos etc.</p>

Section 17 What are the staffing implications of this Proposal?

Section	Consultee Comment	Promoters' Response
17.2	<p>Details to reassure and clarify the position of staff should be included in the Document in order for informed responses/decisions to be made.</p>	<p>Balance between DCC policies affecting staffing in these difficult time and promise that staff at the two schools will not be disadvantaged because of the proposed changes.</p>

17.2	I am concerned that the teaching quality will disappear as teachers either move on to other jobs or get transferred to Rhyl they will not have the personal touch of knowing the children on a familiar basis as their time will be divided between the two sites with an extremely larger number of pupils to keep watch over.	Any decision to seek alternative employment would be a matter for individual members of staff employed by other school. During the first phase it is envisaged that staff movement would be kept to a minimum.
17.3	I am astounded that all of the points referred to in this paragraph have not already been addressed and included in the Document. It is wholly inappropriate to expect consultees to respond when it is clear that no consideration has been given to these issues by the Promoters in order to support their proposals. They are expecting all concerned to take a huge 'leap of faith' and do not appear to be acting in the best interests of the children. These details should be included in the Document.	The requirements of any revised staffing structure have been considered by the Promoters. However the development of the staffing structure would be the responsibility of the Temporary Governing Body in partnership with the new Headteacher.
17.4	Section 17.3 and 17.4 suggests little change is anticipated to staffing structures at both schools other than the headteacher and leadership positions. However, this would mean operating two very different staffing structures with subject leaders operating in one school and a faculty system and no subject leaders operating in another school. This does not provide a coherent approach to school improvement and, thus, the NASUWT anticipates that there will be more staffing change than is implied in Sections 17.3 and 17.4. Whilst the NASUWT appreciates that these potential changes cannot be proposed at this stage, the Union is concerned that the promoters have not been sufficiently transparent about the implications for staff at the both schools.	The Promoters acknowledge that the extent of changes to staffing structures may give rise to concerns from staff. It will be important that any changes are carefully planned in full consultation with all Trade Unions.
17.5	Although, the NASUWT is pleased to note in Section 17.5 that all teaching and associate posts for the New Dual-Site Faith School should be 'ring-fenced' for the staff within the two existing schools, there could be a number of management and, indeed, operational implications such as travel that would result from the new staffing structure being implemented.	These issues would need to be considered carefully by the Temporary Governing Body.
17.5	Although Section 17.5 commits to a 'ring fenced' approach for staff appointments within the two existing schools, Section 20.4 does not offer the same security for the Headteacher and Senior Leadership posts. There is no deputy headteacher post in either of the current staffing structures. Clearly, this would be a necessity for a new leadership team as the deputy headteacher post is the only role which affords a contractual obligation to deputise for a headteacher. The NASUWT argues that this would be a pre-requisite in the staffing structure for the New Dual-Site School.	The issue of appointments to Headteacher and Deputy Headteacher posts will be an issue for the Temporary Governing Body. The current regulations allow Temporary Governing Bodies to proceed to either an internal or external appointment and therefore the Promoters are unable to give any guarantees regarding these positions.

17 Generally	What will the anticipated costs be? Tupe? Redundancies? Legal costs? taxpayers money!	It is difficult to quantify any potential costs at this early stage. Many of the potential costs will depend upon decisions to be made and the choice of staff and thus a clear cost cannot be provided at this stage.
17 Generally	A Workload Impact Assessment and an Equalities Impact Assessment would need to be conducted for staff if the proposals move to the first stage and the staffing review leads to staff working across the both sites. The NASUWT asserts that there could be some serious challenges for the leadership team and the teaching staff if a split site school is the outcome of these proposals. These challenges would require earnest consideration and cannot be overlooked especially in the context of delivering high standards of education. Moreover, there is a statutory requirement for a headteacher and teachers to have a work/life balance.	These issues would need to be considered carefully by the Temporary Governing Body.

Section 20 What are the disadvantages of the proposal?

Section	Consultee Comment	Promoters' Response
20.3	This goes against your policy "School organisation proposals" Point 12.1 which states: "Proposals should not have the effect of unreasonably extending pupils journey times and should be set against Welsh Assembly Government objectives to reduce traffic congestion, carbon emissions and promote alternatives to the car".	Should the proposal proceed to the Second Phase a full assessment of travelling times will be undertaken to support the decision-making process; ensuring that relevant policies are observed.
20.4	This is particularly unsettling for the staff involved, and such uncertainty may lead to staff applying for posts elsewhere. It would be difficult to recruit quality replacement staff given the on-going uncertainty. This will adversely impact upon the education of the children.	The statement simply confirms that a Temporary Governing Body would want to recruit the best staff available. This is absolutely in the interests of the pupils. Instability of staffing has become a major issue at both schools and is part of DCC's assessment of sustainability. This may have worsened because of current discussions and uncertainty, but it has been evident for several years.
20.5	The NASUWT raises concerns over the statement in Section 20.5 regarding potential re-deployment situations. Although the Union does not oppose in principle the amalgamation/federation of schools, the NASUWT is clear that it will not accept compulsory redundancies. In recent years, the Denbighshire Authority has managed the potential redundancy situation most effectively but there is recognition that there are fewer redeployment opportunities available as school budgets are challenged with falling rolls and suffer the consequences of 14-19 change.	The Promoters will endeavour where appropriate to minimise compulsory redundancies.
20 Generally	There are concerns that removing Catholic provision from the town of Rhyl will have a significant implication for the wider regeneration	The potential impact upon the communities of Rhyl and Denbigh should the Second Phase proceed and the new school is located outside of the existing towns will

	for the town of Rhyl both from an economic and a social perspective. Such a move could re-inforce a view that faith provision was solely for “middle class” parents who could afford transportation.	need to be carefully considered. A full community impact assessment will be undertaken as part of the proposals.
20 Generally	In does not appear that the Current Proposal will improve educational standards, and the opposite is more likely. It would appear more appropriate to implement Phase 1 after proper consultation has been concluded and a decision made to build a new Single-Site Faith School.	The Promoters believe that the Current Proposal could equal or improve existing educational standards. The First Phase may only be implemented after proper consultation; hence the formal consultation being carried out. It would not be lawful for the Promoters to consult <u>after</u> a decision has been made on the building of a new Single-Site Faith School (or any other decision for that matter). The law requires that the Promoters consult whilst the proposal is at a formative stage and certainly before any decision has been made.
20 Generally	In 2011-2012, Estyn gave average costs for surplus places and the average saving for closing a school – secondary and primary figures differ slightly. They also advised that ‘ where schools close, additional transport costs, severance packages for staff no longer required, need to be considered before local authorities can determine and specify school cost efficiencies, and must be evaluated on a case-by-case basis. Furthermore ‘the removal of surplus places in some schools may cost more than the revenue savings achieved by their removal.’ Their report to ADEW re: POSP also advised that LA needed to ‘identify the contribution that new and refurbished buildings make to the standard of education.’ Has this report been adhered to, and if so, are the savings made by the proposal available and broken down? On your own website you give the following reasons that necessitate a review of a school: The Council reserves the right to review schools where: a) Schools have had more than 25% surplus places for three years in succession. b) Schools have had more than 10% deficit places for three years in succession. c) An immediate health and safety issue has arisen. STB does not fall into these categories.	The Current Proposal has not come about because St Brigid’s has surplus places; the Promoters are aware that St Brigid’s has an overall deficit of places and have published this in the Consultation Report. However, DCC is under a duty to maintain the provision of education across the Denbighshire. The opportunity to bring together the two schools in the First Phase and then the possibility of building a new Single-Site Faith School in the Second Phase can only come about if DCC addresses surplus places across the county. The potential funding for the Second Phase would not be made available if the Promoters failed to address the surplus places at Blessed Edward Jones. The Council’s Modernising Education Policy Framework has a range of triggers for a review rather than solely surplus or deficit places. One such trigger is where a secondary school has a capacity below 600 places.
20 Generally	Many parents have expressed their opposition to the involvement of the Church in Wales as a Promoter of the new Dual-Site School and have expressed a preference for Catholic only provision.	The Promoters are of the view that the involvement of the Church in Wales will strengthen the overall provision from the school. Both existing schools currently admit non-Catholic pupils.

Section 21 Alternative Options

Section	Consultee Comment	Promoters' Response
21.2	<p>There has been insufficient consideration of alternatives to the Current Proposal to address surplus places and improve facilities for learners and staff.</p> <p>Many of these alternatives could be taken forward on their own, or in combination, to achieve the Welsh Government's 21st Century School Programme aspirations. The nature of faith education provision in any of the alternatives could be either Catholic, Anglican, or joint Catholic/Anglican as required to meet demand.</p> <p>It is likely that some solutions will be much less expensive to implement than the ultimate goal of the providers, which is to develop a new Single-Site Faith School.</p>	<p>The Promoters welcome the range of options put forward.</p> <p>In developing the proposals a number of alternative options were considered including federation and retaining one or both of the current schools. Overall the Promoters were of the view that such options did not meet the main objectives of the review; namely to deliver a sustainable provision within 21st Century facilities. Many of the options would not address the condition of the sites or address the concerns regarding the size of both schools to deliver sustainable provision.</p> <p>During the consultation period again alternative options were put forward. Predominately they included investing in either or both existing sites or the option of federating both schools either as a short term or long term solution.</p>
21.2	<p>Under option [1.2] disadvantages – “the poor condition of the buildings and learning environment would not be improved” – Condition would be improved because this option outlined is to refurbish.</p>	<p>The proposal highlighted in option 1.2 whilst addressing the condition of the building via improvements in areas such as windows, heating and general facilities would not necessarily provide significant improvements to the learning environment and layout of both buildings. This would not address other areas of deficiencies within the school previously identified in site master plans.</p>
21.4	<p>Concerns raised as to the extent of consideration for the options appraisal and whether the information provided is sufficient to enable an informed decision to be made.</p>	<p>The options appraisal referred to will be produced as part of the decision making around any proposals to develop a new school on a single site. The Current Proposal provides a summary of the issues which will be expanded upon as the proposal develops.</p>
21.5	<p>What evidence is there to support the statement that maintaining the status quo, albeit in an improved provision will not improve the overall sustainability of faith provision?</p>	<p>The Promoters are of the view that a single school would assist in providing a stable education base to assist effective high quality leadership at both schools.</p>
21.6	<p>Concerns over the wording of the paragraph as effectively promoting the benefits of Phase 2 could be seen to be predetermining the current decision making process.</p> <p>The wording of this paragraph is misleading, as the Current Proposal relates purely to Phase 1. To state that the phased approach will also provide an opportunity for the New Dual-Site Faith School to take full ownership of the project to build the new facility and to ensure a smooth transition between the status quo and the Single-Site Faith School indicates pre-determination. To create a Dual-Site Faith School will be a disaster in terms of Faith educational provision and potentially the standards of education, as highlighted above.</p>	<p>The document seeks to be clear regarding the current consultation and what may be achieved in the future should the Second Phase occur. The document is clear that all elements which may arise in the Second Phase would be subject to further extensive consultation.</p>

21.7	Concerns over the viability of the existing Dyffryn Clwyd should St Brigid's close together with the loss of sixth form faith provision.	DCC is of the view that the Dyffryn Clwyd provision would remain viable should the proposal proceed. Sixth form faith provision would be retained during First Phase.
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APPENDIX N

Estyn's response to the Formal Consultation Document

**You can view Estyn's Response in the Closed Consultation section of the DCC website; just
click on the Faith School Proposal area**