



# CONSULTATION REPORT

John Summers High School

JULY 2015

## Index

Number	Section	Page
1	Introduction	3
2	The Proposal and consultation	3
3	Consultation Period	4
4	Key Issues Raised by Respondents from the Consultation	6
5	Response from Assembly Members and Members of Parliament	12
6	Response from Estyn	12
7	Response from Governor's	17
Appendix 1	The draft curriculum and admission transition plan 2015-2019	
Appendix 2	Cabinet Report & Data Pack – Pause and Review	
Appendix 3	Residential Development Potential and Planning Status of the Northern Gateway Mixed Use Development Site	

## **1. Introduction**

1.1 Following the end of a school organisation consultation period, the Welsh Government's School Organisation Code requires the proposer (the Council) to publish a consultation report. In this document the proposer is required to:

- Summarise each of the issues raised by consultees.
- Respond to these by means of clarification.
- Set out Estyn's view (as provided in its consultation response) of the overall merits of the proposal.

1.2 This report should be considered by decision-makers prior to determining any recommendation relating to the proposal.

## **2.0 The Proposal and Consultation**

2.1 On the 17<sup>th</sup> February 2015, Cabinet resolved to:

Open a period of formal consultation with key stakeholders for the area on how best to secure resilient sustainable high quality education in the area for future report to Cabinet.

2.2 Consultation was carried out in accordance with the School Organisation Code. The Consultation period commenced on 5<sup>th</sup> June 2015 and ended on 17<sup>th</sup> July 2015.

2.3 In accordance with the code, consultation documents including a children and young people's version were published on Flintshire County Council's website on 5<sup>th</sup> June 2015.

2.5 Hard copies of the consultation document were delivered to local schools and Flintshire Connects Centres for people unable to access the website.

2.6 The Council produced a response document to assist and encourage people to give their views. This formed part of the Consultation Document and was also published on the Council's website. The children and young people's version of the Consultation Document contained a simpler response form. The Consultation Response form was converted into an online survey. Links to the survey were also published on the website.

2.7 All consultees received an e-mail with the link directing them to the formal consultation document and supplementary documents on the first day of the consultation (5<sup>th</sup> June 2015).

2.8 Documents were produced in both Welsh and English.

### 3.0 Consultation Period

Consultation commenced 5<sup>th</sup> June 2015 and ended 17<sup>th</sup> July 2015. It was conducted in accordance with the School Organisational Code (Code).

#### 3.1 Consultation Events

Whilst not a requirement under the Code, the Council had arranged the following meetings and events:

A young person's consultation event was conducted on 23<sup>rd</sup> June 2015 by engagement officers from the Youth Service.

Separate meetings were held on 25<sup>th</sup> June 2015 with:

- Teachers and Support Staff of John Summers High School
- Governors of John Summers High School
- Parents and Carers of John Summers High School and nearby primary schools

A meeting was held with Head teachers of nearby primary schools on 29<sup>th</sup> June 2015.

An additional meeting was held with the Governing Body on 6<sup>th</sup> July 2015.

#### 3.2 Consultation Response

In total 593 responses were received during the consultation stage. These included a response from Estyn in the form of a report. A number of responses were received on electronic response forms and letters.

The table below show the methods people used to respond to the consultation:

Method of contact	Number of Contacts Received
Consultation Response Forms	363
Children & Young People's Response Form	208
Letters and E-mails	14
Letters and E-mails – Children and Young People	8
Total number of contacts	593

The breakdown of the response types is set out below:-

No	Response Type	Indicated links to John Summers High School		Other		Total
		Actual	%	Actual	%	
1	Consultation Response Form	273	47.81%	298	52.19%	571
2	Letters and E-mails	22	100%	0	0%	22
Totals		295		298		

Breakdown of Responses from Assembly Members & Members of Parliament

No	Response Type	Response from Assembly Members & Members of Parliament	
		AMs	MPs
1	Consultation Response Form	0	0
2	Letters and E-mails	1	1
Totals		1	1

Breakdown of Petition Information

No	Response Type	No of signatures
1	Online Petition	1116
2	Handwritten Petition	2024
Totals		3140

Response Forms and correspondence

The Consultation Response Form was designed to establish:

- Whether people agreed or disagreed with a change of age range for John Summers High School;
- Whether people agreed or disagreed with the proposal to close John Summers High School;
- The capacity in which they were responding;
- Whether or not they were linked to the school;
- Whether they wanted to make any other comments

A copy of all of the correspondence received during the consultation period is available in the Correspondence Report on the Flintshire County Council website.

#### **4.0 Key Issues Raised by Respondents from the Consultation**

An analysis of the frequency of issues raised during the consultation has been completed. Respondent's issues have been grouped into themes.

##### **Key Issue 1: Transport and Travel**

A number of respondents raised the following concerns:

- Increase in travel time for pupils
- Increased costs for travel to potential new high school
- Increase in congestion in the area
- Perception that walking routes to other high schools are dangerous

##### **Response to Key Issue 1: Transport and Travel**

The consultation document is clear in its assessment of the impact on learners in respect of home to school transport. The proposal will lead to increased journey times for the majority of pupils, however these fall well under the guidelines for journey times under the Transport Measure.

Whilst some pupils will be eligible for free home to school transport under the statutory three mile distance from home to school, the majority of pupils would not.

The current cost of transport to John Summers High School is £59,470.

The Authority through Cabinet could consider offering discretionary transitional transport arrangements for the current school cohort at an estimated annual cost of £135,125, a rise of £75,655 in 2017/18, reducing in following years. This would positively support transition plans and address a key area of concern of current students, parents and carers.

The cost of transport to support GCSE continuity would be an estimated £20,000 for 2016/17.

Issues around transport will be presented to Cabinet at an appropriate time.

##### **Key Issue 2: Transition Support**

A number of respondents raised the following concerns:

- Transition from the current sixth form at John Summers High School to the new post 16 learning hub
- Transition from John Summers High School to other high schools should John Summers High School close
- Change in curriculum for post 16 learners
- Change in curriculum for all year groups 7-11 should John Summers High School close
- Impact on friendship groups
- Changes in teaching staff

##### **Response to Key Issue 2: Transition Support**

It is acknowledged that school organisational change can cause anxiety for parents and carers, pupils, staff and the wider community across a number of issues, including continuity of Education.

Transition support is already in place for the proposals for post 16 learning provision. The transition plan focuses on the requirements of the learners and endeavours to mitigate risk on continuity of education should the Minister determine to close John Summers High School.

The statutory process around potential school closure has been planned to coincide with the timing of GCSE option choices for local high schools. The anticipated timeline for the Minister's decision is by the end of January 2016.

Detailed transition arrangements will continue to be developed for implementation between John Summers High School and partner schools through to December 2015. This allows students, parents and carers to make informed choices prior to considering options for GCSEs in Spring 2016.

There is an agreement with the partner high schools that they work with the Council and John Summers High School regarding the timing of their option choices for students to coincide with the timeline for Ministerial decision making.

The Council and the other partner high schools are also working on contingency transition plans should the minister not determine by the anticipated date.

Transition planning extends to the admissions process and will also involve the primary school consortium associated with John Summers High School.

Youth officers will also work with children and young people and the local schools network as part of the transition process.

The general principles of the plan will be as follows:

- Continue to work with staff at the school and at neighbouring schools to minimise disruption for students.
- Build on current joint curriculum delivery work at Key Stage 4 with local schools (particularly at Connah's Quay High school), aligning the curriculum to provide resilience and the potential for an improved range of curriculum options.
- Individual transition plans and support for vulnerable learners and dedicated plans for vulnerable cohorts (including pastoral support across transition)
- Provide options to the Cabinet for transport to address student, parent and carer concerns.

The draft transition plan is included in appendix 1.

### **Key Issue 3: Impact on the Community**

A number of respondents raised the following concerns:

- School is part of the community
- Closing the school would impact negatively on the community and local shops and businesses

### **Response to Key Issue 3: Impact on Community**

Concerns are noted and the Council will work with John Summers High School and community to mitigate this where possible.

#### **Key Issue 4: Consultation Document**

A number of respondents raised the following concerns:

- Information on the consultation document is misleading
- Not taken into consideration the potential housing development at the Northern Gateway

#### **Response to Key Issue 4: Consultation Document**

Paragraph 1.3 of the Code, provides guidance on Quality and Standards of Education. It stipulates that:-

*“In assessing the impact of proposals on quality and standards of education and how the curriculum is being delivered, relevant bodies should consider any relevant evidence from Estyn, refer to the most recent Estyn Reports or other evidence derived from performance monitoring and take into account any other generally available information on school’s effectiveness.”*

The code also stipulates that the proposer has to consider these issues at the school which is subject to the proposal or any other educational institutions which are likely to be affected. Particular attention should also be paid to vulnerable groups including children with SEN.

In this context the Authority has appropriately used relevant sources of information, namely:-

- The latest Estyn inspection for John Summers High School and for other secondary schools in the area likely to be affected by the proposal.
- The latest regional improvement Service (GwE) information for John Summers High School and for other secondary schools in the area likely to be affected by the proposal.
- The latest information from the Welsh Government’s National Categorisation system for John Summers High School and for other secondary schools in the area likely to be affected by the proposal.

The school was last inspected in January 2011, therefore it was appropriate to use the latest data from the regional improvement service (GwE) and from Welsh Government’s National Categorisation system. This data is independent of the Council. The same data has been used in another consultation on school reorganisational change running concurrently without any negative comment. Additionally, positive comments have been received regarding the clarity of the document and the data contained within. Estyn have also reported positively in their response on the use of data.

In terms of the use of National Categorisation data, the Authority has not selected information to show ‘deliberately bias or mislead’. It has used the data available on the summary page of the Welsh Government website. This information has been designed to provide information to parents when choosing a local school. It would not be appropriate to compare John Summers High

School with other schools in the same cohort on the National Categorisation System when applying the code as they could be in other geographical areas and are not directly affected by the proposal. It is appropriate when applying the school organisation code to compare John Summers High School directly with other local schools that may receive John Summer High School pupils in the event of school closure.

Over the period since inspection the school moved from Band 2 on performance in 2012 to Band 3 in 2013 to the current situation being in Category 4. It is the Authority's view that this "current" data is appropriate to utilise as it provides consultees with a snap-shot of how the school is performing. It is appropriate to compare to other local schools as they are directly affected by the proposal.

The outcomes of Free School Meals (FSM) learners were considered in more detail as John Summers High School has a higher percentage of FSM learners than other schools within Flintshire. Careful comparisons were therefore made against other schools affected by the proposal.

The evidence presented was in the context of the code and to give consultees reassurance that should John Summers High School close the standards of education and opportunities for learners in other local high schools is at least equal or better than that of John Summers High School. Estyn's report on the proposal is also relevant in this context.

There is a myriad of data that could be presented which would and could present the school performance outcomes both in a positive and negative light. Both the Local Authority and governors and the school would acknowledge that there is both good practice and performance within the school. However there are aspects of systems and performance which the governors and the school should and will be actively looking to improve.

It is acknowledged that the school did have a good Estyn Inspection, however the inspection was in 2011. Since the inspection there is independent evidence both through the National Categorisation System and the regional improvement schools service (GwE) which causes concern for the Authority, and should cause the Governors and the school concern.

The national categorisation system provides a clear and simple way of understanding how well a school is performing for all its pupils, how effectively it is led and managed, the quality of teaching and learning and the level of support and challenge it needs to do better. The system is based on a three step process:

1. Standards Group: a range of information is used to make a judgement about the standards, resulting in a standards group.
2. Improvement Capacity: an evaluation of the school's capacity to improve further, taking into account the evidence about the standards and the

quality of leadership, teaching and learning, resulting in an improvement capacity.

3. Support Category: bringing the judgement on standards group and improvement capacity together to decide on the school's support category, colour coded either green, yellow, amber or red.

The Council utilised the following formula to form potential figures for housing yield:- The formula had been derived from researching the work of several authorities.

Applying the housing yield formula, if the housing development sites within the Northern Gateway were to be developed to the maximum capacity of 1325 homes (source: outline planning permission) and, in applying the new housing yield formula (0.17 per home for secondary without post 16) the total 'yield' of secondary school age child numbers eligible for admission to John Summers would be 231. If this full cohort of children was assumed to be admitted to John Summers the school population would still only be in the region of 535 pupils (using 2016/17 projected number 305 + 231 max housing yield) when all of these projections are combined.

#### **Key Issue 5: Impact on Teaching Staff**

A number of respondents raised the following concerns:

- Concern about what will happen to existing teaching staff

#### **Response Key Issue 5: Impact on Teaching Staff**

Should the current proposals be implemented, the Council will work with the current members of staff at John Summers High School, including teaching and support staff, should they seek redeployment opportunities.

The governing body of the school will apply its own organisational change and redundancy policy when it is required and appropriate support to teaching and support staff will be provided during this time through the Schools' Leadership team and the Council.

Staff displaced by the proposal may have the opportunity to be employed in the local Secondary network given the movement of pupils to other secondary schools.

#### **Key Issue 6: Classroom Structure**

A number of respondents raised the following concerns:

- Concern about if there is enough space to accommodate pupils in other nearby schools
- Classes will be larger

#### **Response Key Issue 6: Classroom Structure**

Ensuring that the Authority has the correct number of schools in the right places and the reduction unfilled places will mitigate against higher pupil teacher ratios resulting from annual diminishing budgets due to austerity. Doing nothing will result in reducing financial allocations to schools and increasing pupil teacher ratios in all Flintshire schools.

Capacity issues in local schools are addressed in the Response to Governors regarding the oversubscription of Hawarden High School and Response to Governors regarding Suitability Issues.

### **Key Issue 7: Uniforms**

A number of respondents raised the following concerns:

- Additional costs of purchasing new uniforms

### **Response Key Issue 7: Uniforms**

School Uniform Grants are available for some pupils in Year 7. If a child attends a secondary school, special school, special needs resource base or pupil referral unit in Flintshire, pupils may be entitled to a grant towards the cost of their school uniform. It applies to schools/units where school uniform is compulsory.

Parents and carers can claim a school uniform grant if their child is eligible for free school meals and lives in Flintshire.

It can be applied for at the start of the school year. The grant is currently £105 per eligible child and is normally paid direct into a bank or building society account.

A school uniform exchange is available for Flintshire pupils. The School Uniform Exchange aims to encourage the people of Flintshire to recycle and donate unwanted or unused school uniform items rather than putting them in the bin. All donated school uniform is available for sale in Nightingale House Hospice shops throughout Flintshire at a significantly reduced cost compared to high street prices.

The Authority has observed that the John Summers High School and nearest high School Connah's Quay High School has the same colour uniform.

It is fairly typical that most pupils will require new uniforms as they enter into a new academic year, therefore there may be a requirement to purchase a new uniform regardless of what school the pupil attended.

### **Responses Supporting the Proposals**

An analysis of the correspondence received highlighted a small number of responses supporting the proposals, a summary of the way themes are listed below:

Comments on the Proposal to change the age range at John Summers High School from 11-18 to 11-16 by 31 August 2016

- Transform and improve learning opportunities for pupils in Flintshire
- Availability of broader range of A level subjects and vocational courses
- Reduce transport between a number of high schools
- be similar to other high schools that have already changed their age range; and
- change would provide access to improved facilities.

Comments on the Proposal to close John Summers High School by 31 August 2017 included that change would:

- Reduce surplus places
- Improve educational outcomes for learners
- Recognise that the status quo remains untenable

## 5.0 Responses from Assembly Members and Members of Parliament

In total two responses were received during the consultation stage from Assembly Members and Members of the Parliament.

The table below show the methods Assembly Members and Members of the Parliament used to respond to the consultation:

Breakdown of Responses from Assembly Members & Members of Parliament

No	Response Type	Response from Assembly Members & Members of Parliament	
		AMs	MPs
1	Consultation Response Form	0	0
2	Letters and Emails	1	1
Totals		1	1

The letters from Assembly Members and Members of Parliament and responses from the authority can be found in the Consultation Report documentation available on the Flintshire County Council website.

## 6.0 Response from Estyn

**Estyn's response to the proposal by Flintshire County Council to change the age range of John Summers High School from 11-18 to 11-16 (from 31st August 2016) and to close John Summers High School 11-16 (from 21st August 2017).**

This report has been prepared by Her Majesty's Inspectors of Education and Training in Wales.

Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn.

However, Estyn is not a body that is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals.

Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer.

### **Introduction**

The consultation proposal is from Flintshire County Council. The proposal is to:

- Cease 16-18 provision at John Summers High School by 31st August 2016
- Recommend the closure of John Summers High School by 31st August 2017.

### **Summary/Conclusion**

The County Council has a legal duty to look at the number and type of schools it has in Flintshire and is required to make sure that they meet the requirements of the Learning and Skills (Wales) Measure 2009.

It is Estyn's opinion that the impact of the proposal will at least maintain the current standards of education in the area. The development of a post-16 learning hub will offer a wider range of both academic and vocational courses for learners and the closure of John Summers High School will not disadvantage unnecessarily any current pupils.

### **Description and benefits**

The proposer has provided a clear rationale for the proposal, which is in line with the Council's strategic programme to develop a post-16 hub at Coleg Cambria and to cover concerns regarding projected future pupil numbers to support and sustain sufficient curriculum opportunities for secondary provision at John Summers High School.

The proposer clearly defines the expected benefits of the closure of the post-16 provision at John Summers High School and transfer to the post-16 hub at Coleg Cambria. These appear to be reasonable, and include more flexibility around curriculum choice and enabling access to an additional range of courses offered at the college. However, although the proposer asserts that this will assist in providing improved educational outcomes, it is not clear how this will happen.

The proposal is thorough in its use of data with regard to past, present and future pupil numbers. It clearly demonstrates that the proposal to close John Summers High School from August 2017 is due to the school's falling numbers and its inability to sustain the curriculum breadth required under the Learning and Skills (Wales) Measure 2009. The proposer has considered well the effect on school numbers of potential housing developments in the area, and judges that projected pupil numbers indicate that sustainability of John Summers High School does not meet the requirements of the council's school modernisation policy and is not in line with ministerial and council targets for Flintshire.

The proposer has compared the benefits of the proposal with the status quo and has considered all other reasonable options fairly. They have demonstrated

clearly the advantages and disadvantages of each option and the reasons for their preferred option.

The proposal identifies the implications for members of staff who currently deliver post-16 provision at John Summers High School. Initially these staff will be eligible to apply for positions at the post-16 hub at Coleg Cambria and staff may if successful benefit from greater opportunity for specialism and career development. However, this ring-fencing opportunity will be open to all staff from the Deeside Consortium in the first instance, followed by open recruitment.

In the event of staff displacement because of the proposal, the proposer does state reasonably that the council would manage changes to staffing levels within agreed policies and procedures. The proposer asserts that due to the movement of pupils to other secondary schools, staff displaced by the proposal may also have the opportunity to obtain employment in the local secondary network.

### **Educational aspects of the proposal**

The proposer has considered well all available data for schools in the area, including the judgements made in the most recent Estyn inspection reports. This data indicates that John Summers High School, whilst having the highest cost per pupil and the lowest pupil-teacher ratio, has the lowest attendance rate and the lowest achievement rates when compared to neighbouring schools. The regional school improvement service has identified the school as amber, with school performance not improving quickly enough and requiring time-limited intervention and support.

The proposer reasonably asserts that alternative provision will at least maintain the standard of education for the pupils of John Summers High School.

The proposer states that impact assessments in respect of learners and the community are yet to be completed. However, it is the Council's view that the proposal will not negatively affect learners, Communities First provision or community use of school facilities. An Equalities and Welsh Language Impact Assessment has been undertaken.

The proposer has suitably considered the impact of the proposal on learner travel arrangements. It intends to support home to school travel in line with the Council's home to school transport policy. The proposer asserts that should large numbers of pupils be unable to access home to school transport from certain areas to their nearest appropriate school, then the Council will work with local transport providers to try to establish additional service provision. The proposer does acknowledge that for a large proportion of pupils, their journey time to school will increase. However, all journey times fall under the Council's transport measure guidelines.

The proposer has outlined well the transitional arrangements to ensure minimal disruption to learners. The post-16 hub will provide specialist learning facilities as well as general teaching classrooms for 700 learners in a centralised location. Initial admissions will be ring-fenced for pupils transferring from Year 12 in partnership schools, which includes pupils from John Summers High

School. The closure of the whole school will be one year after the transfer to the new post-16 hub at Coleg Cambria and this will offer learners in mid-exam cycle protection from change.

The proposal contains appropriate information with regard to ensuring provision for pupils with additional learning needs and those with statements for special additional needs. It is Estyn's opinion that the proposal is unlikely to have a detrimental effect on provision for these pupils.

### **The Council Response to John Summers Governor's letter 14<sup>th</sup> July 2015**

In the governors' letter dated 14<sup>th</sup> July 2015, there is a claim that the process has been inappropriately conducted. The letter provides no rationale or evidence to support this allegation. The Authority has followed the process as set out in the Code as this is a legal requirement. There was subsequently a complaint that the letter hadn't been shared in draft with the full Governing Body as had been agreed at their meeting.

A further claim is made that questions have been answered reluctantly, inadequately, or have been answered in a way to cause concern. This is again not evidenced and is unfounded. The Authority has responded to all correspondence in line with its requirement under the school organisational code and its customer charter.

Whilst disappointment at the outcome is understandable, the claims about "deviation from the capital build" are surprising at this stage, given that the Council has conducted a robust Pause and Review process involving extensive earlier engagement with the Governing Body.

The evolution of the Queensferry Campus business case started with the original Strategic Outline Programme (SOP). The original concept was the proposed closure of John Summers High School due to low demand. This was reprieved at Strategic Outline Case (SOC) Stage and Outline Business Case (OBC) stage, through the decision to meet perceived imminent new demand from housing developments at the Northern Gateway. At Full Business Case (FBC) Stage, the Authority must have "worked up" designs, confirmed costs, approved Statutory Proposals and resilient data to support the project.

The pause and review of the Queensferry Campus project was held due to concern around resilience of the critical data required to support submission of the capital business case to Welsh Government (WG) for funding through the 21<sup>st</sup> Century Schools programme. The Council made a policy commitment to develop a business case for a 3-16 school and replacement campus for John Summers High School. The business case has to meet a number of tests if it is to proceed, and the latest data brought into question the viability of the project.

The basis for the original case for capital investment was that by 2019 there would be three forms of entry and, with the proposed Northern Gateway development, this would increase the school population to an eventual four form entry school of around 600 places.

A series of meetings was held between officers and the Governors of Queensferry Primary School and John Summers High School. A representative group of governors was also formed to test the resilience of data and to consider whether other information was available that may support a capital business case submission.

Governors were fully aware that Cabinet was advised that it would not be justifiable for the County Council to submit a capital case based on inaccurate or less than resilient information in the knowledge that it will fail to meet the 21st Century Schools Programme criteria.

The review led to the following recommendation to Cabinet:

“That on the basis that the data analysis does not support the continuation through to a Full Business Case for capital funding, Cabinet is recommended to:

- (i) not proceed with the Full Business Case;
- (ii) open a period of formal consultation with key stakeholders for the area on how best to secure resilient sustainable high quality education in the area for future report to Cabinet.”

The process around the 21<sup>st</sup> Century schools funding and Business case process has been fully explained to the governors and is as follows:

Welsh Government (WG) have adopted the HM Treasury 5 Case Business Model as their template for Local Authorities to bid for capital funding for school modernisation via their 21<sup>st</sup> Century Schools Programme. The process is an evolutionary process formed in the three stages:

- Strategic Outline Case (SOC) - scoping stage
- Outline Business case (OBC) - detailed planning stage
- Full Business case (FBC) - detailed final stage

The concept around the process is that each stage is viewed as a gateway and data and information relevant to the stage of the process is tested by Local Authority and WG in order to test the viability of the project. At any stage either WG or the Local Authority can pause or stop the project as being unviable or unable to justify funding.

As the Project was at FBC development stage (at Pause and review), statutory proposals and actual costs must be presented to WG as part of the framework.

It is alleged in the governors' correspondence that around £75,000 in teaching costs would be incurred. This is unclear and incorrect. The Council are unaware of £75,000k in teaching cost was associated with the proposed capital project.

In terms of the proposed capital project a contract was not awarded. As Governors were advised, Flintshire County Council appointed a contractor to develop proposals via the North Wales Procurement Framework. Within the contract there was a mechanism which enabled each party to end at a specific stage before being fully commissioned. There will be fee recovery costs associated with stopping the development. However, these are still under review and therefore this is information not held currently by the Authority,

however the commercial figure will be less than the £75,000 quoted by the governors.

In terms of Officer costs, as Governors were advised, there are no additional Education and Youth officer costs associated with either the John Summers High School proposed capital project or school organisational change as these form part of officers' contracted work. Management of school places and school organisation change form part of a Local Authority's statutory function and this has been the case since the early 1990s.

The rationale for the proposal to close John Summers High School was due to diminishing resources, unfilled places and unsuitable buildings. This was underpinned by the outcomes of the capital project pause and review.

## **7.0 The Council response to Version 11 of the Governing Body response was received by e-mail on 6<sup>th</sup> July 2015.**

### **Introduction**

The Authority is reviewing the future of John Summers High School following the Cabinet resolution in February 2015 in line with its school Modernisation Policy first introduced in 2010 and refreshed in 2015.

The context is that post 16 student numbers make it impossible for governors at John Summers High School to meet the Learning and Skills (Wales) Measure 2009. In order to safeguard the right of learners to access a broad and high quality range of learning opportunities the current School Modernisation Strategy states that post-16 provision will be reviewed in any secondary school where the number of pupils within the 6th form falls below 150 pupils for three years in succession.

The School Modernisation policy states that admissions to secondary schools should be a minimum of four form entry (120 students per admission year group) or 600 places in total for the 11-16 age range. Such numbers are required for a school to be able to sustain the curriculum breadth required under the Learning and Skills Measure.

There is concern regarding insufficient current and projected future pupil numbers to support secondary provision at John Summers High School. This is exacerbated by a predicted drop in birth rates.

School budgetary issues are compounded by falling pupil numbers and this underpins the Authority's concern about the school being able to sustain sufficient curriculum opportunities for learners

The school infrastructure is ageing and unsustainable. The falling pupil numbers mean that John Summers High School has significant surplus places (more than 25%) which is itself a trigger for review of a school as stated in the Authority's School Modernisation Strategy.

There has been the perception from the governors that uncertainty has caused the drop in public numbers at the school. The Authority would concur that school re-organisational proposals can cause a level of uncertainty and concern within a school community. However, the evidence at John Summers does not support a simple causation. For example, in 2014 when the Authority was

planning a new school on the campus, admissions to John Summers High School fell to 50 (less than 2 forms of entry). Transfer rates for John Summers from primary over the past 6 years confirm that the school has the lowest transfer rate when compared to other local high schools.

The Authority uses a series of data extracted directly from the school's own statistical returns, Estyn and Welsh Government in the formation of the Consultation Document.

Data specific to current, future projected pupil numbers and potential yield from new housing developments in the area were used as part of the pause and review regarding the capital business case. The governors were provided with the data set and methodology used by the Authority in order that they could challenge. A series of ten meetings were held with the full governing body and a representative group of governors during the pause and review period. At this time the governors were unable to provide appropriate data to support the continuation of the capital business case. There is no new evidence regarding the data on projected pupils and housing developments at the Northern Gateway since the Authority conducted the pause and review on the proposed capital building programme back in autumn 2014.

There is no new evidence which would trigger a further review of this information or further evidence to provide reassurance that the governors and school could face the challenges outlined as falling pupil rolls and reducing budgets. Given this context the Authority is concerned that the governors will be unable to sustain an appropriate breadth of curriculum as austerity tightens.

### **Response to Governor's claim regarding deliberate bias**

The Local Authority held a number of meetings with the Head, Chair of governors and the governors themselves in which to clarify that the consultation document and process would be formed using the statutory guidance as outlined in the School Organisation Code (Wales) 2013.

Paragraph 1.3 of the Code provides guidance on Quality and Standards of Education. It stipulates that:-

*"In assessing the impact of proposals on quality and standards of education and how the curriculum is being delivered, relevant bodies should consider any relevant evidence from Estyn, refer to the most recent Estyn Reports or other evidence derived from performance monitoring and take into account any other generally available information on school's effectiveness."*

The code also stipulates that the proposer has to consider these issues at the school which is subject to the proposal or any other educational institutions which are likely to be affected. Particular attention should also be paid to vulnerable groups including children with SEN.

In this context the Authority has appropriately used relevant sources of information, namely:-

- The latest Estyn inspection for John Summers High School and for other secondary schools in the area likely to be affected by the proposal.

- The latest regional improvement Service (GwE) information for John Summers High School and for other secondary schools in the area likely to be affected by the proposal.
- The latest information from the Welsh Government's National Categorisation system for John Summers High School and for other secondary schools in the area likely to be affected by the proposal.

The school was last inspected in January 2011, therefore it was appropriate to use the latest data from the regional improvement service (GwE) and from Welsh Government's National Categorisation system. This data is independent of the Council. The same data has been used in another consultation on school reorganisational change running concurrently without any negative comment. Additionally, positive comments have been received regarding the clarity of the document and the data contained within. Estyn have also reported positively in their response on the use of data.

In terms of the use of National Categorisation data, the Authority has not 'cherry picked' data or selected information to show 'deliberate bias'. It has used the data available on the summary page of the Welsh Government Website. This information has been designed to provide information to parents when choosing a local school. It would not be appropriate to compare John Summers High School with other schools in the same cohort on the National Categorisation System when applying the code as they could be in other geographical areas and are not directly affected by the proposal. It is appropriate when applying the school organisation code to compare John Summers High School directly with other local schools that may receive John Summer High School pupils in the event of school closure.

Over the period since inspection the school moved from Band 2 on performance in 2012 to Band 3 in 2013 to the current situation being in Category 4. It is the Authority's view that this "current" data is appropriate to utilise as it provides consultees with a snap-shot of how the school is performing. It is appropriate to compare to other local schools as they are directly affected by the proposal.

The outcomes of Free School Meals (FSM) learners were considered in more detail as the Governors themselves had raised the fact that they have a higher percentage of FSM learners than other schools within Flintshire. Careful comparisons were therefore made against other schools affected by the proposal.

The evidence presented was in the context of the code and to give consultees reassurance that should John Summers High School close the standards of education and opportunities for learners in other local high schools is at least equal or better than that of John Summers High School. Estyn's report on the proposal is also relevant in this context.

### **Response to Governor's claim regarding Causation**

The process and formation of consultation documents are defined using the statutory guidance as outlined in the School Organisation Code (Wales) 2013.

The Local Authority is satisfied that the guidance in the Code has been met. Estyn's report on the proposal is also relevant in this context.

## **Response to Governor's claim regarding Data**

There is a myriad of data that could be presented which would and could present the school performance outcomes both in a positive and negative light. Both the Local Authority and governors would acknowledge that there is both good practice and performance within the school. However there are aspects of systems and performance which the governors should and will be actively looking to improve.

It is acknowledged that the school did have a good Estyn Inspection, however the inspection was in 2011. Since the inspection there is independent evidence both through the National Categorisation System and the regional improvement schools service (GwE) which causes concern for the Authority, and should cause the Governors concern.

The national categorisation system provides a clear and simple way of understanding how well a school is performing for all its pupils, how effectively it is led and managed, the quality of teaching and learning and the level of support and challenge it needs to do better. The system is based on a three step process:

1. Standards Group: a range of information is used to make a judgement about the standards, resulting in a standards group.
2. Improvement Capacity: an evaluation of the school's capacity to improve further, taking into account the evidence about the standards and the quality of leadership, teaching and learning, resulting in an improvement capacity.
3. Support Category: bringing the judgement on standards group and improvement capacity together to decide on the school's support category, colour coded either green, yellow, amber or red.

## **Response to Governors' claim regarding Additional Learning needs**

The Special Education Needs Code (SEN) of Practice for Wales (2002) outlines the duties placed on all schools in Wales with regard to identification and intervention for learners with SEN. The Welsh Government Inclusion and Pupil Support Guidance document built on this in 2006, introduced the term Additional Learning Needs (ALN), of which SEN is a sub group. Practice against these documents is monitored through Estyn under the section Care, Support and Guidance (previously Key Question 4, and now Key Question 2 under the new Estyn Framework). Wellbeing has also been included as a separate section under Key Question 1 of the new Framework.

The table below shows the outcomes for John Summers High School and the Local Secondary Schools likely to be affected by the proposal for Care, Support & Guidance, and Wellbeing where available, from the latest inspection report.

Table 1: Estyn Outcomes For Flintshire Secondary Schools in the local area			
Key Question 1: Wellbeing			
Key Question 2: Care, Support & Guidance			
School	Year of Inspection	Outcome	
		KQ1	KQ2
Hawarden High School	2009	Good	Good
St David's High School	2011	Good	Good
John Summers High School	2011	Good	Good
Connah's Quay High School	2011	Good	Excellent

External verification through Estyn identifies practice to support learners that is at least Good and on occasions Excellent.

Local Authority monitoring visits are being reintroduced to all schools to support consistency of identification of needs across Flintshire. The Code of Practice provides a general definition of learners with SEN that is open to a level of interpretation, making it difficult to compare groups of learners across schools. The table below shows the current numbers of learners with SEN identified in Flintshire Secondary Schools. Where monitoring visits have already taken place, the number of learners coded to School Action Plus has reduced, sometimes significantly, with schools accurately identifying learners as ALN with needs in areas such as medical, sensory, English as an Additional Language etc. as opposed to SEN.

Table 2: Number of reported Learners with SEN (PLASC 2015) in the local area				
School	No SEN	School Action	School Action Plus	Statemented
Hawarden High School	997	103	33	16
St. David's High School, Saltney	420	57	28	3
John Summers High School, Deeside	228	75	51	9
Connah's Quay High School	625	209	55	12
Total	2270	444	167	40

Local Authority funding was delegated to secondary schools in 2011. This prompted schools to revisit their provision for ALN and there has been a positive response in terms of moving from teaching assistants attached to individual learners to a variety of interventions. These range from withdrawal groups for the development of a range of skills including literacy, numeracy, language and social skills, to reorganisation of teaching groups and curriculum delivery in Key Stage 3 to provide a more nurturing learning environment, purchasing additional counsellor input, individualised programmes, parental support groups etc.

From September 2015, additional resources will be available to all secondary schools through the TRAC programme which will extend the provision available to learners at risk of disengagement through enhanced support and transition packages and a range of curricular offers to support more individualised programmes with the aim of maintaining school placements and reducing the number of learners needing to access the provision offered through the Local Authority's Education Otherwise Than At School (EOTAS) services.

Table 3 below shows the originating school for learners attending the local authority's pupil referral provision over the last three years (data is taken from the January PLASC). These figures cover the longer term provision at centres such as the Canolfan Dysgu, Bryn Tirion and YPEC. Data is provided for John Summers High School and neighbouring schools for the usage of Tymor Byr, the short term provision in the final column.

School	January 2013	January 2014	January 2015	Tymor Byr (2010 – 2015)
John Summers High School	6	7	6	22
Connah's Quay High School	13	14	11	29
St David's High School	3	1	3	4
Hawarden High school	9	10	9	6

Whilst the local authority recognises the work undertaken by the staff at John Summers High School in supporting learners with ALN, there is no evidence that would suggest that learners would not access appropriate provision and intervention if attending other secondary schools.

### **Response to Governor's claim regarding Estyn reports**

Estyn reports for John Summers High School and other local High Schools which could be affected by the proposals were available as part of the consultation documentation.

## **Response to Governor's claim regarding Pupil Numbers**

All data in relation to pupil numbers were reviewed in detail with the governors over the period of the pause and review, in which a series of meetings were held between officers and the Governors of Queensferry Primary School and John Summers High School. A representative group of Governors was also formed to test the resilience of data and to consider whether other information was available that may support a capital business case submission.

See Appendix 2 - Cabinet Report dated 17<sup>th</sup> February 2015 and Data pack

The Council presented the representative group of Governors with the following data:-

- John Summers High School – Pupil Projections (September 2014)
- John Summers High School – Transfer Rates into year 7 (2012 & 2013)
- Flintshire Primary schools: LA statistics (September 2013)
- Northern Gateway housing yield forecasts
- Birth data – Queensferry, Shotton & Sealand 2007-2019
- Average Transfer into year 7 2013/12
- Birth Trends in SPPA areas using birth data (2005-2012)
- The methodology underpinning the information

As part of the review the Representative Group of Governors provided their own projections in response. The Group's projections were based largely on an assumption that the school will attract 80% of all pupils from their nearest primary schools. This would mean that a high proportion of families would choose places at John Summers High School in preference to the existing choices made within the local area.

Additionally, differing assumptions are made over the yield of pupils gained from the proposed Northern Gateway development.

Figures provided by the Group vary significantly from the Council's data. The Council's data on transfer rates is based on actual 'real time' movements from primary to secondary over a two year period and produced an average of 60% transfer rates.

No evidence could be found to support the case of the Group that 80% transfer rates are achievable given historical data. Up to date birth data has also been taken into account; this highlights a downward trend in birth rates both nationally and in Flintshire, a trend which will further reduce projected numbers.

Additionally no evidence at the time was presented by the governors to suggest that the method used by the Council to project pupil numbers was either inaccurate or flawed.

The Welsh Minister has also raised concern in relation to school numbers in his correspondence confirming statutory proposals dated 13<sup>th</sup> August 2014, which

have since lapsed, at 31<sup>st</sup> March 2015, as the Council did not submit the Full Business case to Welsh Government as a direct result of the resilience of the data needed to support the capital business case.

Estyn's report on the proposal is also relevant in this context.

### Response to Governors' claim regarding Pupils Numbers

The Data used at pause and review stage has been re-used to ensure consistency of information. However, there is a single error in data used in Table 5. This was confirmed to the governors during a consultation meeting dated 6<sup>th</sup> July 2015.

The explanation is that figures from previous projections for John Summers High School had been used in error. The projections for John Summers High School were updated to inform the pause and review data pack; this information should have been used and therefore would be consistent with table 2 in the consultation document.

**Table 2 – Numbers of Pupils - John Summers High School Projected  
(Assuming post 16 closure Sept 2016)**

Data source: Pause and Review data pack October 2014

	Actual Sept 14	Sept 15	Sept 16	Sept 17	Sept 18	Sept 19
Year 7 -11	311	310	305	306	301	327
Year 12 – 13	50	43				
Total NOR	361	353	305	306	301	327

**Corrected Table 5 - Projected information - Post 16 transformation – (2016 data)**

Name of School	Yr 7-11	Year 12-13	Total	Capacity	Admission Number	Unfilled Places	% of Unfilled Places
John Summers High School	*305	0	305	597	110	292	48.91
Connah's Quay High School	*857	0	857	1164	209	*307	26.37
St David's High School	*442	0	442	725	131	*283	39.03
Hawarden High School	999	218	1216	1145	195	-71	-6.20
<b>TOTAL</b>	<b>2546</b>	<b>218</b>	<b>2821</b>	<b>3631</b>		<b>868</b>	<b>28.99</b>

Corrections have been made to the fields marked \*

The information now reflects the correct information included in the original supplementary consultation documentation. Note: The supplementary information St David's High School and Hawarden High School projections are based on January 2015 PLASC data rather than being based on September 2014 PLASC data.

### **Response to Governor's claim regarding Transfer Rates from Primary**

At Consultation stage, the governors have again produced their own projections. The Governor's new projections are now based on 70% projection rate with an additional 10 pupils coming from other areas, rather than 80% as they presented previously.

Historical actual data has established a long term downward trend in primary to secondary transfer rates to John Summers High School. Rather than a 10% rise, real time evidence confirms the actual historical average transfer rate from local primary schools over the past two years was 60% into John Summers High School.

### **Pupil Projections Comparison – John Summers High School**

#### **Statistics prepared by John Summers High School Governors:-**

	<b>Actual Sept 2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
Year 7 -11	311	324	340	345	362	400

Using the governors' methodology, assuming the nearest schools (Queensferry CP, Sealand CP, Shotton Ty Ffynnon CP, Shotton and St Ethelwolds) and using actual numbers from the appropriate year groups and applying the governors' 70% transfer rate methodology, the authority calculates the following figures:

	<b>Actual Sept 2014</b>	<b>2015 (includes current admission number of 72)</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
Year 7 -11 (based on 70% transfer)	311	317	313	308	298	322
Year 7 – 11 (based on 70% transfer + 10 pupils from other areas)	311	327	323	318	308	332

It appears that the governors may have included schools like Sandycroft and St Ethelwolds VA Primary School in their assumptions which historically have consistently shown strong preferences for other schools. In the Council's view this is unrealistic and provides the governors with higher figures with regard to projections which have not historically been realised nor would be realised in the future. Additionally, their projections only account for extra pupils in and do not reflect pupils that may be lost in a year.

Statistics prepared by the School Management Information Team for the John Summers High Projections pack October 2014 at Pause and Review produce similar statistics using differing methodology:

	Actual Sept 2014	2015 (includes current admission number of 72)	2016	2017	2018	2019
Year 7 - 11	311	310	305	306	301	327

#### Actual Historical Pupil Data

#### NCY (National Curriculum Year)

**Flintshire Secondary Schools (Statutory range NCY 7 - 11) source: Jan Plasc**

School Number	NAME OF SECONDARY SCHOOL	2015	2014	2013	2012	2011	2010	2009	2008	2007	2006
4019	John Summers High School	315	325	324	329	348	390	404	437	462	472
4000	Hawarden High School	960	952	957	963	949	930	907	906	920	972
4013	St. David's High School Saltney	422	424	460	501	545	563	551	552	538	517
4022	Connah's Quay High School	788	803	845	856	880	914	950	948	942	925

<b>NCY 7 numbers compared to Admission Number (AN)</b>								
		<b>AN (current)</b>	<b>Jan 2015</b>	<b>Jan 2014</b>	<b>Jan 2013</b>	<b>Jan 2012</b>	<b>Jan 2011</b>	<b>Jan 2010</b>
4000	Hawarden High School	195	193	193	187	195	198	195
4013	St David's High School	117	88	75	89	72	87	103
4019	John Summers High School	104	49	70	51	58	56	67
4022	Connah's Quay High School	198	162	173	174	164	151	161

### **NCY as % of Admission Number (AN)**

<b>NCY as % of Admission Number (AN)</b>	<b>AN (current)</b>	<b>2014/2015</b>	<b>2013/2014</b>	<b>2012/2013</b>	<b>2011/2012</b>	<b>2010/2011</b>	<b>2009/2010</b>
4000	Hawarden High School	195	99.0	99.0	95.9	100.0	101.5
4013	St David's High School	117	75.2	64.1	76.1	61.5	74.4
4019	John Summers High School	104	47.1	67.3	49.0	55.8	53.8
4022	Connah's Quay High School	198	81.8	87.4	87.9	82.8	76.3

In the last 3 years Hawarden NCY 7 numbers have not exceeded their admission number. In the last 5 years John Summers High School NCY 7 have ranged between 49 and 70. i.e. between 47% and 67%, this is a lower transfer rate than for other schools in the area.

### **Response to Governors regarding oversubscription of Hawarden High School**

Governors should be acutely aware of issues pertaining to capacity, unfilled places and admissions policy procedures as all are administered by the Council with consistent policy and procedures. Their statement gives rise to concern that the Governors are unaware of the process of measuring capacity, admissions and appeals procedures. Flintshire along with other Local Authorities has schools which are oversubscribed. In Hawarden High School's case, oversubscription is due to a combination of their governors admitting pupils to their 6<sup>th</sup> form and independent admission appeals panels adjudicating in favour of individual applications.

### **Response to Governors regarding Potential Housing Yield Data**

All data pertaining to yield from housing developments was reviewed in detail with the governors over the period of the pause and review, in which a series of meetings were held between officers and the Governors of Queensferry Primary School and John Summers High School. A representative group of

Governors was also formed to test the resilience of data and to consider whether other information was available that may support a capital business case submission. No viable alternative was presented at the time of pause and review nor in the latest Consultation period.

See Appendix 3 – Planning Policy Context of the proposed Northern Gateway development

Since the pause and review little has changed at the Northern Gateway development. The river embankment works are progressing, however there are still no reserved matters schemes from which the Planning Authority would anticipate commencement of building.

### **Housing Yield Formula**

During the pause and review on the capital project, the Council utilised the following formula to form potential figures for housing yield: The formula had been derived from researching the work of several authorities. This was shared with the governors during the pause and review process and they had adequate opportunity to challenge.

Applying the housing yield formula, if the housing development sites within the Northern Gateway were to be developed to the maximum capacity of 1325 homes (source: outline planning permission) and, in applying the new housing yield formula (0.17 per home for secondary without post 16) the total 'yield' of secondary school age child numbers eligible for admission to John Summers High School would be 231. If this full cohort of children were assumed to be admitted to John Summers High School the school population would still only be in the region of 535 pupils (using 2016/17 projected number 305 + 231 max housing yield) when all of these projections are combined.

### **Review of Housing Yield Formula - December 2014**

However, since the pause and review the Council has reviewed its housing yield formula and will now apply new formula:

### **Number of Units**

The Housing Yield sheets are maintained by the School Provision Team based on advice from Planning and Environment. Planners supply the estimated total number of units likely to be built, including the planning permission status and a number of other external factors. These units are added to the Housing Yield sheets to forecast pupil numbers likely to be generated as a result of new housing. The Housing Yield sheets were last updated March 2014.

## Occupancy

The most recent occupancy rate in Flintshire is 2.38, which is based on data published within Conwy's 2011 Key Statistics Census Document<sup>1</sup> (Conwy Council supply this service for Flintshire.) The occupancy is generated by dividing the total population in private housing by the number of 'households with usual residents'.

The document makes a distinction between total households in Flintshire and occupied households, as shown below. The calculation for occupancy is therefore:

Flintshire Occupancy 2011	Totals
Population in private households <sup>1</sup>	151,679
Households (With Usual Residents) <sup>1</sup>	63,781
Occupancy	2.38

### Life expectancy

Life expectancy data was obtained from Stats Wales<sup>2</sup> website and uses data collected between 2010-12. Those rates according to the publication were: Male 79.0, Female 82.4. These are divided by 2 to gain an average: 80.7.

### Number of Cohorts

This figure is the number of cohorts within the type of school and is used to factor the projected yield from occupancy and life expectancy (i.e Primary 8 cohorts, Secondary (Age 11-18) 6.0 cohorts). (Note 6<sup>th</sup> form numbers have increased over recent years and the formula has been updated Dec 2014 to reflect this)

## Flintshire's Housing Yield Formula

The current yields are created using the above formulae on the basis of one unit.

Primary Yield Factor	0.24
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<sup>1</sup> 2011 Census – Key Statistics Flintshire, Office for National Statistics (Produced by Corporate Research & Information Unit, Conwy)

<sup>2</sup> Stats Wales - Life expectancy by local authority and gender (for Year 2010-12), Health Statistics and Analysis Unit, Welsh Government (Published November 2013)

Secondary Yield Factor (for schools with 6 <sup>th</sup> form)	0.18
Secondary Yield Factor (for schools without 6 <sup>th</sup> form)	0.15

Applying the new housing yield formula, if the housing development sites within the Northern Gateway were to be developed to the maximum capacity of 1325 homes (source: outline planning permission) and, in applying the new housing yield formula (0.15 per home for secondary without post 16) the total 'yield' of secondary school age child numbers eligible for admission to John Summers would be 199. If this full cohort of children were assumed to be admitted to John Summers High School the school population would still only be in the region of 504 pupils (using 2016/17 projected number 305 + 199 max housing yield) when all of these projections are combined.

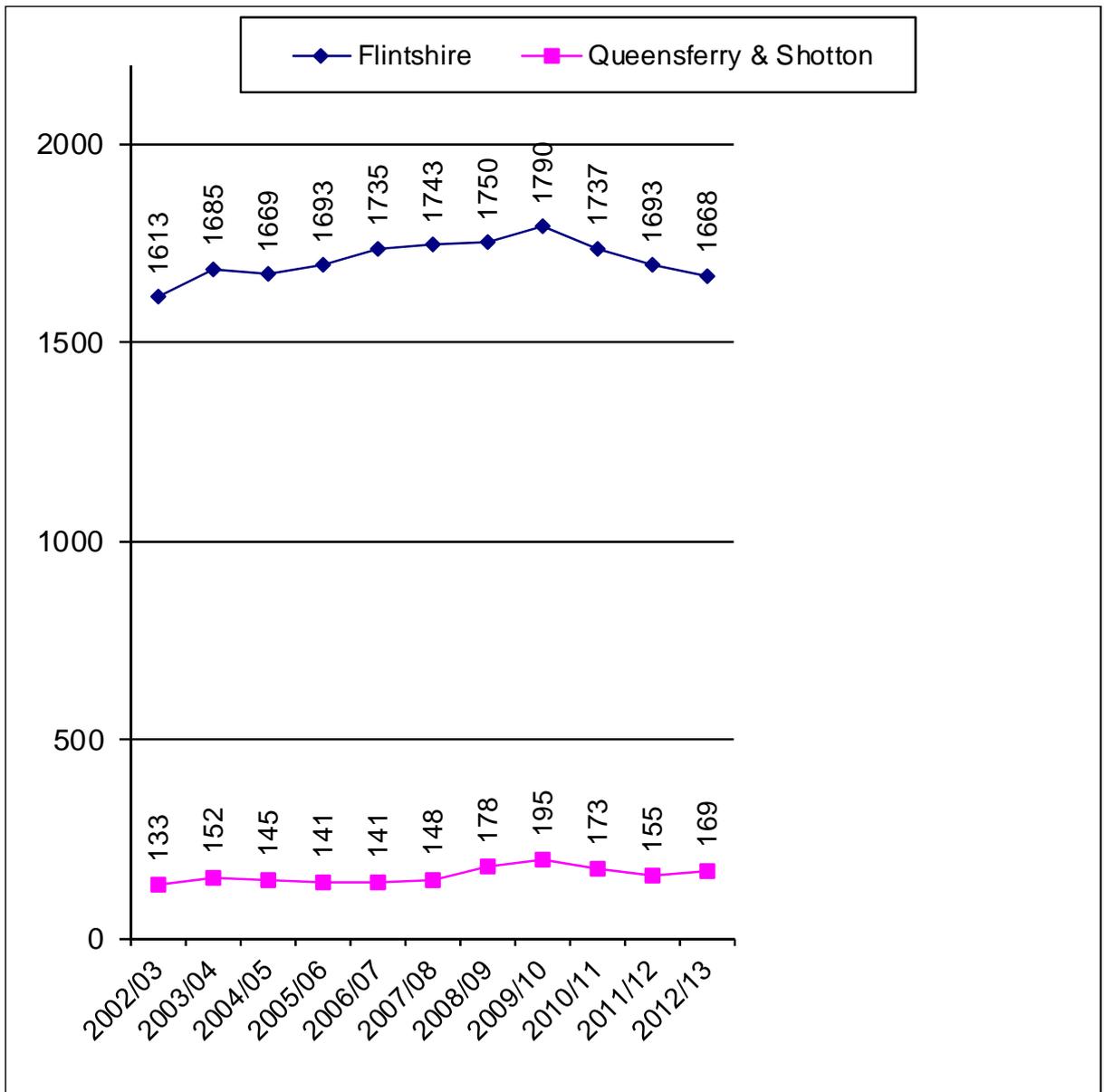
It was the case at pause and review and it remains the case now, the pace of the anticipated housing development will not protect the school from potential falling rolls and budgets as austerity impacts further over the coming years.

The figures produced for anticipated housing yield do not take into account the pace of development, i.e. assuming developer meet their targets, the site will not be fully developed until 2028. Additionally, housing yield figures do not take into account parental choice and or pupil movement i.e. pupils moving into the new homes but who are already in the local education system.

You will note that the Council have used the previous yield formula utilised in the pause and review for consistency and to avoid confusion with consultees despite the old formula projecting a larger potential yield. The new Housing figures which are lower compound John Summers High School projections even further.

### **Response to Governors on Predicting the Future**

Births in Flintshire and the Shotton/Queensferry area peaked in 2009/2010 (academic year equivalent). These births will impact on NCY 7 admissions in 2021. For John Summers High School, admissions in Sep 2014 of 49 compared to births of 133 and represented 37%. The average for the last 4 years is 41%.



### **Births peaked in Flintshire and Shotton/Queensferry area in 2009/2010**

195 maximum births in Shotton/Queensferry area.

These births will impact on NCY 7 in 2021.

Taking peak births of 195 and applying the average of 41% then the maximum NCY 7 entry numbers ever likely to be achieved are 80, some way below a 4 form entry figure of 120.

### **Response to Governors regarding Suitable Size of School**

In the Governors' responses to consultation, there has been a claim that smaller is better in the case of John Summers High School. However, Estyn's report in

December 2013 commissioned by Welsh Government looked at school size and educational effectiveness and had a contrary view.

Estyn's definition of school size is as follows. Small secondary schools are defined as those with 600 pupils or fewer, medium-sized secondary schools have between 601 and 1,100 pupils, and large secondary schools 1,101 or more pupils.

Estyn's report looked at the educational effectiveness of small, medium-sized and large schools based on inspection findings from the current cycle of inspections (2010-2013) and on examination and assessment results. It looks at the outcomes, provision and leadership of schools of different sizes and focuses on the inspection quality indicators relating to standards, wellbeing, learning experiences, teaching, leadership and quality improvement.

There are several factors that can influence school performance in addition to school size. Deprivation is one important factor that can affect school performance and Estyn considers its impact in their report.

### **Summary of Estyn Report for Secondary schools**

Large secondary schools require less follow-up activity than small or medium-sized schools. Only one large secondary school has been placed in a statutory category (significant improvement or special measures) following an inspection since 2010. The figures for follow up indicate that small and medium-sized secondary schools are more likely to have areas for improvement than large secondary schools.

A large proportion of small secondary schools need local authority monitoring. This may be because, although performance is good overall, these small schools tend to have more relatively minor issues to address.

Generally, large secondary schools are judged better than small and medium-sized secondary schools on all inspection quality indicators. The biggest differences are in leadership and learning experiences, where large secondary schools are significantly stronger. Apart from one small secondary school, all the secondary schools judged excellent are medium-sized or large.

Inspection findings show that a higher proportion of large secondary schools are awarded good or better for all the quality indicators included in this study compared to small and medium-sized secondary schools. The gap is largest for standards, learning experiences, leadership and quality improvement.

A common characteristic of successful secondary schools is strong leadership. Where leadership is good or better, secondary schools of all sizes can succeed well. However, there are factors relating to economies of scale which make it more challenging for small secondary schools to perform well in some aspects of their work. However, where leaders in small secondary schools are innovative and focus on improving performance, they can overcome these hurdles and small secondary schools do and can also succeed.

## **Outcomes - Standards and Wellbeing**

### **Standards**

When judging standards, inspectors consider the schools' performance in terms of data, and how pupils are acquiring the skills and knowledge they need to move on to the next stage of learning. Inspection outcomes indicate that, in general, these are better in large secondary schools.

Performance is better in large secondary schools for nearly all examination and assessment indicators. Welsh Government data indicates that the percentage of pupils achieving the core subject indicator at key stage 3 is better in large secondary schools compared with small and medium-sized secondary schools. The gap in performance between the small and medium-sized secondary schools and the large schools has reduced slightly over the last three years for English, mathematics and science, while there is no difference in the performance gap in Welsh.

The gap between the large secondary schools and the small and medium-sized secondary schools is greater for level 6 than the level 5 for English, mathematics and science. This means that the large secondary schools provide a more appropriate level of challenge and support to the more able pupils and enable them to achieve the higher than expected levels.

At key stage 4, the performance of pupils in the core subjects is better in large secondary schools compared to small and medium-sized secondary schools. The exception is in Welsh first language, where small and medium-sized secondary schools perform better than large secondary schools.

There is a similar picture with the percentage of pupils achieving the level 2 threshold including English or Welsh and mathematics. This indicator is around eight percentage points higher in large secondary schools compared to small and medium-sized secondary schools.

### **Wellbeing**

Wellbeing is good or better in most large secondary schools and in many small and medium-sized secondary schools.

In nearly all secondary schools where wellbeing is judged as only adequate, there are shortcomings in attendance. Where wellbeing is unsatisfactory there are also issues with pupils' behaviour and exclusion rates are high. In these schools, the poor standard of wellbeing has a detrimental effect on the outcomes for pupils.

## **Provision: learning experiences and teaching**

### **Learning experiences**

Curriculum provision tends to be broader and more balanced in large secondary schools. Nearly all large secondary schools are judged to provide good or better learning experiences for their pupils while learning experiences are good or better in the majority of small secondary schools and many medium-sized secondary schools.

Secondary schools with good or better curriculum provision offer a rich range of courses and have responded well to the requirements of Learning Pathways 14-19 through purposeful joint planning with other institutions. They offer comprehensive provision that enables pupils to gain a range of qualifications. Where numbers wishing to follow a particular course are not viable in one setting, schools can work together to offer the options.

Small and medium-sized secondary schools tend to be more dependent on the support of the 14-19 partnerships to provide a suitable range of courses for their pupils. Where these partnerships are weak, small and medium-sized secondary schools are less likely to have the range of options available. Large secondary schools are more autonomous and less dependent on partnerships to provide curriculum options. They are able to access a wider range of options due to their economies of scale.

### **Teaching**

Teaching and assessment are good or better in 63% of large secondary schools, but in just under half of small and medium-sized secondary schools. Teaching is excellent in 25% of the large secondary schools, but only excellent in 10% of medium-sized secondary schools and 4% of small secondary schools.

In large secondary schools, subject departments usually have more than one teacher, which enables teachers to share good practice and develop their curriculum planning and delivery. Also, quality assurance tends to be stronger and school leaders have developed better systems to address poor teaching. In large secondary schools, teachers are more likely to be teaching in their own specialist area, whereas in small and medium-sized schools teachers occasionally teach in areas outside their specialist subject. In a few instances, small secondary school departments work effectively with departments within their school and similar departments in neighbouring schools to share good practice and to benefit from economies of scale.

Assessment procedures tend to be stronger in large secondary schools. This is mainly because school leaders in these schools are more effective at ensuring a consistent whole-school approach to assessment, which is monitored and evaluated systematically. Over time, these approaches become embedded, improved and developed across each subject area. In a minority of small and medium-sized secondary schools, assessment procedures are not effective enough. There is often too much variation between departments. These schools lack a whole-school focus and approach to implementing assessment

procedures and school policies are not understood, implemented, monitored or evaluated well enough.

## **Leadership and management: leadership and quality improvement**

### **Leadership**

Leadership is at least good in nearly all large secondary schools inspected. Headteachers in large secondary schools often have a good track record in previous leadership roles as deputy heads or headteachers of smaller schools. Large secondary schools tend to have well-embedded, highly-organised and consistent leadership structures and processes, and effective performance management arrangements.

In small secondary schools, a large proportion of staff have a subject responsibility and a whole-school responsibility. In many of these small secondary schools, there are good professional development opportunities focusing on developing generic leadership skills. This professional development can have a strong influence on many aspects of school life. For example, middle leaders often lead working groups focusing on specific areas of the curriculum within their schools thus developing their skills in analysing and evaluating standards and provision. They develop effective processes for tracking pupils' progress and analysing data, which they use to inform teaching and learning and to motivate pupils to succeed. However, when these roles are not supported by good professional development, there are nearly always shortcomings in the effectiveness of middle leadership in these small secondary schools.

A significant issue relevant to small secondary schools and to a lesser extent to medium-sized secondary schools is that succession planning is often weak. When key members of staff leave the school, there is usually too long a delay before their skills are replaced. Large secondary schools can usually make interim short-term arrangements to address this issue but, because subject departments in small and medium-sized schools consist of a few teachers, one or two teachers leaving can have a detrimental effect on the outcomes for pupils in the subject areas taught by these staff. This is compounded for shortage subject areas, such as science, and is a particular issue in rural and Welsh-medium schools.

### **Improving quality**

Improving quality and securing improvement are good or better in many large secondary schools, in around a half of small secondary schools and in a minority of medium-sized secondary schools.

In small and medium-sized secondary schools where improving quality is adequate or worse, senior leaders do not focus sufficiently on standards and provision. The schools' self-evaluation processes have only a partial influence on strategic planning and there is limited evidence of the impact of these processes on improving pupil outcomes. Often data analysis does not focus on how well the school is performing in comparison to similar schools and staff do

not analyse the core data sets thoroughly enough to evaluate the performance of all groups of pupils, particularly pupils eligible for free school meals. As a result, the school leaders do not take specific action to improve standards for this group of learners.

Where there are shortcomings in quality assurance in small and medium-sized schools, it is often because there is a lack of evidence to identify what needs to improve. This is because middle leaders' skills in self-evaluation are under-developed, especially their skills in observing and analysing the effectiveness of teaching. There is often a lack of consistency and too much variation in the quality of lesson observations and scrutiny of pupils' work. Evaluations of the quality of teaching and its impact on learning are often too brief and too positive and areas for improvement in teaching and learning are not prioritised well enough in department plans. As a result, there are important shortcomings in the overall quality of teaching in half of these schools. Also there is too much variation in the quality of improvement planning at middle leadership level.

Even in large secondary schools, the impact of quality assurance on teaching is not as strong as it is in other areas. Where quality assurance is excellent, school leaders focus clearly on tackling poor teaching through rigorous lesson observations and clear targets for improvement. In nearly all schools judged to have excellent teaching, there are also excellent quality assurance processes in place.

### **School size and deprivation**

The evidence in previous chapters suggests that large schools tend to perform better than small and medium-sized schools. However, there are several factors that can influence school performance in addition to school size. Deprivation is another factor that can affect school performance. In fact, there is strong evidence that secondary schools in advantaged areas tend to perform better than schools in disadvantaged areas.

The commonly used measure of deprivation is the percentage of pupils eligible for free school meals (FSM).

The percentage of pupils eligible for free school meals for the secondary schools inspected in this cycle is shown in the table below for different sized schools:

Pupils eligible for FSM	
Small secondary schools	20.2 %
Medium-sized secondary schools	20.3%
Large secondary schools	16.4 %

## **Response to Governors regarding Finance**

The savings figure quoted in the document of £383,000 annual revenue savings is based on school allocations through the school funding formula.

The saving excludes pupil-led funding, which is assumed to follow the students to alternative schools.

The figure also excludes elements of cyclical revenue costs for statutory servicing costs for gas, electrical legionella testing which the Council have to undertake at the school.

The above figure does not include maintenance costs; there is currently a requirement to spend in the region of £623,065 (1/4/2015) on repair and maintenance of the school in the next five years as part of backlog maintenance at John Summers High School.

Additionally, through working through the capital business case process, the Council concluded that the best building solution for the site was to rebuild the secondary provision. Whilst a refurbishment is of course possible, the Council opted for a rebuild option for three primary reasons:

- 1) it would provide a better end product;
- 2) it would be less disruptive for school operations; and
- 3) there are significant health and safety concerns regarding removal of asbestos in a refurbishment project in a live school environment.

The school still requires major investment, the estimated figures worked through for the overall campus were in excess of £18m. Should the school remain in the system the numbers of current and projected pupils are not sufficient to support a business case to Welsh Government. The Council would therefore need to consider how it could fund a significant capital investment on the site whilst managing an estimated £52m revenue budget gap over the next few three years.

Should John Summers High School remain open austerity, pupil numbers and reducing school budgets would result in the school being unable to retain its current cohort of staff. It would be unable to sustain the breadth of curriculum required by the Learning and Skills measure. Failure to take action will also have a negative budgetary effect on secondary schools across Flintshire.

## **Response to Governors regarding Home to school Transport**

In terms of transport, whilst some pupils will be eligible for free home to school transport under the statutory three mile distance from home to school, the majority of pupils would not. The current cost of transport to John Summers High school is £59,470. The Cabinet could consider offering discretionary transitional transport arrangements for the current school cohort at an estimated annual cost of £135,125 a rise of £75,655 in 2017/18, reducing in following years. This would positively support transition plans and address a key area of concern of current students. Cost of transport to support GCSE continuity would be an estimated £20,000 for 2016/17.

## **Response to Governors regarding Suitability of provision**

### Suitability of buildings

Management of school places has been a core responsibility for Local Authority since the 1902 Education Act.

The Welsh Government set a target that all public bodies in Wales should have Asset Management Plans (AMPs) in place. The aim was to achieve better value for money from capital assets. Local authorities in Wales hold four main types of assets valued at over £8.8 billion (2001 estimates) namely:

- land and buildings, of which schools form a high percentage of the portfolio;
- administrative offices and vehicle depots;
- non-operational property, i.e. surplus property awaiting sale, assets under construction, commercial and industrial property; and
- infrastructure assets, principally roads.

Considerable investment is needed to maintain these assets and a significant (and growing) maintenance backlog has been identified. Asset Management guidance from CLAW (Consortium of Local Authorities in Wales) makes the following Statements: “At best operational property can facilitate effective service delivery. At worst it can consume staff and financial resources and actively hinder service delivery. The main practical ways in which the operational estate can adversely affect service delivery are as follows:

- a) Operating from too many buildings
- b) Under-spending on planned maintenance
- c) Operating from inefficient property
- d) Under-investment in appropriate buildings/facilities

The review process should therefore identify:

- a) Surplus property
- b) Maintenance backlog and level of severity
- c) Suitability and variation in blueprint requirements from actual need
- d) Investment requirements/available capital receipts.

The first consideration when assessing whether a building is suitable is whether it is required in the context of the Local Authority’s state.

John Summers High School has serious shortcomings in the current suitability of the building, including health and safety issues which question the long term viability of the school. The Council has an estimated £25m backlog of repairs and maintenance across the schools portfolio and in excess of over 2000 unfilled places in the secondary sector, with 860 unfilled places in area local High Schools including (including John Summers High School) by September 2016.

The percentage of surplus places in Flintshire schools continues to remain above the Welsh Government target of 10%.

Since funding for schools is largely driven by pupil numbers, surplus capacity means a disproportionate amount of funding is spent on infrastructure (such as buildings) and the “fixed costs” of running a school (such as leadership and administration).

This funding could be better used to ensure that pupil teacher ratios are minimised to make a direct difference to learners. As public service funding reduces over forthcoming years the case for reprioritisation and change becomes even more compelling.

School organisational change remains the key tool available to the Council to address such deficits.

The feasibility work on the Queensferry campus concluded that the total cost to bring the campus up to standard was in the region of £18m, the majority of spend on the campus was associated with the demolition and rebuild of the secondary school.

Whilst a refurbishment of the school is technically possible, the Council in its feasibility studies opted for a rebuild option for three primary reasons 1) it would provide a better end product 2) Less disruptive for school operation 3) H&S concerns regarding removal of asbestos in a refurbishment project in a “live” school environment.

Therefore, the school still requires major investment, the estimated figures worked through for the overall campus were in excess of £18m. Given the insufficient numbers and future demand, capital investment would be better served elsewhere within the school estate.

Should John Summers High School close and proposed Northern gateway development produce so many pupils that an over capacity issue occurred, the Council would appropriately seek capital funding through S106 agreements. This would enable the Council to consider increasing capacity at that point. However, projected numbers and housing yield figures are unlikely to lead to an increase in secondary provision, but may have some impact on local primary provision, such as at Sealand CP.

**John Summers High School**

**Curriculum & Admission Transition Plan 2015-2018**

It is acknowledged that school organisational change can cause **uncertainty** for parents and carers, pupils, staff and the wider community across a number of **issues the main factor being** continuity of Education.

The Transition plan will focus on the requirements of the learners and will endeavour to mitigate risk **pertaining** to continuity of Education should the **Welsh** Minister determine to close John Summers High School.

The Statutory process around potential school closure has been planned to coincide with timing of GCSE option choice local high schools, the anticipated timeline for the Welsh Minister decision is by the end of January 2016.

Detailed transition plans **will be developed** with John Summers High School and partner schools **between September** 2015 and December 2015, this will **be in time** for parents and carers to make informed choices prior to considering options for GCSE's **in particular**.

There is an agreement **in principal** with the partnering **ing** high schools that they will work with the Council and John Summers High School regarding the timing of their option choices for students to coincide with the **anticipated** timeline for Ministerial decision.

The Council and the other partnering High schools **will also work** on a contingency transition plan should the minister not determine by the anticipated date.

Transition Planning **will extend** to the admission's process and will also involve the primary school consortium schools associated with John Summers High School.

The general principals of the plan will be as follows:

- Continue to work with staff at the school and at neighbouring schools to minimise disruption for students
- Build on current joint curriculum delivery work at KS4 with local schools (particularly at Connah's Quay High school), aligning curriculum for KS4 to provide resilience and the potential for an improved range of curriculum options.
- Individual transition plans and support for vulnerable learners and dedicated plans for vulnerable cohorts (including pastoral support across transition)
- Provide the **Cabinet with options** for transport to address parent and carers and student concerns

**Implications on Admissions Sept 2016**

- As the Authority cannot pre-determine the Minister's decision, John Summers High School remains a choice for parents of year 6 pupils wishing to attend John Summers in Sept 2016. However, Parents will be informed on the electronic admissions form that John Summers High School is in a statutory consultation period for potential closure in order that they can made an informed choice.

**Implications on Admissions Sept 2017**

- Should the minister determine closure in **February 2016**, John Summers High School will no longer remain as a choice for parents for admissions for September 2017

**Key Milestones**

- |   |   |                                 |
|---|---|---------------------------------|
| • School admission process for high schools for September 2016 opens            | - | 1 September 2015                |
| • School admission process for high schools for September 2016 closes           | - | 6 November 2015                 |
| • Ministerial decision on the closure of John Summers High School               | - | by end of January 2016          |
| • GCSE options for year 9 for all high schools commences                        | - | Spring 2016                     |
| • Subject to Ministerial approval age range change for John Summers High School | - | by 31 <sup>st</sup> August 2016 |
| • Post 16 Learning Hub based at Coleg Cambria opens                             | - | September 2016                  |
| • Subject to Ministerial approval John Summers High School closure              | - | by 31 <sup>st</sup> August 2017 |

**Summary of Year Groups and the Implications of the proposal**

**Year 7** (as of September 2015)

- Admissions as above
- No identified curriculum issues

Year 7 journey over the academic years

Academic Year starting September 2015 – August 2016	Academic Year September 2016 – August 2017	Academic Year September 2017 – August 2018	Academic Year September 2018 – August 2019	Academic Year September 2019 – August 2020
<p>Pupils year group 7 will commence selection of their partner school</p> <p>Individual transition plans developed</p> <p>Pastoral support provided</p>	<p>Pupils move into year group 8</p> <p>Pupils complete selection of their partner school</p> <p>Individual transition plans developed</p> <p>Pastoral support provided</p>	<p>Pupils move into year group 9</p> <p>Pupils have already selected their partner school</p> <p>Pupils transfer into the new partner school September 2017</p> <p>Teaching curriculum will be based on pupils selected partner school</p> <p>GCSE selections based on their selected partner school GCSE options in Spring 2018</p> <p>Individual transition plans implemented</p> <p>Pastoral support provided</p>	<p>Pupils move into year group 10</p> <p>Pupils have already selected their partner school</p> <p>Pupils transferred into the new partner school September 2017</p> <p>GCSE year 1 commences</p> <p>Teaching curriculum will be based on pupils selected partner school</p> <p>Individual transition plans implemented</p> <p>Pastoral support provided</p>	<p>Pupils move into year group 11</p> <p>Pupils have already selected their partner school</p> <p>Pupils transferred into the new partner school September 2017</p> <p>GCSE year 2 commences</p> <p>Teaching curriculum will be based on pupils selected partner school</p> <p>Individual transition plans implemented</p> <p>Pastoral support provided</p>

## Year 8's

Remaining in John Summers until August 2017 and transferring into partner school September 2017

- No identified curriculum issues

Year 8 journey over the academic years

<b>Academic Year starting September 2015 – August 2016</b>	<b>Academic Year September 2016 – August 2017</b>	<b>Academic Year September 2017 – August 2018</b>	<b>Academic Year September 2018 – August 2019</b>
Pupils year group 8 will commence selection of their partner school  Individual transition plans developed  Pastoral support provided	Pupils move into year group 9  Pupils have already selected their partner school  GCSE selected based on partner school options  Individual transition plans developed  Pastoral support provided	Pupils move into year group 10  Pupils have already selected their partner school  Pupils transfer into the new partner school September 2017  GCSE year 1 commences  Teaching curriculum will be based on pupils selected partner school  Individual transition plans implemented  Pastoral support provided	Pupils move into year group 11  Pupils have already selected their partner school  Pupils transferred into the new partner school September 2017  GCSE year 2 commences  Teaching curriculum will be based on pupils selected partner school  Individual transition plans implemented  Pastoral support provided

**Year 9's**

Remaining in John Summers until August 2017 and transferring into partner school September 2017

- Some identified curriculum transition challenges identified
- This group will be supported to select their partner school in during 2015-2016
- Choice of partner school is critical for this group to ensure learners have curriculum continuity through Key Stage 4
- GCSE year 1 options selected on basis of John Summers High School options selection in Spring 2016, working with a combined curriculum with Connah's Quay High School. Or pupils move to another partner school.
- Transport provided for learners who choose options offered at Connah's Quay High School

Year 9 journey over the academic years

Academic Year starting September 2015 – August 2016	Academic Year September 2016 – August 2017	Academic Year September 2017 – August 2018
<p>Pupils year group 9 will select their partner school</p> <p>GCSE selections based on John Summers High School options working with a combined curriculum with Connah's Quay High School as the designated receiving school</p> <p>Individual transition plans developed</p> <p>Pastoral support provided</p>	<p>Pupils move into year group 10</p> <p>Pupils have already selected their partner school (if this is not CQHS then pupils advised to move at this stage)</p> <p>GCSE year 1 commences</p> <p>Individual transition plans implemented</p> <p>Pastoral support provided</p>	<p>Pupils move into year group 11</p> <p>Pupils have already selected their partner school</p> <p>All pupils transfer into the new partner schools by September 2017</p> <p>GCSE year 2 commences</p> <p>Individual transition plans implemented</p> <p>Pastoral support provided</p>

### **Year 10's**

Remaining in John Summers until August 2017

- No identified curriculum issues

Year 10 journey over the academic years

<b>Academic Year starting September 2015 – August 2016</b>	<b>Academic Year September 2016 – August 2017</b>
Pupils year group 10 selected GCSE's based on John Summers High School options	Pupils year group 11 selected GCSE's based on John Summers High School options
GCSE year 1 commences	GCSE year 2 commences

### **Year 11's**

Remaining in John Summers until August 2016

- No identified curriculum issues

Year 11 journey over the academic years

<b>Academic Year starting September 2015 – August 2016</b>
Pupils year group 11 selected GCSE's based on John Summers High School options
GCSE year 2 commences

### Year 12's

Remaining in John Summers until August 2016

- No identified curriculum issues

Year 12 journey over the academic years

<b>Academic Year starting September 2015 – August 2016</b>	<b>Academic Year starting September 2016 – August 2017</b>
Pupils year group 12 selected A levels based on John Summers High School options <b>working in Deeside Consortium</b>  A Level year 1 commences	Pupils transfer to Coleg Cambria September 2016  A level year 2 commences  Teaching curriculum will be based on pupils selected John Summers High School options <b>within Deeside Consortium</b>

### Year 13's

Remaining in John Summers until August 2016

- No identified curriculum issues

Year 13 journey over the academic years

<b>Academic Year starting September 2015 – August 2016</b>
Pupils year group 13 selected A levels based on John Summers High School options working in Deeside Consortium  A Level year 2 commences

**ACADEMIC TRANSITION OVERVIEW**

Academic Year	Admission Process (by March)	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
2015 - 2016	March 2016 for 2016/17 admission round JSH remains as an option for year 6 with indication that school is under review	Partner school selection process commences	Partner school selection process commences	Options year – JSHS options in spring 2016 in partnership with other school(s)	GCSE Year 1	GCSE Year 2	No change	No change
Ministerial decision for age change proposal known in Feb 2016 Age Range Change potentially implemented from 2016/2017 LA/Ministerial decision for John Summers High School closure 2017 proposal known in 2016								
2016-2017 <b>(Proposed Age Change Year)</b>	March 2017 for 2017/18 high school admissions will not include JSHS as an option for year 6 – if proposal for closure is formally confirmed by LA before admission cycle closes	Partner school selection process completed	Partner school selection process completed	Partner school selection process completed Options selected in spring 2017 for selected partner school	GCSE Year 1 (previous year 9 - 15/16)  Learners start GCSE, including partnership courses with other school(s)	GCSE Year 2 (previous year 10 – 15/16)  No change to JSHS GCSE selections	Formal transfer of year 12 to new Learning Hub based at Coleg Cambria	Year 13 will transfer to Coleg Cambria to ensure continuity of learning for this group
School officially closes on 31/08/2017								
2017-2018 <b>(Proposed Closure Year)</b>	March 2018 for 2018/19 High school admissions will not include JSHS as an option for year 6	NA	Pupils join Year 8 in selected school	Pupils join Year 9 in selected school Options selected in Spring 2018 based on partner school curriculum	Pupils join GCSE Year 1 in partner school	GCSE Year 2  Learners complete GCSE courses at partner schools	NA	Year 13 will now be provided from Coleg Cambria

**FLINTSHIRE COUNTY COUNCIL**

**REPORT TO:**           **CABINET**

**DATE:**                   **TUESDAY, 17 FEBRUARY 2015**

**REPORT BY:**           **CHIEF OFFICER (EDUCATION AND YOUTH)**

**SUBJECT:**               **QUEENSFERRY CAMPUS PROJECT - PAUSE & REVIEW**

**1.00**   **PURPOSE OF REPORT**

1.01    To inform Cabinet of the results of the pause and review for the Queensferry Campus project and to make recommendations on the capital business case and next steps.

**2.00**   **BACKGROUND**

2.01    The pause and review of the Queensferry Campus project was held due to concern around resilience of the critical data required to support submission of the capital business case to Welsh Government (WG) for funding through the 21<sup>st</sup> Century Schools programme. The Council made a policy commitment to develop a business case for a 3-16 school and replacement campus for John Summers. The business case has to meet a number of tests if it is proceed and the latest data brought into question the viability of the project.

2.02    Admissions to John Summers High School fell to 50 (less than 2 forms of entry) (projection was 71) in 2014 with larger year groups (73 for Y11) leaving the school with compounding budgeting issues, given that school budgets are to a large extent determined by a multiplier of pupil numbers. Through the 2015 admissions process the school have 73 first choice preferences. The governors predicted that they would have an intake of 94 pupils. In Flintshire, as in any other Council, such a low intake would be reason enough to review the school's position, noting the pattern of parental preferences for school admissions and availability of alternative places within the area.

2.03    The 2010 and updated 2015 School Modernisation policy both state that admissions to secondary schools should be at four form entry (120 students per admission year group) or 600 places in total for the 11-16 age range. Such numbers are required for a school to be able to sustain the curriculum breadth required under the Learning and Skills Measure.

2.04    The basis for the original case for capital investment was that by 2019 there would be three forms of entry and, with the proposed Northern Gateway development, this would increase the school population to an

eventual four form entry school of around 600 places.

- 2.05 The Welsh Minister raised concern over the projected school numbers in his correspondence confirming statutory proposals dated 13<sup>th</sup> August 2014.
- 2.06 National benchmarking data confirms that Flintshire has 2113 unfilled places within the secondary sector. This remains above the Ministerial and local target of 10% (source: ADEW Planning of school places National benchmarking data September 2014). This means that resources are being diverted from direct support for teaching and learning to the upkeep of buildings and administration within the County.

### **3.00 CONSIDERATIONS**

- 3.01 A series of meetings have been held between officers and the Governors of Queensferry Primary School and John Summers High School. A representative group of Governors was also formed to test the resilience of data and to consider whether other information was available that may support a capital business case submission.
- 3.02 The Council presented the representative group of Governors the following data available as Background Document A:
- John Summers High – Pupil Projections (September 2014)
  - John Summers High – Transfer Rates into year 7 (2012 & 2013)
  - Flintshire Primary schools: LA statistics (September 2013)
  - Northern Gateway housing yield forecasts
  - Birth data – Queensferry, Shotton & Sealand 2007-2019
  - Average Transfer into year 7 2013/12
  - Birth Trends in SPPA areas using birth data (2005-2012)
- 3.03 The methodology underpinning the information (in Background Document B) was also shared and considered.
- 3.04 The Representative Group of Governors provided their own projections (in Background Document C) in response. The Group's projections are based largely on an assumption that the school will attract 80% of all pupils from their nearest primary schools. This would mean that a high proportion of families would choose places at John Summers High School in preference to existing choices within the local area. Additionally, differing assumptions are made over the yield of pupils gained from the proposed Northern Gateway development (in Background Document D)
- 3.05 Figures provided by the Group vary significantly from the Council's. The Council's data on transfer rates is based on actual 'real time' movements from primary to secondary over a two year period is as follows:-

### 2013/14 AVERAGE TRANSFER INTO YEAR 7

<b>School Name</b>	<b>Percentage % transfer</b>
Queensferry	64%
Sealand	82%
Shotton St Ethelwolds	55%
Shotton Ty Fynnon	37%
<b>Average</b>	<b>60%</b>

- 3.06 No evidence can be found to support the case of the Group that 80% transfer rates are achievable given historical data. Up to date birth data has also been taken into account; this highlights a downward trend in birth rates both nationally and in Flintshire, a trend which will further reduce projected numbers.
- 3.07 If the housing development sites within the Northern Gateway were to be developed to the maximum capacity of 1325 homes (source: outline planning permission) and, in applying the housing yield formula (0.174 per home for secondary) the total 'yield' of secondary school age child numbers eligible for admission to John Summers would be 231. If this full cohort of children were assumed to be admitted to John Summers the school population would still only be in the region of 536 pupils (2016/17 projected number 305 + 231 max housing yield) when all of these projections are combined.
- 3.08 Appendix 1 sets out that the Northern Gateway will be developed over a period of time from 2016/17. The pace of the housing developments will be constrained by the pace of infrastructure development, the plans of the site owners/developers, the housing market, current economic climate and other factors which are unpredictable. The final housing dwelling numbers are likely to be well within the maximum referred to in 3.08 above, and will be constructed over a number of years. Therefore, any new cohort of children eligible for admission will be low in number in the early years ahead. These are maximum numbers which do not take into account parental preference for alternative school choices.
- 3.09 The representative group of governors felt strongly that the project should not be judged on data alone. They were keen to ensure that other factors should be considered including that the school is in a prime location as the gateway to North Wales and could be at the heart of regenerating an area of deprivation.
- 3.10 The group identified that the school has key strengths in meeting the needs of vulnerable learners and a community with high levels of social deprivation. The school has a high percentage of free schools meals. Data from mylocalschool.com records this at 31.9% over a 3 year average in 2014, which is the highest percentage amongst Flintshire's secondary schools.

- 3.11 The inclusive nature of the school is positively acknowledged. Successful inclusive practice is also evident at other local schools. Current performance information indicates that other nearby schools are getting better overall outcomes for learners, including those who are eligible for free school meals. Data outcomes in the recently published national school categorisation model were amongst the lowest in Wales.
- 3.12 Finally, the group also requested that a capital business case be submitted to the Welsh Government for them to make a decision, rather than the County Council. Cabinet is advised that it would not be justifiable for the County Council to submit a capital case based on inaccurate or less than resilient information in the knowledge that it will fail to meet the 21st Century Schools Programme criteria.
- 3.13 The Welsh Minister approved earlier proposals for the Queensferry Campus in August 2014. The Minister's letter states that approval was conditional upon a business case approval through the 21<sup>st</sup> Century schools programme by 31<sup>st</sup> March 2015. This means that the statutory proposals lapse as of that date unless such a case is in place and approved.
- 3.14 Current and projected pupil numbers at the school mean that it is imperative to review as a matter of urgency the secondary provision at John Summers High School. Any new proposals would have to be administered under the new School Organisation Code (July 2013) and would be determined by the Welsh Minister.
- 3.15 The Governing Body has expressed the view that they wished to avoid prolonged period of uncertainty for the school and the community. The Local Authority would want to continue to work with the Governing Body and wider community to meet this aim. Appendix 2 sets out a model timeline for the development and consideration of options and proposals. This process involving all parts of the school community will take between 6 and 12 months. Implementation of any proposal would be phased over the following years in order to safeguard curriculum continuity for examination year groups.

#### **4.00 RECOMMENDATIONS**

- 4.01 That on the basis that the data analysis does not support the continuation through to a Full Business Case for capital funding Cabinet is recommended to:
- (i) not proceed with the Full Business Case;
  - (ii) open a period of formal consultation with key stakeholders for the area on how best to secure resilient sustainable high quality education in the area for future report to Cabinet.

## **5.00 FINANCIAL IMPLICATIONS**

- 5.01 The current value of the Queenferry Campus project is £18,264,000 in an overall programme of £64,200,000.
- 5.02 The decoupling of this project from the wider programme will have implications for financial profiling at local and national level.
- 5.03 Welsh Government officials have indicated that they are willing to work with the Authority, However, it is incumbent on the Authority to officially confirm its position to Welsh Government.
- 5.04 The Authority still has an in-principle agreement on the original funding envelope of £64m for Band A projects. However, any future proposals would require submission of new business case/s to Welsh Government for approval.

## **6.00 ANTI POVERTY IMPACT**

- 6.01 School Modernisation is a key strategy in addressing the gap in achievement in some school communities due to poverty. Options will need to be informed by provision and outcomes in overcoming the impact of poverty.

## **7.00 ENVIRONMENTAL IMPACT**

- 7.01 The environmental impact of educational provision is consistently improved through school modernisation projects. Environmental impacts are analysed, reported and considered as part of school organisational decisions.

## **8.00 EQUALITIES IMPACT**

- 8.01 There are no equalities implications arising directly from this report. School organisation proposals are assessed for their positive impact in relation to overcoming the impact of poverty and promoting better outcomes for all.

## **9.00 PERSONNEL IMPLICATIONS**

- 9.01 There is no direct personnel impact in respect of a decision on the proposed capital project.
- 9.02 In terms of any proposed future options for education provision in the area, personnel implications would be considered as part of the review work. Reorganisations of schools impacts in various ways on the personnel employed. Whenever there is an impact on the workforce of school modernisation proposals, Flintshire County Council policies related to personnel matters together with the National Teachers Pay and Conditions documents and adhered to in order to minimise any negative effect. No change takes place without workforce consultation and engagement.

## **10.00 CONSULTATION REQUIRED**

- 10.01 No further consultation required in respect of the pause and review of the capital project.
- 10.02 In terms of developing and evaluating future educational models for the area, work will be undertaken with the secondary headteachers in the area, John Summers and a representative Group of Governors John Summers High school.
- 10.03 Formal Consultation will be required with key stakeholders, including dedicated approaches with children and young people, employees, governors and parents/ carers, in accordance with the School Standards and Organisation Act 2013, this will involve Key stakeholders. Progress and authorisation to proceed will be sought from the County Council's Cabinet at key stages in the process at Appendix 2.

## **11.00 CONSULTATION UNDERTAKEN**

- 11.01 A total of 10 meetings with Local Members, Headteachers, Governors, representative group of governors & the Programme Board where held between 14<sup>th</sup> October 2014 and 7<sup>th</sup> January 2015.
- 11.02 The meetings informed key stakeholders of the rationale for the pause and review. They involved presentation of data, challenge and debate. The last meetings concluded with reporting on the recommendations to be made to the Cabinet on next steps. Correspondence is recorded in Background Document E.

## **12.00 APPENDICES**

Appendix 1 - Northern Gateway Planning Information  
Appendix 2 – Statutory Process Flowchart

### **LOCAL GOVERNMENT (ACCESS TO INFORMATION ACT) 1985 BACKGROUND DOCUMENTS**

The background documents have been placed into the members library, as follows:-

Background Document A – Local Authority Data Pack  
Background Document B – Representative Governors Group Data Pack  
Background Document C – Representative Governing Group Minutes  
Background Document D - correspondence received between 14<sup>th</sup> Oct – 7<sup>th</sup> Jan 2015  
Background Document E– correspondence received post 7<sup>th</sup> Jan 2015

**Contact Officer: Damian Hughes**  
**Telephone: 01352 704135**  
**Email: [Damian.hughes@Flintshire.gov.uk](mailto:Damian.hughes@Flintshire.gov.uk)**

## John Summers High School Projections (as at September 2014)

School No	Act Jan 2014	Act Sep 2014	Standard Projections (2 Year Average Transfer Ratio from Primary & Excluding Housing Effects)											
4019	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
Year 7 (age 11-12)	70	50	71	66	61	67	77	86	70	74	70	71	72	72
Year 8 (age 12-13)	57	71	49	70	64	60	65	76	84	68	72	69	70	70
Year 9 (age 13-14)	64	57	69	48	68	63	59	64	74	82	66	70	67	68
Year 10 (age 14-15)	67	67	56	68	47	67	62	57	62	72	81	65	69	66
Year 11 (age 15-16)	67	66	65	54	65	45	64	59	55	60	70	78	63	66
Year 7 - 11 Total	325	311	310	305	306	301	327	342	345	356	359	353	340	342
Year 12 (age 16-17)	21	24	22	<b>Sixth Form Closure</b>										
Year 13 (age 17-18)	28	26	21											
<b>Total</b>	<b>374</b>	<b>361</b>	<b>353</b>	<b>305</b>	<b>306</b>	<b>301</b>	<b>327</b>	<b>342</b>	<b>345</b>	<b>356</b>	<b>359</b>	<b>353</b>	<b>340</b>	<b>342</b>

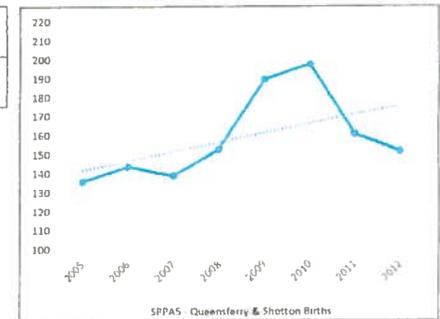
0.96

Number Surplus / Overcapacity	191	204	212	260	259	264	238	223	220	209	206	212	225	223
Percent Surplus / Overcapacity	33.8%	36.1%	37.5%	46.0%	45.9%	46.7%	42.2%	39.5%	38.9%	36.9%	36.5%	37.5%	39.8%	39.4%

2014/14 NCY 7 figures as per A&T reported actuals	Birth rates within Queensferry and rose sharply between 2009-2010 but have since returned to normal. A further year of lower births will significantly alter the trendline and therefore projections. Birth spike will take approx 11 years to materialise in projections.
* NCY 7 Projections exclude any housing figures	
* NCY 7 Projections from individual 'NCY 7 Proj' sheets	
Surplus / Overcapacity figures & percentage based on Total versus MCSW	
* Updating the school number within the blue box will populate the Jan 2014 actuals via VLOOKUP	

2 Year Retention Rate (2012/2013)	
0.98	NCY8 - NCY10 Retention Rates
0.96	NCY11 Retention Rate
0.34	NCY12 Retention Rate
0.87	NCY13 Retention Rate
	Current projections (based on current NOR)

104	Planned Admission Number for 2015
565	MCSW Capacity (Sept 2014)



**John Summers High School**

1            2            3            4            5            6            7            8            9            10            11            12            13

Projected Pupil Transfers into Year 7 based on average transfer % of September 2014 & 2013 (excluding any housing figures)

School No	4019	Projections												
	School	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
2041	Sealand C.P.	18.1	23.3	17.3	17.6	13.5	20.5	21.4	18.8	20.5	18.6	18.9	19.1	19.2
2271	Shotton (Ty Ffynnon C.P) (Talliesin No. 2083)	8.8	12.0	9.3	9.9	11.4	15.1	18.8	10.3	15.1	13.7	13.8	14.0	14.1
2061	Queensferry C.P.	10.9	17.9	19.1	17.3	16.9	21.6	24.1	19.2	17.4	17.6	17.8	18.0	18.0
2053	Sandycroft C.P.	4.0	3.8	4.5	4.4	4.6	4.0	5.3	3.7	3.8	3.7	3.8	3.9	3.9
3330	Shotton (St.Ethelwold's Aided)	2.7	7.1	7.6	3.8	11.8	6.9	8.0	8.5	7.7	7.8	7.9	7.9	7.9
3312	Shotton (Venerable Edward Morgan R.C.)	2.2	2.4	3.5	3.5	3.6	4.0	3.5	4.1	4.2	3.8	3.8	3.9	3.9
2269	Ysgol Cae'r Nant	1.5	1.8	1.5	1.4	1.6	1.9	2.0	2.1	1.8	1.8	1.9	1.9	1.9
2052	Connah's Quay (Bryn Deva C.P.)	0.5	0.5	0.7	0.5	0.5	0.5	0.5	0.4	0.5	0.5	0.5	0.5	0.5
2018	Greenfield, Maes Glas C.P.	0.7	0.6	0.5	1.0	0.8	0.7	0.7	0.6	0.8	0.8	0.8	0.8	0.8
9	<b>School Count</b>	<b>49</b>	<b>69</b>	<b>64</b>	<b>59</b>	<b>65</b>	<b>75</b>	<b>84</b>	<b>68</b>	<b>72</b>	<b>68</b>	<b>69</b>	<b>70</b>	<b>70</b>

<b>Totals Factoring in Average Out-of-County Gains</b>	<b>51</b>	<b>71</b>	<b>66</b>	<b>61</b>	<b>67</b>	<b>77</b>	<b>86</b>	<b>70</b>	<b>74</b>	<b>70</b>	<b>71</b>	<b>72</b>	<b>72</b>
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School No	4019	September 2013 Actuals				
	School	NCY 6		NCY 4		NCY 1
2041	Sealand C.P.	23		22		28
2271	Shotton (Ty Ffynnon C.P) (Talliesin No. 2083)	24		26		47
2061	Queensferry C.P.	17		26		25
3	<b>School Count</b>	<b>64</b>		<b>74</b>		<b>100</b>
		Low				High

These are actual cohort figures before applying Primary / Secondary transfer rates.

**John Summers High School**

NCY 7 Actuals	
September 2014	50
September 2010	57
September 2006	97
September 2003	110
Variance (2014/2003)	60
%	45%

## FLINTSHIRE PRIMARY SCHOOLS : LA STATS - SEPTEMBER 2013

CENSUS DATE 24/09/2013

NARW No.	COST CNTR	NAME OF PRIMARY SCHOOL	NURSERY AGE 3 & UNDER (P/T)	RECEP TION AGE 4	YEAR 1 AGE 5	YEAR 2 AGE 6	YEAR 3 AGE 7	YEAR 4 AGE 8	YEAR 5 AGE 9	YEAR 6 AGE 10	AGE 11	PART-TIME PUPILS (EXCL. NURSERY)	TOTAL NO. OF P/T NURS. PUPILS	TOTAL NO. OF F/T PUPILS	TOTAL NO. OF INFANT PUPILS	TOTAL NO. OF JUNIOR PUPILS	TOTAL NO. ON ROLL	SPECIAL UNIT PUPILS				TRAVELLER CHILDREN INCLUDED IN TOTAL NO. ON ROLL
																		reg. at school (included in school totals)		reg. at Other schools		
																		p/t	f/t	p/t	f/t	
(m - p)	(h - j)	(g)	(f)	(e)	(d)	(c)	(b)	(a)														
			21	15	27	17	12	13	10	7			21	101	59	42	122					4
2002	423	Bagillt (Ysgol Glan Aber C.P.)											22	161	65	96	183					3
2003	424	Bagillt (Merilyn C.P.)	22	22	22	21	20	28	24	24			25	175	79	96	200					
2004	125	Buckley (Westwood C.P.)	25	22	27	30	20	32	20	24												
2012	181	Ewloe Green C.P.	49	51	54	54	49	53	53	48		1	49	362	159	203	412					10
2013	185	Ffynnongroew (Ysgol Bryn Garth C.P.)	11	12	14	10	11	13	8	10			11	78	36	42	89					
2015	188	Flint Gwynedd C.P.	56	49	65	53	54	44	45	43			10	52	25	27	62					2
2017	191	Flint Mountain (Ysgol Maes Edwin C.P.)	10	9	9	7	9	9	8	1			25	204	86	118	229		7			
2018	201	Greenfield C.P.	25	28	27	31	40	23	26	29			3	53	16	37	56					8
2021	209	Gwespyr Picton (Ysgol Gymraeg Mornant C.P.)	3	5	7	4	12	10	7	8			0	140	0	140	140		9			
2022	223	Holywell (Ysgol y Fron Juniors C.P.)					29	42	34	35			35	100	100	0	135					
2023	224	Holywell (Perth y Teryfn Infants C.P.)	35	29	33	38							27	198	85	113	225					
2024	227	Hope (Ysgol Estyn C.P.)	27	30	26	29	29	27	25	32			10	52	16	36	62					
2026	246	Lixwm C.P.	10	4	5	7	7	5	14	10			4	40	11	29	44					
2027	263	Llanfynydd C.P.	4	3	4	4	8	9	8	4			2	44	271	123	148	317		8		
2028	287	Mold (Ysgol Glanrafon C.P.)	44	49	28	46	40	41	33	34			26	143	77	66	169					
2032	306	Northop Hall C.P.	26	24	24	29	17	14	19	16			23	153	70	83	176					
2040	383	Saltney (Wood Memorial C.P.)	23	18	29	23	25	12	26	20			24	176	79	97	200					10
2041	385	Sealand C.P.	24	30	28	21	24	22	28	23			23	129	129	0	152		8			
2042	387	Shotton Infants C.P.	23	49	47	33							18	131	63	68	149					
2043	394	Sychdyn C.P.	18	27	20	16	10	18	23	17			4	55	24	31	59					
2044	407	Trelojan C.P.	4	8	8	8	8	7	11	5			18	97	47	50	115					
2046	292	Mostyn (Ysgol Bryn Pennant C.P.)	18	16	14	17	15	9	14	12			22	152	65	87	174					
2049	135	Carmel (Ysgol Bro Carmel C.P.)	22	19	27	19	25	22	17	23			17	131	53	78	148					
2050	355	Rhosesmor (Rhos Helyg C.P.)	17	23	15	15	15	19	26	18			7	57	22	35	64					
2051	409	Treuddyn (Ysgol Terrig C.P.)	7	5	7	10	10	8	9	8			25	264	112	152	289					
2052	156	Connah's Quay (Bryn Deva C.P.)	25	40	40	32	33	49	36	34			36	295	133	162	331					26
2053	384	Sandycroft C.P.	36	50	39	44	41	45	36	40			9	46	24	22	55					
2056	204	Gwernymynydd C.P.	9	7	7	10	1	5	9	7			0	164	73	91	164					27
2061	344	Queensferry C.P.		27	25	21	22	26	28	17			81	569	240	329	650		16			
2062	288	Mold (Ysgol Bryn Coch C.P.)	81	76	86	78	79	80	80	90			59	399	178	221	458					
2063	129	Buckley (Mountain Lane C.P.)	59	60	60	58	55	59	58	49			4	71	28	43	75					
2064	145	Cilcaen (Ysgol y Foel C.P.)	4	8	7	13	6	14	10	13			7	63	27	36	70					
2065	123	Brynford C.P.	7	11	10	6	11	8	5	12			26	197	82	115	223		4			
2068	289	Mold (Ysgol Bryn Gwalia C.P.)	26	30	24	28	29	32	30	24			50	387	171	216	437					1
2077	159	Connah's Quay (Golltyn C.P.)	50	60	58	53	56	55	57	48			15	111	56	55	126					
2078	382	Saltney Ferry C.P.	15	19	18	19	18	12	14	11			14	67	27	40	81					
2081	203	Gwernafield (Ysgol y Waun C.P.)	14	10	4	13	14	8	11	7			42	195	92	103	237					
2082	226	Holywell (Ysgol Gwenfrwd C.P.)	42	32	33	27	37	26	20	20			0	111	0	111	111		13			
2083	388	Shotton (Taliesin Juniors C.P.)					29	26	32	24												

NAW No.	COST CNTR	NAME OF PRIMARY SCHOOL	NURSERY AGE 3 & UNDER (P/T)	RECEPTION AGE 4	YEAR 1 AGE 5	YEAR 2 AGE 6	YEAR 3 AGE 7	YEAR 4 AGE 8	YEAR 5 AGE 9	YEAR 6 AGE 10	AGE 11	PART-TIME PUPILS (EXCL. NURSERY)	TOTAL NO. OF P/T NURS. PUPILS	TOTAL NO. OF FIT PUPILS	TOTAL NO. OF INFANT PUPILS	TOTAL NO. OF JUNIOR PUPILS	TOTAL NO. ON ROLL	SPECIAL UNIT PUPILS				TRAVELLER CHILDREN INCLUDED IN TOTAL NO. ON ROLL	
																		reg. at school (included in school totals)		reg. at Other schools			
																		p/t	ft	p/t	ft		
2084	422	Abermorddu Juniors and Infants C P	19	30	27	31	28	25	29	28			19	198	88	110	217						2
2085	127	Buckley (Southdown C.P.)	43	43	58	56	45	51	50	52			43	355	157	198	398						
2086	161	Connah's Quay (Wepre Lane C.P.)	34	43	45	44	31	43	56	44			34	306	132	174	340						
2089	175	Drury C P	17	17	16	23	16	20	16	15			17	123	56	67	140						
2091	186	Flint Cornist C P	42	41	41	40	35	40	28	46			42	271	122	149	313						
2092	245	Leeswood (Ysgol Derwenfa C.P.)	23	18	20	17	15	14	22	12			23	118	55	63	141						
2093	218	Hawarden (Ysgol Penarlag C.P.)	26	28	28	28	24	29	28	25			26	190	84	106	216						
2094	305	Northop (Ysgol Owen Jones C.P.)	12	19	15	11	15	9	14	10			12	93	45	48	105						1
2237	202	Gronant C P	6	5	13	7	7	5	9	7			6	53	25	28	59						
2257	187	Flint (Ysgol Croes Allt C.P.)	24	31	30	17	36	28	19	21			24	182	78	104	206						
2266	151	Treuddyn (Ysgol Parc y Llan C.P.)	9	12	17	11	11	11	10	14			9	86	40	46	95		16				
2267	426	Ysgol Mynydd Isa	68	56	69	76	68	72	75	66			68	482	201	281	550						
2268	425	Broughton Primary School	58	57	51	63	65	45	57	50			58	388	171	217	446						
2269	162	Ysgol Cae'r Nant	48	53	52	42	37	37	47	39			48	307	147	160	355						
2270	327	Ysgol Penyffordd	29	32	32	32	34	31	36	29			29	226	96	130	255						
3002	301	Nannerch Controlled	7	11	10	14	6	4	8	13			7	66	35	31	73						
3303	134	Caerwys (Ysgol yr Esgob Aided)	10	10	8	8	16	5	11	3			10	61	26	35	71						
3306	189	Flint (St Mary's R.C.)	43	42	42	44	40	48	41	40			43	297	128	169	340						
3307	225	Holywell (St Winefride's R.C.)	17	23	26	23	25	24	24	10			17	155	72	83	172						
3308	291	Mold (St David's R.C.)	11	19	13	20	12	7	16	14			11	101	52	49	112						
3311	381	Saltney (St Anthony's R.C.)	17	21	22	29	15	22	24	17			17	150	72	78	167						23
3312	389	Shotton (Venerable Edward Morgan R.C.)	38	39	45	43	42	40	28	26			38	263	127	136	301						
3316	406	Trelawnyd Aided	15	13	16	14	14	9	14	11			15	91	43	48	106						
3320	421	Whitford Aided	12	12	15	16	15	15	12	5			12	90	43	47	102						
3330	386	Shotton (St Ethelwold's Aided)	0	15	13	21	7	15	13	5			0	89	49	40	89						
3331	331	Pentrobri Aided	15	14	11	14	13	10	16	16			15	94	39	55	109						
3332	302	Nercwys VCP School	6	5	5	4	11	6	8	5			6	44	14	30	50						
3333	215	Hawarden Village Church School	57	60	60	59	46	60	58	55			57	398	179	219	455						
5200	221	Higher Kinnerton	17	29	23	24	29	27	30	32			17	194	76	118	211						
<b>TOTAL</b>			<b>1,615</b>	<b>1,775</b>	<b>1,801</b>	<b>1,775</b>	<b>1,678</b>	<b>1,677</b>	<b>1,711</b>	<b>1,557</b>	<b>0</b>	<b>3</b>	<b>1,615</b>	<b>11,974</b>	<b>5,351</b>	<b>6,623</b>	<b>13,592</b>	<b>0</b>	<b>81</b>	<b>0</b>	<b>0</b>	<b>117</b>	

Site Name / Location / Number of Units	Map Ref	Units	Calculated Yield Primary	Calculated Yield Secondary	Planning Permission Status	2018 Forecast Assumed Occupancy	2018 Adjusted Yield Primary	2018 Adjusted Yield Secondary
10 Units at Aston Park Road Shotton	HSG1 21	10	2	2	UDP	0%	0	0
33 Units at rear of Asda	HSG1 20	33	8	6	UDP	0%	0	0
550 units at Northern Gateway ( Southern site )		550	132	95	Application pending	30%	40	29
725 units at RAF Sealand			0	0				
Phase One (314 units - 6 years. from 2012)		314	75	54	18/04/2017	30%	23	16
Phase Two (209 units - 4 years from 2018)		209	50	36	18/04/2017	0%	0	0
Phase Three (118 units - 2 years from 2022)		118	28	20	18/04/2017	0%	0	0
Phase Four (84 units - 2 years from 2024)		84	20	15	18/04/2017	0%	0	0
16 Units at former Starlights Social Club Garden City		16	4	3	12/02/2019			
21 units next to the Gateway to Wales Hotel Gard. City		21	5	4	Consulted 13/12/2013			
<b>Totals</b>			<b>324</b>	<b>235</b>			<b>62</b>	<b>45</b>

This information is not to be shared outside Flintshire LA and is subject to change

\* The percentages shown are judgements re the probability of permissions being granted and speed of building progress

Large Housing developments are more likely to attract pupils from further afield i.e. from outside SPPA

Developments close to the LA boundaries are more likely to attract pupils new into Flintshire schools

Primary Formula
Units * 2.4 occupancy / 80.2 life expectancy * 8 NCYs
Secondary Formula
Units * 2.4 occupancy / 80.2 life expectancy * 5.8 NCYs

Provisional Data - Private and Confidential

SPPA	Ward Name	2007	2008	2009	2010	2011	2012	8-year Trend (2005 2012)	2013	2014	2015	2016	2017	2018	2019
		25	18	39	36	30	24	$y = 4.8929x$	33	34	36	37	38	40	41
5	Queensferry	42	47	60	58	51	51	$y = 4.8929x$	58	60	62	63	65	67	69
5	Sealand	27	21	29	34	28	18	$y = 4.8929x$	27	27	28	28	28	29	29
5	Shotton East	30	30	38	42	32	34	$y = 4.8929x$	37	38	38	39	40	41	42
5	Shotton Higher	15	37	24	28	20	25	$y = 4.8929x$	27	27	28	28	29	29	30
5	Shotton West														
		139	153	190	198	161	152		181	186	191	196	201	206	210

## Average Transfers into Year 7 Pupils - September 2013/2012

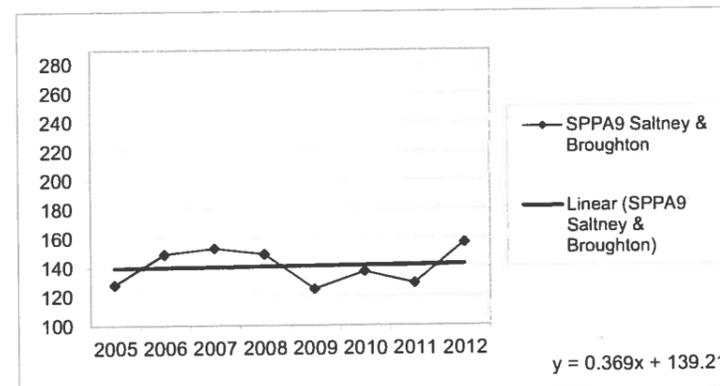
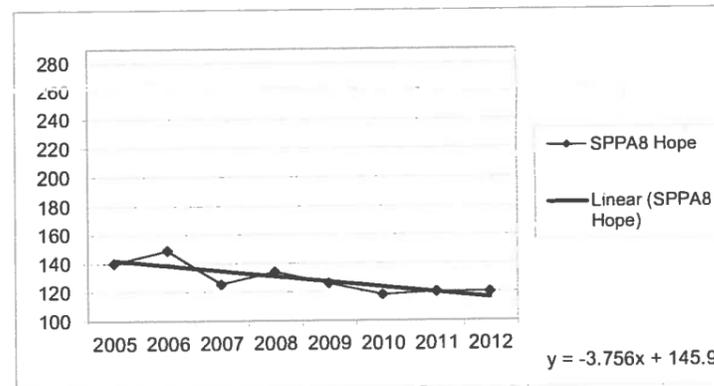
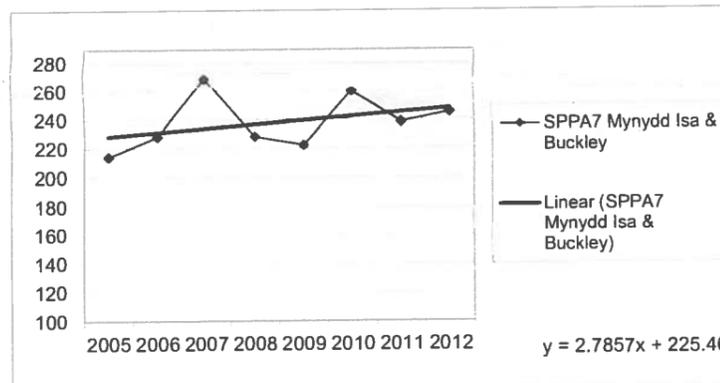
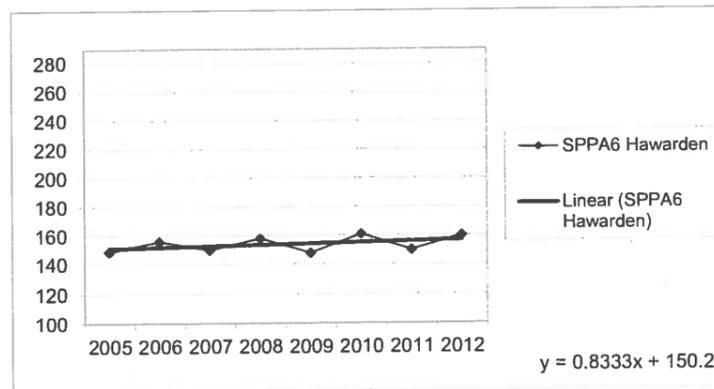
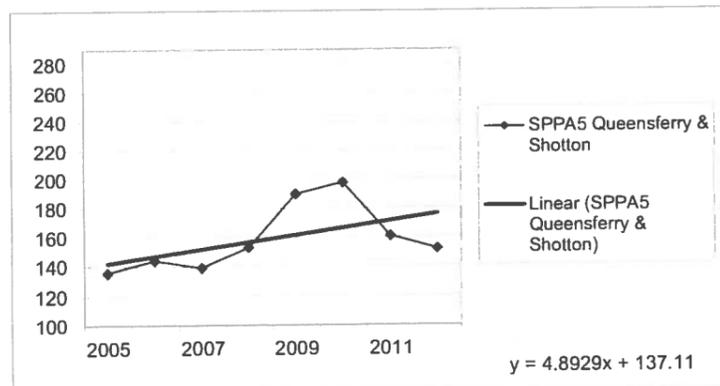
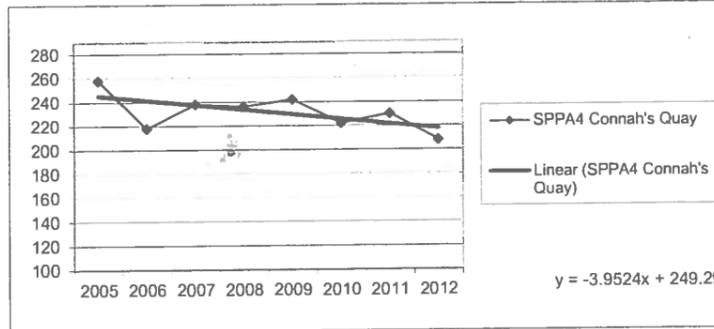
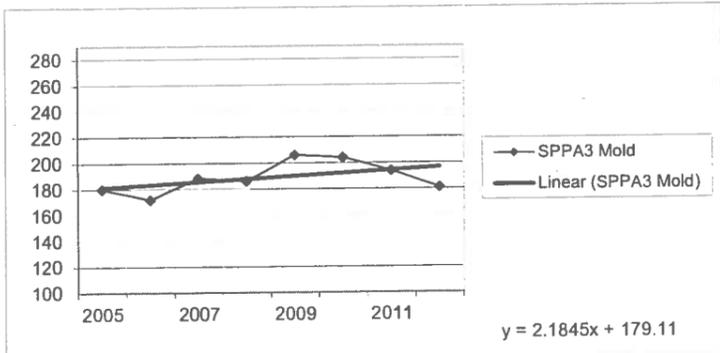
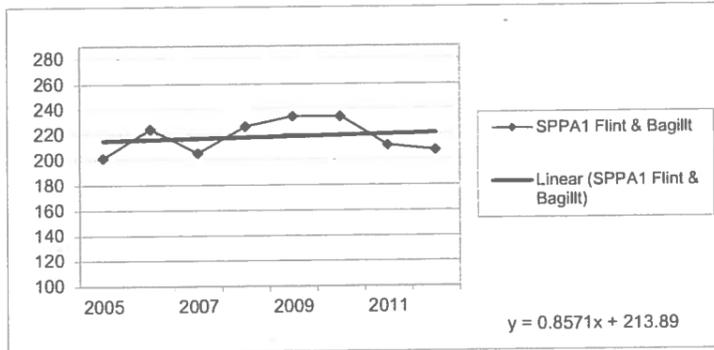
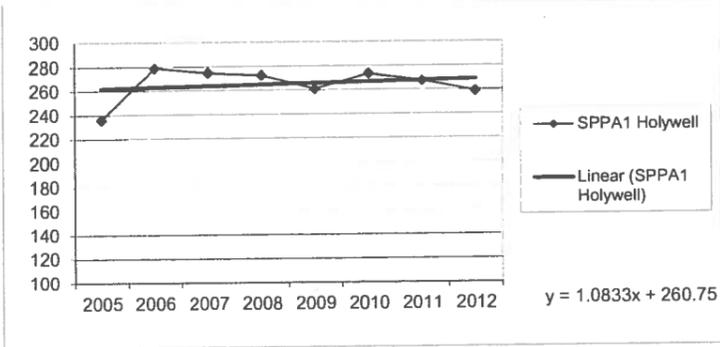
Average of Year 6 Pupils into their respective High School's Year 7 based on 3 Year September intakes (September 2013/2012)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
School No	School Name	Main Secondary Receiver	Hawarden	Alun	Elfed	Connahs Quay	John Summers	SRG	Flint	Holywell	Castell Alun	Maes Garmon	Argoed	St Davids
2084	Abermorddu C.P.	CA						0.09	0.81	0.04	0.97			
2003	Bagillt (Merilyn C.P.)	FL						0.45	0.18	0.23				
2002	Bagillt (Ysgol Gian Aber C.P.)	HO						0.02	0.01				0.01	0.79
2268	Broughton Primary	SD	0.03		0.02			0.07		0.13				
2065	Brynford C.P.	HO		0.67				0.07						
2063	Buckley (Mountain Lane C.P.)	EL	0.03	0.03	0.70			0.03				0.02	0.20	
2085	Buckley (Southdown C.P.)	EL	0.01		0.41							0.02	0.53	
2004	Buckley (Westwood CP)	EL			0.77			0.04				0.02	0.13	
3303	Caerwys (Ysgol yr Esgob Aided)	HO		0.86				0.14	0.14					
2049	Carmel C.P.	HO		0.18				0.09		0.56		0.06		
2064	Cilcain (Ysgol y Foel C.P.)	AL		0.95										
2052	Connah's Quay (Bryn Deva C.P.)	CQ	0.01	0.01		0.84	0.01	0.07	0.01			0.03		
2077	Connah's Quay (Golftyn C.P.)	CQ		0.03		0.92		0.03				0.01		
2086	Connah's Quay (Wepre Lane C.P.)	CQ	0.03	0.10		0.80		0.06					0.01	
2089	Drury C.P.	EL	0.59		0.31								0.10	
2012	Ewloe Green C.P.	HA	0.92	0.01	0.05			0.02					0.01	
2013	Ffynnongroew (Bryn Garth C.P.)	0								0.07				
2091	Flint (Cornist C.P.)	FL		0.07		0.01		0.01	0.88					
2015	Flint (Gwynedd C.P.)	FL		0.02				0.09	0.86				0.02	
3306	Flint (St.Mary's R.C.)	SR						0.93	0.01					
2257	Flint (Ysgol Croes Atti C.P.)	MG							0.16			0.79		
2017	Flint Mountain (Ysgol Maes Edwin C.P.)	SR		0.40					0.60					
2018	Greenfield, Maes Glas C.P.	HO				0.02	0.02	0.14	0.50	0.27				
2237	Gronant C.P.	0											0.11	
2081	Gwernaffield C.P.	AL		0.89										
2056	Gwernymynydd C.P.	AL		1.00								0.35		
2021	Gwespyr Picton (Ysgol Gymraeg Mo)	0												
2093	Hawarden (Penarlag C.P.)	AL	0.93		0.02			0.02						
3333	Hawarden Village Aided C.I.W. Prima	HA	0.98									0.01		
5200	Higher Kinnerton	CA	0.02								0.87			
2023	Holywell (Perth y Terfyn Infants C.P.)							0.97		0.03				
3307	Holywell (St.Winefride's R.C.)	SR								0.03		0.97		
2082	Holywell (Ysgol Gwenffrwd C.P.)	MG						0.03	0.04	0.81			0.01	
2022	Holywell (Ysgol y Fron Juniors C.P.)	HO		0.11							0.94			
2024	Hope (Ysgol Estyn C.P.)	CA		0.02							0.85			
2092	Leeswood C.P.	CA		0.12										
2026	Lixwm C.P.	SR		0.55				0.27		0.09		0.05		
2027	Llanfynydd C.P.	CA		0.19							0.75			
3308	Mold (St.David's R.C.)	0		0.26				0.65					0.04	
2062	Mold (Ysgol Bryn Coch C.P.)	AL	0.01	0.89		0.01		0.01					0.01	
2068	Mold (Ysgol Bryn Gwalia C.P.)	AL		0.98	0.04								0.02	
2028	Mold Welsh (Ysgol Glanrafon C.P.)	MG		0.05								0.90	0.02	
2046	Mostyn (Bryn Pennant C.P.)	HO						0.05		0.81				
3002	Nannerch Controlled	AL		0.83								0.17		
3332	Nercwys VA	AL		1.00										
2094	Northop (Ysgol Owen Jones C.P.)	AL		0.96					0.04					
2032	Northop Hall C.P.	HA	0.79	0.03				0.08						
3331	Pentrobin Aided	CA	0.07	0.07	0.03			0.30			0.77	0.03		
2061	Queensferry C.P.	JS	0.19			0.05	0.64	0.05	0.02					
2050	Rhosesmor (Rhos Helyg C.P.)	AL		0.91								0.05		
3311	Saltney (St.Anthony's R.C.)	0						0.11						0.06
2040	Saltney (Wood Memorial C.P.)	ST												0.87
2078	Saltney Ferry C.P.	ST	0.02											0.98
2053	Sandycroft C.P.	HA	0.74				0.10	0.03				0.01	0.01	0.01
2041	Sealand C.P.	JS		0.07		0.04	0.82	0.04				0.02		
3330	Shotton (St.Ethelwold's Aided)	JS	0.23	0.09		0.09	0.55							
2271	Shotton (Ty Ffynnon C.P) (Talliesin N	CQ	0.05	0.02		0.44	0.37	0.05		0.02		0.02		
3312	Shotton (Venerable Edward Morgan)	SR	0.01	0.01	0.03		0.08	0.75					0.03	
2043	Sychdyn C.P.	AL		0.49									0.49	
3316	Trelawnyd Aided	0						0.07		0.04				
2044	Trelogan C.P.	0												
2051	Treuddyn (Ysgol Terrig C.P.)	MG										1.00		
3320	Whitford Aided	SR						0.44	0.09	0.03			0.03	
2269	Ysgol Cae'r Nant	CQ	0.01	0.05		0.82	0.04	0.06					0.01	
2267	Ysgol Mynydd Isa	AR	0.02	0.02	0.01	0.01						0.02	0.92	
2266	Ysgol Parc y Llan C.P.	CA		0.13						0.13	0.81			
7020	Ysgol Pen Coch	MH												
2270	Ysgol Penffordd	CA	0.01					0.03			0.96			
Not Flintshire Primary	New pupils into Flintshire (Not transfers)													
	Oakwood													
	Lache Primary School													
	Fairholme Prep													
	Flrs Primary School													
	Other													
	Educated at home													
		<b>Total</b>												

\* Year 6 Average based on Jan 13/12 figures

Note: Averages are rounded to 1 decimal place

Birth trends in SPPA areas using births data 2005 to 2012



FLINTSHIRE	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
	1701	1689	1749	1754	1759	1765	1770	1775	1781	1786	1791	1796	1802	1807
	1701	1689	1749	1754	1759	1765	1770	1775	1781	1786	1791	1796	1802	1807

Projections

**John Summers High School Projections (as at September 2014)**

School No.	Act. Jan 2014	Act. Sept. 2014	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
<b>4019</b>										
Year 7 (age 11-12)	70	50	84	72	64	90	90	103	77	70
Year 8 (age 12-13)	57	72	50	84	72	64	90	90	103	77
Year 9 (age 13-14)	64	57	72	50	84	72	64	90	90	103
Year 10 (age 14-15)	67	67	57	72	50	84	72	64	90	90
Year 11 (age 15-16)	67	66	67	57	72	50	84	72	64	90
Year 7 - 11 Total	325	312	330	335	342	360	400	419	424	430
Year 12 (age 16-17)	21	24	23							
Year 13 (age 17-18)	28	26	25							
Gateway Project										
Non-feeder					54	64	74	84	94	104
Total	374	362	388	346	407	435	485	515	530	545
Sixth Form Closure										
Number Surplus	191	203	177	219	158	130	80	50	35	20
Percent Surplus	33.80%	35.93%	31.32%	38.76%	27.96%	23.00%	14.16%	8.85%	6.20%	3.54%

\* The above figures represent 80% of 3 feeder schools and 90% of Queensferry Primary School choosing JSHS  
 \* Non-feeder line is an average of 10% of the cohort from Sandycroft / Venerable Edward Morgan (representative average of the last five years)

\* An average addition of pupils from other schools and EAL other than above

Actual Number of pupils in primary school - 11.11.2014

SCHOOL	2015 (Yr 6)				2016 (Yr 5)				2017 (Yr 4)				2018 (Yr 3)				
	10%	75%	80%	90%	10%	75%	80%	90%	10%	75%	80%	90%	10%	75%	80%	90%	TOTAL
Ty Ffynnon		26	27	31		21	22	25		21	22	25		31	33	37	41
Sealand		22	23	26		17	18	21		15	16	18		23	24	27	30
Queensferry		19	20	23		17	18	21		17	18	20		17	18	21	23
St. Ethelwold's		11	11	13		7	11	13		5	6	6		11	12	14	15
Sandycroft	4																
Ven. Ed. Morgan	3				4				4					4			37
Non-feeder	2				4				4					4			41
EAL	1				2				2					2			
					1				1					1			
<b>Total Predicted</b>																	<b>75</b>

Total Predicted

94

83

75

101

SCHOOL	2019 (Yr 2)				2020 (Yr 1)				2021 (Reception)				2022 (Nursery)				
	10%	75%	80%	90%	10%	75%	80%	90%	10%	75%	80%	90%	10%	75%	80%	90%	TOTAL
Ty Ffynnon		31	33	37		38	41	46		23	25	28		18	19	22	24
Sealand		23	24	27		23	25	28		19	20	23		22	23	26	29
Queensferry		17	18	21		21	22	25		15	16	18		16	17	19	21
St. Ethelwold's		11	12	14		11	12	14		13	14	15		8	9	10	11
Sandycroft	4																
Ven. Ed. Morgan	4				5				5					4			41
Non-feeder	2				4				4					4			40 est.
EAL	1				2				2					2			
					1				1					1			
<b>Total Predicted</b>																	<b>81</b>

Total Predicted

101

115

89

81

## **Appendix 3**

### **Residential Development Potential and Planning Status of the Northern Gateway Mixed Use Development Site**

#### **Context**

The Northern Gateway mixed use site is allocated for development in the adopted Flintshire Unitary Development Plan. Amongst the mix of uses sought by the UDP, there is an expectation that “at least” 650 homes will be built as part of the overall development. The site is also a key part of the Enterprise Zone designated in this area, whose primary goal is to deliver around 7,000 new jobs for the area.

The site is within two commercial ownerships and notwithstanding the need to develop the site sustainably as a whole, the two owners (Praxis and Pochin Goodman) have separately planned for development of their respective parts of the site. Both have outline planning permission and are now required to submit more detailed proposals to secure permissions for each phase of the development of their sites.

The Northern Gateway site also requires significant infrastructure investment in relation to improvements to the existing Dee flood protection defences, as well as significant internal road infrastructure to open up the site and connect it to the existing local and national highway network. Welsh Government are funding both elements of infrastructure provision with the flood defence works underway at present, and the road works planned to begin within 12 months, taking up to 5 years to complete.

#### **Scale of Residential Development proposed/permitted and timeline**

Praxis were granted outline planning permission for the northern part of the site in April 2012. As part of their application they have indicated an intention to build up to 725 homes phased over an 8 year period to begin 12 months after permission is granted. The subsequent approval of their master plan and development brief by the Council in November 2013 confirmed this quantum of residential development. Given that no residential reserved matters applications have yet been submitted or approved, this phasing plan has yet to commence.

Pochin Goodman were granted outline consent in April 2014 for the southern part of the site in their ownership. As part of their proposal they stated an intention to deliver “approximately 600 dwellings at a rate of 50 completions per year over 12 years”. However in granting that outline consent, due to concerns about the capacity of the existing access to their site off Welsh Road, Pochin Goodman were limited to a maximum development of 290 homes as part of the outline permission granted by the Council, from this access. The permission allows a further 70 dwellings off a separate access off Farm Road. To achieve the 600 units originally sought they would have to apply again to justify the additional housing, and also will need to submit and have approved reserved matters applications to allow residential development to commence at the rate they specified.

Both developments are also dependant on the road infrastructure being commenced, and ultimately, the maximum quantum of residential development will be constrained by the implications for infrastructure, physical and environmental factors.

### **Summary Timelines**

1. Flood Defence Works – on site now, completion mid 2015
2. Road infrastructure – submit planning application within next 6 months; commence first phase within 6 months of consent given; therefore commencement February 2016 with a 5 year development programme – completion spring 2021.
3. Praxis residential development – No detailed planning permissions as at February 2015; propose to develop 725 dwellings over 8 year phasing plan. Assuming commencement of residential mid 2016; completion of all residential as per phasing plan would be 2024.
4. Pochin Goodmans residential development – No detailed planning permission as at February 2015; proposal to develop 600 dwellings over 12 years is presently capped to a maximum of 360 (290+70) dwellings. If commenced in 2016, notional completion of the maximum 600 dwellings sought (if eventually permitted) would be 2028 based on the developers stated completion rate.

There are no other significant residential development proposals in this area contained within the UDP. This plan expires at the end of 2015 and whilst work in underway on a replacement LDP, this will not be adopted until 2018/19 at the earliest.

Since the pause and review there has been little change, there are works progressing the river embankment works but there are still no reserved matters schemes in which would allow commencement of building.