



School Organisation Framework

Planning Education Provision

2017-2025



FOREWORD

In order to secure the provision of a quality education service, Wrexham County Borough Council reviews its schools on a periodic basis in order to plan effectively and restructure for the future.

Wrexham County Borough Council has the statutory responsibility to ensure there are suitable and sufficient school places available. The planning of school places and future education provision is a complex process, dependant on a number of contingencies and assumptions about population forecasting, local demographics and planned housing developments. In spite of these challenges, Wrexham County Borough Council continues to proactively plan to meet the demand for future school provision, to ensure that learners receive high quality education within improved learning environments.

Whilst these challenges face all local authorities in Wales, and indeed the UK as a whole, each local authority faces its own specific challenges based on fluctuations in local demography. In the County Borough of Wrexham, the demand for primary school places is predicted to rise. In certain areas (for example, Wrexham town centre) demographic changes have been rapid, substantial and unpredictable. Shifting patterns give rise to a degree of uncertainty when planning education provision and predicting future demand for school places becomes all the more challenging.

The purpose of the School Organisation Framework is to set out the Council's vision and strategic direction for developments in education provision over the next 10 years. The Framework is being introduced within the context of local and national policy and plans that are already in progress. It will provide a framework from which to identify where there is a need to reorganise school provision and it will determine the criteria for change.

Parents and pupils want to be offered their preferred school place. The authority needs to ensure that schools in Wrexham are organised in such a way that learners achieve the best possible outcomes within efficient, viable schools of their choice. The vision and aims of the Framework will serve as an important context when taking strategic decisions on the future of education within the county. By regularly reviewing the number of school places in Wrexham, the authority can address the changing forecast of demand and respond to rapid changes in demographics to ensure that there are enough school places in the right location in the future.

Note: Information contained in the Framework is correct at time of print (June 2016).

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1. THE VISION FOR SCHOOLS IN WREXHAM

Wrexham County Borough Council, our schools and settings, our Regional School Effectiveness and Improvement Service (GwE) and other partners are committed to building upon current good practice and securing positive outcomes for the children and young people of Wrexham. Our priority outcome and vision in Wrexham is to ensure that **'All children and young people have positive aspirations, learn and achieve their potential'**. This is the headline priority for education in Wrexham's Council Plan.

1.1 The Council Plan 2015-2017

The Council Plan is the overarching plan for the Council and defines where we focus our energies and resources, how we will judge our performance and the Council's contribution to the Community Strategy.

Our Vision: The Council as a strong community leader.

Our Purpose: To ensure Wrexham and its people are supported to fulfil their potential and prosper.

The Council Plan sets out three strategic themes: Economy, People and Place and a corporate theme of Organisation: striving for excellence. It sets targets for how much improvement the Council aims to make over the next 4 years. A copy of the Council Plan can be found here:

http://www.wrexham.gov.uk/english/council/documents/council_plan.htm

Improving educational attainment and outcomes for learners forms a major part of the 'People' strategic theme under PE1. We monitor the performance of pupils throughout their time at school. We will know we have succeeded by looking at their attainment at each stage of their educational journey and how many of them choose to remain in education, training or employment.

There are around 20,000 children and young people in Wrexham's nursery, primary and secondary schools. Throughout their years in statutory education we are supporting and preparing these children and young people for the next stage of their lives. The United Nations Convention on the Rights of the Child highlights the importance of education to a child / young person's life. Article 28 gives children and young people the right to education. Article 29 gives children and young people the right to education which develops their personality, respect for others' rights and the environment. Article 23 gives children and young people the right, if they are disabled, either mentally or physically, to special care and education. We want children and young people to enjoy these rights, have higher aspirations and achieve their potential.

1.2 Defining our Priorities for School Organisation

Wrexham County Borough Council is responsible for:

- The planning of school places;
- Reducing surplus places;
- Pupils projections;
- Assessing school capacities;
- The publication of statutory proposals for school reorganisation;
- Ensuring that there are suitable and sufficient places for children and young people of statutory school age.

The School Organisation Framework seeks to address:

- Rising pupil numbers in the primary sector;
- The tension between the number of surplus places in the secondary sector and the need to retain some surplus in order to accommodate an increasing number of primary pupils moving through the system;
- The strive to improve educational standards;
- Improving the quality of school buildings;
- Identifying opportunities to create new and improved learning environments;
- Achieving value for money through the efficient use of available resources;
- Progressing the 21st Century Schools Programme (currently in Band A phase) and moving forward into Band B.

1.3 Education Improvement Action Plan (2014-2017)

The following strategic priorities have been identified which feed into the overarching vision in the Council Plan 'All children and young people have positive aspirations, learn and achieve their potential':

1. Address variation to quickly improve outcomes.
2. Further strengthen leadership and learning.
3. Further strengthen health, wellbeing and behaviour.
4. Utilise resources effectively to improve SEN¹ provision.

These priorities are reflected in the Education Improvement Action Plan 2014-17.

¹ Special Educational Needs

The Education Improvement Group meets on a termly basis to monitor and evaluate progress of planned improvements outlined in the Action Plan.

1.4 The Role of GwE

GwE is the Regional School Improvement and Effectiveness Service. GwE works in partnership with the six North Wales local authorities, Wrexham, Flintshire, Gwynedd, Conwy, Denbighshire and Anglesey, to improve standards of education and outcomes for pupils. GwE works to ensure that there is effective leadership at all levels and quality teaching and learning in all classrooms. GwE works with schools and stakeholders to support, challenge and monitor performance at all levels and to target support in proportion to the identified need.

The regional system leads ambitious transformational change and drives school improvement. GwE employs Challenge Advisers to build capacity in schools and ensure that schools are equipped to drive and sustain improvements. The Challenge Adviser will act as an agent of change, supporting and challenging school leaders to improve performance and brokering support to ensure a positive impact on learners. Welsh Government's National Categorisation System provides a tailored package of support for schools and is delivered by Challenge Advisers (See Section 4.1 for further details).

1.5 Strategies that Support Planning School Places in Wrexham

21st Century Schools

Wrexham County Borough Council's long-term investment programme, 21st Century Schools, aims to create 21st century learning environments across the County Borough. Our Strategic Outline Programme is a longer term strategic approach, aimed at providing investment across the whole school estate in Wrexham for ages 3 to 19.

We are currently in 2016-2019 building within the Band A of the 21st Century Schools Programme which reflects a strategic needs assessment that was carried out on the school estate.

This strategic needs assessment considered capacity, location, site and building constraints, amalgamations and building condition. Band A has gone one step further in addressing the developing demand for town centre and Welsh medium school places.

The Authority made the strategic decision to undertake area reviews of all education provision from ages 3 to 19. The initial area based reviews took into account one of the original objectives of the Primary Review (see Section 3.4) which was to amalgamate pairs of infants and junior schools under one governing body and one Headteacher. The Primary Review started in 2008 and the final pair of schools is due to be formally amalgamated as of September 2016.

Alongside this there was an intention to, where possible, develop new schools to ensure that their buildings were fit for purpose. Projects which were in a state of readiness at the time were included in bids to School Buildings Improvement Grant (SBIG) Transitional Funding for Tranche 3.

Band A Projects

School	Project
Hafod Y Wern	New build 315 school with SEN provision
Gwenfro	New build 315 school with SEN provision
Alexandra	Four class extension - Improved SEN provision
Ysgol Plas Coch	Three class permanent extension to replace mobile classrooms on site.
Penycae	Extension – Amalgamate provision on single site
Bryn Alyn	Create smaller extension to replace current block (Condition D)
Gwersyllt CP	Extension – Amalgamate provision on single site
Morgan Llwyd	Extension – Increase provision to meet demand
Flexible Learning Zone	Create a Flexible Learning.

Our proposed projects for Band A of the 21st Century Schools Programme reflect the Primary Review and the identified growth in the primary school population as an emerging issue to be addressed. This process supports the inclusion of a town centre review in the earlier bandings and the need to provide primary school places for an expanding pupil population, whilst addressing surplus capacity in the secondary sector currently outweighs the pressures of surplus capacity in a small minority of rural primary schools.

Our Strategic Outline Programme aimed for balance between all education sectors, be they Welsh medium, faith based or community provision and for children and young people with special or additional educational needs. This integrated approach will ensure that our 21st Century Programme will be a major factor in delivering improved educational outcomes for all of our learners.

Wrexham County Borough Council's overarching programme aligns the Primary Schools Review and the Secondary School Modernisation Programme (see Section 3.5). The overall 21st Century Schools Programme and the resulting School Organisation Framework also take heed of the existing ICT Strategy and the Welsh Education Strategy and builds on the outcomes of our Post-16 Transformation study². Our programme for delivering 21st Century schools will aim to address a number of issues, paramount in Wrexham, which include:

- The continuous drive to improve outcomes for lifelong learners;
- Addressing capacity issues in Wrexham town centre schools both at a primary and in time secondary school level;
- Providing formal and informal environments consistent with a 21st Century approach to Teaching and Learning;
- Ensuring the viability of rural schools;
- Meeting the continuing demand for Welsh medium education and Faith based education;
- Improving access to ICT to support new and innovative methods of teaching.

² The Post-16 Transformation Study aimed to increase the range of learning provision /options for learners, further develop progression routes, increase participation and retention, improve quality standards, reduce duplication and make the most effective use of resources.

2. BACKGROUND AND CONTEXT

2.1 Demographic Profile

Wrexham is located in North East Wales with an area of 50,377 hectares and a total population of 136,714 (mid-year estimate 30 June 2014)³.

50.2% of the population are female and 49.8% are male (mid-year estimate 30 June 2014).⁴

2.2 Population Projections

Over the past 10 years there has been a steady growth in the overall population in Wrexham. In 2013, the Welsh Government published population projections based on the 2011 Census data. From 2016 to 2036 the total population of Wrexham is expected to grow by 22, 000 which is an increase of 21%.

In percentage terms, population growth in Wales is projected to be highest in Cardiff, Wrexham, Swansea and Newport. It should be recognised that larger cities, such as Cardiff and Swansea, have the capacity to absorb rapid, unpredictable and substantial fluctuations in growth. The geography of Wrexham with its urban town centre and more rural outskirts makes this more challenging. The throughput of population, via increases from both the resident population and from migration, makes the planning of school places increasingly complex.

Table 1: Projected Total Population in Wrexham

Wrexham Data	2016	2021	2026	2031	2036
Projected Total population	141, 488	147, 723	153, 393	158, 574	163, 500
Projected Percentage Change Total Population	4.8	9.4	13.6	17.4	21.0

Source: <http://gov.wales/statistics-and-research/local-authority-population-projections/?lang=en>

³ <https://statswales.wales.gov.uk/Catalogue/Population-and-Migration/Population/Estimates/nationallevelpopulationestimates-by-year-age-ukcountry>

⁴ <http://www.infobasecymru.net/IAS/themes/people/population/tabular?viewId=1152&geoid=1&subsetId=>

2.3 0-15 Age Group

Wrexham

Wrexham County Borough has a younger age structure compared with its North Wales neighbours. In Wrexham, 19.2% of the population are aged 0-15 years which is 1.3% higher than the Wales average of 17.9% (mid-year estimates 30 June 2014).⁵

In the 2011 Census, there were 25, 818 children and young people in the 0-15 age bracket in Wrexham. The mid-year estimate (June 2014) indicated that there are 26, 293 children and young people aged 0-15 in Wrexham.

Of these, 8, 747 are in the 0-4 age group, which accounts for 6.4% of the total population and 17, 546 are in the 5-15 age group, which accounts for 12.8% of the total population.

The 0-15 age group is projected to increase by 1375 in the next 10 years in Wrexham and will increase year on year between 2016 and 2022.

Wales

In the 2011 Census, there were 556, 296 children and young people in the 0-15 age bracket in Wales. The mid-year estimate (June 2014) indicated that there are 554, 841 children and young people aged 0-15 in Wales.

Of these, 177, 675 are in the 0-4 age group, which accounts for 5.7% of the total population and 377, 166 are in the 5-15 age group, which accounts for 12.2% of the total population.⁶

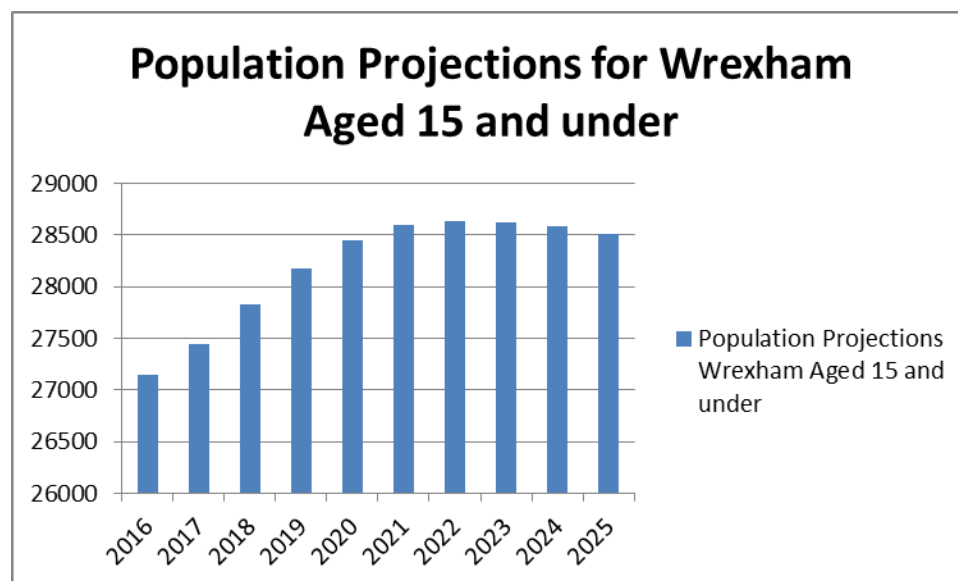
Table 2: Projected Population 0-15 Age Group in Wrexham

Wrexham	2016	2017	2018	2019	2020
Projected population 0-15	27,140	27,446	27,832	28,171	28,452
Wrexham	2021	2022	2023	2024	2025
Projected population 0-15	28,601	28,632	28,619	28,582	28,515

⁵ <http://www.infobasecymru.net/IAS/themes/people/population/tabular?viewId=1152&geold=1&subsetId=>

⁶ <https://statswales.wales.gov.uk/Catalogue/Population-and-Migration/Population/Estimates/Local-Authority/populationestimates-by-localauthority-age>

Table 3: Projected Population 0-15 Age Group in Wrexham



Source: <https://stats.wales.gov.uk/Catalogue/Population-and-Migration/Population/Projections/Local-Authority/2011-Based/PopulationProjections-By-LocalAuthority-Year>

2.4 Special Populations

(a) Armed Forces

The 2011 Census produces information for the Armed Forces population. In Wrexham, there were 90 children and young people in the 0-15 age bracket recorded under the 2011 Census in households where the household reference person (HRP) was a member of the Armed Forces. This is likely to be an underestimate of the population of service children and young people, as it only records where the HRP is in the Armed Forces. The Armed Forces Covenant Annual Report,⁷ produced in 2015 by the Ministry of Defence, outlines what has been done in key areas such as healthcare and education to improve the lives of serving personnel, veterans and their families.

(b) HMP Berwyn – North Wales Prison, Wrexham

The new prison, HMP Berwyn, has created 1000 jobs, directly or indirectly to date since construction began in Spring 2015. It is envisaged that there will be further implications for the planning of school places in terms of the workforce and their families moving into the area. 80 prison officers will be in post by mid-2016 with further posts being filled before the prison opens in February 2018. In addition, there is likely to be a longer term impact whereby families relocate to Wrexham on a temporary basis to be closer to inmates who are due for release.

⁷ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/493909/20160120-AFCAR_KeyFacts_v2.pdf

(c) Asylum Seekers

Wrexham is a Home Office Dispersal Area for asylum seekers, and refugees are known to have settled in the area. Wrexham can receive up to 150 asylum seekers at any one time, some of whom will be children and young people. Managing the educational, social, cultural and health needs of these children and young people can be challenging. Nationally, there is a drive to increase the number of dispersal areas and also the number of asylum seekers that can be received by each dispersal area.

(d) Syrian Relocation Programme

Nationally, the government has recently announced that the UK will receive 20,000 Syrian refugees into the country. It has been agreed that up to five families will be relocated into Wrexham during the financial year 2016/17. This equates to up to 30 people, some of whom will be children and young people. Discussions are currently taking place as to where the families will be located within the County Borough to allow sufficient school places and educational support to be provided to the children and young people who arrive.

(e) Gypsy and Traveller Children and Young People

Local authorities have a duty to undertake Gypsy and Traveller Accommodation Assessments (GTAAs) under the Housing (Wales) Act 2014. In addition, a statutory duty has been placed on local authorities to provide new Gypsy and Traveller sites where need has been identified. The demand on school places tends to be within the faith sector.

2.5 Migration and Economy⁸

According to population projections, the population of Wrexham is expected to grow naturally without any in-migration. There are more births than deaths every year in the County Borough, averaging at about +420 per year over the past 5 years (2011-2016).⁹ However, migration is the main driver of population growth in Wrexham.

Net migration into Wrexham remained high even during the economic downturn seen after 2007/2008, bucking regional trends. The last two years have seen a fall in levels of migration. Nevertheless, the ten year average net migration to mid-2013 was approximately 630 per year, compared to 690 for the ten year period used in Welsh Government's 10 year migration trend projection.

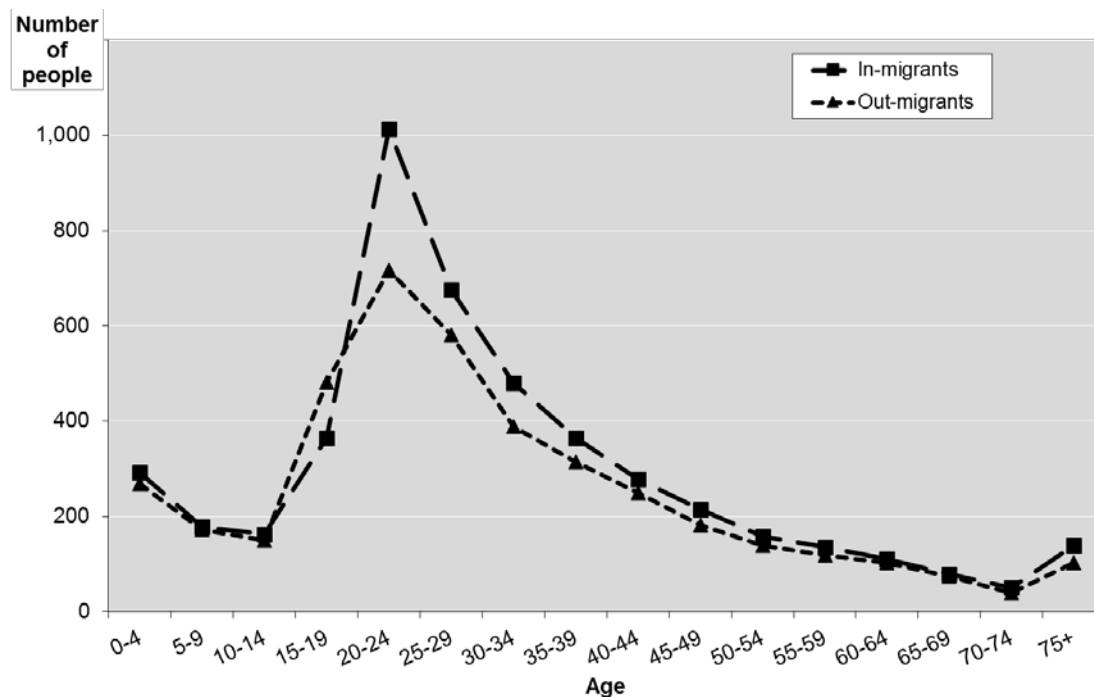
⁸ Information in this section has been lifted from *Background Paper 1 (revised) Population and Household Projections, Wrexham Local Development Plan – Preferred Strategy* produced by the Corporate Research and Information Unit, Conwy County Borough Council

⁹ Office for National Statistics: mid-year population estimates and components of population change.

Migration is a very volatile component of change and is difficult to predict. Since 2005/2006, migration in Wrexham has been particularly driven by international migration, mainly as a result of the economic migration of people from the A8 countries¹⁰ which were admitted to the EU in 2004. Levels of net international migration have been at least +400 people a year since 2005/2006, reaching a peak of +860 in 2008/2009.

The ten years to mid-2013 have seen net in-migration in all 5 year age groups, with the exception of the 15-19 age group, where ten year trend of net out-migration of about -120 a year is likely to be mostly due to resident teenagers leaving the area to attend higher education institutions outside of Wrexham. In-migration is highest amongst those of working age and likely to be driven by economic / work-related migration, with some element of in-migration amongst students at Glyndwr University and Coleg Cambria.

Table 4: Average Age Profile of Migrants in Wrexham 2003/04 to 2012/13¹¹



¹⁰ Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Slovakia and Slovenia

¹¹ Office for National Statistics: Internal and international migration flow data

It is also worth examining the differences in migration levels, as an understanding of the volatility of migration trends data will help us understand future projections. Differences in migration trends are likely to be the biggest drivers of change in any population and household projections that Welsh Government produces in the future.

The table below shows how the annual average net migration for selected five and ten year periods can fluctuate. There is a significant difference (about 300 migrants a year) between the annual average net migration figure used to provide the trend figures in the 2011-based projections and the trend figure for just two years later, even though they share three of the same years within their trend periods. Data from the old 2008-based projections is also included to show both how great the variance can be for any selected period, and also to give an indication of the impact of the revision to migration data after the results of the 2011 Census were released.

Table 5: Annual average net migration for Wrexham County Borough over selected trend periods¹²

	Annual average net migration
5 year average migration	
Mid 2006-mid 2011 – used in 2011-based projections	800
Mid 2009-mid 2014 – latest 5 year period	350
Mid 2003-mid 2008 – pre-revision figure used in 2008-based projections	450
Mid 2003-mid 2008 –revised data	750
10 year average migration	
Mid 2001-mid 2011 – used in 2011-based projections	700
Mid 2004-mid 2014 – latest 10 year period	600
Mid 2001-mid 2011 – pre-revision figure	400

More recent mid-year estimate data shows that migration levels have reduced significantly (net migration was +360 in 2011/12 and only +110 in 2012/13) mostly due to net out-migration within the UK. International migration has remained relatively high.

¹² ONS components of population change for mid-year population estimates

What the Census shows

The release of the 2011-based projections saw a step-change in some of the trends that had previously been used to form assumptions in officially produced projections. This was because the release of the 2011 Census data allowed the Office for National Statistics to review all of its demographic data and revise some of its methodologies.

Because of this, as well as using mid-year population estimates data to give us a picture of the population drivers for Wrexham, we also looked at the differences between the Office for National Statistics (ONS) 2001 Census and the 2011 Census, as they explain why the 2008-based and 2011-based projections give different profiles of migration and household formation in Wrexham County Borough. They also give us an idea of what drives change in Welsh Government's 2011-based projections.

The differences between the 2008-based and 2011-based projections are due to:

- The recalibration of all data after the results of the 2011 Census were published;
- Changes in the migration trend that was used;
- The difference between predicted and observed household size at 2011 – average household size was larger than expected, so fewer households were forming than past trends had predicted.

The population base was revised upwards, as population grew faster than the old data had predicted – the revised population estimate was 500 higher than had been previously estimated.

Mainly this revised increase was because the ONS had underestimated the level of migration into Wrexham County Borough between 2001 and 2011. Migration trends were revised upwards for Wrexham for all years between mid-2001 and mid-2010.

The biggest impact from the recalibrated Census data came from the difference between predicted and observed household size at 2011. The rate of change in average household size has been falling since records began. However, after many decades of an almost linear decline, between 2001 and 2011 the speed of the downward trend reduced considerably. This means fewer households were formed than was predicted by the 2008 projections – that is, average household size was larger than expected, so fewer households were forming than past trends had forecast.

Though it may be the case that the slowdown in household formation is due to the 2007/08 economic downturn, there is a stronger argument¹³ that the slowdown in the reduction of average household size started long before the recession, and was due to a number of social changes that have occurred over more than the last decade. These include the closing of the gap between male and female mortality rates (meaning there are proportionally fewer elderly widows living alone than had been previously predicted), the overall growth in numbers of young people entering higher education and the impact of the introduction of tuition fees (young people staying at home rather than going away to university), the wrong sort of housing being built by the construction industry (not enough small dwellings for newly forming small households), the costs of entering the housing market rising and the possibility that average household size is starting to reach its natural plateau (household sizes cannot continue to reduce indefinitely).

Certainly to use 2008 rates would be wrong, as they do not reflect current evidence¹⁴ or the trends seen in the recent past and to try to overlay these data on top of more timely data used to produce other projections would throw up inflated household totals and dwelling impact figures.

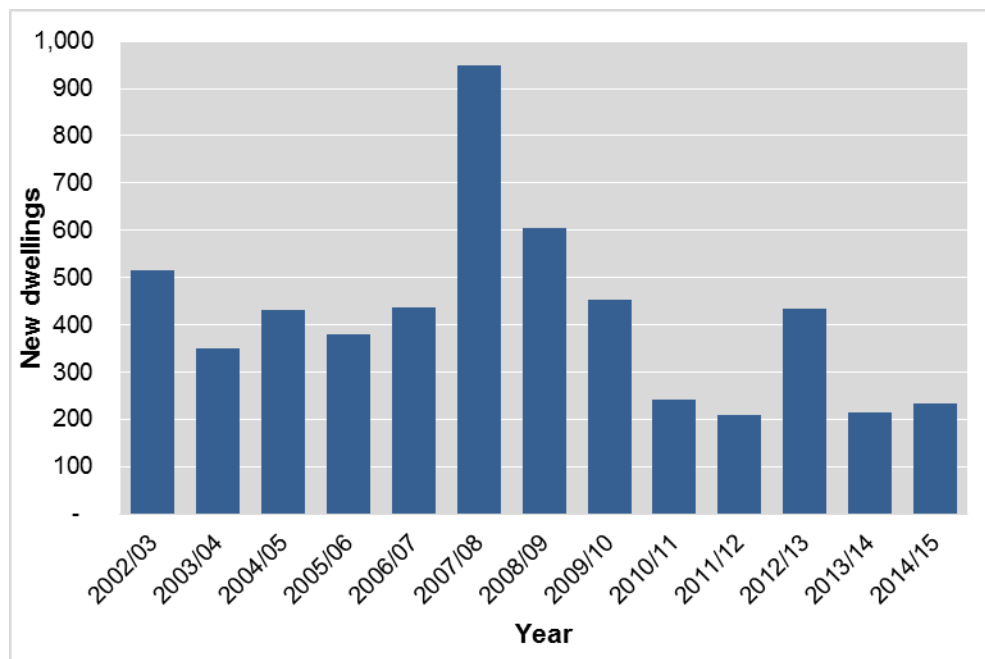
Furthermore, in order to produce properly robust household projections (and thus dwelling requirements) data on the propensities to form households are needed at an individual age/gender level, rather than just a rate of change in overall household size and there is no reliable data available to do this other than from the 2001 and 2011 Census.

¹³ Simpson, L, 'Wither household projections', Town and Country Planning, December 2014

¹⁴ The household formation rates used in the 2008-based projections used population characteristics from 1991 as the starting point for their calculations.

Dwelling requirements and past completion rates

Table 6: Annual Dwelling Completions in Wrexham County Borough



Though completion rates for new build dwellings are affected by the land supply and may be constrained by housing allocation constraints in the existing Local Development Plan, it is worth looking at past annual build rates to get some feel for trends over the past decade or so. Potentially, the figures can also be a starting point for understanding the capacity of the construction industry to cope with changes in annual requirements for new dwellings which are suggested by the LDP’s growth options.

The above chart shows the annual completion rates for the past 13 years, as shown by the Joint Housing Land Availability Studies for the County Borough. The average is around 420 net completions a year, with 2007/08 seeing a particularly high build rate of over 940 due to the development of a particularly large site at the former Brymbo steelworks.

From the evidence available and on the basis of previous trends, it is apparent that:

- The population of the County continues to grow despite the recession¹⁵;
- The Council has ambitions for sustainable economic growth and increasing prosperity, seeking to maximise the economic benefits that the prison and Vibrant and Viable Places regeneration funding (£10.5m) will bring to the local economy;
- Economic ambition and opportunities are some of the key reasons why people travel and move into an area. Our own evidence demonstrates that in the past 10 years there has been an influx of in migrants in the higher education and working age groups into the County¹⁶ reiterating the attractiveness of the of the colleges, universities and employment opportunities in the County;
- The Employment Land Review 2014 incorporates growth forecasts for the County Borough to 2030, based on the 2014 Local Economy Forecasting Model by Cambridge Econometrics and the Institute of Employment Research. Based on the above, the ELR estimates a growth level of some 7658 jobs up to the year 2028, comprising some 4200 jobs in what are identified as 'growth sectors' (excluding, for example, manufacturing which is contracting) and 3458 jobs in the health and education sectors¹⁷.

Previous reference has been made to the fact that migration is a volatile component of change and is difficult to predict. This challenge is all the more compounded by the imminent referendum (June 2016) on whether the UK should remain in the European Union.

¹⁵ Paragraph 3.7 and 5.9 Background Paper 1: Population and household projections with dwelling and employment impacts (March 2015) http://www.wrexham.gov.uk/assets/pdfs/planning/ldp2/march_2015/growth_options.pdf

¹⁶ Paragraph 3.7, 3.8 and chart 3.1, Background Paper 1: Population and household projections with dwelling and employment impacts (March 2015) http://www.wrexham.gov.uk/assets/pdfs/planning/ldp2/march_2015/growth_options.pdf

¹⁷ Section 9, Joint Wrexham and Flintshire Employment Land Review (March 2015) http://www.wrexham.gov.uk/assets/pdfs/planning/ldp2/march_2015/employment_land_review_exec_summary.pdf

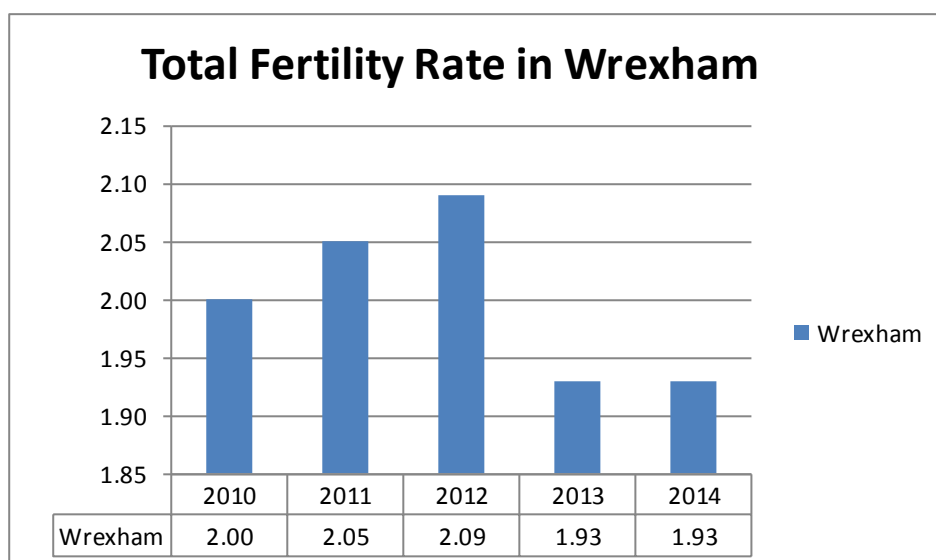
2.6 Birth Rate in Wrexham¹⁸

In 2014, the number of live births per 1,000 of the population stood at 11.7 in Wrexham, compared with the Wales average of 10.8. Wrexham has the fifth highest number of live births per 1, 000 of the population across the whole of Wales. This puts pressure on the demand for pupil places at Reception age (aged 4).

2.7 Fertility Rate in Wrexham¹⁹

Over the five year period from 2010 to 2014, Wrexham had the fifth highest total fertility rate in Wales. There were fluctuations in the total fertility rate in Wrexham during this period. For example, in 2012, the total fertility rate dropped in Wrexham from 2.09 children per woman to 1.93 children per woman in 2013 and 2014. This is still slightly above the Wales average of 1.84 children per woman in 2014.

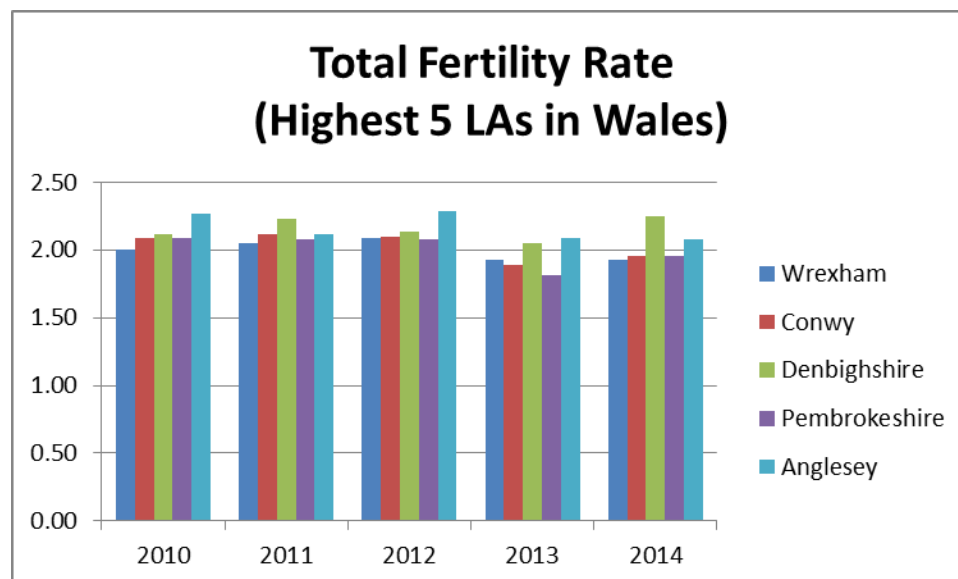
Table 7: Total Fertility Rate in Wrexham



¹⁸ The birth rate is the number of live births per 1,000 of the population each year. Source: Birth by Area of Usual Residence of Mother, UK, 2014
<https://www.ons.gov.uk/peoplepopulationandcommunity/birthsdeathsandmarriages/livebirths/datasets/birthsbyareaofusualresidenceofmotheruk>

¹⁹ The total fertility rate is the average number of live children that a group of women would have if they experienced the age-specific fertility rates for the calendar year in question throughout their child-bearing life span (aged 15-44). Source:
<http://www.neighbourhood.statistics.gov.uk/HTMLDocs/dvc170/index.html>

Table 8: Total Fertility Rate Highest 5 Local Authorities in Wales



2.8 Planned Housing in Wrexham - Local Development Plan (2013-2028)

The Local Development Plan (LDP) is a strategy that ensures long-term land use and development which focuses on achieving sustainable development and investment in the County Borough. The emerging Preferred Strategy (2013-2028) identifies future housing provision and has recently been the subject of public consultation between February and April 2016.

The LDP Preferred Strategy sets out the following:

- Provision for approximately 11,715 new homes to deliver a requirement of 10,650 (allowing for a 10% flexibility allowance);
- Provides opportunities to deliver 7,500 new jobs in the County;
- Delivers in the region of 53ha of employment land;
- Concentrates development in the following sustainable locations in accordance with the findings of the Settlement Hierarchy and Sustainability Appraisal:
 - The Primary Key Settlement of Wrexham Town and Wrexham Industrial Estate including Key Strategic Site release for housing and employment;
 - The Key Settlements of Acrefair / Cefn Mawr, Chirk, Coedpoeth, Gresford / Marford, Gwersyllt and Rhosllanerchrugog;
 - The Local Service Centres of Bangor, Broughton, Brymbo, Glyn Ceiriog, Holt, Llay, Overton, Penley, Penycae, Rhostyllen, Rossett and Ruabon;
 - Some Minor Villages, namely Rhosrobin, Marchwiell, Bronnington, Southsea and Bradley; and

- Amends the boundary of the existing green wedge destination around Wrexham Town to facilitate the delivery of Key Strategic Site allocations.

Policy SP2 Infrastructure Priorities and Development Contributions, highlights that the greatest infrastructure needs of the County relate to both primary and secondary education. Wrexham will continue to work with infrastructure suppliers and other partners to provide essential infrastructure required for the delivery of Local Development Plan policies and allocations.

New development within the County Borough will be expected to provide for the following key infrastructure priorities including educational provision.

Two Key Strategic Sites (KSS) in the Preferred Strategy (Policy SP9) identify the need for education provision including, but not limited to, the potential for two new 420 place primary schools at KSS1: Lower Berse Farm, Ruthin Road, Wrexham and KSS2: Land surrounding Wrexham Rugby Club, Bryn Estyn Lane, Wrexham.

With the requirements of statutory consultation, new schools can take up to 2-3 years to build. The Education Department is working closely with relevant colleagues to identify the additional requirements specific to education in Wrexham which will come with any large scale housing and economic development.

New development will be expected to provide a mixture of housing unit types and tenures to meet the needs of the County Borough.

The number and nature of the properties on each site is established by best guess based on size, location and planning knowledge at this early stage. The numbers of pupils associated with each house is taken from formulas which have been used by local authorities in England and Wales for many years. Each house is taken to have 0.28 of a primary age child, 0.2 of a secondary age child and 0.04 of a child in sixth form (where appropriate). The sixth form figure is based on half the number of children from a year group staying into sixth form education. Many new home buyers plan ahead for future family growth when buying their new home.

Pupil projections need to take into account homes built in the last few years where the number of children who live in these developments will not have reached their expected level. From a pupil planning point of view all recent developments from the last 5 years are discounted 20% per year to allow for the take up of pupil places from these developments.

The Wrexham area has a history of very few school age children and young people living in flats/apartments which is in stark contrast to many built up urban areas around the country. For this reason, new developments of flats/apartments have had a 90% reduction applied to the above assumptions relating to pupils from new housing developments. With a more restricted housing choice for families there could be a change in the number of children and young people living in flats/apartments within the County Borough in coming decades.

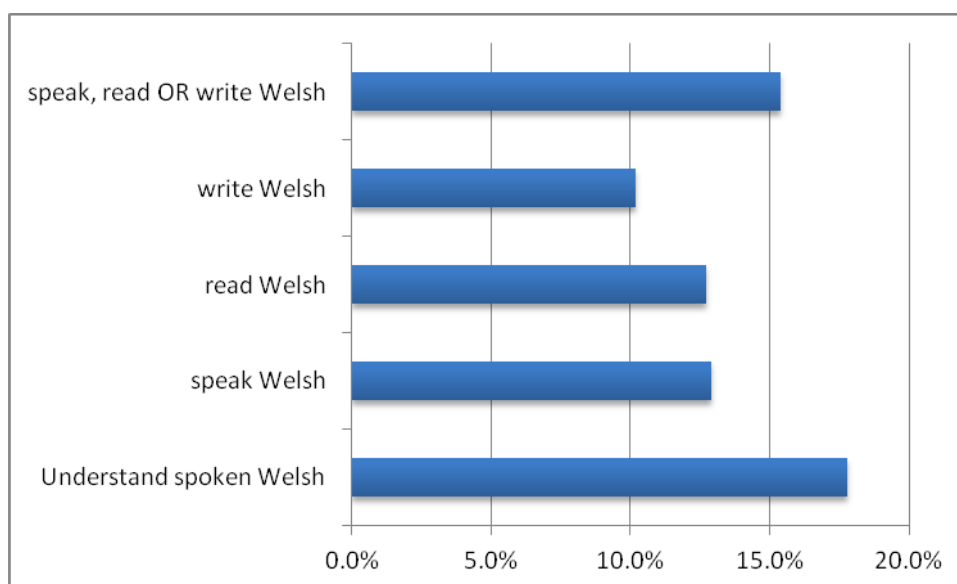
2.9 Welsh Language and Culture

Wrexham is the largest town in North Wales and is a gateway to Wales for those living in the Midlands or North West England.

PE6 in the Council Plan ensures that ‘Welsh language and culture is promoted and supported.’ The aim is to build on the County Borough’s heritage, its cultural history and its art scene, promoting Wrexham as a hub for cultural events. By 2017 more children, young people and adults will be using Welsh and the Welsh language will be seen and heard more often throughout the County Borough.

In Wrexham, 15.4%²⁰ of local people can speak, read or write Welsh compared to a Wales average of 21.3%. Wrexham data is illustrated below:

Table 9: Welsh Language Skills (Percentage of Population in Wrexham)



The 2011 Census reported that 12% of Wrexham’s population speak Welsh and more than half of the population of the County Borough were born in Wales (69%). This is lower than the all-Wales figure for Welsh speakers of 20.5%.

The ability to speak Welsh in Wrexham is at a peak in the rural ward of Ceiriog Valley (31% Welsh speaking), and at its lowest in Wynnstay, Smithfield and Cartrefle (less than 9%).

²⁰ Office for National Statistics – 2011 Census

2.10 Welsh Medium Education

During the academic year 2014-15, 11.7% of Wrexham pupils were in Welsh-medium primary schools.²¹ The authority maintains a number of Welsh medium co-educational day schools, where Welsh is the main medium of delivery. There are 7 Welsh medium primary schools in Wrexham and one Welsh medium secondary school.

The authority also operates a part-time support service for late comers to Welsh medium primary education. Children and young people receive intensive support in either their host school or, if there is demand from a small group, in one of the Welsh medium schools.

Bilingualism will be introduced at the earliest opportunity. The authority will ensure that bilingual education, once started, will be maintained and developed as the child / young person progresses. In Welsh-medium schools all subjects are delivered to pupils through the medium of Welsh. In English-medium schools, Welsh is introduced and taught as a subject with an increasing emphasis on using Welsh incidentally throughout the school day.

A high percentage of pupils currently attending Welsh medium schools in Wrexham come from predominately English speaking homes. More non speaking Welsh parents are sending their children to Welsh medium schools in Wrexham.

The Education Department is committed to ensuring that Welsh language and culture is promoted and supported and that all children and young people have equality of access to Welsh medium education. This is reflected in the authority's Welsh Language Policy for all schools maintained by the local authority and in the Welsh in Education Strategic Plan (WESP) 2014-17.²²

The authority has responded well to an increased demand for Welsh medium education, as evidenced by the new Welsh medium school in Gwersyllt, Ysgol Bro Alun, which opened in 2013.

²¹ Data taken from PLASC return (Jan 2015) for the Welsh medium primary schools in Wrexham, excluding dual stream.

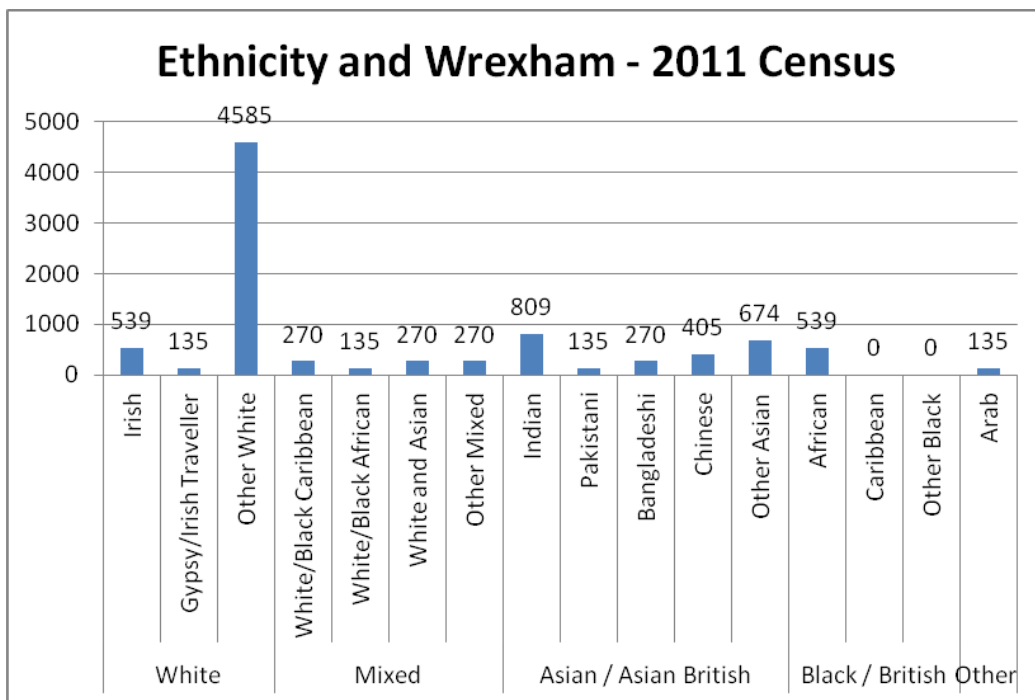
²² http://www.wrexham.gov.uk/assets/pdfs/education/welsh_education_strategic_plan.pdf

2.11 Ethnicity

93.1% of Wrexham County Borough’s people are White Welsh / White British.

6.9% (9,100) people are from a wide range of different ethnic and nationality backgrounds. Table 10 below illustrates the diverse nature of Wrexham:

Table 10: Ethnicity in Wrexham – 2011 Census



Wrexham has become increasingly diverse, both culturally and linguistically in the last 10 years. The majority of the usual resident population of Wrexham (97%) reported their ethnic group as white during the 2011 Census. Within this ethnic group, white British were the largest group at 93%, followed by Any Other White (3.4%). Indian was the next largest ethnic group (0.6%) followed by other Asian (0.5%).

2.12 Ethnicity – Pupils aged 5 and over

Table 11: Ethnicity – Pupils aged 5 and over

Local Authority	2011/12	2012/13	2013/14	2014/15
Cardiff	11, 224	11, 783	12, 601	13, 300
Newport	3, 713	3, 944	4, 276	4, 573
Swansea	2, 993	3, 168	3, 368	3, 677
Vale of Glamorgan	1, 697	1, 732	1, 769	1, 859
Wrexham	1, 120	1, 208	1, 304	1, 453

Source: <https://stats.wales.gov.uk/Catalogue/Education-and-Skills/Schools-and-Teachers/Schools-Census/Pupil-Level-Annual-School-Census/Ethnicity-National-Identity-and-Language/pupilsaged5andover-by-localauthorityregion-ethnicity>

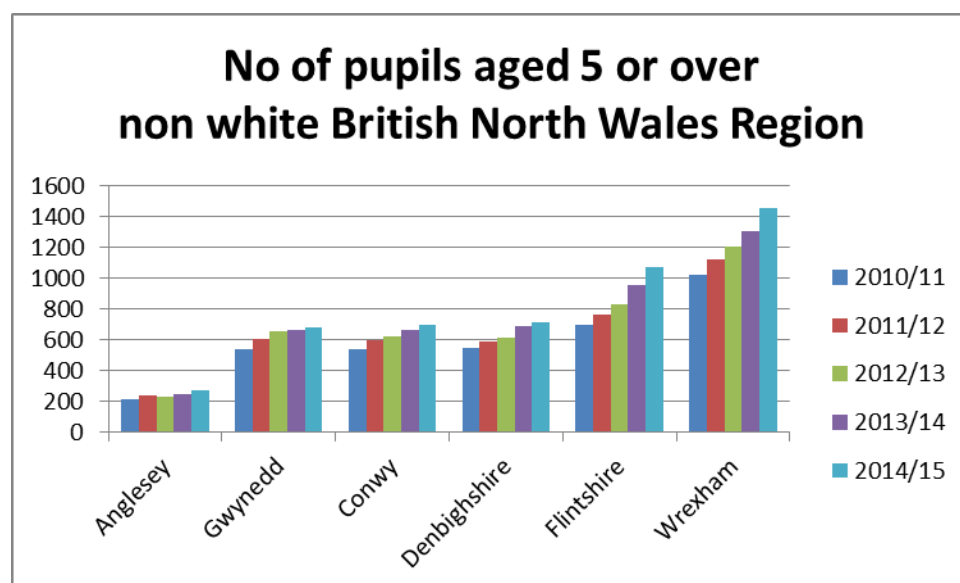
The data in Table 11 indicates that for the past four years (2011-2014) Wrexham has had the fifth highest number of pupils across Wales aged 5 or over who are non-white British and from any other ethnic background.

The number of pupils aged 5 or over from any other ethnic background has been steadily increasing in Wrexham.

In the North Wales region, out of 6 local authorities, Wrexham has the highest number of pupils aged 5 or over from ethnic backgrounds.

This data is shown in Tables 12 and 13 below:

Table 12: Number of pupils aged 5 or over who are non-white British (North Wales Region)



Source: <https://statswales.wales.gov.uk/Catalogue/Education-and-Skills/Schools-and-Teachers/Schools-Census/Pupil-Level-Annual-School-Census/Ethnicity-National-Identity-and-Language/pupilsaged5andover-by-localauthorityregion-ethnicity>

Table 13: Number of pupils aged 5 or over who are non-white British (North Wales Region)

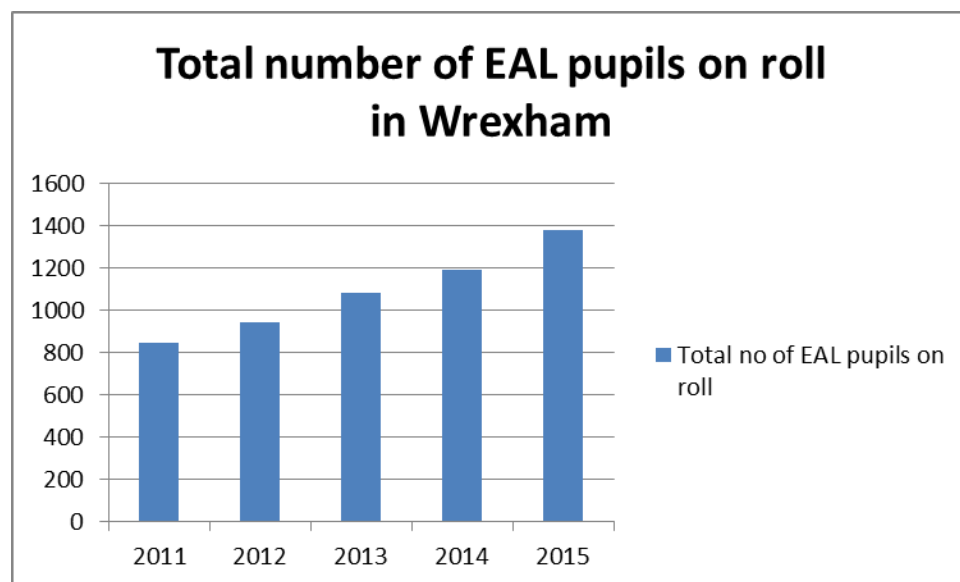
Local Authority	2010/11	2011/12	2012/13	2013/14	2014/15
Anglesey	214	240	231	249	270
Gwynedd	541	605	656	666	685
Conwy	536	597	627	665	697
Denbighshire	550	592	614	688	716
Flintshire	702	762	832	959	1069
Wrexham	1020	1120	1208	1304	1453

Source: <https://statswales.wales.gov.uk/Catalogue/Education-and-Skills/Schools-and-Teachers/Schools-Census/Pupil-Level-Annual-School-Census/Ethnicity-National-Identity-and-Language/pupilsaged5andover-by-localauthorityregion-ethnicity>

2.13 Learners with English as an Additional Language (EAL)

Wrexham has the fourth largest EAL school population in Wales. In 2014/15, there were 727 EAL primary school pupils (7.65%) and 278 EAL secondary school pupils (4.66%).²³ The total number of EAL pupils on roll has been steadily increasing over the past 5 years.

Table 14: Total Number of EAL pupils on roll in Wrexham



Source: Annual January PLASC data.

The percentage growth of EAL pupils against each previous PLASC return is illustrated in Table 15 below:

Table 15: Percentage growth of EAL pupils in last 5 years in Wrexham

Total number of EAL pupils on roll (Jan PLASC)	Increase in pupils against previous PLASC	Percentage growth against previous PLASC
847 2011	126 2010	17.48%
943 2012	96 2011	11.33%
1083 2013	140 2012	14.85%
1194 2014	111 2013	10.25%
1381 2015	187 2014	15.66%

²³ Ffynnon Data 2014-15

2.14 Learners with Special Educational Needs (SEN)

The number of pupils with Special Educational Needs has increased by 19% in Wrexham during the past 5 years (see Section 4.9 and Appendix A for further details). The authority has a duty to ensure that Wrexham has a continuum of suitable educational provision for children and young people with special educational needs. A review of existing special education provision in Wrexham is currently being carried out. The report on the SEN Review of Resourced Provision will be published during 2016 and will be used to inform future school organisation.

2.15 Electoral Division / Wards in Wrexham

Wrexham has a total of 47 electoral division / wards and 52 Elected Members (Councillors). An electoral division / ward map can be viewed here:

<http://wrexham.gov.uk/english/council/wardmap.htm>

Profiles of each ward containing key statistics from the 2011 Census can be viewed here:

http://www.wrexham.gov.uk/english/statistics/wrexham_statistics/profiles_summaries.htm

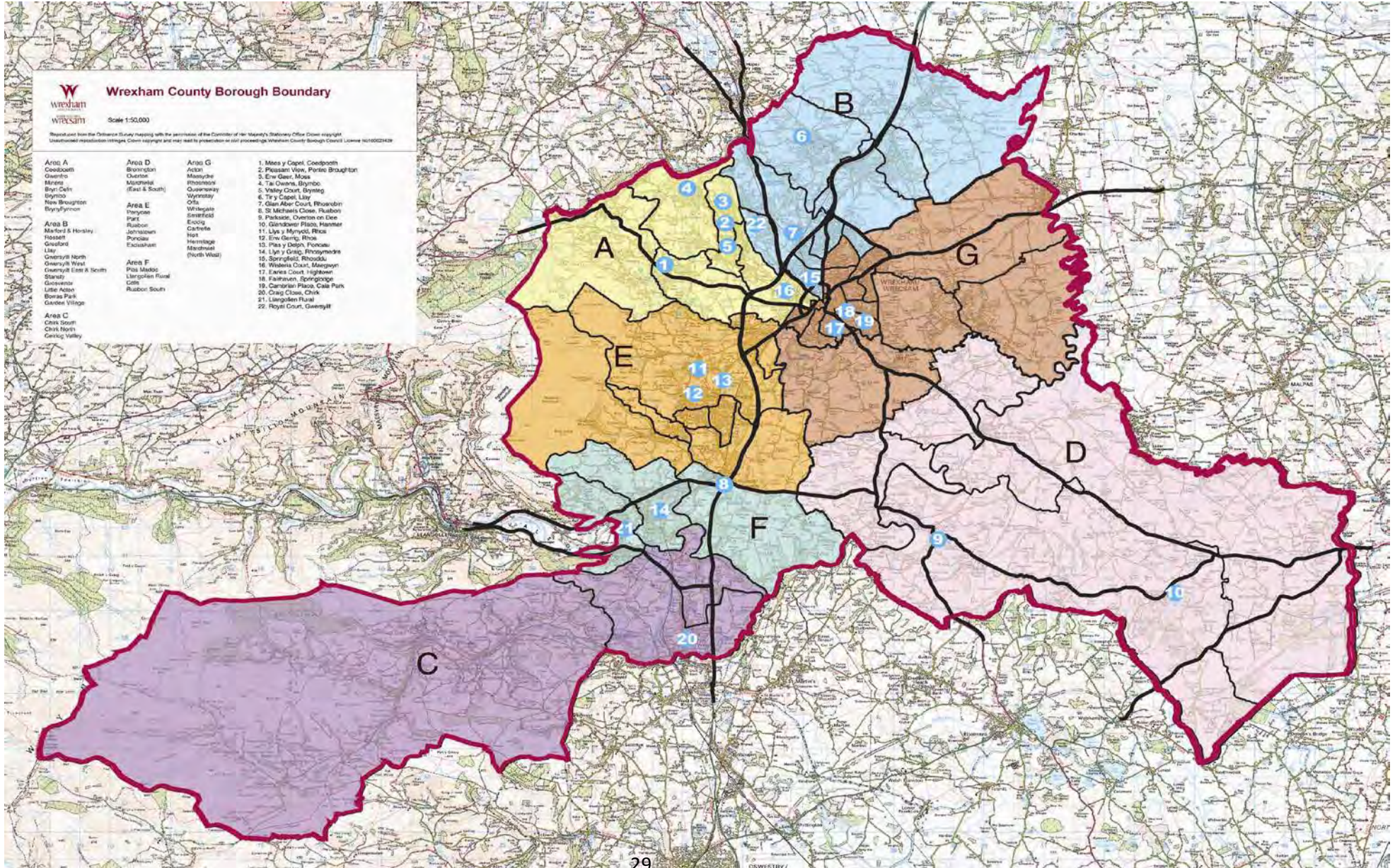
2.16 Local Government Reform - Draft Local Government (Wales) Bill

The Draft Local Government (Wales) Bill was out for consultation in February 2016. Following the Welsh Assembly elections in May 2016 and the new political make-up of the Welsh Assembly, we are waiting to hear how the Local Government (Wales) Bill will be taken forward.

2.17 Draft Directions to the Local Democracy and Boundary Commission for Wales

The *Draft Directions to the Local Democracy and Boundary Commission for Wales* went out for consultation with a closing date of November 2015. As part of its programme of local government reform, the Welsh Government will require the Local Democracy and Boundary Commission Wales to conduct reviews of electoral arrangements for proposed new local authority areas. The Directions do not specify a maximum or minimum number of Elected Members but they specify that the number of Councillors for a local authority should be no smaller than the number produced by a councillor to elector ratio of one councillor to every 4,000 electors (this gives an indication of the number of new wards proposed across the area).

The map below illustrates the current boundary lines in Wrexham County Borough.



2.18 Impact on school population and the planning of education provision

Looking at the data available to us we are able to measure current capacity against areas of high or growing demand. Normally demand in an area will increase steadily, with new housing developments having a lower impact in initial years and then rising as people become more settled in their new communities.

Some areas of Wrexham have experienced a higher growth in demand for places than the average for the County Borough. These include the town centre, New Broughton, Ruabon and Rhosymedre. Much of this demand arises from new housing developments. In the case of the town centre, other factors in addition to housing must be considered, such as economic migration, convenience for workplace access and the presence of a number of childcare settings which cater for younger siblings.

2.19 Rising Demand in the Primary Sector

From January 2006 to January 2015, the primary school-age population in Wrexham increased by 8.3%.²⁴

In certain areas of Wrexham (e.g. the town centre) demographic changes can be rapid, substantial and unpredictable. The requirement locally, for additional primary places is compounded by an overall lack of places across the town centre. The overall capacity in the town centre is for 2737 primary pupils. Demand is for 2835 pupils and is projected to rise further over the coming years to nearer 3000 places. Schools that are situated in urban villages on the fringes of the town centre are also experiencing increasing demand over and above existing capacity.

Tables 16 and 17 illustrate primary and secondary school population growth in Wrexham between the periods from 2010 to 2014.

²⁴ Data based on full-time pupils only and does not include pupils in nursery or those in resourced provision.

2.20 Primary and Secondary School Population Growth (+-) in Wrexham 2010-2014

Table 16: Primary

Total number of primary pupils on roll (Jan PLASC)	Increase in primary pupils against previous PLASC	Percentage growth against previous PLASC
11,763 2010	145 2009	1.25%
11,982 2011	219 2010	1.86%
12,167 2012	185 2011	1.54%
12,315 2013	148 2012	1.22%
12,618 2014	303 2013	2.46%
		5 year average 1.7%

Table 17: Secondary

Total number of secondary pupils on roll (Jan PLASC)	Increase / decrease in secondary pupils against previous PLASC	Percentage growth against previous PLASC
6684 2010	-30 2009	-0.45%
6711 2011	27 2010	0.40%
6667 2012	-44 2011	-0.66%
6577 2013	-90 2012	-1.35%
6395 2014	-182 2013	-2.77%
		5 year average -1.0%

Source: School Census Results Statistical Bulletin (SDR 111/2014)

2.21 Primary and Secondary School Population Growth (+-) in Wales 2010-2014

Table 18: Primary

Total number of primary pupils on roll (Jan PLASC)	Increase in primary pupils against previous PLASC	Percentage growth against previous PLASC
257,445 2010	-869 2009	-0.34%
259,189 2011	1744 2010	0.68%
262,144 2012	2955 2011	1.14%
264,186 2013	2042 2012	0.78%
269,421 2014	5235 2013	1.98%
		5 year average 0.8%

Table 19: Secondary

Total number of secondary pupils on roll (Jan PLASC)	Increase / decrease in secondary pupils against previous PLASC	Percentage growth against previous PLASC
203,907 2010	-1514 2009	-0.74%
201,230 2011	-2677 2010	-1.31%
198,015 2012	-3215 2011	-1.60%
191,279 2013	-6736 2012	-3.40%
186,427 2014	-4852 2013	-2.54%
		5 year average -1.9%

Source: School Census Results Statistical Bulletin (SDR 111/2014)

2.22 Measures Taken to Meet Rising Demand

We have already increased our capacity in a number of schools throughout Wrexham in order to better meet demand in those areas. Compared to our neighbouring authorities, demand for school places has increased significantly in Wrexham (see Appendix 1). The Local Authority will continue to monitor demand through its parental preference survey as well as closely analysing actual admission requests and other relevant sources of data, outlined in Section 2.23.

English medium Planned Admission Numbers (PAN) increased from 1376 to 1406 between September 2012 and 2015, giving 30 additional spaces for both Nursery & Reception intake. By increasing the admission number, the overall capacity of English medium primary schools has increased from 9632 to 9842 in September 2015. This represents an additional 210 places, or one medium sized primary school, and an increase of 2.15% (see Appendix 2).

The overall Welsh medium Planned Admission Number has increased from 161 to 225 between September 2012 and 2015, giving 64 additional spaces at Nursery and Reception. By increasing the Planned Admission Number, the overall capacity has increased from 1127 in September 2012 to 1575 in September 2015. This represents an additional 448 places, or one large primary school, and an increase of 39.7% (see Appendix 2).

There is a lag between the published admission numbers changing following works to increase capacity at schools. The Local Authority has admitted above the published admission number by an additional 20 pupils in the Welsh medium sector and 23 pupils in the English medium sector, as a result of recent improvements in the accommodation.

Faith admission increased from 255 to 258 in September 2015, giving 3 additional spaces at Nursery & Reception intake. By increasing the admission number, the overall capacity increase has been from 1785 to 1799 in September 2015, which equates to an additional 14 places (see Appendix 2).

2.23 Pupil Forecasting Methodology

The Local Authority has a range of data available to it to support the planning of school places and to project future demand, including:

- Tracking Registered Births – faith based and Welsh medium education;
- Medical Registration Data – live birth data;
- Tracking Proposed Housing Developments via information supplied by the Planning Department (for example, the Local Development Plan);
- Early Education Registration;
- Planning Places – Survey Returns;
- Trend / Area Analysis based on demand;
- Historical and current numbers on roll at school.

Our current forecasting methodology is increasingly accurate: within -0.4% for primary and -1.2% for secondary. The Local Authority has been relatively accurate in the projections which must be provided annually to Welsh Government.

Pupil population projections for schools extend to 2023. Primary populations are based on live birth data. As a local authority, we have secured agreement with Betsi Cadwalader University Health Board to receive GP registration data, which is assisting in the planning of school places. A survey of demand for Welsh medium and faith based education has been developed which is informing more detailed projections.

3. CURRENT SCHOOL PROVISION IN WREXHAM

3.1 Wrexham Schools

Wrexham County Borough Council has the following co-educational schools:

• Nursery Community School:	1
• Infant* Community Schools:	1
• Junior* Community Schools:	1
• Primary Community (English):	35
• Primary Community (Welsh):	6
• Primary Church in Wales Controlled:	5
• Primary Church in Wales Aided:	9
• Primary Catholic Aided:	2
• Secondary Community (English):	6
• Secondary Community (Welsh):	1
• Secondary Catholic & Anglican:	1
• Secondary Foundation:	1

Nine pairs of infant and junior schools have already been amalgamated into all-through community primary schools during the past ten years as part of The Primary Review programme which began in 2005. A further amalgamation is planned for September 2016. Wrexham now has 3 Federations, each with its own Headteacher. A fourth Federation is imminent.

There are approximately 20,000 children and young people in total in Wrexham schools.

There are 20 primary schools and 2 secondary schools in Wrexham that are over-subscribed in September 2016.

3.2 School Clusters

Cluster	Schools in Cluster
Bryn Alyn	Ysgol Bryn Alyn, Black Lane, Brymbo, Brynteg, Heulfan, Gwersyllt CP, Penrhyn, Tanyfron
Ceiriog	Ceiriog Valley: Cynddelw, Llanarmon, Pontfadog Dee Valley: Pentre, Froncysyllte, Garth Chirk Y Waun
Clywedog	Ysgol Clywedog, Bwlchgwyn, Penygelli, Gwenfro, Minera, Rhostyllen, St. Giles Primary, Victoria CP
Darland	Darland High School, All Saints Gresford, Holt, Park Llay, Rofft Marford, St. Peter's Rossett
Grango	Ysgol Y Grango, Johnstown Infants, Johnstown Juniors, Penycae, Maes y Mynydd
Maelor	The Maelor School, Bangor on Dee, Borderbrook, Bronington, Eyton, Hanmer, Isycoed, Madras, Overton, Deiniol Marchwiell
Morgan Llwyd	Ysgol Morgan Llwyd, Bodhyfryd, Bryn Tabor, Hooson, Min y Ddol, Plas Coch, Bro Alun
Rhiwabon	Ysgol Rhiwabon, Acrefair, Cefn Mawr, Rhosymedre Primary, Maes y Llan, St. Mary's Ruabon
Rhosnesni	Ysgol Rhosnesni, Caia Nursery, Acton Park, Alexandra, Barker's Lane, Borrass Infants, Borrass Juniors, Hafod y Wern, Rhosddu, Wat's Dyke
St Joseph's	St Joseph's Catholic and Anglican High School, St. Anne's RC, St. Mary's RC, St Christopher's

3.3 Funded Education for 3 year olds in Wrexham

Funded Education is available to children in Wrexham the term after their third birthday. Children must be aged 3 prior to the term they are due to start and be resident in Wrexham County Borough to be eligible. Children can have a place in a funded setting for either 5 sessions a week, one per day of 2 hours duration or 4 sessions per week, one per day of two and a half hours duration. This depends on what the setting of the parent's choice is providing.

A funded setting is approved for the provision of Education for 3 year olds and may be a playgroup, a private day nursery, a nursery class or an Early Years Unit in a local school. For children whose birthdays fall during the Autumn Term and before the start of the Spring Term, a funded place is provided for 2 terms, Spring and Summer.

For children whose birthdays fall during the Spring Term and before the beginning of the Summer Term a funded place will be provided for the Summer Term only.

Settings that receive funding:

- must have appropriately qualified staff
- will be inspected by ESTYN
- must provide the stated sessions
- will be supported by a qualified teacher on a regular basis.
- will attend training provided by the local authority.

3.4 Primary Sector

In 2005 Wrexham County Borough Council began a process of reviewing primary education across the borough: the Primary Review. The following key issues were identified:

- The continued need to raise educational standards through high quality teaching and learning, and improving the learning environment;
- Population forecasts at the time indicated that pupil numbers were falling and demographic shifts have affected both urban and rural areas;
- It was recognised that Welsh Assembly Government priority to make all school buildings fit for purpose by 2010 would not be met by maintaining the status quo;
- Local Authorities were under pressure to ensure that, while the system needed a degree of flexibility for admissions that surplus places can provide, no more than 10% of school capacity should be surplus to the requirement. (The number for Wrexham at the time was 20.8%. It now stands at 11.4%);
- The Local Government Settlement was increasingly tight, providing a diminishing opportunity for manoeuvre;
- There was recognition that there existed significant differences in the way that schools are funded. Small schools were disproportionately expensive. Pupil

costs within the Authority's schools range from £3,069 to £10,256 per annum in 2013/14;

- There is an ongoing national debate over the quality and breadth of educational and extra-curricular provision that smaller schools can provide.

A task and finish group was set up to manage the review process and based its recommendations on a wide range of data and other information with regard to the primary schools.

In addition to the numerical data, the group recognised the need to take into account the following:

- Educational standards
- Curricular needs
- Parental preference
- Travelling distance to the nearest alternative provision
- Future housing developments/population migration
- Costs associated with any proposed change
- Falling school rolls
- Future pupils projection
- Suitability of the current accommodation
- Views of the school community

The group published a report on the Primary Review in July 2005 and, following endorsement by the Children & Young People Scrutiny Committee, produced a final report for the Executive Board of the Council in September 2005. At that time, the following recommendations were made:

- Recognise the need to review and subsequently rationalise the current education provision;
- Reduce surplus places in primary schools from 21% of current capacity to 15% within five years and to 10% by the end of a further five year period, in line with WAG and Audit Office Wales guidelines;
- In anticipation of the Wales Local Government Association (WLGA) review of small schools policy, a review of all schools in the County Borough with 90 or fewer pupils be undertaken within one year;
- Support the continuation of the amalgamation of Infant and Junior Schools
- Recognise that the task is beyond the current capacity of Education and Property Services staff resources and supports the identification and appointment of a Project Manager with relevant expertise and skills to lead on this agenda;
- It is essential that the Asset Management Group responds to the priorities identified by the rationalisation process in the context of the Review of Children's Services;
- Supports the continued involvement of Members in implementing the review;

- Agrees to action the above recommendations which will lead to revised criteria for the capital programme.

The outcomes of this review process have included the amalgamation of 9 pairs of Infants and Junior schools, a replacement Area school for three smaller schools in Rhos, a new Welsh Medium school in Gwersyllt, a larger replacement Welsh medium school in Rhos and the closure of a Nursery school.

3.5 Secondary Sector

There are 9 secondary schools in the County Borough, of which 7 are LA community schools, (which includes one Welsh medium), one Catholic and Anglican school and one foundation school. All secondary schools are co-educational day schools.

The Secondary School Modernisation Programme focusses on 3 secondary schools: Ysgol Bryn Alyn, The Maelor, Penley and Darland High School. The Programme is an investment in the fabric of these schools which impacts on pupil achievement in a positive manner due to the fact that the learning environments are more attractive and stimulating. It is anticipated that this will also have a positive effect on pupil behaviour and decrease the number of exclusions.

The investment in the priorities relating to the repairs and maintenance will also ensure that Headteachers do not have to consider closing areas of the school; an issue that could lead to pupils missing valuable learning time. The most important issue relates to pupils' health and safety and reducing the backlog in repairs and maintenance.

3.6 Re-purposing of Accommodation

We have re-purposed accommodation in a number of our secondary provisions:

- Rhosnesni - 2 room officer base
- Clywedog - 3 room officer base
- Grango - 2 room conference base

We are also undergoing further re-purpose in the creation of flexible learning areas within each of these schools and rolling out to others. We are currently de-commissioning and demolishing a block of nine class bases at Ysgol Bryn Alyn as it is a condition D building and addresses the current significant surplus at that school.

3.7 Pupils attending Out-of-County schools

Of concern to the authority is the number of pupils attending out-of-county schools. The number attending out-of-county secondary schools as at 8 December 2015 was 997 pupils. This has a direct impact on surplus places in the secondary sector.

3.8 Special Education / Special Provision

The vast majority of Wrexham mainstream schools will be able to meet the needs of pupils with special educational needs through the implementation of appropriate strategies, individual interventions and programmes which are often recommended by external agencies.

For some pupils their special educational needs are best met in a smaller class within a mainstream school. These are called Resourced Provision. Wrexham County Borough Council has a number of these Resourced Provision classes in nursery, primary and secondary schools which meet the needs of pupils with a range of additional learning needs.

For a small percentage of pupils whose special educational needs are more significant, complex and long term it may be more appropriate to access specialist provision either at Y Canol, Ysgol Heulfan (aged 3-11) or at St Christopher's (aged 6-19). St. Christopher's Special School is the largest Special School in Wales.

The report on the SEN Review of Resourced Provision (previously referred to in Section 2.14) will inform school organisation in relation to existing and future special education provision in Wrexham.

3.9 Pupil Referral Units

Section 19 (2) of the Education Act 1996 defines a Pupil Referral Unit (PRU) as any school established and maintained by a local authority which is specifically organised to provide education for children and young people, who, by reason of illness, exclusion from school or otherwise, may not for any period receive suitable education and which is not a county (community) school or a special school. There are 4 units as follows:

Unit 1 - Young Mothers Unit

Unit 1 provides education and support for pregnant and parenting school girls. The aim is to make sure that young women are not disadvantaged educationally by their early pregnancies. Unit 1 has pupils who attend full time but has also been responsible for the co-ordination of outreach work with pupils who remain in school for most of their pregnancies. The unit delivers a core curriculum and has a free on-site crèche so that pupils can bring their babies to school with them.

Unit 2 – Emotional / Social Difficulties and /or School Phobia

Unit 2 provides full time education for young people aged between 11 and 16 who cannot, or will not, attend mainstream school because of poor mental or emotional health. All pupils are referred by Wrexham secondary schools in collaboration with CAMHS and / or the Educational Psychology Service.

Unit 3 – Key Stage 3 Behaviour

Referrals to Unit 3 are made via the Wrexham Secondary Behaviour Panel which is held once a month, whereby it is agreed whether a placement at Unit 3 is the best intervention for the individual pupil. The provision is for pupils who have been excluded from their mainstream school or who are at risk of exclusion. This will be for persistent disruptive behaviour or serious one off offences. All pupils who attend Unit 3 have exhibited challenging behaviour and have a range of needs such as autism, ADHD, mental health problems and low self-esteem.

Unit 4 – Key Stage 4 Behaviour

Referrals to Unit 4 are also made via the Wrexham Secondary Behaviour Panel which is held once a month whereby it is agreed whether a placement at Unit 4 is the best intervention for the individual pupil. The provision is for pupils who have been excluded from their mainstream school or who are at risk of exclusion. This will be for persistent disruptive behaviour or serious one off offences. Some pupils attending Unit 4 have committed 'offending behaviours' in the community resulting in legal orders with the Youth Justice Service.

3.10 Foundation Schools

There is one Foundation co-educational secondary high school maintained by the local authority in Wrexham: The Maelor School in Penley.

3.11 Faith Based Education

Denominational Schools (Voluntary Controlled)

These co-educational day schools, whilst under the auspices of the local authority as far as admissions are concerned, also offer an education which is founded on Christian principles and values. There are Church in Wales controlled primary schools at Eyton, Chirk Pentre, Talwrn Green (Borderbrook), Rossett (St Peter's), and Wrexham (St Giles).

Denominational Schools (Voluntary Aided)

These are voluntary aided co-educational day schools which are maintained jointly by the local authority and denominational bodies. All aided schools in the County Borough are either part of the Catholic or Church in Wales denominational groups.

The Catholic primary schools in Wrexham are St Anne's and St Mary's. The Church in Wales primary schools are at Minera, Brymbo (St Mary's), Ruabon (St Mary's), Gresford (All Saints), Hanmer (St Chad's), Overton (St Mary's), Penley (Madras), Isycoed (St Paul's) and Bronington. St Joseph's Catholic and Anglican High School is a shared faith secondary school.

Admission to these schools is the responsibility of the governing body of each school with places being allocated in accordance with their approved published criteria, as defined by each respective governing body. The majority of places are allocated to Catholic and Church in Wales children who meet the specific criteria.

A number of non-Catholic or non-Church in Wales pupils are also admitted in accordance with diocesan policy. The policy takes into consideration the desire of parents for a particular religious ethos for the education of their children. The LA will ensure that parents wishing to have their children educated at a denominational (Church) school will have the opportunity to express their preference for such a school.

3.12 Post-16 Provision (School Sixth Forms)

There are three secondary schools in Wrexham that offer sixth form provision for pupils aged 16-18. These are The Maelor School in Penley, Ysgol Rhiwabon and Ysgol Morgan Llwyd, the latter of which offers Welsh-medium education.

4. DRIVERS FOR CHANGE AND TRANSFORMATION

The key drivers for transformation are highlighted in this section.

4.1 Continued Improvement of Educational Standards:

- **The National Model for School Improvement: ‘Qualified for Life’²⁵**

The national model for school improvement, ‘Qualified for Life,’ is a long term vision for education for 3-19 year old learners in Wales. The plan includes four strategic objectives to improve educational attainment for all learners:

1. An excellent professional workforce with strong pedagogy based on an understanding of what works;
2. A curriculum which is engaging and attractive to children and young people and which develops within them an independent ability to apply knowledge and skills;
3. The qualifications young people achieve are nationally and internationally respected and act as a credible passport to their future learning and employment;
4. Leaders of education at every level working together in a self-improving system, providing mutual support and challenge to raise standards in all schools.

- **The Donaldson Review**

In March 2014, the Welsh Government asked Professor Graham Donaldson to conduct a fundamental review of curriculum and assessment arrangements in education, from Foundation Phase through to Key Stage 4. Professor Donaldson’s report ‘*Successful Futures*’²⁶ provides the foundations for a twenty-first century curriculum and assessment arrangements that will best meet children and young people’s needs and equip them for their future lives. From this, a new curriculum for Wales will be developed with education professionals from across Wales. The aim is that the new curriculum will be available to schools and settings by September 2018.

²⁵ <http://gov.wales/topics/educationandskills/allsectorpolicies/qualified-for-life-an-educational-improvement-plan/?lang=en>

²⁶ <http://gov.wales/topics/educationandskills/schoolshome/curriculum-for-wales-curriculum-for-life/why-we-are-changing/successful-futures/?lang=en>

- **Meeting the requirement of the new curriculum for Wales²⁷**

The new curriculum will embody four purposes as follows:

- Ambitious, capable learners ready to learn throughout their lives;
- Enterprising, creative contributors, ready to play a full part in life and work;
- Ethical, informed citizens of Wales and the world;
- Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

The new curriculum will include:

- Six areas of learning and experience from ages 3 to 16;
- Three cross-curriculum responsibilities: literacy, numeracy and digital competence;
- Progression reference points at ages 5, 8, 11, 14 and 16;
- Achievement outcomes which describe expected achievements at each progression reference point.

The curriculum will be organised into six areas of learning and experience:

- Expressive Arts;
- Health and Well-Being;
- Humanities (including RE which should remain compulsory to age 16);
- Languages, Literacy and Communication (including Welsh which should remain compulsory to age 16, and Modern Foreign Languages);
- Mathematics and Numeracy;
- Science and Technology (including Computer Science).

²⁷ <http://gov.wales/topics/educationandskills/schoolshome/curriculum-for-wales-curriculum-for-life/?lang=en>

- **National Categorisation System²⁸**

The National School Categorisation System aims to provide a clear structure to review how well a school is performing for its learners, taking into consideration how effectively it is led and managed, the quality of teaching and learning and the level of support and challenge it needs to do even better. Each primary and secondary school is placed into one of four colour coded categories (green, yellow, amber or red) which trigger a tailored support package as follows:

- A school in the green support category will receive up to 4 days of Challenge Adviser time.
- A school in the yellow support category will receive up to 10 days of Challenge Adviser time.
- A school in the amber support category will receive up to 15 days of Challenge Adviser time.
- A school in the red support category will receive up to 25 days of Challenge Adviser time.

The tailored support package is delivered by Challenge Advisers via the four regional school improvement services from across Wales:

- GwE (Gwasanaeth Effeithiolrwydd) – North Wales
- ERW (Ein Rhanbarth ar Waith) –South West and Mid Wales
- CSC (Central South Consortium) – Central South Wales
- EAS (Education Achievement Service) – South East Wales

The support for each school is tailored to meet the school's needs to improve outcomes for learners and support and challenge school leaders to develop their strategies for leadership and teaching and learning.

²⁸ <http://gov.wales/docs/dcells/publications/150119-parents-guide-en-v2.pdf>

- **GwE – North Wales Regional Model for School Improvement**

By providing focused and supportive challenge, a key priority for GwE is to establish and promote an effective regional school-to-school model and develop a self-improving system where schools collaborate, support and challenge each other.

GwE's Business Plan²⁹ aims to:

- Maintain firm new systems for performance in order to improve efficiency;
- Raise standards – improve literacy and numeracy;
- Promote well-being, raise aspirations and improve pupils' resilience as learners;
- Improve outcomes and reduce variation between and within schools.

- **Wrexham's Education Improvement Action Plan 2014-2017**

The authority continues to work in collaboration with GwE and in partnership with schools to successfully implement the Education Improvement Action Plan 2014-2017. Progress against the Action Plan is regularly monitored and challenged by the Lifelong Learning Scrutiny Committee.

The Education Improvement Group continues to meet on a termly basis to steer strategy and to ensure that the overarching priority 'All children and young people have positive aspirations, learn and achieve their potential' is met.

- **Performance In Wrexham**

Education performance in Wrexham is improving however it is improving at a slower rate in comparison to the rest of Wales.

In 2014/15, there was improved performance in Wrexham at Foundation Phase (up by 2.6%) which was almost double the rate of improvement in Wales (up by 1.6%), however performance was slightly below the Wales average (down by 1.3%).

There was improved performance at Key Stage 2 (up by 3.5%) which was in line with the Wales average and more than double the rate of improvement in Wales (up by 1.6%).

²⁹ <http://www.gwegogledd.cymru/about-us/our-vision>

- **Education Performance In Wrexham (continued)**

At Key Stage 3 there was improved performance compared with 2014 (up by 2.5%) however the rate of improvement was lower compared with the Wales average (up by 2.8%).

Results at Key Stage 4 indicate that there was improved performance in the L2+ indicator* (up by 1.1%) but this was below the rate of improvement across Wales (up by 3%).

- **Estyn**

During the last Local Authority Education Services Inspection in 2010, Estyn's inspection report made the following observations in relation to Access & School Places:

There is a good range of early year's provision. The authority monitors provision regularly and provides effective support to secure ongoing improvements in quality.

The authority consults appropriately on admissions to schools and co-ordinates procedures effectively. Schools and parents are clear about these arrangements and the authority meets nearly all parental preferences.

Since 2005, the authority's Primary Schools Review has delivered a range of projects which have improved the quality of school buildings. There are sound projects to improve facilities at three secondary schools. The authority has made good progress in reducing the number of surplus places in the primary sector. However, progress in the secondary sector is currently too slow and, as a result, surplus places in secondary schools are the second highest of all Welsh authorities.

The authority has recently appropriately realigned its plans for school organisation and modernisation. A series of area reviews is planned and this will identify options for reorganisation projects, although detailed plans are at an early stage. The authority has appropriate data on the condition and suitability of its school buildings.

The local authority has appropriately considered its post-16 transformation plan to address small uneconomic sixth-form provision in a few schools. Officers strongly recommended an option for full tertiary provision at the further education college. Elected members chose a different option based on a sixth-form consortium. The authority has not yet addressed inefficiencies in sixth-form provision identified in a previous Estyn inspection of 14-19 provision.

Following the inspection, Estyn recommended that the authority:

'Reduce surplus places in secondary schools in line with the Council's realigned strategy for school organisation.'

When Estyn returned to carry out a follow up visit in 2012, they judged that this recommendation had largely been addressed. Estyn's monitoring report noted that:

In the last year, the local authority has made good progress in developing innovative proposals to reduce surplus places. The authority currently has the second lowest percentage of surplus places in primary schools in Wales, although at secondary level the percentage of surplus places remains high and is the sixth highest in Wales. Since 2010 there has been a small reduction in the number of surplus places.

The authority has further improved its method for forecasting school places and now reviews the accuracy of its forecasts by comparing them to actual admissions. This allows them to refine their methodology relating to individual schools.

The Executive Board recently approved a feasibility study on the use of surplus places in secondary schools to accommodate a range of education support services. This will examine proposals to relocate services presently based at the Erlas centre, thus freeing up that building. The study will also explore considerations to provide accommodation for the use of the regional School Improvement Service. This work is proceeding well and is projected to lead to a reduction of around 360 surplus places by September 2014. In addition, the authority's agreed 21st Century School proposal includes a project to establish a flexible learning zone in one of the town centre secondary schools. On completion in 2016 this project is planned to further reduce the surplus in the secondary sector by at least 200 places.

The authority has recently reviewed the remit of its Learning Partnership Board. The Board is working well to develop an alternative model for post-16 learning within the authority. The sub-group leading the work includes representatives of all the relevant providers. The work is focussed appropriately on issues concerned with quality and value for money that have been highlighted in previous Estyn reports. Members considered the principles in an all-Member workshop in November 2012 and the final proposals will be presented to the Executive Board in March of this year.

4.2 Ensuring Effective Leadership

o Building resilient leadership in our schools

The Local Authority is working in partnership with GwE to ensure effective leadership in our schools and to provide structures for more distributed leadership to increase leadership capacity and improve succession planning. GwE have prepared a comprehensive cross-sector Leadership Programme for practitioners across the region. The programme reflects national principles and strategies for leadership development. The authority wants to enable Headteachers to have sufficient time to focus on effective leadership and school improvement. The authority recognises the role of school governing bodies in this area as key drivers in making a difference to the quality of leadership and teaching and learning in our schools.

- **Headteacher Recruitment**

Recruiting Headteachers can pose an issue and some posts are difficult to fill. This has been compounded by the divergent agendas in England and Wales, whereby there is no requirement for Headteachers in England to hold a National Professional Qualification for Headship (NPQH). In Wales, the NPQH is an essential requirement to become a Headteacher. In Wales, we are more susceptible to losing suitable candidates across the border as a result.

- **Headteachers with Teaching Commitments**

Headteachers who have class responsibility for more than 50 per cent of their time (for example, in small schools) may struggle to do the job of the Headteacher, focussing more on their role as a teacher rather than as a leader and a manager. This limits their time to carry out leadership effectively. The appropriate amount of headship time will vary from school to school, dependent on a number of aspects such as school size, teaching commitment, staffing levels and the presence of a Deputy Headteacher. In small schools, where Headteachers often have a significant teaching commitment, non-contact, dedicated headship time is a key issue. Assessing an appropriate amount of headship time is the responsibility of the Headteacher in consultation with their governing body.

4.3 School Population Trends

Appendix 5 illustrates projected pupil numbers in primary from 2017 to 2021. Appendix 6 illustrates projected pupil numbers in secondary from 2017 to 2021. The authority monitors school population projections on an annual basis to monitor for any unexpected fluctuations.

4.4 Budgetary Constraints / Finance

The net education revenue budget for 2015/16 is £92m of which 84.9% of the gross schools budgeted expenditure is delegated to schools. The Local Authority's total gross schools budgeted expenditure per pupil reduced from £5,440 in 2014-15 to £5,381 in 2015/16. Wrexham's position remained (ranked 17/22) due to a similar movement in other authorities with a corresponding fall in the overall Welsh average from £5,607 in 2014-15 to £5,526 in 2015-16.

For primary schools, Wrexham's gross delegated expenditure per pupil is £4,133 compared with the all Wales average of £4,174 for that sector. For secondary schools, Wrexham's gross delegated expenditure per pupil is £4,953 compared with the all Wales average of £4,867 for that sector. Wrexham's schools are funded via the authority's agreed resource allocation formula for school delegated budgets. This formula was subject to a full review during 2015-16.

The 2016-17 school delegated budgets were allocated based on the amended formula methodology that was approved by the Executive Board following a consultation process.

The Corporate Land and Buildings Strategy Group manage the Council's assets in support of corporate priorities. There is a five year capital programme and where possible individual projects are grouped together to maximise local impact and to procure value for money managed under a robust project management process. School capital projects have increased environmental specifications to reduce future revenue costs.

Revenue savings from the primary schools' review are re-invested in educational priorities and all Council Fund capital receipts, with the exception of Commercial Estate receipts which are re-invested in the Commercial Estate, are allocated to school building projects. There are clear plans in place to fund the authority's share of the 21st Century Schools capital programme. Exploring different options during the procurement process proved successful by reducing the cost of the first two schools on the programme. The saving was sufficient to extend the work programme to include a further four projects to meet capacity issues within other town centre schools. Examples of funding streams are outlined below:

Capital Receipts

Capital receipts are funding made available by the release and sale of property within the County.

Capital Minor Works

This is a limited annual budget that the Education Department have in order to complete planned capital projects for their 69 schools.

Section 106 payments

Local authorities find themselves under increasing financial pressure to meet the educational needs arising from residential development. Cumulatively, even relatively small developments can have a significant financial impact on the provision of school places. Welsh Office Circular 13/97 'Planning Obligations'³⁰ makes provision for developer contributions to offset the negative consequences of development, provided there is guidance on this in the Local Development Plan. The Wrexham UDP provides this guidance through Policy GDP2 on Capacity of Infrastructure & Community Facilities.

Furniture and Equipment Budget

This is a limited annual budget that the Education Department have in order to complete the planned furniture and equipment replacement programme for their 69 schools.

³⁰ <http://gov.wales/topics/planning/policy/circulars/welshofficecirculars/circular1397/?lang=en>

ICT Capital Budget

This is a limited annual budget that the Education Department have in order to complete planned ICT infrastructure, hardware and software upgrade programme for their 69 schools.

21st Century Schools Programme

Wrexham has secured a total of £22.3 million to transform the learning experience of students, ensuring they are taught in classrooms with the technologies and facilities needed to deliver a 21st Century curriculum. The projects are 50% match funded by the Welsh Government, through its 21st Century Schools and Education Programme. The first wave of 21st Century School projects (Band A) will be delivered by 2018-19. In Wrexham it involves 9 projects impacting the following schools:

- **Hafod Y Wern Community Primary**

A new purpose built 315 primary school, with SEN provision.

- **Gwenfro Community Primary**

A new purpose built 315 primary school, with SEN provision.

- **Alexandra Community Primary**

A new purpose built SEN provision consisting of a 4 classroom extension with related therapy areas.

- **Ysgol Plas Coch**

A new purpose built 3 classroom extension and internal refurbishment of shared areas to replace mobile classrooms.

- **Penycae Community Primary**

A 4 classroom extension, with both internal and external refurbishment, on the Infants site, to allow the amalgamated school to be co-located on a single site.

- **Gwersyllt Community Primary**

A development project to co-locate infants and juniors in a single building through extension and refurbishment.

- **Ysgol Bryn Alyn**

A five classroom extension with a flexible learning area to replace the current condition D building. This development also includes extensive remodelling of the reception area and school entrance.

- **Ysgol Morgan Llwyd**

A development to expand provision of Welsh medium secondary places in Wrexham to meet demand.

- **Ysgol Clywedog**

A development of a significant Flexible Learning Zone to enhance and work alongside the current secondary provision on site.

The authority develops projects that ensure value for money and have a positive outcome for education and for learners in Wrexham. The authority utilises funding from a number of funding streams within a single project to ensure best value.

4.5 Information & Communication – Wrexham (ICT) Strategy

The ICT Strategy (2012-2016) is a key underpinning element of the *Council Plan* which commits the organisation to strive for excellence and innovation in delivering services and in transforming ways of working across four main strategic themes. ICT will have a fundamental role to play in achieving these aspirations:

Economy - invest in broadband infrastructure locally to support businesses and supporting innovation.

People - providing improved customer access to services and underpinning many of the improvements achieved to date, providing ICT support to schools to help with the education and skills development of students, enabling joint working across social care and health agencies for the benefit of patients and collaboration in other areas such as environment.

Place - Supporting innovation. Ensuring our ICT activity is sustainable and environmentally responsible in line with the Council's commitment to carbon reduction.

Organisation – ICT provision is central to supporting the conditions needed within the Council to achieve excellence.

ICT will be an enabler for change and improvement across all service areas. This can be achieved by exploiting existing and new technologies to deliver demonstrable business process improvements with better services for our customers as an outcome. ICT will underpin or contribute to the delivery of many of the authority's key priorities and objectives.

4.6 Reducing the number of surplus places in our schools

The authority has worked proactively to effectively reduce surplus places. Surplus places in Wrexham schools now stand at 18.1% (2014-15). This is above the Wales average of 16.0% (2014-15). More work has been done to forecast surplus places across both the primary and secondary sector. During 2014-15, surplus places at secondary level continued to be above the Welsh average at 27.2% (Welsh average 19.1%). Owing to an increase in the pupil population, primary surplus places are below the Welsh average of 13.5% currently standing at 11.9% (2014-15). This work shows that by 2021 the overall level of surplus places will be 11.8% with primary schools at 7.3% and secondary schools at 19.3%, demonstrating a requirement to increase primary school capacity in the medium term (data obtained from 2015 January PLASC return). However, the authority currently has too many secondary school surplus places. The authority needs to continue to re-purpose accommodation where appropriate, whilst being mindful of the increase in demand expected beyond 2017. A summary illustrating surplus places in the primary and secondary sectors (2014-2017) is illustrated in Appendix 7.

The primary school estate has been reviewed in areas where we have experienced greatest additional demand. Already minor capital works have taken place to create additional places in the town centre, and further 21st Century School schemes are under way.

Capital Minor Works & Section 106 Payments

Capital minor works impacts greatly on the quality of the school environment across the County. In 2015/16 financial year alone, a total of 20 schools benefitted from projects. Due to increased demand for places, given housing developments in the area, we have invested S106 payments in increasing capacity at the following schools during 2015/16:

School	Work Undertaken	Additional Spaces
St Giles	Internal remodelling	105
Ysgol Tanyfron	Adoption & internal remodelling of previous community centre	49
Ysgol Bodhyfryd	Internal remodelling	77
St Christopher's Special School	Internal remodelling	New provision – all County
Ysgol Penrhyn	Internal remodelling	14

21st Century Schools Programme

Our programme for delivering 21st Century schools reflects a strategic needs assessment which considered capacity, location, site and building constraints, amalgamations and building condition. The review demonstrated that there is a growing deficit of places in the town centre. Due to the 21st Century Schools Programme having been stretched over a longer period, it is essential that WCBC takes any opportunity to increase overall pupil capacity of the town centre primary schools.

Addressing Surplus Places

Wrexham County Borough Council faces particular challenges should it adopt the target of reducing surplus places at secondary level to 15.43% by 2016, effectively removing 319 places.

Wrexham County Borough Council has pressed ahead with plans to make use of secondary surplus places as office accommodation for council staff. Concerns remain that as many as half of these places will eventually be required to be re-commissioned as classroom bases as existing primary pupils begin to feed through the secondary system. This is without accounting for any major development in the County Borough as a result of up to 10,000 new homes proposed by the Welsh Government in its response to our Local Development Plan.

Hafod Y Wern

New build of a 315 primary with SEN provision in one of the most economically deprived areas in Wales. The new building along with the improved access to the latest technology will be well used by the school. This will support the school in continuing the improvement journey and meet the targets that the LA has set.

Hafod Y Wern CP School is located in a residential area to the south west of the town of Wrexham. Hafod Y Wern operated as separate infant and junior schools until amalgamation in September 2007. The schools occupy the same site but the buildings are physically detached.

Gwenfro

A second new build of a 315 primary with SEN provision in one of the most economically deprived areas in Wales. The pre-existing Gwenfro Infant and Gwenfro Junior Schools were amalgamated in 2007 to form the new Gwenfro Community Primary School. The school buildings occupy the same site but are physically detached. This school was identified as Condition D by the Welsh Government commissioned survey undertaken by EC Harris.

Ysgol Plas Coch

This will permanently extend an existing 210 place Welsh medium primary school with an additional three classrooms. These would replace the existing temporary mobiles on site. The scheme also allows for considerable internal alterations to accommodate a studio hall, a larger relocated kitchen and extension to the Foundation Phase areas. This would mean a permanent increase in mainstream Welsh medium capacity within the town centre by 105 pupils.

Alexandra CP

This will permanently extend an existing 210 place primary school with an additional four classrooms purpose built to accommodate the Assessment Centre's pupils with additional learning needs, many of which are complex, and the schools resourced unit. This would mean that the four classrooms currently being used by those pupils could be reinstated as standard classes, thus increasing mainstream English medium capacity within the town centre by 105 pupils. The scheme involves extending a Condition A building (built in 2000) within the town centre in order to partly address the current oversubscription in the area, whilst creating 'fit for purpose' classrooms that can accommodate the pupils who currently attend the Assessment Centre.

4.7 Increasing access to Welsh Medium Education

There is increasing demand for Welsh medium education in the County. The authority has responded well to the increased demand for Welsh medium education, as evidenced by the new Welsh medium school in Gwersyllt and by increasing the number of pupil places in the primary sector (Ysgol Plas Coch) and in the secondary sector (Ysgol Morgan Llwyd).

There are a number of proposed models in the Framework that may be considered in any review of Welsh medium provision. Existing Welsh medium schools will be reviewed against set criteria in the same manner as English medium schools.

4.8 Increasing access to Faith Based Education

There is a growing demand for faith education in the county as a result of in-migration, predominantly from other European countries. This is reflected in the total number of EAL pupils on roll which has been steadily increasing in Wrexham over the past 5 years.

The authority has responded well to the increase in faith based education, increasing the overall capacity to an additional 14 places (see table showing faith increases in Appendix 2).

4.9 Pupils with Special Educational Needs

Wrexham

Overall the demand for Special Educational Needs support in Wrexham has increased by 19% (580 pupils) over the past 5 years. The number of statemented pupils in Wrexham has reduced by 114 (17%) over the past 5 years, with the number of non-statemented pupils increasing by 694 (30%).

North Wales (6 Local Authorities)

Overall the number of pupils with Special Educational Needs in North Wales has increased by 1949 (9.8%). The number of statemented pupils in North Wales has reduced by 483 (15.5%) over the past 5 years, with the number of non-statemented pupils increasing by 2432 (14.5%).

All Wales (22 Local Authorities)

Overall the number of pupils with Special Educational Needs in Wales has increased by 5027 (5%). The number of statemented pupils in Wales has reduced by 970 (7%) over the past 5 years, with the number of non-statemented pupils increasing by 5997 (7%).

Data tables are illustrated in Appendix 4.

The SEN Code of Practice provides the basis for the Council's SEN policies and procedures. The policies and procedures are currently in the process of being updated or have recently been updated:

- a. Special Education Needs (SEN) Policy – currently being updated.
- b. Criteria for Statutory Assessment / Additional Resources at School Action Plus– amended for September 2016.
- c. Moderation Panel – Policy, Practice and Guidance – updated 2015.

All policies are due to be reviewed in 2017 in conjunction with the introduction of the new framework / legislation being introduced by the Welsh Government for supporting children and young people with additional learning needs. Reviews will take into account the recent investigation by the Public Services Ombudsman for Wales and the need to determine whether a statutory assessment should have been undertaken instead of ESAPs.

The implications of an increasing SEN population mean that further pressures are placed on services to provide education provision that meets demand and is fit for purpose. The report on the SEN Review of Resourced Provision (due to be published in the Summer Term) will be used to inform school organisation in Wrexham.

4.10 Ensuring all buildings are fit for purpose

School organisation projects ensure that the authority continues to work towards providing sustainable education in buildings that meet national building standards, are environmentally friendly, economical and fit for purpose. The authority has recently contracted CIPFA to undertake up-to-date Property Condition Surveys. These surveys will provide sufficient detail and priorities forward work programming for our school stock. The Welsh Government focus for Band B 21st Century Schools is a reduction in the number of Category C and D buildings. Definitions of the condition, suitability and sufficiency of buildings are outlined below:

Condition:

Grade	Description
Grade A	Good. Performing as intended and operating efficiently.
Grade B	Satisfactory. Performing as intended but exhibiting minor deterioration.
Grade C	Poor. Exhibiting major defects and/or not operating as intended.
Grade D	Bad. Life expired and/or serious risk of imminent failure.

Suitability:

Grade	Description
Grade A	Good. Facilities suitable for teaching, learning and well-being in schools.
Grade B	Satisfactory. Performing as intended but does not effectively support the delivery of the curriculum in some areas.
Grade C	Poor. Teaching methods inhibited/adverse impact on school organisation.
Grade D	Bad. Buildings seriously inhibit the staffs' ability to deliver the curriculum.

Sufficiency:

Y	If school site is sufficient for purpose.
N	If there are issues which need to be addressed.

Primary Schools - current condition, suitability and sufficiency status

Condition	Suitability	Sufficiency	Temporary Buildings
Grade A = 9	Grade A = 6	Sufficient = 39	23
Grade B = 30	Grade B = 24		
Grade C = 18	Grade C = 19	Insufficient = 21	
Grade D = 3	Grade D = 11		

Two of the Condition D buildings are within Band A of the 21st Century Schools Programme. The third has had significant works undertaken via local authority capital works.

4.11 Integrated service provision and commissioning

Where possible, the authority will work towards increased service integration and multi-agency working to deliver services more effectively. Where other agencies approach the authority (e.g. health) opportunities for integrated service provision will be considered in relation to school organisation. A number of schools already accommodate the third sector and community use in Wrexham via lease agreements. However, the use of all school buildings must primarily be for the provision of statutory education.

4.12 Underpinning Policies and Strategies

It is expected that Local Authorities develop strategies which comply with and support national policies and overarching aims. In Wrexham, the School Organisation Framework supports the Council Plan priority PE1 - *All children and young people have positive aspirations, learn and achieve their potential.*

When developing our strategies we are required to take into account the following:

- United Nations Convention on the Rights of the Child;
- The Equality Act 2010
- A living language: a language for living – Welsh Language Strategy 2012-17;
- Welsh- medium Education Strategy;
- The Learner Travel Operational Guidance;
- One Wales: One planet, a new sustainable development scheme for Wales May 2009 or any successor strategy;
- Child Poverty Strategy for Wales (issued February 2011 Information document number 95/2011), or any successor strategy;
- The Special Educational Needs Code of Practice and associated policies;
- Faith in Education.

In carrying out its school place planning function the Local Authority must ensure that it takes account of the School Organisation Code Wales (April 2013).³¹ The code requires that local authorities must ensure that there are sufficient schools providing primary and secondary education for their area. Schools are regarded as sufficient if they are sufficient in number, character and equipment to provide for all pupils the opportunity of appropriate education.

³¹ Welsh Government School Organisation Code: <http://www.assembly.wales/Laid%20Documents/SUB-LD9303%20-%20School%20Organisation%20Code-29042013-245748/sub-ld9303-e-English.pdf>

The School Organisation Framework must also support local policies including:

- Local plans for economic or housing development (in Wrexham this is The Local Development Plan (LDP) and the Economic and Prosperity Strategy 2012-2016);
- Welsh in Education Strategic Plans (made under part 4 of the 2013 Act);
- Children and Young People Plans (in Wrexham this is included in 'Our Wrexham Plan 2013-2024');
- 21st Century Schools – Capital Investment Programme and the relevant wave of investment;
- Report on the SEN Review of Resourced Provision in Wrexham.

The authority should also have regard for the following Welsh Government strategy and guidance on related matters:

- Learner Travel Operational Guidance – April 2009;
- Measuring the capacity of schools in Wales (Circular No: 021/2011);
- Strategy to Reduce Unfilled Places.

The number of unfilled places in Wrexham continues to fall and currently stands at:

- 9.4% net unfilled Primary school places;
- 21.3% net unfilled Secondary places; and
- 14.4% net unfilled across both sectors.

4.13 Responsiveness to Parents, Carers and Guardians

Improving the range and quality of choice for parents

Deciding on a school place is one of the most important decisions a parent will make. Parents and pupils want to be offered their preferred school place. Almost all pupils in Wrexham have school places that meet parents' first preference and parents are made aware of the need to state multiple preferences when applying for a school place for their child. Some school organisation proposals are more controversial than others and there may be resistance from parents and local communities who have concerns with the proposals and/or options being put forward.

Parental expectation and perception

Research has indicated that there are two main reasons for parental dissatisfaction in relation to school organisation:

- Parental dissatisfaction with poor standards at schools in the area;
- Parental dissatisfaction with current provision in the area.

In order to alleviate opposition and resistance from parents, the authority consults and involves parents at the preliminary stages and throughout the process and provides comprehensive information regarding school organisation proposals.

Parental involvement and consultation

The Council works hard at listening to communities and parents and will continue to work with key stakeholders in relation to future school organisation proposals. Factoring in parental views is part of our planning and decision making and is an integral part of school organisation. The School Organisation Framework provides a framework to enable the authority to build cases for change and work key stakeholders to gain acceptance of these.

Providing information to parents

Comprehensive information is provided to existing and prospective parents and other key stakeholders about education services, schools and school organisation proposals.

Some examples of ways in which information is provided are outlined below:

- Publications such as *The Parents Guide to Education Services in Wrexham*;
- Statutory Notices in relation to School Organisation proposals;
- The Council's future framework for education provision, *The School Organisation Framework 2017-2025*.

Information is provided bilingually in electronic and hard copy format.

5. Future Models for School Organisation in Wrexham

5.1 School Organisation Models

The following section outlines possible models that will assist in the reconfiguration and transformation of education provision across the County Borough. The Welsh Government's School Organisation Code (April 2013) provides local authorities with the legislative powers to change the structures or organisation of its schools. In doing so, all local authorities are required to follow statutory procedures in accordance with Sections 38 and 39 of the School Standards and Organisation (Wales) Act 2013.

A booklet has been produced by the authority which sets out a number of models to inform the development of school organisation proposals and to assist with strategic planning for future education provision in the County Borough. These are outlined below:

Model 1 - Federation of Schools

Federation is where two or more school governing bodies are joined. In practice, the schools are able to appoint one Headteacher and share a number of other key staffing positions. Each school keeps its own identity, name, category and budget. For example, there could be three schools that each have their own Headteacher and their own Governing Body and when they federate the three schools have one Headteacher and one Governing Body overseeing all three schools.

Model 2 - Amalgamation of Schools

Amalgamation is where two or more existing schools become one school. These could operate on more than one site. For example, where former infant and junior schools become one primary school, the term 'merger' or 'amalgamation' may be used. The new school has one identity, one name, one category, one budget, one Headteacher and one Governing Body.

Model 3 - New schools

This involves the commissioning of purpose built new schools, for example as a result of new housing developments, closure of schools that are no longer viable or to meet demand in a specific sector (e.g. Welsh medium or faith schools).

Model 4 - New all-through schools

In most areas of Wrexham, children attend a primary school until they are in year 6, then transfer to a secondary school in year 7. The establishment of all-through schools involves the amalgamation of a single primary school or several primary schools with a single secondary school, increasing the age range of pupils from 3-16 year olds or 3-18 year olds. This creates a new school with one Headteacher, one governing body and one budget. An all-through school can be located on a single site or on multiple sites and is inspected as a single school.

Model 5 – Studio Schools (14-19 year olds)

Studio Schools are a new type of state school model for 14 to 19 year olds that offer academic and vocational qualifications with a focus on personalisation, practical learning and paid work experience. They are open year-round and with a 9am–5pm working day and feel more like a workplace than a school. Studio Schools have seven key features:

- Academic Excellence
- Employability and Enterprise Skills
- Personalised Curriculum
- Practical Learning (based on enquiry based learning)
- Real Work
- Small Schools (around 300 pupils)
- Students of all abilities

Model 6 - Closure of Schools

In some cases, where there is sufficient capacity in other nearby schools, it might be considered appropriate to close a school and transfer the pupils to an alternative school that provides education in the same language medium and/or faith as the school that is being closed. Alternatives to closure, such as amalgamation or federation with other schools, will be considered in any review of schools.

Model 7 - Temporary Expansion

The Local Authority may consider the temporary expansion of an existing school / schools, for example, by erecting temporary accommodation such as portakabins.

Model 8 - Permanent Expansion

The Local Authority may consider the permanent expansion of an existing school / schools.

Model 9 - Swapping School Sites

The Local Authority may consider swapping school sites, where one school swaps sites with another on a permanent basis.

Model 10 - Relocating Schools

This is where a school is relocated from its existing site to an alternative site in a different location.

Model 11 - Changing the use of spaces at schools

This is where the use of a space in a school is changed, for example, by creating a flexible learning area in part of a school which can be used by community groups.

Model 12 - Mixed language medium schools

Mixed language schools (or dual-stream schools) offer both Welsh and English provision which exists side by side.

Model 13 - Changing the language category of a school

This involves changes to the language medium of teaching (for example from English to Welsh or vice-versa).

Model 14 - Changing the status of a school

This involves changes to the status (type) of school, for example, from a voluntary aided school to a voluntary controlled school. In Wales, examples include community schools, foundation schools, voluntary aided schools, voluntary controlled schools or special schools. Schools are not permitted to change their category to foundation and schools with a religious character may not become community schools³².

³² Welsh Government School Organisation Code Section 1.12, p. 15

Model 15 – 6th Form Provision (Secondary Schools)

The Minister has the power to add or remove or remove 6th Forms if this is recommended by a Local Authority. If a 6th Form is added to a secondary school, the age range of pupils would change from 11-16 years to 11-18 years. If a 6th Form is removed from a secondary school, the age range of pupils would change from 11-18 years to 11-16 years. Pupils would then access Post-16 provision from an alternative provider.

The Right Model

Choosing the right model for individual schools or groups of schools will depend on the circumstances in each case and the appropriateness of each model in a given situation. Any school organisation review will involve consideration of the merits of proposals with a view to improving existing education provision and achieving positive outcomes for children and young people.

6. STAGES OF THE SCHOOL REVIEW PROCESS

How the Council Operates

The Council is composed of 52 councillors who are elected every four years. Councillors are democratically accountable to residents of their electoral division. The overriding duty of councillors is to the whole community, but they also have a special duty to the constituents in their electoral divisions. Councillors have to agree to follow a code of conduct to ensure high ethical standards in the way they undertake their duties. The Standards Committee arranges for training and advises them on compliance with the code of conduct. All councillors meet together as the Council. Meetings of the Council are normally open to the public. Here councillors decide the Council's overall policies and set the budget each year. The Council remains the ultimate decision making body other than for executive functions. The Council will determine the policy framework by approving key planning documents and strategic management arrangements, such as the Scheme of Delegation of Powers of Council functions, and retains the power to vary or withdraw non-executive delegations at any time. It will appoint members to the Executive Board and all Committees and will set the Council Tax.

How Decisions are Made – The Role of Executive Board

The executive is the part of the Council which is responsible for taking most of the major decisions. The executive is made up of an Executive Board, with a Leader, all of whom are appointed by Council. The business to be considered by the executive, scrutiny committees and the council as a whole is published in the Forward Work Programme. Meetings of the executive, scrutiny committees, the council and other committees are open to the public to attend except where personal or confidential matters are being discussed, as defined by the law. The executive has to make decisions which are in line with the Council's overall policies and budget. If it wishes to make a decision which is outside the budget or policy framework, this must be referred to the Council as a whole.

Overview and Scrutiny

There are five Scrutiny Committees which support the work of the executive and the Council as a whole. Their broad functions are to review/scrutinise any executive or non-executive function, within their defined areas of responsibility. They may undertake scrutiny work as requested by the Executive Board and may make recommendations thereon to the Board. Scrutiny Committees will also monitor the performance of the Executive Board which is called “holding the Executive to account”. The Scrutiny Committee that oversees matters relating to education is called the Lifelong Learning Scrutiny Committee.

Gaining Approval to Consult and Finalise the Strategy - Proposed Timeline

Date	Action
27 April 2016	Headteacher Workshop
11 May 2016	All Member Workshop
8 June 2016	Pre-meeting and submission of Draft Framework to Executive Board.
12 July 2016	Permission to consult on Draft Framework agreed by Executive Board.
September 2016- November 2016	Public Consultation Period – Monday 12 September 2016 to Monday 7 November 2016
19 January 2017	Pre-decision report of consultation analysis submitted to Scrutiny.
14 February 2017	Executive Board considered consultation feedback and approved the final School Organisation Framework.
June 2017	Final School Organisation Framework published.

School Organisation Strategic Group

A School Organisation Strategic Group was established in January 2016. The purpose of the group is to steer strategy and ensure that education provision across Wrexham County Borough is fit for purpose and meets demand. The group is an advisory body which submits recommendations for approval by Executive Board.

Headteacher and All Member Workshops

A Headteacher workshop was held in April 2016 and an All Member Workshop was held in May 2016 to consider the case for change, models for school organisation and criteria to initialise a review. Co-opted members of the Lifelong Learning Scrutiny Committee were invited to attend the All Member Workshop, including representatives from the Diocesan authorities. Feedback from the workshops has been used to inform the Framework and provide a steer moving forward.

Establishing a new 'School Organisation Review Panel'

In order to facilitate with the implementation of the School Organisation Framework and to assist in the school review process, a new School Organisation Review Panel will be established by the Local Authority. It is envisaged that the School Organisation Review Panel will supersede and subsume the responsibilities of the current School Organisation Strategic Group. The Panel's role will be to:

- Overseeing the principles outlined in the School Organisation Framework;
- Assisting in the school review process;
- Supporting the authority to meet the expectations of the 21st Century Schools Programme;
- Providing recommendations to Members in order to shape future education provision;
- Managing communications and the provision of information to key stakeholders;
- Building cases for change and working with key stakeholders to gain acceptance of these.

The Panel will be an advisory body which will make recommendations for approval by the Executive Board. It is envisaged that reviews will take place on an annual basis during the Summer.

Decisions to proceed to formal consultation stage regarding any proposed changes to existing school provision will be made by the Executive Board as outlined in Wrexham County Borough Council's Constitution.³³

³³ <http://www.wrexham.gov.uk/english/council/documents/constitution.htm>

Reviewing School Provision – Initial Assessment and Criteria for Review

The following criteria will be used as a guide to instigate a review of:

- An area of the County Borough;
- An individual school;
- A group of schools.

Note: A number of criteria would need to be met before a review would take place. Stages of the school review process are outlined on page 69.

Educational Standards

- Where a school is judged by Estyn to be ‘in need of special measures.’
- Where a school is issued with a Local Authority ‘notice to improve.’

Leadership

- Where a school has had acting Headteacher arrangements for over 12 months and the recruitment of a new Headteacher is proving to be difficult.

Pupil Numbers

- Where a small primary school has fewer than 90 pupils on roll for the previous three years and two consecutive admission intakes of fewer than 10 pupils.
- Where a secondary school for 11-16 year old pupils that falls below 500 pupils for the previous three years and two consecutive admission intakes of fewer than 80 pupils.

Note: The Local Authority, working in collaboration with its partners, will seek to organise its schools so that they operate at an efficient and viable number, where the smallest primary school or federation has a minimum of 210 pupils on roll and the smallest secondary school or federation has a minimum of 600 pupils on roll (11-16 school).

Capacity

- Where the percentage of surplus places in a school is projected to be at 15% within 3 years.
- Where a school is over capacity by 5%.

Building Condition

- Where the overall building condition of a school is categorised as category D based on the Welsh Government's assessment of building condition (outlined on pages 58 and 59).
- Where there are insufficient or unsuitable facilities for teaching and learning or staff resources.
- Where there are opportunities arising from land acquisition.

Finance

- Where the cost per pupil is more than 120% of the Local Authority's average for the sector.
- Where a primary school is showing a deficit balance in each of the next three years which is over 10% of their anticipated annual budget delegation.
- Where a secondary school is showing a deficit balance in each of the next three years which is over 5% of their anticipated annual budget delegation.

Proposed Housing Allocations

- Where minor developments (less than 9 homes) accumulate over a period of time into major developments (more than 10 homes).³⁴
- Where a site is identified that is capable of accommodating more than 500 homes (known as a 'strategic' site).
- Where a site is identified that is capable of accommodating up to 500 homes (known as a 'non-strategic' site).

Other

- There is a direct request from a school's governing body.
- A ministerial intervention notice is served on the Local Authority.

³⁴ Development control planning applications class a minor application as 9 or less units with a major being 10 or more. Planning Policy sites are categorised as strategic and non-strategic as set out above.

School Organisation Strategic Review Process

STAGE 1 – INITIAL ASSESSMENT

A SCHOOL OR SCHOOLS MEET A NUMBER OF CRITERIA FOR REVIEW

STAGE 2 - PRIORITISATION

A SCHOOL OR SCHOOLS ARE CONSIDERED FOR STRATEGIC REVIEW BY THE LOCAL AUTHORITY'S EDUCATION DEPARTMENT

OUTCOME 1

PROCEED TO EXECUTIVE BOARD

OR

OUTCOME 2

A SCHOOL OR SCHOOLS ARE PLACED ON WATCHING BRIEF – NO FURTHER ACTION AT THIS STAGE

STAGE 3 – FIRST REPORT TO EXECUTIVE BOARD

RECOMMENDATIONS SUBMITTED TO EXECUTIVE BOARD.
PERMISSION SOUGHT TO CONSULT ON PROPOSALS.

STAGE 4 – CONSULTATION PERIOD

CONSULTEES PROVIDED WITH A CONSULTATION DOCUMENT AND GIVEN AT LEAST 42 DAYS TO RESPOND (AT LEAST 20 OF THESE DAYS MUST BE SCHOOL DAYS).

STAGE 5 – SECOND REPORT TO EXECUTIVE BOARD

POST CONSULTATION REPORT SUBMITTED TO EXECUTIVE BOARD WITH REQUEST TO PROCEED TO STATUTORY PROPOSAL.

STAGE 6 – STATUTORY PROPOSAL

STATUTORY NOTICE PUBLISHED PROVIDING A 28 DAY PERIOD FOR OBJECTIONS.

STAGE 7 – THIRD REPORT TO EXECUTIVE BOARD

OUTCOME OF STATUTORY PROPOSAL - OBJECTION REPORT SUBMITTED TO EXECUTIVE BOARD.

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STAGE 8 – FINAL DECISION

IMPLEMENTATION OF PROPOSAL FOLLOWING APPROVAL FROM EXECUTIVE BOARD.

7. IMPLEMENTATION

Area Review

In response to a changing landscape where primary pupil places were becoming scarcer in key areas of the borough the Local Authority changed its approach to school organisation. In order to respond to these issues and to coordinate with expected timescales and banding of the 21st Century Schools the LA has adopted an area based review process.

The area based review approach will enable the Local Authority to consider all of its assets, education or otherwise, and plan strategically to ensure more efficient delivery of public services. Schools where capacity alterations are required will be able to be considered in a wider context ensuring that solutions make best use of the available resources. Such an approach will allow the Local Authority and its partners to ensure that the diversity of provision offered in an area is a better match for local demand.

Where projects are identified these will more easily be grouped together in order to ensure best value from the procurement process. Essentially, area based reviews will strategically align our existing strategies under the 21st Century Schools Programme.

The review of the Town Centre has shown that there is a growing deficit of places. It was expected that the second band of 21st Century schools funding would support the increase in capacity required in this area. However, as the programme has subsequently been stretched over a longer period it is essential to take any opportunity to increase overall capacity of the town centre school estate.

8. CONSULTEES AND FORMAL CONSULTATION TIMETABLE

Consultation on the Council's draft School Organisation Framework 2017-2025

The authority is planning to consult with the follow stakeholders via workshops and questionnaires in relation to the draft Framework:

- Schools
- Governing Bodies
- The Diocesan Authorities
- Parents, carers and guardians
- Pupils
- Elected Members
- Community Councils
- The general public
- The Regional School Improvement and Effectiveness Service (GwE)

Consultation on School Organisation Proposals

Section 3 of the Welsh Government's School Organisation Code³⁵ outlines the principles and procedures that local authorities must follow in relation to school organisation proposals.

When publishing a proposal by statutory notice, the authority must have published a consultation document in hard copy and electronically on their website. A list of people and organisations that must be sent the consultation document is set out in the School Organisation Code.

Section 48 of the School Standards and Organisation (Wales) Act 2013 requires that before school organisation proposals are published, they must first be subject to consultation. The requirement to consult does not apply to proposals to discontinue a small school (fewer than 10 pupils).

Case law has set out the following four principles which states that consultation should:

1. Be undertaken when proposals are still at a formative stage;
2. Include sufficient reasons and information for particular proposals to enable intelligent consideration and response;
3. Provide adequate time for consideration and response;
4. Ensure that the product of consultation is conscientiously taken into account when the ultimate decision is taken.

Any informal consultation undertaken with particular stakeholders at an earlier stage must not be seen as a substitute for the formal consultation processes.

³⁵ <http://gov.wales/topics/educationandskills/publications/guidance/school-organisation-code/?lang=en>

9. APPENDICES

Appendix 1 - North Wales School Populations 2010-2015

North Wales Schools Population 2010-2015															
Authority	Nursery		Primary			Middle		Secondary			Special		All Schools		
	2010	2015	2010	2015	% Change	2010	2015	2010	2015	% Change	2010	2015	2010	2015	% Change
Isle of Anglesey	.	.	4970	5,219	5.01%			3695	3,257	-11.85%	58	78	8723	8,554	-1.94%
Gwynedd	.	.	9105	9,410	3.35%			6959	6,393	-8.13%	112	143	16176	15,946	-1.42%
Conwy	.	.	7975	8,403	5.37%			6583	6,084	-7.58%	145	182	14703	14,669	-0.23%
Denbighshire	.	.	7539	8,125	7.77%		455	6678	5,632	-15.66%	238	233	14455	14,445	-0.07%
Flintshire	21	0	12279	13,189	7.41%			9349	8,754	-6.36%	190	194	21839	22,137	1.36%
Wrexham	115	28	10741	12,272	14.25%			6102	5,677	-6.96%	189	269	17147	18,246	6.41%

Appendix 2 – Increases in English medium, Welsh medium and Faith Schools

We have already increased our capacity in a number of schools throughout Wrexham in order to better meet demand in those areas or indeed in the medium as a whole.

English Medium Increases

	Admission Number 2012-2013	Admission Number 2015-2016	Capacity	New Capacity	Increase In Spaces	% Increase	Admitted
Acrefair	28	28	196	196	0	0	30
Sant Dunawd	20	20	140	140	0	0	20
Brynteg	25	25	175	175	0	0	25
Bwlchgwyn	14	14	98	98	0	0	14
Cefn Mawr	34	30	238	210	-28	-11.76%	30
Ysgol Y Waun	58	50	406	350	-56	-13.79%	50
Pentre	10	10	70	70	0	0	10
Penygelli	45	45	315	315	0	0	45
Eyton	10	10	70	70	0	0	10
Froncysyllte	11	12	77	84	7	9.09%	12
Garth	17	15	119	105	-14	-11.76%	15
Cynddelw	18	18	126	126	0	0	18
Gwersyllt CP	53	53	371	371	0	0	53
Heulfan	37	42	259	294	35	13.51%	45
Holt	16	15	112	105	-7	-6.25%	15
Johnstown Infants	44	44	308	308	0	0	45
Johnstown Juniors	44	44	308	308	0	0	45
Llanarmon	7	7	49	49	0	0	7
Park	45	45	315	315	0	0	45
Deiniol	19	25	133	175	42	31.58%	25
Rofft	32	30	224	210	-14	-6.25%	30
Penrhyn	28	28	196	196	0	0	30
Madras	17	17	119	119	0	0	17
Blacklane	20	20	140	140	0	0	20
Penycae	32	30	224	210	-14	-6.25%	30
Pontfadog	8	8	56	56	0	0	8
Maes Y Mynydd	51	51	357	357	0	0	51
Rhostyllen	27	27	189	189	0	0	27
Rhosymedre	30	30	210	210	0	0	30
St Peters	35	38	245	266	21	8.57%	38
Maes Y Llan	21	25	147	175	28	19.05%	25
Borderbrook	11	6	77	42	-35	-45.45%	6
Tanyfron	12	20	84	140	56	66.67%	20
Acton Park	60	60	420	420	0	0	60
Alexandra	30	30	210	210	0	0	30
Barkers Lane	28	30	196	210	14	7.14%	30
Borras Park Infants	58	58	406	406	0	0	60
Borras Park Juniors	58	58	406	406	0	0	60
Rhosddu	43	43	301	301	0	0	43
Wat's Dyke	38	45	266	315	49	18.42%	45
Gwenfro	43	43	301	301	0	0	45
Hafod Y Wern	37	37	259	259	0	0	45
St Giles	50	60	350	420	70	20.00%	60
Victoria	52	60	364	420	56	15.38%	60
	1376	1406	9632	9842	210		1429

English medium admission increased from 1376 to 1429 in September 15 giving 53 additional spaces at Nursery & Reception intake. By increasing the admission number the overall capacity increase has been from 9632 to 9842 in September 15 an additional 210 places.

Welsh medium Increases

	Admission Number 2012-2013	Admission Number 2015-2016	Capacity	New Capacity	Increase In Spaces	% Increase	Admitted
Min Y Ddol	14	14	98	98	0	0	20
Bodhyfryd	49	49	343	343	0	0	60
Plas Coch	27	45	189	315	126	66.67%	45
ID Hooson	29	45	203	315	112	55.17%	45
Bro Alun	0	30	0	210	210	100%	30
Bryn Tabor	42	42	294	294	0	0	45
	161	225	1127	1575	448		245

Welsh medium admission increased from 161 to 245 in September 15 giving 84 additional spaces at Nursery & Reception intake. By increasing the admission number the overall capacity increase has been from 1127 to 1575 in September 15 an additional 448 places.

Faith Increases

	Admission Number 2012-2013	Admission Number 2015-2016	Capacity	New Capacity	Increase In Spaces	% Increase	Admitted
Bronington	17	17	119	119	0	0	17
St Mary's Brymbo	22	22	154	154	0	0	22
All Saints Gresford	45	45	315	315	0	0	45
St Chad's Hanmer	10	13	70	91	21	30%	13
St Paul's Isycoed	8	7	56	49	-7	-12.5%	7
Minera	17	17	119	119	0	0	17
St Mary's Overton	30	30	210	210	0	0	30
Madras Penley	17	17	119	119	0	0	17
St Mary's Ruabon	24	24	168	168	0	0	24
St Anne's Wrexham	24	24	168	168	0	0	24
St Mary's Wrexham	41	41	287	287	0	0	41
	255	258	1785	1799	14		258

Faith admission increased from 255 to 258 in September 15 giving 3 additional spaces at Nursery & Reception intake. By increasing the admission number the overall capacity increase has been from 1785 to 1799 in September 15 an additional 14 places.

Appendix 3 – Numbers on Roll by Year Group 2005-2015 (Nursery – Year 14)

	Nursery 1	Nursery 2	Reception	Year Group 1	Year Group 2	Year Group 3	Year Group 4	Year Group 5	Year Group 6	Year Group 7	Year Group 8	Year Group 9	Year Group 10	Year Group 11	Year Group 12	Year Group 13	Year Group 14	Total
Year: 2005/06		1304	1436	1506	1493	1484	1477	1483	1516	1328	1366	1460	1438	1387	195	165	16	19054
Year: 2006/07		1409	1378	1456	1516	1487	1490	1486	1491	1302	1328	1375	1467	1429	229	138	24	19005
Year: 2007/08	89	1429	1448	1374	1451	1518	1494	1491	1497	1314	1292	1329	1373	1413	216	172	16	18916
Year: 2008/09	98	1464	1467	1438	1364	1447	1513	1503	1488	1292	1299	1290	1305	1353	212	158	20	18711
Year: 2009/10	95	1563	1517	1476	1436	1359	1447	1512	1513	1284	1290	1293	1286	1281	283	170	19	18824
Year: 2010/11	92	1580	1609	1538	1473	1428	1353	1450	1513	1315	1280	1280	1284	1273	284	201	27	18980
Year: 2011/12	89	1658	1622	1624	1534	1483	1430	1346	1449	1312	1305	1277	1275	1273	239	198	21	19135
Year: 2012/13	97	1596	1715	1607	1616	1515	1471	1428	1346	1249	1290	1302	1267	1256	260	170	20	19205
Year: 2013/14	84	1637	1659	1726	1585	1606	1516	1468	1424	1139	1252	1293	1298	1255	208	179	15	19344
Year: 2014/15	75	1651	1692	1658	1731	1589	1589	1511	1467	1180	1142	1246	1294	1292	218	176	23	19534

Appendix 4 – Numbers of pupils with Special Educational Needs

Area	Year	Number of pupils who are have a Statement of SEN	Number of pupils with Special Educational Needs but no Statement of SEN	All pupils with Special Educational Needs
Wrexham	2010-11	667	2334	3001
	2011-12	614	2468	3082
	2012-13	588	2672	3260
	2013-14	555	2790	3345
	2014-15	553	3028	3581

Area	Year	Number of pupils who are have a Statement of SEN	Number of pupils with Special Educational Needs but no Statement of SEN	All pupils with Special Educational Needs
North Wales (6 Councils)	2010-11	3104	16704	19808
	2011-12	2911	17210	20121
	2012-13	2718	17718	20436
	2013-14	2626	18229	20855
	2014-15	2621	19136	21757

Area	Year	Number of pupils who are have a Statement of SEN	Number of pupils with Special Educational Needs but no Statement of SEN	All pupils with Special Educational Needs
Wales (22 Councils)	2010-11	13407	86523	99930
	2011-12	13098	89940	103038
	2012-13	12735	91053	103791
	2013-14	12530	92773	105303
	2014-15	12437	92520	104957

Appendix 5 – Projections of Primary Pupil Numbers 2017-2021

Projections of Primary Pupil Numbers 2017-2021		Required by Welsh Government							
LA No:	665								
LA Name:	Wrexham								
School number	School Name	Projected NOR for Jan 16 as reported in Jan 15	Actual NOR at 12 Jan 2016	%age variance	Projected NOR at Jan 2017	Projected NOR at Jan 2018	Projected NOR at Jan 2019	Projected NOR at Jan 2020	Projected NOR at Jan 2021
2149	Acrefair C.P.	206	207	0.5%	205	204	203	201	200
2276	Acton Park CP	398	388	-2.5%	390	389	390	384	377
2208	Barker's Lane C.P.	197	198	0.5%	199	200	204	204	204
2203	Borras Park Infants	177	179	1.1%	176	182	180	180	180
2205	Borras Park Juniors	229	229	0.0%	232	229	234	232	232
3301	Bronington Voluntary Aided	95	95	0.0%	89	87	81	76	74
2176	Brynteg C.P.	160	159	-0.6%	149	150	153	144	143
2178	Bwlchgwyn C.P.	95	94	-1.1%	89	90	90	93	92
2151	Cefn Mawr C.P.	194	191	-1.5%	182	171	164	160	151
3036	Chirk Pentre Voluntary Controlled	74	69	-6.8%	66	64	66	65	64
3042	Eyton Voluntary Controlled	66	75	13.6%	67	63	55	53	54
2137	Froncysyllte C.P.	42	40	-4.8%	40	38	35	34	31
2138	Garth C.P.	87	85	-2.3%	83	78	67	57	55
2139	Glynceiriog C.P.	92	95	3.3%	94	100	95	86	84
3338	Gresford Voluntary Aided	285	291	2.1%	287	280	271	262	257
2270	Gwenfro CP	276	274	-0.7%	290	287	288	293	297
2274	Gwersyll CP	270	270	0.0%	266	255	254	247	235
2269	Hafod-y-Wern CP	242	251	3.7%	266	272	285	291	290
3326	Hanner Voluntary Aided	77	71	-7.8%	66	66	65	66	68
2235	Holt C.P.	89	92	3.4%	95	90	85	82	86
3347	Ilycoed Voluntary Controlled	41	45	9.8%	47	46	50	49	51
2140	Llanarmon D.C. C.P.	20	20	0.0%	19	21	19	18	18
3305	Madrass Voluntary Aided	122	128	4.9%	127	125	121	118	123
2204	Marchwiel (Ysgol Gynradd Deiniol C.P.)	169	167	-1.2%	172	171	172	172	170
3337	Minera Voluntary Aided	100	96	-4.0%	99	102	102	108	112
2267	New Broughton, Ysgol Penrhyn CP	200	193	-3.5%	194	195	196	195	196
3346	Overton-on-Dee V.P. Voluntary Aided	184	182	-1.1%	176	175	174	169	174
2271	Park CP, Llay	292	305	4.5%	301	292	284	280	277
2187	Pentre Broughton (Black Lane C.P.)	125	120	-4.0%	129	136	129	129	130
2275	Penycae C.P.	195	192	-1.5%	193	205	205	202	204
2266	Penygelili School	234	241	3.0%	262	271	279	271	269
2143	Pontfadog C.P.	20	19	-5.0%	19	17	17	16	17
2191	Rhosddu C.P.	271	274	1.1%	282	284	292	286	286
2200	Rhosyllen C.P.	186	186	0.0%	187	190	196	202	202
2272	Rhosymedre CP	190	194	2.1%	198	195	192	190	184
3343	St.Anne's R.C. Primary	185	170	-8.1%	177	181	186	187	189
3055	St.Giles CP	357	371	3.9%	356	362	369	362	357
3342	St.Mary's Aided, Brymbo	111	104	-6.3%	106	109	103	105	102
3341	St.Mary's Church in Wales Aided, Ruabon	195	195	0.0%	195	194	201	200	197
3334	St.Mary's Juniors & Infants R.C.	358	363	1.4%	371	377	376	366	360
3028	St.Peter's Voluntary Controlled	195	196	0.5%	218	217	220	225	216
3054	Talwrn Green Controlled/Borderbrook	32	29	-9.4%	31	30	31	26	24
2179	Tanyfron C.P.	114	117	2.6%	122	127	131	130	130
2076	The Rofft C.P.	195	195	0.0%	199	196	190	184	195
2277	Victoria C.P.	406	406	0.0%	410	413	414	414	420
2209	Wat's Dyke C.P.	287	276	-3.8%	277	278	279	277	274
2173	Wrexham Alexandra C.P.	201	211	5.0%	208	218	231	238	244
2238	Ysgol Bodhyfryd C.P.	315	311	-1.3%	334	342	349	364	368
2224	Ysgol Bryn Tabor C.P.	250	239	-4.4%	247	255	260	264	270
2268	Ysgol Haulfan	288	303	5.2%	311	299	301	299	290
2259	Ysgol Hooson C.P.	290	282	-2.8%	277	284	283	283	278
2160	Ysgol Maes y Llan C.P.	154	168	9.1%	174	176	176	174	171
2273	Ysgol Maes y Mynydd C.P.	310	326	5.2%	321	325	331	324	328
2162	Ysgol Min-y-Ddol C.P.	70	72	2.9%	83	85	89	97	98
2263	Ysgol Plas Coch C.P.	333	329	-1.2%	327	321	314	298	304
2232	Ysgol Sant Dunawd C.P.	104	108	3.8%	102	106	104	97	98
2278	Ysgol Y Waun	312	310	-0.6%	311	322	337	339	333
2279	Ysgol Bro Alun	90	90	0.0%	120	150	180	210	210
2280	Ysgol Y Hafod, Johnstown	309	294	-4.9%	299	295	297	302	302
59	Total	11,161	11,180	0.2%	11,312	11,382	11,445	11,380	11,349

Nursery pupil numbers should not be included
 Numbers of pupils in SEN units should not be included

Appendix 6 – Projections of Secondary Pupil Numbers 2017-2021

Projections of Secondary Pupil Numbers 2017-2021									
LA No:	665	Required by Welsh Government							
LA Name:	Wrexham								
School number	School Name	¹ Projected NOR for Jan 16 as reported in Jan 15	Actual NOR at 12 Jan 2016	%age variance	Projected NOR at Jan 2017	Projected NOR at Jan 2018	Projected NOR at Jan 2019	Projected NOR at Jan 2020	Projected NOR at Jan 2021
4033	Bryn Alyn High School	688	697	1.3%	686	707	745	772	798
4034	Darland High School	737	787	6.8%	789	803	808	804	773
4048	Rhosnesni High	688	622	-9.6%	598	587	603	652	696
4603	St Joseph's Catholic and Anglican High	680	678	-0.3%	683	712	738	799	839
5401	The Maelor School	802	824	2.7%	837	839	865	910	886
4049	Ysgol Clyw edog	679	680	0.1%	662	661	690	730	741
4032	Ysgol Morgan Llwyd	772	724	-6.2%	770	840	914	991	1,087
4044	Ysgol Rhiwabon	566	507	-10.4%	504	512	522	542	575
4029	Ysgol y Grango	484	491	1.4%	510	494	495	502	494
9	Total	6,096	6,010	-1.4%	6,039	6,155	6,380	6,702	6,889

Numbers of pupils in SEN units should not be included

Appendix 7 – Summary of Surplus Places Primary and Secondary 2014-2017

PRIMARY				
	Number of Places	Number on Roll	Primary Surplus	% Surplus
2014	11984	10688	1590	13.27%
2015	12117	10940	1444	11.92%
2016	12747	11430	1504	11.80%
2017	12691	11312	1448	11.41%
SECONDARY				
	Number of Places	Number on Roll	Secondary Surplus	% Surplus
2014	8244	6222	2022	24.53%
2015	8348	6078	2270	27.19%
2016	8346	6010	2369	28.38%
2017	8016	6039	2023	25.24%
TOTALS				
	Number of Places	Number on Roll	Total Surplus Number	Total Surplus %
2014	20228	16910	3612	17.86%
2015	20465	17018	3714	18.15%
2016	21093	17440	3873	18.36%
2017	20707	17351	3471	16.76%

* NOTE Surplus does not net with those schools oversubscribed

* NOTE 2017 projections based on January 2017