

West Monmouth Cluster		Options and Implications									
Evaluation Criteria <u>Instructions</u> In the first column under each option, place a Y for yes or N for no. Then place a score in the yellow boxes as to how well you think the option meets the criteria. (0 to 3, low to high) Please note this is not a ranking across the various options, but may enable you to score some of them higher/lower than others		Option1		Option2		Option3		Option4		Option5	
		Major refurbishment of secondary school 11-16 (subject to Post 16 review)									
		Do Nothing. (allow status quo to remain)		Reduce number of Primaries from 6 to 4, adjusting capacities to suit catchments.		Reduce number of Primaries from 6 to 4, adjusting capacities to suit catchments.		Reduce number of Primaries from 6 to 4, adjusting capacities to suit catchments and co-located 3-16 provision		Reduce number of Primaries from 6 to 5, adjusting capacities to suit catchments and co-located 3-16 provision	
				1.Griffithstown/Kemys on refurb Griffithstown 2.Pontymoile-Disperse pupils to neighbouring schools 3.George St -refurb 4.New Inn-refurb 5.Penygarn-refurb 6.Close Kemys Fawr 7.Close Pontymoile		1.Griffithstown/Kemys on a refurb Griffithstown 2.Ponty- disperse pupils to refurb and extend George St/some pupils dispersed to other neighbouring schools 3.New Inn-refurb 4.Penygarn-refurb 5.Close Kemys Fawr 6.Close Pontymoile		1.Griffithstown/Kemys on a refurb Griffithstown 2. George St /Pontymoile- new colocate on the Comp /College site 3.New Inn-refurb 4.Penygarn-refurb 5.Close Kemys Fawr		1.Griffithstown/Kemys on a refurb Griffithstown 2.George St -refurb 3.Pontymoile- new colocate Comp/College site with early years 4.New Inn-refurb 5.Penygarn-refurb 6.Close Kemys Fawr	
				No opportunites for collaboration							
To achieve greater economy and efficiency through appropriate sized schools, collaboration and better use of resources to improve the cost effectiveness of the education system. In doing so, ensuring that we have schools of the right type, right size in the right place.	Rationalisation of education estate	N	0	Y	3	Y	3	Y	2	Y	1
	Removes excess surplus places	N	0	Y	3	Y	2	Y	1	Y	1
	Schools in the right place	Y	3	Y	2	Y	3	Y	1	Y	2
	Schools should be no smaller than 420 other than in exceptional circumstances	Y	1	Y	3	Y	3	Y	3	Y	0
	Lower transport costs to LA	Y	3	Y	2	Y	3	Y	3	Y	3
	Collaboration across neighbouring authorities where appropriate	N	0	N	0	N	0	N	0	N	0
To develop a sustainable education system with all schools (equality) meeting national building standards and reducing the recurrent costs and carbon footprint.	Schools rebuilt or refurbished to modern standards, minimising running costs	Y	1	Y	2	Y	3	Y	2	Y	2
	Schools rebuilt or refurbished to modern standards, minimising CO2 emissions	Y	1	Y	2	Y	2	Y	2	Y	2
	Provide options for English medium, Welsh Medium and Faith schools within a reasonable distance	Y	2	Y	2	Y	2	Y	2	Y	2
	Parents and children more likely to walk or cycle to school	Y	2	Y	1	Y	1	Y	1	Y	2
	Reduced traffic congestion from the school run	N	0	N	0	N	0	N	0	N	0
	Meets BREEAM excellence where required	N	0	N	0	N	0	N	1	Y	1

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To create safe learning environments for schools and communities that will enable the successful implementation of strategies for school improvement and better educational outcomes and life chances for children and young people that are aligned to our key strategies: Corporate plan, HSCWB, SEF, Welsh Medium Education Strategy	Hazardous, life-expired buildings and facilities replaced	Y	1	Y	2	Y	2	Y	3	Y	3
	Safe routes in the community addressed	Y	3	Y	3	Y	3	Y	3	Y	3
	Enable all children and young people to develop to their full potential	Y	1	Y	2	Y	2	Y	3	Y	3
	Enhanced community safety through engagement and participation in use of the local school and its facilities by its immediate	Y	1	Y	2	Y	2	Y	2	Y	2
	Reduced transition points and increased continuity of provision	Y	1	Y	3	Y	3	Y	3	Y	2
	All children and young people to have a of accessible Early Years provision	Y	1	Y	3	Y	3	Y	3	Y	3
	All children and young people have access to play and external sporting provision	Y	1	Y	2	Y	2	Y	2	Y	2
	To maximise attendance	Y	1	Y	2	Y	2	Y	3	Y	2
	Establish strong professional learning communities in schools	Y	1	Y	2	Y	2	Y	3	Y	2
To achieve inspirational settings appropriate for new educational developments, new technologies and adaptable to cater for the changing needs of the future.	Technology Rich environment	Y	1	Y	2	Y	3	Y	3	Y	3
	Provide opportunity to extend learning beyond the classroom	Y	1	Y	2	Y	3	Y	3	Y	3
	Flexible, adaptable Teaching and Learning spaces	Y	1	Y	2	Y	3	Y	3	Y	3
	High quality buildings and facilities, both inside and out, that inspire learners and the community	Y	1	Y	2	Y	3	Y	3	Y	3
	To offer children and young people a curriculum that engages and motivates them to learn	Y	2	Y	3	Y	3	Y	3	Y	3

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To provide an outstanding resource for the whole community where school facilities can be shared and which can offer a range of co-located facilities. E.g. Child care, Health, Social Services, Adult Education, Youth and Play services.	Opportunity to completely co-locate other services (e.g. health centre on a school site)	Y	1	Y	2	Y	3	Y	3	Y	3
	To deliver a more integrated services through the provision of multi-agency space for Council services	Y	1	Y	1	Y	2	Y	2	Y	2
	Ensure that all schools are community focussed (school in the right place, utilised throughout and beyond the school day)	Y	1	Y	2	Y	2	Y	2	Y	3
To achieve inclusive settings, providing for the individual learning needs for all pupils, providing pleasant and appropriate spaces for all school users; spaces in which pupils including those with additional learning needs and disabilities feel that their needs are respected.	All schools made fully accessible for the whole community	N	0	N	0	Y	1	Y	2	Y	3
	Enable the majority of children to be taught in their local schools in mainstream classess and/or smaller grupsalongside their peers	N	0	Y	1	Y	3	Y	3	Y	3
	Enables children with profound and multiple learning difficulties to experience inclusive provision	N	0	N	0	Y	2	Y	2	Y	3
Totals		33		58		71		72		70	
Summary		Discounted,does not address condition or surplus places		Possible		Preferred		Discounted - down graded due to timescale versus condition		Discounted - down graded due to timescale versus condition and size of school	