

Abersychan Cluster		Option Reference and Description													
Evaluation Criteria		Option1		Option2		Option3		Option4		Option5		Option6		Option7	
		Major refurbishment of secondary school 11-16 (subject to Post 16 review)													
		Do Nothing. (allow status quo to remain)		Reduce Primaries from 6 to 4 adjusting capacities to suit catchments.		Reduce Primaries from 6 to 3 adjusting capacities to suit catchments.		Reduce Primaries from 6 to 3 adjusting capacities to suit catchments.		Reduce Primaries from 6 to 3 adjusting capacities to suit catchments.		Reduce Primaries from 6 to 3 adjusting capacities to suit catchments.		Reduce Primaries from 6 to 3 adjusting capacities to suit catchments.	
				1.Blaen. Heritage-n/a 2.Garnteg -refurb 3.Cwmffrwdoer-refurb with early years 4.Victoria/Pont /Bryn-new new on the British site with early years provision 5.Close Brynteg 6.Close Victoria 7.Close Pontnewynydd		1.Blaen. Heritage-n/a 2.Garnteg /Victoria-on an extended and refurb Garnteg 3.Cwmffrwd/Pontnew on an extended and refurb Cwmffrwd with early years provision 4.Close Brynteg 5.Close Victoria 6.Close Pontnewynydd		1.Blaen. Heritage-n/a 2.Garnteg /Victoria-on an extended and refurb Garnteg 3.Pontnew.-dispersed to extended and refurb Cwmffrwd. and Penygarn(West Mon catchment) 4.Close Brynteg 6.Close Victoria 7.Close Pontnewynydd		1.Blaen. Heritage-n/a 2.Garnteg /Victoria-on an extended and refurb Garnteg 3.Penygarn /Pontnew on an extended and refurb Penygarn 4.Cwmffrwdoer-refurb with early years 4.Close Brynteg 5.Close Victoria 6.Close Pontnewynydd		1.Blaen. Heritage-n/a 2.Victoria/Pont dispersed to extend and refurb Cwmffrwd with early years ,Garnteg and Penygarn 3.Close Brynteg 4.Close Victoria 5.Close Pontnewynydd		1.Blaen. Heritage-n/a 2.Victoria dispersed to extend and refurb Garnteg and Cwmffrwd with early years 3.Penygarn /Pontnew on an extended and refurb Penygarn 4.Close Brynteg 5.Close Victoria 6.Close Pontnewynydd	
		No opportunities 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	2	Y	3	Y	3	Y	3	Y	3	Y	3
	Removes excess surplus places	N	0	Y	3	Y	3	Y	3	Y	3	Y	3	Y	3
	Schools in the right place	Y	2	Y	1	Y	2	Y	3	Y	3	Y	3	Y	3
	Schools should be no smaller than 420 other than in exceptional circumstances	Y	1	Y	2	Y	3	Y	2	Y	3	Y	3	Y	3
	Lower transport costs to LA	Y	2	N	0	N	0	N	0	Y	1	Y	1	Y	1
	Collaboration across neighbouring authorities where appropriate	N	0	N	0	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	3	Y	2	Y	2	Y	2	Y	2	Y	2
	Schools rebuilt or refurbished to modern standards, minimising CO2 emissions	Y	1	Y	3	Y	2	Y	2	Y	2	Y	2	Y	2
	Provide options for English medium, Welsh Medium and Faith schools within a reasonable distance	Y	3	Y	3	Y	3	Y	3	Y	3	Y	3	Y	3
	Parents and children more likely to walk or cycle to school	Y	1	N	0	N	0	N	0	Y	2	Y	2	Y	2
	Reduced traffic congestion from the school run	Y	1	Y	3	Y	2	Y	1	Y	1	Y	1	Y	1
	Meets BREEAM excellence where required	Y	1	Y	2	Y	1	Y	1	Y	1	Y	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	3	Y	2	Y	2	Y	2	Y	2	Y	2
	Safe routes in the community addressed	Y	1	N	0	N	0	Y	1	Y	1	Y	1	Y	1
	Enable all children and young people to develop to their full potential	Y	1	Y	3	Y	2	Y	2	Y	2	Y	2	Y	2
	Enhanced community safety through engagement and participation in use of the local school and its facilities by its immediate	Y	2	Y	1	Y	1	Y	1	Y	2	Y	2	Y	3
	Reduced transition points and increased continuity of provision	N	0	Y	1	Y	2	Y	2	Y	2	Y	2	Y	2
	All children and young people to have a of accessible Early Years provision	Y	1	Y	2	Y	2	Y	2	Y	2	Y	2	Y	2
	All children and young people have access to play and external sporting provision	Y	1	Y	3	Y	2	Y	2	Y	2	Y	2	Y	2
	To maximise attendance	Y	1	Y	2	Y	1	Y	1	Y	1	Y	1	Y	2
	Establish strong professional learning communities in schools	Y	1	Y	1	Y	2	Y	2	Y	2	Y	2	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	2	Y	3	Y	2	Y	3	Y	3	Y	3	Y	3
	Provide opportunity to extend learning beyond the classroom	Y	2	Y	3	Y	2	Y	2	Y	3	Y	3	Y	3
	Flexible, adaptable Teaching and Learning spaces	Y	1	Y	3	Y	2	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	3	Y	1	Y	1	Y	2	Y	2	Y	2
	To offer children and young people a curriculum that engages and motivates them to learn	Y	1	Y	3	Y	2	Y	2	Y	2	Y	2	Y	2

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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	3	Y	1	Y	2	Y	2	Y	2	Y	2
	To deliver a more integrated services through the provision of multi-agency space for Council services	Y	1	Y	3	Y	2	Y	2	Y	3	Y	3	Y	3
	Ensure that all schools are community focussed (school in the right place, utilised throughout and beyond the school day)	Y	1	Y	2	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	Y	1	Y	2	Y	1	Y	1	Y	2	Y	2	Y	2
	Enable the majority of children to be taught in their local schools in mainstream classess and/or smaller grupsalongside their peers	Y	1	Y	2	Y	1	Y	1	Y	2	Y	2	Y	2
	Enables children with profound and multiple learning difficulties to experience inclusive provision	Y	1	Y	2	Y	1	Y	1	Y	3	Y	3	Y	3
Totals		35		67		51		54		67		67		70	
Summary		Discounted does not address condition or surplus places		Discounted- down graded due to timescale versus condition		Possible		Possible		Possible		Possible		Preferred (similar to Option 5, but with extra capacity)	