| Roman Catholic Cluster | | Options and Implications | | | | | | | | | | | | | | | |
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| Evaluation Criteria | | Option 1 | | Option 2 | | Option 3 | | Option 4 | | Option 5 | | Option 6 | | Option 7 | | Option 8 | |
| | | status quo to remain) | | numbers of RC schools keeping existing capacities. 1.St David's-new on site to be determined 2.Our Lady's -new on site to be determined 3.Padre Pio -n/a | | Maintain current numbers of RC schools adjusting capacities to meet demand. 1.St David's-new on site to be determined 2.Our Lady's -new on site to be determined 3.Padre Pio -n/a | | s Primaries from 3 to 2 adjusting existing capacities to meet demand 1.St David's/Our Lady's -new on site to be determined 2.Padre Pio -n/a | | 1-16 (subject to Post 16 Considering RC and CiW together, reduce primaries from 5 to 3 adjusting existing capacities to meet demand. 1.St David's/Our Lady's/Ponthir -new co- site to be determined 2.Padre Pio -n/a 3. Henllys - refurb | | Reduce the RC Primaries from 3 to 2 adjusting existing capacities to meet demand and co- located 3-16 provision 1.St David's/Our Lady's -new co- locating with the with a new Comp on site to be determined 2.Padre Pio -n/a | | 1.St David's/Our Lady's/Ponthir -new c co-locating with the with a new Comp on site to be determined 2.Padre Pio -n/a 3. Henllys - refurb | | adjusting e capacities t demand an located 3-1 | er, reduce rom 5 to 3 xisting to meet d co- 6 provision |
| | | | | | | | | | | | | | | | | 2.Henllys /Ponthir - new CiW 3.Both the above co- locating with a new Comp(Joint faith) on a site to be determined 4.Padre Pio -n/a | |
| To achieve greater economy and efficiency through | Rationalisation of education estate | N | 0 | N | 0 | | 0 | Υ | 1 | Y | 2 | Y | 1 | Y | 2 | Y | 3 |
| appropriate sized schools, collaboration and better use | Removes excess surplus places | N | 0 | N | 0 | Y | 2 | Y | 2 | Y | 2 | Υ | 2 | Y | 2 | Y | 3 |
| of resources to improve the cost effectiveness of the education system. In doing | Schools in the right place | N | 0 | Υ | 1 | Υ | 1 | Υ | 2 | Y | 2 | Υ | 2 | Υ | 2 | Υ | 3 |
| so, ensuring that we have schools of the right type, | Schools should be no smaller than 420 other than in exceptional circumstances | N | 0 | N | 0 | N | 0 | Υ | 2 | Υ | 2 | Υ | 2 | Υ | 2 | Υ | 3 |
| right size in the right place. | Lower transport costs to LA | Υ | 3 | Υ | 3 | Υ | 3 | Υ | 3 | Y | 1 | Υ | 3 | Υ | 1 | Υ | 2 |
| | Collaboration across neighbouring authorities where appropriate | N | 0 | N | 0 | N | 0 | N | 0 | | 0 | Υ | 2 | Y | 2 | Y | 2 |
| To develop a sustainable education system with all schools (equality) meeting | Schools rebuilt or refurbished to modern standards, minimising running costs | N | 0 | Y | 3 | Y | 3 | Υ | 3 | Υ | 3 | Υ | 3 | Υ | 3 | Υ | 3 |
| national building standards | Schools rebuilt or refurbished to modern standards, minimising CO2 emissions | N | 0 | Y | 3 | Y | 3 | Υ | 3 | Y | 3 | Υ | 3 | Υ | 3 | Υ | 3 |
| | 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 | Υ | 3 |
| | Parents and children more likely to walk or cycle to school | Υ | 2 | Υ | 2 | Y | 2 | Υ | 1 | Y | 1 | Υ | 1 | N | 0 | N | 0 |
| | Reduced traffic congestion from the school run | N | 0 | Y | 1 | Y | 1 | Y | 2 | Y | 2 | Υ | 2 | Y | 2 | Y | 3 |
| | Meets BREEAM excellence where required | N | 0 | Υ | 3 | Y | 3 | Υ | 3 | Y | 3 | Υ | 3 | Υ | 3 | Υ | 3 |

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| 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 | Υ | 3 | Y | 3 | Y | 3 | Y | 3 | Y | 3 | Y | 3 |
| | Safe routes in the community addressed | Y | 2 | Y | 3 | Y | 3 | Y | 3 | Υ | 3 | Y | 3 | Y | 3 | Y | 3 |
| | Enable all children and young people to develop to their full potential | Y | 1 | Y | 3 | Υ | 3 | Y | 3 | Y | 3 | Y | 3 | Y | 3 | Y | 3 |
| | engagement and participation in use of the local school and its facilities by its | Y | 1 | Y | 1 | Y | 1 | Y | 2 | Y | 2 | Y | 3 | Y | 3 | Y | 3 |
| | Reduced transition points and increased continuity of provision | Y | 1 | Y | 1 | Υ | 1 | Y | 2 | Y | 2 | Y | 3 | Y | 3 | Y | 3 |
| | All children and young people to have a of accessible Early Years provision | Y | 2 | Υ | 2 | Υ | 3 | Y | 3 | Υ | 3 | Υ | 3 | Y | 3 | Y | 3 |
| | All children and young people have access to play and external sporting provision | Υ | 2 | Y | 3 | Y | 3 | Y | 3 | Y | 3 | Y | 3 | Y | 3 | Y | 3 |
| | To maximise attendance | Y | 1 | Υ | 2 | Y | 2 | Υ | 2 | Υ | 2 | Y | 3 | Y | 3 | Υ | 3 |
| | Establish strong professional learning communities in schools | Y | 1 | Υ | 1 | Y | 1 | Y | 2 | Υ | 2 | Y | 3 | Y | 2 | Y | 3 |
| To achieve inspirational settings appropriate for new | Technology Rich environment | N | 0 | Y | 2 | Υ | 2 | Y | 2 | Y | 2 | Y | 3 | Y | 3 | Y | 3 |
| new technologies and adaptable to cater for the changing needs of the future. | Provide opportunity to extend learning beyond the classroom | N | 0 | Υ | 2 | Y | 2 | Υ | 2 | Y | 2 | Y | 2 | Υ | 2 | Υ | 2 |
| | Flexible, adaptable Teaching and Learning spaces | N | 0 | Y | 2 | Υ | 2 | Y | 2 | Y | 2 | Y | 2 | Y | 2 | Y | 2 |
| | High quality buildings and facilities, both inside and out, that inspire learners and the community | N | 0 | Y | 1 | Υ | 1 | Y | 2 | Y | 2 | Υ | 3 | Y | 3 | Υ | 3 |
| | To offer children and young people a curriculum that engages and motivates them to learn | N | 0 | Y | 1 | Y | 1 | Y | 2 | Y | 2 | Y | 3 | Y | 3 | Y | 3 |

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| resource for the whole community where school facilities can be shared and which can offer a range of colocated facilities. E.g. Child care, Health, Social Services, | Opportunity to completely co-locate other services (e.g. health centre on a school site) | N | 0 | Y | 1 | Y | 1 | Υ | 2 | Y | 2 | Y | 3 | Y | 3 | Υ | 3 |
| | To deliver a more integrated services through the provision of multi-agency space for Council services | N | 0 | Υ | 1 | Y | 1 | Y | 2 | Y | 2 | Y | 3 | Y | 3 | Υ | 3 |
| | Ensure that all schools are community focussed (school in the right place, utilised throughout and beyond the school day) | Y | 1 | Y | 1 | Y | 1 | Y | 2 | Y | 2 | Y | 3 | Y | 3 | 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. | | N | 0 | Y | 2 | Y | 2 | Y | 2 | Υ | 2 | Y | 2 | Y | 2 | Y | 2 |
| | Enable the majority of children to be taught in their local schools in mainstream | N | 0 | Y | 2 | Y | 2 | Y | 2 | Y | 2 | Y | 2 | Y | 2 | Y | 2 |
| | Enables children with profound and multiple learning difficulties to experience inclusive provision | N | 0 | Υ | 1 | Y | 1 | Υ | 1 | Y | 1 | Y | 2 | Y | 2 | Υ | 2 |
| Totals | | 21 | | 54 | | 57 | | 69 | | 68 | | 82 | | 79 | | 86 | |
| | | Discounted address co surplus pla | ndition or | Discounted,does not address surplus places | | Discounted,does not address surplus places and small schools | | Possible | | Possible | | Possible but preferred if only RC | | Possible | | Preferred | |