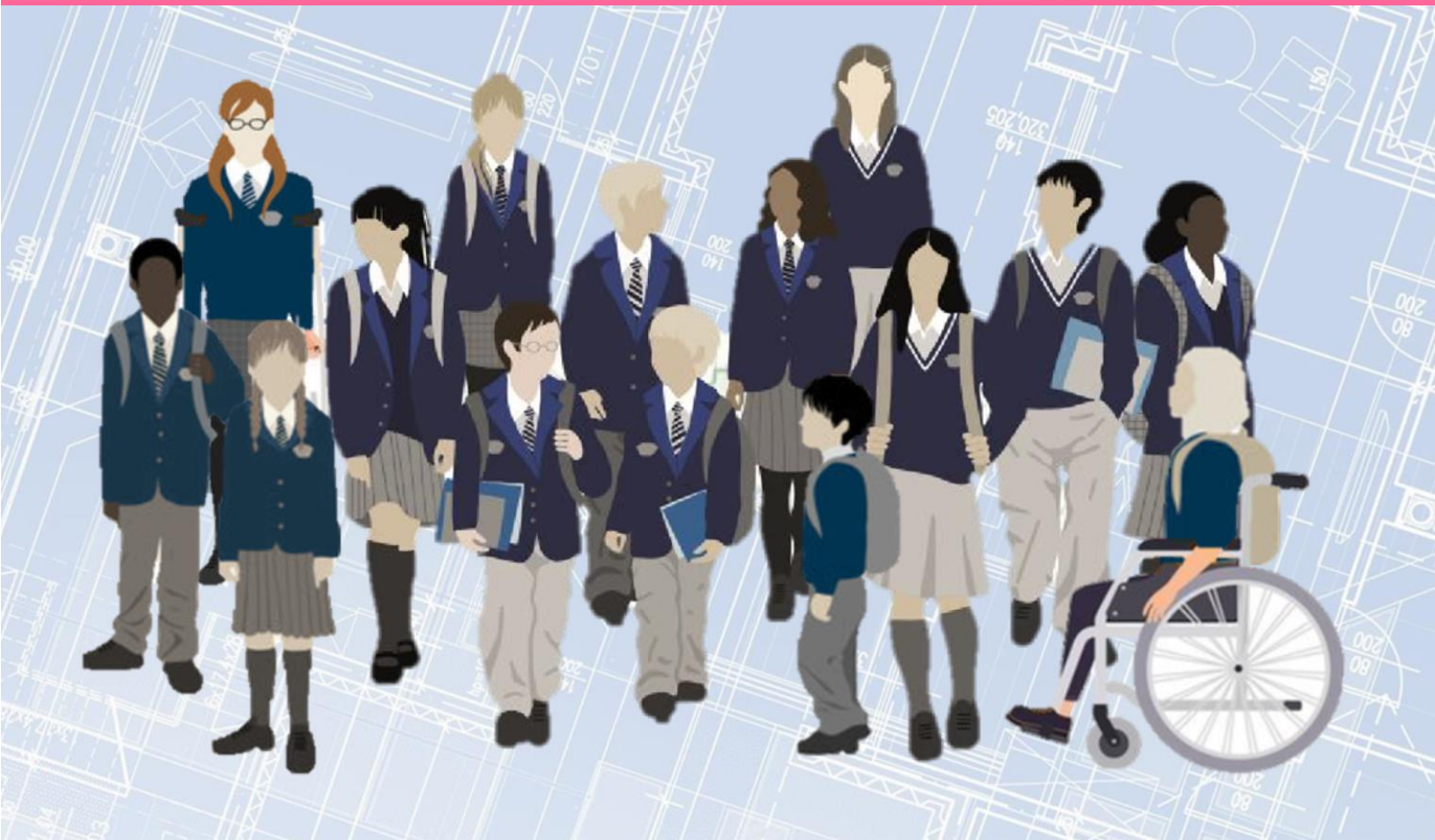


Sustainable Communities for Learning Consultation Document

Proposal to establish a Primary School

Amalgamation of Hendre Junior School and Hendre Infants School

2nd September 2024 – 15th October 2024



This document is available electronically at
<https://www.caerphilly.gov.uk/sustainable-communities-learning>

This document is available in Welsh and English. Information can also be made available in other formats, languages and in hard copy on request. Please contact us on 01443 864817 / 21stCenturySchools@caerphilly.gov.uk to arrange this.



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INTRODUCTION

What is this booklet about?

Caerphilly County Borough Council (CCBC) has embarked upon an exciting but challenging journey of improvement and change.

Schools in Wales need to be in good condition and suitable for the delivery of education. In some cases, schools can be modernised, repaired, refurbished, extended, or partially rebuilt to meet the standards needed for contemporary teaching and learning. However, some existing schools are no longer in the right place and in such cases we might propose new schools or changes to existing schools.

We aspire to continue to raise school standards and improve the quality of the learning environment to create fit-for-purpose 21st century schools and give every child in Caerphilly the best possible start in life.

This booklet is for anyone who has an interest in education in Caerphilly and may be of particular interest to parents/guardians of children attending or expecting to attend the current Hendre Junior School and Hendre Infants School sites.

This booklet sets out the changes we are suggesting to these educational facilities in the Borough and the reasons for these proposed changes.

The consultation process represents an opportunity for people to learn about the proposal, ask questions and make comments that will be recorded and summarised in a consultation report. This report will be published on the Council's website and will be considered when Cabinet decides on the way forward.

What are we proposing to do?

We are proposing to:

- **Amalgamate Hendre Junior School and Hendre Infants School to create a new Primary School provision with effect from September 2025**

'Amalgamation' is where two or more existing schools become one school, for example where a former infant and junior school become a primary school, which is the proposal in this instance.

Both schools have been informally 'collaborating' since September 2022 and share the same Head Teacher with both Governing Bodies working together for the best interests of the school, pupils and wider community.

It is proposed that the current school sites would remain in operation but function as a single Primary school campus and there are no proposed changes to the existing shared catchment arrangements.

The Governing body of both schools have agreed to proceed to formal consultation for amalgamation status in partnership with the Local Authority.

CONSULTATION PROCESS

Who are we consulting with?

Through [TeamCaerphilly - Better Together](#), the Council is committed to ensuring high quality, citizen focused services for the communities that comprise our county borough. In future-proofing public services, we recognise the need to ensure effective engagement which is central to our decision making - [Read more about our approach to Consultation and Engagement here](#)

For this proposal, our consultation process must follow the Welsh Government Statutory guidance as set out in the School Organisation Code 2018.

Proposals must be published when we make a 'regulated alteration' to a maintained school under Section 42 of the School Standards and Organisation (Wales) Act 2013.

We are obligated to advise the following of our proposals by letter or email:

Table 1: Consultee List	
Pupils and Pupil Councils*	Welsh Ministers
Parents, prospective parents, guardians and carers*	Assembly Members and Members of Parliament representing the area served *
Headteacher, Staff and Governing bodies*	Local CCBC Members
Directors of Education for Neighbouring Authorities	Local Town and Community Councils
Teaching and Support Staff Associations	Estyn
Parent Network	Welsh Education Forum
Diocesan Directors / Boards of Education	South East Wales Consortium (EAS)
Gwent and South Wales Police and Crime Commissioners	South East Wales Transport Alliance (SEWTA)
Early Years Development and Childcare Partnership	Mudiad Meithrin, Menter Iaith and voluntary nursery providers

**of schools directly or likely to be affected by the proposal only*

Please note:

- All responses received during the consultation period will be recorded and summarised in a Consultation Report.
- The Consultation Report will be presented for initial review and endorsement at Education Scrutiny Committee, with final approval to proceed to the next stage sitting with Cabinet.
- Cabinet members will be provided with copies of all the responses received within the consultation period and in their original format as part of the decision making process.

- Any negative responses made during the consultation period will not be counted as objections to the proposal but as adverse comments.
- Objections to a proposal can only be registered after the publication of a statutory notice which is the second stage in the proposal, subject to approval by Cabinet.

How can you find out more?

The planning and development of effective school organisation proposals is crucial to the Welsh Government's goal of transforming education in Wales and providing better educational outcomes with a commitment to increase school effectiveness, and narrow inequalities in achievement between advantaged and disadvantaged areas, groups and individuals.

The School Organisation Code 2018 states that when undertaking a consultation process in connection with a school proposal, the Council must publish information to enable transparent, balanced and open decision making.

As part of this proposal, the following documentation has been produced:

- A Consultation Document outlining the proposal (this document)
- A Children and Young People's Summary
- An Integrated Impact Assessment

Information is made available on the Council's website and all documentation is published in Welsh and English and available in other languages or formats on request.

Further details in relation to the processes and timelines can be found later in this document in the 'Next Steps' Section.

A separate Planning Application Process will be carried out by the Authority's Property Services Department subject to the final determination being made and Cabinet approval to progress this proposal. Details of all applications can be found on the Council's Website when the process is live.

Views of children on the proposal

The Council has acknowledged that the voice of young people is about involving them as active participants in the development, delivery, management and improvement of their educational and student experience and needs to be at the heart of planning, provision and evaluation.

Young people have a right to act to express their views in all matters affecting them and for their views to be heard and given due weight in accordance with their age and maturity. The Council recognises the potential of young people to enrich the decision-making processes, to share perspectives and to participate as citizens and facilitators of change.

This is also been reflected by the Estyn report 'Pupil Participation: a best practice guide', which highlights how effective participation benefits pupils and helps schools to improve.

The Sustainable Communities for Learning Team in Caerphilly will ensure that when bringing forward any proposal, suitable arrangements are made to consult and involve pupils throughout the process and post occupancy. A child friendly version of the Consultation Document will be produced and any feedback from pupils and School Councils will be included in the documentation forwarded to Cabinet for consideration once the consultation period has ended.



WHY ARE WE PROPOSING THESE CHANGES?

Background Information

Schools play a key role not only as places to inspire and educate our children but also as vibrant and dynamic learning environments in which all ages are able to learn and grow that are used not only by pupils but by families and the wider community. Our aim is to secure equality of access by promoting and supporting the development of inclusive education and giving a commitment to providing the best possible quality of education and services within available resources.

The Council is committed to providing all children and young people with high quality education, tailored to meet their needs, which will develop their potential, extend aspiration, promote social inclusion and contribute to the economic regeneration of the area. Progress has been made, however there is still work to be done to improve outcomes and wellbeing for all children and young people.

Hendre Junior School (Key Stage 2 : 7-11 years) and Hendre Infants School (Foundation Phase & Key Stage 1 : 3-7 years) are currently operating over two separate sites on opposite sides of St Cenydd Road, Caerphilly.



Hendre Junior School



Hendre Infants School

Every school must provide a curriculum which is broad and balanced in content and relevant to all learners' needs. The child's learning journey should be seamless throughout their time in school, building on experiences, skills, knowledge and understanding as they progress. There is a clear link between new and improved school buildings and improved performance as highlighted by ESTYN.

The most recent Estyn inspection reports for Hendre Junior School (2017) and Hendre Infants School (2019), acknowledge that pupils make good progress and see themselves as confident and capable learners. The reports reflect that both schools create a caring environment where the pupils feel valued, safe and happy, these being notable features that encourage pupils to develop positive attitudes to learning.

Developing an all-through primary school provision will build upon the strengths of each separate infant and junior school to ensure that experiences are further enhanced, enabling even higher

standards of education to be provided. It will enable a whole school view of and consistent approach to learning and teaching, curriculum delivery and achievement, through a single vision with consistent ethos to benefit pupils, staff and parents/carers.

Within a primary school, all children - younger and older - have opportunities to share the outcomes of their learning and develop an enhanced understanding of the range of personal achievement across the key stages.

A primary school provides an environment where children can work and play together over a longer period of time developing a greater understanding and appreciation of one another's diverse strengths, skills and personalities. This has been shown to have a positive impact on social skills, problem solving and relationship development between all members of the community.

Table 2: Benefits of Primary School Provision	
Curriculum	<ul style="list-style-type: none"> • A single vision and consistent ethos to benefit pupils, staff and parents/carers • Continuity and progression of learning • Continuity of experience and provision • One staff and management team giving unified leadership and management of curriculum, teaching and learning and social development and guided by a single School Improvement Plan • Access to a greater range of staff talent and expertise with a larger staff, wider enrichment opportunities are inherent across the wider curriculum • Efficient use of resources, both human and educational
Pedagogical	<ul style="list-style-type: none"> • A suitable organisation (with single sets of learning and teaching policies and procedures) for delivering the national curriculum • Opportunities for increased educational contact with younger and older children and the chance to share the outcomes of learning across the key stages • Opportunities for increased social development, for example, with older pupils having some appropriate pastoral responsibility for younger children • A greater knowledge of staff, organisation and curriculum
Accommodation	<ul style="list-style-type: none"> • Ease of site maintenance • Greater possibilities for the effective, efficient and flexible use of accommodation and more efficient site maintenance
Community	<ul style="list-style-type: none"> • More capacity to support the extended school agenda and the development of “dawn to dusk schools with breakfast childcare and after school clubs” in a more cohesive manner for parents/carers • A focal point for the community
Professional	<ul style="list-style-type: none"> • Opportunities to gain broader professional experience from working with a wider range of ages • The opportunity for staff to build partnerships with pupils, parents & families over a longer period of time • More effective and efficient deployment of resources which would not be possible in smaller establishments and a better alignment of resources to local priorities

	<ul style="list-style-type: none"> • A streamlined and stronger administrative infrastructure, avoiding duplication of resources • The capacity to meet the personalised learning agenda at the heart of the Primary Strategy and Workforce Reform
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Staff will play an integral part in the benefits outlined above. Amalgamation can provide specific benefits for staff, both individually and as a team. Fundamental to this is the chance to gain a broader and deeper understanding of how to support and challenge children’s levels of understanding, skills and knowledge across key stages. In addition, a larger staffing structure helps to build in succession planning and therefore helps in retaining good teachers so that they can further their careers within the school and gives more opportunities to offer specialist teaching.

Planning of school places

All Councils in Wales must make sure they provide enough school spaces for pupils of all ages in order to provide the best quality of education and ensure the funding provided by the Welsh government is used effectively. All Councils in Wales must also provide places that meet the needs of the pupils in Welsh, English or Faith medium and must be suitable for any additional learning needs.

Hendre Infants School

- The site currently has a capacity for 143 pupils plus nursery
- The published admission number is 38
- There are currently 35.56% surplus places
- Current pupils on roll equate to 92 children, excluding nursery of which 58.70% are from within catchment.
- Hendre Infants School is a feeder school for Hendre Junior School

Hendre Junior School

- The site currently has a capacity for 210 pupils
- The published admission number is 52
- There are currently 17.14% surplus places
- Current pupils on roll equate to 174 children of which 52.91% are from within catchment.
- Hendre Junior School is a feeder school for St Cenydd Comprehensive School

Projected Demand

Table 3: Actual and Projected Numbers in attendance			
	Hendre Infants School		Hendre Junior School
Year	Number on Roll	Excluding Nursery	Number on Roll
2023	128	92	174
2024	130	102	160
2025	123	92	155
2026	125	95	131
2027	120	89	128

2028	122	92	130
2029	121	91	123
2030	121	91	125

*Figures take into account projected pupils from new building developments identified within the catchment area

Changes in one part of the Education sector in the County has a wider 'ripple' effect on other schools and their pupils. When considering any proposals, the sustainability and enhancement of the education network and wider area is considered. Due regard will be given to the impact of this proposal and consultation will be undertaken with any affected schools.

HOW WOULD OTHER SCHOOLS BE AFFECTED?

Early Years Provision

Caerphilly County Borough Council recognises the value and importance of childcare as a vital element of the anti-poverty agenda as well as providing an enriched, safe and nurturing environment in which the children and young people of the county borough can flourish and have fun. As such the Council has an Early Years' Service area that is dedicated to managing all aspects of the childcare market in a coordinated manner.

There is currently registered childcare provision in both Hendre Infants and Hendre Junior School.

Hendre Playclub are the registered childcare in Hendre Infants School, offering funded placements for children with emerging needs under the Assisted and Supported Places Scheme, the Childcare Offer for working families, as well as fee paying places for wraparound.

Clwb y Ddraig Hendre are a registered after school club in Hendre Junior School, offering the Childcare Offer for working families and fee paying places for after school and holiday clubs.

There has been small capital investment in both schools to support the delivery of the childcare. If there is no change in the school buildings and the provision delivered, there is no foreseen detrimental impact on the delivery of the childcare provision. This is important as both provisions are well used by families to enable them to work and to support their children to thrive.

Catchment Area Arrangements

There are no proposed changes to the existing catchment arrangements for the new primary school.

Learner Travel Arrangements

The proposal seeks to amalgamate Hendre Junior School and Hendre Infants School. There is no proposed disruption to existing travel arrangements linked to this process as both school sites are adjacent to each other and there are no changes to catchment arrangements.

Transport will be provided in line with the Council's Transport Policy.

Impact on other schools

The Council is mindful to ensure that any school proposals have minimal impact on neighbouring schools.

These being:

Table 4: Neighbouring Schools Data				
School	Published Capacity (as at Sept 2023)	Admission Number (as at Sept 2023)	Feeder School into	Distance from Hendre Schools
Hendredenny	236	33	St Cenydd	0.4
Cwm Ifor	248	35	St Cenydd	0.6
Plasyfelin	394	56	Bedwas High	1
Cwrt Rawlin	325	46	St Martins	1.1
The Twyn	394	56	St Martins	1.5

There is no perceived impact on other schools within the locale as the proposal seeks to amalgamate Hendre Junior School and Hendre Infants School into a single primary school operating as a campus over the two existing sites. An overall capacity and admission number will reflect the two schools becoming integrated. The new Primary school will have a capacity of 347 and an admission number of 47.

Disruption to pupils

The proposal seeks to amalgamate Hendre Junior School and Hendre Infants School. There is no proposed disruption linked to the provision of education or the curriculum as both school sites are being retained and the schools already collaborate across both sites.

Whilst it is acknowledged that should this proposal progress, the name of the schools will change and this may result in new uniform, etc, this is at the discretion of the Governing Body for the newly formed Primary School.

Secondary Provision

Hendre Junior School is a feeder school for St Cenydd Comprehensive.

There are no changes to the existing arrangement proposed. As such, this proposal will have no perceived impact on the current arrangement at Secondary level.

WHAT WILL BE THE IMPACT OF THE PROPOSAL?

Education Standards, Quality and Leadership

Quality and standards in schools in Caerphilly are monitored by Estyn and the Local Authority (LA). Estyn is the office of Her Majesty's Chief Inspector of Education and Training in Wales. It is a Crown body, established under the Education Act 1992. Estyn is independent of the National Assembly for Wales but receives its funding from the Welsh Government under Section 104 of the Government of Wales Act 1998. Estyn inspects quality and standards in education and training providers in Wales.

The most recent Estyn report for Hendre Junior School indicates that pupils make at least strong progress from their starting points. Pupils have a positive attitude to learning and participate enthusiastically in a range of interesting activities planned carefully by teachers. Pupils show particular pride towards the school and their work. It was noted that staff provide a very caring and nurturing environment for the pupils.

Similarly, the most recent Estyn report for Hendre Infants school states that the school provides an engaging learning environment and curriculum. A systematic approach to the development of skills ensures that pupils also make good progress. Staff know the pupils well, using this knowledge effectively to plan an engaging curriculum that incorporates pupils' ideas.

Copies of the full reports for each individual school are available from the Estyn website.

Ongoing monitoring and support provided by the Local Authority and Education Achievement Service has indicated that both schools have successfully continued on their improvement journey since the time of the latest Estyn inspections. This includes providing valuable support for pupils' wellbeing during the Covid-19 pandemic, alongside the implementation of both the Curriculum and Assessment Act (Wales) 2021 and the ALN and Education Tribunal Act (Wales) 2018.

Regular discussion and monitoring will continue to take place with the acting executive headteacher and senior leadership team to ensure that any proposed changes do not impact on the progress and wellbeing of pupils or the current provision on offer. In addition, support for both schools will look to plan further opportunities that will demonstrate how the proposed amalgamation can improve the educational experience for all. This includes strengthening transition arrangements, promoting continuity of learning, sharing expertise and building leadership capacity for practitioners.

Governance Arrangements

The proposed changes would be planned carefully so that the schools leadership and governance are disrupted to a minimum, to minimise any negative impact on educational outcomes.

During (and after) the proposal, the newly formed Primary School will continue to receive ongoing advice and support from the local authority, school improvement service and any relevant stakeholders to help ensure that the school maintains effective leadership and provides high quality teaching and learning experiences.

Staff Matters

School staff play an important role in ensuring pupils are learning in a safe and supportive learning environment. They can foster positive, trusting relationships with pupils and improve the school climate by encouraging parent and family involvement in education.

By forging strong relationships, staff can affect virtually every aspect of their pupils' lives, teaching them the important life lessons that will help them succeed beyond just academia. It is not always easy to change a pupil's life, which is why it takes a great teacher to do so.

The Council recognises that retaining the experience and support of the existing staff cohort at the school will support pupils through a period of transition although this will be at the discretion of the governing body. This proposal supports the potential to expand provision, breadth of knowledge accessible to the pupils and encourage workforce development through the sharing of best practice.

Financial Matters

The amalgamation process does not bring any savings to the Local Authority but may ease financial pressures within schools by sharing resources which can be deployed across the combined provision.

Specialist Facilities / Additional Learning Needs

A key responsibility of the Council is to ensure that there are sufficient pupil places in the most appropriate locations and maintain an awareness of demographic changes (i.e. increases and decreases in the pupil population). The Council is also required to identify an authority-wide strategy for community provision in schools, as well as specialist provision for pupils with Special Educational Needs (SEN) or disabilities.

The Authority recognises the impact of the Additional Learning Needs and Education Tribunal (Wales) Act (2018) and the need to future proof provision.

This proposal will support the newly formed primary school in accommodating and supporting children with additional learning needs and enable improved accessibility, flexibility and multi-functional areas that can be adapted subject to demand.

Integrated Impact Assessment – Community and Welsh Language Impact

The Council recognises that people have different needs, requirements and goals and we will work actively against all forms of discrimination by promoting good relations and mutual respect within and between our communities.

Impact assessments help us to show that the council has due regard in the exercise of its equality duty under the Equality Act 2010. They are a tool we use to ensure the policies, practices, projects and activities which shape our work are ensuring equal access to all our services.

Impact assessments look at whether changes to how we do things (like working practices or ways we deliver services) are likely to have a positive or negative impact on the people we serve and on those who deliver our services. They help us to plan to reduce or remove negative impact

– for example by making reasonable changes to how a group receives a service (perhaps providing information in a different format or providing ramped access into a building etc.).

The utilisation of the new Integrated Impact Assessment design will shape the Council's work in ensuring equal access to all services and further help support the Council in making informed and effective decisions whilst ensuring compliance with a range of relevant legislation, including:

- Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011
- Welsh Language (Wales) Measure 2011
- Socio-economic Duty – Sections 1 to 3 of the Equality Act 2010
- Well-being of Future Generations (Wales) Act 2015
- Statutory Consultation v Doctrine of Legitimate Expectation and Gunning Principles

A full Integrated Impact Assessment has been undertaken.

This document is available to view a part of the consultation pack on the website.

As a summary:

Community Impact

School amalgamation brings together two (or more) schools as one single school, located on the same site and under the same leadership and governance.

Both schools currently collaborate and share a Head Teacher.

The proposal seeks to retain both existing school sites, due to their close proximity, and form a single campus as a Primary School provision. This arrangement will result in changes to the current Governing Body arrangements however there is no perceived impact on the delivery of education, wider school community or any groups currently utilising the school buildings for activities.

Impact on Welsh Language Provision

The Council is committed to developing opportunities for provision to be delivered through the medium of Welsh where possible, however, the proposal seeks to make changes associated with two English Medium Schools and it is envisaged that this will have minimal impact on the current Welsh Medium offer available across the Borough.

Condition and Suitability of school buildings

Educational provision for 3-11 year old's (Foundation Phase and Key Stages 1 and 2) in the Hendre catchment area is currently delivered at two separate locations on opposite sides of St. Cenydd Road in Caerphilly.



Hendre Junior School

The site of Hendre Junior school occupies a total area of approximately 1 Hectare which accommodates 1 structure and outdoor play areas.

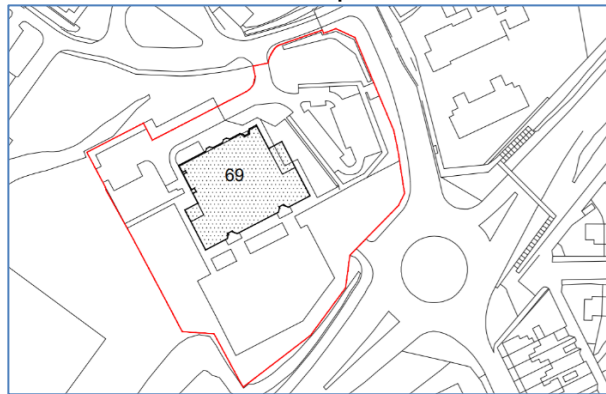
The school building has a gross internal area of 1.315 square metres.

The school has a condition rating of B, a Suitability grading of B and a Display Energy Certificate category of D.

Current Site



Site plan



Hendre Infants School

The site of Hendre Infant School occupies a total area of approximately 0.4 Hectare and accommodates 4 structures and outdoor play areas.

The school buildings have a gross internal area of 1,365 square metres.
The school has a condition rating of C+, a Suitability grading of C and a Display Energy Certificate category of C.



It is proposed that the current school sites would remain in operation but function as a single Primary school campus with a combined capacity figure of 347, and there are no proposed changes to the existing shared catchment arrangements.

WHAT ARE THE BENEFITS OF THE PROPOSAL?

Benefits

The principal benefits of amalgamation are as follows:

- Continuity and progression of learning
- Opportunities for increased educational contact with younger and older children and the chance to share the outcomes of learning across the key stages
- A single vision and consistent ethos to benefit pupils, staff and parents/carers
- Efficient use of resources, both human and educational
- Greater possibilities for the effective, efficient and flexible use of accommodation and more efficient site maintenance
- A streamlined and stronger administrative infrastructure, avoiding duplication of resources

Disbenefits

The principal disbenefits of amalgamation are as follows:

- Loss of a Head Teacher, however there is currently a single Head Teacher operating across the Junior and Infant School sites so this disbenefit has already been mitigated.
- Amalgamation would result in a single Governing Body being established as opposed to the two which are currently collaborating across both sites.

- The primary school would naturally be a larger entity than the separate Infants and Junior school setup, but the headteacher and governing body would put an appropriate staffing structure in place to ensure that all children are happy and can flourish.
- For those currently attending the school, the amalgamation would result in a new identity for the school, however support will be provided by the school and local authority to minimise any impact during the transition.

Risks

Risks will be managed pro-actively in accordance with our risk management procedures.

The Local Authority is experienced in supporting collaboration, Federation and Amalgamation activities and will provide support to the schools and Governing Bodies to implement the proposal should it receive approval from Cabinet.

Options

Both schools have been informally ‘collaborating’ since September 2022 and share the same Head Teacher with both Governing Bodies working together for the best interests of the school, pupils and wider community.

The governing bodies of Hendre Infant School and Hendre Junior School have met individually and jointly with the local authority to consider options for building further upon this successful arrangement involving the 2 schools.

The following options were discussed:

Table 5: Options Discussed with Governing Bodies		
Option	Description	Implication of Option
Option 1	Do Nothing	No change to existing school collaboration arrangement. Infant and Junior Schools remain as is. 2 Separate Governing Bodies continue to collaborate
Option 2	Federation	‘Federation’ is a legal process enabling two or more existing schools to work together, retaining their own individual identity with regards to name, culture, ethos and continue to manage their own budgets, but oversight is by a single governing body.
Option 3	Amalgamation	‘Amalgamation’ is a legal process enabling two or more existing schools to work together and become one school, for example where a former infant and junior school become a primary school, with one ethos, staffing structure, budget, and Governing body which is the proposal in this instance.

The Governing body of both schools considered the options presented to them and have agreed to proceed to formal consultation for amalgamation status in partnership with the Local Authority.



NEXT STEPS

Consultation Period and key dates

The formal consultation process begins on Monday 2nd September 2024

This consultation document and response form are available electronically on the Council website.

Further information is available on the [Sustainable Communities for Learning website](#).

A Children and Young People's Everyday Summary Version of this consultation has also been produced. Both this and the full version are available via the Caerphilly County Borough Council website and printed copies are also available on request.

If you would like this information in any other format, for example large print, or help with interpretation in a different language, please contact us on 01443 864817 / 21stCenturySchools@caerphilly.gov.uk so that the necessary arrangements can be made to provide this service.

The closing date for responses to this consultation is midnight on Tuesday 15th October 2024

Unfortunately, we will not be able to consider any responses received after this date.

Statutory Notices, Reporting and Decision Making

Following consultation, Caerphilly's Cabinet will receive a Consultation Report which will outline the proposal and all the comments received from the public during the consultation period. At this stage, the members can decide whether to proceed with the proposal, make changes to the proposal or not to proceed with the proposal.

Should Cabinet decide to proceed with the proposal, a Statutory Notice will be published providing a 28 day notice period for objections. The School Standards and Organisation (Wales) Act 2013 provides that anyone wishing to make objections to a school organisation proposal has the opportunity to do so. To be considered as statutory objections, objections must be made in writing and sent to the Council within the 28-day period.

Cabinet will then consider the outcome of the Statutory Notice at a future meeting and determine whether to implement the proposal having given due consideration to all the information provided.

In the event of objections, the Council will publish an objection report providing a summary of the objections and Cabinet's response to those objections within 7 days or the day of the determination of the proposal.

This report will be available for all persons to view on the Council website and paper copies will be available on request.

Should Cabinet approve the proposal, the implementation of amalgamation will take effect from September 2025.

Have your say

Your views matter and we want you to tell us what you think about the changes we have proposed in this document. We would like you to consider the information contained within the document and to hear your views as to whether or not you support the proposal. All views are welcomed in support of or opposed to the proposal. This is your chance to ask questions and make comments that will be considered when the Council decides how to proceed.

If you would like to comment on the proposal, you can do this by:

- Completing the online response form on the Council's website
- Complete a printed response form and return via post
- Email your comments to the Sustainable Communities for Learning Team at Caerphilly

Your views matter

Please complete the questionnaire and return via post or email to:

Consultation Response 'Hendre'

c/o Sustainable Communities for Learning Team
Directorate of Education and Corporate Services
Caerphilly County Borough Council
Penallta House
Tredomen Park
Ystrad Mynach
CF82 7PG



21stCenturySchools@caerphilly.gov.uk

Please note that we are only able to receive comments in writing, either via the online form, pro forma or via email. You must include your full name and postal address as part of the information provided.