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Y Comisiwn Addysg Drydyddol ac Ymchwil
Commission for Tertiary Education and Research

Medr response to Pembrokeshire County Council's proposal to discontinue Tenby Voluntary Controlled School and Ysgol Greenhill to establish a new 3-19 Community School

3 November 2026

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Response to Pembrokeshire County Council

Introduction

Medr welcomes the opportunity to respond as a statutory consultee to Pembrokeshire Local Authorities' proposal to establish a new 3-19 community school in Tenby.

The Tertiary Education and Research (Wales) Act 2022 established Medr as the regulatory body responsible for the funding, oversight and regulation of tertiary education and research in Wales, including local authority-maintained school sixth forms. The Act amended the School Standards and Organisation (Wales) Act 2013 to provide Medr with responsibility for considering sixth-form organisation matters, enabling a strategic approach to the planning of school sixth-form provision within the wider tertiary education system.

In considering proposals which affect schools with sixth-form provision, the School Organisation Code recognises Medr's role in overseeing the regulation, quality and funding of post-16 provision, including its role in relation to the planning and formation of the curriculum offer for learners aged 16 to 19. Accordingly, Medr's interest and expected substantive response as per the requirements set out in the code extends beyond the individual institution concerned to the implications for learner choice and entitlement, progression pathways, curriculum availability and the sustainability of provision across the wider post-16 and tertiary education system.

In preparing this response, Medr has had particular regard to the factors set out within the School Organisation Code, including the considerations relating to educational standards and quality, learner outcomes, accessibility and inclusion, learner travel, financial sustainability and strategic planning contained within paragraphs 1.5 to 1.23; the specific considerations applicable to post-16 provision and the expectation that proposals demonstrate how they will improve educational outcomes for learners set out in paragraph 1.45; and the provisions relating to sixth-form organisation proposals contained within section 3.30 and the associated paragraphs.

Consistent with its responsibilities under the Learning and Skills (Wales) Measure 2009 and the associated 16 to 18 local curricula: guidance which is statutory guidance Medr must have regard to when exercising its functions under the Learning & Skills Act 2000. Medr has considered the potential implications of the proposal for post-16 provision, including whether and how it would support an appropriate and broad range of relevant qualifications and learning pathways for 16 to 18-year-old learners, in line with paragraph 1.45 of the School Organisation Code (2026).

Accordingly, Medr's response considers whether sufficient information and evidence have been provided to demonstrate the likely impact of the proposal on Learner Outcomes and Participation; Learner Choice, Curriculum Entitlement and Progression; System Sustainability and Planning; Accessibility, Inclusion and Additional Learning Needs; Welsh Language and Welsh-medium Provision; Quality, Leadership and Innovation; and Finance and Value for Money. These themes are drawn from, and reflect, the factors set out in the School Organisation Code, including paragraphs 1.5-1.23, 1.45 and 3.30. For ease of reference, a detailed cross-reference mapping each assessment theme to the relevant provisions of the Code is provided at **Annex A** (page 9 of this document).

Additional Information Considered by Medr

In preparing this response, Medr has considered both the consultation document published by the authority and additional information provided through subsequent engagement. This supplementary information was requested to support Medr's consideration of those matters relevant to its statutory responsibilities in relation to post-16 education and training.

Medr recognises that the Learning and Skills (Wales) framework and the revised School Organisation Code, including Medr's statutory role within the school organisation process, have been implemented relatively recently. The additional engagement therefore provided an opportunity to discuss aspects of the proposal relevant to learner outcomes, curriculum entitlement, progression, participation and the sustainability of post-16 provision.

The observations contained within this response should therefore be read in the context of both the consultation document and the additional information subsequently provided by the authority. Where relevant, reference has been made to information obtained through this engagement.

Summary

Medr recognises the strategic rationale presented for the establishment of a single 3-19 community school and acknowledges the potential benefits identified within the proposal in relation to learner progression, continuity of support, curriculum planning, leadership, partnership working and the longer-term sustainability of school provision within the area.

Whilst Medr recognises that the authority has set out the rationale for its preferred option, greater visibility of how alternative post-16 delivery models were considered and discounted would provide further assurance that all reasonable approaches to securing sustainable post-16 provision have been fully evaluated.

The consultation document demonstrates consideration of a broad range of factors identified within the School Organisation Code. In addition, the supplementary information provided by the authority has addressed a number of the issues raised through Medr's consideration of the proposal and has strengthened understanding of the existing sixth-form provision, learner performance, curriculum arrangements, progression opportunities, partnership working and learner participation.

The additional evidence provides greater clarity regarding the current curriculum offer, learner entitlement, collaborative delivery arrangements and progression pathways. It also provides further context regarding sixth-form performance, accessibility and participation, together with evidence of strengthened leadership capacity and recent improvements in learner outcomes.

While the additional information has strengthened the evidence base in a number of areas, some aspects of the proposal remain dependent on future development. Further information would assist Medr in understanding how the anticipated benefits of the proposal will be realised and evaluated over time, particularly in relation to post-16 learner outcomes, future curriculum arrangements, collaborative delivery models, Welsh-

medium participation, progression and transition arrangements for learners with Additional Learning Needs, and the long-term sustainability of sixth-form provision.

Learner Outcomes and Participation

1.5, 1.9 and 1.45 – The proposer provided additional information in response to the issues identified by Medr in relation to sixth-form performance, learner participation and the anticipated benefits of the proposed 3-19 model. This included updated 2026 performance information demonstrating that 98% of learners achieved Level 3 qualifications grades A-E, Advanced Skills Baccalaureate results improved and Year 12 wider point scores increased.

Positive evidence from Estyn inspections and School Improvement Adviser evaluations also indicates strong leadership capacity within the schools. The local authority's School Improvement Adviser advised that these results demonstrate a positive trajectory in learner performance and provide evidence of recent improvement in sixth-form outcomes.

The proposer also provided further context regarding historic performance trends, including evidence that a proportion of learners reflected in historic performance measures were educated during the period when Ysgol Greenhill was subject to special measures.

Ysgol Greenhill had 126 sixth-form learners in January 2026, comprising 72 learners in Year 12 and 54 learners in Year 13, compared with 100 learners in 2020/21. Over the period from **2021/22 to 2024/25**, two-year completion rates declined from **85% to 75%**, while two-year 3 A*-E achievement rates declined from **67% to 64%**. Both measures were below the corresponding Pembrokeshire and Wales averages in **2024/25**.

Collectively, the additional information addresses a number of the issues identified in relation to learner outcomes and participation and strengthens understanding of the performance of the existing sixth-form provision, the anticipated educational benefits of the proposed 3-19 model and the potential benefits of the proposal for post-16 learners.

However, while the proposal sets out the anticipated benefits of the reorganisation, it does not identify specific performance indicators, targets or evaluation measures through which the impact of the reorganisation on attainment, retention, completion and learner destinations would be assessed and improved over time.

1.14-1.19 and 1.45 – The proposer has provided additional information regarding travel distances to alternative providers, journey times to Haverfordwest and the potential impact of travel on participation for learners living within rural communities. This information provides useful context regarding accessibility and learner participation and supports the rationale for retaining local provision.

Collectively, the evidence strengthens understanding of the likely impact of the proposal on participation and retention. However, further learner-specific evidence, including the views of post-16 learners, would provide a more comprehensive assessment of the proposal's likely impact and the views of learners on their expectations regarding travel.

1.8, 1.23, 1.45 and 3.17 – The proposal includes transition arrangements, automatic transfer for existing learners and an intended implementation date of September 2027. It

also records a three-year average free-school-meal measure of 11.8% at Ysgol Greenhill, compared with 15.9% for the authority and 20.1% for Wales.

While the proposal includes evidence relating to post-16 outcomes, it does not provide disaggregated outcome data by disadvantage. Additional information would assist in assessing the extent to which the proposal is likely to impact learners from different backgrounds.

Learner Choice, Curriculum Entitlement and Progression

1.7 and 1.45 – The proposer has provided additional information regarding the current Level 2 and Level 3 curriculum offer, providing greater clarity regarding how learner choice is currently supported. The proposer confirms that learners currently have access to 24 Level 3 courses alongside Level 2 provision, including GCSE English, Mathematics, Financial Literacy and Computer Aided Design.

Further information has also been provided regarding the contribution of E-sgol in supporting subject availability, including examples such as Computer Science, Sociology and Geography, together with an explanation of how collaborative delivery can support the continuation of courses with smaller learner cohorts.

This additional evidence assists understanding of the existing curriculum offer, learner choice and learner entitlement, including access to a broad range of learning pathways consistent with the principles of the Learning and Skills (Wales) Measure 2009.

Whilst this additional information strengthens the case that learner entitlement can be secured through collaborative arrangements, evidence on the long-term viability of these arrangements, including learner cohort sustainability and delivery across the full curriculum offer, remains limited.

1.45 – The proposer has provided additional information regarding progression opportunities and employer engagement, including existing links with Valero Pembroke Refinery, opportunities to strengthen engagement with the Milford Haven Port Authority, and progression pathways leading to higher education, apprenticeships and employment. This information provides greater clarity regarding how the proposal may support learner progression across academic, vocational and technical pathways.

However, further detail regarding how these arrangements will contribute to long-term curriculum planning, learner progression and sustainable partnership working would support a clearer understanding of their anticipated impact.

1.7 and 1.45 – The additional information demonstrates that partnership working is intended to play an important role in supporting future curriculum delivery. This includes existing collaborative arrangements through E-sgol, ongoing discussions with Ysgol Harri Tudur and an openness to re-establishing collaborative arrangements with Pembrokeshire College. This provides greater clarity regarding the authority's intended approach to supporting curriculum breadth, learner choice and progression through collaborative delivery arrangements.

However, further detail regarding the future scale of shared delivery, learner participation, timetabling arrangements, transport implications, quality assurance arrangements and the strategic role of these partnerships in supporting long-term curriculum planning would

support a clearer understanding of how the proposed model is intended to operate in practice.

1.6, 1.12 and 1.45 – The current Ysgol Greenhill site includes science, sports and performing arts facilities, together with a full-size 3G pitch completed in 2025. The proposal identifies future redevelopment as a potential means of enhancing facilities.

However, it is not clear at this stage what form these developments would take, as the site, scope, timetable and funding arrangements have yet to be confirmed. The proposal also provides limited detail regarding how governance and leadership arrangements would support the planning, delivery and long-term sustainability of post-16 provision, including curriculum planning, learner progression and partnership working across the wider tertiary education system.

System Sustainability and Planning

1.12, 1.20, 1.21 and 1.45 – The consultation document sets out a clear strategic rationale linked to falling pupil numbers, surplus capacity, estate condition and the longer-term sustainability of school provision in the area. It also identifies the potential for future Sustainable Communities for Learning investment and more efficient use of resources through the creation of a single 3-19 school.

The proposal provides projected pupil numbers, occupancy information and evidence regarding the current scale of post-16 provision, supporting understanding of the strategic context for change.

However, projected learner numbers are not disaggregated between Years 12 and 13, limiting assessment of the future scale, viability and sustainability of post-16 provision.

1.45 – The proposer has provided information regarding the current curriculum offer, including a broad range of Level 2 and Level 3 provision for a sixth form of 126 learners. This assists understanding of the existing learner offer and the scale of provision currently being supported.

However, the proposal would be strengthened by further evidence demonstrating the long-term educational and financial sustainability of post-16 provision, including projected learner numbers, anticipated group sizes, curriculum delivery assumptions and the implications of continued demographic change.

1.12, 1.21 and 1.45 – Ysgol Greenhill's published capacity is 1,194 and Year 7-13 numbers are forecast to fall from 883 in 2026 to 764 in 2031, reducing overall occupancy from 73.9% to 63.9%. These projections provide useful context regarding future demand.

However, the forecasts do not separately identify Year 12 and Year 13 learner numbers, limiting assessment of future post-16 scale and viability.

1.20 and 1.21 – The consultation identifies housing commitments expected to generate approximately 51 additional secondary-age pupils and indicates that these can be accommodated within existing capacity. It also identifies future estate rationalisation and Sustainable Communities for Learning investment as potential mechanisms for improving efficiency and sustainability.

However, the first stage of the proposal would not immediately reduce surplus places, and any future resizing of provision remains dependent on subsequent business case approval. Consequently, the extent to which the proposal is expected to improve estate efficiency, reduce surplus capacity or strengthen the long-term sustainability of post-16 provision remains uncertain at this stage.

Accessibility, Inclusion and Additional Learning Needs

1.5, 1.7, 1.8 and 1.49-1.54 – The proposal identifies potential benefits for learners with ALN, including greater continuity of support across educational phases, earlier identification of need and opportunities to strengthen specialist provision through a single 3-19 model. These proposals provide a clear rationale for how learners may benefit from a more integrated approach to support.

However, limited information is provided regarding post-16 progression pathways for learners accessing specialist provision, including arrangements for transition planning, access to appropriate post-16 opportunities, transport and ongoing support through Individual Development Plans where required.

1.49-1.54 and 1.45 – The proposal provides information regarding current ALN provision across both schools. Ysgol Greenhill recorded 64 learners on its ALN register in the 2026 PLASC, including 26 learners with local authority IDPs and 38 learners with school-maintained IDPs. Both schools operate 24-place Learning Resource Centres. Ysgol Greenhill's Learning Resource Centre was operating above planned capacity, while the Learning Resource Centre at Tenby Voluntary Controlled School had available capacity. The proposal identifies opportunities to explore future enhancements to specialist provision through the proposed model.

However, further information regarding transition arrangements, future specialist capacity and implementation planning would assist in understanding how learners currently accessing specialist provision would be supported.

1.5 and 1.23 – The proposal includes consideration of equality, wellbeing and learner support and identifies a range of whole-school improvement activity intended to support learners. However, limited information is provided regarding the anticipated impact of the proposal on learners aged 16-18, including learners with ALN, disabilities or socio-economic disadvantage.

Further information would assist in understanding how participation, progression and learner outcomes for these groups would be monitored and supported within the proposed arrangements.

1.14-1.20 and 1.45 – The proposal indicates that the first stage would retain existing sites and transport arrangements and anticipates no significant immediate transport cost implications. This provides some assurance regarding continuity for existing learners.

However, discretionary post-16 transport eligibility, learner costs and travel arrangements associated with collaborative delivery are not set out in detail.

Welsh Language and Welsh-medium Provision

1.9, 1.10 and 1.45 – The proposal identifies Welsh language development as an area for improvement and provides evidence of activity undertaken in response to recommendations arising from Ysgol Greenhill's January 2024 Estyn inspection. This includes bilingual communication, Curriculum Cymreig activity, achievement of the Siarter Iaith Bronze Award and access to Welsh-language learning opportunities for sixth-form learners and staff through online provision and Pembrokeshire College. This information assists understanding of current Welsh language development activity.

However, further information regarding participation levels and learner outcomes would assist Medr in understanding the impact of these initiatives.

1.11 and 1.45 – The proposer confirms that the proposal would not directly increase Welsh-medium provision in the short term. The consultation references possible future opportunities associated with the Tenby Voluntary Controlled School and support for Ysgol Hafan y Môr.

However, these considerations do not form part of the current proposal and remain subject to future assessment and consultation.

1.10-1.11 and 1.45 – The proposal identifies the continued availability of regional Welsh-medium provision through Ysgol Bro Preseli and dual-stream provision at Ysgol Dyffryn Taf. This provides some context regarding Welsh-medium pathways available within the wider area.

However, the consultation does not include detailed analysis of post-16 learner demand, participation patterns, curriculum availability, progression routes or travel implications. Further information would assist in understanding the potential impact of the proposal on access to Welsh-medium and bilingual learning pathways across the wider post-16 system.

Quality, Leadership and Innovation

1.5 and 1.9 – The proposal draws on recent Estyn inspection findings and School Improvement Adviser evaluations, presenting evidence of strengths in leadership, self-evaluation, professional learning and curriculum development. The additional information provided by the authority further supports the view that leadership capacity has strengthened and that recent school improvement activity is contributing to improved performance. This provides a useful overview of the school's current position and demonstrates consideration of factors identified within the School Organisation Code relating to school improvement and educational standards.

1.5, 1.9 and 1.45 – The proposer has provided additional information regarding how a 3-19 model may support greater continuity of pastoral support, academic guidance and learner progression throughout a learner's educational journey. The proposal identifies opportunities for strengthened transition arrangements between phases, enhanced mentoring and leadership opportunities for sixth-form learners and a more coherent learner support structure. This assists understanding of the potential educational benefits of the proposed model.

However, further information regarding how these arrangements will be monitored and evaluated for post-16 learners would strengthen understanding of their anticipated impact.

Finance and Value for Money

1.21-1.22 – The proposal provides information regarding current costs, estate condition and investment requirements. Ysgol Greenhill's net cost per pupil is reported as £6,071 compared with a secondary school average of £5,835, while the site is assessed as Condition C with approximately £1.7 million of backlog maintenance. This information provides relevant context regarding asset condition, financial pressures and future investment requirements.

1.21-1.22 – The proposal also provides projections demonstrating declining occupancy and identifies financial pressures affecting both schools. Ysgol Greenhill's occupancy is forecast to fall from 73.9% in 2026 to 63.9% in 2031, while both schools are forecast to face increasing financial pressures over the medium term. This supports the strategic rationale for considering alternative delivery models and future efficiencies.

1.22 – The proposal identifies potential efficiencies through a single leadership structure and the rationalisation of services, facilities, maintenance and fixed costs.

However, many of the anticipated savings are dependent on subsequent decisions regarding co-location, governance and organisational arrangements. A quantified recurrent-cost appraisal, implementation cost assessment, sensitivity analysis and post-16 curriculum cost model have not been provided. Consequently, it is difficult to assess the financial sustainability of the proposed sixth-form arrangements or the extent to which curriculum breadth and learner choice could be maintained over time.

1.22 – The proposal identifies Sustainable Communities for Learning as the preferred route for future capital investment and outlines potential opportunities for estate redevelopment.

However, no preferred site option, scheme cost, confirmed local authority contribution or funding approval has been identified at this stage. The future use of the Tenby Voluntary Controlled School site also remains undecided. As a result, the financial implications and benefits associated with future capital investment remain uncertain.

Annex A

1. Learner Outcomes and Participation

- whether and how proposals will lead to an improvement in the educational or training achievements of persons who are above compulsory school age, but below the age of 19; [gov.wales] (SOC 2026 para. 1.45 bullet 1)
- whether proposals are likely to lead to retention and increased participation in learning by learners beyond compulsory school age, taking into account transport issues and costs to the learner and others, the affordability of such costs, and the likelihood of learners being willing to travel; [gov.wales] (SOC 2026 para. 1.45 bullet 3)
- the extent to which proposals will provide additional learner benefits compared with the status quo and other tenable options for post-16 organisation; [gov.wales] (SOC 2026 para. 1.45 bullet 9)
- where proposals involve the transfer of learners to alternative schools or other education institutions, there should normally be evidence that the alternative would deliver outcomes and offer provision at least equivalent to that which is currently available to those learners (including learners with ALN); [gov.wales] (SOC 2026 para. 1.8)
- proposers should ensure that the disruption to learners is minimised; [gov.wales] (SOC 2026 para. 1.8)
- the impact of proposals on the educational attainment of learners from economically disadvantaged backgrounds. [gov.wales] (SOC 2026 para. 1.23)

2. Learner Choice, Curriculum Entitlement and Progression

- whether and how proposals will contribute an appropriate and broad range of relevant courses and qualifications and high quality, employer informed, vocational learning routes targeted at learners of all abilities, whilst maintaining GCSE, AS/A level and other established courses, as required under the 2021 Act and section 33A-Q of the Learning and Skills Act 2000 ("the 2000 Act") to support 14-19-year-old learners; [gov.wales] (SOC 2026 para. 1.45 bullet 2)
- the extent to which proposals contribute to the enhancement and quality of a wider 14-19 offer taking account of the views of regional 14-19 networks; [gov.wales] (SOC 2026 para. 1.45 bullet 5)
- the effect of proposals on 11-16 provision in schools and on the development and maintenance of a shared understanding of progression with other schools; [gov.wales] (SOC 2026 para. 1.45 bullet 6)
- the ability of the headteacher/governing body of schools which are the subject of the proposals to meet their legal requirements under the 2021 Act for the Curriculum for Wales for learners across the 3-16 continuum of education; [gov.wales] (SOC 2026 para. 1.6)
- this consideration should include the quality of curriculum design, adoption and delivery and the extent to which the structure or size of the school is impacting on this; [gov.wales] (SOC 2026 para. 1.6)
- how proposals align to the statutory duty to secure the provision of proper facilities for further education and training for learners aged 16 to 19. Facilities are ‘proper’

if they are of sufficient quantity and adequate quality to meet the reasonable needs of young people. Additionally, such facilities must satisfy learners' entitlements to follow courses of study within the local curriculum formed under section 33A of the 2000 Act. [gov.wales] (SOC 2026 para. 1.45 bullet 11)

3. System Sustainability and Planning

- how proposals would affect the viability of providers already providing post 16 provision, including school sixth forms, further education institutions, and private training providers; [gov.wales] (SOC 2026 para. 1.45 bullet 7)
- whether alternative school-based or post-16 provision will have sufficient capacity and provide accommodation of at least equivalent quality for existing and projected learner numbers; [gov.wales] (SOC 2026 para. 1.13 bullet 1)
- with reference to the nature of the schools which are the subject of proposals, whether the alternative school-based provision is sufficient to meet existing and projected demand; [gov.wales] (SOC 2026 para. 1.13 bullet 2)
- the demand for additional provision of any type in an area must be assessed and evidenced; [gov.wales] (SOC 2026 para. 1.20 bullet 1)
- the effect proposals will have on surplus places in the area; [gov.wales] (SOC 2026 para. 1.21 bullet 1)
- whether proposals form part of the local authority's Sustainable Communities for Learning Investment Programme and contribute to the delivery of sustainable schools and to the better strategic management of the school estate. [gov.wales] (SOC 2026 para. 1.21 bullet 2)

4. Accessibility, Inclusion and Additional Learning Needs

- relevant bodies should pay particular attention to the impact of the proposals on vulnerable groups, including learners with ALN; [gov.wales] (SOC 2026 para. 1.5)
- the likely impact of the proposals on well-being, care, support and guidance; [gov.wales] (SOC 2026 para. 1.5)
- how proposals might affect the discretionary transport provision a local authority may provide to learners above compulsory school age; [gov.wales] (SOC 2026 para. 1.45 bullet 10)
- statutory requirements as set out in the Learner Travel (Wales) Measure 2008 and associated statutory guidance; [gov.wales] (SOC 2026 para. 1.14)
- the implications for transport and their impact; [gov.wales] (SOC 2026 paras. 1.14-1.15)
- the nature of journeys to alternative schools or other education institutions and resulting journey times for all learners including learners with ALN; [gov.wales] (SOC 2026 para. 1.19)
- arrangements for accessing the alternative schools or other education institutions must promote sustainable transport; and must address the possible effect of any transport difficulties on learners' engagement with and attendance at school; [gov.wales] (SOC 2026 para. 1.19)

- whether proposals will improve access for disabled learners in accordance with the requirements of section 88 of, and Schedule 10 to, the Equality Act 2010; [gov.wales] (SOC 2026 para. 1.20 bullet 2)
- any equality issues, including those identified through equality impact assessments. [gov.wales] (SOC 2026 para. 1.23)

5. Welsh Language and Welsh-medium Provision

- how proposals might affect the sustainability or enhancement of Welsh medium provision in the regional 14-19 networks, local partnership arrangements and wider area and promote access to the Welsh-medium courses in post-16 education and support the strategic duty placed on Medr to 'promote post 16 education and training through the medium of Welsh'; [gov.wales] (SOC 2026 para. 1.45 bullet 8)
- the extent to which the proposal would support the targets in the approved Welsh in Education Strategic Plan (WESP); [gov.wales] (SOC 2026 paras. 1.11 & 1.47)
- how the proposal would expand or reduce Welsh language provision, and in the case of the latter, set out why provision will be reduced and must evidence mitigating actions; [gov.wales] (SOC 2026 paras. 1.11 & 1.47)
- existing learners of compulsory school age at a school where a school closure, reduction in capacity or age range contraction is proposed must be able to continue receiving an education in their current language medium. [gov.wales] (SOC 2026 para. 1.13)

6. Quality, Leadership and Innovation

- the likely impact of the proposals on teaching and learning; [gov.wales] (SOC 2026 para. 1.5)
- the likely impact of the proposals on leading and improving at the school or schools which are the subject of the proposals and at any other school or education institution the proposer considers is likely to be affected by the proposals; [gov.wales] (SOC 2026 para. 1.5)
- in assessing the impact of proposals on quality and standards in education and how effectively the Curriculum for Wales is being realised, relevant bodies should consider any relevant advice from Estyn; [gov.wales] (SOC 2026 para. 1.9)
- proposers should refer to the most recent Estyn reports, area inspections, where available, and other evidence derived from performance monitoring, and take into consideration any other generally available information available on a school's or other education institution's effectiveness; [gov.wales] (SOC 2026 para. 1.9)
- the extent to which the proposals support digital provision and/or blended learning arrangements. [gov.wales] (SOC 2026 para. 1.45 bullet 4)

7. Financial Stewardship and Value for Money

- the effect proposals will have on surplus places in the area; [gov.wales] (SOC 2026 para. 1.21 bullet 1)

- the recurrent costs of proposals over a period of at least 3 years and whether the necessary recurrent funding is available; [gov.wales] (SOC 2026 para. 1.22 bullet 1)
- additional transport costs incurred as a result of proposals; [gov.wales] (SOC 2026 para. 1.22 bullet 2)
- the capital costs of proposals and whether the necessary capital funding is available; [gov.wales] (SOC 2026 para. 1.22 bullet 3)
- the revenue costs of proposals, including staffing and building maintenance costs and whether the necessary revenue funding is available; [gov.wales] (SOC 2026 para. 1.22 bullet 4)
- the scale of any projected net savings (taking into account school revenue, transport and capital costs); [gov.wales] (SOC 2026 para. 1.22 bullet 5)
- whether, without the proposals, the schools which are the subject of the proposals would face budget deficits; [gov.wales] (SOC 2026 para. 1.22 bullet 6)
- whether any savings in recurrent costs will be retained in the local authority's schools' budget; and [gov.wales] (SOC 2026 para. 1.22 bullet 7)
- whether the proceeds of sales (capital receipts) of redundant sites are to be made available to meet the costs of the proposal or contribute to the cost of future proposals which will promote effective management of school places. [gov.wales] (SOC 2026 para. 1.22 bullet 8)

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