



**Dinas a Sir Abertawe**

**Hysbysiad o Gyfarfod**

Fe'ch gwahoddir i gyfarfod

## **Panel Perfformiad Craffu - Ysgolion**

**Lleoliad:** Ystafell Bwyllgor 5 - Neuadd y Ddinas, Abertawe

**Dyddiad:** Dydd Llun, 17 Rhagfyr 2018

**Amser:** 4.30 pm

**Cynullydd:** Y Cynghorydd Mo Sykes

**Aelodaeth:**

Cynghorwyr: C Anderson, A M Day, M Durke, S J Gallagher, L S Gibbard, F M Gordon, D W Helliwell, B Hopkins, L James, S M Jones, L R Jones, M A Langstone, H M Morris a/ac L J Tyler-Lloyd

Aelodau Cyfetholedig: D Anderson-Thomas, A Roberts a/ac J Meredith

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### **Agenda**

**Rhif y Dudalen.**

- 1 Ymddiheuriadau am absenoldeb.
- 2 Datgeliadau o fuddiannau personol a rhagfarnol.  
[www.abertawe.gov.uk/DatgeliadauBuddiannau](http://www.abertawe.gov.uk/DatgeliadauBuddiannau)
- 3 Craffu cyn penderfynu Trefniadaeth Ysgolion sy'n gysylltiedig â Chynllun Strategol y Gymraeg mewn Addysg **1 - 296**
- 4 Craffu cyn penderfynu ar yr Adolygiad o Ysgolion Bach **297 - 505**

**Cyfarfod nesaf:** Dydd Iau, 10 Ionawr 2019 ar 10.30 am

**Huw Evans**  
**Pennaeth Gwasanaethau Democrataidd**  
**Dydd Llun, 10 Rhagfyr 2018**  
**Cyswllt: Michelle Roberts, Craffu**

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# Agenda Item 3



## Report of the Convener

### Schools Performance Scrutiny Panel - 17 December 2018

## Pre-decision Scrutiny of School Reorganisation linked to the Welsh Education Plan

<b>Purpose:</b>	To undertake pre-decision scrutiny of Cabinet Report on School Reorganisation linked to the Welsh Education Plan
<b>Content:</b>	Cabinet report 20 December 2018
<b>Councillors are being asked to:</b>	Consider the report and give views via the Convener of the Panel to Cabinet on 20 December 2018
<b>Lead Councillor:</b>	Councillor Mo Sykes, Convener of the Schools Performance Scrutiny Panel
<b>Lead Officer &amp; Report Author:</b>	Michelle Roberts, Scrutiny Officer Tel: 01792 637256 E-mail: <a href="mailto:michelle.roberts@swansea.gov.uk">michelle.roberts@swansea.gov.uk</a>

### 1. Introduction

- 1.1 The Schools Performance Scrutiny Panel wish to undertake pre-decision scrutiny of the Cabinet report on 'School Reorganisation linked to the Welsh Education Plan' ahead of its consideration at Cabinet on 20 December.

### 2. Cabinet Report

- 2.1 It is a report of the Cabinet Member for Education Improvement, Learning and Skills.

### 3. Role Of The Panel

- 3.1 Pre-decision scrutiny provides the opportunity for consultation with non-Executive Members on fully developed proposals, where a clear recommendation exists, before decisions are taken by the Executive.
- 3.2 This meeting will enable the committee to gain information and develop an understanding of this matter, and, acting as a 'critical friend', to ask questions and comment on the report. This gives scrutiny a valuable opportunity to inform and influence decision-making through debate and

challenge.

- 3.3 Councillor Jennifer Raynor, supported by relevant officers, will attend the meeting to present the report, answer questions, and provide any clarification on the report as required. Officers involved in the development of the report will be present to provide appropriate advice. Nick Williams, Director of Education will attend to assist the Committee.
- 3.4 In terms of key questions, the Committee may want to consider:
  - the rationale for the report
  - robustness of the proposed decision and process
  - potential impact and implications (including policy/ performance / budget issues) and risks
  - how different options have been considered
  - the extent of consultation undertaken
- 3.5 In sharing its views with cabinet this may include giving support, providing other suggestions on the way forward, or flagging up any concerns.
- 3.6 The committee (through the chair) will have the opportunity to present its views, conclusions and recommendations about the report to Cabinet on 20 December 2018. These views are required to be formally considered by Cabinet before it makes the decision and feedback should be given to the committee including explanation for any rejection of views expressed.



## Report of the Cabinet Member for Education Improvement, Learning and Skills

Cabinet – 20 December 2018

### **School Organisation linked to the Welsh Education Strategic Plan - including proposed closure of YGG Felindre and enhanced size and relocation of YGG Tan-Y-Lan and YGG Tirdeunaw**

<b>Purpose:</b>	<p>To report to members on the result of the recent consultations and to decide whether the land at Beacons View shown edged red on the plan annexed at Appendix G ('the Land at Beacons View') should be appropriated from Housing Revenue Account to Education.</p> <p>To seek approval for the publication of the necessary statutory notices.</p>
<b>Policy Framework:</b>	<p>Capital Budget &amp; Programme 2017/18- 2023/24 as reported to Cabinet on the 15 February 2018 QEd Programme Corporate Priorities; - Safeguarding people from harm - Improving education and skills - Tackling poverty - Transformation and Future Council development</p>
<b>Consultation:</b>	<p>Education, Finance, Legal Services, Corporate Building and Property Services, Access to Services.</p>
<b>Recommendation(s):</b>	<p>It is recommended that:</p> <ol style="list-style-type: none"><li>1) Approval is given to publish a statutory notice for the relocation and enhancement of capacity and facilities at YGG Tan-y-lan</li><li>2) Approval is given to publish a statutory notice for the relocation and enhancement of capacity and facilities at YGG Tirdeunaw</li><li>3) Approval is given to publish a statutory notice to close YGG Felindre with effect from 31 August 2019</li></ol>

- 4) Approval is given to the changes in primary and secondary Welsh-medium catchment areas necessary to reflect the above changes
- 5) Cabinet considers any objections received during the statutory notice periods and determines the outcome of the proposals at their meeting on 21 March 2019.
- 6) Cabinet notes that the Land at Beacons View identified on the plan at Appendix G is surplus to requirements and approves its appropriation for the purposes of Education under section 122 Local Government Act 1972, namely for the construction of a new primary school.

**Report Author:** Brian Roles  
**Finance Officer:** Ben Smith  
**Legal Officer:** Tracey Meredith  
**Access to Services Officer:** Rhian Millar

## 1. Introduction

1.1 A detailed report was presented to Cabinet on the 21 June 2018 which considered the next steps required to progress the approved commitments within the Welsh Education Strategic Plan (WESP), as reflected in the approved 21<sup>st</sup> Century Schools Band B programme, and approved the commencement of formal statutory consultation where this was appropriate. The purpose of this paper is to consider the responses received as part of these formal statutory consultations, specifically:

- The proposed relocation and enhancement of capacity and facilities at YGG Tan-y-lan (at 1.5FE or 2FE with specific Welsh-medium capital grant);
- The proposed relocation and enhancement of capacity and facilities at YGG Tirdeunaw (at 2FE or 2.5FE with specific Welsh-medium capital grant);
- The proposed closure of YGG Felindre from the 31 August 2019, the pupils to transfer to YGG Tirdeunaw, or YGG Tan-y-lan if relocation approved, and
- The proposed review of primary and secondary Welsh-medium catchment areas as necessary to reflect the above proposed changes from September 2021

1.2 The consultation papers can be found at Appendix A.

1.3 This report will not restate the significant detail that was previously considered and contained within the June Cabinet report, nor within the consultation papers

themselves, but will focus on the key issues and concerns raised in the consultation process. These will be summarised in the body of the report, and comprehensively collated and carefully considered in the detailed consultation reports attached as Appendix B.

- 1.4 The consultation proposals are part of a coherent and consistent county-wide strategy to continue to address the considerable and growing demand for Welsh-medium provision both in terms of further enhancing the places available as well as improving the balance of demand and availability of places.
- 1.5 Following the consultation period, Cabinet are now required to consider the responses received during the consultation period and decide if the proposals should move to the next stage – the publishing of statutory notices inviting any formal objections to the proposals.

## 2. Consultation Responses

2.1 The formal consultation processes ran from the 5 September to the 18 October 2018. Survey response forms could be completed on-line, or by hard copy, along with an invitation to respond directly.

2.2 Consultation took place as is required in the Welsh Government’s School Organisation Code with the specified list of consultees, including:

- pupils, staff, governors and parents at YGG Felindre
- pupils, staff, governors and parents at YGG Tan-y-lan
- pupils, staff, governors and parents at YGG Tirdeunaw
- schools and parents affected by the catchment review
- Welsh ministers, AMs and MPs in the area, and local councillors
- Estyn
- Trade unions

2.3 Consultation meetings and drop-in sessions were held for the YGG Tan-y-lan proposal as follows:

Meeting for:	Venue	Date	Time	Attendance
Learners (School Council)	Tan-y-lan School	27/09/18	14:30 – 15:30	10
Staff	Tan-y-lan School	27/09/18	15:30 – 16:15	28
Governors	Tan-y-lan School	27/09/18	16:15 – 17:00	6
Drop-in for parents/public	Tan-y-lan School	27/09/18	17:00 – 19:00	9

2.4 Consultation meetings and drop-in sessions were held for the YGG Tirdeunaw proposal as follows:

Meeting for:	Venue	Date	Time	Attendance
Learners (School Council)	Tirdeunaw School	25/09/18	14:30 – 13:30	10
Staff	Tirdeunaw School	25/09/18	13:30 – 16:15	23
Governors	Tirdeunaw School	25/09/18	16:15 – 17:00	0
Drop-in for parents/public	Tirdeunaw School	25/09/18	17:00 – 19:00	2

2.5 Consultation meetings and drop-in sessions were held for the YGG Felindre proposal as follows:

Meeting for:	Venue	Date	Time	Attendance
Learners (School Council)	Felindre School	17/09/18	14:30 – 15:30	11
Staff	Felindre Community Hall	17/09/18	15:30 – 16:15	8
Governors	Felindre Community Hall	17/09/18	16:15 – 17:00	5
Drop-in for parents/public	Felindre Community Hall	17/09/18	11:00 – 13:30	8
Drop-in for parents/public	Felindre Community Hall	17/09/18	17:00 – 19:00	7
Drop-in for parents/public	Felindre Community Hall	01/10/18	14:00 – 16:00	0

2.6 A drop-in session was also held for all proposals and the wider catchment review on 2 October 2018 in the Civic Centre and was attended by 9 people.

2.7 A joint meeting was held for the school councils of the schools affected by the wider catchment review on 5 October 2018 and was attended by 10 school council members.

2.8 The following responses were received for the YGG Tan-y-lan proposal:

- 30 responses to an online survey
- 23 responses to an online pupil survey
- 8 written/emailed responses

2.9 The following responses were received for the YGG Tirdeunaw proposal:

- 63 responses to an online survey
- 54 responses to an online pupil survey
- 10 written/emailed responses

- 2.10 The following responses were received for the YGG Felindre proposal:
- 86 responses to an online survey
  - 2 responses to an online pupil survey
  - 17 written/emailed responses
- 2.11 All consultation responses have been made available for Cabinet to view. These are outlined in further detail in the schedule of responses at Appendix B and the RhAG response (a Welsh-medium stakeholder group) is at Appendix C.
- 2.12 The main issues and concerns raised in relation to the proposals are outlined in the following sections.

### **3. Proposed relocation and enhancement of capacity and facilities at YGG Tan-y-lan**

- 3.1 There was broad support for the proposal from those responding, particularly recognising the need for a larger site and facilities. Some specific facilities were suggested and can be considered as part of the detailed design for the new school, which will reflect Building Bulletin guidelines as well as the available funding for the scheme. This is a set of standards developed by the Department for Education and Skills (DfES) School Building and Design Unit building professionals. It is a Welsh Government funding condition to ensure that funds are distributed fairly and that schools offer a consistent standard across Wales. Schools must be designed according to the maximum of BB98 (secondary) and BB99 (primary). Of the total responses received, 30 support the proposal, 2 object and 5 are undecided/unclear. 20 of the learner responses support the proposal, none object and 1 was undecided/unclear.
- 3.2 Concerns have been raised regarding the size of the new build if it cannot be 2 Form Entry (FE) from the outset, which is dependent on access to specific Welsh Government Welsh-medium capital grant. Experience would suggest that whenever additional Welsh-medium places are established the demand for such places receives a further stimulus, however, this is clearly impossible to predict with accuracy and therefore justify in terms of specific business cases. The Welsh Government's recent Welsh-medium capital grant provided the opportunity to seek to support the national priority to increase the number of Welsh speakers by bringing forward the delivery of later phases of Swansea's strategy and providing greater ability to respond to an increasing trend towards Welsh-medium provision. Sadly, our bids have so far been unsuccessful, however, discussions are continuing with Welsh Government officials and this bid has now been re-submitted. Until access to specific additional funding is confirmed the proposal remains for 315 places to serve YGG Tan-y-lan (1.5FE), consistent with the rigorous pupil modelling underpinning the Welsh Government business case, and future proofed for a further 0.5FE in the future as demand continues to grow. At 1.5FE capacity this represents a significant increase in places, reflecting the anticipated demand for places to serve the area for a number of years. Additional Welsh-medium capital grant would enable a 2FE or 420 places, allowing greater scope to respond to further demand for Welsh-medium provision and so



supporting the national targets for Welsh speakers. The authority will continue to source funding to increase the new building to 2FE and is therefore seeking Cabinet approval to publish a notice on 9 January 2019 that will either be for 1.5FE or 2FE depending on the availability of funding at that time.

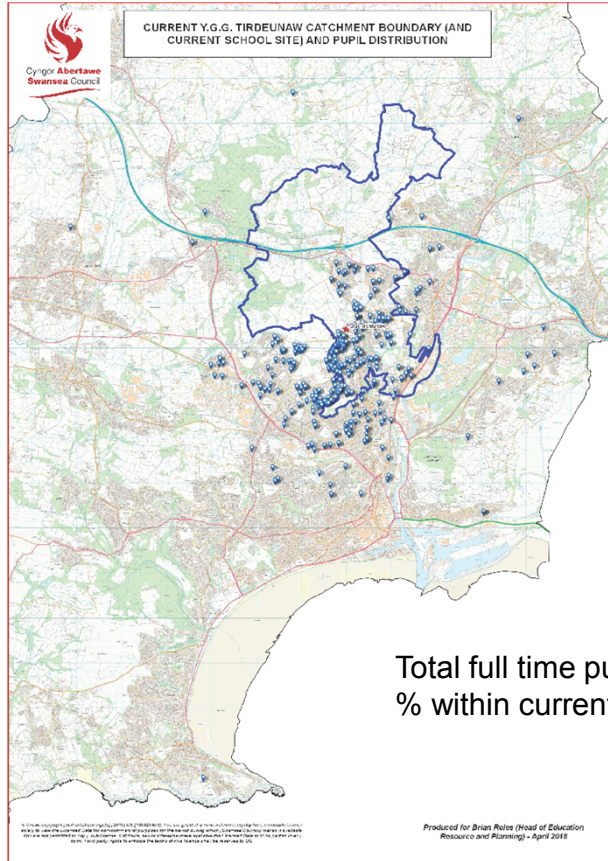
- 3.3 No proposed location to provide a less constrained site will be considered ideal by everyone. Responses have suggested that the Council should be looking to also build a new Welsh-medium school for the Morrison area and possibly consider the use of the current YGG Tan-y-lan site to develop nursery education to feed into any such additional school. The need for Welsh-medium places will of course continue to be reviewed but these are matters that fall outside of the current proposal to relocate the school to a larger site. A comprehensive review of all available sites in the Council's ownership informed the proposed new site for the school, and demonstrated the limited scope.
- 3.4 Concerns were raised about traffic around the area of the proposed new site and also the transport arrangements to the new site. If the proposal is approved all routes to the school would be assessed and traffic measures introduced where necessary. Some pupils will inevitably live further away from the new site and this would increase their travel time, however, the sites are only 0.6 miles apart by available walking route and any pupils more than 2 miles away, or where there is no available walking route, would be offered home to school transport.
- 3.5 One response raised concern about perceived larger classes. Class sizes are currently between 25 and 33 and infant classes cannot exceed 30 (unless there are permitted exceptions) and we would not expect junior classes to be any larger in future.

#### **4. Proposed relocation and enhancement of capacity and facilities at YGG Tirdeunaw**

- 4.1 There was broad support for the proposal from those responding recognising the need for enhanced facilities. The detailed design for the new school will reflect Building Bulletin guidelines as well as the available funding for the scheme. Of the total responses received, 62 support the proposal, 4 object and 6 are undecided/unclear. 47 of the learner responses support the proposal, none object and 6 were undecided/unclear.
- 4.2 Concerns have been raised regarding the size of the new build if it cannot be 2.5FE from the outset, which is dependent on access to specific Welsh Government Welsh-medium capital grant. As previously noted, experience would suggest that whenever additional Welsh-medium places are established the demand for such places receives a further stimulus, however, this is clearly impossible to predict with accuracy and therefore justify in terms of specific business cases. The Welsh Government's recent Welsh-medium capital grant provided the opportunity to seek to support the national priority to increase the number of Welsh speakers by bringing forward the delivery of later phases of Swansea's strategy and providing greater ability to respond to

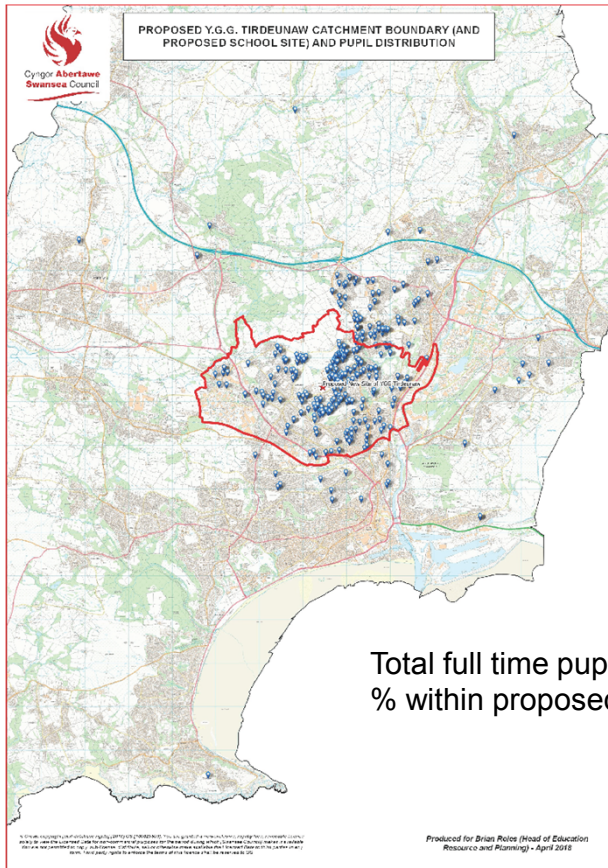
an increasing trend towards Welsh-medium provision. Sadly, our bids have so far been unsuccessful, however, discussions are continuing with Welsh Government officials and this bid has now also been re-submitted. Until access to specific additional funding is confirmed the proposal remains for 420 places to serve YGG Tirdeunaw (2FE), consistent with the rigorous pupil modelling underpinning the Welsh Government business case, and future proofed for a further 0.5FE in the future as demand continues to grow. At 2FE capacity this represents a modest increase in places but reflects the anticipated demand for places to serve the area for a number of years. Additional Welsh-medium capital grant would enable a 2.5FE or 525 places, allowing greater scope to respond to further demand for Welsh-medium provision and so supporting the national targets for Welsh speakers. The authority will continue to source funding to increase the new building to 2.5FE and is therefore seeking Cabinet approval to publish a notice on 9 January 2019 that will either be for 2FE or 2.5FE depending on the availability of funding at that time.

- 4.3 No proposed relocation will be considered ideal by everyone and some responses indicated a preference to stay at the current site. As part of the business case process there has been a detailed appraisal of site options which has demonstrated that it would not be feasible or cost effective to rebuild the school on its current site, as well as recognising the benefits of the proposed new location.
- 4.4 Responses have also expressed concern at the impact of the proposed changes to catchment areas. The Cabinet Report of June 2018 sets out clearly the need to rebalance the demand for and availability of Welsh-medium places across the county. The proposed catchment changes, whilst on paper significant, in practice largely formalise the choices already being made by parents and as such should not significantly de-stabilise intake numbers in future years. This is apparent from a comparison of the number and proportion of current pupils from within current catchment areas with the number and proportion after the proposed changes to catchment areas. 68.4% of current YGG Tirdeunaw pupils would be within the proposed new catchment area compared with 47.6% currently. The required capacity of each Welsh-medium primary school has been reviewed in order to, as closely as possible, mirror the number of places required for each pupil to attend their nearest school. The maps below show the analysis undertaken to compare the distribution of current pupils with the current and proposed catchment area for YGG Tirdeunaw.



**YGG Tirdeunaw**

Total full time pupils – 395  
 % within current catchment – 47.6%



**YGG Tirdeunaw**

Total full time pupils – 395  
 % within proposed catchment – 68.4%



- 4.5 In addition to concerns regarding the size of the proposed school to meet future growth in demand, concerns were raised about the size being perceived to be too large if it were further expanded in the future. However, there are many successful schools in Swansea and Wales of this size and larger. Class teachers will support all learner needs appropriately with the school designed and built to deliver a 21<sup>st</sup> century education.
- 4.6 Concerns were raised about traffic around the area of the proposed new site and also the transport arrangements to the new site. If the proposal is approved all routes to the school would be assessed and traffic measures introduced where necessary. There would be a separate access to the site for the school and suitable drop-off and pick-up points. Some pupils will inevitably live further away from the new site and this would increase their travel time, however, the sites are less than a mile apart by available walking route and any pupils more than 2 miles away or where there is no available walking route would be offered home to school transport.
- 4.7 A concern was raised about perceived larger classes but also recognition of current pressure on accommodation and facilities which this proposal is seeking to address. Class sizes should not be generally higher than 30 and there is legislation to support this for Foundation Phase classes.
- 4.8 There is some concern about the potential future use of the current school site and also a perception that a future 3-18 school might be a possibility, however, there are no current proposals to establish a 3-18 school, nor for the site.

## **5. Proposed closure of YGG Felindre**

- 5.1 Pupil numbers at the school continue to decline (13 FTE/14 whole school as at September 2018) with a large proportion (65%) coming from outside of the school catchment area, reflecting the general demographics for the area. Paragraphs 8 to 10 of the consultation paper at Appendix A sets out the educational case for change and paragraph 13 sets out the alternatives considered. Paragraphs 18 to 23 set out the potential benefits. There was understandable disappointment at the proposal and concern about the wider impact on the village, whilst understanding the need to review the future sustainability of the school. Of the total responses received, 90 object to the proposal, 7 support and 1 is undecided/unclear. 1 learner response supports the proposal and 1 objects. However, the responses and attendance at drop-in sessions were fairly modest.
- 5.2 The perceived benefits of a small school were highlighted, as well as the current facilities available, and there was concern that some pupils will find it difficult in a large school. However, current numbers are such that the future sustainability of the quality of educational provision has to be reviewed as well as the implications of such mixed age classes. It was suggested that larger schools do not offer the same equality of experience and that there are more opportunities at Felindre, for example all children get to participate, not just a chosen few e.g. sport. However, pupils are likely to have more opportunities in a larger school

in new 21<sup>st</sup> century facilities. There are likely to be more opportunities for sport, particularly team sports, with a larger cohort of pupils.

- 5.3 It was also suggested that the school should be given a chance to improve and that leadership is improving.
- 5.4 The lack of leadership stability at the school was highlighted with a number of acting headteachers being in place over recent years and that there needs to be a period of stability. This has indeed been the case in spite of significant support from the authority. The impact of uncertainty regarding the future of the school was highlighted as contributing to the fall in pupil numbers.
- 5.5 Concerns were raised about moving the children firstly to the current YGG Tan-y-lan site and subsequently to the new school site. It was suggested that any closure should be delayed until the new build for YGG Tan-y-lan was available; however, this would delay the closure until September 2021 and the school would struggle to support the small numbers on roll until that time.
- 5.6 It was also suggested that houses are going to be built in the future in the area at the Local Development Plan site at Junction 46 of the M4, so numbers will increase. Future potential housing developments have been considered, however, the timescale and nature of any such developments remain uncertain and the future need for educational provision would be intrinsically linked and outside of the village itself.
- 5.7 Concerns were raised that the school is an integral part of the village which needs children and families and links with the local chapel, although the village is also well served by a community hall. There was also concern about the impact on the Welsh language and opportunities to use the language. However only a very small number of the current pupils are from within the village itself, with most being preferred placements from other parts of Swansea.
- 5.8 The 'well-being' goals of the Well-being of Future Generations (Wales) Act 2005 have been considered, as well as alternatives to closure, and these were set out in the consultation document and discussed with the school governing body. These were also discussed as part of regular meetings with RhAG representatives, with no viable alternative to closure identified. Indeed, in April 2018, prior to the Cabinet decision to move to statutory consultation and in response to a press release regarding the proposed new site for YGG Tan-y-lan, RhAG recognised the fall in pupil numbers at YGG Felindre and that it is inevitable that the authority has to look at the situation. Subsequent responses, as part of the statutory consultation, highlighted the pressure on Welsh-medium places in other schools and the potential use of YGG Felindre facilities where this is the case. However, other proposals, and indeed the wider WESP strategy, seek to address the continuing growth in demand for Welsh-medium provision as well as rebalancing the demand and availability of places.

- 5.9 The consistent professional advice of officers has been that, whilst a local authority can now direct a school to federate, to be effective any such federation requires the agreement and full ownership and full commitment of the schools concerned to the proposal. Detailed information and guidance on the nature and process of federation was shared and discussed with the Governing Body of the school in May 2018. Further advice was provided by officers in June 2018 regarding the need, ideally, for a fluent Welsh speaker as headteacher who would be confident in overseeing a Welsh-medium school should a federation option be considered with an English-medium school. Later that month the Governing Body met to initially discuss options and approaching a Welsh-medium school about potential federation, and then specifically the option of federating with YGG Bryniago. Officers confirmed local authority support to the Governing Body through the federation process if an early indication of a federation agreement were to be secured. There were subsequent informal discussions with the Chair of YGG Bryniago and more recently YGG Tan-y-lan, but no viable proposal was identified. There have also been discussions with YGG Lôn Las but council officers have not been directly included.
- 5.10 Concern was expressed at the timing of the proposal in the light of the implications of the new School Organisation Code for small and rural schools. However, the Council has sought to operate within the spirit of the new code throughout the process, carefully considering alternatives to closure, even though it had not, at that time, come into force.
- 5.11 Concerns have been raised at the perception that the proposal is financially driven although it has been emphasised throughout that the proposal has been made for educational reasons and the future sustainability of the quality of educational provision with the decline in pupil numbers.
- 5.12 Further careful consideration has been given to alternative options to closure previously set out in the consultation document, including the potential for federation, in the light of the consultation responses received, as set out below.

#### Option 1 – Status Quo

Advantages	Disadvantages
YGG Felindre would remain open	Would not address the current projected number of pupils at the school with so few pupils coming from within the catchment area and indeed within the catchment area as a whole with the demographic profile of the area
Retention of school identity	Continuing challenge to maintain sustainability of educational provision at the school, particularly with the new curriculum.
Perceived benefits of a small school	Need for additional resources to support leadership and teaching/learning likely to continue.

Current facilities available to pupils	Pupils would remain in increasingly mixed age cohorts having to cater for many year groups in one class. Pupils are likely to have more opportunities in a larger school in 21 <sup>st</sup> century facilities.
Further opportunity for school to turn things around	Future liabilities in terms of building maintenance costs remain
Additional home to school transport not required	Future new build accommodation and facilities reflecting Building Bulletin guidelines
	Would not contribute to the provision of pupil places where they are needed and reduce surplus places where there is not the need to support the greater efficiency and effectiveness of the school estate
	Cost per pupil is £8,815 compared with a County average of £3,487 and this unbalanced distribution would remain and indeed increase as pupil numbers continue to decline

## Option 2 – Amalgamation

Advantages	Disadvantages
Educational provision would remain on the current YGG Felindre School site, although it's separate identity would be lost	Would not effectively address the current projected number of pupils at the school with so few pupils coming from within the catchment area and indeed within the catchment area as a whole with the demographic profile of the area.
Potential sustainability of amalgamated school on more than one site could be tested and sites rationalised in the future if there proves to be no alternative	Continuing challenge to maintain appropriate educational provision at the school with limited scope to secure the benefits of amalgamation. The distance between school sites would severely limit for example the opportunities for whole school activities, and peer working, sharing of resources, staff development and leadership and management
Potentially enhanced leadership and management (across more than one site) and saving in Headteacher salary cost	Would not contribute to the provision of pupil places where they are needed and reduce surplus places where there is not the need
Limited opportunity to share resource and best practice and broader range of staff expertise	Pupils would likely remain in mixed age cohorts although there would be some opportunities to undertake activities with pupils on other sites

	Whilst current per pupil cost disparity would be addressed to a limited extent additional costs would remain as a result of the split sites and need for a management presence on each site, to be met with a reduced budget.
	Future liabilities in terms of building maintenance costs remain

### Option 3 – Federation

Advantages	Disadvantages
YGG Felindre would remain open	Would not effectively address the current projected number of pupils at the school with so few pupils coming from within the catchment area and indeed within the catchment area as a whole with the demographic profile of the area.
Retention of school identity but under a Federation	Continued risk of failure to maintain sustainability of appropriate educational provision at the school due to the need to ensure appropriate management of each school site.
Potentially enhanced leadership and management (across more than one site) and some potential scope to make savings in senior leadership costs across Federation	Pupils would remain in the same mixed age cohorts although there would be some opportunities to undertake activities with pupils on other sites but with staff/pupils travelling to provide the same breadth of curriculum support as available on a single site.
Limited opportunity to share resource and greater opportunity to share best practice and broader range of staff expertise	Requires full ownership from all parties to be effective rather than Council direction and there remains no indication to date of such interest from another school.
Full ownership from all parties to Federate can prove to be effective – although generally with a number of small schools of a similar size	Would not contribute to the provision of pupil places where they are needed and reduce surplus places where there is not the need to support the greater efficiency and effectiveness of the school estate.
	Cost per pupil is £8,815 compared with a County average of £3,487 and this unbalanced distribution would remain
	Future liabilities in terms of building maintenance costs remain



## Option 4 – School Closure

Advantages	Disadvantages
Greater learning opportunities for pupils with access to a wider range of staff expertise and resources, greater curriculum and resource access, as well as enhanced social and sporting opportunities better preparing them for their move to a larger secondary school.	Loss of school in the village and wider impact on the community, although it is well served by a community hall.
Sustainability of appropriate educational provision within the wider area, enhanced with reduction in surplus places and more efficient and effective allocation of available resources to strengthen overall provision, more evenly distributing of funding per pupil across a wider area	Relocation of pupils to different schools if they do not wish to transfer to the new allocated catchment school
Pupils would be able to access a 'Good' standard of education in neighbouring schools (YGG Tirdeunaw/YGG Tan-y-lan, both of which at their last Estyn inspection in 2015 were assessed as Good & Good).	Staff would be redeployed or made redundant
Potential future capital receipt to re-invest in the development of education in Swansea	Additional transport costs would be incurred to transport pupils to a different school, offsetting any other financial savings from closure
Removes potential future liabilities for building maintenance costs	

5.13 Consideration has also been given to the other alternatives to closure that have been suggested in the consultation responses and these are set out below. However, it remains the view of officers that no viable alternative option to closure has been identified, in the light of the number of pupils attending from its catchment and the wider demographic profile of the area, and the Council's preferred option remains Option 4, above.

Option 5 – Establish a dual stream English and Welsh-medium school e.g. potentially with Craigcefnparc

Advantages	Disadvantages
A school would remain open as an integral part of the village with a Welsh-medium stream and potentially a greater number of pupils as a whole	Would not address the current projected number of Welsh-medium pupils at the school with so few pupils coming from within the catchment area and indeed within the catchment area as a whole with the demographic profile of the area

Perceived benefits of a small school would be retained	Continuing challenge to maintain sustainability of educational provision at the school, particularly with the new curriculum.
Current facilities would continue to be available to pupils	Need for additional resources to support leadership and teaching/learning likely to continue, particularly with the need to duplicate provision for dual streams.
Further opportunity for school to turn things around	Pupils would remain in increasingly mixed age cohorts having to cater for many year groups in one class, only this would be the case for both streams. Pupils are likely to have more opportunities in a larger school in 21 <sup>st</sup> century facilities.
	Requires a statutory process and a change in current Council policy regarding Welsh-medium provision, during which time the educational provision for children at the school continues to be impacted.
	Future liabilities in terms of building maintenance costs remain
	Future new build accommodation and facilities reflecting Building Bulletin guidelines
	Would not contribute to the provision of pupil places where they are needed and reduce surplus places where there is not the need to support the greater efficiency and effectiveness of the school estate
	Whilst current per pupil cost disparity would be addressed to a limited extent additional costs would remain with the need to support dual streams

#### Option 6 – Extend catchment area of the school

Advantages	Disadvantages
YGG Felindre would remain open	Would not address the current projected number of pupils at the school with so few pupils coming from within the catchment area and indeed within the catchment area as a whole with the demographic profile of the area. Parental preference might be unaffected.

Retention of school identity	Continuing challenge to maintain sustainability of educational provision at the school, particularly with the new curriculum.
Perceived benefits of a small school	Need for additional resources to support leadership and teaching/learning likely to continue as well as potential additional home to school transport costs.
Current facilities available to pupils	Pupils would remain in increasingly mixed age cohorts having to cater for many year groups in one class. Pupils are likely to have more opportunities in a larger school in 21st century facilities.
Further opportunity for school to turn things around	Future liabilities in terms of building maintenance costs remain
	Future new build accommodation and facilities reflecting Building Bulletin guidelines
	Would not contribute to the provision of pupil places where they are needed and reduce surplus places where there is not the need to support the greater efficiency and effectiveness of the school estate
	Cost per pupil is £8,815 compared with a County average of £3,487 and this unbalanced distribution would remain
	Would require consultation period while education for Craigcefnparc learners would continue to be impacted.

Option 7 – Keep school open until new housing developments delivered or new build is ready

Advantages	Disadvantages
Potential to relocate school in the future rather than close it altogether (subject to consultation and statutory notice due to distance and increased size)	Timescale and nature of housing developments are uncertain and the future need for places is intrinsically linked and outside of the village itself.
YGG Felindre would remain open in the village in the short/ medium term	Would not address the current projected number of pupils at the school with so few pupils coming from within the catchment area and indeed within the catchment area as a whole with the demographic profile of the area

Retention of school identity in the short/medium term	Continuing challenge to maintain sustainability of educational provision at the school whilst it remained open, particularly with the new curriculum, for at least another 1 to 2 years.
Perceived benefits of a small school retained for a time	Need for additional resources to support leadership and teaching/learning likely to continue.
Current facilities available to pupils retained as well as minimising change for existing pupils	Pupils would remain in increasingly mixed age cohorts having to cater for many year groups in one class. Pupils are likely to have more opportunities in a larger school in 21 <sup>st</sup> century facilities.
Further opportunity for school to turn things around	Future liabilities in terms of future maintenance costs remain
	Future new build accommodation and facilities reflecting Building Bulletin guidelines
	Would not contribute to the provision of pupil places where they are needed and reduce surplus places where there is not the need to support the greater efficiency and effectiveness of the school estate
	Cost per pupil is £8,815 compared with a County average of £3,487 and this unbalanced distribution would remain until the school grows in size at the new site

#### Option 8 – Other co-located educational uses for the school facilities

Advantages	Disadvantages
Consistent with wider strategy to deliver integrated services	There is insufficient need and therefore no business case to establish a Welsh-medium special unit at the site and no need for additional accommodation for wider Council services in the village. Any changes to the school building would require capital investment and consideration of safeguarding if other users are on site.
YGG Felindre facilities could remain open if other services co-located	Would not address the current projected number of pupils at the school with so few pupils coming from within the catchment area and indeed within the catchment area as a whole with the demographic profile of the area

Retention of school identity unless the site were to be fully utilised for another purpose	Continuing challenge to maintain sustainability of educational provision at the school, particularly with the new curriculum, even if required co-located facilities identified.
Perceived benefits of a small school retained	Need for additional resources to support leadership and teaching/learning likely to continue.
Current facilities available to pupils retained	Pupils would remain in increasingly mixed age cohorts having to cater for many year groups in one class. Pupils are likely to have more opportunities in a larger school in 21 <sup>st</sup> century facilities.
Further opportunity for school to turn things around	Future liabilities in terms of building maintenance costs remain
	Future new build accommodation and facilities reflecting Building Bulletin guidelines
	Would not contribute to the provision of pupil places where they are needed and reduce surplus places where there is not the need to support the greater efficiency and effectiveness of the school estate
	Cost of any co-located services would need to be fully met from other funding streams and could not be subsidised from the delegated school budget.
	Special units (STFs) are neutrally funded so would not give the school any additional financial sustainability.

## 6. Proposed review of Welsh-medium primary and secondary catchments

6.1 This has attracted the greatest response in terms of the potential impact on future school intakes. As explained above, and in the June Cabinet Report, there is a recognised need to rebalance the demand for and availability of Welsh-medium places across the County. The proposed catchment changes, whilst on paper significant, in practice largely formalise the choices already being made by parents and as such should not significantly destabilise intake numbers in future years. This is apparent from a comparison of the number and proportion of current pupils from within current catchment areas with the number and proportion after the proposed changes to catchment areas, as well as the specific pupil distribution maps for each school, which are available. The required capacity of each Welsh-medium primary school has been reviewed in order to, as closely as possible, mirror the number of places required for each pupil to attend their nearest school.

School	% of Current pupils within CURRENT catchment area	% of Current pupils within PROPOSED catchment area
Bryniago	81.4%	81.4%
Bryn-Y-Môr	76.1%	74.1%
Gellionnen	78.2%	78.2%
Llwynderw	69.4%	69.4%
Lôn Las	69.5%	69.5%
Pontybrenin	90.1%	83.0%
Tan-y-lan	70.7%	83.6%
Tirdeunaw	47.6%	68.4%
Y Cwm	69.3%	69.3%
Y Login Fach	87.9%	80.7%

- 6.2 There is also a concern that the proposals as a whole will not provide sufficient places to meet the continuing growth in demand for Welsh-medium provision. However, Swansea’s strategy for Welsh-medium provision does not rely on a single set of projections but considers a number of complementary projection models examining the need for places from a range of perspectives, each of which support and reinforce this business case and wider strategy.
- 6.3 Base projections reflect current numbers and existing constraints on places, as well as current catchment areas, and as such can understate the underlying growth trend in demand for Welsh-medium places. The pupil projections below, which have informed Swansea’s approved WESP, seek to reflect this underlying growth trend without the same constraint of existing school capacities and locations, and consequently provide a more realistic assessment of the need. These assume the delivery of further capital investment schemes to address pressure points in the system, including these specific business cases.
- 6.4 Swansea’s strategy is long term and seeks to set in place the spread of Welsh-medium places that is required to meet future as well as current demand for places. Consequently, the capacity required at each school once the pupil intake numbers have fed through each year group has been modelled. This represents the capacity and spread of places that we need to plan to deliver. This is shown in the ‘Intake Projected’ column in the table below.
- 6.5 The number of existing pupils that are nearest to each school by available walking route has also been modelled to evaluate our current spread of places county wide, and to determine whether we have places in the right location. This is shown in the ‘Nearest Projected’ column in the table below.
- 6.6 The potential impact of changes to existing catchment areas has also been modelled to inform current proposals which seek to rebalance the need for,

and availability of Welsh-medium places. This is shown in the 'Changes Projected' column in the table below.

6.7 The table below compares each model projection:

	Current Capacity	Planned Capacity	Current Projected	WESP Projected	Intake Projected	Nearest Projected	Changes Projected
YGG Bryniago	222	222	214	246	240	247	236
YGG Bryn-y-mor	260	260	260	299	298	380	294
YGG Felindre	77	-	25	29	22	15	-
YGG Gellionnen	305	305	246	283	272	290	286
YGG Llwynderw	319	319	318	366	340	263	351
YGG Lon las	530	530	399	459	532	454	517
YGG Pontybrenin	501	501	498	573	577	511	508
YGG Tan-y-lan	130	<b>315</b>	133	153	184	364	274
YGG Tirdeunaw	413	<b>420</b>	395	454	383	474	449
YGG Y Cwm	208	208	163	187	179	150	124
YGG Y Login Fach	214	214	209	240	260	140	249
<b>Total WM Primary</b>	<b>3,179</b>	<b>3,294</b>	<b>2,860</b>	<b>3,288</b>	<b>3,288</b>	<b>3,288</b>	<b>3,288</b>

6.8 The table below compares the planned school capacities within Band B with the capacity required as projected on the basis of the proposed catchment changes:

	Planned Capacity	Required Capacity	Difference
YGG Bryniago	222	236	- 14
YGG Bryn-y-mor	260	294	- 34
YGG Felindre	-	-	-
YGG Gellionnen	305	286	19
YGG Llwynderw	319	351	- 32
YGG Lon las	530	517	13
YGG Pontybrenin	501	508	- 7
YGG Tan-y-lan	<b>315</b>	274	41
YGG Tirdeunaw	<b>420</b>	449	- 29
YGG Y Cwm	208	124	84
YGG Y Login Fach	214	249	- 35
<b>Total WM Primary</b>	<b>3,294</b>	<b>3,288</b>	<b>6</b>

6.9 This rigorous analysis (which can only be summarised in this document) demonstrates the need for at least a 1.5FE new build school for YGG Tan-y-lan and at least a 2FE new build for YGG Tirdeunaw. It also supports the bids submitted under the recent Welsh-medium capital grant offer.

6.10 Estyn were also required to comment on the proposals, as per the School Organisation Code and no concerns were raised. Their full response to each proposal is included in the consultation report at Appendix B and a summary of their response is provided below:

#### **6.10.1 YGG Tan-y-lan**

*The proposer has provided a comprehensive proposal, which explains clearly the reasoning behind the proposal to increase the capacity of YGG Tan-y-lan by building a new school within a mile of the current site, and responding to*

*the increasing demand for Welsh-medium education throughout the county. Estyn believes that the proposal is likely to at least maintain the current standards in terms of education, provision, and leadership and management.*

### **6.10.2 YGG Tirdeunaw**

*The proposer has provided a comprehensive proposal, which explains clearly the logic behind the proposal to increase the capacity of YGG Tirdeunaw by building a new school within a mile of the current site, and to respond to the increasing demand for Welsh-medium education throughout the county. Should the proposal be approved, it would mean changes to several school catchment areas in Swansea. The local authority has committed to supporting families so that siblings can attend the same school should parents request for them to do so. Estyn is of the opinion that the proposal is likely to at least maintain current standards in terms of education, provision, and leadership and management.*

### **6.10.3 YGG Felindre**

*The proposer has provided a comprehensive proposal that explains clearly the reasoning behind the proposal to close YGG Felindre and transfer the school's current catchment to the nearest Welsh-medium school. YGG Tirdeunaw is the closest Welsh-medium school, unless the separate proposal to relocate YGG Tan-y-lan to a new site off Beacons View Road, Clase is approved and, if so, that will be the nearest school. The proposer notes that, over a 5-year-period, education provision at YGG Felindre has been weak, the standard of teaching has been adequate and a lack of permanent leadership has hindered improvement. Pupil numbers at the school are falling every year, and the local authority predicts that this pattern will continue. The proposer states that better facilities at YGG Tirdeunaw and YGG Tan-y-lan will ensure strong educational provision in the future. Estyn believes that the proposal is likely to at least maintain the current standards in terms of education, provision, and leadership and management.*

## **7. RhAG response**

- 7.1 The full RhAG response is at Appendix C and a summary of key issues is considered below;

### **YGG Tirdeunaw:**

- 7.2 *The most satisfactory solution would be to rebuild Ysgol Tirdeunaw on its current site.*

No proposed relocation will be considered ideal by everyone. As part of the business case process there has been a detailed appraisal of site options which has demonstrated that it would not be feasible or cost effective to rebuild the school on its current site, as well as recognising the benefits of the proposed new location within the heart of its natural catchment area.



- 7.3 *Operating within the current proposal, we are pleased to see a Welsh-medium school on the grounds of Bryn Tawe, but we are of the opinion that it is essential that the new Ysgol Tirdeunaw has an admission number of 75.*

Experience would suggest that whenever additional Welsh-medium places are established the demand for such places receives a further stimulus, however, this is clearly impossible to predict with accuracy and therefore justify in terms of specific business cases. The Welsh Government's recent Welsh-medium capital grant provided the opportunity to seek to support the national priority to increase the number of Welsh speakers by bringing forward the delivery of later phases of Swansea's strategy and providing greater ability to respond to an increasing trend towards Welsh-medium provision. Sadly, our bids have so far been unsuccessful, however, discussions are continuing with WG officials and this bid has now also been resubmitted. Until access to specific additional funding is confirmed the proposal remains for 420 places to serve YGG Tirdeunaw (2FE), consistent with the rigorous pupil modelling underpinning the Welsh Government business case, and future proofed for a further 0.5FE in the future as demand continues to grow. At 2FE capacity this represents a modest increase in places but reflects the anticipated demand for places to serve the area for a number of years. Additional Welsh-medium capital grant would enable a 2.5FE or 525 places, allowing greater scope to respond to further demand for Welsh-medium provision and so supporting the national targets for Welsh speakers.

By being future proofed the school would have larger halls, dining space and learning resource space sufficient to accommodate more learners in the future if funding was available and if demand required a further increase in capacity. We will continue to seek to access appropriate further capital funding.

***YGG Tan-y-lan:***

- 7.4 *We welcome the fact that Ysgol Tan-y-lan will have a new site. Nevertheless, due to the fact that the school is going to be serving a new catchment area, we believe that it is essential that the school has an admission number of 60.*

As with YGG Tirdeunaw, as we have so far been unsuccessful in securing additional Welsh-medium capital grant, however, discussions are continuing with WG officials and this bid has now also been resubmitted. Until access to specific additional funding is confirmed the proposal remains for 315 places to serve YGG Tan-y-lan (1.5FE), consistent with the rigorous pupil modelling underpinning the Welsh Government business case, and future proofed for a further 0.5FE in the future as demand continues to grow. At 1.5FE capacity this represents a significant increase in places, reflecting the anticipated demand for places to serve the area for a number of years. Additional Welsh-medium capital grant would have enabled a 2FE or 420 places, allowing greater scope to respond to further demand for Welsh-medium provision and so supporting the national targets for Welsh speakers.

By being future proofed the school would have larger halls, dining space and learning resource space sufficient to accommodate more learners in the future

if funding was available and if demand required a further increase in capacity. We will continue to seek to access appropriate further capital funding.

- 7.5 *As the new school is going to be far from Murrison's main populated areas, we want the county to keep Tan-y-lan's current building for nursery/reception pupils, and we want the county to establish an additional Welsh-medium school on land between Murrison and Ynysforan.*

The increased size of the new school will provide enough space for nursery. Having nursery on a split-site will cause issues for parents, and the existing Tan-y-lan site would be too big for just nursery. It would be costly for Tan-y-lan to have to sustain two sites with their delegated budget and there can be issues with bringing the school staff and learners together on split sites that are a distance apart; the buildings at the existing site would also require investment in the future.

The demand for Welsh-medium places across Swansea will continue to be monitored and further actions taken as appropriate as part of the delivery of the wider Welsh Education Strategic Plan.

**YGG Felindre:**

- 7.6 *We want the county to consider ways of keeping Felindre open until a new Welsh-medium school is established following the building of a housing estate near the M4.*

Future potential housing developments have been considered, however, the timescale and nature of any such developments remain uncertain and the future need for educational provision would be intrinsically linked and outside of the village itself.

**8. Appropriation of Land**

- 8.1 The proposed site for the relocated YGG Tan-y-lan, the Land at Beacons View Road, Clase, is in the ownership of the Council, as Housing Revenue Account (HRA) land. The land is shown edged red on the plan annexed at Appendix G. The land is currently designated as un-adopted recreational land which is partly fenced off. It adjoins Leadfield recreational land to the east, residential properties to the south and north and formal play space and a place of worship to the east.
- 8.2 A planning application was approved in February 2003 to demolish the flats that previously occupied this site. The Head of Housing and Public Protection has confirmed they have no intention to build on the land at Beacons View Road, Clase.
- 8.3 The Head of Housing and Public Protection has formally confirmed that the land is surplus to requirements in accordance with the Land Transaction Procedure Rules as set out in the Council Constitution at Part 4.

## **9. Consultation on proposed site for YGG Tirdeunaw**

9.1 The proposed site for the relocated YGG Tirdeunaw currently forms part of the YGG Bryn Tawe site.

9.2 Whilst all land held by the Council is held corporately, the governors of the school have day to day control over the premises under the School Standards and Framework Act 1998. Therefore the Authority must seek the views of the governing body and take those views into account prior to making any final decision on the removal of the land from the school premises.

9.3 The governing body of YGG Bryn Tawe were therefore formally consulted on the proposal on the 24 October 2018 on the following basis:

- YGG Bryn Tawe currently has a total site external area of 41 acres. Excluding the 12 acres of natural habitat there remains a further 29 acres of useable space which exceeds the BB98 recommended minimum requirement of 20 acres for a school of 1450 pupils.
- The area of land on which we consulted and is proposed to become part of the YGG Tirdeunaw site is approximately 5.2 acres, as show on on the plan attached at Appendix H. This would leave YGG Bryn Tawe with an useable site area of 23.8 acres.
- The land on which we consulted currently includes a football pitch which we understand is not used frequently and also an underused hard play area.
- The proposals for the primary school include the provision of two junior pitches which could be available for shared use as training pitches with YGG Bryn Tawe, offsetting the loss of the football pitch.
- The concept plan for YGG Tirdeunaw also shows the potential development boundary extending into an area designated as a rugby pitch. In this case, subject to the outcome of leisure proposals for the site, the existing two rugby pitches may need repositioning to mitigate the impact on the existing provision.
- As it is the intention to develop a master plan for the site and determine beneficial school and community use from other potential leisure investment sources, there will be further regular dialogue with yourselves and other key stakeholders over coming months.
- We also asked the governing body to consider in its response whether it considers the disposal of the land would have an effect on any disabled children at the school, or any disabled adults visiting the school or working at the school or any person who comes within the protected characteristics under the Equality Act 2010.

- 9.4 The Governing Body responded to that consultation on the 15 November 2018 as follows:

*‘There was agreement to have YGG Tirdeunaw on site, but we were unanimous with strong feelings that the School should provide for 525 from the start, as the Governors could see the School growing quickly. In the same way, there were strong feelings that YGG Tan-y-lan should also provide for 425 from the start. If not, there would be no room for the growth of Welsh-medium Education in Morriston.*

*There was also a belief that we need an additional Welsh-medium School for Morriston as Tan-y-lan is being taken out of the main hub of the area’s population.’*

- 9.5 As explained above in consideration of the statutory consultation responses, the proposal remains for 420 places to serve YGG Tirdeunaw (2FE), consistent with the rigorous pupil modelling underpinning the Welsh Government business case, and future proofed for a further 0.5FE in the future as demand continues to grow. At 2FE capacity this represents a modest increase in places but reflects the anticipated demand for places to serve the area for a number of years. Funding will continue to be sought to increase the school build to 2.5FE.
- 9.6 The new location is less than a mile from the current school site. An analysis for transport indicates that only around 6 catchment area learners would live more than 2 miles from the new school site. No proposed location to provide a less constrained site will be considered ideal by everyone. The need for Welsh-medium places will of course continue to be reviewed but these are matters that fall outside of the current proposal to relocate the school to a larger site. A comprehensive review of all available sites in the council’s ownership informed the proposed new site for the school, and demonstrated the limited scope.

## **10. Financial Implications**

- 10.1 Welsh Government funding for Band B of the 21<sup>st</sup> Century Schools Programme is being provided through £600m capital and £500m revenue funding for the whole of Wales. It is proposed that the capital investment schemes related to the specific proposals within this report are funded from traditional capital streams. It was announced by Welsh Government on the 21 November 2018, that For Band B the grant rate for capital projects will be increased to 65%. (The intervention rate for special schools and PRUs will be increased to 75%). However the programme envelope remains the same.
- 10.2 The total estimated cost of the new build for YGG Tan-y-lan and YGG Tirdeunaw is £20.631m; £18.342m against the overall Band B programme envelope of £141.6m (excluding the potential aided sector project which is assumed to require no Council contribution). The estimated cost of the additional 0.5 form entry for both schools is £2.289m which is assumed to be from the Welsh Government’s Welsh Language Capital Grant; if the outcome

of Swansea's bids are reconsidered (discussions are continuing with the Welsh Government). This would require a local contribution of £6.888m from the overall net funding requirement. These figures are currently being reviewed in the light of the recent increase in Welsh Government grant rates which will reduce the local funding contribution required.

- 10.3 The Welsh Government have approved in principle the overall Band B funding envelope subject to the specific approval of each individual scheme business case. As such there is no specific approved budget for any individual scheme. The funding mechanism and timescale for delivery is still to be confirmed with the Welsh Government and the delivery of all the schemes is dependent on final approval of Band B funding and the specific additional Welsh Government capital grant.
- 10.4 Cost estimates are on a current-cost basis, with no allowance for construction inflationary pressures, where there is uncertainty regarding the timing of projects. However, optimism bias has been applied to each project in accordance with the lessons learned from delivery of Band A, and based on assessment of outstanding programme risks/unknowns.
- 10.5 The approval in principle of the Strategic Outline Programme for Band B does not commit the council to the indicative funding contributions set out above since the final approval of any capital allocation from the Welsh Government is subject to the submission of further detailed business cases in respect of each specific project. Further reports will come to Cabinet for each project within the approved programme, which will include developed cost plans for each project following the further development of options appraisals and detailed design.
- 10.6 The future of the current YGG Felindre site would be considered should this proposal be approved. In accordance with current policy, any capital receipt generated from a future disposal of the Felindre site will contribute towards the council's overall capital receipt target to fund the capital programme and will not be allocated for any other specific purpose.

## **Revenue**

- 10.7 Schools are funded from an overall delegated budget – the Individual Schools Budget (ISB). There is a funding formula that allocates a budget share to each individual school from the ISB. The budget share for the school receiving the learners from YGG Felindre would increase to include the number of learners moving there. Any additional delegated revenue savings from the closure of YGG Felindre will be reinvested into the ISB for the benefit of all pupils in Swansea. The FY2018-2019 revenue funding per pupil for YGG Felindre of £8,815 compares with an average for primary schools in Swansea of £3,487.
- 10.8 Closure of schools can lead to some initial increased costs, for example redundancy costs and transport costs. Although we would recommend to governors at the school receiving the learners from YGG Felindre that all new

posts to support the additional learners are ring-fenced to existing employees at YGG Felindre, there could be some staff that are not successful in matching against a post, with redundancy costs charged to central budgets.

- 10.9 There will be additional transitional transport costs whilst existing pupils are protected from the impact of catchment changes but in the longer term modest overall savings would be anticipated as a greater proportion of pupils have access to places nearer to home.

## **11. Legal Implications**

- 11.1 The establishment, alteration or discontinuance of maintained schools requires consultation and the publication of statutory notices in accordance with Chapter 2 and Schedule 2, of the School Standards and Organisation (Wales) Act 2013 (“the Act”) and the Welsh Government’s School Organisation Code (Circular 006/2013) (the Code). The Code provides statutory guidance a Local Authority must follow when seeking to making school organisation proposals to education provision within a Local Authority area. Because these proposals were published before 1<sup>st</sup> November 2018 when the new Code was published, it is specified that the 2013 Code must be followed.
- 11.2 Part 1 of the Education Act 1996 (“the 1996 Act”) imposes a number of general duties on all local authorities in Wales. The general duty in section 13 of the 1996 Act is to contribute (so far as the Council’s powers enable them to do so) towards the spiritual, moral, mental and physical development of the community by securing that efficient primary education and secondary education are available to meet the needs of the population of their area.
- 11.3 Section 13A(3) of the 1996 Act states that a local authority in Wales must ensure that their relevant education functions and their relevant training functions are exercised by the authority with a view to promoting high standards, and promoting the fulfilment of learning potential by every person to whom the subsection applies, including those who are of compulsory school age or are below school age and are registered as pupils at schools maintained by the authority.
- 11.4 Section 14 of the 1996 Act then provides that the Council shall secure that sufficient schools for providing primary education and secondary education are available in the Council’s area. Schools available for an area shall not be regarded as sufficient unless they are sufficient in number, character and equipment to provide for all pupils the opportunity for appropriate education. Appropriate education means education which offers such variety of instruction and training as may be desirable in view of
- (a) the pupils’ different ages, abilities and aptitudes; and
  - (b) the different periods for which they may be expected to remain at school, including practical instruction and training appropriate to their different needs.

- 11.5 Before publishing any proposals relating to the discontinuing a school under s43 of the Act, or making a Regulated Alteration under s42 the Authority (Proposer/s) is under a duty, by virtue of s48 of the Act, to consult on such proposals. Guidance has been issued by the Welsh Government in Circular 011/2013 entitled the "School Organisation Code" which must be followed:
- a) At the start of the consultation period Proposers must provide consultees with a consultation document and give them at least 42 days in which to respond, with at least 20 of these being school days.
  - b) Consultation comments must be collated and summarised by Proposers. This summary together with the responses to the comments must be published in a consultation report within three months of the end of the consultation period.
  - c) A decision must be made by Proposers whether to proceed with changes within 6 months of the end of the consultation period.
  - d) If a decision is made to proceed, a Statutory notice is published providing a 28 day notice period for objections. The notice must be published on a school day and with 15 school days (not including the day of publication) in the notice period.
  - e) If objections are received, an objection report must be published providing a summary of the objections with responses to them before the end of 7 days beginning with the day of the Proposers determination of the proposals.
  - f) The Proposer must determine under s53 whether the proposals are to be implemented. Proposals must receive final determination within 16 weeks of the end of the objection period. Local determination is a requirement of the School Organisation Code, and The Local Authorities (Executive Arrangements) (Functions and Responsibilities) (Wales) (Amendment) Regulations 2013 allow for this local determination. The Welsh Ministers and Governing Bodies are to be notified of the decision within 7 days of the decision.
  - g) If the Proposer determines to implement proposals, they should be implemented in accordance with the date given in the statutory notice, or any subsequent modified date.
- 11.6 The proposer must publish a report on the consultation it has carried out in accordance with the Code. The consultation report must summarise each of the issues raised by consultees, responding to these by means of clarification, amendment to the proposal or rejection of the concerns, with supporting reasons; and setting out Estyn's view (as provided in its consultation response) of the overall merits of the proposal.

- 11.7 The School Organisation Code specifies the detail that the equality and community impact assessments must cover and full consideration needs to be given to these before any decision is made.
- 11.8 The Code includes statutory guidance to which the Council must have due regard and sets out the policy context, general principles and factors that should be taken into account by those bringing forward proposals to reconfigure school provision and by those responsible for determining proposals. Where guidance is given by the Code, it is stated that relevant bodies should follow this guidance unless they can demonstrate that they are justified in not doing so.
- 11.9 Paragraph 1.1 of the Code sets out the key background principles and policies, which should be taken into account by the Council in developing school organisation proposals. These include:
- United Nations Convention on the Rights of the Child;
  - A living language: a language for living – Welsh Language Strategy 2012-2017
  - Welsh- medium Education Strategy;
  - One Wales: One planet, a new sustainable development scheme for Wales May 2009 or any successor strategy;
  - Child Poverty Strategy for Wales (issued February 2011 Information document number 95/2011), or any successor strategy;
  - Faith in Education.
- 11.10 In addition, when developing school organisation proposals, the local plans to which Council should have regard include the following:
- Local plans for economic or housing development;
  - Welsh in Education Strategic Plans (made under part 4 of the 2013 Act);
  - Children and Young People’s Plans (or successor plans)
  - 21st Century Schools – Capital Investment Programme and the relevant wave of investment.
- 11.11 Finally, the Council should have regard to the following Welsh Government Guidance on related matters:
- Learner Travel Operational Guidance
  - Measuring the capacity of schools in Wales, Circular.
- 11.12 Chapter 1 then lists a number of factors which should be taken into account by relevant bodies, including the Council, when exercising their functions of preparing and publishing school organisation proposals or approving/determining them. These factors include:



- Quality and standards in education (looking at outcomes, provision, leadership and management) at the school which is the subject of the proposals, and at any other school or educational institution which is likely to be affected. The Code states that local authorities should place the interests of learners above all others. Where proposals involve the transfer of learners to alternative provision, 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.
- The need for places and the impact on accessibility of Schools (whether alternative school based provision will have suitable capacity and provide accommodation of at least equivalent quality and is sufficient to meet existing demand and projected demand and the nature of journeys to alternative provision and resulting journey times for pupils, including SEN pupils. In particular, whether primary school pupils will have one way journeys in excess of 45 minutes or secondary school pupils one way journeys of over an hour.
- Resources of education and other financial implications. This involves a consideration of a number of factors set out in the Code, including whether proposals ensure a fairer and more equitable distribution of funding between mainstream schools, what effect proposals will have on surplus provision, the costs of proposals (including additional transport costs), any projected net savings, any budget deficits of schools affected and whether the proceeds of sales of redundant sites remain in the education budget.

11.13 The Code also lists other general factors which should be taken into account, namely educational attainment, equality issues, charitable interests (paragraph 1.6). A list of specific factors in the consideration of school closures is at paragraph 1.7. This states that there is no presumption in favour or against the closure of any type of school. The case for closure should be robust and in the best interests of educational provision in the area. A Community Impact Assessment should be obtained. When considering whether closure is appropriate, special attention should be given to the matters set out on page 12 of the Code, including:

- considerations of alternatives to closure, including multi-site schools, clustering/collaboration/federation with other schools
- the overall effect of closure on the local community
- how parent's and pupil's encouragement with the alternative school and any facilities it may offer could be supported.

11.14 In addition to the usual considerations in relation to standards of provision, the Council should also consider whether proposals will improve standards of accommodation for pupils with SEN, including building accessibility;

- how proposals will address any health, safety and welfare issues;
- how proposals, where appropriate, will support increased inclusion; and
- the impact of proposals on other SEN provision within the immediate and wider local authority area including out of county where appropriate.
- whether there is a need for a particular type of SEN provision within the area;
- whether there is surplus SEN provision within the area;
- whether SEN provision would be more effective or efficient if regional provision were made; and
- the impact of proposals on the transportation of learners with SEN.

11.15 The list of factors to be taken into account in approving/determining school organisation proposals is listed at paragraph 1.14.

11.16 Paragraph 5.1 of the Code makes provision for the publication of objection reports. Proposers must publish a summary of the statutory objections and the proposer's response to those objections. Where a local authority is required to determine its own proposals, the Objection Report must be published before the end of 7 days beginning with the day of its determination. The Objection Report must be published by being posted on the local authority's website. Hard copies must be made available on request. Parents, carers and guardians and staff members of schools which are the subject of the proposals must be advised of the availability of the Objection Report. The Code contains a list of individuals or bodies which must receive either a hard copy of the Objection Report or be emailed a link to the local authority's website.

11.17 The Well-being of Future Generations (Wales) Act 2005 mandates that public bodies in Wales must carry out sustainable development. Sustainable development means the process of improving the economic, social, environmental and cultural well-being of Wales by taking action, in accordance with the sustainable development principle, aimed at achieving the 'well-being goals'.

11.18 The 'well-being goals' are:

- (i) a prosperous Wales, meaning an innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work;
- (ii) a resilient Wales, meaning a nation which maintains and enhances a biodiverse natural environment with healthy functioning ecosystems that

- support social, economic and ecological resilience and the capacity to adapt to change (for example climate change);
- (iii) a healthier Wales, meaning a society in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood;
  - (iv) a more equal Wales, meaning a society that enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances);
  - (v) a Wales of cohesive communities, meaning attractive, viable, safe and well-connected communities;
  - (vi) a Wales of vibrant culture and thriving Welsh language, meaning a society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation; and
  - (vii) a globally responsible Wales, meaning a nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being.

11.19 Any reference to a public body doing something in accordance with the 'sustainable development principle' means that the body must act in a manner which seeks to ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs.

11.20 In order to act in a sustainable manner a public body must take account of

- (1) the importance of balancing short-term needs with the need to safeguard the ability to meet long-term needs, especially where things done to meet short-term needs may have detrimental long-term effect;
- (2) the need to take an integrated approach, by considering how
  - (a) the body's well-being objectives may impact on each of the well-being goals); and
  - (b) the body's well-being objectives impact on each other or on other public bodies' objectives, in particular where steps taken by the body may contribute to meeting one objective but may be detrimental to meeting another;
- (3) the importance of involving other persons with an interest in achieving the well-being goals and of ensuring those persons reflect the diversity of the population of
  - (a) Wales (where the body exercises functions in relation to the whole of Wales); or
  - (b) the part of Wales in relation to which the body exercises functions;
- (4) how acting in collaboration with any other person (or how different parts of the body acting together) could assist the body to meet its well-being objectives, or assist another body to meet its objectives;
- (5) how deploying resources to prevent problems occurring or getting worse may contribute to meeting the body's well-being objectives, or another body's objectives

11.21 Swansea Council applies the Well-being of Future Generations Act (Wales) 2015 as the core principle guiding how the local authority operates.

11.22 The action a public body takes in carrying out sustainable development must include:-

- Setting and publishing objectives ('well-being objectives') that are designed to maximise its contribution to achieving each of the well-being goals; and
- Taking all reasonable steps (in exercising its functions) to meet those objectives

Swansea Council's well-being objectives and steps are set out within the Corporate Plan:

<https://www.swansea.gov.uk/?articleid=6901&articleaction=language>

Local Well-being Objectives are set out within Swansea Public Services Board's Local Well-being Plan (of which the Council is a statutory member).

11.23 Report writers and decision makers take due regard to these Plans in order to consider how the proposal impacts upon the Council's 'wellbeing objectives', Swansea's Local Well-being Objectives and the national well-being goals'. <https://www.swansea.gov.uk/localwellbeingplan>

## Contracts

11.24 Any offer of grant funding from the Welsh Government will be subject to terms and conditions which will be binding upon the local authority.

## Impact Assessments

11.25 The School Organisation Code specifies the detail that the equality and community impact assessments must cover in a proposed school closure and full consideration needs to be given to these before any decision is made. In addition, a Welsh language impact assessment has been completed for each proposal. Full consideration should be given to these also.

## Legal Property Implications

11.26 Section 122 (1) of the Local Government Act 1972 provides that 'a principal council may appropriate for any purpose for which the council are authorised by this or any other enactment to acquire land by agreement any land which belongs to the council and is no longer required for the purpose for which it is held immediately before the appropriation'.

11.27 The key procedural points are;

The land must already belong to the Council;

The land must be no longer required for the purpose for which it is currently appropriated; and

The purpose for which the Council is appropriating must be authorised by Statute

11.28 The case of *Dowty Boulton Paul v Wolverhampton Corporation* (1973) established that the local authority is the sole judge of whether or not the land in question is not required for the purpose for which it is held immediately before the appropriation and its decision cannot be challenged in the absence of bad faith.

11.29 The Council must be able to demonstrate the purpose for the appropriation and that it has taken all the relevant considerations into account and not taken any irrelevant considerations into account.

11.30 The Council's decision must be based on the available evidence and be rational in the sense that it cannot be said that no reasonable local authority could, on the evidence before it, have arrived at that decision: *Associated Provincial Picture Houses Ltd v Wednesbury Corporation* (1948) 1 KB 223).

11.31 Any decision to appropriate land must be the subject of a recorded minute, which should evidence that the Council intends to formally appropriate the land under s.122 of the Local Government Act 1972.

11.32 The Chief Legal Officer has carried out a report on title on the land and has confirmed that there are no constraints that would affect the proposals.

## 12. **Equality and engagement implications**

12.1 The Council is subject to the Public Sector Equality Duty (Wales) and must, in the exercise of their functions, have due regard to the need to:

Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.

Advance equality of opportunity between people who share a protected characteristic and those who do not.

Foster good relations between people who share a protected characteristic and those who do not.

Our Equality Impact Assessment process ensures that we have paid to regard to the above.

12.2 An Equality Impact Assessment (EIA) was commenced as a background paper to the consultations. The EIA has been revised to take full account of the consultation outcomes and the views of the range of stakeholders that were gathered. This can be found in Appendix F. The assessment will be further revised if a statutory notice period is actioned by Cabinet.

12.3 The proposals were found to be relevant to children and young people, older people, other age groups, disability, sex, Welsh language, poverty/social exclusion and community cohesion. The impact on each of these areas is explored further for each proposal as follows.

#### 12.4 YGG Tan-y-lan

0-18 – YGG Tan-y-lan is a Welsh-medium primary school. This project will have a very positive impact on the Education of all the children who attend the school in the future. As we are looking to build the school on a new site this should avoid any disruption to those currently attending the school.

Older People 50+/Any other age group – The staff, parents, carers and wider school community will benefit greatly from improved facilities to deliver education to all pupils and increase the opportunities for the wider school community to experience and use the Welsh language.

Disability – The design, delivery and implementation of this project will take full consideration of the social model of disability, which recognises that people are disabled by the barriers of society (e.g. physical, environmental, organisational, and attitudinal, communication, etc.) rather than by any physical condition. The design of any new building, the re-modelling and the running of the school in the future will ensure that ALL the pupils and staff can make the most of their improved environment.

Welsh – YGG Tan-y-lan is a Welsh medium primary school and as a result this project will have a positive impact on the Welsh language. The project is part of the wider Welsh in Education Strategic Plan that is looking to increase the number of places available in Swansea's Welsh-medium schools.

Poverty/social exclusion – There are high levels of deprivation in this area and providing the children and the community with this improved facility could give access to courses for adults and access to additional extra-curricular activities. Due to the possible changes in catchment areas it is important to consider the impact this could have on learners and their families. The extra distance to travel to the new site was mentioned by a couple of individuals during the consultation process. Some pupils will inevitably live further away from the new site and this would increase their travel time, however, the sites are only 0.6 miles apart by available walking route and any pupils more than 2 miles away, or where there is no available walking route, would be offered home to school transport.

Community Cohesion – It is possible that the improved facilities will provide increased opportunities for the community to make the most of the school's facilities. However, due to the possible changes in catchment areas it is important to consider the impact this could have on community cohesion as the schools moves (0.6 miles) from one community to another. If the proposal goes ahead the school will work with all communities to ensure that the schools continue with its inclusive ethos that brings communities together for the benefit of all.

## 12.5 YGG Tirdeunaw

0-18 – YGG Tirdeunaw is a Welsh-medium primary school. This project will have a very positive impact on the education of all the children who attend the school in the future. As we are looking to build the school on a new site this should avoid any disruption to those currently attending the school.

Older People 50+/Any other age group – The staff, parents, carers and wider school community will benefit greatly from improved facilities to deliver education to all pupils and increase the opportunities for the wider school community to experience and use the Welsh language .

Disability – The design, delivery and implementation of this project will take full consideration of the social model of disability, which recognises that people are disabled by the barriers of society (e.g. physical, environmental, organisational, and attitudinal, communication, etc.) rather than by any physical condition. The design of any new building, the re-modelling and the running of the school in the future will ensure that ALL the pupils and staff can make the most of their improved environment.

Welsh – YGG Tirdeunaw is a Welsh medium primary school and as a result this project will have a positive impact on the Welsh language. The project is part of the wider Welsh in Education Strategic Plan that is looking to increase the number of places available in Swansea's Welsh-medium schools.

Poverty/social exclusion – There are high levels of deprivation in this area and providing the children and the community with this improved facility could give access to courses for adults and access to additional extra-curricular activities. Due to the possible changes in catchment areas it is important to consider the impact this could have on learners and their families. Some pupils will inevitably live further away from the new site and this would increase their travel time, however, the sites are less than a mile apart by available walking route and any pupils more than 2 miles away or where there is no available walking route would be offered home to school transport.

Community Cohesion – It is possible that the improved facilities will provide increased opportunities for the community to make the most of the school's facilities. Due to the possible changes in catchment areas it is important to consider the impact this could have on community cohesion as the schools moves (less than 1 mile) from one community to another. If the proposal goes ahead the school will work with all communities to ensure that the schools

continue with its inclusive ethos that brings communities together for the benefit of all.

## 12.6 YGG Felindre

0-18 – YGG Felindre is a Welsh-medium primary school. This proposal looks to close the school and move the pupils to a neighbouring Welsh-medium primary school. Although the change can be seen as negative in the first instance, we believe that the children will receive a similar, if not better, education at the designated neighbouring Welsh-medium primary school.

Older People 50+/Any other age group –there is the chance of some redundancies because of this proposal. We would hope for these staff to get work at neighbouring schools; however, this would be a decision for individual governing bodies.

Disability – The design, delivery and implementation of this proposal will take full consideration of the social model of disability, which recognises that people are disabled by the barriers of society (e.g. physical, environmental, organisational, and attitudinal, communication, etc.) rather than by any physical condition. If the proposal were to be approved, and other proposals for new Welsh-medium school buildings were approved this would be hugely beneficial to any learner that has a disability. The modern learning environment would be designed and built whilst taking full notice of all the needs of current and future learners, staff and the wider community.

Welsh – YGG Felindre is a Welsh-medium primary school and although the proposal is to close a Welsh-medium primary school the proposal is part of the wider Welsh in Education Strategic Plan that is looking to increase the number of places available in Swansea's Welsh-medium schools. During the consultation it has been raised that the proposal doesn't take into account Standards 91-93 of Swansea Council's Compliance Notice under the Welsh Language Measure whereas the proposal could impact on opportunities for persons to use the Welsh language, and that we could be treating the Welsh language no less favourably than the English language.

The Council's wider Welsh in Education Strategic Plan seeks to increase the number of Welsh-medium places in Swansea significantly. As a result of proposals to reach our targets we believe that this would increase opportunities for more people to use the Welsh language and ensure that the Welsh language is treated no less favourably than the English language. The increase in Welsh-medium places will see Swansea playing its part in the Welsh Government's target of having one million Welsh speakers in Wales by 2050.

If the proposal were to go ahead we would expect the Mawr ward to become part of the designated school's community and play an active role in the life of the school. The village hall and local church could still have a large part to play in this.



Poverty/social exclusion – There are low levels of deprivation in this area and therefore the impact on poverty/social exclusion is expected to be low. However, due to the possible changes in catchment areas it is important to consider the impact this could have on learners and their families. The large majority of current pupils at the school live outside of the YGG Felindre catchment area and therefore would likely be living closer to the designated school meaning a shorter distance to travel. Those who live more than 2-miles from the designated school would be offered transport as per the Council's Home to School Transport Policy.

Community Cohesion – It is possible that the proposed closure could have a negative impact on the local community. However, we would expect the designated school to ensure that the community becomes part of the school's community. There is no reason why the local church and village hall can't be used for such partnerships to flourish.

Sex – Given that most of the staff at the school are female, it is clear that this proposal would have a disproportionate effect on this group.

- 12.7 The remaining protected characteristics (namely Race, Asylum Seekers, Gypsies and travellers, Religion, Sexual Orientation, Gender reassignment, Carers, Marriage and civil partnership, Pregnancy and maternity) have all been identified as 'neutral' as we do not believe the proposal will have either a negative or a positive impact on them. However, this will continue to be monitored and reconsidered throughout the process.
- 12.8 To ensure that we understood how these proposals affected all stakeholders we consulted widely to allow us to shape this proposal and agree the way forward.
- 12.9 As stated in Section 2 of this report, a full consultation was conducted with all interested stakeholders from 5 September 2018 to 18 October 2018.
- 12.10 All initiatives must be designed / planned in the best interests of children and young people.
- 12.11 The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. This particularly applies to budget, policy and law makers.
- 12.12 The proposals will directly affect children and all future arrangements will aim to ensure that these children and young people achieve the best possible outcomes. The proposal relates to the following articles of the United Nations Convention on the Rights of the Child:

Article 3 - All organisations concerned with children should work towards what is best for each child.

Article 12 - Respect for the views of the child

Article 18 - Both parents share responsibility for bringing up their children. We should help parents by providing services to support them.

Article 28 - Children have a right to an education. Discipline in schools should respect children's human dignity.

Article 29 - Education should develop each child's personality and talents to the full.

Article 30 - Children have a right to learn and use the language and customs of their families.

- 12.13 A Community Impact Assessment and Welsh Impact Assessment was produced for each proposal and has been available throughout the consultation period on the Council's website <https://www.swansea.gov.uk/schoolconsultations2018>. Where necessary these have been amended following the consultation.

### **13. What happens next?**

- 13.1 If this report is approved by Cabinet a period of statutory notice will take place. These would be published on the 9 January 2019 for any formal objections prior to the 6 February 2019. It is important that consultees appreciate that they need to respond once again as part of this process if they wish to formally object to any of the proposals. Any responses received previously would not count as a formal objection.
- 13.2 Cabinet would then consider any formal objections and determine each proposal. If approved at this stage, each proposal would be implemented in accordance with the consultation document and timescales.

### **Background Papers:**

- Report to Cabinet 21 June 2018
- School Standards and Organisation (Wales) Act 2013;
- Welsh Government School Organisation Code (Circular 006/2013)
- School Standards and Framework Act 1998, the Education (Determination of Admission Arrangements) (Wales) Regulations 2006; Welsh Government's Admissions Code (Circular 005/2013)

### **Appendices:**

- Appendix A** Consultation Papers  
**Appendix B** Consultation Reports  
**Appendix C** RhAG full response to the consultation  
**Appendix D** Indicative funding model for the Welsh-medium schemes proposed within this report  
**Appendix E** Band B 21<sup>st</sup> Century Schools programme capital expenditure & financing 2017/18 - 2023/24 to show revised intervention rate  
**Appendix F** EIA and other Assessments  
**Appendix G** Proposed YGG Tan-y-lan site location plan  
**Appendix H** Proposed YGG Tirdeunaw site location plan



**CONSULTATION ON THE PROPOSAL TO CLOSE YSGOL GYNRADD GYMRAEG  
FELINDRE ON 31 AUGUST 2019**

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## **Background to the Proposal**

Ysgol Gynradd Gymraeg (YGG) Felindre is situated in the village of Felindre, in the County of Swansea. At the last national pupil level annual school census in January 2018 it had 20 full-time pupils on roll from the ages of 4 to 11, plus 2 part-time nursery children. There are two mixed-age classes in the school. The number on roll has been declining for the last five years.

The last Estyn inspection of the school was in February 2015 with the school's performance being adequate at the time and with adequate prospects for improvement and was placed in a category of Estyn monitoring. The school was removed from Estyn monitoring in October 2016 after considerable support from the local authority and investment of time by school staff.

<https://www.estyn.gov.wales/provider/6702133>

The school has not been able to fill the headteacher vacancy and the local authority has provided three acting headteachers for the school since 1 January 2017. The new acting headteacher will have to take on a part-time teaching role to balance the school's budget.

## **What is the Proposal?**

1. This consultation is on a proposal to close YGG Felindre. The consultation is on the basis that, if agreed, the school would close with effect from 31 August 2019. The current catchment area for YGG Felindre would be transferred to YGG Tirdeunaw as the next nearest school, unless a separate proposal to relocate YGG Tan-y-lan to a new location off Beacons View Road in Clase is approved, in which case it would become the nearest school and would take the pupils from YGG Felindre's catchment area. Transport would be provided to the new school as per Swansea Council's Home to School Transport Policy. Please see appendix A for information on site locations.
2. The Council wishes to seek the views of all of those with a likely interest in the proposal so that their views can be taken into account before decisions are made. Those being consulted on this proposal are the pupils, parents, governors and staff of YGG Felindre, as well as neighbouring schools, the local community and other interested parties in accordance with the Welsh Government's School Organisation Code.
3. This consultation period will take place during 5 September 2018 to 18 October 2018. A report on the outcome of these consultations will be submitted to a Cabinet meeting of elected members on 20 December 2018.

## **What would this proposal mean if it was agreed?**

4. The school at YGG Felindre would be closed as of 31 August 2019. As from 1 September 2019 the catchment area of YGG Tirdeunaw would be extended to encompass that of YGG Felindre, unless the proposal to relocate YGG Tan-y-lan to Clase is approved in which case YGG Tan-y-lan catchment area will include the current YGG Felindre catchment area. Pupils would attend the catchment

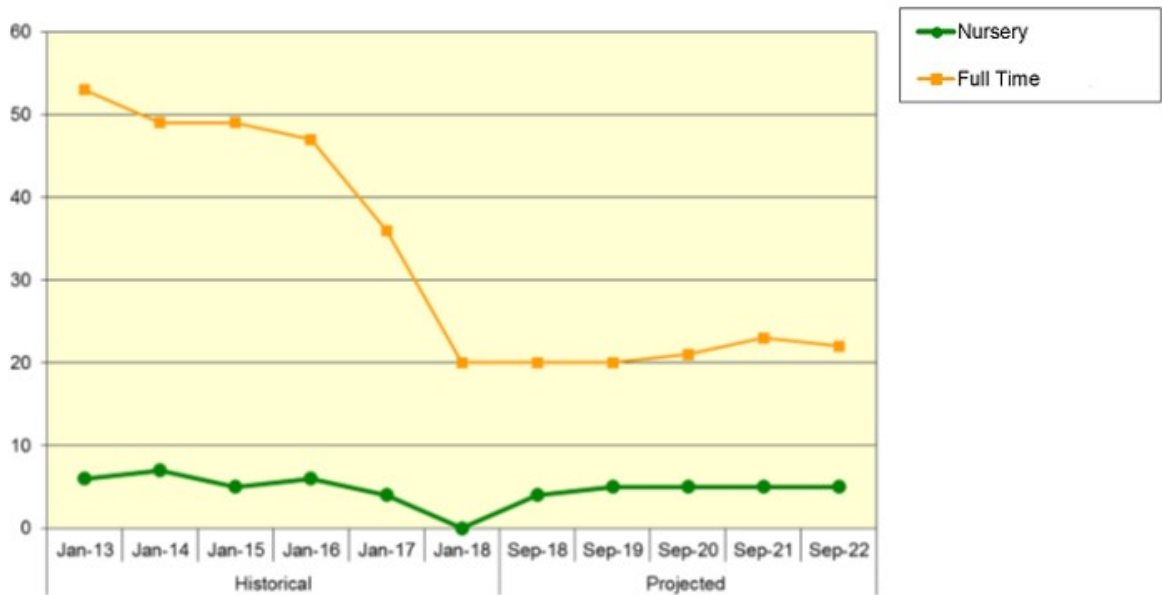
area school or make a preferred placement application to another school. (See map at Appendix A for current and proposed catchment areas).

5. The future of the YGG Felindre school building which is a condition category B building (2017 Swansea Schools Premises Collection Data), would be considered within the context of the Council's corporate asset management process.
6. Pupils may be entitled to transport to their new school in accordance with the Council's transportation policy, which states that free transport is provided for primary aged pupils who live two miles or more from their catchment area school or where there is not an available walking route.
7. YGG Tirdeunaw has sufficient capacity to accommodate the pupils from YGG Felindre, as does YGG Tan-y-lan, particularly if the relocation and expansion to the Clase site is approved.

### **The Educational Case for Change**

8. During the last five years education provision at YGG Felindre has been weak. Lack of permanent leadership has been an impediment to school improvement and quality of teaching has been adequate. The local authority has intervened to help to find leaders at the school. The local authority has also intervened to provide considerable support and challenge to ensure necessary improvements were made in the quality of provision and in the wider quality of leadership. The local authority cannot sustain this level of support long term.
9. The proposals for enhanced capacity and facilities at YGG Tan-y-lan and YGG Tirdeunaw would secure strong educational provision in future as well as the benefits of expert permanent leadership at different levels.
10. Consequently, there are several specific reasons why this proposal has been made on educational grounds:
  - i. The new catchment school can offer a wider range of facilities on a less restricted site, offering a greater flexibility in covering all areas of the curriculum and greater access to resources and staffing.
  - ii. Current and future anticipated pupil needs at YGG Felindre can be appropriately met at the new catchment area school.
  - iii. The size of YGG Felindre raises the concern that the quality of educational provision may not be sustainable in the future.
  - iv. The larger team of staff at the new catchment area school can provide a broader range of expertise in areas of the curriculum and in terms of leading whole school initiatives. It can provide staff with more opportunities to develop their skills and can enable the best use to be made of staff expertise.
  - v. A larger school has more flexibility with its budget and can have access to a wider range of resources and staffing.
  - vi. Only 35% of learners on roll at YGG Felindre are from the catchment area.
  - vii. Pupil numbers at YGG Felindre have decreased over a number of years and are not projected to increase to a sustainable level as the chart below shows:

Historical and Projected Number on Roll - YGG Felindre



- viii. The need to ensure cost effective and equitable distribution of funding amongst schools in Swansea in line with Welsh Government and Audit Commission Guidance.

The Welsh Government’s School Organisation Code states:

*“It is important that funding for education is cost effective. Relevant bodies should take into account the following factors in relation to the resourcing of education:*

*Whether proposals will ensure a fairer and more equitable distribution of funding between mainstream schools within the local authority’s area. Whilst some variation in the per capita funding provided to schools is to be expected, inefficient patterns of school organisation can result in uneven and unfair funding patterns where some schools receive a disproportionate share of funding at the expense of pupils attending other schools in the area. Proposals should not exacerbate such funding differences. Rather, wherever possible, they should contribute towards establishing a more equitable pattern of school funding”.*

Whilst this proposal has not been made for financial reasons, the School Organisation Code requires information to be provided on the cost per place at schools subject to statutory proposals. The cost of a pupil place at YGG Felindre is higher than the average cost per primary place in Swansea. The higher figure is due to small school factors and lump sums in the funding formula.

The cost of a pupil place at the school compared to the average cost per primary place in Swansea is shown below:

Financial Year	Cost Per Place at YGG Felindre	Average Cost Per Primary Place in Swansea
2016/2017	£5,232	£3,387
2017/2018	£7,381	£3,418
2018/2019	£8,815	£3,487

The school had difficulty setting a balanced budget for the Financial Year 2018-2019 and future projections are for increased financial pressure. This will impact on the educational provision for learners at the school.

- ix. One of the main themes of the Audit Commission's report Rationalising Primary School Provision was the need for local authorities to consider the closure of those small primary schools that were not justified by local circumstances. Three arguments were put forward against small primary schools:
1. Cost: small schools attract greater funding per pupil than larger ones.
  2. Expertise: the National Curriculum [and the new, emerging Curriculum for Wales] demands a breadth of expertise that is more difficult to provide in a school with only two or three teachers.
  3. Resources: small schools are less likely to have basic facilities, such as halls and playing fields, without which such pupil activities as drama and team sports are likely to be curtailed.\*

\*Although there is no exact definition of what constitutes a small primary school, the Audit Commission analysed delegated budgets per pupil against numbers on roll and there was a marked increase in spending per pupil for schools of below about 90 pupils. The Audit Commission therefore recommended that local authorities keep under review primary schools with under 90 pupils on roll, to satisfy themselves that each is justified.

The Audit Commission suggested that action should be taken to rectify the situation if a school has a surplus capacity of more than 25% or 30 unfilled places. The surplus capacity at YGG Felindre as at January 2018 was 74.03% and 57 surplus places. This is predicted to increase by September 2019.

- x. There has been an inability to attract a headteacher to this small school, leading to a number of short-term interim appointments over the last few years. Sustainable leadership is needed to ensure that standards for learners are maintained.

### **What alternative options have the Council considered?**

11. Local authorities are responsible for ensuring that there are sufficient schools providing primary and secondary education for their area in terms of number, character and equipment to provide for all pupils the opportunity of appropriate education. In order to fulfil these duties, local authorities must ensure that they plan thoroughly for schools serving their areas. The School Organisation Code also recognises that education must be the primary consideration. This is linked directly to a local authority's duty to strive to raise standards of education.

12. It is these considerations which require local authorities to take into account wider factors such as the need to manage the school estate as efficiently and effectively as possible. This includes managing excessive numbers of surplus places which tie up resources unproductively – resources which are then unavailable for use in raising standards and quality of education for all pupils. This means that they must look to reduce excessive numbers of surplus places in schools that are significantly under-occupied. Although the code encourages local authorities to manage surplus places, this does not necessarily mean closing schools. The code encourages them to explore alternatives to closure including collaboration or federation, increasing community use of school buildings or co-location of local services within the school to offset costs.
13. Careful consideration has been given to alternative options to closure, including the potential for federation, as set out below. However, at present as it is considered that as no sustainable alternative option has been identified, the Council's preferred option is Option 4.

#### Option 1 – Status Quo

Advantages	Disadvantages
YGG Felindre would remain open	Would not address the current projected number of pupils at the school
Retention of school identity	Continuing challenge to maintain sustainability of educational provision at the school
	Need for additional resources to support leadership and teaching/learning likely to continue.
	Pupils would remain in increasingly mixed age cohorts having to cater for many year groups in one class
	Future liabilities in terms of future maintenance costs remain
	Would not contribute to the provision of pupil places where they are needed and reduce surplus places where there is not the need to support the greater efficiency and effectiveness of the school estate
	Cost per pupil is £8,815 compared with a County average of £3,487 and this unbalanced distribution would remain

#### Option 2 – Amalgamation

Advantages	Disadvantages
Educational provision would remain on the current YGG Felindre School site, although it's separate identity would be lost	Would not effectively address the current projected number of pupils at the school
Potential sustainability of amalgamated school on more than one site could be	Continuing challenge to maintain appropriate educational provision at the



tested and sites rationalised in the future if there proves to be no alternative	school with limited scope to secure the benefits of amalgamation. The distance between school sites would severely limit for example the opportunities for whole school activities, and peer working, sharing of resources, staff development and leadership and management
Potentially enhanced leadership and management (across more than one site) and saving in Headteacher salary cost	Would not contribute to the provision of pupil places where they are needed and reduce surplus places where there is not the need
Limited opportunity to share resource and best practice and broader range of staff expertise.	Pupils would likely remain in mixed age cohorts although there would be some opportunities to undertake activities with pupils on other sites
	Whilst current per pupil cost disparity would be addressed to a limited extent additional costs would remain as a result of the split sites and need for a management presence on each site
	Future liabilities in terms of future maintenance costs remain

### Option 3 – Federation

Advantages	Disadvantages
YGG Felindre would remain open	Would not effectively address the current projected number of pupils at the school
Retention of school identity	Continued risk of failure to maintain sustainability of appropriate educational provision at the school due to the need to ensure appropriate management of each school site
Potentially enhanced leadership and management (across more than one site) and some potential scope to make savings in senior leadership costs across federation	Pupils would remain in the same mixed age cohorts although there would be some opportunities to undertake activities with pupils on other sites but with staff / pupils travelling to provide the same breadth of curriculum support as available on a single site
Limited opportunity to share resource and best practice and broader range of staff expertise	Requires full ownership from all parties to be effective rather than Council direction and no indication to date of such interest from another school
Full ownership from all parties to federate can prove to be effective – although generally with a number of small schools of a similar size	Would not contribute to the provision of pupil places where they are needed and reduce surplus places where there is not the need to support the greater efficiency and effectiveness of the school estate
	Cost per pupil is £8,815 compared with a

	County average of £3,487 and this unbalanced distribution would remain, and the possible duplication of resources could further increase overall staffing costs
	Future liabilities in terms of future maintenance costs remain

#### Option 4 – School Closure

Advantages	Disadvantages
Greater learning opportunities for pupils with access to wider range of staff expertise and resources, greater curriculum and resource access, as well as enhanced social and sporting opportunities better preparing them for their move to a larger secondary school.	Loss of school in the village
Sustainability of appropriate educational provision within the wider area, enhanced with reduction in surplus places and more efficient and effective allocation of available resources to strengthen overall provision, more evenly distributing of funding per pupil across a wider area	Relocation of pupils to different schools
Pupils would be able to access a 'Good' standard of education in neighbouring schools (YGG Tirdeunaw / YGG Tan-y-lan, both of which at their last ESTYN inspection in 2015 were assessed as Good & Good by ESTYN).	Staff would be redeployed or made redundant
Potential future capital receipt to re-invest in the development of education in Swansea	Additional transport costs would be incurred to transport pupils to a different school, offsetting any other financial savings from closure
Removes potential future liabilities for future maintenance costs	

14. Under a federation, two or more schools work together under one governing body while still retaining their own identity and having separate budget allocations. The one governing body for the federation could consider having one headteacher for the federation instead of one for each school. This could also apply to any new members of staff appointed, for example there could be one administration officer or one person to support special needs etc.

15. With an amalgamation, two or more schools are closed and a new school is opened using the sites of the old schools under one governing body with one budget allocation. The new school would have a new name and identity.

16. Collaboration is when a number of schools work together, usually on specific projects. As such collaboration would offer broadly similar advantages and disadvantages as the status quo option above.
17. The local authority does not consider that it is possible to bring external community use into YGG Felindre to help with sustainability as there is not enough suitable space, particularly when ensuring the segregation of learners and safeguarding. There are also already other options for community use in the village, including the community hall.

### **What are the potential benefits of closing YGG Felindre?**

18. A larger primary school has a larger team of staff that can provide more flexibility in terms of delivering the full curriculum. It can provide staff with more opportunities to develop their skills across the whole primary age range and can enable the best use to be made of staff expertise.
19. Moving pupils from YGG Felindre to a new catchment school would provide pupils with an education in a larger, more sustainable school with greater curriculum and resource access, as well as allowing enhanced social and sporting opportunities for the learners and preparing them for their move to a larger secondary school.
20. Both YGG Tan-y-lan and YGG Tirdeunaw have positive standards of achievement and received good Estyn inspections. The schools are well managed and have supportive governing bodies.
21. A larger school has more flexibility with its budget and can have access to a wider range of resources and staffing. Any efficiencies from having fewer schools in Swansea will be reinvested in the remaining schools for the benefit of all pupils in Swansea.
22. The very low numbers at YGG Felindre inevitably restrict the range of opportunities for group and interactive work and change the nature of the social education that the school can provide.
23. The Council would benefit from the removal of a condition category B\* building, reduced backlog maintenance and improved building efficiency.

\*(2017 Swansea Schools Premises Collection Data).

## Quality and standards in education

24. The latest Estyn Inspection ratings for the schools affected were:

School	<u>Date</u>	Current Performance Rating	Schools Prospects for Improving
YGG Felindre	2015	Adequate	Adequate
YGG Tirdeunaw	2015	Good	Good
YGG Tan-y-lan	2015	Good	Good

The summary of the Estyn reports can be found at Appendix B.

The full reports can be found at:

<http://www.estyn.gov.uk/english/inspection/inspection-reports/>

Information on affected schools standards and performance can be found on Appendix C

There would be no detrimental impact from the proposals on the ability of YGG Tan-y-lan or YGG Tirdeunaw to deliver the full curriculum at the foundation phase or at key stage 2.

The proposal will provide at an improved quality of educational provision for pupils and would be expected to have a positive impact on educational standards due to:

- Increased number of staff and range of expertise in a larger school environment –reflected in improved planning and schemes of work, quality of provision and monitoring of subjects.
- Greater opportunity for learning with pupils of the same age.
- Improved opportunities for participating in social, cultural and sporting activities.

### What are the main challenges for this proposal?

25. Closing the school will inevitably cause some disruption and uncertainty for a period of time, although experience shows that this can be kept to a minimum and that the children's education does not suffer.
26. There will be staffing implications from a school closure but the Council will endeavour to redeploy staff into suitable alternative posts, and in particular will discuss options with the governing body of the new catchment area school.
27. Whilst the vast majority of primary schools in Swansea are larger, some parents may feel that a smaller school may be more personal and less daunting for pupils. Parents can of course apply to other Swansea schools if they feel the new allocated school is not their favoured school. Such an application would be considered in line with the Council's admissions policy. Information regarding surrounding schools can be found in Appendix A.

28. The majority of learners living within the Felindre area will require home to school transport due to the distance and walking route to the new school. This cost will be met by the Council.

### **Governing Body**

29. The Governing body will be fully briefed and included throughout this process, and will cease on 31 August 2019 in line with the school closure date, should the proposal be successful.

### **Staffing**

30. The new staffing structures at the new catchment school would take into account a number of factors, including the delivery of curriculum, class size limits and the likely budget available. The Council would recommend that any new staff posts required at the new catchment school should be 'ring-fenced' to the staff of YGG Felindre. If more than one member of staff applies for a post then this would normally be decided by competitive interview.
31. It is vitally important to ensure a smooth transition in order to seek to minimise any anxiety or uncertainty for affected staff. Regular communication with staff will be important so that progress can be reported and staff kept informed.
32. In the event that there are any redundancies the Council's policy in place at that time would apply.

### **Building/Investment needs**

33. Welsh Government have approved in principle the Council's 21<sup>st</sup> Century Schools Band B Strategic Outline Programme. This includes a new build 1.5 form entry school for YGG Tan-y-lan. This is subject to the submission and approval by Welsh Government of detailed business cases for the proposal. The Council's current preferred option is for the new build to be on a site alongside Beacons View Road in Clase. The Council has also submitted a further proposal seeking additional funding to further increase the size of the new build to 2 form entry under the Welsh Government's 'Increasing Welsh-medium provision capital grant'. The outcome of this application will help determine the size of the school, and the approximate cost of rebuilding the school which is anticipated will range between approximately £6m - £8m.
34. The new and relocated building for YGG Tan-y-lan is also subject to a separate statutory consultation, and will also be subject to the approval by Welsh Government of the detailed business cases, and planning approval.
35. Subject to the above approvals and the outcome of that statutory consultation process, it is proposed that the new school build will be completed and available for pupils to attend in January 2021.

## Admission Arrangements

36. All full-time pupils expected to be on roll at YGG Felindre on 1 September 2019 could transfer to the new catchment school (YGG Tirdeunaw or YGG Tan-y-lan). Pupils applying to nursery and reception in September 2019 would have to apply according to the Council's agreed admission arrangements. Admission information for Swansea Council can be found at <https://www.swansea.gov.uk/schooladmissionarrangements>

## Transport

37. Transport would continue to be provided for any pupils that met agreed criteria i.e. for those attending their catchment area school and living more than 2 miles from that school or where there was no available walking route to school. For further information on home to school transport please see <https://www.swansea.gov.uk/schooltransport>

There would be an increase in travel time of approximately 10 minutes.

## Financial Information

### 38. Capital

The future of the YGG Felindre building would be considered within the context of the Council's corporate asset management process and no decision has been made yet.

### 39. Revenue

Schools are funded from an overall delegated budget – the Individual Schools Budget (ISB). There is a funding formula that allocates a budget share to each individual school from the ISB. The budget share for the new catchment school would increase to include the number of learners moving there from YGG Felindre. Any additional savings from the closure of YGG Felindre (after transport costs are funded) will be reinvested into the ISB for the benefit of all pupils in Swansea.

Closure of schools can lead to some initial increased costs, for example redundancy costs and transport costs. Although we would recommend to governors at the new catchment school that all new posts to support the additional learners are ring-fenced to existing employees at YGG Felindre, there could be some staff that are not successful in matching against a post, with redundancy costs charged to central budgets. Home to school transport would be required for learners where there is not an available walking route. Further details on financial implications are provided at Appendix C.

## **Community Impact Assessment/Equalities Impact Assessment/Welsh-medium Impact Assessment**

40. A Community Impact Assessment was carried out prior to agreement to consult and will be updated on completion of the consultation. The initial assessment did not identify any issues and it was noted that the school is not used by the community. The assessment can be found at <http://www.swansea.gov.uk/yggfelindreconsultation>. There is a community centre in Felindre.
41. An Equalities Impact Assessment was carried out prior to agreement to consult on this proposal and will be updated on completion of the consultation. The assessment did not identify any issues. The assessment can be found at <http://www.swansea.gov.uk/yggfelindreconsultation>
42. A Welsh Medium Impact Assessment has been carried out and can be found here at [www.swansea.gov.uk/yggfelindreconsultation](http://www.swansea.gov.uk/yggfelindreconsultation)

## **UNCRC**

43. Article 12 of the United Nations Convention on the Rights of the Child states that children have the right to have a say in decisions that affect them and to have that view taken seriously. Therefore throughout the process we will ensure that children and young people have a chance to have a say on the proposals and on how they think it will affect their rights under the convention.
44. It is our view that either children's rights will be enhanced under the proposal or they will not be affected.
45. A move to a larger primary with better outcomes, more staff, resources and improved school building will ensure better education and extra-curricular opportunities for the pupils, which supports the rights of the child under articles 28 and 29. Article 31 will not be affected as the play opportunities currently available will continue and indeed improve.

## **How will the Consultation take place?**

46. Consultation will be carried out during September and October 2018 and the results will be reported to a Cabinet meeting of Swansea Council on 20 December 2018. If the Cabinet decide not to proceed, that will be the end of this proposal for the foreseeable future.
47. However, if Cabinet decide to go ahead, after considering the results of this consultation, there would be a statutory procedure to follow to make the proposed changes for September 2019. A statutory notice outlining the proposals would need to be published, inviting any formal written objections to be submitted within 28 days of publication of the notice (a copy of the notice will be provided to parents/carers and staff members and it will also be published at the schools, at the nearest library and on the Council's website [www.swansea.gov.uk](http://www.swansea.gov.uk)). If there are objections, Cabinet will need to consider the objections to the proposal before making a decision.

48. Please note that responses submitted as part of the formal consultation period will not be counted as objections to the proposal. Statutory objections can only be made if a statutory notice is published. If a statutory notice is published objections can then be registered. Consultees may submit a request during the statutory objection period that their response submitted at the consultation stage should be treated as an objection.

49. The provisional timetable and procedure which is required by law will be as follows:

9 January 2019	Publication of statutory notices (followed by 28 day objection period).
21 March 2019	If there are no objections to the proposal, the Cabinet can decide to proceed with closing YGG Felindre. If there are objections, Cabinet will have to consider the objections and decide whether or not to proceed.

The earliest date when YGG Felindre could close would be 31 August 2019.

Further information on the timetable can be found at Appendix D.

### **What do you now have to consider?**

50. We would like your views on the proposal to close YGG Felindre. Is there any other alternative option that you would like the Council to consider?

### **How do you make your views known?**

51. Consultation meetings will be held and you are welcome to attend the appropriate meeting:

#### Pupils, staff and governors of YGG Felindre

Date:	Monday 17 September
Venue:	Felindre Community Hall
Meeting for Pupils:	2:30 p.m.
Meeting for all Staff:	3:30 p.m.
Meeting for Governors:	4:15 p.m.

#### Drop-in session 1 (Parents and other interested parties)

Date:	Monday 17 September
Time:	11:00 a.m. – 1:30 p.m.
Venue:	Felindre Community Hall

#### Drop-in session 2 (Parents and other interested parties)



Date: Monday 17 September  
Time: 5:00 p.m. – 7:00 p.m.  
Venue: Felindre Community Hall

Drop in Session 3 (Parents and other interested parties)

Date: Monday 1 October  
Time: 2:00 p.m. – 4:00 p.m.  
Venue: YGG Felindre Community Hall

Consultation meetings on the proposed new build schools at YGG Tan-y-lan and YGG Tirdeunaw and on the proposed catchment area changes are scheduled for the following and you are welcome to attend the drop-in sessions below:

Date: Tuesday 25 September  
Time: 5:00 p.m. – 7:00 p.m.  
Venue: YGG Tirdeunaw School Hall

Date: Thursday 27 September  
Time: 5:00 p.m. – 7:00 p.m.  
Venue: YGG Tan-y-lan School Hall

Date: Tuesday 2 October  
Time: 5:30 p.m. – 7:30 p.m.  
Venue: Committee Room 2, Civic Centre, Oystermouth Road, Swansea, SA1 3SN

You are also welcome to put your views in writing on the attached pro-forma (Appendix E) to:

Mr. Nick Williams  
Director of Education  
Civic Centre  
Oystermouth Road  
Swansea  
SA1 3SN  
(Please mark for the attention of Ms Kelly Small)  
Or e-mail [SchoolOrganisation@swansea.gov.uk](mailto:SchoolOrganisation@swansea.gov.uk)

All views must be received by no later than 18 October 2018. Views received will then be collated into a consultation report together with a response from the local authority and this report will be given to Cabinet at their meeting on 20 December 2018 for them to decide if the proposal should move to the next stage of the publication of a Statutory Notice. Please note that any responses received during the consultation stage will not be counted as an objection. A formal objection can only be registered following publication of the notice.

If you require this document in a different format, please contact Kelly Small on 01792 636686.

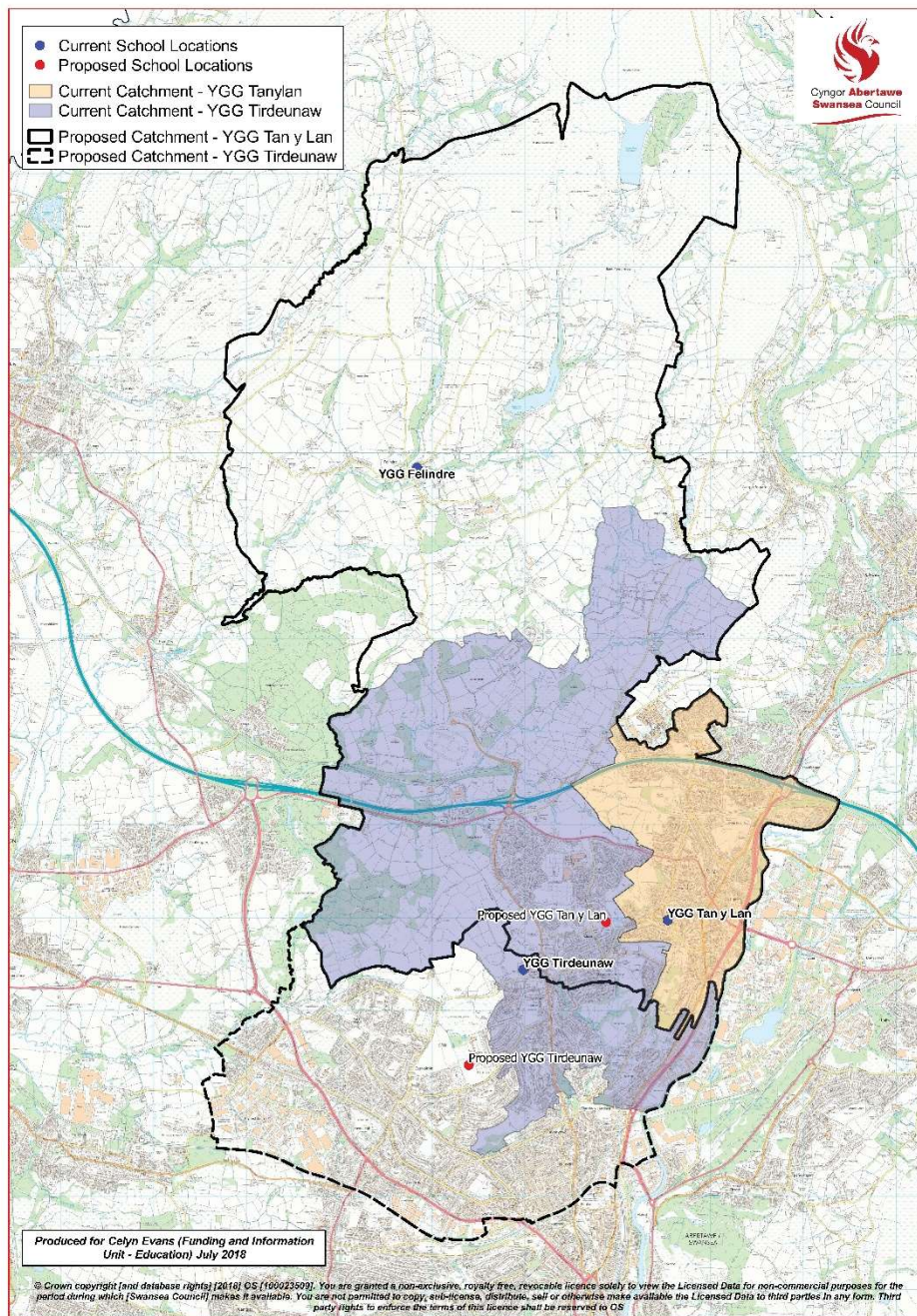
Please note that under the Freedom of Information Act any responses received can be requested and may have to be made public. All views received in writing during the consultation and any subsequent objection period will be forwarded to Councillors that participate in the Cabinet meetings. Correspondence will also be recorded and acknowledged.

Affected School Information

**Schools affected by the proposal**

YGG Felindre, Heol Myddfai, Felindre, Swansea. SA5 7ND  
 YGG Tirdeunaw, Heol Ddu, Tirdeunaw, Swansea. SA5 7HP  
 YGG Tan-y-lan, Tan-Y-Lan Terrace, Morriston, Swansea. SA6 7DU

**Location of affected schools**



**Language Category**

All Schools affected are Welsh medium

**Age Range**

All schools affected have an age range of 3-11 (nursery to year 6)

## Number on roll and school capacity information

School	School Capacity			Number on Roll (excluding Nursery)						Projected Number on Roll (excluding Nursery)*						
	Capacity	Number of surplus places	% Surplus places	Jan-13	Jan-14	Jan-15	Jan-16	Jan-17	Jan-18	Sep-18	Sep-19	Sep-20	Sep-21	Sep-22	Sep-23	Sep-24
YGG Felindre	77	57	74.03%	53	49	49	47	36	20	20	20	21	23	22	25	29
YGG Tan-y-lan	130	-10	-7.69%	24	48	79	107	122	140	151	155	153	146	138	133	126
YGG Tirdeunaw	413	17	4.12%	371	390	393	391	393	396	390	386	387	393	391	395	400

\*based on January 2018 data and pupil projections

## Admission Number of affected schools

School	Admission Number September 2018
YGG Felindre	11
YGG Tan-y-lan	14*
YGG Tirdeunaw	59

\* A working admission number has been issued for YGG Tan-y-lan. It has a working admission number of 18.

## Proposed Capacity and Admission Number of new catchment school

### Option 1

YGG Tirdeunaw:

	Capacity	Admission Number
Current School Site	413	59
Option 1 – New Site (2 Form Entry)	420	60
Option 2 – New Site (2.5 Form Entry)	525	75

### Option 2

YGG Tan-y-lan:

	Capacity	Admission Number
Current School Site	130	18
Option 1 – New Site (1.5 Form Entry)	320	45
Option 2 – New Site (2 Form Entry)	420	60

## Nursery information

School	Nursery Places	Nursery Number on Roll					
		Jan-13	Jan-14	Jan-15	Jan-16	Jan-17	Jan-18
YGG Felindre	2	9	8	8	9	5	2
YGG Tan-y-lan	23	37	41	45	33	34	30
YGG Tirdeunaw	39	92	70	90	77	71	65

## Condition of Buildings

All schools in Swansea are allocated a condition rating as follows:

A = Performing as intended and operating efficiently

B = Performing as intended but exhibiting minor deterioration

C = Exhibiting major defects and/or not operating as intended

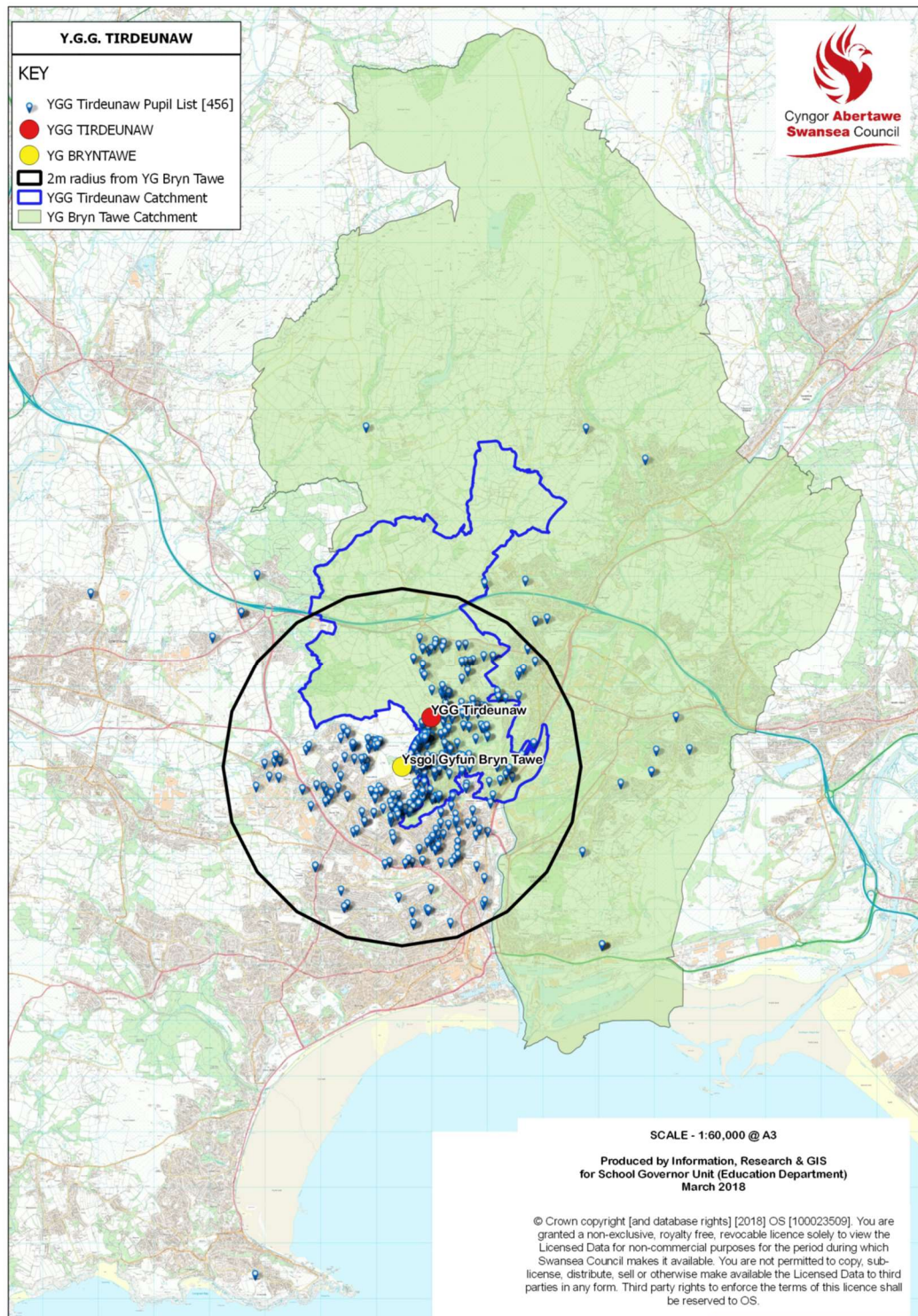
D = Life expired and/or risk of imminent failure

School	Condition Rating (2017 Swansea Schools Premises Collection Data)
YGG Felindre	B
YGG Tan-y-lan	C
YGG Tirdeunaw	C

## Location of new catchment school

### Option 1

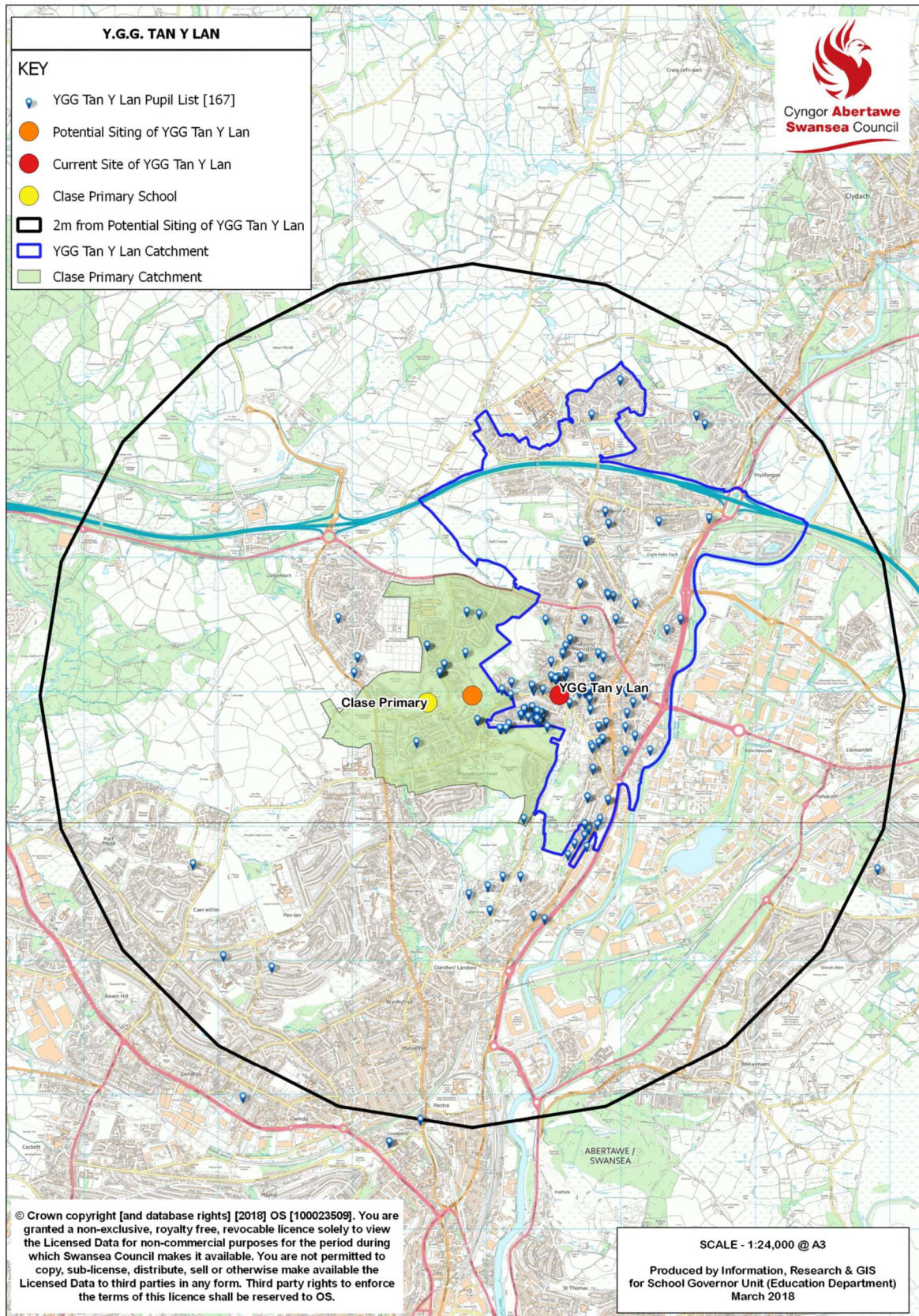
Current Location of YGG Tirdeunaw: Heol Ddu, Tirdeunaw, Swansea. SA5 7HP.  
Proposed Relocation of YGG Tirdeunaw to YGG Bryntawe Site: Heol Gwyrasydd, Penlan, Swansea. SA5 7BU.





## Option 2

YGG Tan-y-lan at new location: Beacons View Road, Clase, Swansea



**Appendix B**Estyn Inspection Information on affected schools

School	Date of last inspection	Current Performance Rating	Schools Prospects for Improving
YGG Felindre	February 2015	Adequate	Adequate
YGG Tan-y-lan	October 2015	Good	Good
YGG Tirdeunaw	March 2015	Good	Good

## Summary

<b>The school's current performance</b>	<b>Adequate</b>
<b>The school's prospects for improvement</b>	<b>Adequate</b>

### Current performance

The school's current performance is adequate because:

- Most pupils co-operate successfully in pairs and groups and respond confidently to the tasks given to them
- Pupils across the school behave well in lessons and when playing together in the playground
- Most pupils who have additional learning needs make good progress against their agreed targets
- Most pupils in the Foundation Phase take responsibility for making decisions about their learning effectively
- The school's ethos is homely and inclusive and provides equal opportunities for all

However:

- Pupils do not make sufficient progress across the school in aspects of literacy in Welsh
- Pupils across the school do not have enough opportunities to develop numeracy skills in a range of contexts across the curriculum
- Tasks do not challenge pupils of higher ability or provide enough opportunities for them to develop into independent learners

### Prospects for improvement

Prospects for improvement are adequate because:

- The headteacher has established an appropriate vision and values in order to stimulate effective co-operation among staff
- A whole-school learning community is developing successfully
- Follow-up reports that summarise monitoring outcomes are developing well across the school
- Strong links with parents, the local community and a number of visitors who come to the school enhance and enrich pupils' social and life skills effectively

However:

- Staff's strategic responsibilities have not developed fully to have an influence on raising standards across the school
- Governors' strategic role in the self-evaluation process has not developed fully
- The self-evaluation report does not present an accurate enough picture of the school's current performance

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

The school's performance is good because:

- Many pupils make good progress during their time at the school
- Pupils' standards in the Foundation Phase are consistently good in terms of reaching the expected outcome in language skills and mathematical development
- Pupils' standards at the end of key stage 2 are also consistently good in terms of reaching the expected level in all subjects that are assessed
- Many pupils use their thinking skills and solve problems effectively
- Pupils' literacy and numeracy skills are developing well
- Members of the 'Rainbow' ('Enfys') group are effective models by ensuring that fellow pupils feel happy within the school environment and are able to approach peers and staff for support, as necessary
- Pupils are polite and well behaved, and they show enthusiasm and enjoyment towards learning
- Teaching is good throughout the school and ensures that pupils from disadvantaged backgrounds are motivated effectively in order to make progress

### Prospects for improvement

The school's prospects for improvement are good because:

- The school's leaders have a clear vision and focus on raising standards
- Leaders ensure stimulating provision for pupils from disadvantaged backgrounds
- Leaders have established a very effective programme of support for vulnerable pupils and their families
- Good use is made of the expertise of different members of staff
- Staff work closely as a team and fulfil their roles and responsibilities effectively
- Appropriate attention is given to national and local priorities
- The school's self-evaluation identifies the school's strengths well
- A wide range of useful partnerships contribute effectively to enriching provision and care

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

The school's current performance is good because:

- Nearly all pupils make good progress in their learning during their time there
- Nearly all pupils feel completely safe and know that they can turn to any member of staff for advice and support
- It provides a wide range of comprehensive and interesting experiences
- Teachers have good subject knowledge and they use beneficial resources to support teaching and learning
- It organises effectively and contributes well to its pupils' wellbeing
- It has robust arrangements for pupils who have additional learning needs
- It has a welcoming and warm ethos
- It is an inclusive and caring community

### Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has included all stakeholders in creating a clear and agreed vision for the school
- Governors support the school well
- It has thorough self-evaluation procedures that are based on information from a wide range of direct evidence
- There are strong partnerships with parents and carers and almost all of them appreciate the open-door policy
- It is staffed effectively and good use is made of the expertise of individuals to enrich the teaching and learning
- It provides good value for money

# Ysgol Gynradd Felindre

Ref: 6702133



**Basic Details**

**Local Authority**  
Swansea

**Type**  
Nursery, Infants & Juniors

**Gender Mix**  
Mixed

**Language**  
Welsh medium

[Defining schools according to Welsh medium provision](#)

**Contact Details**

✉ Heol Myddfai  
Felindre  
Abertawe  
SA5 7ND  
☎ 01792 771182

**External Links**

[Estyn Report](#)

SUMMARY	PUPILS	RESOURCES	ATTAINMENT	BENCHMARKING	ATTENDANCE	CATEGORISATION	PE & SPORT
41 Number of Pupils, 2017	11.2% Free school meals (FSM) - 3 year average (Primary only)	9.6 Pupil Teacher Ratio (PTR) (Primary only)	94.0% % Attendance during the year (Primary only)				
£7381 School budget per pupil	100% % Pupils who have reached the expected level - Core subject indicator (Key Stage 2)	Amber Support Category	60% Pupils achieving the expected outcome in the Foundation Phase areas of learning				

# Y.G.G. Tirdeunaw

Ref: 6702231



**Basic Details**

**Local Authority**  
Swansea

**Type**  
Nursery, Infants & Juniors

**Gender Mix**  
Mixed

**Language**  
Welsh medium

[Defining schools according to Welsh medium provision](#)

**Contact Details**

✉ Heol Ddu  
Treboeth  
Abertawe  
SA5 7HP  
☎ 01792 774612

**External Links**

[Estyn Report](#)

SUMMARY	PUPILS	RESOURCES	ATTAINMENT	BENCHMARKING	ATTENDANCE	CATEGORISATION	PE & SPORT
464 Number of Pupils, 2017	19.5% Free school meals (FSM) - 3 year average (Primary only)	28.2 Pupil Teacher Ratio (PTR) (Primary only)	95.0% % Attendance during the year (Primary only)				
£2845 School budget per pupil	93.3% % Pupils who have reached the expected level - Core subject indicator (Key Stage 2)	Green Support Category	96.3% Pupils achieving the expected outcome in the Foundation Phase areas of learning				

# Ysgol Gymraeg Tan-y-lan

Ref: 6702242



**Basic Details**

**Local Authority**  
Swansea

**Type**  
Nursery, Infants & Juniors

**Gender Mix**  
Mixed

**Language**  
Welsh medium

■ Defining schools according to Welsh medium provision

**Contact Details**

✉ Tan-y-lan Terrace  
Morrison  
Swansea  
SA6 7DU

☎ 01792 772800

**External Links**

[Estyn Report](#)

Notes: New school: 01/09/2011.

SUMMARY	PUPILS	RESOURCES ▼	ATTAINMENT ▼	BENCHMARKING ▼	ATTENDANCE	CATEGORISATION	PE & SPORT
	156 Number of Pupils, 2017		18.9% Free school meals (FSM) - 3 year average (Primary only)		21.5 Pupil Teacher Ratio (PTR) (Primary only)		94.4% % Attendance during the year (Primary only)
	£3593 School budget per pupil		Yellow Support Category		80.8% Pupils achieving the expected outcome in the Foundation Phase areas of learning		

Further information and interactive charts can be accessed via <http://mylocalschool.wales.gov.uk>. Select School Type: Primary, Area: Swansea.

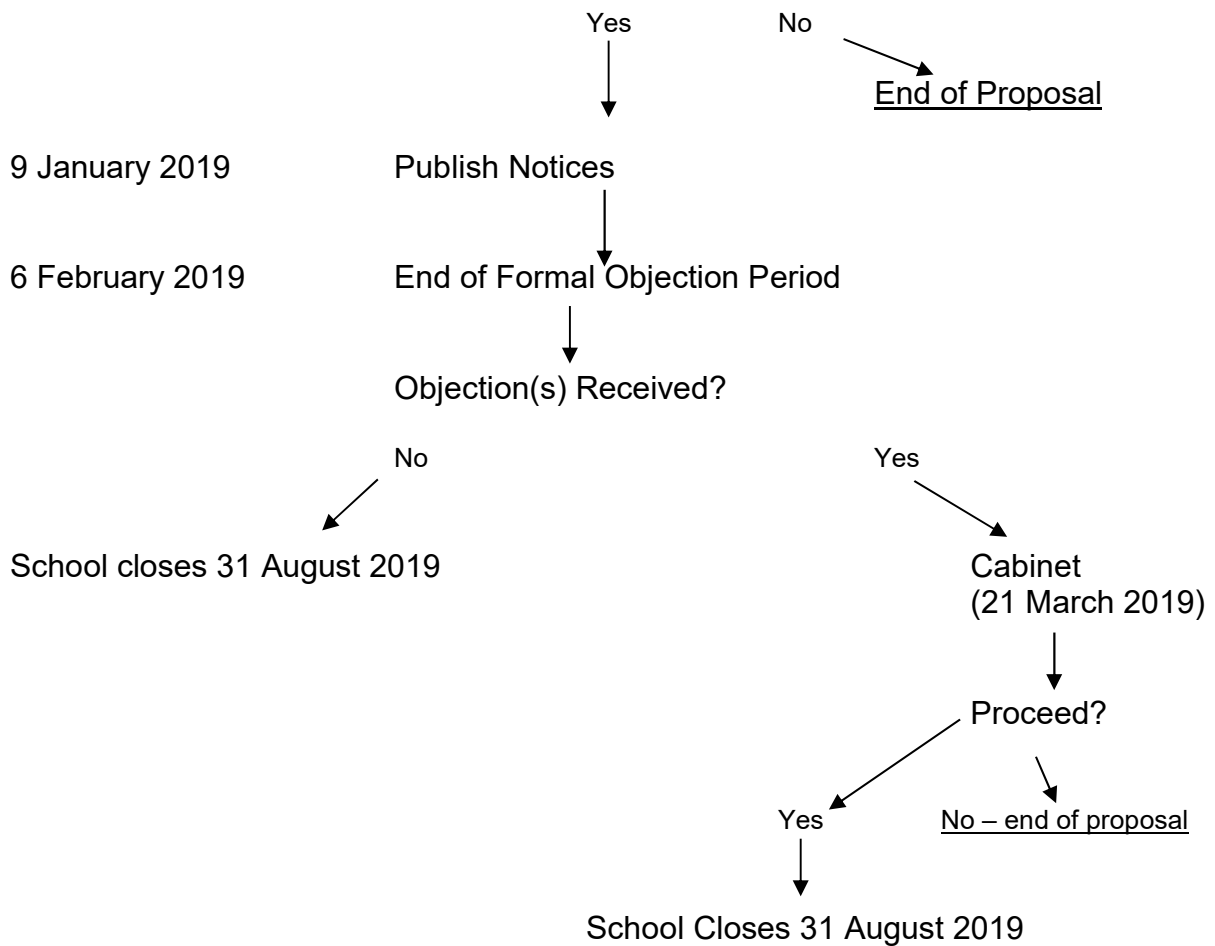
## Appendix C Financial Information

Closure of YGG Felindre						
(Figures exclude any pupil roll change)						
Implement Proposal Sep-19						
	Financial Year					
Revenue	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Budget Shares:						
YGG Felindre	£190,982	£147,784	£0	£0	£0	£0
Budget share increase for new school*		£24,199	£40,885	£40,885	£40,885	£40,885
<b>Total</b>	<b>£190,982</b>	<b>£171,983</b>	<b>£40,885</b>	<b>£40,885</b>	<b>£40,885</b>	<b>£40,885</b>
Transport:						
Current	£11,000	£4,583	£0	£0	£0	£0
Estimated new costs	£0	£8,750	£15,000	£15,000	£15,000	£15,000
<b>Total Revenue</b>	<b>£201,982</b>	<b>£185,316</b>	<b>£55,885</b>	<b>£55,885</b>	<b>£55,885</b>	<b>£55,885</b>
Difference from previous year		-£16,666	-£129,431	£0	£0	£0
Cumulative Difference		-£16,666	-£146,097	-£146,097	-£146,097	-£146,097
* Assumes all pupils will move to new school						
Note: Any potential staff redundancies will be charged to central budgets						



Timetable

5 September 2018	Consultation letters circulated
17 September 2018	Consultation meetings for Pupils, Parents, Staff & Governors of YGG Felindre.
1 October 2018	Extra Parent drop-in sessions
18 October 2018	Closing date for views on proposal to be received by Education Department. Consultation report produced.
20 December 2018	Cabinet decide whether to publish statutory notices



### Response Form

If you require any further information or an alternative format e.g. Large Print etc please contact Kelly Small on telephone number 01792 636686 or email [schoolorganisation@swansea.gov.uk](mailto:schoolorganisation@swansea.gov.uk).

This consultation is on a proposal to close Ysgol Gynradd Gymraeg (YGG) Felindre . The consultation is on the basis that, if agreed, the school would close with effect from 31 August 2019. The Council wishes to seek the views of all of those with a likely interest in the proposal so that their views can be taken into account before decisions are made on whether to proceed. Those being consulted on this proposal are the pupils, parents, governors and staff of YGG Felindre , as well as neighbouring schools, the local community and other interested parties in accordance with the Welsh Government's School Organisation Code.

Full details on this proposal and other alternatives considered can be viewed here, please read this information in full before responding to this consultation.

This consultation period will take place from 5 September 2018 to 18 October 2018.

Pupils are welcome to complete this survey if they wish. Please note that the council is holding consultation meetings with the school council and pupils will be provided with their own consultation paper and response form.

1. Are you responding as a ...
  - Pupil
  - Parent/carer
  - Member of staff at YGG Felindre
  - Member of staff at another school
  - Governor at YGG Felindre
  - Governor at another school
  - Local community member
  - Other (please specify)
  
2. Have you read the consultation document on the proposal to close Felindre Primary School?
  - Yes
  - No

If you haven't read the consultation document you can find it online here. If you need this in another format please contact Kelly Small on telephone number 01792 636686 or email [schoolorganisation@swansea.gov.uk](mailto:schoolorganisation@swansea.gov.uk)

3. Are you clear about what this proposal would mean if it were to go ahead?

- Yes
- No

4. If no, what further information do you need?

Careful consideration has been given to alternatives to closure, full details on each option can be found in the consultation document:

- Option 1 - Status Quo
- Option 2 - Amalgamation
- Option 3 - Federation
- Option 4 - School Closure

The Council have assessed all the options as outlined in the report. After considering the advantages and disadvantages to each, we have concluded that our proposal to close YGG Felindre is the right option.

5. Do you agree with our assessment of each of the alternative options as outlined within the consultation document?

	Strongly Agree	Tend to Agree	Tend to Disagree	Strongly Disagree
Status Quo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amalgamation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Federation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Please explain your view below:

7. Is there an alternative option that you think the Council should consider?

8. Are there any other issues or concerns that you feel have not been recognised within the consultation document?

9. Overall, do you agree or disagree that the Council's proposal to close YGG Felindre is the right option?

- Strongly Agree
- Tend to Agree
- Tend to Disagree
- Strongly Disagree

10. Please explain your view below:

If you would like to receive notification of the publication of the consultation report, please provide your email address below:

11. Email address:

### **About You**

These questions are optional, but we need to ask them to understand if our consultation has reached the right people and to understand how different groups may be affected by the proposal allowing us to address this if we can. In accordance with Data Protection law, any information requested on the following questions is held in the strictest confidence for data analysis purposes only. For further information about how Swansea Council uses your personal data, please see our corporate privacy notice on our website [www.swansea.gov.uk/privacynotice](http://www.swansea.gov.uk/privacynotice).

12. Are you...?

- Male
- Female
- Prefer not to say

13. Is your gender the same as that which you were assigned at birth?

- Yes
- No
- Prefer not to say

14. How old are you ...
- |                                   |  |
|-----------------------------------|--|
| <input type="checkbox"/> Under 16 | <input type="checkbox"/> 56 - 65           |
| <input type="checkbox"/> 16 - 25  | <input type="checkbox"/> 66 - 75           |
| <input type="checkbox"/> 26 - 35  | <input type="checkbox"/> 76 - 85           |
| <input type="checkbox"/> 36 - 45  | <input type="checkbox"/> Over 85           |
| <input type="checkbox"/> 46 - 55  | <input type="checkbox"/> Prefer not to say |

15. Would you describe yourself as...

Please mark all that apply

- |                                   |  |
|-----------------------------------|--|
| <input type="checkbox"/> British  | <input type="checkbox"/> Other British (please write in at end)                                  |
| <input type="checkbox"/> Welsh    | <input type="checkbox"/> Non British (please write in at end)                                    |
| <input type="checkbox"/> English  | <input type="checkbox"/> Gypsy/traveller   |
| <input type="checkbox"/> Irish    | <input type="checkbox"/> Refugee/Asylum Seeker (please write in current/last nationality at end) |
| <input type="checkbox"/> Scottish | <input type="checkbox"/> Prefer not to say   |

Write in here

---

16. To what 'ethnic' group do you consider

- White - British
- Asian or Asian British - Chinese
- Any other White background (please write in at end)
- Any other Asian background (please write in at end)
- Mixed - White & Black Caribbean
- Black or Black British - Caribbean
- Mixed - White & Black African
- Black or Black British - African
- Mixed - White & Asian
- Any other Black background (please write in at end)
- Any other Mixed background (please write in at end)
- Arab
- Asian or Asian British - Indian
- Asian or Asian British - Pakistani
- Asian or Asian British - Bangladeshi
- Prefer not to say
- Other ethnic group (write in)

Write in here

---

17. What is your religion, even if you are not currently practicing?

Please mark one box or write in

- No religion
- Christian (including Church of England, Catholic, Protestant, and all other Christian denominations)
- Muslim
- Sikh
- Buddhist
- Hindu
- Jewish
- Prefer not to say
- Other (write in)

Any other religion or philosophical belief (please write in)

---

18. Do you consider that you are actively practising your religion?

- Yes
- No
- Prefer not to say

19. What is your sexual orientation

- Bisexual
- Gay/ Lesbian
- Heterosexual
- Other (write in)
- Prefer not to say

Write in here

---

20. Can you understand, speak, read or write Welsh?

Please mark all that apply

- |  |  |
|--|--|
| <input type="checkbox"/> Understand spoken Welsh | <input type="checkbox"/> Learning Welsh    |
| <input type="checkbox"/> Speak Welsh             | <input type="checkbox"/> None of these     |
| <input type="checkbox"/> Read Welsh              | <input type="checkbox"/> Prefer not to say |
| <input type="checkbox"/> Write Welsh             |  |

21. Which languages do you use from day to day?

Please mark all that apply

- English
- Welsh
- Other (write in)
- Prefer not to say

Write in here

---

22. Do you have any long-standing illness, disability or infirmity?  
By long-standing we mean anything that has troubled you over a period of time or that is likely to affect you over time.  
This could also be defined Under the Disability Discrimination Act 1995 as:  
"Having a physical or mental impairment which has a substantial and long term adverse effect on your ability to carry out normal day to day activities."
- Yes
  - No
  - Prefer not to say
23. Does this illness or disability limit your activities in any way?
- Yes
  - No
  - Prefer not to say

Thank you for your participation

Views received will then be collated into a Consultation Report together with a response from the Local Authority and this report will be given to Cabinet at their meeting on 20 December 2018 for them to decide if the proposal should move to the next stage of the publication of a Statutory Notice. Please note that any responses received during the consultation stage will not be counted as an objection. A formal objection can only be registered following publication of the notice.

Swansea Council is the data controller for the personal information you provide on this form. We are collecting this information as part of our obligation under the Welsh Governments School Organisation Code (July 2013).

Your information will be used to help us fulfil our legal obligation and will not be used for any other purpose. We will not share your data with third parties unless we are required or permitted to do so by law.

Data protection law describes the legal basis for our processing your data as necessary for compliance with a legal obligation. For further information about how Swansea Council uses your personal data, including your rights as a data subject, please see our corporate privacy notice on our website.



## YGG Tan-y-lan

### **PROPOSAL TO INCREASE THE CAPACITY OF YSGOL GYNRADD GYMRAEG (YGG) TAN-Y-LAN FROM 1 JANUARY 2021**

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## **Background to the proposal**

The actual number of pupils being taught through the medium of Welsh has been increasing over a number of years and there are six Welsh medium primary schools that are within 10% of total capacity one of which is YGG Tan-y-lan.

At YGG Tan-y-lan the numbers in each year group over the last few years have exceeded the Admission Number. As a result there are currently 140 (as at Jan 2018) Full Time (FT) pupils in the school (plus nursery) with a capacity of 130 (as at Jan 2018). Projections demonstrate that available spaces at other Welsh medium schools are increasingly limited and therefore the likelihood of successful appeals and pupils being admitted over admission number at YGG Tan-y-lan is a strong reality.

If current Welsh medium pupils attended their nearest school, the total mapped pupils for YGG Tan-y-lan would be 296. This does not take account of any increase in the demand for Welsh medium places.

The existing site of 0.6 acres is struggling to accommodate the current 140 full-time pupils with its current limited capacity. The existing site also has very little outdoor space and does not provide an appropriate outdoor environment.

Based upon the above analysis, there are already enough pupils nearest to the proposed new site for the school to support a 1.5 Form Entry (FE) School. ie with one-and-a-half classes of learners admitted each year (45).

There is no opportunity for expansion of the existing site and school buildings to provide suitable indoor and outdoor learning areas consistent with the national guidelines (Building Bulletin 99 (BB99) Briefing Framework for Primary School Projects).

In order to provide sufficient pupil places to meet the current, latent and potential increased demand for Welsh medium places in the locality a relocated and enlarged school is required.

This is also the only means by which it would be possible to create the appropriate learning environment for existing pupils in line with national guidelines.

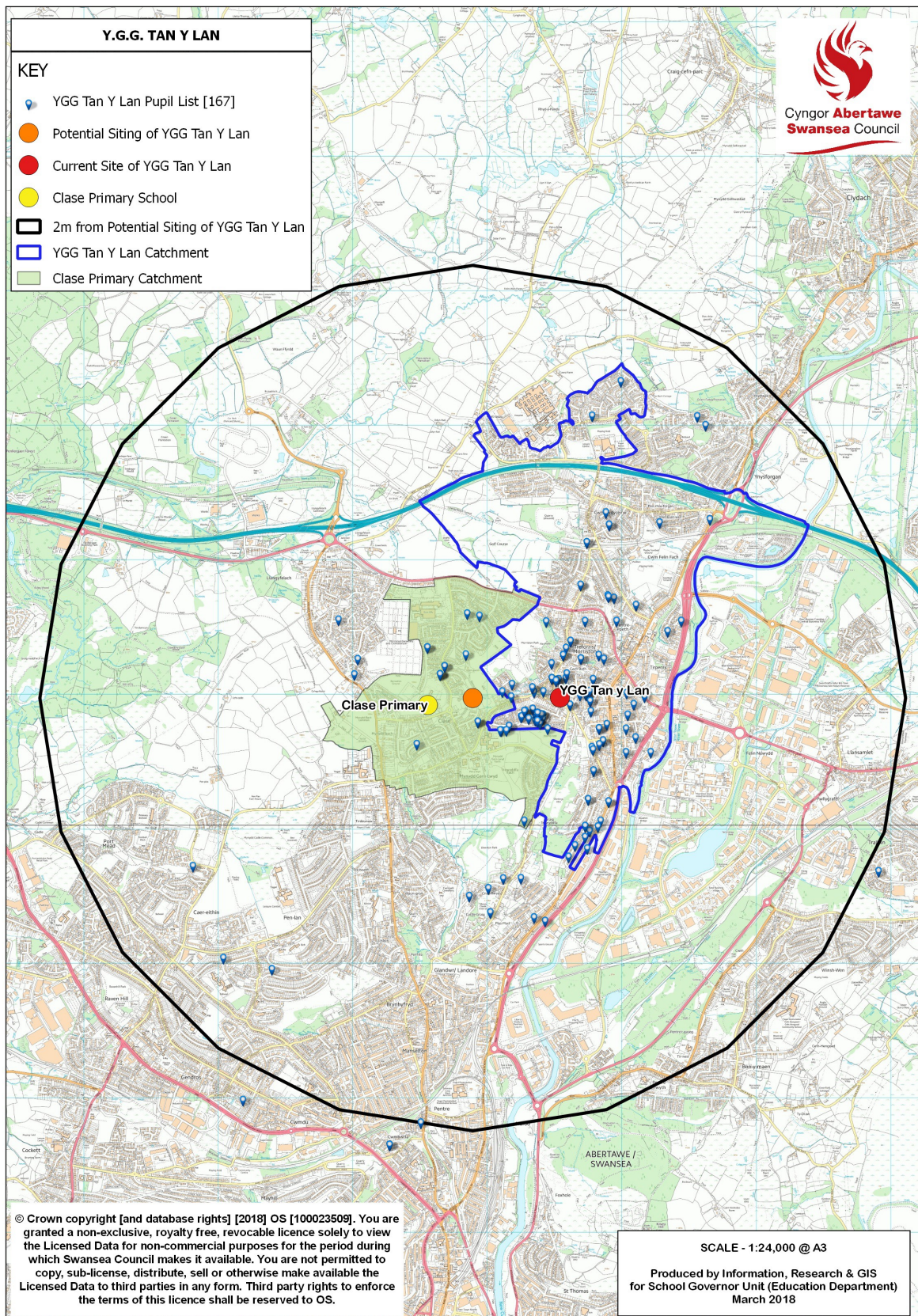
## **What is the Proposal?**

1. This consultation is on a proposal to increase the capacity of YGG Tan-y-lan by building a new school at Beacons View Road, Clase, Swansea. If the proposal goes ahead it will be ready for pupils to attend in January 2021. It should be noted that the Council does not need to consult on moving the school to a new location as it is within a mile of the existing site, but does need to consult on increasing the size of the school.
2. The proposal will also impact on the catchment area of YGG Tan-y-lan and a number of other Welsh medium primary schools and by implication on both Welsh medium secondary schools in Swansea.

3. The Council wishes to seek the views of all of those with a likely interest in the proposal so that their views can be taken into account before decisions are made.
4. Those being consulted on this proposal are the pupils, parents, governors and staff of YGG Tan-y-lan, as well as the other schools affected by the catchment area proposals, the local community and other interested parties, in accordance with the Welsh Government's School Organisation Code.
5. The consultation period will take place between 5 September 2018 and 18 October 2018. A report on the outcome of these consultations will be submitted to a Cabinet meeting of elected members on 20 December 2018.

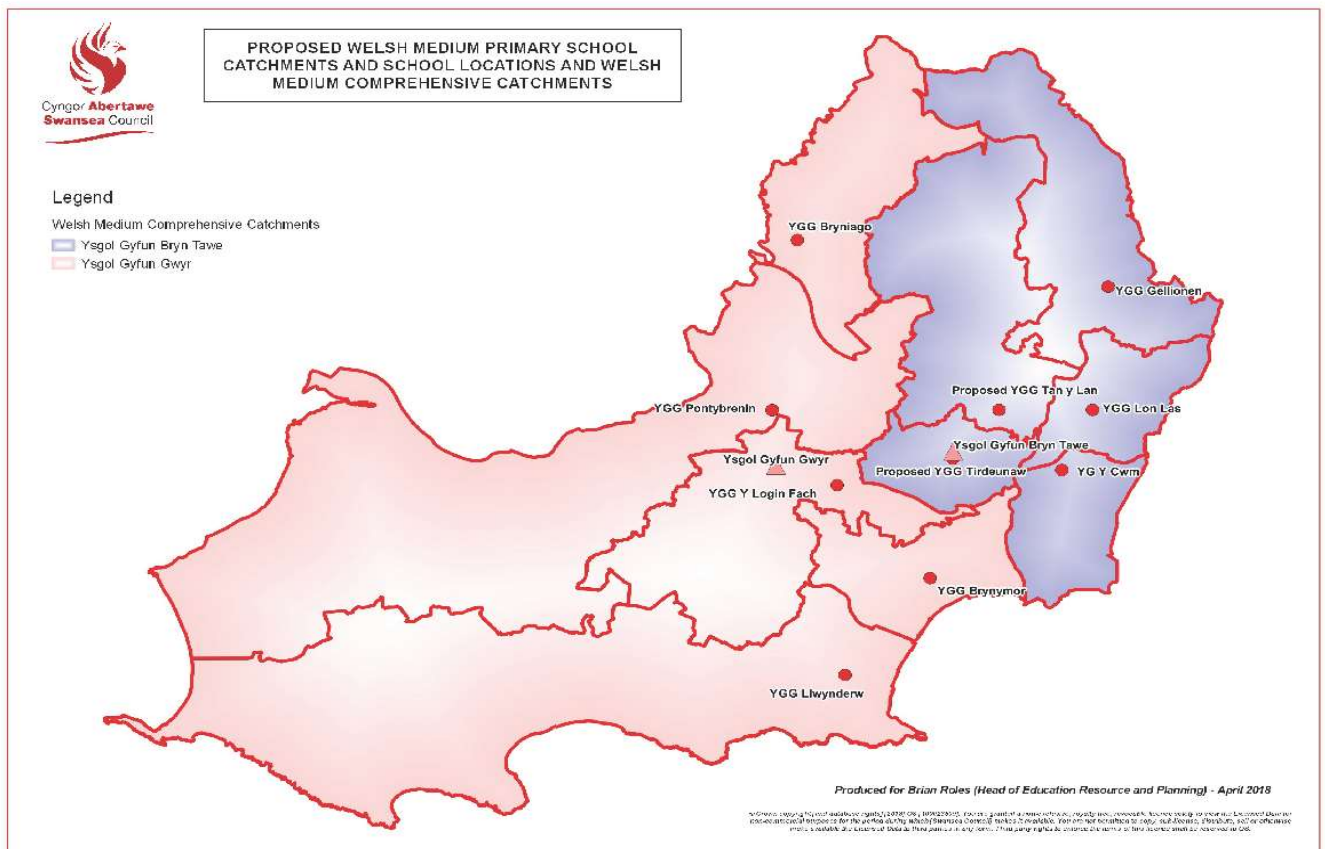
**What would this proposal mean if it was agreed?**

6. YGG Tan-y-lan is currently located on Tan-y-lan Terrace, Morriston, Swansea, SA6 7DU. The proposed new location is Beacons View Road, Clase, Swansea. The map below shows the current location and proposed new location.



7. The size of the new school building will depend on the outcome of the Council's 'Increasing Welsh Medium Provision Capital Grant' application to the Welsh Government. If successful, the new school will have a capacity of approximately 420





10. Further information on the Welsh-medium catchment changes proposed to rebalance the demand for, and availability of Welsh medium places is provided in Appendix A.

11. Detailed information on the school can be found in Appendix B.

### Why has this proposal been made?

There are several reasons why this is being proposed on educational grounds:

12. YGG Tan-y-lan is currently over capacity and the school is not of sufficient size or suitability to meet the current and future demand for Welsh-medium education in the local area. Pupil projections indicate that there is a need for more Welsh-medium school places across Swansea.
13. A new and enlarged YGG Tan-y-lan, along with the proposed Welsh medium catchment changes, would help to address the projected shortfall in Welsh medium places across the county and particularly the immediate pressures facing YGG Tan-y-lan, YGG Tirdeunaw and YGG Pontybrein.
14. The Council has been working on a wide-ranging school organisation programme, called Quality in Education (QEd), for some time. This proposal has been identified following much discussion with headteachers, governors and other interested parties that have been working with the Council on the QEd programme.

15. The proposal supports the targets in the Council's approved Welsh Education Strategic Plan and would expand the Welsh language provision in Swansea (further detail has previously been provided in a report to Cabinet in June 2018 - <https://democracy.swansea.gov.uk/ieListDocuments.aspx?CId=124&MId=7936&Ver=4&LLL=0>)
16. The Welsh Government also requires local authorities to promote the Welsh language, including increasing the number of places in Welsh-medium schools, and the recently announced 'Increasing Welsh Medium Provision Capital Grant' is intended to facilitate the earlier delivery of such measures.
17. YGG Tan-y-lan is located on a constrained site in Morriston of 0.6 acres with very little outdoor space and no opportunity for expansion to provide suitable provision for learners in accordance with Building Bulletin (Department for Education and Skills (DfES) Briefing Framework for Primary School Projects) guidance, and is a condition category C building (2017 Swansea Schools Premises Collection Data).
- The main building is Victorian, the internal space does not conform to appropriate acoustic standards and accessibility is poor.
  - There are two double demountable buildings on the site which currently house the nursery and foundation phase classes and staff room.
  - There is a shortfall of space under Building Bulletin guidance for the capacity of 130 and full-time pupil numbers of 140.
  - There are currently six classroom spaces plus nursery at YGG Tan-y-lan. A planning application has been submitted to locate a temporary staff room on the constrained site in order to release the staff room to be utilised as a classroom until a new build on a larger site can be delivered.
  - Due to the need to maximise the number of classrooms in the school, there are no withdrawal spaces in the school to support smaller groups of learners.
  - All classrooms are under 56<sup>2</sup>m which is the minimum recommended size for a class of 30.
  - The hall space is limited and classes in the main school building are accessed off the hall. This space is also the only space for physical education which is disruptive due to noise transfer given that classes are being taught in rooms off the hall.

### **What are the benefits of this proposal?**

18. The benefits of the relocation and enlargement of YGG Tan-y-lan are:
- It will provide a fit for purpose, 21<sup>st</sup> Century learning environment for existing pupils and staff at YGG Tan-y-lan in line with Building Bulletin guidance and Welsh Government cost and size standards.
  - It will increase the number of Welsh medium primary places available in the local

area.

- It will relieve pressures at YGG Tirdeunaw and YGG Pontybrenin, with a catchment review to further re-balance the demand for, and availability of places, and ensure future sustainability.
- There are potential opportunities for short to medium-term use of some of the additional capacity and facilities to support Welsh medium child care / wrap-around care / adult Welsh classes etc.
- The proposed new location for YGG Tan-y-lan would mean that it would be in close proximity to the M4 and major employers including the DVLA and Morriston Hospital, which are likely to generate considerable demand for Welsh-medium pre-school childcare / day care in this location.
- The proposed new site is still within walking distance for the majority of existing pupils.
- The current school site is constrained and cannot support the facilities required to accommodate the demand for places.
- The Council would benefit from the removal of a condition category C\*building, reduced backlog maintenance and improved building efficiency.

\*(2017 Swansea Schools Premises Collection Data).

- Further detail regarding the proposed new location and size of the schools is provided in Appendix C.

### **What are the main challenges and risks for this proposal?**

19. The main challenges to this proposal are that:

- The proposed new site and relocation of the school will over time mean that the pupil distribution is likely to change as some pupils may elect to attend another school with a different travel route.
- It will mean the school will be closer to the current site of YGG Tirdeunaw which could be seen as a risk to its stability. However there is a separate proposal to rebuild YGG Tirdeunaw on a new site and this will mitigate this risk and maintain the school at the heart of its current natural catchment. A link to the YGG Tirdeunaw Consultation can be found at [www.swansea.gov.uk/yggtirdeunawconsultation](http://www.swansea.gov.uk/yggtirdeunawconsultation)

20. The main risks are that:

- The proposal is still subject to formal Welsh Government approval of capital funding. If the full business case is not approved the proposal will not go ahead. However, it is considered that, provided that the business case is robust with regard to compliance with Welsh Government requirements, including cost and

size standards, that this risk is very low.

- Any delay in the approvals process will impact on completion of the capital works required and the new build opening dates.

### **What alternatives has the Council explored?**

21. The Council have carefully considered a number of alternative options:

- Expanding the school on its existing site – this is not possible as the site is constrained and could be not sufficient for the current and projected number of pupils, nor could it satisfy Building Bulletin guidance. This option has therefore been discounted.
- Retaining the school on its existing site and capping the admission number – neighbouring Welsh medium schools are at or over capacity and therefore appeals are likely, which would further compound the capacity and suitability issues at the school which would not be addressed. It also does not allow for any continuing increase in pupils wishing to take Welsh medium places in the locality.
- An audit of Council owned sites within the locality has been undertaken to identify sites that could accommodate a 2 form entry school based on Welsh Government school building guidance. Desktop studies of these sites have been undertaken including pre-application planning enquiries. This resulted in the preferred site being identified on land at Beacons View Road, Clase.

### **Quality and standards in education**

22. The latest Estyn Inspection rating for YGG Tan-y-lan was:

Date of Inspection	October 2015
Current Performance	Good
Prospects for Improvement	Good

The summary of the Estyn reports can be found on Appendix D, as can the rating for all other schools affected by this proposal

The full reports can be found at:

<http://www.estyn.gov.uk/english/inspection/inspection-reports/>

### **Considerations regarding the land and building at present and new school location**

23. No decision has been made as to the future use of the existing site once vacated but it would be considered within the context of the Council's corporate asset management process.

24. The site proposed for the relocated school is currently Housing land. Legal appropriation of this land from Housing to Education will be required with an appropriate compensation value.



## **Governing Body**

25. There would be no change to the governance arrangements at the school and the present Governing body would remain; however the number of governors could increase as the number of pupils increase at the school.

## **Staffing Considerations**

26. There will be no immediate change to staffing arrangements. As and when pupil numbers increase at the school, so will their funding allocation in order to recruit additional teachers and support staff as required.

## **Admission Arrangements**

27. Pupils currently on roll will not need to re-apply. Pupils applying to nursery and reception in September 2021 would have to apply according to the Council's agreed admission arrangements. Admission information for Swansea Council can be found at <https://www.swansea.gov.uk/schooladmissionarrangements>
28. If the Welsh Government approve the 'Increasing Welsh Medium Provision Capital Grant' application then the new admission number for YGG Tan-y-lan will be 60 ie a 2 form entry school. If the 'Increasing Welsh-medium Provision Capital Grant' application is not approved and only 21<sup>st</sup> Century Schools Funding is sought, then the Admission Number will be 45 ie a 1.5 form entry school.

## **Transport**

29. Transport would continue to be provided for any pupils that met agreed criteria ie for those attending their catchment area school and living more than 2 miles from that school for primary or 3 miles for secondary, or where there was no available walking route to school. For further information on home to school transport please see <https://www.swansea.gov.uk/schooltransport>
30. Existing learners would continue to receive any transport to their current school even if the catchment area changed. Learners entering school from September 2021 onwards would be assessed for transport to their new catchment area school.

## **Financial Information**

### **Revenue Funding:**

Schools are funded from an overall delegated budget – the Individual Schools Budget (ISB). There is a funding formula that allocates a budget share to each individual school from the ISB. The budget share for the school would increase as the number of learners on roll increases. Further detail is provided in Appendix E.

### **Capital Funding:**

31. The estimated total cost for the school build for each option (including contingency) is as follows:

1.5 form entry	£6,162,000
2 form entry	£8,262,000

A further option is proposed to be costed for 1.5 form entry, future-proofed for potential further expansion, for consideration depending on the outcome of the 'Increasing Welsh Medium Provision Capital Grant' application.

The capital costs at this stage are indicative only and will be subject to detailed feasibility and design.

32. The source of capital funding for this project is as follows:

- The 1.5 form entry scheme is proposed to be funded through the Welsh Government's 21st Century Schools Programme, for which, the grant contribution for capital projects is 50%. The Council will meet the remaining 50%. This is subject to full business case approvals.
- The additional 0.5 form entry is proposed to be funded from a separate 'Increasing Welsh Medium Provision Capital Grant' application submitted to Welsh Government on 1 June 2018, which if approved will be 100% Welsh Government grant funded.

### **Community Impact Assessment/Equalities Impact Assessment/Welsh-medium Impact Assessment**

33. A Community Impact Assessment was carried out prior to agreement to consult on this proposal and will be updated on completion of the consultation. The Assessment did not identify any issues. The Assessment can be found at [www.swansea.gov.uk/yggtanylanconsultation](http://www.swansea.gov.uk/yggtanylanconsultation)

34. An Equalities Impact Assessment was carried out prior to agreement to consult on this proposal and will be updated on completion of the consultation. The Assessment did not identify any issues. The assessment can be found at [www.swansea.gov.uk/yggtanylanconsultation](http://www.swansea.gov.uk/yggtanylanconsultation)

35. A Welsh Medium Impact Assessment has been carried out and can be found here at [www.swansea.gov.uk/yggtanylanconsultation](http://www.swansea.gov.uk/yggtanylanconsultation)

### **UNCRC**

31. Article 12 of the United Nations Convention on the Rights of the Child states that children have the right to have a say in decisions that affect them and to have that view taken seriously. Therefore throughout the process we will ensure that children and young people have a chance to have a say on the proposals and on how they think it will affect their rights under the convention.

It is our view that either children's rights will be enhanced under the proposal or they will not be affected.

### **How will the Consultation take place?**

36. Consultation will be carried out in September and October 2018 and the results will be reported to a Cabinet meeting of Swansea Council on 20 December 2018. If the Cabinet decide not to proceed, that will be the end of this proposal for the foreseeable future.
37. However, if Cabinet decide to go ahead, there would be a statutory procedure to follow to make the proposed changes for January 2021. A statutory notice outlining the proposals would need to be published, inviting any formal written objections to be submitted within 28 days of publication of the notice (a copy of the notice will be provided to parents/carers and staff members and it will also be published at the schools, at the nearest library and on the Council Website [www.swansea.gov.uk](http://www.swansea.gov.uk)). If there are objections, Cabinet will need to consider the objections to the proposal before making a decision.
38. Please note that responses submitted as part of the formal consultation period will not be counted as objections to the proposal. Statutory objections can only be made if a statutory notice is published. If a statutory notice is published objections can then be registered. Consultees may submit a request during the statutory objection period that their response submitted at the consultation stage should be treated as an objection.
39. The provisional timetable and procedure which is required by law will be as follows:
- |                 |  |
|-----------------|--|
| 09 January 2019 | Publication of statutory notices (followed by a 28-day objection period).  |
| 21 March 2019   | If there are no objections to the proposal, Cabinet can decide to proceed with increasing the capacity of the school, as per the statutory notice. If there are objections, Cabinet will have to consider the objections and decide whether or not to proceed. |
40. The earliest date when the new building would be ready for pupils to attend would be 1 January 2021. The catchment area changes would take effect from September 2021.

Further information on the timetable can be found at Appendix F.

## What do you now have to consider?

41. We would like your views as to whether or not you support the increased capacity for YGG Tan-y-lan.

## How do you make your views known?

42. Consultation meetings will be held and you are welcome to attend the appropriate meeting:

Date: Thursday 27 September 2018

Venue: YGG Tan-y-lan

Meeting for Pupils: 2:30 p.m.

Meeting for all Staff: 3:30 p.m.

Meeting for Governors: 4:15 p.m.

Drop-in session for Parents  
and other interested parties : 5:00p.m. – 7:00 p.m.

There will be an additional drop-in session for catchment area changes at Committee Room 2, Civic Centre, Swansea on Tuesday 2 October at 5:30 p.m. – 7:30 p.m.

You are also welcome to put your views in writing on the attached pro-forma (Appendix G) to:

Mr. Nick Williams  
Director of Education  
Civic Centre  
Oystermouth Road  
Swansea  
SA1 3SN

(Please mark for the attention of Ms Kelly Small)

Or e-mail [SchoolOrganisation@swansea.gov.uk](mailto:SchoolOrganisation@swansea.gov.uk)

All views must be received by no later than 18 October 2018.

Views received will then be collated into a Consultation Report together with a response from the Local Authority and this report will be given to Cabinet at their meeting on 20 December 2018 for them to decide if the proposal should move to the next stage of the publication of a Statutory Notice. Please note that any responses received during the consultation stage will not be counted as an objection. A formal objection can only be registered following publication of the notice.

If you require this document in Welsh or in a different format, please contact Kelly Small on 01792 636686.

Please note that under the Freedom of Information Act any responses received can be requested and may have to be made public. All views received in writing during the consultation and any subsequent objection period will be forwarded to Councillors that participate in

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the Cabinet meetings. Correspondence will also be recorded and acknowledged.

Proposed Changes to Welsh-medium Catchment Areas

Welsh-medium school catchment areas are made up from a number of English-medium school catchment areas. This proposal seeks to change some of the English-medium catchment areas to a different Welsh-medium catchment area as below;

School	Proposed Additions	Proposed Transfers
YGG Bryniago	No Change	No Change
YGG Bryn-Y-Mor	Seaview Primary Townhill Primary	Brynhyfryd Primary Burlais Primary
YGG Felindre		Llangyfelach Primary
YGG Gellionnen	No Change	No Change
YGG Llwynderw	No Change	No Change
YGG Lon Las	No Change	No Change
YGG Pontybrenin		Blaenymaes Primary Cadle Primary Clwyd Primary Gendros Primary Portmead Primary
YGG Tan-y-lan	Clase Primary Llangyfelach Primary	
YGG Tirdeunaw	Blaenymaes Primary Brynhyfryd Primary Burlais Primary Cadle Primary Clwyd Primary Gendros Primary Portmead Primary	Clase Primary Llangyfelach Primary
YG Y Cwm	No Change	No Change
YGG Y Login Fach		Seaview Primary Townhill Primary

Affected schools Information

**List of schools**

YGG Tan-y-lan, Tan-y-lan Terrace, Morriston, Swansea, SA6 7DU  
YGG Bryn-y-mor, Heol Sant Alban, Brynmill, Swansea, SA2 0BP  
YGG Felindre, Heol Myddfai, Felindre, Swansea, SA5 7ND  
YGG Pontybrenin, Loughor Road, Gorseinon, Swansea, SA4 6AU  
YGG Tirdeunaw, Heol Ddu, Tirdeunaw, Swansea, SA5 7HP  
YGG Y Login Fach, Roseland Road, Waunarlwydd, Swansea, SA5 4ST  
YGG Bryn Tawe, Heol Gwyrosydd, Penlan, Swansea, SA5 7BU  
YG Gwyr, Talbot Street, Gowerton, Swansea, SA4 3DB

**Language Category**

YGG Tan-y-lan is a Welsh-medium Community School, as are all other schools affected by this proposal

**Age Range**

YGG Tan-y-lan has an age range of 3 -11 (Nursery to Year 6), as do all other primary schools affected by this proposal

YGG Bryn Tawe and YG Gwyr are both 11 – 18 (Year 7 – Year 13)

## Number of pupils on roll and school capacity information

School	School Capacity			Number on Roll (excluding Nursery)						Projected Number on Roll (excluding Nursery)*						
	Capacity	Number of surplus places	% Surplus places	Jan-13	Jan-14	Jan-15	Jan-16	Jan-17	Jan-18	Sep-18	Sep-19	Sep-20	Sep-21	Sep-22	Sep-23	Sep-24
YGG Bryn-y-mor	260	8	3.08%	229	240	238	255	247	252	252	256	250	255	253	260	256
YGG Felindre	77	57	74.03%	53	49	49	47	36	20	20	20	21	23	22	25	29
YGG Pontybrenin	501	43	8.58%	398	419	445	456	467	458	493	495	510	509	504	498	498
YGG Tan-y-lan	130	-10	-7.69%	24	48	79	107	122	140	151	155	153	146	138	133	126
YGG Tirdeunaw	413	17	4.12%	371	390	393	391	393	396	390	386	387	393	391	395	400
YGG Y Login Fach	214	-10	-4.67%	208	202	206	202	221	224	219	219	222	221	225	209	209
YGG Bryn Tawe	1233	31	2.51%	747	741	738	763	791	783	842	926	993	1057	1114	1168	1202
YG Gwyr	1037	-176	-16.97%	735	750	817	839	857	925	954	1005	1050	1100	1141	1199	1220

\* based on January 2018 data and pupil projections.

These projections inevitably reflect the current capacity and location of each school as well as current catchment areas. If current Welsh-medium pupils attended their nearest school, the total mapped pupils for YGG Tan-y-lan would be 296 and this does not take account of any increase in the demand for Welsh-medium places. Based upon the above analysis, there are already enough pupils nearest to the proposed new site for the school to support a 1.5 Form Entry (FE) School. i.e. with one-and-a-half classes of learners admitted each year (an Admission Number of 45). The proposed catchment area changes seek to better balance the demand for, and availability of Welsh-medium places, further supporting the targets in the Council's approved Welsh Education Strategic Plan for additional Welsh-medium provision.

## Admission Numbers

School	Admission Number September 2018
YGG Bryn-y-Mor	37



YGG Felindre	11
YGG Pontybrenin	68*
YGG Tan-y-lan	14*
YGG Tirdeunaw	59
YGG Y Login Fach	30
YGG Bryn Tawe	201
YG Gwyr	166

\* Note that the Admission Number is based on rooms in the school that are used as classroom bases and therefore the number is calculated annually and changed to reflect the availability of classroom space at that particular time. If there is an increase in classroom space after the Admission Number is published the Council can apply a working admission number to allow increased admissions. Working admission numbers have been issued for these schools. YGG Pontybrenin has a working admission number of 71, while YGG Tan-y-lan has a working admission number of 18.

### Nursery information

School	Nursery Number on Roll					
	Jan-13	Jan-14	Jan-15	Jan-16	Jan-17	Jan-18
YGG Bryn-y-mor	51	51	49	48	53	41
YGG Felindre	9	8	8	9	5	2
YGG Pontybrenin	87	96	103	87	94	95
YGG Tan-y-lan	37	41	45	33	34	30
YGG Tirdeunaw	92	70	90	77	71	65
YGG Y Login Fach	42	52	48	61	29	27

## Condition of Buildings

All schools in Swansea are allocated a condition rating as follows:

A = Performing as intended and operating efficiently

B = Performing as intended but exhibiting minor deterioration

C = Exhibiting major defects and/or not operating as intended

D = Life expired and/or risk of imminent failure

School	Condition Rating at (2017 Swansea Schools Premises Collection Data).
YGG Bryn-y-mor	C
YGG Felindre	B
YGG Pontybrenin	C
YGG Tan-y-lan	C
YGG Tirdeunaw	C
YGG Y Login Fach	B
YGG Bryn Tawe	C
YG Gwyr	C

Information – Proposed New Location and Size of New Build

**Location of new school building:**

Beacons View Road, Clase, Swansea.

**Category and Language Medium:**

The school will remain a Welsh-medium Community School

**Age Range:**

This will remain the same as it currently, 3-11 (Nursery to Year 6)

**Capacity of School and Admission Number:**

	Proposed Capacity	Proposed Admission Number
Option 1 (if the Welsh-medium Capital Grant bid successful) and a 2 form entry school built	420	60
Option 2 (if the Welsh-medium Capital Grant bid is unsuccessful) and a 1.5 form entry school built	315	45

Summary from YGG Tan-y-lan Inspection October 2015**Summary**

The school's current performance	Good
The school's prospects for improvement	Good

## Current performance

The school's current performance is good because:

- Nearly all pupils make good progress in their learning during their time there
- Nearly all pupils feel completely safe and know that they can turn to any member of staff for advice and support
- It provides a wide range of comprehensive and interesting experiences
- Teachers have good subject knowledge and they use beneficial resources to support teaching and learning
- It organises effectively and contributes well to its pupils' wellbeing
- It has robust arrangements for pupils who have additional learning needs
- It has a welcoming and warm ethos
- It is an inclusive and caring community

## Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has included all stakeholders in creating a clear and agreed vision for the school
- Governors support the school well
- It has thorough self-evaluation procedures that are based on information from a wide range of direct evidence
- There are strong partnerships with parents and carers and almost all of them appreciate the open-door policy
- It is staffed effectively and good use is made of the expertise of individuals to enrich the teaching and learning
- It provides good value for money

## Recommendations

R1 Improve pupils' understanding of what they read

R2 Improve attendance

R3 Improve opportunities for pupils to use their extended writing skills more regularly

R4 Ensure that teaching promotes pupils' independent learning

### Estyn Inspection information of affected schools

School	Date of last inspection	Current Performance Rating	Schools Prospects for Improving
YGG Bryn-y-mor	March 2016	Good	Good
YGG Felindre	February 2015	Adequate	Adequate
YGG Pontybrenin	May 2017	Good	Good
YGG Tan-y-lan	October 2015	Good	Good
YGG Tirdeunaw	March 2015	Good	Good
YGG Y Login Fach	March 2015	Good	Good
YGG Bryn Tawe	March 2013	Excellent	Excellent
YG Gwyr	December 2014	Excellent	Excellent

## My Local School Summary Informaiton – YGG Tan-y-lan

### Ysgol Gymraeg Tan-y-lan

Ref: 6702242



**Basic Details**

**Local Authority**  
Swansea

**Type**  
Nursery, Infants & Juniors

**Gender Mix**  
Mixed

**Language**  
Welsh medium

**Defining schools according to Welsh medium provision**

**Contact Details**

Tan-y-lan Terrace  
Morriston  
Swansea  
SA6 7DU  
01792 772800

**External Links**

[Estyn Report](#)

**Notes:** New school: 01/09/2011.

SUMMARY	PUPILS	RESOURCES ▼	ATTAINMENT ▼	BENCHMARKING ▼	ATTENDANCE	CATEGORISATION	PE & SPORT
156 Number of Pupils, 2017	18.9% Free school meals (FSM) - 3 year average (Primary only)	21.5 Pupil Teacher Ratio (PTR) (Primary only)	94.4% % Attendance during the year (Primary only)				
£3593 School budget per pupil	<b>Yellow</b> Support Category	80.8% Pupils achieving the expected outcome in the Foundation Phase areas of learning					

Further information and interactive charts can be accessed via <http://mylocalschool.wales.gov.uk/>. Select School Type: Primary, Area: Swansea.

Financial Information

	Current Budget (Financial year 2018-2019)	Proposed Budget based on current number on roll	Proposed Budget based on increased number on roll (full capacity)
Current School (Admission Number of 18)	£566,519	n/a	n/a
Option 1 (if the Welsh- medium Capital Grant bid successful) and a 2 form entry school built	n/a	£604,707	£1,194,909
Option 2 (if the Welsh- medium Capital Grant bid is unsuccessful) and a 1.5 form entry school built	n/a	£ 593,378	£957,250

*Please note that this primary budget is a broad estimate only*

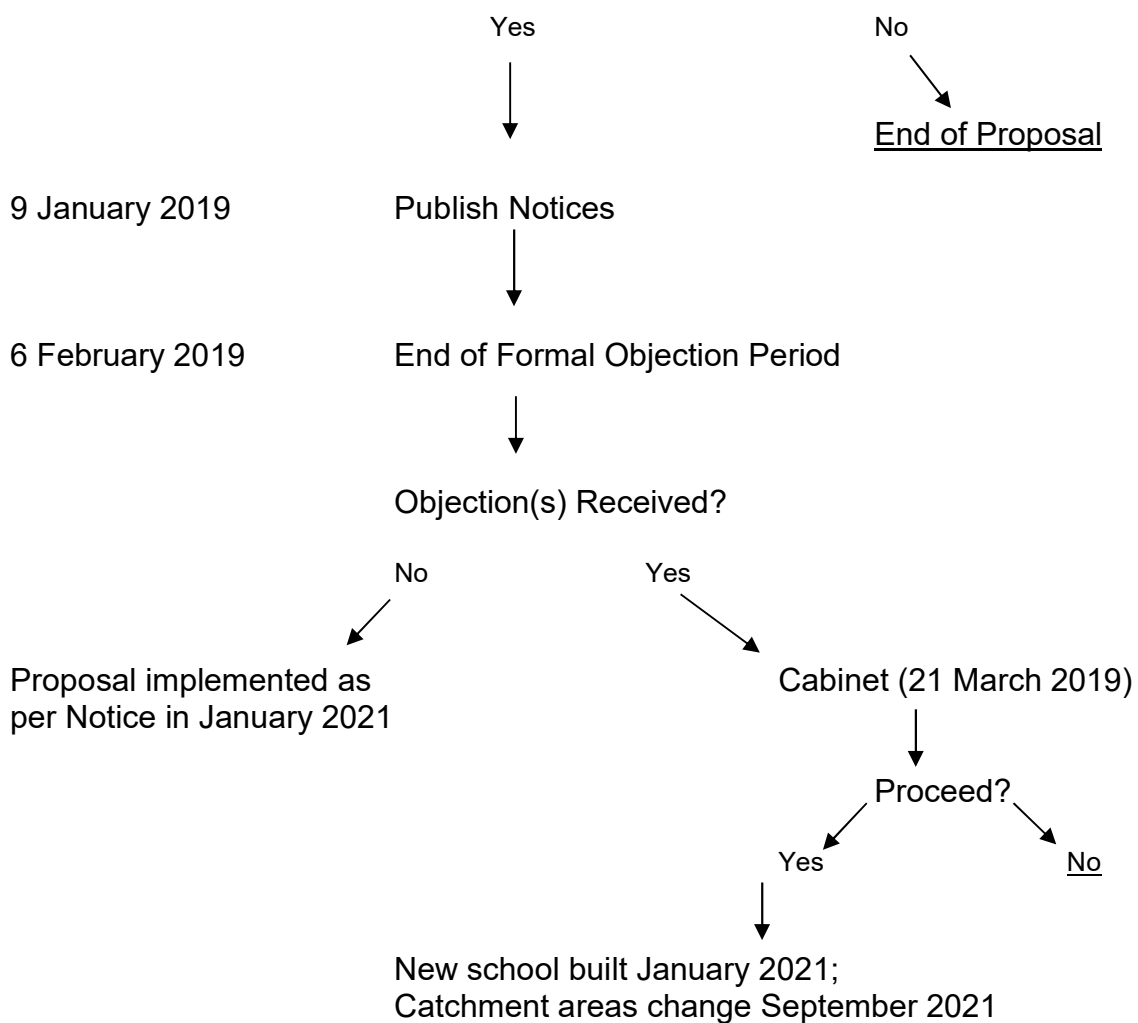
Transport

			Estimated Future Cost/Saving								
			Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
			19/20	20/21	21/22	22/23	23/24	24/25	25/26	26/27	27/28
Proposal		Current Cost	Felindre Closure Aug 19		Tan-y-lan and Tirdeunaw new build Sep 21						
YGG Felindre Closure	Transfer of pupils to new catchment	£11,000	£15,000	£15,000	£15,000	£15,000	£15,000	£15,000	£15,000	£15,000	£15,000
YGG Tan-y-lan Catchment	Gaining Clase and Llangyfelach	£0	£0	£0	£0	£0	£0	£0	£0	£0	£0
YGG Y Login Fach Catchment	Losing Seaview and Townhill	£49,128	£49,128	£49,128	£49,128	£30,128	£30,128	£26,128	£11,128	£11,128	£11,128
YGG Bryn Y Mor Catchment	Gaining Seaview and Townhill	£0	£11,400	£11,400	£16,150	£16,150	£19,000	£19,000	£19,000	£19,000	£19,000
YGG Tirdeunaw Catchment	Losing Clase and Llangyfelach. Gaining Blaenymaes, Cadle, Gendros, Clwyd, Portmead, Brynhyfryd and Burlais. (Only increased cost is associated with Calde and Genrdos)	£0	£16,150	£16,150	£16,150	£16,150	£16,150	£16,150	£16,150	£16,150	£16,150
YGG Pontybrenin Catchment	Losing Blaenymaes, Cadle, Clwyd, Gendros and Portmeas	£38,760	£38,760	£38,760	£38,760	£38,760	£38,760	£38,760	£28,760	£28,760	£28,760
Secondary Catchment	Bryntawe Catchment	£0	£0	£0	£0	£0	£0	£0	£0	£0	£0
	Gwyr Catchment	£32,797	£32,797	£32,797	£32,797	£32,797	£32,797	£32,797	£32,797	£25,197	£25,197
<b>Total</b>		<b>£131,685</b>	<b>£163,235</b>	<b>£163,235</b>	<b>£167,985</b>	<b>£148,985</b>	<b>£151,835</b>	<b>£147,835</b>	<b>£122,835</b>	<b>£115,235</b>	<b>£115,235</b>
Note: Based on 2018 price estimates											



Timetable

5 September 2018	Consultation letters circulated
27 September 2018	Consultation meetings for Pupils, Parents, Staff & Governors of YGG Tan-y-lan
18 October 2018	Closing date for views on proposal to be received by the Education Department. Consultation report produced.
20 December 2018	Cabinet decide whether to publish statutory notice.



## Response Form

If you require any further information or an alternative format e.g. Large Print etc please contact Kelly Small on telephone number 01792 636686 or email [schoolorganisation@swansea.gov.uk](mailto:schoolorganisation@swansea.gov.uk).

This consultation is on a proposal to increase the capacity of YGG Tan-y-lan by building a new school at Beacons View Road, Clase, Swansea. If the proposal goes ahead it will be ready for pupils to attend in January 2021. The Council wishes to seek the views of all of those with a likely interest in the proposal so that their views can be taken into account before decisions are made on whether to proceed. Those being consulted on this proposal are the pupils, parents, governors and staff of YGG Tan-y-lan, as well as neighbouring schools, the local community and other interested parties in accordance with the Welsh Government's School Organisation Code.

Full details on this proposal and other alternatives considered can be viewed here, please read this information in full before responding to this consultation.

This consultation period will take place from 5 September 2018 to 18 October 2018.

Pupils are welcome to complete this survey if they wish. Please note that the council is holding consultation meetings with the school council and pupils will be provided with their own consultation paper and response form.

1. Are you responding as a ...
  - Pupil
  - Parent/carer
  - Member of staff at YGG Tan-y-lan
  - Member of staff at another school
  - Governor at YGG Tan-y-lan
  - Governor at another school
  - Local community member
  - Other (please specify)
  
2. Have you read the consultation document on the proposal to increase the capacity of YGG Tan-y-lan by building a new school at Beacons View Road?
  - Yes
  - No

If you haven't read the consultation document you can find it online here. If you need this in another format please contact Kelly Small on telephone number 01792 636686 or email [schoolorganisation@swansea.gov.uk](mailto:schoolorganisation@swansea.gov.uk).

3. Are you clear about what this proposal would mean if it were to go ahead?
  - Yes
  - No

4. If no, what further information do you need?

5. Overall, do you agree or disagree with the Council's proposal to increase the capacity of YGG Tan-y-lan?

- Strongly Agree
- Tend to Agree
- Tend to Disagree
- Strongly Disagree

6. Please explain your views:

7. Overall, do you agree or disagree that the Council's proposal to increase the size of the school by building a new school at Beacons View Road, Clase?

- Strongly Agree
- Tend to Agree
- Tend to Disagree
- Strongly Disagree

8. Please explain your views:

9. Do you agree with the suggested catchment area changes that are part of this proposal?

- Strongly Agree
- Tend to Agree
- Tend to Disagree
- Strongly Disagree

10. Please explain your views:
11. Is there an alternative option that you think the Council should consider?
12. Are there any other issues or concerns that you feel have not been recognised within the consultation document?
13. If you would like to receive notification of the publication of the consultation report, please provide your email address below:

Email address:

## About You

These questions are optional, but we need to ask them to understand if our consultation has reached the right people and to understand how different groups may be affected by the proposal allowing us to address this if we can. In accordance with Data Protection law, any information requested on the following questions is held in the strictest confidence for data analysis purposes only. For further information about how Swansea Council uses your personal data, please see our corporate privacy notice on our website [www.swansea.gov.uk/privacynotice](http://www.swansea.gov.uk/privacynotice).

14. Are you...?
- Male
  - Female
  - Prefer not to say
15. Is your gender the same as that which you were assigned at birth?
- Yes
  - No
  - Prefer not to say
16. How old are you ...
- |                                   |                                  |
|-----------------------------------|----------------------------------|
| <input type="checkbox"/> Under 16 | <input type="checkbox"/> 56 - 65 |
| <input type="checkbox"/> 16 - 25  | <input type="checkbox"/> 66 - 75 |
| <input type="checkbox"/> 26 - 35  | <input type="checkbox"/> 76 - 85 |
| <input type="checkbox"/> 36 - 45  | <input type="checkbox"/> Over 85 |

- 46 - 55                       Prefer not to say

17. Would you describe yourself as...

Please mark all that apply

- |                                   |  |
|-----------------------------------|--|
| <input type="checkbox"/> British  | <input type="checkbox"/> Other British (please write in at end)                                  |
| <input type="checkbox"/> Welsh    | <input type="checkbox"/> Non British (please write in at end)                                    |
| <input type="checkbox"/> English  | <input type="checkbox"/> Gypsy/traveller   |
| <input type="checkbox"/> Irish    | <input type="checkbox"/> Refugee/Asylum Seeker (please write in current/last nationality at end) |
| <input type="checkbox"/> Scottish | <input type="checkbox"/> Prefer not to say   |

Write in here

18. To what 'ethnic' group do you consider

- White - British
- Asian or Asian British - Chinese
- Any other White background (please write in at end)
- Any other Asian background (please write in at end)
- Mixed - White & Black Caribbean
- Black or Black British - Caribbean
- Mixed - White & Black African
- Black or Black British - African
- Mixed - White & Asian
- Any other Black background (please write in at end)
- Any other Mixed background (please write in at end)
- Arab
- Asian or Asian British - Indian
- Asian or Asian British - Pakistani
- Asian or Asian British – Bangladeshi
- Other ethnic group (write in)
- Prefer not to say

Write in here

19. What is your religion, even if you are not currently practicing?

Please mark one box or write in

- No religion
- Christian (including Church of England, Catholic, Protestant, and all other Christian denominations)
- Muslim
- Sikh
- Buddhist
- Hindu
- Jewish
- Other (write in)
- Prefer not to say

Any other religion or philosophical belief (please write in)

20. Do you consider that you are actively practising your religion?

- Yes
- No
- Prefer not to say

21. What is your sexual orientation

- Bisexual
- Gay/ Lesbian
- Heterosexual
- Other (write in)
- Prefer not to say

Write in here

22. Can you understand, speak, read or write Welsh?

Please mark all that apply

- Understand spoken Welsh
- Learning Welsh
- Speak Welsh
- None of these
- Read Welsh
- Prefer not to say
- Write Welsh

23. Which languages do you use from day to day?

Please mark all that apply

- English
- Welsh
- Other (write in)
- Prefer not to say

Write in here

24. Do you have any long-standing illness, disability or infirmity?

By long-standing we mean anything that has troubled you over a period of time or that is likely to affect you over time.

This could also be defined Under the Disability Discrimination Act 1995 as: "Having a physical or mental impairment which has a substantial and long term adverse effect on your ability to carry out normal day to day activities."

- Yes
- No
- Prefer not to say

25. Does this illness or disability limit your activities in any way?

- Yes
- No
- Prefer not to say

Thank you for your participation

Views received will then be collated into a Consultation Report together with a response from the Local Authority and this report will be given to Cabinet at their meeting on 20 December 2018 for them to decide if the proposal should move to the next stage of the publication of a Statutory Notice. Please note that any responses received during the consultation stage will not be counted as an objection. A formal objection can only be registered following publication of the notice.

Swansea Council is the data controller for the personal information you provide on this form. We are collecting this information as part of our obligation under the Welsh Governments School Organisation Code (July 2013).

Your information will be used to help us fulfil our legal obligation and will not be used for any other purpose. We will not share your data with third parties unless we are required or permitted to do so by law.

Data protection law describes the legal basis for our processing your data as necessary for compliance with a legal obligation. For further information about how Swansea Council uses your personal data, including your rights as a data subject, please see our corporate privacy notice on our website.



## YGG Tirdeunaw

### **PROPOSAL TO INCREASE THE CAPACITY OF YSGOL GYNRADD GYMRAEG (YGG) TIRDEUNAW FROM 1 JANUARY 2021**

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## **Background to the proposal**

The actual number of pupils being taught through the medium of Welsh has been increasing over a number of years and there are six Welsh medium primary schools that are within 10% of total capacity one of which is YGG Tirdeunaw.

There are significant condition and suitability issues at the current building that accommodates YGG Tirdeunaw.

Many of the classrooms are small and are not consistent with guidance around the size of schools (Building Bulletin 99). There is unsuitable hard and soft play recreational space as the site is hindered by its topography. Furthermore, there is on-site car parking limitations for staff and visitors and its proximity to a very busy highway junction causes significant traffic congestion throughout the day.

## **What is the proposal?**

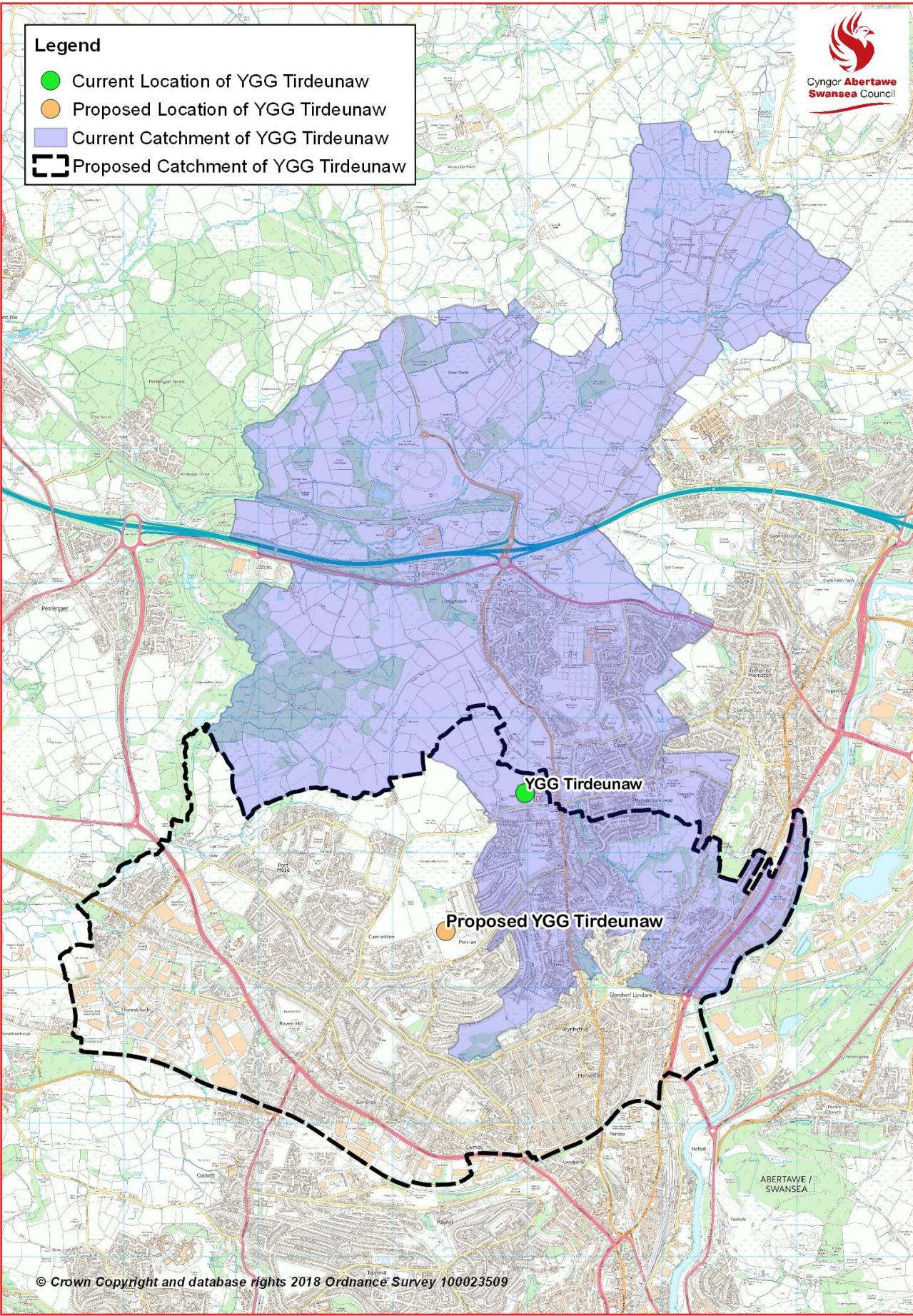
1. This consultation is on a proposal to increase the capacity of YGG Tirdeunaw by building a new school on land currently part of the YGG Bryn Tawe site, Heol Gwyrosydd, Penlan. If the proposal goes ahead it will be ready for pupils to attend in January 2021. It will also mean that the Flying Start will new to the new building at the same time. Note that the Council does not need to consult on moving the school to a new location as it is within a mile of the existing site but does need to consult on increasing the size of the school.
2. The proposal will also impact on the catchment area of YGG Tirdeunaw and a number of other Welsh-medium primary schools and by implication both Welsh medium secondary schools in Swansea.
3. The Council wishes to seek the views of all of those with a likely interest in the proposal so that their views can be taken into account before decisions are made.
4. Those being consulted on this proposal are the pupils, parents, governors and staff of YGG Tirdeunaw, as well as the other schools affected by the catchment area proposals, the local community and other interested parties, in accordance with the Welsh Government's School Organisation Code.
5. The consultation period will take place between 5 September 2018 and 18 October 2018. A report on the outcome of these consultations will be submitted to a Cabinet meeting of elected members on 20 December 2018.

## **What would this proposal mean if it was agreed?**

6. YGG Tirdeunaw is currently located on Heol Ddu, Tirdeunaw, Swansea, SA5 7HP. The proposed new location is less than a mile away at the YGG Bryn Tawe site, Heol Gwyrosydd, Penlan, SA5 7BU . The map below shows the current location and proposed new location

**Legend**

- Current Location of YGG Tirdeunaw
- Proposed Location of YGG Tirdeunaw
- Current Catchment of YGG Tirdeunaw
- ▬ Proposed Catchment of YGG Tirdeunaw

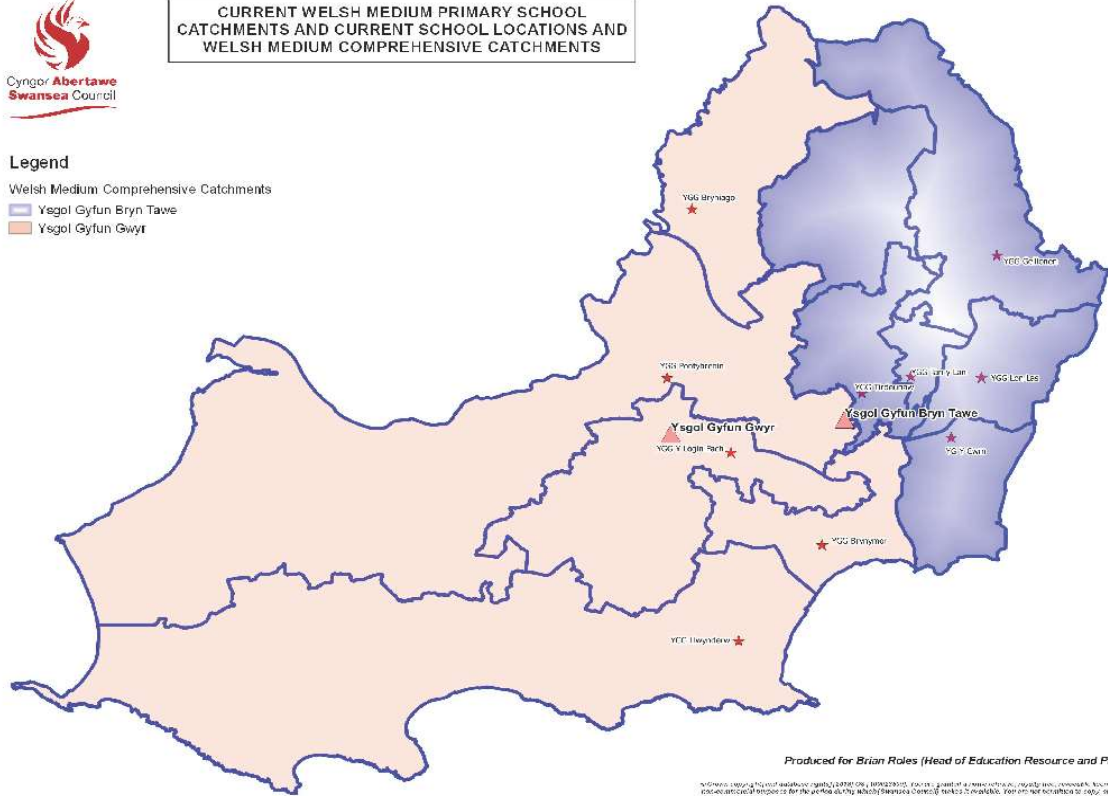


7. The size of the new school building will depend on the outcome of the Council's Increasing Welsh Medium Provision Capital Grant application to the Welsh Government. If successful, the new school will have a capacity of approximately 525 and an admission number of 75 ie a 2.5 form entry school. However, if this application is unsuccessful the Council will build the school with a capacity of approximately 420 and an admission number of 60 ie a 2 form entry school, subject to a successful business case as part of the Welsh Government's 21<sup>st</sup> Century Schools Programme. The first, preferred option would increase the number of places at the school, as the school currently has a capacity of 413 and an admission number for September 2019 of 59. If the capacity of a school increases by more than 25% then the Council is required to undertake formal consultation and therefore the proposed new build with a capacity of 525 is subject to the outcome of this consultation process as well as the bids for funding and planning approval.
8. The catchment area of YGG Tirdeunaw, if relocated and expanded, would increase to encompass Blaenymaes, Cadle, Clwyd, Gendros, and Portmead catchment areas currently feeding YGG Pontybrenin and would also include Brynhyfryd and Burlais catchment areas currently feeding YGG Bryn-y-mor. Clase and Llangyfelach areas would no longer feed YGG Tirdeunaw but would feed YGG Tan-y-lan instead, with a separate proposal underway to rebuild that school in the Clase area.. The impact on other Welsh medium primary schools will provide a better balance of demand and availability for places. It will also indirectly affect both of the Welsh medium secondary schools in Swansea through the impact on their existing partner primary schools.
9. The proposed catchment changes to a large extent formalise the choices already being made by parents and as such should not significantly destabilise intake numbers in future years. This is apparent from a comparison of the number and proportion of current pupils from within current catchment areas with the number and proportion after the proposed changes to catchment areas, as well as the specific pupil distribution maps for each school, which are available. As at January 2018 47.6% of pupils came from within the current catchment area compared with 68.4% within the proposed catchment area.
10. The catchment proposals seek to maintain a careful balance between the changes and refinements that are necessary to better reflect the demand for and availability of places, and the desire to minimise unnecessary uncertainty and change for parents and schools. All existing pupils can be reassured that any changes will not affect them since changes will be phased in for new pupils. Similarly, the local authority will recognise the need to support families for siblings to attend the same school where this is requested by parents. This obligation will last until August 2021 (on assumption of a construction completion date in January 2021) as the local authority will seek to admit younger siblings transferring to the original catchment school up to the end of year 6 for primary aged siblings and up to year 11 (that is to the end of statutory school age) for secondary aged siblings.
11. The maps below show the current catchment areas and school locations in Swansea as well as the proposed catchments and school locations:

**CURRENT WELSH MEDIUM PRIMARY SCHOOL CATCHMENTS AND CURRENT SCHOOL LOCATIONS AND WELSH MEDIUM COMPREHENSIVE CATCHMENTS**

**Legend**

- Welsh Medium Comprehensive Catchments
- Ysgol Gyfun Bryn Tawe
  - Ysgol Gyfun Gwyr



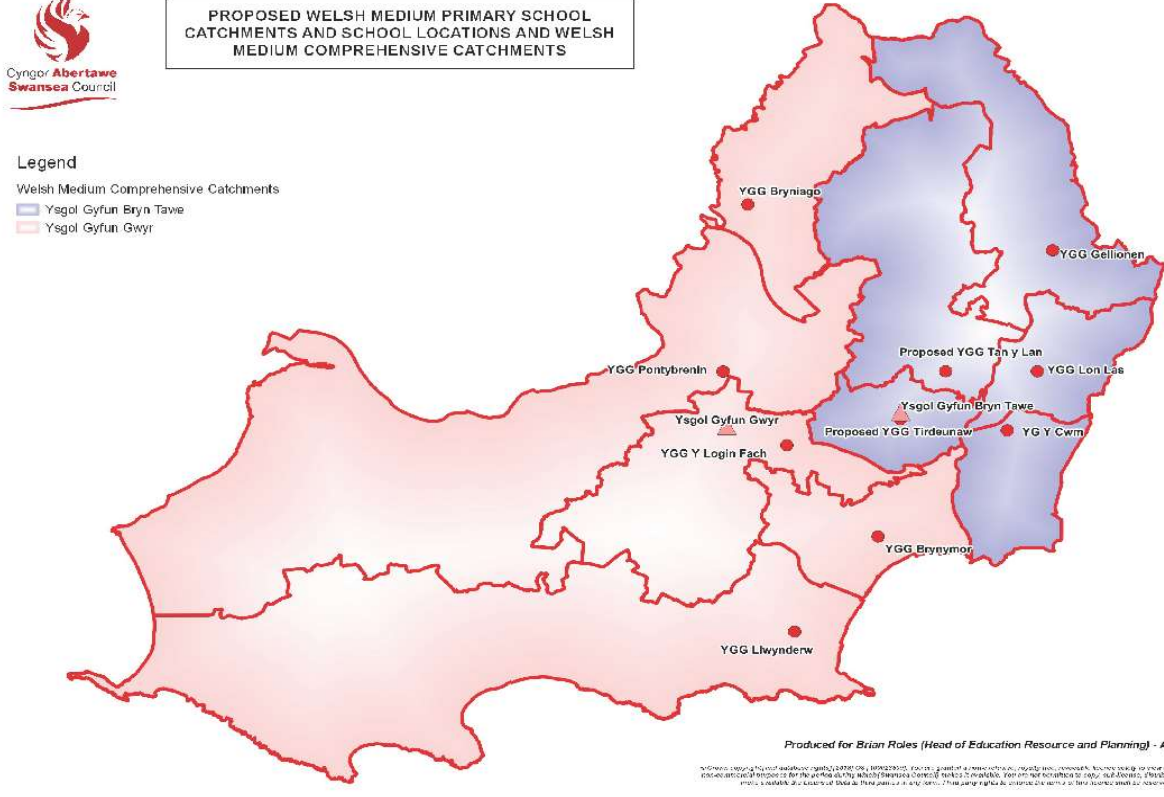
Produced for Brian Roles (Head of Education Resource and Planning) - April 2018

Information regarding the current catchment areas is based on the 2018/2019 school year. This information is subject to change and should be used as a guide only. For more information on the current catchment areas, please contact the Swansea Council Education Resource and Planning Department. This map is for information only and should not be used as a basis for any decisions.

**PROPOSED WELSH MEDIUM PRIMARY SCHOOL CATCHMENTS AND SCHOOL LOCATIONS AND WELSH MEDIUM COMPREHENSIVE CATCHMENTS**

**Legend**

- Welsh Medium Comprehensive Catchments
- Ysgol Gyfun Bryn Tawe
  - Ysgol Gyfun Gwyr



Produced for Brian Roles (Head of Education Resource and Planning) - April 2018

Information regarding the proposed catchment areas is based on the 2018/2019 school year. This information is subject to change and should be used as a guide only. For more information on the proposed catchment areas, please contact the Swansea Council Education Resource and Planning Department. This map is for information only and should not be used as a basis for any decisions.

12. Further information on the Welsh medium catchment changes proposed to rebalance the demand for, and availability of Welsh medium places is provided in Appendix A.
13. Detailed information on the school can be found at Appendix B.

### **Why has this proposal been made?**

There are several reasons why this is being proposed on educational grounds:

14. YGG Tirdeunaw is nearly full to capacity and the school is not of sufficient size or suitability to meet the current and future demand for Welsh medium education in the local area. Pupil projections indicate that there is a need for more Welsh medium school places across Swansea.
15. A new and enlarged YGG Tirdeunaw, along with the proposed Welsh medium catchment changes, would help address the projected shortfall in Welsh medium places across the county and particularly the immediate pressures facing YGG Tirdeunaw, YGG Tan-y-lan and YGG Pontybrenin.
16. The Council has been working on a wide-ranging school organisation programme, called Quality in Education (QEd), for some time. This proposal has been identified following much discussion with headteachers, governors and other interested parties that have been working with the Council on the QEd programme.
17. The proposal supports the targets in the Council's approved Welsh Education Strategic Plan and would expand the Welsh language provision in Swansea (further detail has previously been provided in a report to Cabinet in June 2018 - <https://democracy.swansea.gov.uk/ieListDocuments.aspx?CId=124&MId=7936&Ver=4&LLL=0>)
18. The Welsh Government also requires local authorities to promote the Welsh language, including increasing the number of places in Welsh medium schools, and the recently announced 'Increasing Welsh-medium Provision Capital Grant' is intended to facilitate the earlier delivery of such measures.
19. The school is within what was originally part of the Daniel James Community School buildings which were not designed for primary school provision and any remodel or refurbishment of the existing buildings would not be able to conform to the Building Bulletin (Department for Education and Skills (DfES) Briefing Framework for Primary School Projects) guidance, and is a condition category C building (2017 Swansea Schools Premises Collection Data). The mechanical and electrical provision at the site is also interconnected and so the buildings are not operating efficiently, and any attempt to remodel and refurbish the existing school premises would be expensive and complex.

### **What are the benefits of this proposal?**

20. The benefits of the relocation and enlargement of YGG Tirdeunaw are:

- It will provide a fit for purpose, 21<sup>st</sup> Century learning environment for existing pupils

and staff at YGG Tirdeunaw in line with Building Bulletin guidance and Welsh Government cost and size standards.

- It will provide opportunities for improved transition for pupils to YGG Bryn Tawe.
- It will provide opportunities for the shared use of resources between YGG Tirdeunaw and YGG Bryn Tawe.
- It will provide opportunities to link with the Penlan Leisure Centre, including benefiting from those facilities.
- It will increase the number of Welsh medium primary places available in the local area.
- It will relieve pressures at YGG Pontybrenin with a catchment review to further re-balance the demand for, and availability of places, and ensure future sustainability.
- There are potential opportunities for short to medium-term use of some of the additional capacity and facilities to support Welsh medium child care/wrap-around care/adult Welsh classes etc.
- The proposed new site is still within walking distance for the majority of existing pupils and at the heart of the existing catchment area, as apparent from pupil distribution maps.
- The Council would benefit from the removal of a condition category C\* building, reduced backlog maintenance and improved building efficiency.

\*(2017 Swansea Schools Premises Collection Data).

- Further detail regarding the proposed new location and size of the schools is provided in Appendix C.

### **What are the main challenges and risks for this proposal?**

21. The main challenge to this proposal is that:

- Whilst the proposed new site and relocation of the school continues to place the school at the heart of its pupil intake, the wider development of Welsh medium places and catchment review will over time result in some changes to the pupil distribution as some pupils may elect to attend another school with a different travel route.

22. The main risks are:

- The proposal is still subject to formal Welsh Government approval of capital funding. If the full business case is not approved the proposal will not go ahead, but it is considered that provided that the business case is robust with regard to compliance with Welsh Government requirements, including cost and size

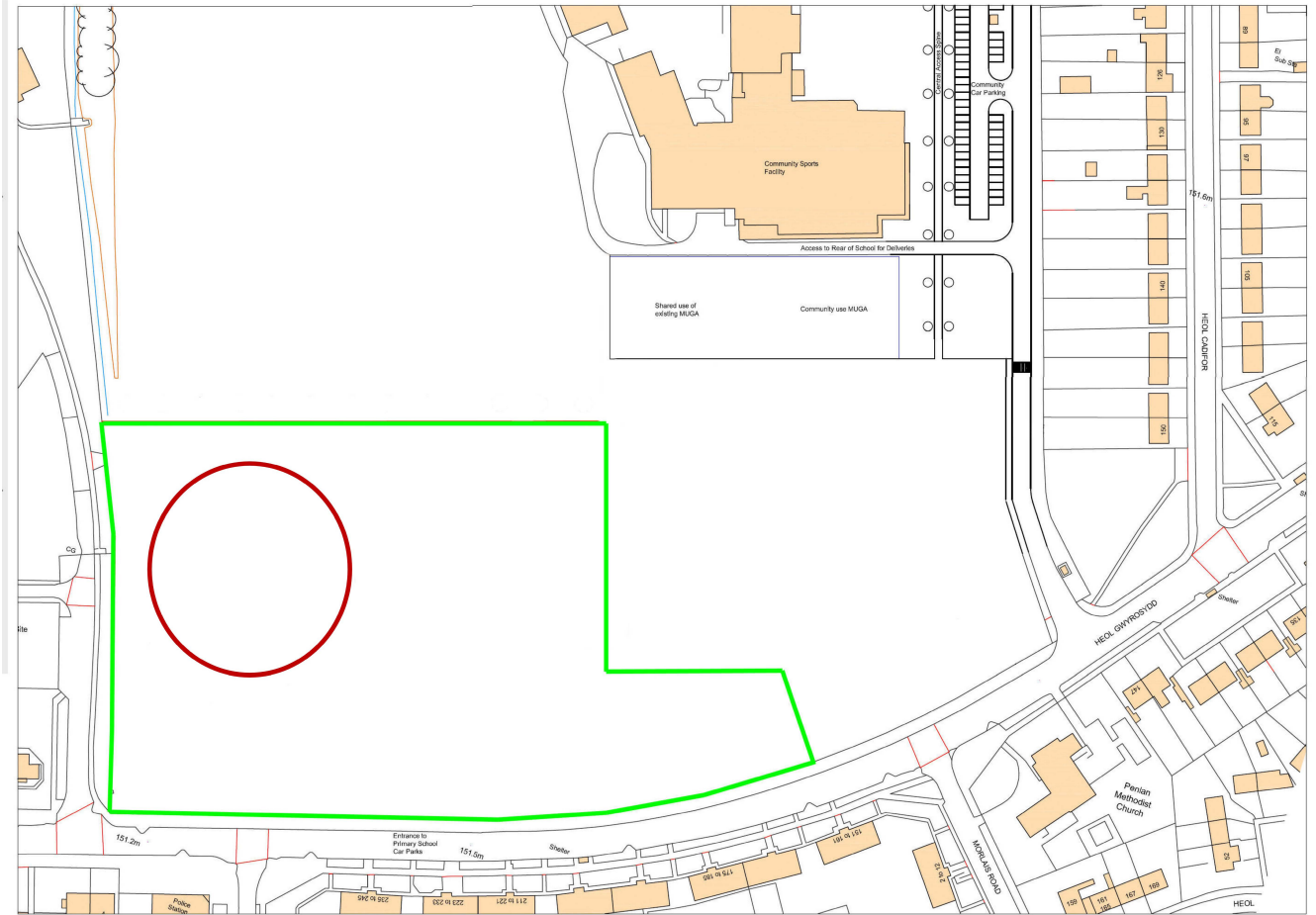
standards that this risk is relatively low.

- Any delay in the approvals process will impact on completion and the new build opening dates which are being planned to mirror those for the neighbouring YGG Tan-y-lan (which is subject to a separate statutory proposal that can be found here [www.swansea.gov.uk/yggtanylanconsultation](http://www.swansea.gov.uk/yggtanylanconsultation)).

### **What alternatives has the Council explored?**

23. The Council have carefully considered a number of alternative options:

- Remodelling on the existing site - the site and buildings do not address the appropriate condition and suitability requirements given its adjacency/interconnection with the mainly redundant former Daniel James Community School. This option has therefore been discounted.
- Rebuilding the school on its existing site – this does not offer value for money as it could involve a phased demolition of the existing buildings and potential need for temporary accommodation. The land to the side of the school site has been designated as ‘community land’ and it is understood that the development of this area for commercial/housing or education purposes would not be supported. Planners have indicated that its development might be an option if a new school (plus playing fields) was located elsewhere within the Local Development Plan (LDP <https://www.swansea.gov.uk/ldp>) Site D, however until then the only option for a new build on the existing site would be within the built up area of the site. This option has therefore been discounted.
- An audit of Council owned sites within the locality has been undertaken to identify sites that could accommodate a 2.5 form entry school based on Building Bulletin guidance. This resulted in the preferred site being identified at YGG Bryn Tawe. Feasibility work to date shows how the school could fit on a parcel of land within the site and provide a more visible ‘frontage’ for the entire site. An outline plan is included on the next page circling the proposed location. Please note that the details of this may be subject to change.





## **Quality and standards in education**

24. The latest Estyn Inspection rating for YGG Tirdeunaw was:

Date of Inspection	March 2015
Current Performance	Good
Prospects for Improvement	Good

The summary of the Estyn reports can be found on Appendix D, as can the rating for all other schools affected by this proposal.

The full reports can be found at:

<http://www.estyn.gov.uk/english/inspection/inspection-reports/>

## **Considerations regarding the land and building at present and new school location**

25. No decision has been made as to the future use of the existing site once vacated but it would be considered within the context of the Council's corporate asset management process. Consultation with the Governing Body of the affected schools will be undertaken to reflect the change of land use and appropriate boundaries.

## **Governing Body**

26. There would be no change to the governance arrangements at the school and the present Governing body would remain.

## **Staffing Considerations**

27. There will be no immediate change to staffing arrangements. As and when pupil numbers increase at the school, so will their funding allocation in order to recruit additional teachers and support staff as required.

## **Admission Arrangements**

28. Pupils currently on roll will not need to re-apply. Pupils applying to Nursery and Reception in September 2021 would have to apply according to the Council's agreed admission arrangements. Admission information for Swansea Council can be found at <https://www.swansea.gov.uk/schooladmissionarrangements>

29. If the Welsh Government approve the 'Increasing Welsh Medium Provision Capital Grant' application then the new Admission Number for the school will be 75 ie a 2.5 form entry school. If the 'Increasing Welsh Medium Provision Capital Grant' application is not approved, then the admission number will be 60 ie a 2 form entry school and the Council does not need to complete the statutory consultation process to increase the size of the school.

## Transport

30. Transport would continue to be provided for any pupils that met agreed criteria ie for those attending their catchment area school and living more than 2 miles from that school for primary or 3 miles for secondary, or where there was no available walking route to school. For further information on home to school transport please see <http://www.swansea.gov.uk/schooltransport>
31. Existing learners would continue to receive any transport to their current school even if the catchment area changed. Learners entering school from September 2021 onwards would be assessed for transport to their new catchment area school.

## Financial Information

### Revenue Funding

Schools are funded from an overall delegated budget – the Individual Schools Budget (ISB). There is a funding formula that allocates a budget share to each individual school from the ISB. The budget share for the school would increase as the number of learners on roll increases. A draft budget share is being drafted to add as an appendix (based on floor area estimates provided by Claire), SLA increases, NOR and rates increase. Further information is provided in Appendix E.

### Capital Funding:

32. The estimated total cost for the school build for each option (including contingency) is as follows:

2 form entry	£10,938,000
2.5 form entry	£12,138,000

The capital costs at this stage are indicative only and will be subject to detailed feasibility and design.

33. The source of capital funding for this project is as follows:

- The 2 form entry scheme is proposed to be funded through the Welsh Government's 21st Century Schools Programme, for which, the grant contribution for capital projects is 50%. The Council will meet the remaining 50%. This is subject to full business case approvals by Welsh Government.
- The additional 0.5 form entry is proposed to be funded from a separate 'Increasing Welsh Medium Provision Capital Grant' application submitted to Welsh Government on 1 June 2018, which if approved will be 100% Welsh Government grant funded.

## Community Impact Assessment/Equalities Impact Assessment/Welsh Medium Impact Assessment

34. A Community Impact Assessment was carried out prior to agreement to consult on this

proposal and will be updated on completion of the consultation. The assessment did not identify any issues. The assessment can be found at [www.swansea.gov.uk/yggtirdeunawconsultation](http://www.swansea.gov.uk/yggtirdeunawconsultation)

35. An Equalities Impact Assessment was carried out prior to agreement to consult on this proposal and will be updated on completion of the consultation. The Assessment did not identify any issues. The assessment can be found at [www.swansea.gov.uk/yggtirdeunawconsultation](http://www.swansea.gov.uk/yggtirdeunawconsultation)

36. A Welsh Medium Impact Assessment has been carried out and can be found here at [www.swansea.gov.uk/yggtirdeunawconsultation](http://www.swansea.gov.uk/yggtirdeunawconsultation)

## **UNCRC**

31. Article 12 of the United Nations Convention on the Rights of the Child states that children have the right to have a say in decisions that affect them and to have that view taken seriously. Therefore throughout the process we will ensure that children and young people have a chance to have a say on the proposals and on how they think it will affect their rights under the convention.

It is our view that either children's rights will be enhanced under the proposal or they will not be affected.

## **How will the consultation take place?**

37. Consultation will be carried out in September and October 2018 and the results will be reported to a Cabinet meeting of Swansea Council on 20 December 2018. If the Cabinet decide not to proceed, that will be the end of this proposal for the foreseeable future.

38. However, if Cabinet decide to go ahead, there would be a statutory procedure to follow to make the proposed changes for January 2021. A statutory notice outlining the proposals would need to be published, inviting any formal written objections to be submitted within 28 days of publication of the notice (a copy of the notice will be provided to parents/carers and staff members and it will also be published at the schools, at the nearest library and on the Council Website [www.swansea.gov.uk](http://www.swansea.gov.uk)). If there are objections, the Cabinet will need to consider the objections to the proposal before making a decision.

39. Please note that responses submitted as part of the formal consultation period will not be counted as objections to the proposal. Statutory objections can only be made if a statutory notice is published. If a statutory notice is published objections can then be registered. Consultees may submit a request during the statutory objection period that their response submitted at the consultation stage should be treated as an objection.

40. The provisional timetable and procedure which is required by law will be as follows:

09 January 2019	Publication of statutory notices (followed by a 28-day objection period).
-----------------	---

21 March 2019

End of objection period. If there are no objections to the proposal, Cabinet can decide to proceed with increasing the capacity of the school, the amalgamation will be implemented as per the statutory notice. If there are objections, Cabinet will have to consider the objections and decide whether or not to proceed. the proposal will fall to Cabinet for determination at their meeting on 21 March 2019.

41. The earliest date when the new building would be ready for pupils to attend would be 1 January 2021. The catchment area changes would take effect from September 2021.

42. Further information on the timetable can be found at Appendix F.

### **What do you now have to consider?**

43. We would like your views as to whether or not you support the increased capacity for YGG Tirdeunaw.

### **How do you make your views known?**

44. Consultation meetings will be held and you are welcome to attend the appropriate meeting:

Date: Tuesday 25 September 2018

Venue: YGG Tirdeunaw

Meeting for Pupils: 2:30 p.m.

Meeting for all Staff: 3:30 p.m.

Meeting for Governors: 4:15 p.m.

Drop in session for Parents  
and other interested parties : 5:00 p.m. – 7:00 p.m.

There will be an additional drop-in session for catchment area changes at Committee Room 2, Civic Centre, Swansea on Tuesday 2 October at 5:30 p.m. until 7:30 p.m.

You are also welcome to put your views in writing on the attached pro-forma (Appendix G) to:

Mr. Nick Williams  
Director of Education  
Civic Centre  
Oystermouth Road  
Swansea  
SA1 3SN

(Please mark for the attention of Ms Kelly Small)

Or e-mail [SchoolOrganisation@swansea.gov.uk](mailto:SchoolOrganisation@swansea.gov.uk)

All views must be received by no later than 18 October 2018.

Views received will then be collated into a Consultation Report together with a response from the Local Authority and this report will be given to Cabinet at their meeting on 20 December 2018 for them to decide if the proposal should move to the next stage of the publication of a Statutory Notice. Please note that any responses received during the consultation stage will not be counted as an objection. A formal objection can only be registered following publication of the notice

If you require this document in Welsh or in a different format, please contact Kelly Small on 01792 636686.

Please note that under the Freedom of Information Act any responses received can be requested and may have to be made public. All views received in writing during the consultation and any subsequent objection period will be forwarded to Councillors that participate in the Cabinet meetings. Correspondence will also be recorded and acknowledged.

Proposed Changes to Welsh-medium Catchment Areas

Welsh-medium school catchment areas are made up from a number of English-medium school catchment areas. This proposal seeks to change some of the English –medium catchment areas to a different Welsh-medium catchment area as below;

School	Proposed Additions	Proposed Transfers
YGG Bryniago	No Change	No Change
YGG Bryn-Y-Mor	Seaview Primary Townhill Primary	Brynhyfryd Primary Burlais Primary
YGG Felindre		Llangyfelach Primary
YGG Gellionnen	No Change	No Change
YGG Llwynderw	No Change	No Change
YGG Lon Las	No Change	No Change
YGG Pontybrenin		Blaenymaes Primary Cadle Primary Clwyd Primary Gendros Primary Portmead Primary
YGG Tan-y-lan	Clase Primary Llangyfelach Primary	
YGG Tirdeunaw	Blaenymaes Primary Brynhyfryd Primary Burlais Primary Cadle Primary Clwyd Primary Gendros Primary Portmead Primary	Clase Primary Llangyfelach Primary
YG Y Cwm	No Change	No Change
YGG Y Login Fach		Seaview Primary Townhill Primary

Affected schools Information

**List of schools**

YGG Tirdeunaw, Heol Ddu, Tirdeunaw, Swansea, SA5 7HP  
YGG Tan-y-lan, Tan-y-lan Terrace, Morriston, Swansea, SA6 7DU  
YGG Bryn-y-mor, Heol Sant Alban, Brynmill, Swansea, SA2 0BP  
YGG Felindre, Heol Myddfai, Felindre, Swansea, SA5 7ND  
YGG Pontybrenin, Loughor Road, Gorseinon, Swansea, SA4 6AU  
YGG Y Login Fach, Roseland Road, Waunarlwydd, Swansea, SA5 4ST  
YGG Bryn Tawe, Heol Gwyrosydd, Penlan, Swansea, SA5 7BU  
YGG Gwyr, Talbot Street, Gowerton, Swansea, SA4 3DB

**Language Category**

YGG Tirdeunaw is a Welsh-medium Community School, as are all other schools affected by this proposal

**Age Range**

YGG Tirdeunaw, along with all the other schools affected by this proposal has an age range of 3 -11 (Nursery to Year 6)

YGG Bryn Tawe and YG Gwyr are both 11 – 18 (Year 7 – Year 13)

## Number of pupils on roll and school capacity information

School	School Capacity			Number on Roll (excluding Nursery)						Projected Number on Roll (excluding Nursery)*						
	Capacity	Number of surplus places	% Surplus places	Jan-13	Jan-14	Jan-15	Jan-16	Jan-17	Jan-18	Sep-18	Sep-19	Sep-20	Sep-21	Sep-22	Sep-23	Sep-24
YGG Bryn-y-mor	260	8	3.08%	229	240	238	255	247	252	252	256	250	255	253	260	256
YGG Felindre	77	57	74.03%	53	49	49	47	36	20	20	20	21	23	22	25	29
YGG Pontybrenin	501	43	8.58%	398	419	445	456	467	458	493	495	510	509	504	498	498
YGG Tan-y-lan	130	-10	-7.69%	24	48	79	107	122	140	151	155	153	146	138	133	126
YGG Tirdeunaw	413	17	4.12%	371	390	393	391	393	396	390	386	387	393	391	395	400
YGG Y Login Fach	214	-10	-4.67%	208	202	206	202	221	224	219	219	222	221	225	209	209
YGG Bryn Tawe	1233	31	2.51%	747	741	738	763	791	783	842	926	993	1057	1114	1168	1202
YG Gwyr	1037	-176	-16.97%	735	750	817	839	857	925	954	1005	1050	1100	1141	1199	1220

\* based on January 2018 data and pupil projections

These projections inevitably reflect the current capacity and location of each school as well as current catchment areas. Consequently they are unable to reflect any continuing increase in demand for Welsh-medium places. The proposed catchment area changes seek to better balance the demand for, and availability of Welsh-medium places, further supporting the targets in the Council's approved Welsh Education Strategic Plan for additional Welsh-medium provision.



## Admission Numbers

School	Admission Number September 2018
YGG Bryn-y-Mor	37
YGG Felindre	11
YGG Pontybrenin	68*
YGG Tan-y-lan	14*
YGG Tirdeunaw	59
YGG Y Login Fach	30
YGG Bryn Tawe	201
YG Gwyr	166

\* Note that the Admission Number is based on rooms in the school that are used as classroom bases and therefore the number is calculated annually and changed to reflect the availability of classroom space at that particular time. If there is an increase in classroom space after the Admission Number is published the Council can apply a working admission number to allow increased admissions. Working admission numbers have been issued for these schools. YGG Pontybrenin has a working admission number of 71, while YGG Tan-y-lan has a working admission number of 18.

## Nursery information

School	Nursery Number on Roll					
	Jan-13	Jan-14	Jan-15	Jan-16	Jan-17	Jan-18
YGG Bryn-y-mor	51	51	49	48	53	41
YGG Felindre	9	8	8	9	5	2
YGG Pontybrenin	87	96	103	87	94	95
YGG Tan-y-lan	37	41	45	33	34	30
YGG Tirdeunaw	92	70	90	77	71	65
YGG Y Login Fach	42	52	48	61	29	27

## Condition of Buildings

All schools in Swansea are allocated a condition rating as follows:

A = Performing as intended and operating efficiently

B = Performing as intended but exhibiting minor deterioration

C = Exhibiting major defects and/or not operating as intended

D = Life expired and/or risk of imminent failure

School	Condition Rating (2017 Swansea Schools Premises Collection Data)
YGG Bryn-y-Mor	C
YGG Felindre	B
YGG Pontybrenin	C
YGG Tan-y-lan	C
YGG Tirdeunaw	C
YGG Y Login Fach	B
YGG Bryn Tawe	C
YG Gwyr	C

Information – Proposed New Location and Size of New Build

**Location of new school building:**

YGG Bryn Tawe site, Heol Gwyrosydd, Penlan, SA5 7BU

**Category and Language Medium:**

The school will remain a Welsh-medium Community School

**Age Range:**

This will remain the same as it currently, 3-11 (Nursery to Year 6)

**Capacity of School and Admission Number:**

	Proposed Capacity	Proposed Admission Number
Option 1 (if the Welsh-medium Capital Grant bid successful) and a 2.5 form entry school built	525	75
Option 2 (if the Welsh-medium Capital Grant bid is unsuccessful) and a 2 form entry school built	420	60

**Estyn Inspection information of affected schools**

School	Date of last inspection	Current Performance Rating	Schools Prospects for Improving
YGG Bryn-y-mor	March 2016	Good	Good
YGG Felindre	February 2015	Adequate	Adequate
YGG Pontybrenin	May 2017	Good	Good
YGG Tan-y-lan	October 2015	Good	Good
YGG Tirdeunaw	March 2015	Good	Good
YGG Y Login Fach	March 2015	Good	Good
YGG Bryn Tawe	March 2013	Excellent	Excellent
YG Gwyr	December 2014	Excellent	Excellent

## Summary from YGG Tirdeunaw latest inspection March 2015

The school's performance is good because:

- Many pupils make good progress during their time at the school
- Pupils' standards in the Foundation Phase are consistently good in terms of reaching the expected outcome in language skills and mathematical development
- Pupils' standards at the end of key stage 2 are also consistently good in terms of reaching the expected level in all subjects that are assessed
- Many pupils use their thinking skills and solve problems effectively
- Pupils' literacy and numeracy skills are developing well
- Members of the 'Rainbow' ('Enfys') group are effective models by ensuring that fellow pupils feel happy within the school environment and are able to approach peers and staff for support, as necessary
- Pupils are polite and well behaved, and they show enthusiasm and enjoyment towards learning
- Teaching is good throughout the school and ensures that pupils from disadvantaged backgrounds are motivated effectively in order to make progress

### Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

#### **Current performance**

#### **Prospects for improvement**

The school's prospects for improvement are good because:

- The school's leaders have a clear vision and focus on raising standards
- Leaders ensure stimulating provision for pupils from disadvantaged backgrounds
- Leaders have established a very effective programme of support for vulnerable pupils and their families
- Good use is made of the expertise of different members of staff
- Staff work closely as a team and fulfil their roles and responsibilities effectively
- Appropriate attention is given to national and local priorities
- The school's self-evaluation identifies the school's strengths well
- A wide range of useful partnerships contribute effectively to enriching provision and care

## Recommendations

R1 Raise the standards of more able pupils

R2 Provide tasks that challenge more able pupils more consistently

R3 Provide more opportunities to write at length in English across the curriculum

R4 Strengthen the governing body's ability to challenge the school

R5 Ensure that self-evaluation reports are more incisive and identify areas that need to be strengthened better in order to include them fully in the improvement plan

# Y.G.G. Tirdeunaw

Ref: 6702231

**Basic Details**

**Local Authority**  
Swansea

**Type**  
Nursery, Infants & Juniors

**Gender Mix**  
Mixed

**Language**  
Welsh medium

Defining schools according to Welsh medium provision

**Contact Details**

✉ Heol Ddu  
Treboeth  
Abertawe  
SA5 7HP

☎ 01792 774612

**External Links**

[Estyn Report](#)

SUMMARY	PUPILS	RESOURCES	ATTAINMENT	BENCHMARKING	ATTENDANCE	CATEGORISATION	PE & SPORT
464 Number of Pupils, 2017	2017	19.5% Free school meals (FSM) - 3 year average (Primary only)	2017	28.2 Pupil Teacher Ratio (PTR) (Primary only)	2017	95.0% % Attendance during the year (Primary only)	2017
£2845 School budget per pupil	2017	93.3% % Pupils who have reached the expected level - Core subject indicator (Key Stage 2)	2017	Green Support Category	2017	96.3% Pupils achieving the expected outcome in the Foundation Phase areas of learning	2017

Further information on these and other schools, including interactive charts can be accessed via <http://mylocalschool.wales.gov.uk/>. Select School Type: Primary, Area: Swansea.

Financial Information

	Current Budget (Financial year 2018-2019)	Proposed Budget based on current number on roll	Proposed Budget based on increased number on roll (full capacity)
Current School (Admission Number of 59)	£1, 237,499	n/a	n/a
Option 1 (if the Welsh- medium Capital Grant bid successful) and a 2.5 form entry school built	n/a	£1,260,498	£1,591,941
Option 2 (if the Welsh- medium Capital Grant bid is unsuccessful) and a 2 form entry school built	n/a	£1,250,912	£1,356,029

*Please note that this primary budget is a broad estimate only*

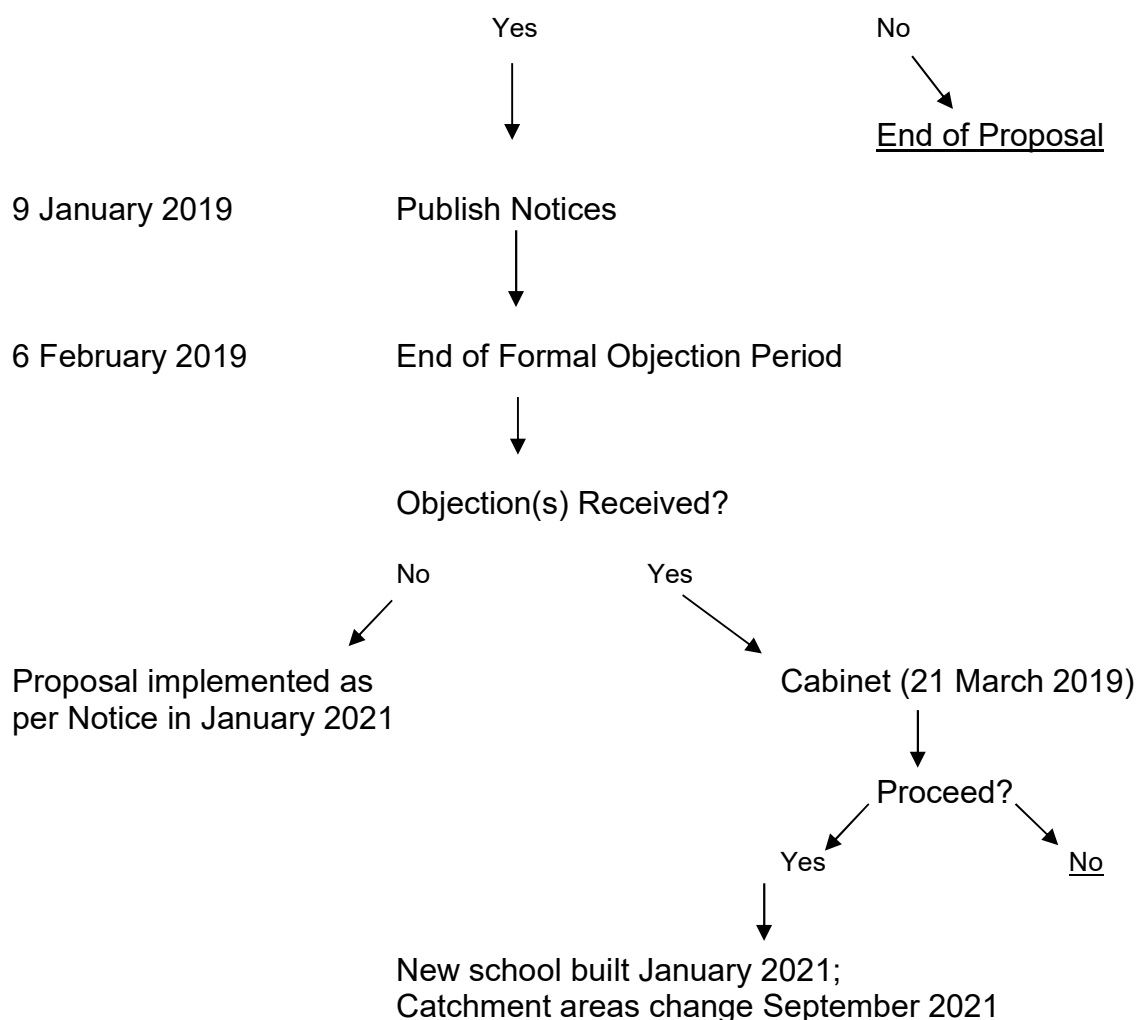


## Transport

			Estimated Future Cost/Saving								
			Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
			19/20	20/21	21/22	22/23	23/24	24/25	25/26	26/27	27/28
Proposal		Current Cost	Felindre Closure Aug 19		Tan-y-lan and Tirdeunaw new build Sep 21						
YGG Felindre Closure	Transfer of pupils to new catchment	£11,000	£15,000	£15,000	£15,000	£15,000	£15,000	£15,000	£15,000	£15,000	£15,000
YGG Tan-y-lan Catchment	Gaining Clase and Llangyfelach	£0	£0	£0	£0	£0	£0	£0	£0	£0	£0
YGG Y Login Fach Catchment	Losing Seaview and Townhill	£49,128	£49,128	£49,128	£49,128	£30,128	£30,128	£26,128	£11,128	£11,128	£11,128
YGG Bryn Y Mor Catchment	Gaining Seaview and Townhill	£0	£11,400	£11,400	£16,150	£16,150	£19,000	£19,000	£19,000	£19,000	£19,000
YGG Tirdeunaw Catchment	Losing Clase and Llangyfelach. Gaining Blaenymaes, Cadle, Gendros, Clwyd, Portmead, Brynhyfryd and Burlais. (Only increased cost is associated with Calde and Genrdos)	£0	£16,150	£16,150	£16,150	£16,150	£16,150	£16,150	£16,150	£16,150	£16,150
YGG Pontybrenin Catchment	Losing Blaenymaes, Cadle, Clwyd, Gendros and Portmeas	£38,760	£38,760	£38,760	£38,760	£38,760	£38,760	£38,760	£28,760	£28,760	£28,760
Secondary Catchment	Bryntawe Catchment	£0	£0	£0	£0	£0	£0	£0	£0	£0	£0
	Gwyr Catchment	£32,797	£32,797	£32,797	£32,797	£32,797	£32,797	£32,797	£32,797	£25,197	£25,197
<b>Total</b>		<b>£131,685</b>	<b>£163,235</b>	<b>£163,235</b>	<b>£167,985</b>	<b>£148,985</b>	<b>£151,835</b>	<b>£147,835</b>	<b>£122,835</b>	<b>£115,235</b>	<b>£115,235</b>
Note: Based on 2018 price estimates											

Timetable

5 September 2018	Consultation letters circulated
25 September 2018	Consultation meetings for Pupils, Parents, Staff & Governors of YGG Tirdeunaw
18 October 2018	Closing date for views on proposal to be received by the Education Department. Consultation report produced.
20 December 2018	Cabinet decide whether to publish statutory notice.



## Response Form

If you require any further information or an alternative format e.g. Large Print etc please contact Kelly Small on telephone number 01792 636686 or email [schoolorganisation@swansea.gov.uk](mailto:schoolorganisation@swansea.gov.uk).

This consultation is on a proposal to increase the capacity of YGG Tirdeunaw by building a new school on land currently part of the YGG Bryn Tawe site, Heol Gwyyrosydd, Penlan. If the proposal goes ahead it will be ready for pupils to attend in January 2021. The Council wishes to seek the views of all of those with a likely interest in the proposal so that their views can be taken into account before decisions are made on whether to proceed. Those being consulted on this proposal are the pupils, parents, governors and staff of YGG Tirdeunaw, as well as neighbouring schools, the local community and other interested parties in accordance with the Welsh Government's School Organisation Code.

Full details on this proposal and other alternatives considered can be viewed here please read this information in full before responding to this consultation.

This consultation period will take place from 5 September 2018 to 18 October 2018.

Pupils are welcome to complete this survey if they wish. Please note that the council is holding consultation meetings with the school council and pupils will be provided with their own consultation paper and response form.

1. Are you responding as a ...
  - Pupil
  - Parent/carer
  - Member of staff at YGG Tirdeunaw
  - Member of staff at another school
  - Governor at YGG Tirdeunaw
  - Governor at another school
  - Local community member
  - Other (please specify)
  
2. Have you read the consultation document on the proposal to increase the capacity of YGG Tirdeunaw by building a new school on land currently part of the YGG Bryn Tawe site ?
  - Yes
  - No

If you haven't read the consultation document you can find it online here. If you need this in another format please contact Kelly Small on telephone number 01792 636686 or email [schoolorganisation@swansea.gov.uk](mailto:schoolorganisation@swansea.gov.uk).

3. Are you clear about what this proposal would mean if it were to go ahead?
- Yes
  - No
4. If no, what further information do you need?
5. Overall, do you agree or disagree with the Council's proposal to increase the capacity of YGG Tirdeunaw?
- Strongly Agree
  - Tend to Agree
  - Tend to Disagree
  - Strongly Disagree
6. Please explain your views:
7. Overall, do you agree or disagree that the Council's proposal to increase the size of the school by building a new school on land at the Bryn Tawe site?
- Strongly Agree
  - Tend to Agree
  - Tend to Disagree
  - Strongly Disagree
8. Please explain your views:
9. Do you agree with the suggested catchment area changes that are part of this proposal?
- Strongly Agree
  - Tend to Agree
  - Tend to Disagree
  - Strongly Disagree

10. Please explain your views:
11. Is there an alternative option that you think the Council should consider?
12. Are there any other issues or concerns that you feel have not been recognised within the consultation document?

If you would like to receive notification of the publication of the consultation report, please provide your email address below:

13. Email address:

### **About You**

These questions are optional, but we need to ask them to understand if our consultation has reached the right people and to understand how different groups may be affected by the proposal allowing us to address this if we can. In accordance with Data Protection law, any information requested on the following questions is held in the strictest confidence for data analysis purposes only. For further information about how Swansea Council uses your personal data, please see our corporate privacy notice on our website [www.swansea.gov.uk/privacynotice](http://www.swansea.gov.uk/privacynotice).

14. Are you...?
- Male
  - Female
  - Prefer not to say
15. Is your gender the same as that which you were assigned at birth?
- Yes
  - No
  - Prefer not to say
16. How old are you ...
- |                                   |  |
|-----------------------------------|--|
| <input type="checkbox"/> Under 16 | <input type="checkbox"/> 56 - 65           |
| <input type="checkbox"/> 16 - 25  | <input type="checkbox"/> 66 - 75           |
| <input type="checkbox"/> 26 - 35  | <input type="checkbox"/> 76 - 85           |
| <input type="checkbox"/> 36 - 45  | <input type="checkbox"/> Over 85           |
| <input type="checkbox"/> 46 - 55  | <input type="checkbox"/> Prefer not to say |
17. Would you describe yourself as...  
Please mark all that apply
- |                                   |  |
|-----------------------------------|--|
| <input type="checkbox"/> British  | <input type="checkbox"/> Other British (please write in at end)                                  |
| <input type="checkbox"/> Welsh    | <input type="checkbox"/> Non British (please write in at end)                                    |
| <input type="checkbox"/> English  | <input type="checkbox"/> Gypsy/traveller   |
| <input type="checkbox"/> Irish    | <input type="checkbox"/> Refugee/Asylum Seeker (please write in current/last nationality at end) |
| <input type="checkbox"/> Scottish | <input type="checkbox"/> Prefer not to say   |
- Write in here
- 

18. To what 'ethnic' group do you consider
- White - British
  - Asian or Asian British - Chinese
  - Any other White background (please write in at end)
  - Any other Asian background (please write in at end)
  - Mixed - White & Black Caribbean
  - Black or Black British - Caribbean
  - Mixed - White & Black African
  - Black or Black British - African
  - Mixed - White & Asian
  - Any other Black background (please write in at end)
  - Any other Mixed background (please write in at end)
  - Arab
  - Asian or Asian British - Indian
  - Asian or Asian British - Pakistani
  - Asian or Asian British – Bangladeshi
  - Other ethnic group (write in)
  - Prefer not to say
- Write in here
-

19. What is your religion, even if you are not currently practicing?  
Please mark one box or write in
- No religion
  - Muslim
  - Christian (including Church of England, Catholic, Protestant, and all other Christian denominations)
  - Sikh
  - Buddhist
  - Hindu
  - Jewish
  - Other (write in)
  - Prefer not to say
- Any other religion or philosophical belief (please write in)
- 

20. Do you consider that you are actively practising your religion?
- Yes
  - No
  - Prefer not to say

21. What is your sexual orientation?
- Bisexual
  - Gay/ Lesbian
  - Heterosexual
  - Other (write in)
  - Prefer not to say

Write in here

---

22. Can you understand, speak, read or write Welsh?  
Please mark all that apply
- Understand spoken Welsh
  - Learning Welsh
  - Speak Welsh
  - None of these
  - Read Welsh
  - Write Welsh
  - Prefer not to say

23. Which languages do you use from day to day?  
Please mark all that apply
- English
  - Welsh
  - Other (write in)
  - Prefer not to say

Write in here

---

24. Do you have any long-standing illness, disability or infirmity?  
By long-standing we mean anything that has troubled you over a period of time or that is likely to affect you over time.  
This could also be defined Under the Disability Discrimination Act 1995 as:

"Having a physical or mental impairment which has a substantial and long term adverse effect on your ability to carry out normal day to day activities."

- Yes
- No
- Prefer not to say

25. Does this illness or disability limit your activities in any way?

- Yes
- No
- Prefer not to say

Thank you for your participation

Views received will then be collated into a Consultation Report together with a response from the Local Authority and this report will be given to Cabinet at their meeting on 20 December 2018 for them to decide if the proposal should move to the next stage of the publication of a Statutory Notice. Please note that any responses received during the consultation stage will not be counted as an objection. A formal objection can only be registered following publication of the notice.

Swansea Council is the data controller for the personal information you provide on this form. We are collecting this information as part of our obligation under the Welsh Governments School Organisation Code (July 2013).

Your information will be used to help us fulfil our legal obligation and will not be used for any other purpose. We will not share your data with third parties unless we are required or permitted to do so by law.

Data protection law describes the legal basis for our processing your data as necessary for compliance with a legal obligation. For further information about how Swansea Council uses your personal data, including your rights as a data subject, please see our corporate privacy notice on our website.





**Consultation Report:  
Proposal to Close YGG Felindre**

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## 1. BACKGROUND

Ysgol Gynradd Gymraeg (YGG) Felindre is situated in the village of Felindre in Swansea. At January 2018 it had 20 full-time (FT) pupils on roll from the ages of 4 to 11, plus 2 part-time nursery children. There were two mixed-age classes in the school. The number on roll has been declining for the last five years. Updated information for September 2018 shows that there are now only 12 FT pupils on roll plus 2 nursery and these are all being taught in one class.

The last Estyn inspection of the school was in February 2015 with the school's performance being adequate at the time and with adequate prospects for improvement and was placed in a category of Estyn monitoring. The school was removed from Estyn monitoring in October 2016 after considerable support from the local authority and investment of time by school staff. The Estyn report can be found here: <https://www.estyn.gov.wales/provider/6702133>

The school has not been able to fill their headteacher vacancy and the local authority has provided three acting headteachers for the school since 1 January 2017.

The local authority has consulted on a proposal to close YGG Felindre with effect from 31 August 2019. It is proposed that the current catchment area is transferred to YGG Tirdeunaw as the next nearest school, unless a separate proposal to relocate YGG Tan-y-lan to a new location off Beacons View Road in Clase is approved, in which case it would become the nearest school and would take the pupils from YGG Felindre's catchment area.

## 2. METHODOLOGY

Consultation took place with the prescribed consultees contained within the School Organisation Code <https://beta.gov.wales/school-organisation-code> via a letter/email with a link to the consultation document on the Swansea Council website <https://www.swansea.gov.uk/yggfelindreconsultation>

The consultation period was between 5 September 2018 and 18 October 2018.

Consultation meetings were held as follows:

Meeting for:	Venue	Date	Time	Attendance
Learners (School Council)	Felindre School	17/09/18	14:30 – 15:30	11
Staff	Felindre Community Hall	17/09/18	15:30 – 16:15	8
Governors	Felindre Community Hall	17/09/18	16:15 – 17:00	5
Drop-in for parents/public	Felindre Community Hall	17/09/18	11:00 – 13:30	8
Drop-in for parents/public	Felindre Community Hall	17/09/18	17:00 – 19:00	7
Drop-in for parents/public	Felindre Community Hall	01/10/18	14:00 – 16:00	0

The presentations made at the meetings can be found at:

<https://www.swansea.gov.uk/yggfelindreconsultation>

The publication of a consultation document is central to the consultation process prescribed by the Welsh Government for school reorganisation. The consultation document outlined the changes being considered, the rationale for these, details of the consultation process and incorporated a response form. Consultees were advised of the availability of an online version of the response form and also contact addresses to send in comments via e-mail.

The consultation process was extensively promoted online, via the Swansea Council website and social media channels, and also received coverage in the local press.

### 3. CONSULTATION WITH CHILDREN AND YOUNG PEOPLE

During the consultation period 2 responses were received to the online survey. The summary of the survey is as follows:

<b>YGG Felindre Pupil Survey</b>	
<b>Do you agree with the Council's proposal to close YGG Felindre?</b>	
Yes/Agree	1
No/Disagree	1
Unsure/don't mind	0

No other letters/emails were received,

Notes of the consultation meeting with the school council can be found at Appendix 1. The learners did not want their school to close as they liked being in a small and rural school that had a family feel.

A summary of the issues raised and the local authority response is attached at Appendix 2.

All consultation responses have been made available in full for Cabinet to view.

## 4. CONSULTATION WITH STAFF, GOVERNORS, PARENTS and INTERESTED PARTIES

During the consultation period 86 responses were received to the online survey. The summary of the survey is as follows:

1. Are you responding as a ...
- |             |                                   |
|-------------|-----------------------------------|
| 2 (2.5%)    | Pupil                             |
| 15 (18.8%)  | Parent/carer                      |
| 1 (1.3%)    | Member of staff at YGG Felindre   |
| 3 (3.8%)    | Member of staff at another school |
| 6 (7.5%)    | Governor at YGG Felindre          |
| 2 (2.5%)    | Governor at another school        |
| 42 (52.5%)  | Local community member            |
| 27 (33.8%)  | Other (please specify)            |
| 32 (100.0%) |                                   |

2. Have you read the consultation document on the proposal to close Felindre Primary School?
- |            |     |
|------------|-----|
| 83 (96.5%) | Yes |
| 3 (3.5%)   | No  |

Are you clear about what this proposal would mean if it were to go ahead?

- 3.
- |            |     |
|------------|-----|
| 77 (98.7%) | Yes |
| 1 (1.3%)   | No  |

4. If no, what further information do you need?
- |            |  |
|------------|--|
| 3 (100.0%) |  |
|------------|--|

Careful consideration has been given to alternatives to closure, full details on each option can be found in the consultation document:

- Option 1 - Status Quo
- Option 2 - Amalgamation
- Option 3 - Federation
- Option 4 - School Closure

The Council have assessed all the options as outlined in the report. After considering the advantages and disadvantages to each, we have concluded that our proposal to close YGG Felindre is the right option.

5. Do you agree with our assessment of each of the alternative options as outlined within the consultation document?

	Strongly Agree	Tend to Agree	Tend to Disagree	Strongly Disagree
Status Quo	33 (40.7%)	6 (7.4%)	13 (16.0%)	29 (35.8%)
Amalgamation	4 (6.0%)	6 (9.0%)	17 (25.4%)	40 (59.7%)
Federation	10 (15.4%)	12 (18.5%)	13 (20.0%)	30 (46.2%)

6. Please explain your view below:
- |             |  |
|-------------|--|
| 54 (100.0%) |  |
|-------------|--|

7. Is there an alternative option that you think the Council should consider?
- |             |  |
|-------------|--|
| 50 (100.0%) |  |
|-------------|--|

8. Are there any other issues or concerns that you feel have not been recognised within the consultation document?
- |             |  |
|-------------|--|
| 47 (100.0%) |  |
|-------------|--|

9. Overall, do you agree or disagree that the Council's proposal to close YGG Felindre is the right option?

6 (7.4%)	Strongly Agree	0 (0.0%)	Tend to Agree	8 (9.9%)	Tend to Disagree	67 (82.7%)	Strongly Disagree
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17 letters/emails were also received, with 15 of those responding objecting to the proposal. 1 of the responses did not express a view for or against the proposal and 1 responses supported the proposal.

The main responses were:

- Pupil numbers at the school continue to decline (13 FTE/14 whole school as at September 2018) with a large proportion (65%) coming from outside of the school catchment area, reflecting the general demographics for the area.
- There was understandable disappointment at the proposal and concern about the wider impact on the village, whilst understanding the need to review the future sustainability of the school.
- The perceived benefits of a small school were highlighted, as well as the current facilities available, and there was concern that some pupils will find it difficult in a large school. However, current numbers are such that the future sustainability of the quality of educational provision has to be reviewed as well as the implications of such mixed-age classes. It was suggested that larger schools do not offer the same equality of experience and that there are more opportunities at Felindre, for example all children get to participate, not just a chosen few e.g. sport. However, pupils are likely to have more opportunities in a larger school in new 21<sup>st</sup> century facilities. There are likely to be more opportunities for sport, particularly team sports, with a larger cohort of pupils.
- It was also suggested that the school should be given a chance to improve and that leadership is improving.
- The lack of leadership stability at the school was highlighted with a number of acting headteachers being in place over recent years and that there needs to be a period of stability. This has indeed been the case in spite of significant support from the authority. The impact of uncertainty regarding the future of the school was highlighted as contributing to the fall in pupil numbers.
- Concerns were raised about moving the children firstly to the current YGG Tan-y-lan site and subsequently to the new school site. It was suggested that any closure should be delayed until the new build for YGG Tan-y-lan was available; however, this would delay the closure until September 2021 and the school would struggle to support the small numbers on roll until that time.
- It was also suggested that houses are going to be built in the future in the area at the LDP site at J46 of the M4, so numbers will increase. Future potential housing developments have been considered, however, the timescale and nature of any such developments remain uncertain and the future need for educational provision would be intrinsically linked and outside of the village itself.
- Concerns were raised that the school is an integral part of the village which needs children and families and links with the local chapel, although the village is also well served by a community hall. There was also concern about the impact on the Welsh language. However only a very small number of the current pupils are from within the village itself, with most being preferred placements from other parts of Swansea.
- As with any statutory proposals, there is a risk of potential legal challenge to the process, however, officers are confident that the process has been appropriately

delivered. The 'well-being' goals of the Well-being of Future Generations (Wales) Act 2005 have been considered as well as alternatives to closure, as set out in the consultation document and discussed as part of regular meetings with RhAG representatives. Responses highlighted the pressure on Welsh-medium places in other schools and the potential use of YGG Felindre facilities where this is the case. However, other proposals, and indeed the wider WESP strategy, seek to address the continuing growth in demand for Welsh-medium provision as well as rebalancing the demand and availability of places. A dual stream English/Welsh-medium school was suggested although this would require statutory consultation and a change the Council's current policy.

- Concern was expressed at the timing of the proposal in the light of the implications of the new School Organisation Code for small and rural schools. However, the Council has sought to operate within the spirit of the new code throughout the process, carefully considering alternatives to closure, even though it had not, at that time, come into force.
- Concerns have been raised at the perception that the proposal is financially driven although it has been emphasised throughout that the proposal has been made for educational reasons and the future sustainability of the quality of educational provision with the decline in pupil numbers.

Notes of the consultation meetings with staff and governors can be found at Appendix 3. The points raised at the drop-in sessions for parents and other interested parties can be found at Appendix 4.

A summary of the issues raised and the local authority response is attached at Appendix 5.

All consultation responses have been made available in full for Cabinet to view.



## 5. ESTYN RESPONSE

Estyn, the schools' inspectorate for Wales, were also required to comment on the proposal, as per the School Organisation Code. Their response is as follows:

### **Estyn's response to the proposal by Swansea Council to close Ysgol Gynradd Gymraeg Felindre on 31st August 2019.**

This report has been prepared by Her Majesty's Inspectors of Education and Training in Wales.

Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However Estyn is not a body which is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals.

Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer and other additional information such as data from Welsh Government and the views of the Regional Consortia, which deliver school improvement services to the schools within the proposal.

#### **Introduction**

This is a proposal by Swansea Council to close Ysgol Gynradd Gymraeg (YGG) Felindre on 31st August 2019.

#### **Summary/Conclusion**

The proposer has provided a comprehensive proposal that explains clearly the reasoning behind the proposal to close YGG Felindre and transfer the school's current catchment to the nearest Welsh-medium school. YGG Tirdeunaw is the closest Welsh-medium school, unless the separate proposal to relocate YGG Tan-y-lan to a new site off Beacons View Road, Clase is approved and, if so, that will be the nearest school. The proposer notes that, over a 5-year-period, education provision at YGG Felindre has been weak, the standard of teaching has been adequate and a lack of permanent leadership has hindered improvement. Pupil numbers at the school are falling every year, and the local authority predicts that this pattern will continue. The proposer states that better facilities at YGG Tirdeunaw and YGG Tan-y-lan will ensure strong educational provision in the future.

**Estyn believes that the proposal is likely to at least maintain the current standards in terms of education, provision, and leadership and management.**

#### **Description and benefits**

The proposer has identified a clear rationale for the proposal, based on educational reasons, and has also identified other benefits, such as the positive effect in terms of cost effectiveness for the education authority.

The proposer has identified the expected advantages and disadvantages in comparison with the status quo, but the list of advantages for maintaining the status quo does not consider any educational benefits. For example, the advantages that are identified are that YGG Felindre would remain open and maintain its identity. The proposer has considered the option of merging both schools and also the option of creating a federation, and has identified the advantages and disadvantages; however, it is not clear to what extent the proposer has investigated these possibilities in full. It has given clear reasons as to why it favours closing YGG Felindre.

The proposer has identified the disadvantages of this proposal, including relocating pupils, making staff redundant and an increase in transport costs. The Council has considered the disadvantages and has noted that it will strive to relocate staff to other posts. It will also provide transport for eligible pupils, in line with its transport policy.

The proposer does not address any risks associated with the proposal, for example the situation should the Council be unsuccessful in its application for funding from the Government for new school buildings for YGG Tirdeunaw and YGG Tan-y-lan.

The proposer states that all full-time pupils who are expected to be on roll at YGG Felindre on 1st September 2019 will be able to transfer to the new catchment school, and that there is plenty of space for them at both schools, although this is not evident from the data that has been provided by the proposer.

The proposal is part of a wider strategic Welsh in Education plan, which aims to increase the number of places that are available in Welsh-medium schools in Swansea.

Therefore, it is reasonable to believe that there will be no negative effect on the Welsh language or Welsh-medium provision in the area.

### **Educational aspects of the proposal**

The proposer has given appropriate consideration to the effects of the proposal on the quality of outcomes, provision, and leadership and management. It has identified that a wider variety of facilities will be available, in addition to better access to resources and staffing. It states that a larger team of staff will be able to provide a wider range of expertise in areas of the curriculum and in terms of leading whole-school initiatives. It identifies that it will be able to provide more opportunities for staff to develop their skills and enable the best use of staff expertise. The proposer has identified that both schools that could be the new catchment school, have positive achievement in terms of standards and that they are led well and have supportive governing bodies.

It is reasonable to believe that the proposal will not have a negative effect on the ability of YGG Tan-y-lan or YGG Tirdeunaw to ensure that the full curriculum is delivered in the foundation phase and key stage 2.

The proposer has provided an equality impact assessment report, which identifies aspects that will need further investigation, most prominently community cohesion. The proposer accepts that the possible changes in catchment areas may have an effect on learners and their families, and that this needs to be investigated further as part of the consultation process. The proposal does not identify clearly enough the effect on pupils with special educational needs.

The proposer acknowledges that closing the school will cause some disruption and uncertainty for pupils, but it is not clear how any possible disruption to learners will be minimised.

The proposal has given purposeful consideration to the latest Estyn inspection reports for the three schools. Estyn's report on YGG Felindre identifies the school's current performance and prospects for improvement as adequate. The reports for YGG Tirdeunaw and YGG Tan-y-lan identify that the schools' current performance and prospects for improvement are good.

The proposer has provided a short summary from 'My Local School' to identify the percentage of pupils who achieved the expected outcome in the foundation phase in 2017, and the expected level in key stage 2 in 2017. It has identified the current categories of the three schools, namely 'amber' for YGG Felindre, 'yellow' for YGG Tan-y-lan and 'green' for YGG Tirdeunaw. It has not analysed or benchmarked school data in order to compare the schools with similar schools in terms of the percentage of pupils who are eligible for free school meals. It has not provided the views of the local authority or the consortium on the quality of leadership and management at the schools.

Estyn refer to risk that capital funding will not be supported by the WG, however, since the consultation process the business case has been approved. Any pupils with special educational needs will continue to be supported under this proposal.

## **6. RhAG RESPONSE**

### **PARENTS FOR WELSH-MEDIUM EDUCATION (RHAG)**

Parents for Welsh-medium education is a movement which was established in 1952 to encourage the development of Welsh-medium education. It is sponsored by the Welsh Government. The movement represents parents of children who are in Welsh-medium education and it maintains regular contact with Welsh-medium schools and the local authority.

RhAG's response to the consultation is as follows:

#### **Overall**

1. RhAG has consistently argued that the number and percentage of pupils in Swansea who are receiving Welsh-medium education needs to be increased.
2. RhAG's objectives have been accepted by Welsh Government, which aims to have one million Welsh speakers by 2050.
3. We share Welsh Government's vision that local councils need to create the demand for Welsh-medium education, rather than merely responding to the demand.

#### **Ysgol Felindre**

4. We are concerned that we have received different figures from the county, in our meetings with county education officers, when discussing Felindre. It was quoted to us that there were 15 children at Felindre but we can see that, according to the current proposal, there are 20 children there full-time and there will be 5 nursery children there from September. But I have heard from the school head teacher (18 October 2018) that there are 12 children there full-time, and 2 in the nursery class.
5. The county's proposal has come before the Minister for Education's recent announcement that positive attention needs to be given to rural schools. As a result of this, we are asking the county to reconsider its proposal to close Ysgol Felindre, turning their attention instead to other patterns for running the school, possibly under either Ysgol Tan-y-lan or Ysgol Tirdeunaw's head teacher or federating possibilities.
6. Plans are being made to build an extensive number of houses near the M4, between Llangyfelach and Felindre. We want to see the county ensure that a new Welsh-medium school will be established on this site when the houses are built, and that they will consider keeping Ysgol Felindre open until this new Welsh-medium school is established.

#### **Verdict**

We want the county to consider ways of keeping Felindre open until a new Welsh-medium school is established following the building of a housing estate near the M4.

## Proposal to Close YGG Felindre

**Meeting with School Council**

17 September 2018

Present: Delyth Mainwaring, Challenge Advisor  
 Rhodri Jones, Head of Stakeholder Engagement Unit  
 Kelly Small, Head of Funding and Information Unit  
 1 teacher

11 school pupils

1.	DM aksed children why we were here today
	Because the school might be closing and to talk about YGG Felindre
2.	<i>What's good about the school</i>
	The park – outside play area and links to wider play areas
	<i>Cyfleoedd – pawb yn gallu cymryd rhan ym mhob dim</i>
	Everyone can get the help that they need
3.	Want to keep the school as we are like a small family
	Lots of opportunities e.g. play football
4.	<i>A bigger school might be crowded and we might be afraid.</i>
	<i>Not enough space for us to play and learn in a bigger school.</i>
5.	Like the set-up of the current school – dosbarthiadau mewn adeiladau gwahanol.
6.	It is possible that we will have more friends in a larger school.
7.	<i>I like being in a class with children of different ages and I can talk to my friends of any age when I want.</i>
8.	I want to be in a class with children of the same age.
9.	Forestry school is brilliant – building dens as we have 2 forests outside of the school.
10.	3 separate places for different types of play in Felindre.

11.	Children asked about their feelings...a number of pupils are sad at the thought of the school closing
12.	We might end up going to different schools to our friends
13.	Some of our friends have already left for other schools
14.	We have been learning Spanish in junior school.
15.	Why do you want to close the school and who wants to close the school? - <i>Reducing numbers and politicians will make the final decision</i>
16	The school has been here for hundreds of years, why do you want to close it?
17.	Some children have left the school because the after school club stopped and parents could not pick up from school.
18.	RJ explained the options of other schools and DM explained how they could have a further say

Consultation Responses on the Proposal to close YGG Felindre - pupils						
<b>Number of written consultation responses received:</b>						
0						
<b>Number of online consultation responses received:</b>						
2						
Support Proposal/Happy						
Against Proposal/Unhappy						
Undecided/Unclear						
Responses from:						
Pupil						
Parent/Carer						
Member of Staff						
Governor						
Community Member						
Other						
<b>Raised at meetings</b>						
Learner						
Point Raised	Local Authority Response	Number of Written Responses Raising Point	% of Written Responses Raising Point	Number of Online Responses Raising Point	% of Online Responses Raising Point	Yes or No
1 I hate it! We are sad.	A proposal to close a school is bound to cause some anxiety but officers have experience of school closures and, if the proposal proceeds, will work with the schools on transitional arrangements for the learners.	0		1	50%	Yes
2 We like the park and outside play area at Felindre. We get lots of opportunity to play football. There are three separate places for different types of play in Felindre.	The proposal is for learners to move to a school for which it is proposed to provide a new building and site. This will provide plenty of play facilities, including a football pitch, grassed areas and hard play areas, and the site will be much larger than at Felindre with more friends to play with and there will be more opportunities for team sports.	0		0	0%	Yes
3 Everyone can get the help that they need at Felindre.	Learners will continue to receive the individual support that they need at their new school.	0		0	0%	Yes
4 We are like a small family	Children will still see their friends in the new school and will have the opportunity to make a lot more friends.	0		0	0%	Yes
5 A bigger school might be overcrowded and we might be afraid.	If the proposal goes ahead there will be transitional opportunities for learners so that they can make friendships with learners at the new school before they move. There are different play areas in larger schools and classes will have size limits.	0		0	0%	Yes
6 There won't be enough space for us to play and learn at a bigger school.	There will be plenty of space in the new school, particularly with the new builds proposed.	0		0	0%	Yes
7 We like how our school is set up now.		0		0	0%	Yes
8 We could have more friends in a larger school.	Agreed.	0		0	0%	Yes
9 I like being in a class with children of different ages.	Learners will have the opportunity to make new friends of all ages.	0		0	0%	Yes
10 I want to be in a class with children the same age as me.		0		0	0%	Yes
11 Forest school is brilliant and we build dens. We have two forests outside of the school.	There will be green areas at the proposed new build schools and opportunities for forest school.	0		0	0%	Yes
12 We might end up going to different schools to our friends. Some of our friends have already left for other schools.	If the school closes, all children on roll at that time will be offered a place at the new school, regardless of their home catchment area. Parents will have to make transport arrangements themselves if they live outside of the Felindre catchment area though, as they do now.	0		0	0%	Yes
13 We have been learning Spanish in junior school.	There will be lots more opportunities when there are more staff with different skills at a bigger school.	0		0	0%	Yes
14 Why do you want to close the school? It has been here for hundreds of years.	Pupil numbers have been falling at the school and not many of the children on roll live in Felindre. There will be better opportunities for pupils at a larger school. Felindre school is not sustainable at such a small size.	0		0	0%	Yes
15 Some children left the school because the after school club stopped and parents could not pick them up from the school.	These children must have lived out of catchment or they could have had transport home. Parents can choose to take their children to other schools if they wish. After school provision can help parents but when schools get too small it is not sustainable.	0		0	0%	Yes

## Proposal to Close YGG Felindre

**Meeting with Staff**

17 September 2018

Present: Nick Williams, Director of Education  
 Rhodri Jones, Head of Stakeholder Engagement Unit  
 Brian Roles, Head of Service, Education Planning and Resources  
 Kelly Small, Head of Funding and Information Unit  
 Kate Phillips, School and Governor Team Manager  
 Delyth Mainwaring, Challenge Advisor  
 Sue Edgar, Head of Primary Phase Unit  
 Celyn Evans, Funding and Information Officer

School staff as per register

	<i>NW and RJ gave a presentation explaining the proposal and the process that will be followed for the consultation</i>
	<i>Staff were then given an opportunity to ask questions and share their views.</i>
1.	We do not think that given the numbers of pupils involved that there will not be a requirement to restructure. Therefore, the likelihood of posts becoming available would be less.
	<i>HR will work with staff to try and ensure redeployment. We will work with all governing bodies in the Welsh medium sector to ask them to ring-fence posts to YGG Felindre staff – it is a decision for the individual governing bodies. We will try our best to support all staff through the process. We can also offer training on the interview process etc.</i>
2.	Are we guaranteed a post if we try for it?
	No
3.	How old do we have to be to retire?
	55
4.	If a member of staff received redundancy, can they work in Swansea?
	<i>Not for 1 month as it is a compulsory.</i>
5.	Can you opt for redundancy rather than re-deployment?
	Yes

6.	I hold 2 jobs, can they both be transferred/re-deployed?
	Yes, it is possible.
7.	<i>I was told that I will be made redundant, is this the case?</i>
	No, redundancy is the last stage of a long process. We can also look at bumped redundancy as an option where someone in another school wants to leave which would create a vacancy.
	<i>NW closed the meeting at 16:05pm</i>

## Proposal to Close YGG Felindre

### Meeting with Governors

17 September 2018

Present: Nick Williams, Director of Education  
Delyth Mainwaring, Challenge Advisor  
Brian Roles, Head of Service, Education Planning and Resources  
Rhodri Jones, Head of Stakeholder Engagement Unit  
Kelly Small, Head of Funding and Information Unit  
Kate Phillips, School and Governor Team Manager  
Sue Edgar, Head of Primary Phase Unit  
Celyn Evans, Funding and Information Officer

Five Governors as per register

1.	Nick Williams went through the Power Point Presentation. Minutes would be taken for Cabinet but they can also respond in writing. If the proposal gets to notice they would have to resubmit any objections.
2.	<i>Understand why YGG Felindre is on the radar. Feel as village school over the last five years definitely feel failed by staff and those in charge of staff. We now have good Governing Body and staff. Cannot change numbers but there might be other options to save the school. LA owe it to us. We did not know 2 years ago that we had problems with numbers. Governing Body were not told by school about problems and numbers. Understand numbers</i>



	<i>and budgets are a problem. Bigger schools do have better chances but it is like a private school here and good experience for the learners.</i>
3.	That is why we lost pupils, but as new Governing body, we have not had a chance to turn things around. Parents have been put off joining because of this proposal.
4.	<i>Hard reading that children disadvantaged as the children do a lot. Have great teachers and acting Head teacher.</i> NW responded with I am not here to convince you, but there are better opportunities in a larger school.
5.	<i>None of us want these numbers; we were 60 plus here before. We want opportunity to turn things around. Before Governing Body met with Nick there were rumours school was closing and will affect numbers.</i> NW responded- It is difficult when we announce to Governors and recognise that can destabilise a school.
6.	Comment about more enrichment in a larger class, but cannot believe as a small class is tailored to their individual needs, and so disagree. It is a fantastic education. YGG Lon Las bring their learners to us to get a smaller opportunity.
7.	<i>Could we suggest YGG Felindre open until YGG Tan-y-lan built? Better feasibility as have been together since 3 at youth club etc. Even if just another year?</i> NW responded- could certainly look at it but not all parents will chose to go to YGG Tan-y-lan, particularly as so few are form community and are scattered across Swansea.
8.	<i>Feel it's a bitter pill to swallow</i>
9.	<i>If we move to YGG Tan-y-lan now they are over capacity.</i> NW responded- Only some classes, we can accommodate now. They are capped for 30 for infants but juniors can be larger. Plan is for 1.5 or 2-form entry subject to detailed bid, planning etc. Need business case to WG. 1.5 is bigger than current size though. Increase in AN to 45
10.	<i>Are figures in documents wrong? Shows falling NOR for YGG Tan-y-lan – 151.155,153 then 126 Sept 2024. Have boundary been changed to fill up YGG Tan-y-lan?</i> NW - we will be building initially with surplus but future proofing. Current YGG Tan-y-lan site is 130 BR said- Projections we produce are consistent with how WG want us to show them but when we release artificial capacity on overcrowded YGG Tan-y-lan, we expect a rise in admission. NW- YGG Tan-y-lan new site close to YGG Tirdeunaw so need to change band as this makes sense.
11.	<i>Seems a lot the other side of the bridge but nothing coming on this side. There is planning for 900 units.</i>

	<p>NW- Yes but there is a difference between outline planning and building taking place and not always with new pupils.</p> <p>BR- Would expect to have developers contribution and new school on that site, but that could be years down the line.</p> <p>NW- we need to prove as LA that we need school places but they would want there.</p>
12.	<p><i>School would be second phase to houses. Did same to Tircoed we didn't need school in the end so they did them out of school</i></p>
13.	<p><i>Last time we talked about Federation. Spoke to YGG Bryniago and ongoing but doubt that it will come to anything, so we would prefer to keep open until YGG Tan-y-lan new build or YGG Lon Las can carry on bringing children in.</i></p> <p>NW- No problem this year but we cannot financially support.</p>
14.	<p><i>Can't we bus in YGG Tan-y-lan too?</i></p> <p>NW- Think this is positive idea for you to link with them while the transition in any case if progresses.</p>
15.	<p>Good to mix with kids from YGG Tan-y-lan.</p>
	-
16	<p>Is Federation off cards?</p> <p>NW- No, but will need 2 willing partners</p>
17.	<p>We are not adverse to Federation.</p>
18.	<p>If we can get them together now it will not hurt. Kevin (HT) is working with other Welsh Medium schools and linking together so they can take part in sports etc.</p>
19.	<p>Could there be an extension for the school in the meantime until new build? As some schools would have extra demountable as they grow. Could utilise this school, it would be ideal. If parents had another option at YGG Tan-y-lan perhaps, they would come here.</p> <p>NW- YGG Tan-y-lan is a community school with more of the pupils from area.</p>
17.	<p>Shall we write in too?</p> <p>NW- Yes you can but ideally will all be in a consultation report to cabinet. You may not agree with our responses to questions. Sizes are most recent available in report but will be updated as process moves on.</p>
18.	<p>Reports include data but they do not say the learners have left. Clear indication from ESTYN reports that it was when we were under one head teacher. Parents have made choice to go elsewhere as they are not happy with the school then but it is not like that now and issues have gone.</p>
19.	<p>Everything has changed now. New Governing Body and staff, this needs to be noted.</p>

20.	Most parents who have gone have more than one child and would be here still if the issues were not there previously. Need more positivity around school as everyone already thinks it's closing.
21.	Could it be opened as a Welsh Medium special unit to utilise the building? NW- We have stock and where vacant we consider for other use or to sell. At moment we monitor SEN, and have outreach from Bryn Tawe. Are coping at present for Welsh medium.
22.	Too late if building sold by then though. NW- We have other schools too e.g. Old YGG Tan-y-lan site, Old PRU buildings, or outside education portfolios.
23.	Is there already a bid for building? NW- No.
24.	Transport only for the 4 in YGG Felindre catchment area? NW- Yes only those in catchment area will have free transport
25.	Many parents do not realise that. KAS- Only catchment and if over 2 miles or if there isn't an available walking route.
26.	Would like to show a video to you of school and facilities in rural setting (looked up on website). Kirsty Williams had a good point about securing future of rural schools.
27.	If we federate, are we safe? NW- new Governing Body would have to look at he sites available and could still reduce sites due to sustainability. It could help if you find someone else.
28.	YGG Lon Las are working with us, now YGG Bryniago is close but road there is not good, particularly in bad weather.
29.	NW concluded by letting them know that notice and all letter will go into one report
30.	Will you let us see it before it is published? NW- It will be available online a week before cabinet

Felindre Consultation - Drop in Session
Officers Present:
Rhodri Jones, Head of Stakeholder Engagement Unit
Brian Roles, Head of Service, Education Planning and Resources
Kelly Small, Head of Funding and Information Unit
Kate Philips, Head of School Support
Sue Edgar, Head of Primary Phase Unit
Delyth Mainwaring, Challenge Adviser
Celyn Evans, School funding Information Officer
Louise Rigby, School funding Information Assistant
<b>Comments</b>
Why can't YGG Felindre stay open for a further year so that pupils can then transfer (once only) to their new catchment school in a new build facility?
Otherwise generally understand the logic of the proposal but a shame that focusing provision south of M4 corridor.

#### YGG Felindre, Drop-in session 17 September 2018

Present: Brian Roles, Head of Service, Education Planning and Resources  
Kate Philips, Head of School Support  
Sue Edgar, Head of Primary Phase Unit  
Delyth Mainwaring, Challenge Advisor  
Rhodri Jones, Head of Stakeholder Engagement Unit  
Kelly Small, Head of Funding and Information Unit  
Celyn Evans, School funding Information Officer  
Louise Rigby, School funding Information Assistant

- Would like to see the school remain open but understand the reasoning.  
*Cadw'r Ysgol fyddai orau – deal y rhesymeg.*
- What will happen to the school building if it shuts?  
*Be fydd yn digwydd I'r adeilad?*
- Some children need a small school. They will find it very difficult in a large school.  
*Mae rhai plant angen ysgol fach. Fydd nhw yn cael anhawster mewn ysgol Fawr.*

- Have you thought about their future?  
*Wyt ti wedi meddwl am y dyfodol am nhw?*
- Why move the children twice? Why not wait until the new Tan-y-lan opens?  
*Pam symyd y plant dan waith? Am cae nawr a pryd fydd Tan-y-lan cael yn ad  
Adeiladu ?*

### **Responses detailed below were not provided in Welsh**

- Is this really the best for their well-being?
- If your child was in this school, choosing a small school for a good reason. Would you like the decision?
- Wonderful facilities available at the school.
- Future housing developments should be taken into account.
- Current acting head doing a very good job.
- Issue should have been picked up earlier.
- Lack of stability due to number of acting heads.
- Lack of support for the school in the past.
- Six generations have attended the school, very sad that it could close.

### **Response of the Minister, Nebo Chapel Felindre**

- There is a strong link with the chapel including services, partnership and festivals.
- The school is an integral part of the village, children and families help keep the village young.
- The school has a long history and is busy with a lot happening which helps keep the village/community spirit.
- Loss to village, community, chapel.
- Merger of Craigeffnparc and Felindre - has this been considered? Could there be a dual stream Welsh/English school ?

Consultation Responses on the Proposal to close YGG Felindre									
Number of written consultation responses received:									
17									
Number of online consultation responses received:									
86									
Support Proposal/Happy									
1 6									
Against Proposal/Unhappy									
15 75									
Undecided/Unclear									
1 0									
Responses from:									
Pupil									
0 2									
Parent/Carer									
1 15									
Member of Staff									
0 4									
Governor									
2 8									
Community Member									
6 42									
Other									
8 27									
Including responses from Estyn, Tonia Antoniazzi MP, Dai Lloyd AM, Bethan Sayed AM, Councillor Bridgette Rowlands, Governing Body at YGG Felindre, RFAAG, Cymdeithas yr Iaith Gymraeg.									
Raised at meetings									
Governor Staff Drop-in									
Number of Written Responses Raising Point									
% of Written Responses Raising Point									
Number of Online Responses Raising Point									
% of Online Responses Raising Point									
Yes or No									
Yes or No									
Yes or No									
Point Raised	Local Authority Response	Number of Written Responses Raising Point	% of Written Responses Raising Point	Number of Online Responses Raising Point	% of Online Responses Raising Point	Yes or No	Yes or No	Yes or No	Yes or No
<b>Travel/Transport</b>									
1	Question the sustainability of having to give free transport to another school for the children living in Felindre.	0	0%	2	2%				
2	Breakfast and after school clubs will not be an option for those having home to school transport.	0	0%	1	1%				
3	Learners would have to travel some distance every day on a bus to get to the new school.	2	12%	0	0%				
4	Would transport only be provided for the four learners who live in the Felindre catchment area?	0	0%	0	0%	Yes			
<b>Size of School</b>									
5	Larger schools do not offer the same nurturing experience. Children like being in a small school where they feel comfortable.	2	12%	8	9%	Yes		Yes	
6	Larger schools do not offer the same equality of experience. There are more opportunities at Felindre. All children get to participate, not just a chosen few e.g. sport.	1	6%	5	6%				
7	Parents should have the option to choose a small school.	1	6%	0	0%				Yes
8	It is easier for teachers to deal with a small number of children.	0	0%	1	1%	Yes			
9	The number of young families in the village is growing. Numbers at the school have always been generational.	1	6%	4	5%				
10	There is not enough explanation about why the pupil numbers have dropped. Research should be done to find out why parents took their children from the school.	2	12%	1	1%				Yes
11	Reduced numbers are due to previous headteacher/staff.	4	24%	8	9%	Yes			
12	Small schools are expensive to keep open so it should close. This school only has 12 pupils.	0	0%	1	1%				
13	The pupil number drop is due to a lack of affordable houses in the village. The council should look to allow house building to encourage young families. Otherwise demand for the school would always be low.	1	6%	1	1%				
14	The pupil numbers have dropped due to uncertainty over the future of the school. Give the school a chance to increase numbers.	3	18%	7	8%	Yes			
15	The council should work with the school to increase pupil numbers. There has been a previous campaign to build up numbers when they were low and this worked.	2	12%	8	9%				
16	Houses are going to be built in the area [LDP at J46 of M4] so numbers will increase/Welsh-medium provision will be needed for these houses/keep Felindre open until demand is known or until there is a new Welsh-medium school on the LDP site.	4	24%	1	1%	Yes			Yes
17	The report refers to the Audit Commission's report on small schools but this is dated.	0	0%	1	1%				
18	A number of parents have stuck with the school to try to keep it open.	0	0%	1	1%				
19	Felindre school is too small to be viable.	0	0%	1	1%				
20	The number of pupils on roll has been quoted differently in different papers/meetings.	1	6%	0	0%				
21	Swansea's education model is based on comparatively large primary schools, unlike many other communities throughout Wales, where smaller schools and federations between smaller schools is more common.	1	6%	0	0%				
<b>Current School/Site</b>									
22	The current building is old, dated and restricted.	0	0%	1	1%				
23	Maintenance at the school has stopped to save money.	0	0%	1	1%				
24	A number of contracts at the school have stopped to save money.	0	0%	1	1%				
25	The school has a lot of resources - two separate buildings, three yards, a large garden, climbing area, orchard, direct access to a sports field with tennis courts and the village hall for concerts etc. Will be a loss of a valuable site.	3	18%	3	3%				Yes
26	The school is in a fantastic rural location. Will be moving learners from this location to an urban setting.	1	6%	4	5%				
27	Parents choose to send their children to this small and rural site as preferred placements.	3	18%	1	1%				
28	What would happen to the vacated school building?	0	0%	1	1%	Yes			Yes

<b>Leadership</b>									
29	There have been a number of headteachers over recent years that have moved on to other jobs at bigger schools. The Council has provided acting headteachers that have not stayed long.	Small schools can struggle to keep headteachers as larger schools can offer more attractive salaries and career progression. The council has supported Felindre by sourcing and funding deputy headteachers to act as headteacher but these quality staff have then been successful in gaining permanent headteacher posts in other schools.	2	12%	7	8%			Yes
30	The school has not been able to appoint a headteacher with the right qualifications, skills and language.	There are national difficulties in recruiting headteachers that speak Welsh.	0	0%	2	2%			
31	An advert should be placed for a full-time permanent headteacher/need stability/new acting head doing a good job.	Adverts have been placed twice but the governors were unable to appoint in both instances. It would not be sensible to advertise for a headteacher while there is ongoing consultation on a closure proposal.	2	12%	4	5%			Yes
32	Previous governing body were not aware of/did not act on issues raised. New governing body should be given a chance to improve the school.	Governing bodies should be the critical friend to the headteacher and should be monitoring data routinely for their school.	3	18%	0	0%	Yes		
<b>Education</b>									
33	Give the school a chance to improve. Poor standards are down to previous staff and poor/changing leadership.	The council has been supporting the school for a few years.	2	12%	2	2%	Yes		
34	It is a challenge for teachers in a small school.		0	0%	1	1%			
35	Felindre has provided a good education for years and it is possible maintain this provision, contrary to the consultation paper.	Standards have dipped recently, as is shown in Estyn reports and regional categorisation.	1	6%	3	3%			
36	Felindre provides a full and balanced curriculum to learners, despite being a small school.	This will become more difficult as budget pressures increase and the curriculum changes.	1	6%	0	0%	Yes		
37	Estyn notes that education at Felindre has been weak over the last 5 years, the standard of teaching has been adequate and the lack of a permanent headteacher has hindered improvement.		1	6%	0	0%			
<b>Wellbeing</b>									
38	Will impact on the wellbeing of our children. Children are upset.	All children will be offered support and transitional days so that they can get used to	1	6%	5	6%			Yes
39	My children went to an open day and preferred this school to the one they were in.	the new school and make friends before they move.	0	0%	1	1%			
<b>Welsh Language</b>									
40	Impact on/destroying an old Welsh-speaking village.	There are not many learners at the school and the majority are not from Felindre.	3	18%	22	26%			
41	Will impact on local eisteddfod.	There is no reason why the new school cannot take part in the eisteddfod.	4	24%	4	5%			
42	It is rare/irreplaceable to have a true Welsh village school. This is the last rural Welsh-medium school in Swansea.	The majority of learners on roll are not from Felindre.	6	35%	13	15%			
43	The school keeps the Welsh language alive in the village.	There is no reason why the new school cannot take part in community activities.	5	29%	8	9%			
44	38.3% of people in the Mawr ward are Welsh speaking compared to 11.4% across Swansea as a whole.		1	6%	0	0%			
45	Goes against the Welsh Government's plan for increasing Welsh speakers. The council should be promoting and maintaining the Welsh language.	This proposal is one part of a wider plan with two new build schools proposed for Tan-y-lan and Tirdeunaw that will provide an increased number of places in buildings that are fit for the 21st Century.	2	12%	7	8%			
46	The council should fund Welsh for adults courses at the school/within the community.	This could take place at the village hall.	0	0%	1	1%			
47	Children/in the village would miss out on Welsh-medium education.	Children would be offered a place at the new Welsh-medium school so would not miss out. Transport would be provided to their catchment	2	12%	4	5%			
48	Parents could move their children to nearer English medium schools such as Penlgeraer, Pontarddulais or Pontlliw, or schools that are closer to where they work.	Welsh-medium school. If they did choose English-medium then transport would only be provided to their English-medium catchment school i.e. Llangyfelach Primary School.	2	12%	0	0%			
49	Should be protecting and developing Welsh-medium schools and not closing them.	The wider proposal is to enhance the number of places for Welsh-medium and in better buildings.	1	6%	0	0%			

<b>Community Impact</b>											
50	This will impact on/destroy the small, rural community. Takes the heart out of the community. Impacts on future sustainability of the village. Families will not move to the village if there is no school.	Transport will be provided to school. There are very few learners on roll from Felindre.	8	47%	32	37%					Yes
51	The school has strong links with the chapel.	There is no reason why the new school cannot work with the chapel.	2	12%	4	5%					Yes
52	Will affect the use of the village hall in Felindre.		1	6%	4	5%					
<b>New School/location</b>											
53	Closing Felindre will put pressure on the new school as there is no intention on adding further rooms.	The number of pupils in Felindre is so small that no additional classrooms will be needed in the new school. New build, bigger schools are also planned.	0	0%	1	1%					
<b>Timeline</b>											
54	Leave Felindre open until the proposed new Tan-y-lan building is ready, so that children do not have to move twice in two years.	We believe that Felindre school is not sustainable until the new build will be ready in January 2021.	2	12%	5	6%	Yes				Yes
55	There isn't enough room at Tan-y-lan until the new build. Are Tan-y-lan pupil projections correct?	There is room for the small Felindre numbers in the classes at Tan-y-lan. When the school moves to a new build admissions usually increase.	0	0%	0	0%	Yes				
56	Leaving Felindre open until Tan-y-lan is built will mean our children will go together to the new school and not be split up.	The Felindre children will not be split up. They will all move together to the new school.	0	0%	1	1%					
57	Allow the school to stay open for another year to give new governors a chance to improve the school.	We believe that the school is not sustainable and numbers will not increase in a year.	2	12%	0	0%					
<b>Alternative Options</b>											
58	Bus pupils in from other areas. Take pupils from other schools/catchments that are full.	There are separate proposals to increase the size of neighbouring schools with a review of catchment area to better suit demand.	2	12%	4	5%					
59	Federate with another school/not enough has been done to Federate with another school. The Governing Body are in discussions with another school about Federation. Would this make the school safe?	No other school has been identified that will Federate with Felindre; therefore there is no business case to make the school sustainable.	6	35%	12	14%	Yes				
60	Use the school as somewhere that less confident learners from other Welsh-medium schools can attend, or learners with behaviour problems or mental health issues.	This will not make the school sustainable and we already have provision for such learners.	2	12%	0	0%					
61	Federation is an option that has been considered but the council has powers to force Federation on schools.	Federations will only work if the parties involved are open to work together.	2	12%	1	1%					
62	The school needs support/development of resources to keep it open.	The school has been given financial and officer support over the last few years. This is not sustainable.	0	0%	3	3%					
63	Keep the status quo.	The school will not be sustainable.	0	0%	14	16%					
64	Change it to a Welsh-medium special needs school (as there is a covenant on the land that it can only be used for education).	There is not enough demand for such a school. There is no covenant on the land to say that it can only be used for education.	0	0%	3	3%	Yes				
65	The council has not supported/should support the school to keep it open.	The council has put a lot of support into the school over the last few years.	0	0%	4	5%					
66	Council should be adding more Welsh-medium schools instead of closing Felindre. Should add more schools where there is demand.	The wider plan is to increase Welsh-medium places. It is not cost effective to have more small schools.	0	0%	3	3%					
67	Have English and Welsh streams at the school.	This would dilute the Welsh language and is a costly option to run.	0	0%	1	1%					Yes
68	Bring the children from Craige'nparc Primary school to Felindre.		0	0%	1	1%					Yes
69	Put on adult classes at the school to keep it viable.	An assessment of demand would be needed to ensure that this would at least cover its own costs.	0	0%	1	1%					
70	Bring other users onto the school site to keep it viable (council workers, community purposes).	The council does not need additional buildings in this area.	2	12%	1	1%					
71	I support the closure proposal.		0	0%	2	2%					
72	Can see the reasoning behind the proposal.		0	0%	0	0%					Yes
<b>Finance</b>											
73	It will cost the council more in the end as the plans are short-sighted.	New build, larger schools are more efficient.	0	0%	2	2%					
74	Small and Rural school grant could be used to keep the school open. The council's last bid was not successful.	The council is bidding for grant again for the school but it is temporary in nature and can only be used for certain things as per the terms and conditions of grant.	1	6%	1	1%					
75	The school is sustainable as it is so leave it open.	Budget pressures are increasing on all schools and we believe that Felindre is not sustainable.	1	6%	1	1%					
76	Council tax at Felindre is very high yet there will be no school or other amenities.		1	6%	0	0%					
<b>Staff</b>											
77	As pupil numbers are so low at Felindre it is unlikely that additional staff will be needed at the new school.	HR would work with staff to seek alternative employment.	0	0%	0	0%					Yes
<b>Process</b>											
78	This is a smoke screen and not clear and surely copied from another document, and part of an overall plan. It is underhanded.	This is a genuine proposal for YGG Felindre. Yes, it is part of an overall plan to provide more effective places for Welsh-medium education in buildings that are fit for the 21st Century.	0	0%	1	1%					
79	Decision has already been made.	This is a genuine consultation proposal and decisions have not been made.	0	0%	3	3%					
80	Proposal is about money and not children.	This is not the case.	0	0%	1	1%					
81	Conflicts with the Wellbeing of Future Generations Act (supporting communities and wellbeing).	The proposal supports all learners and all communities in Swansea by offering a better value option for all.	1	6%	2	2%					
82	The Welsh Language Impact assessment was not carried out fully.	This is a living document and develops as the proposal develops. An update will be produced now that consultation has ended.	2	12%	1	1%					
83	The Welsh Language Impact assessment was not included amongst the Welsh version of documents on the consultation website (contrary to the Welsh Language Measure).	Any issues raised about the consultation process were dealt with immediately ensuring that all stakeholders could take a full part in the consultation, as you have yourself. Having investigated the matter further we can confirm that the Welsh language version of the Welsh Language Impact Assessment was available on the website throughout the consultation period. We only had this one response to say that the document could not be accessed.	1	6%	0	0%					
84	The spaces available for online responses on the Welsh forms were too small and not user friendly as any text written there would disappear, making it difficult to complete (contrary to the Welsh Language Measure).	Any issues raised about the consultation process were dealt with immediately ensuring that all stakeholders could take a full part in the consultation, as you have yourself. Having investigated the matter further we can confirm that the Welsh-language version was the same as the English-language version. We only had this one response to say that there was an access issue. As well as responding online there were numerous opportunities offered via meetings at the school and in the community where all documents were made available in both languages.	1	6%	0	0%					
85	Ignores the Welsh Education Minister's policy statement for presumption against the closure of small schools. Council have only brought proposal forward now to avoid the new presumption.	The new School Organisation Code had not been published when this proposal commenced, however the council acted within the spirit of the new Code regardless. The new Code requires alternative options to closure to be considered and this took place.	4	24%	5	6%					





## **Consultation Report:**

# **Proposal to Relocate and Increase the Capacity of YGG Tan-y-lan**

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## 1. BACKGROUND

The actual number of pupils being taught through the medium of Welsh has been increasing over a number of years due to increased demand. At YGG Tan-y-lan, the numbers in each year group over the last few years have exceeded the Admission Number (the number of pupils to be admitted each year to meet the overall capacity of the school). Pupils have been admitted over Admission Number because they want to be education through the medium of Welsh and there are no alternative places available in nearby schools. As a result, at January 2018, there were 140 Full Time (FT) pupils in the school, plus nursery, with a capacity of 130 FT places. At September 2018 the number of pupils on roll had grown to 151 plus 37 nursery. Projections demonstrate that demand for places will continue to increase.

The existing site of 0.6 acres is struggling to accommodate the current pupils with its current limited capacity. The existing site also has very little outdoor space and does not provide an appropriate outdoor environment. There is no opportunity for expansion of the existing site and school buildings to provide suitable indoor and outdoor learning areas consistent with the national guidelines<sup>1</sup>.

An exercise has mapped that 296 current pupils in Welsh-medium primary schools live closest to YGG Tan-y-lan. Based upon this analysis and the increasing demand at YGG Tan-y-lan the council is proposing to relocate the school to a new and larger site at Beacons View Road, Clase. As the site is under a mile from the existing site (at a distance of 0.6 miles) the council does not need to consult on the relocation. However, as the council also proposed to increase the capacity of the school by more than 25% a statutory consultation period must take place, as is required by the Welsh Government's School Organisation Code <https://beta.gov.wales/school-organisation-code>

Linked to the proposal is a review of catchment areas for Welsh-medium provision to more appropriately allocate learners to their nearest school. This would affect primary and secondary learners across Swansea and details were provided in the consultation paper <https://www.swansea.gov.uk/yggtanylanconsultation> with the main change for this proposal being that the Clase area would feed into YGG Tan-y-lan instead of YGG Tirdeunaw. There is also a separate proposal to close YGG Felindre with learners (14 on roll at September 2018) moving to YGG Tan-y-lan in September 2019 if that proposal is implemented.

The proposal is to increase the capacity of the school to at least 315 FT places, plus nursery, subject to a successful business case as part of the Welsh Government's 21<sup>st</sup> Century Schools Programme. However, a further bid had been made to the Welsh Government for Increasing Welsh Medium Provision Capital Grant to increase the capacity to 420 plus nursery. Although the council has recently been advised that their initial bid for the Increasing Welsh Medium Provision Capital Grant was not successful, alternate sources of funding are being sought to continue to propose a school capacity of 420 plus nursery for YGG Tan-y-lan. It is intended to build the new school ready for occupancy in January 2021 with the catchment area changes taking place from September 2021.

<sup>1</sup> Building Bulletin 99 (BB99) Briefing Framework for Primary School Projects

## 2. METHODOLOGY

Consultation took place with the prescribed consultees contained within the School Organisation Code via a letter/email with a link to the consultation document on the Swansea Council website <https://www.swansea.gov.uk/yggtanylanconsultation>

The consultation period was between 5 September 2018 and 18 October 2018.

Consultation meetings were held as follows:

Meeting for:	Venue	Date	Time	Attendance
Learners (School Council)	Tan-y-lan School	27/09/18	14:30 – 15:30	10
Staff	Tan-y-lan School	27/09/18	15:30 – 16:15	28
Governors	Tan-y-lan School	27/09/18	16:15 – 17:00	6
Drop-in for parents/public	Tan-y-lan School	27/09/18	17:00 – 19:00	9

The presentations made at the meetings can be found at:

<https://www.swansea.gov.uk/yggtanylanconsultation>

The publication of a consultation document is central to the consultation process prescribed by the Welsh Government for school reorganisation. The consultation document outlined the changes being considered, the rationale for these, details of the consultation process and incorporated a response form. Consultees were advised of the availability of an online version of the response form and also contact addresses to send in comments via e-mail.

The consultation process was extensively promoted online, via the Swansea Council website and social media channels, and also received coverage in the local press.

### 3. CONSULTATION WITH CHILDREN AND YOUNG PEOPLE

During the consultation period 23 responses were received to the online survey. The summary of the survey is as follows:

<b>YGG Tan-y-lan Pupil Survey</b>	
<b>Do you agree with the Council's proposal to increase the size of YGG Tan-y-lan by building a new school in Clase?</b>	
20 (95.2%)	Yes/Agree
0 (0.0%)	No/Disagree
1 (4.8%)	Unsure/don't mind

The comments made on the online survey were positive and supportive of a new school. Learners mainly listed what they would like to see in the new school building, particularly better outdoor facilities and larger classrooms and hall.

A letter was also received from the school council at YGG Y Login Fach raising concerns about their catchment area being changed, mainly because their friends' younger siblings from the Townhill and Mayhill areas would not be able to attend the school after the proposed catchment area change and their parents would not be able to take children to two schools so friendships would be broken. They were also concerned that Y Login Fach would have less money and less teachers and that the school size was fine now. The catchment area change is not proposed until September 2021 and after that date younger siblings would still be able to apply for admission to Y Login Fach if there are spaces.

Notes of the consultation meeting with the school council at YGG Tan-y-lan can be found at Appendix 1. The council were positive about the new build school and suggested what they would like to see in the new building. The council had produced a 'wish list' and this can be found at Appendix 2.

School councils of the schools affected by the catchment area review were invited to meet with officers of the council. The meeting supported the new school for YGG Tan-y-lan.

A summary of the issues raised by learners and the local authority response is attached at Appendix 3.

All learner consultation responses have been made available in full for Cabinet to view.

#### 4. CONSULTATION WITH STAFF, GOVERNORS, PARENTS and INTERESTED PARTIES

During the consultation period 30 responses were received to the online survey. The summary of the survey is as follows:

**1. Are you responding as a ...**

0 (0.0%)	Pupil
11 (36.7%)	Parent/carer
0 (0.0%)	Member of staff at YGG Tan-y-lan
12 (40.0%)	Member of staff at another school
1 (3.3%)	Governor at YGG Tan-y-lan
5 (16.7%)	Governor at another school
1 (3.3%)	Local community member
1 (3.3%)	Other (please specify)
3 (100.0%)	

**2. Have you read the consultation document on the proposal to increase the capacity of YGG Tan-y-lan by building a new school at Beacons View Road?**

30 (100.0%)	Yes
0 (0.0%)	No

**If you haven't read the consultation document you can find it online here. If you need this in another format please contact Kelly Small on telephone number 01792 636686 or email [schoolorganisation@swansea.gov.uk](mailto:schoolorganisation@swansea.gov.uk).**

**3. Are you clear about what this proposal would mean if it were to go ahead?**

29 (96.7%)	Yes
1 (3.3%)	No

**4. If no, what further information do you need?**

2 (100.0%)	
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**5. Overall, do you agree or disagree with the Council's proposal to increase the capacity of YGG Tan-y-lan?**

7 (23.3%)	Strongly Agree	18 (60.0%)	Tend to Agree	3 (10.0%)	Tend to Disagree	2 (6.7%)	Strongly Disagree
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**6. Please explain your views:**

23 (100.0%)	
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**7. Overall, do you agree or disagree with the Council's proposal to increase the size of the school by building a new school at Beacons View Road, Clase?**

5 (16.7%)	Strongly Agree	18 (60.0%)	Tend to Agree	4 (13.3%)	Tend to Disagree	3 (10.0%)	Strongly Disagree
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- 8. Please explain your views:**  
21 (100.0%)
- 9. Do you agree with the suggested catchment area changes that are part of this proposal?**  
6 (20.0%) Strongly Agree 7 (23.3%) Tend to Agree 1 (3.3%) Tend to Disagree 16 (53.3%) Strongly Disagree
- 10. Please explain your views:**  
23 (100.0%)
- 11. Is there an alternative option that you think the Council should consider?**  
25 (100.0%)
- 12. Are there any other issues or concerns that you feel have not been recognised within the consultation document?**  
21 (100.0%)

7 letters/emails were also received, with 5 of those responding objecting to the proposal and 2 supporting the proposal.

The main responses were:

- There was broad support for the proposal from those responding, particularly recognising the need for a larger site and facilities. Some specific facilities were suggested and can be considered as part of the detailed design for the new school, which will reflect Building Bulletin guidelines as well as the available funding for the scheme. This is a set of standards developed by the Department for Education and Skills (DfES) School Building and Design Unit building professionals. It is a Welsh Government funding condition to ensure that funds are distributed fairly and that schools offer a consistent standard across Wales. Schools must be designed according to the maximum of BB98 (secondary) and BB99 (primary).
- Concerns have been raised regarding the size of the new build if it cannot be 2 Form Entry (FE) from the outset, which was dependent on access to specific Welsh Government Welsh-medium capital grant. Experience would suggest that whenever additional Welsh-medium places are established the demand for such places receives a further stimulus, however, this is clearly impossible to predict with accuracy and therefore justify in terms of specific business cases. The Welsh Government's recent Welsh-medium capital grant provided the opportunity to seek to support the national priority to increase the number of Welsh speakers by bringing forward the delivery of later phases of Swansea's strategy and providing greater ability to respond to an increasing trend towards Welsh-medium provision. Sadly, our bids have so far been unsuccessful and this opportunity may consequently have been lost. Therefore, the proposal remains for 315 places to serve YGG Tan-y-lan (1.5FE), consistent with the rigorous pupil modelling underpinning the Welsh Government business case, and future proofed for a further 0.5FE in the future as demand continues to grow. At 1.5FE

capacity this represents a significant increase in places, reflecting the anticipated demand for places to serve the area for a number of years. Additional Welsh-medium capital grant would have enabled a 2FE or 420 places, allowing greater scope to respond to further demand for Welsh-medium provision and so supporting the national targets for Welsh speakers. However, the authority will continue to source funding to increase the new building to 2FE and is therefore seeking Cabinet approval to publish a notice on 9 January 2019 that will either be for 1.5FE or 2FE depending on the availability of funding at that time.

- No proposed location to provide a less constrained site will be considered ideal by everyone. Responses have suggested that the Council should be looking to also build a new Welsh-medium school for the Morryston area and possibly consider the use of the current YGG Tan-y-lan site to develop nursery education to feed into any such additional school. The need for Welsh-medium places will of course continue to be reviewed but these are matters that fall outside of the current proposal to relocate the school to a larger site. A comprehensive review of all available sites in the Council's ownership informed the proposed new site for the school, and demonstrated the limited scope.
- Concerns were raised about traffic around the area of the proposed new site and also the transport arrangements to the new site. If the proposal is approved all routes to the school would be assessed and traffic measures introduced where necessary. Some pupils will inevitably live further away from the new site and this would increase their travel time, however, the sites are only 0.6 miles apart by available walking route and any pupils more than 2 miles away, or where there is no available walking route, would be offered home to school transport.
- One response raised concern about perceived larger classes. Class sizes are currently between 25 and 33 and infant classes cannot exceed 30 (unless there are permitted exceptions) and we would not expect junior classes to be any larger in future.

Notes of the consultation meetings with staff and governors can be found at Appendix 4. The points raised at the drop-in sessions for parents and other interested parties can be found at Appendix 5.

A summary of the issues raised by learners and the local authority response is attached at Appendix 6.

All consultation responses have been made available in full for Cabinet to view.



## 5. ESTYN RESPONSE

Estyn, the schools' inspectorate for Wales, were also required to comment on the proposal, as per the School Organisation Code. Their response is as follows:

### **Estyn's response to the proposal by Swansea Council to increase the capacity of Ysgol Gynradd Gymraeg (YGG) Tan-y-lan from 1st January 2021.**

This report has been prepared by Her Majesty's Inspectors of Education and Training in Wales.

Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However, Estyn is not a body which is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals.

Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer and other additional information such as data from Welsh Government and the views of the Regional Consortia, which deliver school improvement services to the schools within the proposal.

#### **Introduction**

This is a proposal by Swansea Council to increase the capacity of YGG Tan-y-lan from 1st January 2021.

#### **Summary/Conclusion**

The proposer has provided a comprehensive proposal, which explains clearly the reasoning behind the proposal to increase the capacity of YGG Tan-y-lan by building a new school within a mile of the current site, and responding to the increasing demand for Welsh-medium education throughout the county.

Estyn believes that the proposal is likely to at least maintain the current standards in terms of education, provision, and leadership and management.

#### **Description and benefits**

The proposer has identified a clear rationale for the proposal to increase the capacity of YGG Tan-y-lan and respond to the increasing demand for Welsh-medium education throughout the county. It identifies the expected benefits for YGG Tan-y-lan, but has not identified any disadvantages of the proposal.

The proposal identifies clearly the plan to construct a new building on land that is less than a mile from the school's current site. The proposer lists a number of advantages to the proposal, such as increasing the number of places that are available in the Welsh primary schools in the area, and providing a school that is within walking distance of a majority of the current pupils.

The proposer has identified two main risks to the proposal, namely that the application for capital funding will not be approved by the Welsh Government, and the risk that the delay as part of the approval process will affect the new school's opening date. The proposer has not identified how risks will be managed, but it believes that the risk of the proposal not being approved is very low as the business case is strong.

The proposer has given suitable consideration to other options and has given good reasons as to why they were disregarded; for example, it would not be possible to expand the school on the current site as it is too restricted.

The proposer has considered the effect of the changes on learners' transport arrangements, and states that transport will continue to be provided for any pupils who attend their catchment school and live over two miles from that school.

The proposal supports the targets in the Welsh in Education Strategic Plan, which aims to increase the number of places that are available in the Welsh-medium schools in Swansea. The county council predicts that the demand for Welsh-medium education is

increasing and that surplus places in Welsh-medium schools will become increasingly limited. It is reasonable to believe that there will be no negative effect on the Welsh language or Welsh-medium provision in the area.

### **Educational aspects of the proposal**

The consultation does not include the proposal's likely effect on the quality of outcomes, provision, or leadership and management clearly enough, except to note that the proposal would provide a 21st century learning environment that is suitable for the purposes of pupils and staff.

However, it is reasonable to believe that the proposal will not have a negative effect on the ability of YGG Tan-y-lan to ensure that a full curriculum is delivered in the foundation phase and key stage 2.

The proposer has provided an equality impact assessment report, which identifies aspects that will need further investigation, most prominently community cohesion. The proposer accepts that the possible changes in catchment areas may have an effect on learners and their families, and that this needs to be investigated further as part of the consultation process. The proposal does not identify clearly enough the effect on pupils with special educational needs.

The proposal has given purposeful consideration to the latest Estyn inspection report, including the main points of the report, which judged the school's current performance and prospects for improvement to be 'good'. It has also included the four recommendations. In addition, it has included a table showing the dates of the latest Estyn inspections for the eight nearby schools, which identifies their current performance and prospects for improvement.

The proposer has provided a short summary from 'My Local School' to identify the percentage of pupils who achieved the expected outcome in the foundation phase in 2017, and the expected level in key stage 2 in 2017. It has identified the school's current category, which is 'yellow'. It has not analysed or benchmarked school data in order to compare the school with similar schools in terms of the percentage of pupils who are eligible for free school meals. It has not provided the views of the local authority or the consortium on the quality of leadership and management at the schools.

The local authority notes Estyn's response. Estyn refer to risk that capital funding will not be supported by the Welsh Government, however, since the consultation process the business case has been approved. Any pupils with special educational needs will continue to be supported under this proposal.

## **6. RhAG RESPONSE**

### **PARENTS FOR WELSH-MEDIUM EDUCATION (RHAG)**

Parents for Welsh-medium education is a movement which was established in 1952 to encourage the development of Welsh-medium education.

It is sponsored by the Welsh Government.

The movement represents parents of children who are in Welsh-medium education and it maintains regular contact with Welsh-medium schools and the local authority.

RhAG's response to the consultation is as follows:

#### **Overall**

1. RhAG has consistently argued that the number and percentage of pupils in Swansea who are receiving Welsh-medium education needs to be increased.
2. RhAG's objectives have been accepted by Welsh Government, which aims to have one million Welsh speakers by 2050.
3. We share Welsh Government's vision that local councils need to create the demand for Welsh-medium education, rather than merely responding to the demand.

#### **Ysgol Tan-y-lan Catchment Area**

1. We welcome that fact that Ysgol Tan-y-lan will have significant land for growth. The school has suffered from the outset. When the school was established as a 0.5 school, we argued that a 1.0 or 1.5 school was needed in Morriston and our arguments were verified.
2. We are concerned, however, that moving the school to Clase would mean that the school would be far from large parts of the Morriston Ward. We want to see a Welsh-medium school serving Morriston's main populated areas.
3. The impact survey on the Welsh language does not note the impact of moving Ysgol Tan-y-lan away from the main population centres of Morriston, from Plasmarl to Ynystawe. This would have a negative impact. Whilst moving the school to Clase will attract pupils from another area, this move emphasises the need for a Welsh-medium school in Morriston and this should be mentioned in the document.
4. As a result, we want to propose the Tan-y-lan school building be kept for Welsh-medium education, as a nursery/reception class setting. Following on from this, we want to see possibly an additional Welsh-medium school established in Morriston, possibly on land between Morriston Cross and Ynysforfan.

#### **Other catchment areas**

1. There is no sufficient reason for changing some of the other catchment areas. Ysgol Bryn-y-môr is already full, but the document wants children from Seaview and Townhill to go there. Although these are within a two-mile walk from Ysgol Bryn-y-môr, it is a journey along streets which are full of traffic and it is difficult to imagine parents walking with their children down Walter Road, then through Uplands and along the other streets to reach Ysgol Bryn-y-môr. This would mean that Welsh-medium education is not conveniently available for these people. There is a strong argument in favour of continuing to include these children in Login Fach's catchment area so that they, by means of transport, may have easy access to Welsh-medium education.

2. Clause 10 of the Learner Travel (Wales) Measure 2008 notes that local authorities have a duty to "promote access to Welsh-medium education and training" by arranging transport for learners.
3. The county needs to discuss the catchment areas with the head teachers of the current Welsh-medium schools in order to reach a general agreement which will benefit pupils and promote Welsh-medium education.

### **Admission numbers and funding**

4. We are concerned that the county's bid for funding to increase Welsh-medium provision will not be successful, if the list published recently by the Minister Eluned Morgan was final. This will have significant implications for the progression of Welsh-medium education according to information given in the county consultation.
5. As the county proposal notes that Tan-y-lan's catchment area will include a large part of Tirdeunaw's current catchment area – from Llangyfelach to Treboeth and up towards Clase – we are of the opinion that 45 will not be a sufficient admission number. Ysgol Tan-y-lan currently admits some 30 pupils each year. Admitting 45 would mean that only 15 pupils could be admitted from the new catchment areas, which is obviously unreasonably insufficient. Admitting 45 would not allow any growth in Welsh-medium education in Morryston.
6. As a result of this, we oppose opening Tan-y-lan to admit 45 pupils. Is it essential that it admits 60 from the outset, with the possibility to increase, and that another Welsh-medium school opens in Morryston.
7. Tirdeunaw will have the same size restriction, if funding is not secured to increase Welsh-medium provision. If Tirdeunaw is restricted to 60, this number will be too small for the change in catchment area and the subsequent growth. It is essential that Tirdeunaw can admit 75.
8. The financial discrepancy between providing half an additional class in the two schools or not is comparatively small, and is likely to lead to wasting much more money in the future when it becomes evident that the admission numbers of 45 and 60 are insufficient. We recommend that the county progresses the plans for schools admitting 60 and 75 respectively, borrowing money in order to do so, unless additional capital money can be obtained from the government.

### **Verdict**

1. **Tan-y-lan:** We welcome the fact that Ysgol Tan-y-lan will have a new site. Nevertheless, due to the fact that the school is going to be serving a new catchment area, we believe that it is essential that the school has an admission number of 60.
2. As the new school is going to be far from Morryston's main populated areas, we want the county to keep Tan-y-lan's current building for nursery/reception pupils, and we want the county to establish an additional Welsh-medium school on land between Morryston and Ynysforgan.

## Proposal to enlarge the capacity of YGG Tan-y-lan on a new site

**Meeting with School Council**

27 September 2018

Present: Euros Jones, Challenge Advisor  
 Rhodri Jones, Head of Stakeholder Engagement Unit  
 Kelly Small, Head of Funding and Information Unit  
 Berian Jones, Headteacher

10 school council members

1.	EJ explained the proposal before asking the pupils their views
2.	The pupils had walked up to the proposed site on the previous day and had discussed the proposal and prepared a graphic of their thoughts and ideas.
3.	Larger kitchen so we could have a better provision for lunches – currently a very small kitchen (referred to as a cupboard)
4.	<i>Large school hall as it is currently very small – they would like to have a stage so it can be used for school performances.</i>
5.	Opportunities to play as a whole school – currently there is a split to ease the lunch service and share the play area.
6.	The children would like to see a library in the new school – there used to be a library but it is now a classroom.
7.	<i>They would like a fruit shop run by the pupils – space is currently constrained so they would like to improve the offering.</i>
8.	Provision to keep coats is needed – everything is currently a “squish”
9.	A space for science, music and art – easier for teacher prep.
10.	More toilets needed in the new school – current provision is stretched.
11.	Better outdoor facilities including a football/rugby pitch – in a safe environment away from passing traffic.

12.	Changing rooms for sport – currently use the classrooms and the coat areas.
13.	Plenty of space to hold a school Eisteddfod
14.	Wider corridors to aid the movement of school pupils
15.	Even play surfaces for safe play – currently sloped.
16	More windows and direct access to the outdoors
17.	A specific school office for the head and admin team.
18.	Outdoor apparatus for play e.g. playground facilities. Monkey bars etc.
19.	Improved classrooms with more space
20.	Improved pick-up and drop-off areas to make it safer for everyone.
21.	Improved facilities for playtime – better space for keeping fit.
22.	Garden facility – for growing veg and flowers.
23.	Meeting space that the school council can use.
24.	More pupils are a good thing – more friends.
25.	New tables for lunchtime – currently those who have sandwiches are using a classroom.
26.	More IT provision – white boards/screens
27.	Larger classrooms for making lessons easier
28.	Improved lighting in the school inc. natural light.
29.	Ystafell staff gwell/mwy
30.	More recycling bins



Consultation Responses on the Proposal to increase the capacity of YGG Tan-y-lan - pupils							
<b>Number of written consultation responses received:</b>							
1							
					emails/ letters	Online survey	
<b>Number of online consultation responses received:</b>							
23							
Support Proposal/Happy					0	20	
Against Proposal/Unhappy					0	0	
Undecided/Unclear					0	1	
<i>Responses from:</i>							
Including a letter from the school council at YGG Y Login Fach.					Pupil	0	23
					Parent/Carer	0	
					Member of Staff	0	
					Governor	0	
					Community Member	0	
					Other	0	
<b>Raised at meetings</b>							
Learner							
Point Raised	Local Authority Response	Number of Written Responses Raising Point	% of Written Responses Raising Point	Number of Online Responses Raising Point	% of Online Responses Raising Point	Yes or No	
<b>Size of School</b>							
1	I look forward to having a bigger school/enough room for me and my friends/will have more friends.	Agreed.	0	2	9%	Yes	
2	I don't like the idea of having bigger classes	Class sizes at the school are between 25 and 33 now. Infant classes cannot get bigger than 30 (unless there are permitted legal exceptions) and we would not expect to see junior classes any larger than they are already.	0	1	4%		
<b>New School/location</b>							
3	I feel good about the school moving to Clase/I agree with the move.	Noted.	0	2	9%		
4	Would like a swimming pool.	There will not be a swimming pool at the new school. There are alternative pools in the area to enable learners to develop skills of water safety and being able to swim unaided for a sustained period of time, as stated in the curriculum.	0	4	17%		
5	Would like a football pitch/better sports facilities/tennis field/volleyball. We do not have enough space for playtime/sports/school fetes. We have split play at the moment as the yard isn't big enough. The yard slopes in the existing school and isn't safe. Want a better space for keeping fit.	The proposal is for the new school to have a mini all-weather pitch (for hockey, football, rugby, tennis etc.), a MUGA (multi use games area on hard standing) and also a marked out grass sports area.	0	18	78%	Yes	
6	Would like a trampoline park.	We would not be providing a trampoline park sorry.					
7	Would like a library.	There will not be a separate library room but the design for the new school building would include flexible learning resource areas that would include space for a library area.	0	2	9%	Yes	
8	Would like to run a fruit shop. There is no space to do this on the existing site.	The larger school should provide greater opportunities for a fruit shop to be run.	0	0	0%	Yes	
9	Would like a computer room/iPad area.	IT needs to be part of everyday learning within the classroom and therefore we are not planning a separate computer room; it would be possible to access IT in all classrooms and the learning resource areas could include an IT zone.	0	1	4%		
10	Want more windows/better lighting and direct access to the outdoors.	All classrooms would have direct access to the outdoors in the new build, and would be designed so that the classrooms have as much natural light as possible. It is not possible on the existing site as it was not designed at the time with Foundation Phase in mind as it preceded this way of learning.	0	0	0%	Yes	
11	Would like a gym/jungle gym.	The hall will be marked for indoor sports.	0	2	9%		
12	Would like more gym/PE equipment.	The council will provide the building and the school will buy equipment. There will be more space for equipment to be stored in the new building.	0	1	4%		



13	Would like air conditioning.	We do not plan on installing air conditioning but the building will be designed for appropriate air handling. The design of the building would aim to use natural ventilation where possible and aim to ensure the appropriate environment for the buildings inhabitants.	0	3	13%	
14	Every week we could have rock climbing and an obstacle course on the playground.	We are not planning to install any rock climbing sorry.	0	1	4%	
15	Would like a bike rack.	There will be bike/scooter racks.	0	1	4%	
16	Would like monkey rings for the school yard.	There are no plans for monkey rings sorry.	0	2	9%	Yes
17	Would like wider gates so that prams can fit through.	Yes, the new school will have suitably wide gates and access for prams, wheelchairs etc.	0	1	4%	
18	Would like a music room/science room/art room.	These specialist practical spaces for music, science or art would not be separate rooms, as in a primary school these activities should be integrated within the classroom or by making use of the learning resource area, hall, or studio.	0	1	4%	Yes
19	Would like a bigger hall and stage. The existing hall is not big enough for assemblies/Eisteddfod. There is nowhere to play when it is raining. Lunch sittings are currently split as the hall is not big enough. Children with sandwiches cannot fit in the hall so have to use a classroom.	The new hall will be large enough to accommodate the size of the school and indeed will be built to a larger size to future proof it in case there is future demand to increase the size of the school by adding more classrooms (subject to demand and funding).	0	6	26%	Yes
20	Need a bigger kitchen.	This will be provided at the new site.	0	0	0%	Yes
21	Would like bigger classrooms/my classroom is too small.	The existing classrooms at Tan-y-lan are smaller than the required size for primary schools. All classrooms in the new school will be built to the required size and will be bigger than all of the classrooms at the existing Tan-y-lan site.	0	5	22%	Yes
22	Need wider corridors.	New build schools must have corridors of a suitable size.	0	0	0%	Yes
23	Would like a bigger toilet area/more toilets.	There will be enough toilets for the number of learners on site and they will be of a suitable size and layout.	0	2	9%	Yes
24	The school needs to be colourful and bright.	It will be.	0	1	4%	
25	The headteacher and office staff need better offices. The staff need a better room.	Agreed. The current spaces used are very small and not suitable.	0	0	0%	Yes
26	Would like a meeting room that the school council can also use.	There will be areas available in the new build for meetings to take place.	0	0	0%	Yes
27	Would like somewhere to change for PE.	There is no requirement for changing rooms for primary schools and therefore this will not be in the build plans.	0	1	4%	Yes
28	Would like to continue to go to the Tabernacle Chapel as it is important to me and the school.	There is no reason why visits should stop when the school is on the new site.	0	1	4%	
29	Need better drop off and pick up points to make it safe for everyone.	The new school design will always consider safety and it is recognised that the current site is in a congested area.	0	0	0%	Yes
30	There will be more IT provision - whiteboards and screens.	The new school will be designed so that each classroom can be fitted with an interactive whiteboard or touch screen. Other areas such as the flexible learning resource area and hall will also have this IT infrastructure to enable IT to be accessed in all learning locations.	0	0	0%	Yes
31	Want a garden facility for growing vegetables and flowers.	There would be more space to do this at the new site.	0	0	0%	Yes
32	Need more recycling bins.	There will be more space for bins in the new school.	0	0	0%	Yes
33	Would like larger cloakrooms.	Cloakroom space is provided within the classroom for new build schools.	0	1	4%	Yes
<b>Impact on Other Schools</b>						
34	The School Council at YGG Y Login Fach do not want to lose the Sea View and Townhill catchment areas as part of this proposal as younger siblings will not be able to attend and parents cannot take children to two schools so friendships will be broken. Also there will be less money and less teachers for Y Login Fach. The size of school is fine as it is.	The catchment area would not change until September 2021. Younger siblings will still be able to apply to Y Login Fach's reception if there are spaces.	1	100%	0	0% Yes

## Proposal to enlarge the capacity of YGG Tan-y-lan on a new site

**Meeting with Staff**

27 September 2018

Present: Rhodri Jones, Head of Stakeholder Engagement Unit  
 Brian Roles, Head of Service  
 Kelly Small, Head of Funding and Information Unit  
 James Craven, Assistant Inclusion Officer  
 Claire Lewis, School Project Business Case Development Manager  
 Euros Jones, Challenge Advisor  
 School Staff  
 Gareth Morgan, UCAC Trade Union Representative

	<i>RJ gave a presentation explaining the proposal and the process that will be followed for the consultation</i>
	<i>Staff were then given an opportunity to ask questions and share their views.</i>
1.	<i>What impact would there be on the current staff?</i>  <i>All staff would transfer to the new site with the likelihood that new posts would be created if the school continues to grow.</i>
2.	Parking is currently a big issue for both parents and staff on the current site, will this be resolved on the new site?  A full traffic/travel impact assessment would be carried out prior to any new school being built. Parking for staff would be factored in as part of the new site with consideration given to drop-off points etc for parents. Parents and families are encouraged to walk to the site where/when possible.
3.	All staff were positive about the prospect of a larger school on a new site.
	<i>RJ closed the meeting at 15:50pm</i>

Proposal to enlarge the capacity of YGG Tan-y-lan on a new site

**Meeting with Governors**

27 September 2018

Present: Rhodri Jones, Head of Stakeholder Engagement Unit  
 Brian Roles, Head of Service  
 Kelly Small, Head of Funding and Information Unit  
 James Craven, Assistant Inclusion Officer  
 Claire Lewis, School Project Business Case Development Manager  
 Euros Jones, Challenge Advisor  
 School Governors

	<i>RJ gave a presentation explaining the proposal and the process that will be followed for the consultation</i>
	<i>Governors were then given an opportunity to ask questions and share their views.</i>
1.	All governors were positive about the prospect of a larger school on a new site.
2.	<p>Parking is currently a big issue for parents, will this be resolved on the new site?</p> <p>A full traffic/travel impact assessment would be carried out prior to any new school being built. There would be no parking for parents on the school site however consideration would be given to drop-off points etc for parents. Parents and families are encouraged to walk to the site where/when possible.</p>
3.	<p><i>What impact would there be on the current staff?</i></p> <p><i>All staff would transfer to the new site with the likelihood that new posts would be created if the school continues to grow.</i></p>
4.	<p><i>Is there funding available for furniture etc. for the new school?</i></p> <p><i>The school would need to plan for any new furniture etc. from within its own budget.</i></p>
	<i>RJ closed the meeting at 16:30pm</i>

<b>Tan-y-lan Consultation - comments from drop-in meeting 27/09/18</b>
Officers Present:
Rhodri Jones, Head of Stakeholder Engagement Unit
Brian Roles, Head of Service, Education Planning and Resources
Kelly Small, Head of Funding and Information Unit
James Craven, Assistant Inclusion Officer
Claire Lewis, School Project Business Case Development Manager
Euros Jones, Challenge Adviser
<b>Comments</b>
Traffic concerns around the area. Will need to consider lollypop or other crossing. Particularly around Bishop Vaughan.
Security - will site be built to avoid anti-social behaviour when closed? (Response - will be secure by design and our insurers will also dictate some of design features.)
Bigger school size offers better opportunities for pupil development e.g. sports teams. Also sports at school makes it easier for parents as they don't have to travel for a team and it doesn't cost parents extra.
Need more places like this so more children will be fluent in Welsh.
Maintain the security of children in terms of access to classrooms.
Really happy about the proposal. School has outgrown the site.
Have to go offsite for sports now.
Kids are excited for new school.
Need outdoor sports for the children as nothing at current site.
Positive regarding the need for enhanced facilities and a new site for Tany-y-lan but concerned that it will mean that the current 45 minute walk to and from the school will in future be 70 minutes each way to the new site.
What transport might be considered/possible to support this? So that it is not necessary to consider developing current public transport routes? Transferring to a nearer English medium school.
Reassurance that no plans for amalgamating a number of schools as that has been rumoured.

Consultation Responses on the Proposal to increase the capacity of YGG Tan-y-lan									
<b>Number of written consultation responses received:</b>									
7									
<b>Number of online consultation responses received:</b>									
30									
Support Proposal/Happy									
2									
Against Proposal/Unhappy									
0									
Undecided/Unclear									
5									
0									
<b>Responses from:</b>									
Pupil									
0									
Parent/Carer									
1									
11									
Member of Staff									
1									
12									
Governor									
1									
6									
Community Member									
0									
1									
Other									
4									
1									
<b>Raised at Meeting</b>									
Governor									
Staff									
Drop-in									
Point Raised	Local Authority Response	Number of Written Responses Raising Point	% of Written Responses Raising Point	Number of Online Responses Raising Point	% of Online Responses Raising Point	Yes or No	Yes or No	Yes or No	Yes or No
<b>Travel/Transport/Traffic</b>									
1	Traffic concerns around the area. Will need to consider 'lollypop' or other crossing, particularly around Bishop Vaughan. Footpaths between the existing and new sites need addressing as they are a safety issue.	If the proposal is approved then all routes to school would be assessed and traffic measures introduced where deemed appropriate. We would consider wider implications as part of the planning application process. At present we are considering a one-way system and a layby drop-off/pick-up point.	0	0%	2	7%	Yes	Yes	Yes
2	Will increase walking time to school.	Some learners will live further away from the new site and there would be an increase to their travel time but the sites are only 0.6 miles apart on foot, but depending upon where a child is living, the additional distance could well be less than this.	0	0%	0	0%			Yes
3	Will reduce my walking time to school/will mean we can walk to school.	We do not need to provide transport to the current Tan-y-lan site, as all learners live within 2 miles and have an available walking route, and we would only provide transport on distance grounds for a small number to the new site (approximately 6 learners living in Parc Gwernfadog).	0	0%	2	7%			
4	The proposed site is not far away from the existing site, so not far to go.		0	0%	1	3%			
5	What transport would be available?		0	0%	0	0%			Yes
6	I will transfer my child to a nearer English-medium school.	As above, no learner will need to travel more than an additional 0.6 miles to the new site and transport will be provided if the learner is in catchment and meets the distance criteria. Parental choice will always apply but there is no need for any learner to move from Welsh to English-medium provision because of this proposal.	0	0%	0	0%			Yes
<b>Size of School/Pupil Projections/Catchment Area</b>									
7	With the proposed change to catchment area, the school will soon be full if the Council fails with its capital grant bid.	Although the Council was unsuccessful in the additional Welsh Capital Grant the school size is still proposed to increase to 1.5 forms of entry using the 21st Century Schools Grant and this should provide sufficient places for the medium term.	2	29%	0	0%			
8	Support the increased size of school.		2	29%	3	10%			
9	The school has suffered from the outset being set up as a 0.5 form of entry school. RHAG argued from the start that a 1 or 1.5 form of entry school was needed in Morriston and our arguments are verified.		1	14%	0	0%			
10	There will be better opportunities for pupil development in a larger school e.g. sports teams.	Agreed.	0	0%	0	0%			Yes
11	Support proposal as school has outgrown the site.	Agreed.	0	0%	5	17%	Yes	Yes	Yes
12	Reassured that there are not plans to amalgamate a number of schools onto the Clase site, as that has been rumoured.	This proposal is only for the relocation and enlargement of YGG Tan-y-lan and, apart from the catchment area review, does not affect the organisation of any other school, although there is a separate proposal to close YGG Felindre with an option to move the pupils to YGG Tan-y-lan.	0	0%	0	0%			Yes
13	Oppose opening a new school with an Admission Number of 45 - it has to be at 60 for Welsh-language growth. The financial discrepancy between providing half an additional class or not is comparatively small, and is likely to lead to wasting much more money in the future when it becomes evident that the admission number of 45 is insufficient. We recommend that the county progresses the plans for the school to admit 60, borrowing money in order to do so, unless additional capital money can be obtained from the government.	Unfortunately the Welsh Government did not approve the Welsh Capital Grant bid but the new build will be 'future proofed' to enable easier expansion in future as demand/funding dictates.	1	14%	0	0%			
14	Concern that it should not be a two-form entry school as not convinced regarding the standard of provision for pupils in larger primary school settings.	As the Welsh Capital Grant bid was not successful the school will not initially be built at two forms of entry, however there are many successful schools in Swansea that are this size and larger.	0	0%	1	3%			
15	There are already adequate schools in the area.	This is not the case. The existing Tan-y-lan site is full and there is increasing demand for Welsh-medium education. The site for Tan-y-lan does not provide the facilities that are needed for learners.	0	0%	1	3%			

16	Brothers and sisters might be in different schools because of the changes in catchment area.	All existing pupils will stay in their existing school. The proposal will affect admissions from September 2021. If there are younger siblings applying at that time then they would be higher up the admissions criteria than learners without older siblings already in the school. There is also an appeals process for any learner refused a place if that school is full. However as this proposal is to increase the number of Welsh-medium places it should allow more scope for any siblings to be able to attend the school of their choice.	0	0%	2	7%		
17	Support new catchment for this school. My child will now be in catchment. It will relieve pressure on other schools.		0	0%	4	13%		
18	Agree with the proposal as long as it doesn't impact on Y Login Fach's catchment area. £60k was spent on a new classroom for Y Login Fach by the Council two years ago and this would be wasted if 9% of pupils go to YGG Bryn-y-mor. The learners that Y Login Fach will lose attract Pupil Development Grant (PDG) funding that will be lost to the school. Should protect funding for extended period of time. Would lead to staff at Y Login Fach losing their jobs and larger class sizes. Could result in other schools closing/being in jeopardy. Learners would travel further to YGG Bryn-y-mor. If we lose these pupils we should be given some of YGG Pontybreini's catchment area.	This proposal would not lead to any other school being closed, other than the parallel proposal for the very small YGG Felindre to close. The revised catchment area will reflect the nearest school to where learners live and will cut down on the number of buses the council pays for each year to transport pupils to schools where there is another school within a reasonable walking distance. There is increasing demand for Welsh-medium places so, although there could be some initial disturbance at Y Login Fach, we do not foresee that overall numbers would reduce. The PDG money should be used specifically for learners on free school meals so if they move to another school the funding should move with them and there would be a reduced need to provide support at Y Login Fach.	3	43%	17	57%		
19	Not clear on the impact of the proposal on the YGG Bryn Tawe and YG Gwyr catchment areas.	This was outlined in the consultation paper. Learners who live in the Townhill, Mayhill, Blaenymaes, Cadle, Clwyd, Gendros and Portmead areas would be in the catchment area of Bryn Tawe instead of Gwyr from the September 2021 admissions round for Year 7 entry.	0	0%	1	3%		
<b>Welsh Language/Growth in Places</b>								
20	The Council should be looking to build a new Welsh school for the Morriston area i.e. in a location where the bulk of Morriston People live/where Welsh speakers live. This proposal moves the provision further away from Morriston.	The new location is only 0.6 miles from the current school site. An analysis for transport indicates that only around 6 catchment area learners would live more than 2 miles from the new school site.	2	29%	2	7%		
21	The vacated Tan-y-lan site should be used to develop nursery education in Morriston to feed into the new school.	The increased size of the new school will provide enough space for nursery. Having nursery on a split-site will cause issues for parents, and the existing Tan-y-lan site would be too big for just nursery. It would be costly for Tan-y-lan to have to sustain two sites with their delegated budget and there can be issues with bringing the school staff and learners together on split sites that are a distance apart; the buildings at the existing site would also require investment in the future.	2	29%	1	3%		
22	If the Welsh Capital Grant is unsuccessful it will limit the growth of Welsh-medium education. We need a Welsh Education Strategic Plan that is going to create demand.		1	14%	0	0%		
23	Support additional Welsh-medium places. Need more extra places to give parents choice.	Agreed. This proposal supports the Council's Welsh in Education Strategic Plan to increase Welsh-medium places in schools.	2	29%	5	17%		Yes
<b>New School/location</b>								
24	Will site be built to avoid anti-social behaviour when not open?	All new buildings are secure by design and our insurers will also dictate some of the design features.	0	0%	0	0%		Yes
25	The proposal provides a great opportunity to improve school provision for the children of Tan-y-lan. The current site is in need of refurbishment and is limited in terms of facilities.	Agreed.	0	0%	3	10%		
26	Welcome that Tan-y-lan will have significant land for growth.		1	14%	0	0%		
27	Having sports facilities on site at the new school will make it easier for parents as they won't have to travel for a team, at cost. There are no outdoor sports facilities at the current site.	Agreed.	0	0%	2	7%		Yes
28	Maintain the security of children in terms of access to classrooms.	The new build will take full account of safeguarding and site security.	0	0%	0	0%		Yes
29	Children are excited for the new school.		0	0%	0	0%		Yes
30	There is a risk that parents will not want to send their children to a school in the middle of a "troubled" council estate. Parents already send their children to YGG Lon-las to avoid their children mixing with children from this area.		0	0%	1	3%		
31	A new site is needed but not sure Beacons View Road is best suited. An alternative site in a less densely populated area is preferable.	Any new site would need to be of a suitable size, and in this case to also allow for the potential of a future increase to two forms of entry subject to future demand and funding. Suitable site access is also required. This site is the best option for this school.	0	0%	1	3%		

32	As Daniel James has a large area consider redeveloping the ground.	There is another proposal running in parallel to this one to relocate YGG Tirdeunaw from the Daniel James site to the YGG Bryn Tawe site. It would not be possible to build a school of the required size on the Daniel James site without substantial cost to demolish the vacated Daniel James and YGG Tirdeunaw buildings in the first instance. This site is also even further outside the catchment area for YGG Tan-y-lan.	0	0%	1	3%			
33	Pupils want a swimming pool.	It would not be possible to build a swimming pool at the new school. Pools are costly to run and maintain. The curriculum only refers to schools developing skills of water safety and for learners being able to swim unaided for a sustained period of time (there is guidance from Swim Wales that refers to 25m), and this can already be met at nearby pools.	0	0%	1	3%			
34	Need a bigger hall so all children can eat together.	The new build school would have a suitably sized hall for lunch to be eaten. Many schools do successfully operate split lunch sittings but having one session in a larger hall is a more efficient option.	0	0%	1	3%			
35	Existing schools need revamping and extensions instead of new build for this school. Y Login Fach should be extended. Share the funding amongst all areas.	This proposal, linked with the parallel proposals for YGG Tirdeunaw and YGG Felindre and the catchment area change, will provide new buildings for a large number of learners in Swansea. This is a better value option than repairing and maintaining older buildings or adding small classroom extensions that put pressure on halls, kitchens and other facilities in the school. There are economies of scale from large new builds that cannot be replicated in a number of small extensions in different locations.	0	0%	2	7%			
36	Is there funding available for new furniture for the new school?	The school would need to plan for any new furniture etc. from within its own budget.	0	0%	0	0%	Yes		
<b>Staffing</b>									
37	What impact would there be on staffing?	All staff would move to the new site. If anything additional staff would be required.	0	0%	0	0%	Yes	Yes	
<b>Process</b>									
38	Welsh medium primary schools were not consulted on the catchment proposals before the consultation papers came out to consider the impact on schools, particularly YGG Y Login Fach.		1	14%	0	0%			
39	The impact survey on the Welsh language does not note the impact of moving Ysgol Tan-y-lan away from the main population centres of Morriston, from Plasmart to Yrystawe. This would have a negative impact. Whilst moving the school to Clase will attract pupils from another area, this move emphasises the need for a Welsh-medium school in Morriston and this should be mentioned in the document.	The Welsh Medium Impact Assessment is a live document and is updated as the proposal details are clarified throughout the process.	1	14%	0	0%			



## **Consultation Report:**

# **Proposal to Relocate and Increase the Capacity of YGG Tirdeunaw**



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## 1. BACKGROUND

The actual number of pupils being taught through the medium of Welsh has been increasing over a number of years due to increased demand. At YGG Tirdeunaw, the numbers in each year group over the last few years has been approaching their Admission Number (the number of pupils to be admitted each year to meet the overall capacity of the school). At January 2018, there were 396 Full Time (FT) pupils in the school, plus nursery, with a capacity of 413 FT places. Projections demonstrate that demand for places will continue to increase.

There are significant condition and suitability issues at the current building that accommodates YGG Tirdeunaw. Many of the classrooms are small and are not consistent with guidance around the size of schools<sup>1</sup>. There is unsuitable hard and soft play recreational space as the site is hindered by its topography. There are on-site car parking limitations for staff and visitors and its proximity to a very busy highway junction causes significant traffic congestion throughout the day.

Based upon the increasing demand for Welsh-medium places and the building issues on the current site, the council is proposing to relocate the school to a new and larger site alongside YGG Bryn Tawe secondary school. As the site is under a mile from the existing site the council does not need to consult on the relocation. However, as the council has an option to increase the capacity of the school by more than 25% a statutory consultation period must take place, as is required by the Welsh Government's School Organisation Code <https://beta.gov.wales/school-organisation-code>

Linked to the proposal is a review of catchment areas for Welsh-medium provision to more appropriately allocate learners to their nearest school. This would affect primary and secondary learners across Swansea and details were provided in the consultation paper <https://www.swansea.gov.uk/yggtirdeunawconsultation> with the main change for this proposal being that the Clase area would no longer feed YGG Tirdeunaw but would feed into the proposed new build YGG Tan-y-lan in Clase, and the addition of new areas into the catchment of YGG Tirdeunaw, namely Brynhyfryd, Cwmbwrla and Manselton from YGG Bryn-y-mor and Blaenymaes, Cadle, Clwyd, Gendros, and Portmead from YGG Pontybrenin (with the lost catchment areas from YGG Bryn-y-mor and YGG Pontybrenin then feeding into YGG Bryn Tawe instead of YG Gwyr secondary school). It is also proposed that the Mayhill and Townhill areas move from the YGG Y Login Fach catchment to the nearer YGG Bryn-y-mor catchment (and remain within the YG Gwyr catchment area).

The proposal is to increase the capacity of the school to at least 420 FT places, plus nursery, subject to a successful business case as part of the Welsh Government's 21<sup>st</sup> Century Schools Programme. As this does not increase the capacity of the school by 25% statutory consultation is not needed; however, a further bid had been made to the Welsh Government for Increasing Welsh Medium Provision Capital Grant to increase the capacity to 525 plus nursery. Although the council has recently been advised that their initial bid for the Increasing Welsh Medium Provision Capital Grant was not successful, alternate sources of funding are being sought to continue to propose a school capacity of 525 plus nursery for YGG Tirdeunaw. It is intended to build the new school ready for occupancy in January 2021 with the catchment area changes taking place from September 2021.

<sup>1</sup> Building Bulletin 99 (BB99) Briefing Framework for Primary School Projects

## 2. METHODOLOGY

Consultation took place with the prescribed consultees contained within the School Organisation Code via a letter/email with a link to the consultation document on the Swansea Council website <https://www.swansea.gov.uk/yggtirdeunawconsultation>

The consultation period was between 5 September 2018 and 18 October 2018.

Consultation meetings were held as follows:

Meeting for:	Venue	Date	Time	Attendance
Learners (School Council)	Tirdeunaw School	25/09/18	14:30 – 13:30	10
Staff	Tirdeunaw School	25/09/18	13:30 – 16:15	23
Governors	Tirdeunaw School	25/09/18	16:15 – 17:00	0
Drop-in for parents/public	Tirdeunaw School	25/09/18	17:00 – 19:00	2

The presentations made at the meetings can be found at:

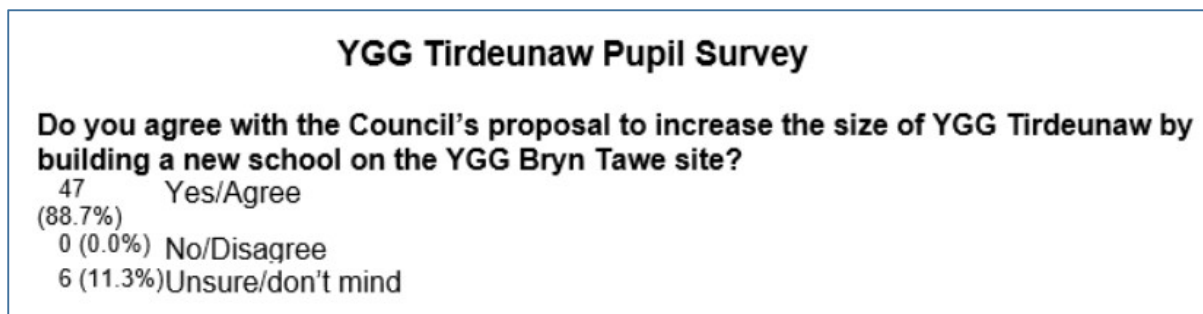
<https://www.swansea.gov.uk/yggtirdeunawconsultation>

The publication of a consultation document is central to the consultation process prescribed by the Welsh Government for school reorganisation. The consultation document outlined the changes being considered, the rationale for these, details of the consultation process and incorporated a response form. Consultees were advised of the availability of an online version of the response form and also contact addresses to send in comments via e-mail.

The consultation process was extensively promoted online, via the Swansea Council website and social media channels, and also received coverage in the local press.

### 3. CONSULTATION WITH CHILDREN AND YOUNG PEOPLE

During the consultation period 54 responses were received to the online survey. The summary of the survey is as follows:



The comments made on the online survey were positive and supportive of a new school. Learners mainly listed what they would like to see in the new school building, particularly better outdoor facilities, better parking/drop-off and sharing a site with the comprehensive school.

A letter was also received from the school council at YGG Y Login Fach raising concerns about their catchment area being changed, mainly because their friends' younger siblings from the Townhill and Mayhill areas would not be able to attend the school after the proposed catchment area change and their parents would not be able to take children to two schools so friendships would be broken. They were also concerned that Y Login Fach would have less money and less teachers and that the school size was fine now. The catchment area change is not proposed until September 2021 and after that date younger siblings would still be able to apply for admission to Y Login Fach if there are spaces.

Notes of the consultation meeting with the school council at YGG Tirdeunaw can be found at Appendix 1. The council were positive about the new build school and suggested what they would like to see in the new building.

School councils of the schools affected by the catchment area review were invited to meet with officers of the council. The meeting supported the new school for YGG Tirdeunaw. Notes of this meeting can be found at Appendix 2.

A summary of the issues raised by learners and the local authority response is attached at Appendix 3.

All learner consultation responses have been made available in full for Cabinet to view.

#### 4. CONSULTATION WITH STAFF, GOVERNORS, PARENTS and INTERESTED PARTIES

During the consultation period 63 responses were received to the online survey. The summary of the survey is as follows:

<b>1.</b>	<b>Are you responding as a ...</b>					
		1 (1.6%)	Pupil			
		43 (67.2%)	Parent/carer			
		10 (15.6%)	Member of staff at YGG Tirdeunaw			
		0 (0.0%)	Member of staff at another school			
		1 (1.6%)	Governor at YGG Tirdeunaw			
		2 (3.1%)	Governor at another school			
		6 (9.4%)	Local community member			
		2 (3.1%)	Other (please specify)			
		3 (100.0%)				
<b>2.</b>	<b>Have you read the consultation document on the proposal to increase the capacity of YGG Tirdeunaw by building a new school on land currently part of the YGG Bryn Tawe site ?</b>					
		64 (100.0%)	Yes			
		0 (0.0%)	No			
<b>3.</b>						
		60 (95.2%)	Yes			
		3 (4.8%)	No			
<b>4.</b>	<b>If no, what further information do you need?</b>					
		3 (100.0%)				
<b>5.</b>	<b>Overall, do you agree or disagree with the Council's proposal to increase the capacity of YGG Tirdeunaw?</b>					
		28 (44.4%)	Strongly Agree	24 (38.1%)	Tend to Agree	1 (1.6%) Tend to Disagree
						10 (15.9%) Strongly Disagree
<b>6.</b>	<b>Please explain your views:</b>					
		23 (100.0%)				
<b>7.</b>	<b>Overall, do you agree or disagree that the Council's proposal to increase the size of the school by building a new school on land at the Bryn Tawe site?</b>					
		30 (46.9%)	Strongly Agree	25 (39.1%)	Tend to Agree	2 (3.1%) Tend to Disagree
						7 (10.9%) Strongly Disagree
<b>8.</b>	<b>Please explain your views:</b>					
		19 (100.0%)				
<b>9.</b>	<b>Do you agree with the suggested catchment area changes that are part of this proposal?</b>					
		21 (32.8%)	Strongly Agree	28 (40.8%)	Tend to Agree	5 (7.8%) Tend to Disagree
						12 (18.8%) Strongly Disagree
<b>10.</b>	<b>Please explain your views:</b>					
		19 (100.0%)				
<b>11.</b>	<b>Is there an alternative option that you think the Council should consider?</b>					
		28 (100.0%)				
<b>12.</b>	<b>Are there any other issues or concerns that you feel have not been recognised within the consultation document?</b>					
		29 (100.0%)				

9 letters/emails were also received, with 2 of those responding supporting the proposal, 6 not expressing a view for or against the proposal and 1 response objecting to the proposal.

The main responses were:

- There was broad support for the proposal from those responding recognising the need for enhanced facilities. The detailed design for the new school will reflect Building Bulletin guidelines as well as the available funding for the scheme.
- Concerns have been raised regarding the size of the new build if it cannot be 2.5 forms of entry (FE) i.e. 525 capacity from the outset, which was dependent on access to specific Welsh Government Welsh-medium capital grant. As previously noted, experience would suggest that whenever additional Welsh-medium places are established the demand for such places receives a further stimulus, however, this is clearly impossible to predict with accuracy and therefore justify in terms of specific business cases. The Welsh Government's recent Welsh-medium capital grant provided the opportunity to seek to support the national priority to increase the number of Welsh speakers by bringing forward the delivery of later phases of Swansea's strategy and providing greater ability to respond to an increasing trend towards Welsh-medium provision. Sadly, our bids have so far been unsuccessful, however, discussions are continuing with WG officials and this bid has now also been resubmitted. Until access to specific additional funding is confirmed and this opportunity may consequently have been lost. Therefore, the proposal remains for 420 places to serve YGG Tirdeunaw (2FE), consistent with the rigorous pupil modelling underpinning the Welsh Government business case, and future proofed for a further 0.5FE in the future as demand continues to grow. At 2FE capacity this represents a modest increase in places but reflects the anticipated demand for places to serve the area for a number of years. Additional Welsh-medium capital grant would have enabled a 2.5FE or 525 places, allowing greater scope to respond to further demand for Welsh-medium provision and so supporting the national targets for Welsh speakers. However, the authority will continue to source funding to increase the new building to 2.5FE and is therefore seeking Cabinet approval to publish a notice on 9 January 2019 that will either be for 2FE or 2.5FE depending on the availability of funding at that time.
- No proposed relocation will be considered ideal by everyone and some responses indicated a preference to stay at the current site. As part of the business case process there has been a detailed appraisal of site options which has demonstrated that it would not be feasible or cost effective to rebuild the school on its current site, as well as recognising the benefits of the proposed new location.
- Responses have also expressed concern at the impact of the proposed changes to catchment areas. The Cabinet report of June 2018 sets out clearly the need to rebalance the demand for and availability of Welsh-medium places across the county. The proposed catchment changes, whilst on paper significant, in practice largely formalise the choices already being made by parents and as such should not significantly de-stabilise intake numbers in future years. This is apparent from a comparison of the number and proportion of current pupils from within current catchment areas with the number and proportion after the proposed

changes to catchment areas. 68.4% of current YGG Tirdeunaw pupils would be within the proposed new catchment area compared with 47.6% currently. The required capacity of each Welsh-medium primary school has been reviewed in order to, as closely as possible, mirror the number of places required for each pupil to attend their nearest school. The maps below show the analysis undertaken to compare the distribution of current pupils with the current and proposed catchment area for YGG Tirdeunaw.

- In addition to concerns regarding the size of the proposed school to meet future growth in demand, concerns were raised about the size being perceived to be too large if it were further expanded in the future. However, there are many successful schools in Swansea and Wales of this size and larger. Class teachers will support all learner needs appropriately with the school designed and built to deliver a 21st century education.
- Concerns were raised about traffic around the area of the proposed new site and also the transport arrangements to the new site. If the proposal is approved all routes to the school would be assessed and traffic measures introduced where necessary. There would be a separate access to the site for the school and suitable drop-off and pick-up points. Some pupils will inevitably live further away from the new site and this would increase their travel time, however, the sites are less than a mile apart by available walking route and any pupils more than 2 miles away or where there is no available walking route would be offered home to school transport.
- A concern was raised about perceived larger classes but also recognition of the current pressure on accommodation and facilities which this proposal is seeking to address. Class sizes should not be generally higher than 30 and there is legislation to support this for Foundation Phase classes.
- There is some concern about the potential future use of the current school site and also a perception that a future 3-18 school might be a possibility, however, there are no current proposals to establish a 3-18 school, nor for the site.

A summary of the issues raised and the local authority response is attached at Appendix 4.

Notes of the consultation meeting with staff can be found at Appendix 5. Governors did not attend their allocated session. The points raised at the drop-in sessions for parents and other interested parties can be found at Appendix 6.

All consultation responses have been made available in full for Cabinet to view.

## 5. ESTYN RESPONSE

Estyn, the schools' inspectorate for Wales, were also required to comment on the proposal, as per the School Organisation Code. Their response is as follows:

### **Estyn's response to the proposal by Swansea Council to increase the capacity of Ysgol Gynradd Gymraeg (YGG) Tirdeunaw from 1st January 2021.**

This report has been prepared by Her Majesty's Inspectors of Education and Training in Wales.

Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However Estyn is not a body which is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals.

Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer and other additional information such as data from Welsh Government and the views of the Regional Consortia, which deliver school improvement services to the schools within the proposal.

#### **Introduction**

This is a proposal by Swansea Council to increase the capacity of YGG Tirdeunaw from 1st January 2021.

#### **Summary/Conclusion**

The proposer has provided a comprehensive proposal, which explains clearly the logic behind the proposal to increase the capacity of YGG Tirdeunaw by building a new school within a mile of the current site, and to respond to the increasing demand for Welsh-medium education throughout the county. Should the proposal be approved, it would mean changes to several school catchment areas in Swansea. The local authority has committed to supporting families so that siblings can attend the same school should parents request for them to do so.

Estyn is of the opinion that the proposal is likely to at least maintain current standards in terms of education, provision, and leadership and management.

#### **Description and benefits**

The proposer has identified a clear rationale for the proposal to increase the capacity of YGG Tirdeunaw and respond to the increasing demand for Welsh-medium education in the county. It identifies the expected advantages for YGG Tirdeunaw, but does not list any disadvantages of the proposal.

The proposal outlines clearly the plan to construct a new building on land that is less than a mile from the school's current site. The local authority lists a number of advantages to the proposal, such as providing opportunities to improve the transition arrangements for pupils who attend Ysgol Gyfun Gymraeg Bryn Tawe, and an opportunity to share resources with the secondary school. It will also increase the number of spaces available in Welsh-medium primary schools in the area.

The proposer has identified two main risks to the proposal, namely the risk that the application for capital funding will not be approved by the Welsh Government, and the risk that a delay in the approval process will affect the opening date of the new school. The proposer does not identify how the risks will be managed, but it believes that the risk of the proposal being approved is very low as the business case is sound.

The county council has considered other options suitably and given good reasons as to why they have been disregarded. For example, it would not be sensible to rebuild the school on the current site as it would not provide value for money as it could involve a phased demolition of the existing buildings and potential need for temporary accommodation.



The proposer has considered the effect of the changes on transport arrangements for learners, and has stated that transport will continue to be provided for any pupils who attend their catchment school and live more than 2 miles from that school. Current pupils will continue to receive transport to their current school, even if the catchment area changes.

The proposal supports the targets in the Welsh in Education Strategic Plan, which aims to increase the number of spaces that are available in the Welsh-medium schools in Swansea. The county council predicts that the demand for Welsh-medium education is increasing and that the number of spaces in Welsh schools is becoming increasingly limited. It is reasonable to believe that there will be no negative effect on the Welsh language or Welsh-medium provision in the area.

#### **Educational aspects of the proposal**

The consultation does not include the proposal's likely effect on the quality of outcomes, provision, or leadership and management clearly enough, except to note that the proposal would provide a 21st century learning environment that is suitable for the purposes of pupils and staff, and the opportunities to improve the transition arrangements with the secondary school and the opportunity to share resources. It is reasonable to believe that the proposal will not have a negative effect on YGG Tirdeunaw's ability to ensure that a full curriculum is delivered in the foundation phase and key stage 2.

The proposer has provided an equality impact assessment report, which identifies aspects that will need further investigation, most prominently community cohesion. The proposer accepts that the possible changes in catchment areas may have an effect on learners and their families, and that this needs to be investigated further as part of the consultation process. The proposal does not identify clearly enough the effect on pupils with special educational needs.

The proposer has given purposeful consideration to Estyn's most recent inspection reports, including the main points of the report, which judged the school's current performance and prospects for improvement to be 'good'. It has also included the 5 recommendations. In addition, it has included a table showing the dates of the latest Estyn inspections for the 8 nearby schools, which identifies their current performance and prospects for improvement.

The proposer has provided a short summary from 'My Local School' to identify the percentage of pupils who achieved the expected outcome in the foundation phase in 2017, and the expected level in key stage 2 in 2017. It has identified the school's current category, which is 'green'. It has not analysed or benchmarked school data in order to compare the school with similar schools in terms of the percentage of pupils who are eligible for free school meals. It has not provided the views of the local authority or the consortium on the quality of leadership and management in the schools.

Estyn refer to risk that capital funding will not be supported by the Welsh Government, however, since the consultation process the business case has been approved. Any pupils with special educational needs will continue to be supported under this proposal.

## **6. RhAG RESPONSE**

### **PARENTS FOR WELSH-MEDIUM EDUCATION (RHAG)**

Parents for Welsh-medium education is a movement which was established in 1952 to encourage the development of Welsh-medium education. It is sponsored by the Welsh Government. The movement represents parents of children who are in Welsh-medium education and it maintains regular contact with Welsh-medium schools and the local authority.

RhAG's response to the consultation is as follows:

#### **Overall**

1. RhAG has consistently argued that the number and percentage of pupils in Swansea who are receiving Welsh-medium education needs to be increased.
2. RhAG's objectives have been accepted by Welsh Government, which aims to have one million Welsh speakers by 2050.
3. We share Welsh Government's vision that local councils need to create the demand for Welsh-medium education, rather than merely responding to the demand.

#### **Ysgol Tirdeunaw Catchment Area**

1. We are concerned that Ysgol Tirdeunaw is being relocated. Ysgol Tirdeunaw has gained recognition in its area, and has developed into an exceptionally successful school, by providing Welsh-medium education in a comparatively deprived area. Our first choice would be to see the school rebuilt on its own site.
2. By moving the building to Heol Gwyrosydd, we welcome the opportunity of having new buildings with the best facilities.
3. We also welcome the fact that a Welsh-medium school is being established near the Manselton/Cwmbwrla/Blaen-y-maes areas, which have been deprived of convenient Welsh-medium education since Ysgol Gymraeg Cwmbwrla was moved to Bryn-y-môr in 1976.
4. There is sufficient evidence (see the map below) that the percentages of pupils who are attending Welsh-medium schools vary according to the presence of a Welsh-medium school which can easily be reached.
5. It is possible to determine an increase in the percentages in the Penlan area, and the new areas within Tirdeunaw's catchment area.
6. Similarly, it can be determined that there will be some loss from the Mynydd-bach and Treboeth areas.
7. It appears that there has been an oversight in the figures for pupils from the Tirdeunaw area in the 'YGG Tirdeunaw Community Impact Study' document. It is quoted there in the first table that 211 of Tirdeunaw's pupils come from the catchment area of Tirdeunaw, but this number is 183 in the second table. This needs to be corrected.
8. The consultation in the Study of Impact on the Welsh language does not mention the linguistic effect of moving the school from the current community, except for mentioning the number of pupils. Due consideration is needed of the impact on the Treboeth community, and the linguistic and cultural connections.
9. Although reference has been made to changing catchment areas, with Ysgol Gymraeg Pontybrenin transferring Blaen-y-maes, Cadle, Clwyd, Gendros a Portmead primary schools to Ysgol Tirdeunaw, there has been no suggestion of how to have an actual effect on the serious overcrowding issues at Ysgol Pontybrenin. There is an urgent need for an additional Welsh-medium primary school between Gorseinon and Garden Village and Penllergare, and the

document should note this as part of the consultation's wider context. The report needs to include the number of pupils who are being affected in this context.

### **Other catchment areas**

1. There is no sufficient reason for changing some of the other catchment areas. Ysgol Bryn-y-môr is already full, but the document wants children from Seaview and Townhill to go there. Although these are within a two-mile walk from Ysgol Bryn-y-môr, it is a journey along streets which are full of traffic and it is difficult to imagine parents walking with their children down Walter Road, then through Uplands and along the other streets to reach Ysgol Bryn-y-môr. This would mean that Welsh-medium education is not conveniently available for these people. There is a strong argument in favour of continuing to include these children in Login Fach's catchment area so that they, by means of transport, may have easy access to Welsh-medium education.
2. Clause 10 of the Learner Travel (Wales) Measure 2008 notes that local authorities have a duty to "promote access to Welsh-medium education and training" by arranging transport for learners.
3. The county needs to discuss the catchment areas with the head teachers of the current Welsh-medium schools in order to reach a general agreement which will benefit pupils and promote Welsh-medium education.

### **Admission numbers and funding**

4. We are concerned that the county's bid for funding to increase Welsh-medium provision will not be successful, if the list published recently by the Minister Eluned Morgan was final. This will have significant implications for the progression of Welsh-medium education according to information given in the county consultation.
5. As the county proposal notes that Tan-y-lan's catchment area will include a large part of Tirdeunaw's current catchment area – from Llangyfelach to Treboeth and up towards Clase – we are of the opinion that 45 will not be a sufficient admission number. Ysgol Tan-y-lan currently admits some 30 pupils each year. Admitting 45 would mean that only 15 pupils could be admitted from the new catchment areas, which is obviously unreasonably insufficient. Admitting 45 would not allow any growth in Welsh-medium education in Morriston.
6. As a result of this, we oppose opening Tan-y-lan to admit 45 pupils. Is it essential that it admits 60 from the outset, with the possibility to increase, and that another Welsh-medium school opens in Morriston.
7. Tirdeunaw will have the same size restriction, if funding is not secured to increase Welsh-medium provision. If Tirdeunaw is restricted to 60, this number will be too small for the change in catchment area and the subsequent growth. It is essential that Tirdeunaw can admit 75.
8. The financial discrepancy between providing half an additional class in the two schools or not is comparatively small, and is likely to lead to wasting much more money in the future when it becomes evident that the admission numbers of 45 and 60 are insufficient. We recommend that the county progresses the plans for schools admitting 60 and 75 respectively, borrowing money in order to do so, unless additional capital money can be obtained from the government.

### **Verdict**

1. **Tirdeunaw:** The most satisfactory solution would be to rebuild Ysgol Tirdeunaw on its current site.
2. Operating within the current proposal, we are pleased to see a Welsh-medium school on the grounds of Bryn Tawe, but we are of the opinion that it is essential that the new Ysgol Tirdeunaw has an admission number of 75.

## Proposal to enlarge the capacity of YGG Tirdeunaw on a new site

**Meeting with School Council**

25 September 2018

Present: Euros Jones, Challenge Advisor  
 Rhodri Jones, Head of Stakeholder Engagement Unit  
 Kelly Small, Head of Funding and Information Unit  
 1 Teacher – Miss Williams

10 School Council Members

1.	EJ explained the proposal before asking the pupils their views Idea of moving the school to a new building on the Bryn Tawe site
2.	Question asked if a school would replace Tirdeunaw on the current site if it moved to BT. <i>No decision take on the future of the site – consideration would be given to using for Education otherwise it might be sold</i>
3.	Looking for easier ways to move around a school.
4.	<i>Can we have 2 play areas so that there is plenty of space for everyone to play?</i> <i>The school would be fully consulted on the design and consideration given to all ideas that the children have.</i>
5.	Lift for those that can't move easily around the site. <i>Accessibility would be a key consideration for any new build</i>
6.	We would like bigger classrooms This will be considered as part of the design.
7.	<i>Can we please have a school hall that's big enough for school assemblies?</i> This will be considered as part of the design.
8.	We want to improve Tirdeunaw FM at the new school
9.	We would like to see a library in the new school
10.	Need to ensure that the school is secure and that all children are safe.

11.	Wider corridors for ease of movement around the school.
12.	A room for teacher preparation
13.	Water fountains
14.	Colourful school so that it is a nice place to be.
15.	Shaded areas for pupils in all weathers.
	-
16	Astro-turf/3G so that sports can happen in all weathers – x2
17.	That all areas of the school are appropriate for the different age ranges
18.	Air-conditioning/air flow within the building.
19.	Toilets nearer to the play areas/better placed within the building
20.	Student lockers to keep coats and bags
21.	Climbing wall
22.	Ability to go outdoors directly from the classrooms
23.	Recycling bins around the site
24.	It will be easier for parents who have children at both schools
25.	All pupils liked the idea of being on the same site as Bryn Tawe
26.	Outdoor areas
27.	Kitchen areas for cooking classes
28.	Outdoor garden to grow flowers and vegetables x2
29.	Plenty of space for discos and events – larger stage area
30.	Break-out room (currently 'Stafell Enfys)

## Proposal to change the catchment areas of Welsh Medium Schools in Swansea

**Meeting with School Councils**

5 October 2018

Present: Euros Jones, Challenge Adviser  
 Rhodri Jones, Head of Stakeholder Engagement Unit  
 Kelly Small, Head of Funding and Information Unit  
 Melissa Taylor, Deputy Unit Manager/Admissions

YGG Pontybrenin school council members x6 + Headteacher

YGG Y Login Fach school council members x4 + Headteacher

Other schools invited to the meeting did not attend

1.	EJ explained the proposal before asking the pupils their views and explained how decisions are made in the Council <ul style="list-style-type: none"> <li>- The proposal for YGG Tan-y-lan</li> <li>- The proposal for YGG Tirdeunaw</li> </ul>
2.	Also explained the continued growing demand for Welsh-medium places in Swansea
3.	The pupils believe that there is a need for more Welsh-medium places in Swansea
4.	Schools are getting too big and more schools are needed.
5.	It would reduce the amount of travel to schools
6.	If schools were smaller it would be easier for teachers to teach the classes and give us more attention (we have 35 in each class)
7.	YGG Y Login Fach is the right size – we do not want it to get any bigger.
8.	YGG Pontybrenin cannot have everyone in the school hall at the same time.
9.	We also had a discussion around the Local Development Plan and the potential impact on Education.
10.	Team sports: currently shared provision by 1000 pupils (Pontybrenin)

11.	Discussion around the impact of the changes on the comprehensive school that some of the pupils would go.
12.	Discussion on the impact on travel – more schools closer would mean less travel requirements.
13.	All the pupils would like to have schools closer to their home addresses.

Consultation Responses on the Proposal to increase the capacity of YGG Tirdeunaw - pupils						
Number of written consultation responses received:						
1				emails/ letters	Online survey	
Number of online consultation responses received:		Support Proposal/Happy	0	47		
54		Against Proposal/Unhappy	0	0		
		Undecided/Unclear	0	6		
		Responses from:				
Including a letter from the School Council at YGG Y Login Fach.		Pupil	0	54		
		Parent/Carer	0			
		Member of Staff	0			
		Governor	0			
		Community Member	0			Raised at meetings
		Other	0			Learner
Point Raised	Local Authority Response	Number of Written Responses Raising Point	% of Written Responses Raising Point	Number of Online Responses Raising Point	% of Online Responses Raising Point	Yes or No
<b>Size of School</b>						
1 The school needs to be big enough for the amount of pupils.	The school will be built to Building Bulletin (BB) 99 space requirements which is a set of standards developed by DfES School Building and Design Unit building professionals. It is a Welsh Government funding condition to ensure that funds are distributed fairly and that schools offer a consistent standard across Wales, schools must be designed according to the maximum of BB98 (secondary) and BB99 (primary).  The new school will be designed to accommodate 420 pupils plus nursery, however, it will be 'future proofed' to allow for easier expansion to 525 plus nursery, should the demand for places and funding become available at a later date. This means that all areas other than general classrooms would be built to accommodate 525 learners plus nursery.	0		1	2%	
2 The increased school size worries me. Class sizes are already at 30-32. Too many children would mean poor learning.	There are 3 classes of 30 and 1 class of 32 in the school at the moment. There is a legal requirement for infant classes to be no more than 30 (unless there are permitted exceptions) and we would not expect other classes to get any larger because of the new build school. The council's bid for Welsh Capital Grant has not been approved so the school may not increase greatly on the new site.	0		1	2%	
3 A bigger building would be better/look forward to a school with more room.	As the Welsh Capital Grant bid was not successful the capacity for learners may not increase in size that much; however the new build will be 'future proofed' to allow for future expansion if necessary (a larger hall for example) and the design will make the space more appropriate.	0		3	6%	
<b>New School/location</b>						
4 Need larger/better parking area. There needs to be sufficient onsite parking for parents. Parking at the current Tirdeunaw site is dangerous and parents are parking anywhere and do not think of the children's safety.	The traffic conditions outside Tirdeunaw are acknowledged and are one of the reasons why a new site is being proposed. Suitable pick-up and drop-off areas will be implemented as part of the design. Although, learners should be encouraged to walk to school and the Council will work with the school to develop an appropriate travel plan.	0		4	7%	
5 It feel sad and excited at the same time but look forward to new school.		0		1	2%	
6 It will be fantastic/I'm excited for new school/it will be good for us.		0		4	7%	



7	Support Bryn Tawe site. Children won't be worried about moving to comprehensive as it will be on the same site. Will be easier for parents having both schools on the same site. Will have siblings at the Bryn Tawe site. The schools can work together.	Agree, there will be advantages from being on a shared site.	0	8	15%	Yes
8	Need another entrance to the Bryn Tawe site.	This is being considered as part of the design for the new school.	0	1	2%	
9	The current site is cramped but it makes me feel happy and safe. I like it where it is. We have so many in our playground. The playground has been specially made for us. Want to keep our green space and our teachers.	Agreed that the current site is cramped. All the current teachers and learners will move to the new site together. Suitable recreation space will be made available at the new site and consultation will take place with learners as the design progresses so that the development of the external area is fitting for a primary school. There will also be suitable access to green spaces at the new site.	0	1	2%	
10	Would like an art area and cooking room/cooking classes.	New build schools do not have separate rooms for art and cooking (as per Building Bulletin 99 guidelines) but provide other areas such as flexible learning spaces for each age range, these together with the classrooms may include specialist practical spaces for these activities.	0	1	2%	Yes
11	Would like a covered area so that we can go outside in the rain.	We will work with the school to develop a design that will promote access to the outdoors.	0	1	2%	
12	Would like the school to have better sporting facilities/football pitch/Astroturf/more outdoor space to play/a park.	The design for the new primary school considers the need for suitable internal and external recreational space. The preferred new site is big enough to provide two football pitches and a multi-use games area (MUGA) as well as suitable yard space for all ages.	0	6	11%	Yes
13	Would like the school to have better computer facilities.	The new school build would be designed and include the IT infrastructure to facilitate the use of IT in all learning spaces. IT equipment is purchased by the school.	0	1	2%	
14	Would like nicer toilets/toilets closer to the playground/toilets placed better in the building.	There will be suitable toilet facilities for all ages, the design will consider the most appropriate location dependent on the level of supervision required and safeguarding requirement.	0	1	2%	Yes
15	The school will have new resources.	The council will provide a new building but if the school requires new additional resources it is likely that they will have to fund this from their delegated budget. The Council however will allow for a fixed amount of money towards new furniture.	0	1	2%	
16	It's closer to my house.		0	1	2%	
17	We need larger classrooms.	All classrooms will be built to Building Bulletin 99 size standards.	0	1	2%	Yes
18	Would like an athletics track.	We are sorry, but there is no plan for an athletics as this is not part of Building Bulletin standards. The new school would be next door to Penlan leisure centre and this does however offer easier access to other sporting opportunities and activities such as swimming.	0	1	2%	
19	Me and my friends would like proper changing rooms.	This is not a requirement for primary schools.	0	1	2%	
20	Would like a lift as we have lots of stairs now.	As it is likely that the school would be two storey, there would be a lift. However, as is normal practice in schools, the lift would only be used by pupils, staff and visitors who have accessibility issues and can't use the stairs.	0	1	2%	Yes
21	Would like a nursing bay for pupils who hurt themselves at school.	This will be considered in the school design.	0	1	2%	
22	Will another school go on the vacated Tirdeunaw site?	No decisions have been made about the use of the vacated site.	0	0	0%	Yes
23	Need easier ways to move around the school/wider corridors.	The new building will be designed appropriately in accordance with building regulations and standards which consider things such as accessibility to ensure corridors and doors are wide enough.	0	0	0%	Yes
24	We need a hall that is big enough for assemblies/events/discos with a larger stage area.	There will be a large hall, a small hall and a studio area in the new school. These will be larger than required for a two-forms of entry school as the design will be 'future proofed' to allow for future expansion if required.	0	0	0%	Yes
25	We would want to improve our radio station, Tirdeunaw FM, at the new school.	We can talk to learners about this as we continue to engage with them throughout the design process.	0	0	0%	Yes
26	We would like to see a library at the new school.	New build schools do not have a separate room for a library but the flexible learning resource area can include a space for a library.	0	0	0%	Yes
27	Need to ensure that the school is secure and that all children are safe.	The school will be 'Secure by Design' which is an accredited certification from South Wales Police Crime Prevention Unit. The Council Health and Safety team and Insurers requirements will also influence the design features such as gates, fencing and access control systems that are installed to provide a suitable safe environment for everyone.	0	0	0%	Yes
28	Need a room for teacher preparation.	There will be a staff room and PPA area.	0	0	0%	Yes
29	Would like water fountains.	Fountains will be provided.	0	0	0%	Yes

30	Would like a colourful school so that it's a nice place to be.	Council officers and the school staff will work with the designers and architects to create a pleasant and calming teaching environment with appropriate colour schemes.	0		0	0%	Yes
31	Would like shaded areas for pupils in all weathers.	There will be canopies and other shaded areas.	0		0	0%	Yes
32	All areas of the school need to be appropriate for the different age ranges.	Yes, they will be. The school will be designed in accordance with Building Bulletin 99 space standards for Primary Schools.	0		0	0%	Yes
33	Would like air conditioning.	There will suitable heating and ventilation as part of the building design.	0		0	0%	Yes
34	Would like lockers to keep coats and bags.	We can discuss this as an option with the school management team during the design stages.	0		0	0%	Yes
35	Would like a climbing wall.	There are no plans for a climbing wall.	0		0	0%	Yes
36	Would like to go directly outdoors from the classroom.	There will be direct access to the outdoors for all Foundation Phase classrooms.	0		0	0%	Yes
37	Would like recycling bins around the site.	We can work with the school leadership team on this so that bins can be installed in appropriate locations .	0		0	0%	Yes
38	Need a break out room/SEN (stafell enfys).	There will be appropriate withdrawal areas in the school.	0		0	0%	Yes
39	Would like an outdoor garden to grow flowers and vegetables.	As the design develops we will work with the headteacher and pupils so that the on the outdoor space can be suitably developed and used for both free play and learning.	0		0	0%	Yes
	<b>Impact on Other Schools</b>						
40	The School Council at YGG Y Login Fach do not want to lose the Sea View and Townhill catchment areas as part of this proposal as younger siblings will not be able to attend and parents cannot take children to two schools so friendships will be broken. Also there will be less money and less teachers for Y Login Fach. The size of school is fine as it is.	The catchment area would not change until September 2021. Younger siblings will still be able to apply to Y Login Fach's reception if there are spaces.	1	100%	0	0%	Yes

Consultation Responses on the Proposal to increase the capacity YGG Tirdeunaw									
<b>Number of written consultation responses received:</b>									
9									
<b>Number of online consultation responses received:</b>									
63									
Support Proposal/Happy									
2									
Against Proposal/Unhappy									
1									
Undecided/Unclear									
6									
0									
<i>Responses from:</i>									
Pupil									
0									
Parent/Carer									
1									
43									
Member of Staff									
1									
10									
Governor									
1									
3									
Community Member									
0									
6									
Other									
6									
2									
<b>Raised at meetings</b>									
Governor									
Staff									
Drop-in									
Yes or No									
Yes or No									
Yes or No									
Point Raised	Local Authority Response	Number of Written Responses Raising Point	% of Written Responses Raising Point	Number of Online Responses Raising Point	% of Online Responses Raising Point	Yes or No	Yes or No	Yes or No	
<b>Travel/Transport/Traffic</b>									
1 Parking/traffic at the Bryn Tawe site could become an issue with more learners on site/already traffic issues at existing Tirdeunaw site.	There will be a separate access to the site for the school. A traffic assessment will be undertaken as part of the planning process. Suitable drop-off and pick-up points will be provided.	0	0%	9	14%		Yes	Yes	
2 There have always been parking issues at the Daniel James site but nothing was done about it then by the council. A resident opposite the school offered to lay a car park but was told that parents were not willing for their children to walk across the road.	Parking and traffic management requirements are considered with the school and also the Council's Planning and Highway's departments including to determine the appropriate location for suitable lay-bys for parent drop off and pick up. The proposed relocation of the school will allow the issues to be addressed.	1	11%	0	0%				
3 The Cabinet member for Education in Swansea has said that she wished to keep the Daniel James site within the Education portfolio which presumably means an English-medium institution sometime in the future, when no doubt adequate parking arrangements will be provided.	There are no plans for the future use of the site.	1	11%	0	0%				
<b>Size of School/Pupil Projections/Catchment Area</b>									
4 The school needs to be of the right size. Burlais school was built too small for its occupancy and the parking there is shocking.	This is not true. Burlais Primary School has enough space for the number of learners and was built to Building Bulletin space standards and indeed has surplus capacity. Parents are encouraged to walk their children to school, particularly if they live within an available walking route. The proposed new build for the school would be designed to Building Bulletin space standards that are a Welsh Government funding requirement.	0	0%	0	0%				
5 This seems to be in line with current thinking on super schools.	The proposal is to relocate the school onto a shared site and not to amalgamate the schools into one.	0	0%	1	2%				
6 There is a possibility that this could become a 3-18 school which I disagree with.		0	0%	1	2%				
7 Need a bigger school to accommodate the number of learners needing to attend.	Experience suggests that whenever additional Welsh-medium places are established the demand for such places receives a further stimulus, however, this is clearly impossible to predict with accuracy and therefore justify in terms of specific business cases. The Welsh Government's recent Welsh-medium capital grant provided the opportunity to seek to support the national priority to increase the number of Welsh speakers by bringing forward the delivery of later phases of Swansea's strategy and providing greater ability to respond to an increasing trend towards Welsh-medium provision. Sadly, our bids have so far been unsuccessful. A 2FE school is consistent with current pupil modelling underpinning the WG business case, and it will be future proofed for a further 0.5FE in the future as demand continues to grow. This means that they can be readily, and economically extended to accommodate 525 pupils plus Nursery, with the addition of additional class bases only. We will continue to seek access to appropriate funding to deliver the further capacity.	0	0%	6	10%				
8 Object to proposal if the school is built to 60 and not 75 Admission Number as it won't be big enough, particularly with the proposed change of catchment areas. The financial discrepancy between providing half an additional class or not is comparatively Small, and is likely to lead to wasting much more money in the future when it becomes evident that the admission number of 60 is insufficient. We recommend that the county progresses the plans for the school to admit 75, borrowing money in order to do so, unless additional capital money can be obtained from the government.		2	22%	0	0%				
9 Support having a school with an admission number of 75.		1	11%	0	0%				
10 There is overcrowding in the classrooms/school.	This is why we are proposing to build a new school with suitably sized classrooms and facilities.	0	0%	3	5%				
11 Will affect class sizes/will have larger classes/will need more staff	As the Welsh Medium Capital Grant bid has not been accepted the new school will be built to around the same capacity. Class sizes should not generally be higher than 30, and there is legislation to support this for Foundation Phase classes.	0	0%	4	6%				
12 The school is already too large. A primary school needs to feel homely not sprawling. Pupils don't get as much attention in larger schools. Other countries are looking to reduce the size of schools/classes.	There are many successful schools in Swansea and Wales of this size and larger. Class teachers will support all learners' needs appropriately.	0	0%	3	5%				

13	The school will serve 7 catchment areas so will soon be oversubscribed. There are 7 English-medium primary schools within walking distance of my house.	The proposed change of catchment area will balance out provision and formalise areas of parental preference. Our projections do not foresee oversubscription in the medium term, even though the Welsh Medium Capital Grant has been rejected by the Welsh Government. The school will be future proofed to allow for future extension if demand/funding is there, there will be one catchment area for YGG Tirdunaw, just with a different boundary to the one that it has now. Urban, densely populated areas of Swansea do have a number of schools in the area.	1	11%	0	0%		
14	Need to future proof the school as much as possible.	This will be done (see above).	0	0%	1	2%		
15	The school is big enough and is full of the wrong type of people who are abusing the Welsh language because the school is closer to their home.	Parents have a choice of Welsh-medium, English-medium or faith provision, regardless of where they live in Swansea.	0	0%	1	2%		
16	The catchment area you will be drawing on are the roughest parts of Swansea and you want to bulk them out with a few small pockets of nice, well respected areas like Treboeth, Brynhfryd, Manselton and Castle Graig.	The proposed change of catchment area seek to better balance the demand for and availability of Welsh-medium places within Swansea and effectively formalise some areas of existing parental preference.	0	0%	1	2%		
17	Object to change of catchment. Do not want to change from Bryn-y-mor catchment/go back in to the Tirdunaw catchment. Younger siblings will have to go to Tirdunaw instead of Bryn-y-mor. Would have to change older sibling's school/cannot drop off to two schools. Should guarantee places for all siblings at Bryn-y-mor. Proposal is to purge poorer families from Bryn-y-mor.	The change of catchment is proposed to commence in September 2021. Any learners already admitted to Reception or above at that time will remain in their school and any transport will continue to be provided until they leave primary school. From September 2021 any new admissions will be allocated in accordance with the admissions criteria which allocate places to children living within the catchment area first and if there are places remaining siblings of children attending the school are allocated next. There is also an appeal process.	0	0%	5	8%		
18	Siblings will be split up if catchment areas change/should guarantee siblings a place.	Admission Numbers are based on available classroom space in a school. As there is no proposed change to the Bryn-y-mor building, the Admission Number should stay the same.	0	0%	6	10%		
19	Unfair to move child from one school to another if catchment changes.		0	0%	2	3%		
20	Will the Admission Number for YGG Bryn-y-mor reduce? It isn't clear in the consultation document.		0	0%	2	3%		
21	Do not want to move catchment from Gwyr to Bryn Tawe. Still want my child to go to Gwyr when older.	The proposed change to catchment would start from September 2021. Parents are able to apply to the other secondary school as a preferred placement, subject to available places.	0	0%	1	2%		
22	My child will be split from his friends in Bryn-y-mor when going to comp as the catchment area will be split. Should allow a place with peers at Gwyr.	Parents can apply for a preferred placement to the other secondary school after the proposed catchment area change in September 2021. As reception admissions to Bryn-y-mor would also change the split on transition to secondary school would phase out over time.	0	0%	1	2%		
23	This proposal is really about the council temporarily resolving the 'problem' of increasing numbers at YGG Pontybrein. The council only reacts to crisis. The council admits that the Daniel James site was not designed for primary provision.	This is not the case. We have a Welsh Education Strategic Plan to significantly increase the number of places available in Swansea and to seek to ensure that these places are in the right location to meet anticipated demand.	1	11%	0	0%		
24	Do not take catchment area away from YGG Y Login Fach. It will have an impact on budget and staffing for the school. A drop in pupil numbers is already projected for the school. The council spent £60k on a new classroom for the school two years ago. Pupils will have to travel further to YGG Bryn-y-mor/will have to walk up to two miles instead of having a bus to school. If we have to lose the pupils we should take from the overfull YGG Pontybrein catchment.	The Townhill and Mayhill areas are closer to YGG Bryn-y-mor. Due to site access we currently have to use three minibuses to transport the learners from these areas to YGG Y Login Fach. The classroom renovation was to give the school better provision. Demand for Welsh-medium provision is increasing and there are housing developments planned for Gowerton and the area of Forestfach behind the school.	4	44%	0	0%		
25	Support the change of catchment area. YGG Pontybrein has a huge catchment and new housing in the immediate vicinity will increase demand and therefore the change will benefit YGG Pontybrein. Current catchment areas do not make sense.	Agreed.	0	0%	2	3%		
<b>Education</b>								
26	The school is already struggling with teacher numbers due to staff leaving. How would staff be found to accommodate an increased size of school? My son is in Year 5 and has already had 10 teachers which has affected his learning.	Recruitment of staff is a responsibility of the school.	0	0%	1	2%		
27	A new school is needed to improve the quality of education at the school and deliver the curriculum effectively.	Agreed. The new build school will be designed to meet the needs of the current and emerging curriculum.	0	0%	1	2%		
28	Bigger schools are not better schools.	The school would stay the same size or increase by 3.5 full-time classes if further funding can be accessed. There are economy of scale advantages from having larger schools but standards are a result of the quality of teaching and not school size.	0	0%	1	2%		
29	Teachers won't have the time to take care of both educational and wellbeing needs of children in larger classes as they currently can't do this.	There is no reason why class sizes would increase substantially and there are requirements to work to a maximum of 30 in class for Foundation Phase.	0	0%	1	2%		
30	Current school does not suit the needs of 21st century teaching.	Agreed.	0	0%	1	2%		
31	Standards have got worse as the school has gone bigger.	The school has maintained high pupil standards during the last three years. The school improvement service monitors pupils' work and performance at end of key stages to ensure that standards meet the criteria for green schools.	0	0%	1	2%		
32	Tirdunaw is a fantastic school and expanding would benefit more children.	Noted.	0	0%	1	2%		
33								
<b>Welsh Language/Growth in Places</b>								
34	Agree that the capacity for Welsh-medium needs to increase and improve in Swansea.	Noted.	2	22%	3	5%		
35	The council needs additional Welsh-medium schools to promote the Welsh language instead of juggling with catchment areas to fill a limited additional number of places. The council should be proactive. Under the overall proposals there is one less Welsh-medium primary school.	This proposal, linked with the parallel proposals to increase and relocate YGG Tan-y-lan and close the very small YGG Felindre, will provide a further significant increase in available Welsh-medium places in buildings that are fit for the 21st Century as part of the approved Welsh Education Strategy Plan. The current catchment areas are historic and require review to seek to ensure that the available provision better reflects the areas of demand.	1	11%	0	0%		
36	If the Welsh Capital Grant is unsuccessful it will limit the growth of Welsh-medium education. We need a Welsh Education Strategic Plan that is going to create demand.	Unfortunately the Welsh Government did not approve the bid for grant but discussions will continue to seek to access appropriate funding.	1	11%	1	2%		

37	Closing the school will take Welsh away from the Tirdeunaw area/weakens provision for people in Treboeth.	The school will not close - it will be relocated. The new site is less than a mile from the current location and will be more central in the catchment area. There is also a separate proposal for YGG Tan-y-lan to move to a site at Clase. This represents a significant further enhancement of the available Welsh-medium provision across the area as a whole.	1	11%	2	3%		
38	Brings Welsh-medium provision closer to the people of Portmead, Cwmbwrla and Manselton. Demand increases if a Welsh-medium school is closer.	Noted.	1	11%	1	2%		
39	Changing the catchment area for YGG Y Logih Fach will make it more difficult for learners to attend a Welsh-medium school as they will no longer have a bus provided. Clause 10 of the Learner Travel (Wales) Measure 2008 notes that local authorities have a duty to "promote access to Welsh-medium education and training" by arranging transport for learners.	Clause 10 of the Learner Travel (Wales) Measure 2008 does note that local authorities have a duty to "promote access to Welsh-medium education and training" however it is not stated in the measure or in subsequent guidance that this is achieved by arranging transport for learners. Swansea Council's Welsh Education Strategic Plan aims to increase the number of Welsh-medium places available in the county, and the proposed catchment area changes seek to ensure that this provision and demand for places is balanced across Swansea. Transport is provided in line with our Home to School Transport Policy.	1	11%	0	0%		
40	The county needs to discuss the catchment areas with the head teachers of the current Welsh-medium schools in order to reach a general agreement which will benefit pupils and promote Welsh-medium education.	It is a responsibility of the local authority to determine provision that provides the best solution for learners as well as for the public purse.	1	11%	0	0%		
41	Will strengthen Welsh-medium education in a purpose built school.	Noted.	0	0%	1	2%		
	<b>New School/location</b>							
42	Build a new school for Tirdeunaw at its current site and build Tan-y-lan a new school closer to Morrision which is where this school was opened to serve.	It is not feasible or cost effective to rebuild YGG Tirdeunaw on the existing site or to build two schools at this time. A comprehensive review of all available sites in the Council's ownership informed the proposed new site for YGG Tan-y-lan which is a separate proposal. The need for Welsh-medium places will continue to be reviewed.	0	0%	1	2%		
43	Update/leave the school at the existing site/expand further into old Daniel James building/will be cheaper option.	As part of the business case process there has been a detailed appraisal of site options which has determined that it would be costly to update the current site or expand further into Daniel James, and the school would still not be suitable for 21st Century learning.	0	0%	5	8%		
44	There is a site earmarked for a new primary school in the new housing estate in the vicinity and Tirdeunaw should go there.	This would take the school to the extremes of its catchment area, and we do not know when that new school build would be delivered. This proposal is linked with the parallel proposals to increase and relocate YGG Tan-y-lan and close the very small YGG Felindre, will provide a further significant increase in available Welsh-medium places in buildings that are fit for the 21st Century as part of the approved Welsh Education Strategy Plan. There are advantages to co-location on the Bryn Tawe site.	1	11%	0	0%		
45	The fact that the pupil numbers have risen over the years proves that the school is in the right location.	All newly established Welsh-medium schools grow after opening. The new site is under a mile from the current location and remains in the heart of its current pupil intake.	1	11%	0	0%		
46	If the Welsh Capital Grant is unsuccessful then the projected size of the new school is 420, the same as now, so the claim that the present school is not of sufficient size to meet future demand in the local area doesn't hold water.	There is also a proposal to increase the size of YGG Tan-y-lan and to review the catchment areas of the schools and this would support demand for at least the medium term. The schools would be built to be future proofed, for instance there would be larger halls, dining space and learning resource space sufficient to accommodate more learners in the future if funding was available and if demand required a further increase in capacity. We will continue to seek to access appropriate further capital funding.	1	11%	0	0%		
47	The current building is not fit for purpose. Our children deserve better building and facilities.	Agreed.	0	0%	3	5%		
48	The current site is not viable.	Agreed.	0	0%	2	3%		
49	The current building is useful. It will be useless when it is rubble so don't knock it down.	The future of the site has not been determined.	0	0%	0	0%		Yes
50	The current school was built to be Welsh so don't turn it into English; it wasn't what it was built for.	All primary school buildings have the same requirements, regardless of language medium. The current building was originally part of a secondary school.	0	0%	0	0%		Yes
51	What will happen to the existing rugby pitch at Bryn Tawe?	Subject to the outcome of leisure proposals for the site, the existing two rugby pitches may need repositioning to mitigate the impact on the existing provision.	0	0%	0	0%		Yes
52	Build a new additional school elsewhere instead (Penlan/Morrision).	It is not feasible or cost effective to build an additional school. This would still leave YGG Tirdeunaw learners in a school that is not suitable for 21st Century learning and would potentially destabilise existing schools.	0	0%	1	2%		
53	Would be good to have a new school/need a new school.	Noted – there is indeed a need for new school facilities to better serve pupils at the school.	0	0%	4	6%		
54	Would the school have the same hard play areas, allotment etc. Can some external facilities be relocated to the new site?	The new school would have appropriate play areas, including hard and grassed areas, football pitches and a multi-use games area (MUGA). The project team will work with the school on other external requirements and any opportunities to relocate some of the external facilities.	0	0%	0	0%		Yes
55	Security will be important at the new site but can fencing be softened as at Portmead by planting a hedge behind it?	This will be considered as part of the design.	0	0%	0	0%		Yes
56	Support having a school at Bryn Tawe site.	Noted.	1	11%	0	0%		Yes
57	Concerns about anti-social behaviour at new site due to proximity to playing fields.	The new school building and site will be secure by design and insurers will also have an input into the design.	0	0%	0	0%		Yes
58	Plans for the new school need to take into account the needs of these particular pupils in a deprived area of Swansea.	The new facilities will be designed in accordance with Building Bulletin guidelines to ensure the appropriate facilities are available for all pupils.	0	0%	0	0%		Yes
59	There will be more room at the new site.	Noted.	0	0%	1	2%		
60	The new location is only a short distance from the existing site and this is positive.	Noted.	0	0%	1	2%		

61	Apprehensive of the school being so close to a comprehensive.	There are many co-located schools in Wales. The schools will each have a distinct boundary necessary for safeguarding and site management . There are advantages from having a shared site, particularly for parents.	0	0%	3	5%			
62	Would prefer a new build school for YGG Bryn-y-mor (at recreation ground perhaps).	This proposal is to address the needs of the YGG Tirdeunaw learners but all schools will be kept under review for future building needs and opportunities.	0	0%	1	2%			
63	Will be closer for me.	Noted.	0	0%	1	2%			
64	The new site will be at the centre of the catchment area and could attract more pupils.	Noted and the intention of the catchment review is to better balance the demand for and availability of Welsh-medium places.	0	0%	1	2%			
65	Building work will be disruptive to Bryn Tawe pupils.	The proposed site for the new primary building is a considerable distance from the YG Bryntawe building, therefore any noise disruption would be minimised. The Council would link closely with all users of the site and any building work would be carried out in accordance with the Construction Design and Management (CDM) Regulations 2015, and consider health and safety, and the need to minimise any disruption to all site users.	0	0%	1	2%			
66	It is the best option for the community and pupils and the best land.	Noted.	0	0%	2	3%			
67	There is an argument to build a new school at Bryn Tawe and also on the existing site, creating an additional school.	It is not feasible to build two schools and there is not demand at present.	1	11%	1	2%			
68	Provide a unit for excluded pupils at the school/PRU	There is already a plan for Education Other Than at Schools (EOTAS) in Swansea that includes Welsh-medium support.	0	0%	1	2%		Yes	
69	Will be easier to have children on the same site/good to have schools close together.	Noted.	0	0%	2	3%			
<b>Process</b>									
70	The consultation paper and questionnaire for pupils is wholly inappropriate and required a lot of explanation for my child to understand and make informed decisions. I cannot imagine how parents of younger children have done this appropriately and successfully.	The School Organisation Code requires a level of detail to be provided in consultation papers.	0	0%	1	2%			
71	It is not a consultation when only one option is given to parents.	Alternative options had been considered and discounted prior to consultation. The consultation response form allows for, and indeed invites alternative suggestions to be made.	0	0%	1	2%			
72	Support that the process runs in parallel with the YGG Tan-y-lan new build proposal.	Noted.	0	0%	0	0%		Yes	
73	Online consultation form would not accept my response.	The system was working and many responses were received. This was just one method provided for views to be made known (online, hard copy response sheet, email, letter, consultation meetings).	1	11%	0	0%			
74	Consultation paper does not clearly explain impact on other schools from the catchment area change, particularly the impact on siblings and the quoted sibling guarantee/obligation. Examples should have been given. Maps were not clear on boundary changes.	A link was provided to the council's admission arrangements that explain how learners are admitted to schools. Siblings would be taken into consideration as an admission criteria. The proposed catchment area changes were explained in the consultation papers as well as the visual maps.	1	11%	3	5%			
75	Community Impact Assessment incorrectly has different catchment area figures for Tirdeunaw in the tables.	Both figures are correct. The tables are looking at different things - one looks at how many pupils in the school live in the catchment area (211), and the other shows how many that live in the catchment area go to the school (183).	2	22%	0	0%			
76	The Welsh Medium Impact Assessment does not mention the linguistic effect of moving the school from the current community, except for mentioning the number of pupils. Due consideration is needed of the impact on the Treboeth community, and the linguistic and cultural connections.	The Welsh-medium Impact Assessment is a living document and can consider this at the next review.	1	11%	0	0%			
77	Did not consult with schools on the impact of the catchment proposals before the consultation papers were issued to identify the impact on YGG Y Login Fach. Y Login Fach could have taken learners from the overfilled YGG Pontybrenin.	It is the local authority's responsibility to organise schools to best suit the needs of learners and the public purse. The intention of the catchment review is to better balance the demand for and availability of Welsh-medium places.	1	11%	0	0%			
78	Although reference has been made to changing catchment areas, with Ysgol Gymraeg Pontybrenin transferring Blaen-y-maes, Cadle, Clwyd, Gendros a Portmead primary schools to Ysgol Tirdeunaw, there has been no suggestion of how to have an actual effect on the serious overcrowding issues at Ysgol Pontybrenin. There is an urgent need for an additional Welsh-medium primary school between Gorseinon and Garden Village and Penllergare, and the document should note this as part of the consultation's wider context. The report needs to include the number of pupils who are being affected in this context.	This proposal is to relocate and increase the size of YGG Tirdeunaw. The review of catchment area should release some pressure from YGG Pontybrenin. Any reorganisation of schools in the Gorseinon area would require separate proposals. The demand for Welsh-medium places across Swansea will continue to be monitored and further actions taken as appropriate as part of the delivery of the wider Welsh Education Strategic Plan.	1	11%	0	0%			

## Proposal to enlarge the capacity of YGG Tirdeunaw on a new site

**Meeting with Staff**

25 September 2018

Present: Nick Williams, Director of Education  
 Rhodri Jones, Head of Stakeholder Engagement Unit  
 Brian Roles, Head of Service  
 Kelly Small, Head of Funding and Information Unit  
 Euros Jones, Challenge Advisor  
 Alayne Smith, School Project Business Case Development Manager  
 School Staff

	<i>NW and RJ gave a presentation explaining the proposal and the process that will be followed for the consultation</i>
	<i>Staff were then given an opportunity to ask questions and share their views.</i>
1.	NW commended the school for their work on the current site.
2.	Happy that the Council are looking to open both new schools at the same time (YGG Tan-y-lan)
3.	Planning of the school needs to take into consideration the needs of these particular pupils in a deprived area of Swansea
4.	Possibly look at a PRU provision in the future through the medium of Welsh
5.	Query regarding the access point into the new school – transport assessment will determine the best access given the busy access for comp and leisure centre currently.
6.	Parking for parents currently a big issue – this would be something to consider
	Would look at off-site provision similar to what
7.	<i>Where on the school site would the new school be built?</i>
	The indicative location is shown in the consultation paper – all subject to surveys and planning etc.
	<i>NW closed the meeting at 15:50pm</i>

Tirdeunaw Consultation -
Officers Present:
Nick Williams Director of Education
Rhodri Jones, Head of Stakeholder Engagement Unit
Brian Roles, Head of Service Education Planning and Resource
Kelly Small, Head of Funding and Information Unit
Celyn Evans, School Funding Information Officer
<b>Comments</b>
Proximity to fields and possible anti-social behaviour.
Parking/traffic issues – solution needed.
Very useful building. It will be useless when it's rubble; don't knock it down.
It was built to be a Welsh school, don't turn it English, it wasn't what it was built for.
What will happen to existing Rugby pitch at Bryn Tawe.
Happy in the proposal –Parent.
Positive about proposal, but will the school have the same hard play areas, allotment area etc as school has developed on current site? Can some external facilities be relocated to the new site? Security important at new site but can any fencing be softened as at Portmead Primary by planting a hedge behind it? Traffic management will be vital. – Member of Staff.





## RhAG Swansea

Response to the City and County of Swansea's proposal

to increase the size of Ysgol Gynradd Gymraeg Tirdeunaw from January 2021

and

to increase the size of Ysgol Gynradd Gymraeg Tan-y-lan from January 2021

Also,

to close Ysgol Gymraeg Felindre

Contact:

Heini Gruffudd (Chair)

RhAG Swansea

Hafan, 2 Rhianfa Lane, Swansea SA1 6DJ

[heini@gruffudd.org](mailto:heini@gruffudd.org)

## **PARENTS FOR WELSH-MEDIUM EDUCATION (RHAG)**

Parents for Welsh-medium education is a movement which was established in 1952 to encourage the development of Welsh-medium education.

It is sponsored by Welsh Government.

The movement represents parents of children who are in Welsh-medium education and it maintains regular contact with Welsh-medium schools.

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### **Overall**

1. RhAG has consistently argued that the number and percentage of pupils in Swansea who are receiving Welsh-medium education needs to be increased.
2. RhAG's objectives have been accepted by Welsh Government, which aims to have one million Welsh speakers by 2050.
3. We share Welsh Government's vision that local councils need to create the demand for Welsh-medium education, rather than merely responding to the demand.

### **Ysgol Tirdeunaw Catchment Area**

1. We are concerned that Ysgol Tirdeunaw is being relocated. Ysgol Tirdeunaw has gained recognition in its area, and has developed into an exceptionally successful school, by providing Welsh-medium education in a comparatively deprived area. Our first choice would be to see the school rebuilt on its own site.
2. By moving the building to Heol Gwyrosydd, we welcome the opportunity of having new buildings with the best facilities.
3. We also welcome the fact that a Welsh-medium school is being established near the Manselton/Cwmbwrla/Blaen-y-maes areas, which have been deprived of convenient Welsh-medium education since Ysgol Gymraeg Cwmbwrla was moved to Bryn-y-môr in 1976.
4. There is sufficient evidence (see the map below) that the percentages of pupils who are attending Welsh-medium schools vary according to the presence of a Welsh-medium school which can easily be reached.
5. It is possible to determine an increase in the percentages in the Penlan area, and the new areas within Tirdeunaw's catchment area.
6. Similarly, it can be determined that there will be some loss from the Mynydd-bach and Treboeth areas.
7. It appears that there has been an oversight in the figures for pupils from the Tirdeunaw area in the 'YGG Tirdeunaw Community Impact Study' document. It is quoted there in the first table that 211 of Tirdeunaw's pupils come from the catchment area of Tirdeunaw, but this number is 183 in the second table. This needs to be corrected.
8. The consultation in the Study of Impact on the Welsh language does not mention the linguistic effect of moving the school from the current community, except for mentioning the number of pupils. Due consideration is needed of the impact on the Treboeth community, and the linguistic and cultural connections.
9. Although reference has been made to changing catchment areas, with Ysgol Gymraeg Pontybrenin transferring Blaen-y-maes, Cadle, Clwyd, Gendros a Portmead primary schools to Ysgol Tirdeunaw, there has been no suggestion of how to have an actual effect on the serious overcrowding issues at Ysgol Pontybrenin. There is an urgent need for an additional

Welsh-medium primary school between Gorseinon and Garden Village and Penllergare, and the document should note this as part of the consultation's wider context. The report needs to include the number of pupils who are being affected in this context.

### **Ysgol Tan-y-lan Catchment Area**

10. We welcome that fact that Ysgol Tan-y-lan will have significant land for growth. The school has suffered from the outset. When the school was established as a 0.5 school, we argued that a 1.0 or 1.5 school was needed in Morryston and our arguments were verified.
11. We are concerned, however, that moving the school to Clase would mean that the school would be far from large parts of the Morryston Ward. We want to see a Welsh-medium school serving Morryston's main populated areas.
12. The impact survey on the Welsh language does not note the impact of moving Ysgol Tan-y-lan away from the main population centres of Morryston, from Plasmarl to Ynystawe. This would have a negative impact. Whilst moving the school to Clase will attract pupils from another area, this move emphasises the need for a Welsh-medium school in Morryston and this should be mentioned in the document.
13. As a result, we want to propose the Tan-y-lan school building be kept for Welsh-medium education, as a nursery/reception class setting. Following on from this, we want to see possibly an additional Welsh-medium school established in Morryston, possibly on land between Morryston Cross and Ynysforfan.

### **Other catchment areas**

14. There is no sufficient reason for changing some of the other catchment areas. Ysgol Bryn-y-môr is already full, but the document wants children from Seaview and Townhill to go there. Although these are within a two-mile walk from Ysgol Bryn-y-môr, it is a journey along streets which are full of traffic and it is difficult to imagine parents walking with their children down Walter Road, then through Uplands and along the other streets to reach Ysgol Bryn-y-môr. This would mean that Welsh-medium education is not conveniently available for these people. There is a strong argument in favour of continuing to include these children in Login Fach's catchment area so that they, by means of transport, may have easy access to Welsh-medium education.
15. Clause 10 of the Learner Travel (Wales) Measure 2008 notes that local authorities have a duty to "promote access to Welsh-medium education and training" by arranging transport for learners.
16. The county needs to discuss the catchment areas with the head teachers of the current Welsh-medium schools in order to reach a general agreement which will benefit pupils and promote Welsh-medium education.

### **Admission numbers and funding**

17. We are concerned that the county's bid for funding to increase Welsh-medium provision will not be successful, if the list published recently by the Minister Eluned Morgan was final. This will have significant implications for the progression of Welsh-medium education according to information given in the county consultation.
18. As the county proposal notes that Tan-y-lan's catchment area will include a large part of Tirdeunaw's current catchment area – from Llangyfelach to Treboeth and up towards Clase –

we are of the opinion that 45 will not be a sufficient admission number. Ysgol Tan-y-lan currently admits some 30 pupils each year. Admitting 45 would mean that only 15 pupils could be admitted from the new catchment areas, which is obviously unreasonably insufficient. Admitting 45 would not allow any growth in Welsh-medium education in Morryston.

19. As a result of this, we oppose opening Tan-y-lan to admit 45 pupils. Is it essential that it admits 60 from the outset, with the possibility to increase, and that another Welsh-medium school opens in Morryston.
20. Tirdeunaw will have the same size restriction, if funding is not secured to increase Welsh-medium provision. If Tirdeunaw is restricted to 60, this number will be too small for the change in catchment area and the subsequent growth. It is essential that Tirdeunaw can admit 75.
21. The financial discrepancy between providing half an additional class in the two schools or not is comparatively small, and is likely to lead to wasting much more money in the future when it becomes evident that the admission numbers of 45 and 60 are insufficient. We recommend that the county progresses the plans for schools admitting 60 and 75 respectively, borrowing money in order to do so, unless additional capital money can be obtained from the government.

#### **Ysgol Felindre**

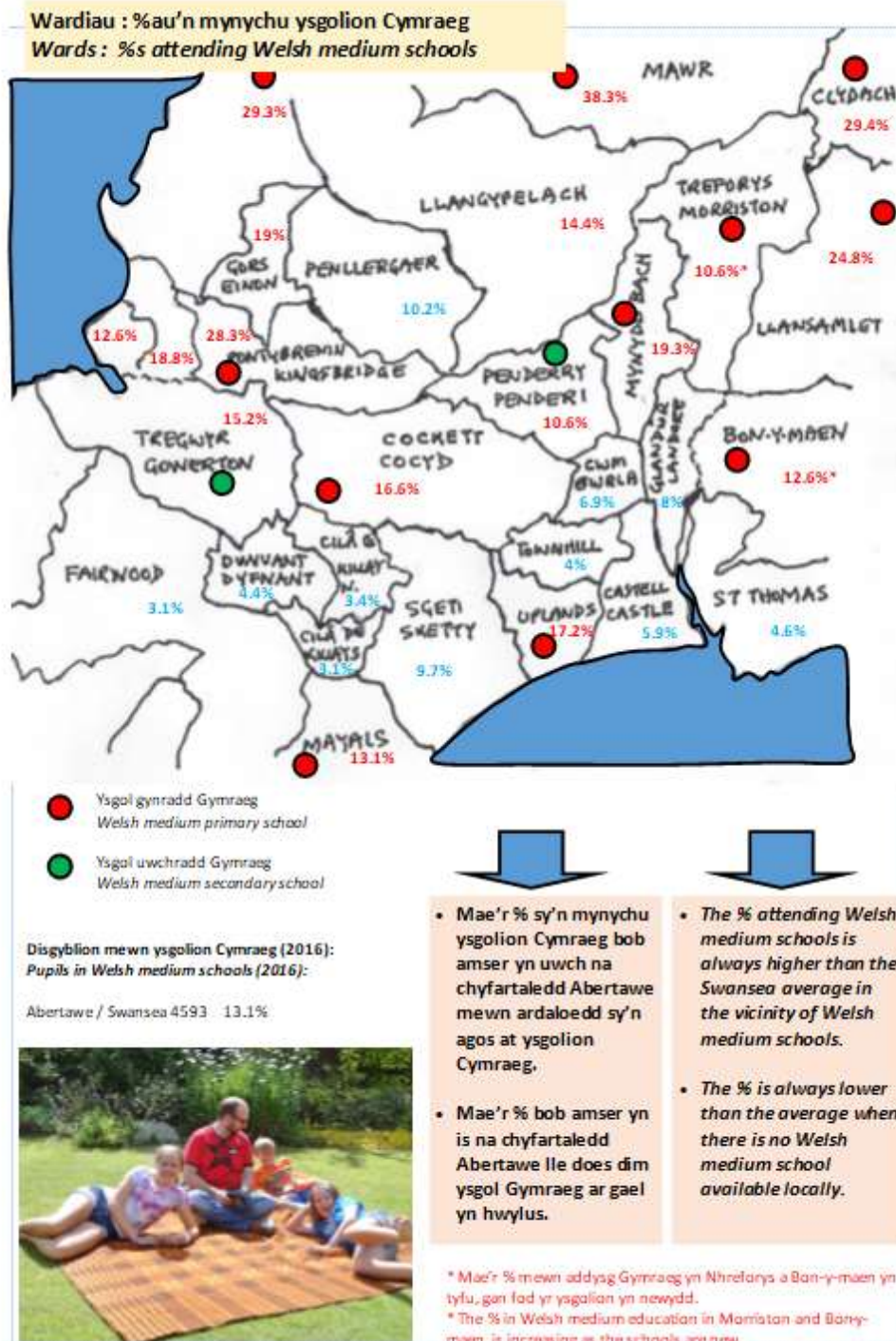
22. We are concerned that we have received different figures from the county, in our meetings with county education officers, when discussing Felindre. It was quoted to us that there were 15 children at Felindre but we can see that, according to the current proposal, there are 20 children there full-time and there will be 5 nursery children there from September. But I have heard from the school head teacher (18 October 2018) that there are 12 children there full-time, and 2 in the nursery class.
23. The county's proposal has come before the Minister for Education's recent announcement that positive attention needs to be given to rural schools. As a result of this, we are asking the county to reconsider its proposal to close Ysgol Felindre, turning their attention instead to other patterns for running the school, possibly under either Ysgol Tan-y-lan or Ysgol Tirdeunaw's head teacher or federating possibilities.
24. Plans are being made to build an extensive number of houses near the M4, between Llangyfelach and Felindre. We want to see the county ensure that a new Welsh-medium school will be established on this site when the houses are built, and that they will consider keeping Ysgol Felindre open until this new Welsh-medium school is established.

#### **Verdict**

25. **Tirdeunaw:** The most satisfactory solution would be to rebuild Ysgol Tirdeunaw on its current site.
26. Operating within the current proposal, we are pleased to see a Welsh-medium school on the grounds of Bryn Tawe, but we are of the opinion that it is essential that the new Ysgol Tirdeunaw has an admission number of 75.
27. **Tan-y-lan:** We welcome the fact that Ysgol Tan-y-lan will have a new site. Nevertheless, due to the fact that the school is going to be serving a new catchment area, we believe that it is essential that the school has an admission number of 60.
28. As the new school is going to be far from Morryston's main populated areas, we want the county to keep Tan-y-lan's current building for nursery/reception pupils, and we want the

county to establish an additional Welsh-medium school on land between Morryston and Ynysforgan.

29. **Felindre:** We want the county to consider ways of keeping Felindre open until a new Welsh-medium school is established following the building of a housing estate near the M4.



**Appendix D - Indicative funding model for specific Welsh-medium schemes proposed within this report:**

School Name	Total scheme cost	WM grant application 100% funding	Band B funding 65% WG and 35% LA
YGG Tan y lan	£8,423,652.28	£1,018,548.28	£7,405,104
YGG Tirdeunaw	£12,207,153.72	£1,270,265.44	£10,936,888
<b>Totals</b>	<b>£20,630,806.00</b>	<b>£2,288,813.72</b>	<b>£18,341,992.28</b>

Appendix E – Band B 21st Century Schools programme capital expenditure & financing 2017/18 - 2023/24 to updated to indicate revised Welsh Government intervention

<b>C21ST SCHOOLS PROGRAMME CAPITAL EXPENDITURE &amp; FINANCING 2018/19 - 2024/25</b>											
		to 2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	Total
<b>Band B</b>		<b>Actual spend</b>	<b>Actual spend</b>	<b>Forecast spend</b>	<b>Forecast spend</b>	<b>Forecast spend</b>	<b>Forecast spend</b>	<b>Forecast spend</b>	<b>Forecast spend</b>	<b>Forecast spend</b>	
		<b>£'000</b>	<b>£'000</b>	<b>£'000</b>	<b>£'000</b>	<b>£'000</b>	<b>£'000</b>	<b>£'000</b>	<b>£'000</b>	<b>£'000</b>	<b>£'000</b>
<b>EXPENDITURE</b>											
Band A : Gorseinon Primary school new build (from Band A)					420	80					<b>500</b>
21st Century Schools Programme (Band B)											
Education other than at School new premises	Capital		155	866	7,609	114					<b>8,744</b>
YGG Tan-y-Lan	Capital		2	457	1,688	5,157	101				<b>7,405</b>
YG Gwyr	Capital			243	2,697	4,567	105				<b>7,612</b>
YG Bryntawe	Capital					250	840	6,350	840	112	<b>8,392</b>
YGG Tirdeunaw	Capital			601	2,720	7,462	154				<b>10,937</b>
English medium secondary schools	Capital		35	243	1,949	5,277	13,107	8,173	120		<b>28,904</b>
English Medium Primary School 2	Capital					150	436	3,270	435	60	<b>4,351</b>
Lougher / Kingsbridge new build welsh primary	Capital						275	3,389	6,462	142	<b>10,268</b>
Remodelled english medium primary in Lougher / Kingsbridge area	Capital						150	1,298	2,430	52	<b>3,930</b>
Additional Welsh Medium Primary places	MIM					150	446	3,417	446		<b>4,459</b>
English Medium Primary School 1	MIM					275	1,057	8,184	1,057		<b>10,573</b>
Crug Glas & Penybryn Special Schools	MIM						300	11,384	23,226	495	<b>35,405</b>
St Joseph's Cathedral School	MIM (VA)					250	821	3,447	3,592	105	<b>8,215</b>
Site feasibility		66	-3	187							<b>250</b>
<b>TOTAL EXPENDITURE</b>		<b>66</b>	<b>189</b>	<b>2,597</b>	<b>17,083</b>	<b>23,732</b>	<b>17,792</b>	<b>48,912</b>	<b>38,608</b>	<b>966</b>	<b>149,945</b>
<b>FINANCED BY:</b>											
Welsh Government funding											
Traditional capital grant funding				1,454	12,204	14,556	9,842	15,067	6,687	239	<b>60,048</b>
Mutual Investment Model financing							1,128	17,782	18,547	371	<b>37,828</b>
Voluntary Aided Schools							698	3,142	3,056	86	<b>6,982</b>
CCS Capital Receipts estimate								3,000	4,360		<b>7,360</b>
CCS Mutual Investment Model financing						425	675	5,203	6,182	124	<b>12,609</b>
Contributions (voluntary aided)						250	123	305	536	19	<b>1,233</b>
<b>TOTAL FINANCING</b>		<b>0</b>	<b>0</b>	<b>1,454</b>	<b>12,204</b>	<b>15,231</b>	<b>12,466</b>	<b>44,499</b>	<b>39,368</b>	<b>839</b>	<b>126,060</b>
<b>CCS Borrowing requirement</b>		<b>66</b>	<b>189</b>	<b>1,143</b>	<b>4,879</b>	<b>8,501</b>	<b>5,326</b>	<b>4,413</b>	<b>-760</b>	<b>127</b>	<b>23,885</b>
<b>CURRENT BORROWING REQUIREMENT (2018/19 TO 2023/24)</b>				<b>2,597</b>							<b>23,630</b>

## Equality Impact Assessment (EIA) Report

This form should be completed for each Equality Impact Assessment on a new or existing function, a reduction or closure of service, any policy, procedure, strategy, plan or project which has been screened and found relevant to equality.

**Please refer to the 'EIA Report Form Guidance' while completing this form. If you need further support please contact [acesstoservices@swansea.gov.uk](mailto:acesstoservices@swansea.gov.uk).**

<b>Where do you work?</b>
Service Area: Education
Directorate: People

**(a) This EIA is being completed for a:**

Service/ Function  <input type="checkbox"/>	Policy/ Procedure  <input type="checkbox"/>	Project  <input type="checkbox"/>	Strategy  <input type="checkbox"/>	Plan  <input type="checkbox"/>	Proposal  <input checked="" type="checkbox"/>
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**(b) Please name and describe here:**

### **Closure of Ysgol Gynradd Gymraeg (YGG) Felindre with effect from 31 August 2019**

The number of full time pupils at YGG Felindre have fallen from 47 in 2016 to 36 in 2017 and was just 20 as at January 2018. This figure had fallen to 14 by September 2018. Most of these pupils are from neighbouring catchment areas rather than local to the school. It is quite clear from the trend in intakes over the last few years that the school is no longer viable. This scale of reduction in pupil numbers inevitably impacts on the school budget share and hence the current staffing structure within the school.

During the last six years, YGG Felindre has had five different headteachers. The most recent senior leaders at the school have been acting headteachers. During the last two years, the local authority has intervened to source and appoint acting headteachers to support the school. Because of the decline in pupil numbers, the school has not advertised for the position of permanent headteacher because of doubt cast on being able to attract candidates but more importantly pupils to sustain the school in the future.

The most recent interim leaders at the school have commented on the future sustainability of the school. Despite best efforts to attract pupils by the most recent headteachers, pupil numbers have remained low and in decline.

Because of the temporary leadership arrangement maintaining and improving pupil standards has slowed down. Monitoring reports indicate the rate of improvement in addressing areas of improvement is satisfactory at best. However, the rate of improvement historically has been good. When the school was inspected in 2012, outcomes were good with excellent features, during the last inspection in 2015, standards were lower, and the school required an intense level of follow-up activity. The most recent evaluation of standards seen in pupils' work is adequate.

The challenges faced by leaders at Felindre include developing suitable staff to teach a broad range of ages and abilities, a heavy teaching commitment with no deputy headteacher arrangements and mapping a broad and balanced statutory curriculum.

Full consideration has been given to alternatives to closure, including the potential for federation, however, no viable alternative has been identified.



Following a decision by the Council's Cabinet there has been a statutory consultation on a proposal to close YGG Felindre. The consultation was on the basis that, if agreed, the school would close with effect from 31 August 2019. The current catchment area for YGG Felindre would be transferred to YGG Tirdeunaw as the next nearest school, unless a separate proposal to relocate YGG Tan-y-lan to a new location off Beacons View Road in Clase is approved, in which case it would become the nearest school and would take the pupils from YGG Felindre's catchment area.

Transport would be provided to the new school as per the Council's Home to School Transport Policy.

**(c) It was initially screened for relevance to Equality and Diversity on: 15/05//2018**

**(d) It was found to be relevant to...**

Children/young people (0-18).....	<input checked="" type="checkbox"/>	Sexual orientation.....	<input type="checkbox"/>
Older people (50+).....	<input checked="" type="checkbox"/>	Gender reassignment.....	<input type="checkbox"/>
Any other age group .....	<input checked="" type="checkbox"/>	Welsh language.....	<input checked="" type="checkbox"/>
Disability .....	<input checked="" type="checkbox"/>	Poverty/social exclusion .....	<input checked="" type="checkbox"/>
Race (including refugees).....	<input checked="" type="checkbox"/>	Carers (including young carers).....	<input type="checkbox"/>
Asylum seekers.....	<input type="checkbox"/>	Community cohesion .....	<input checked="" type="checkbox"/>
Gypsies & Travellers.....	<input type="checkbox"/>	Marriage & civil partnership .....	<input type="checkbox"/>
Religion or (non-)belief.....	<input type="checkbox"/>	Pregnancy and maternity.....	<input type="checkbox"/>
Sex.....	<input checked="" type="checkbox"/>		

**(e) Lead Officer**

**Name:** Kelly Small

**Job title:** Head of Funding and Information Unit

**Date:** 15/05/2018

**(f) Approved by Head of Service**

**Name:** Brian Roles

**Date:** 15/05/2018

UPDATED FOLLOWING THE CONSULTATION on 29<sup>th</sup> November 2018

## Section 1 – Aims (See guidance):

Briefly describe the aims of the initiative:

### What are the aims?

#### *Raising standards*

Our vision is that every child will have access to high quality teaching that helps them to make the most of their talents

#### *Better use of resources*

The decision is in line with the QEd vision that budgets should be spent on pupils and not wasted on empty places

#### *Quality of learning environment*

Quality learning environments have been shown to lead to improved performance by pupils

### Who has responsibility?

The overall responsibility would be with Swansea Council.

### Who are the stakeholders?

Each stakeholder group requires a specific method of communication to promote key messages during the project. A broad approach for communications methods is outlined below. It draws on corporate methods of communicating to staff in general as well as some established meeting structures within the project.

Audience	Methods
Parents	Letters, media, social media, website
Governors	Face to face briefing, emails
Head and Management Team	Face to face briefing, emails,
Pupils	Face to face school visits, social media
Neighbouring schools' headteachers	Face to face, letter, email, newsletter
Neighbouring schools' governing bodies	Face to face, letter, email, newsletter
Neighbouring schools' parents and learners	Letter, website, parents' evenings, local media, social media
CMT	Face to face briefing, newsletter, email
Cabinet	Face to face briefing, newsletter, email
Group Leaders	Face to face briefing, newsletter, email
Ward Members	Email, phone call
RhAG	Face to face briefing, email
PACA	Face to face briefing, email
Trade Unions	Face to face briefing, email
Evening Post	Face to face briefing, press release
Welsh Government	Letter, local media, email
Estyn	email
AMs/MPs	letter, email
School staff	Face to face, letter, Newsletter, media, social media, website
Swansea Bay Radio, Wave/Swansea Sound, BBC, ITV, Western Mail, BBC Cymru, Golwg 360	Press release
Education SLB/EDSLT/DMT	email, newsletter, face to face
O and S Chairs and V Chairs	Email, letter
Catering and cleaning staff	letter, face to face

Community groups	Letter and liaison with Community Regen, social media, website
All Council staff	Staffnet, website, social media
Swansea residents	Media, website, social media
Local businesses	Media, letters, website, social media

## Section 2 - Information about Service Users (See guidance):

Please tick which areas you have information on, in terms of service users:

- |                                   |                                     |                                      |                                     |
|-----------------------------------|-------------------------------------|--------------------------------------|-------------------------------------|
| Children/young people (0-18)..... | <input checked="" type="checkbox"/> | Sexual orientation.....              | <input type="checkbox"/>            |
| Older people (50+).....           | <input checked="" type="checkbox"/> | Gender reassignment.....             | <input type="checkbox"/>            |
| Any other age group .....         | <input checked="" type="checkbox"/> | Welsh language.....                  | <input checked="" type="checkbox"/> |
| Disability .....                  | <input checked="" type="checkbox"/> | Poverty/social exclusion .....       | <input checked="" type="checkbox"/> |
| Race (including refugees) .....   | <input checked="" type="checkbox"/> | Carers (including young carers)..... | <input type="checkbox"/>            |
| Asylum seekers.....               | <input type="checkbox"/>            | Community cohesion .....             | <input checked="" type="checkbox"/> |
| Gypsies & Travellers.....         | <input checked="" type="checkbox"/> | Marriage & civil partnership .....   | <input type="checkbox"/>            |
| Religion or (non-)belief.....     | <input type="checkbox"/>            | Pregnancy and maternity.....         | <input type="checkbox"/>            |
| Sex.....                          | <input checked="" type="checkbox"/> |                                      |                                     |

**Please provide a snapshot of the information you hold in relation to the protected groups above:**

The following information was collated in the annual pupil census held in January 2018:

Number of pupils on roll:

School	N1	N2	R	1	2	3	4	5	6	Total
YGG Felindre	2		1	2	6	3	4	4		22

Pupil numbers at the school continue to decline (13 FTE/14 whole school as at September 2018) with a large proportion (65%) coming from outside of the school catchment area.

	2015-2016	2016-2017	2017-2018
Percentage of total pupils on roll living in areas classed in Welsh Index of Multiple Deprivation (WIMD) as being in the most deprived 30% of all areas	17.9%	19.5%	22.7%
Percentage claiming Free School Meals	9.5%	15.2%	26.3%
Percentage with Special Educational Needs (SEN)	27.4%	27.4%	23.2%

In January 2018 the breakdown for SEN was as follows:

Need	School Action	School Action Plus	Statement	Total
<i>Attention Deficit Hyperactivity Disorder</i>	0	0	0	0
<i>Autistic Spectrum Disorders</i>	0	0	0	0
<i>Behavioural, Emotional &amp; Social Difficulties</i>	0	0	0	0
<i>Dyscalculia</i>	0	0	0	0
<i>Dyslexia</i>	0	0	0	0
<i>Dyspraxia</i>	0	0	0	0
<i>General Learning Difficulties</i>	3	0	0	3
<i>Hearing Impairment</i>	0	0	0	0
<i>Moderate Learning Difficulties</i>	0	0	1	1
<i>Multi-Sensory Impairment</i>	0	0	0	0
<i>Physical and Medical Difficulties</i>	0	0	0	0
<i>Profound &amp; Multiple Learning Difficulties</i>	0	0	0	0
<i>Severe Learning Difficulties</i>	0	0	0	0
<i>Speech, Language and Communication Difficulties</i>	0	0	1	1
<i>Visual Impairment</i>	0	0	0	0
<b>Total</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>5</b>

	Stage A-C	Stage A-D	Stage A-E
Percentage with English as an Additional Language (EAL)	0%	0%	0%

Ethnic Background	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Non White British	0.0%	0.0%	0.0%	0.0%	0%	0.0%	0%

There are currently 4.6 teaching and support staff at the school.

This data can include headteachers, deputy headteachers, assistant head teachers, other qualified teachers, Higher Level Teaching Assistants (HLTAs), Teaching Assistants, Special needs support staff, Pastoral support staff, Matrons/nurses/medical staff (including NHS employees), Laboratory or workshop technicians, Librarians and library assistants, Examinations Officers, Other administration staff and School Business Manager or equivalent

#### Any actions required, e.g. to fill information gaps?

- Map community use at YGG Felindre in a community impact assessment. This is now available here: <https://www.swansea.gov.uk/yggfelindreconsultation>.

#### Impact Assessment – YGG Felindre

Community Aspect	Current	Impact Assessment
<b>Community Services Provided by the School</b> (e.g. after school clubs, community library etc.)	Breakfast Club is provided at the school	The Breakfast Club provision is available in all of Swansea Council's Welsh Medium Primary Schools.
<b>Facilities Accommodated by the School</b> (e.g. youth club, play group etc.)	The school run a Welsh Medium baby and toddler group every Wednesday morning (this commenced September 2017)	There will be no Welsh Medium baby and toddler group in the area. Felindre has a Welfare Hall and it may be possible to run a baby and toddler group at this location.

#### Would establishing a multi-school site be considered as a way of retaining buildings?

Establishing a multi-school site would not achieve the objectives of this proposal (see consultation paper). There is very limited use of the school out of school hours. The local authority will work with the school on access to out-of-school hours clubs and alternative providers in the community for any non-school activities.

#### Would alternatives to closure, such as clustering, collaboration or federation with other schools, be considered (taking account of the scope for use of ICT links between school sites)?

These alternatives would not achieve the objectives of the proposal (see consultation paper). There is very limited used of the school out of hours and indeed no use and indeed no use external to the learners at the school.

**Have possibilities of making fuller use of the existing buildings as a community or an educational resource been explored (would it be feasible and economical to co-locate local services within the school to offset the costs of maintaining the school)**

These alternatives would not achieve the objectives of the proposal (see consultation paper). There is very limited use of the school out of hours and indeed no use external to the learners at the school.

**What is the overall effect of closure on the local community (including the loss of school based facilities which are used by the local community), particularly in rural areas or those receiving funding as part of regeneration activity?**

There is very limited use of the school out of hours. There is no funding from regeneration activity for this school and indeed no use external to the learners at the school.

### Section 3 - Impact on Protected Characteristics (See guidance):

Please consider the possible impact on the different protected characteristics.

	Positive	Negative	Neutral	Needs further investigation
Children/young people (0-18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Older people (50+)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any other age group	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Race (including refugees)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Asylum seekers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gypsies & travellers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religion or (non-)belief	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sex	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sexual Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Welsh Language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Poverty/social exclusion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Carers (inc. young carers)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Community cohesion	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marriage & civil partnership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pregnancy and maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Thinking about your answers above, please explain in detail why this is the case.**

(0-18) – YGG Felindre is a Welsh-medium primary school. This proposal looks to close the school and move the pupils to a neighbouring Welsh-medium primary school. Although the change can be seen as negative in the first instance, we believe that the children will receive a similar, if not better, education at the designated neighbouring Welsh-medium primary school.

(Older People 50+/Any other age group) –there is the chance of some redundancies because of this proposal. We would hope for these staff to get work at neighbouring schools; however, this would be a decision for individual governing bodies.

Disability – The design, delivery and implementation of this proposal will take full consideration of the social model of disability, which recognises that people are disabled by the barriers of society (e.g. physical, environmental, organisational, and attitudinal, communication, etc.) rather than by any physical condition. If the proposal were to be approved, and other proposals for new Welsh-medium school buildings were approved this would be hugely beneficial to any learner that has a disability. The modern learning environment would be designed and built whilst taking full consideration of all the needs of current and future learners, staff and the wider community.

Welsh – YGG Felindre is a Welsh-medium primary school and although the proposal is to close a Welsh-medium primary school the proposal is part of the wider Welsh in Education Strategic Plan that is looking to increase the number of places available in Swansea's Welsh-medium schools. During the consultation it has been raised that the proposal doesn't take into account Standards 91-93 of Swansea Council's Compliance Notice under the Welsh Language Measure whereas the proposal could impact on opportunities for persons to use the Welsh language, and that we could be treating the Welsh language no less favourably than the English language.

The Council's wider Welsh in Education Strategic Plan seeks to increase the number of Welsh-medium places in Swansea significantly. As a result of proposals to reach our targets we believe that this would increase opportunities for more people to use the Welsh language and ensure that the Welsh language is treated no less favourably than the English language. The increase in Welsh-medium places will see Swansea playing its part in the Welsh Government's target of having one million Welsh speakers in Wales by 2050.

If the proposal were to go ahead we would expect the Mawr ward to become part of the designated school's community and play an active role in the life of the school. The village hall and local church could still have a large part to play in this.

Poverty/social exclusion – There are low levels of deprivation in this area and therefore the impact on poverty/social exclusion is expected to be low. However, due to the possible changes in catchment areas it is important to consider the impact this could have on learners and their families. The large majority of current pupils at the school live outside of the YGG Felindre catchment area and therefore would likely be living closer to the designated school meaning a shorter distance to travel. Those who live more than 2-miles from the designated school would be offered transport as per the Council's Home to School Transport Policy.

Community Cohesion – It is possible that the proposed closure could have a negative impact on the local community. However, we would expect the designated school to ensure that the community becomes part of the school's community. There is no reason why the local church and village hall can't be used for such partnerships to flourish, and the Council would encourage the designated school to do this.



## **Section 4 - Engagement:**

**Please consider all of your engagement activities here, e.g. participation, consultation, involvement, co-productive approaches, etc.**

**What engagement has been undertaken to support your view? How did you ensure this was accessible to all?**

Since announcing the small school review the Council has held a meeting with a working group to look at all options open to the school and its governing body. The council's Cabinet approved the officer recommendation to consult on the closure of the school and a full statutory consultation has taken place to give all stakeholders an opportunity to share their views. These responses will now be considered by the council's Cabinet.

Cabinet will now be taking a decision on whether to proceed, a Statutory notice that would provide a further 28 day notice period for objections.

The formal consultation processes ran from the 5 September to the 18 October 2018. Survey response forms could be completed on-line, or by hard copy, along with an invitation to respond directly.

Consultation took place as is required in the Welsh Government's School Organisation Code with the specified list of consultees, including:

- pupils, staff, governors and parents at YGG Felindre
- schools and parents affected by the catchment review
- Welsh ministers, AMs and MPs in the area, and local councillors
- Estyn
- Trade unions

Consultation meetings and drop-in sessions were held for the YGG Felindre proposal as follows:

Meeting for:	Venue	Date	Time	Attendance
Learners (School Council)	Felindre School	17/09/18	14:30 – 15:30	11
Staff	Felindre Community Hall	17/09/18	15:30 – 16:15	8
Governors	Felindre Community Hall	17/09/18	16:15 – 17:00	5
Drop-in for parents/public	Felindre Community Hall	17/09/18	11:00 – 13:30	8
Drop-in for parents/public	Felindre Community Hall	17/09/18	17:00 – 19:00	7
Drop-in for parents/public	Felindre Community Hall	01/10/18	14:00 – 16:00	0

A drop-in session was also held for all proposals and the wider catchment review on 2 October 2018 in the Civic Centre and was attended by 9 people.

A joint meeting was held for the school councils of the schools affected by the wider catchment review on 5 October 2018 and was attended by 10 school council members.

The following responses were received for the YGG Felindre proposal:

- 86 responses to an online survey
- 2 responses to an online pupil survey
- 29 written/emailed responses

## **What did your engagement activities tell you? What feedback have you received?**

There was understandable disappointment at the proposal and concern about the wider impact on the village, whilst understanding the need to review the future sustainability of the school. Of the total responses received, 90 object to the proposal, 6 support and 1 is undecided/unclear. 1 learner response supports the proposal and 1 objects. However, the responses and attendance at drop-in sessions were fairly modest.

The perceived benefits of a small school were highlighted, as well as the current facilities available, and there was concern that some pupils will find it difficult in a large school. However, current numbers are such that the future sustainability of the quality of educational provision has to be reviewed as well as the implications of such mixed age classes. It was suggested that larger schools do not offer the same equality of experience and that there are more opportunities at Felindre, for example all children get to participate, not just a chosen few e.g. sport. However, pupils are likely to have more opportunities in a larger school in new 21<sup>st</sup> century facilities. There are likely to be more opportunities for sport, particularly team sports, with a larger cohort of pupils.

It was also suggested that the school should be given a chance to improve and that leadership is improving.

The lack of leadership stability at the school was highlighted with a number of acting headteachers being in place over recent years and that there needs to be a period of stability. This has indeed been the case in spite of significant support from the authority. The impact of uncertainty regarding the future of the school was highlighted as contributing to the fall in pupil numbers.

Concerns were raised about moving the children firstly to the current YGG Tan-y-lan site and subsequently to the new school site. It was suggested that any closure should be delayed until the new build for YGG Tan-y-lan was available; however, this would delay the closure until September 2021 and the school would struggle to support the small numbers on roll until that time.

It was also suggested that houses are going to be built in the future in the area at the LDP site at J46 of the M4, so numbers will increase. Future potential housing developments have been considered, however, the timescale and nature of any such developments remain uncertain and the future need for educational provision would be intrinsically linked and outside of the village itself.

Concerns were raised that the school is an integral part of the village which needs children and families and links with the local chapel, although the village is also well served by a community hall. There was also concern about the impact on the Welsh language. However only a very small number of the current pupils are from within the village itself, with most being preferred placements from other parts of Swansea.

As mentioned previously, it has been raised that the proposal doesn't take into account Standards 91-93 of Swansea Council's Compliance Notice under the Welsh Language Measure whereas the proposal could impact on opportunities for persons to use the Welsh language, and that we could be treating the Welsh language no less favourably than the English language.

The Council's wider Welsh in Education Strategic Plan seeks to increase the number of Welsh-medium places in Swansea significantly. As a result of proposals to reach our targets we believe that this would increase opportunities for more people to use the Welsh language and ensure that the Welsh language is treated no less favourably than the English language. The increase in Welsh-medium places will see Swansea playing its part in the Welsh Government's target of having one million Welsh speakers in Wales by 2050.

As with any statutory proposals, there is a risk of potential legal challenge to the process, however, officers are confident that the process has been appropriately delivered. The 'well-being' goals of the Well-being of Future Generations (Wales) Act 2005 have been considered as well as alternatives to closure, as set out in the consultation document.

Responses highlighted the pressure on Welsh-medium places in other schools and the potential use of YGG Felindre facilities where this is the case. However, other proposals, and indeed the wider Welsh in Education Strategic Plan (WESP) strategy, seek to address the continuing growth in demand for Welsh-medium provision as well as rebalancing the demand and availability of places. A dual stream English/Welsh-medium school was suggested although this would require statutory consultation and a change the Council's current policy.

Concern was expressed at the timing of the proposal in the light of the implications of the new School Organisation Code for small and rural schools. However, the Council has sought to operate within the spirit of the new code throughout the process, even though it had not, at that time, come into force.

Concerns have been raised at the perception that the proposal is financially driven although it has been emphasised throughout that the proposal has been made for educational reasons and the future sustainability of the quality of educational provision with the decline in pupil numbers.

Responses from the learners focused on the following areas:

Wellbeing – some learners mentioned that they were sad at the thought of the school closing and that they were anxious at the thought of a larger school. If the Council were to go ahead with the proposal we would work with YGG Felindre, the designated school and all the learners involved to ensure that the transition is as easy as possible.

Outdoor areas – learners were very happy with their outdoor learning areas. The proposed designs for both possible designated schools will take into account the need for outdoor learning spaces.

Chance for making new and more friends at a larger school – a larger school will indeed give learners to learn with more children of a similar age and also the possibility of a wider circle of friends. The transition plan for any move would look at as many opportunities as possible to aid this process prior to any change.

#### **How have you changed your initiative as a result?**

As the numbers of pupils at the school have continued to fall this proposal has not been changed following the consultation process.

#### **Any actions required (e.g. further engagement activities, mitigation to address any adverse impact, etc.):**

- Report to Cabinet on the findings of the statutory consultation and for a decision on whether to go out to Statutory Notice on the closure

## Section 5 – Other impacts:

Please consider how the initiative might address the following issues - see the specific Section 5 Guidance

<b>Foster good relations between different groups</b>	<b>Advance equality of opportunity between different groups</b>
<b>Elimination of discrimination, harassment and victimisation</b>	<b>Reduction of social exclusion and poverty</b>

**Please explain any possible impact on each of the above.**

Impact on...

### **Foster good relations between different groups**

For the proposal to succeed there would be a focus on fostering relations for learners and parents with the designated school (if approval is given to proceed). This would be vital to ease the transition for all involved.

### **Advance equality of opportunity between different groups**

A larger school can often increase the opportunities available for learners and the community. The proposal would look to build on the good work already taking place to ensure that all learners have opportunities to make the most of their education.

### **Elimination of discrimination, harassment and victimisation**

For the proposal to succeed there would be a focus on building relationships between learners of both schools (if approval is given to proceed). This would be vital to ease the transition for all involved and avoid any discrimination, harassment or victimisation.

### **Reduction of social exclusion and poverty**

There are low levels of deprivation in this area and therefore the impact on poverty/social exclusion is expected to be low. The large majority of current pupils at the school live outside of the YGG Felindre catchment area and therefore would likely be living closer to the designated school meaning a shorter distance to travel. Those who live more than 2-miles from the designated school would be offered transport as per the Council's Home to School Transport Policy. However, we would continually monitor this throughout the process.

### **What work have you already done to improve any of the above?**

Despite best efforts to attract pupils by the most recent headteachers, pupil numbers have remained low and in decline.

### **Is the initiative likely to impact on Community Cohesion? Please provide details.**

If approved, the proposal would remove a school from the Mawr community. Consideration needs to be given, as part of any consultation, to the impact that this could have. The designated school's catchment area would include the current YGG Felindre catchment area and the school would work with the community to ensure that they can play an active role in school life going forward.

### **How does the initiative support Welsh speakers and encourage use of Welsh?**

YGG Felindre is a Welsh-medium primary school. Welsh-medium education provides opportunities for children and young people to achieve fluency in the Welsh language through studying a broad range of subjects and disciplines in Welsh. If the proposal is approved these opportunities would be provided at neighbouring Welsh-medium primary schools. As mentioned previously, it has been raised that the proposal doesn't take into account Standards 91-93 of Swansea Council's Compliance Notice under the Welsh Language Measure whereas the proposal could impact on opportunities for persons to use the Welsh language, and that we could be treating the Welsh language no less favourably than the English language.

The Council's wider Welsh in Education Strategic Plan seeks to increase the number of Welsh-medium places in Swansea significantly. As a result of proposals to reach our targets we believe that this would increase opportunities for more people to use the Welsh language and ensure that the Welsh language is treated no less favourably than the English language. The increase in Welsh-medium places will see Swansea playing its part in the Welsh Government's target of having one million Welsh speakers in Wales by 2050.

**Actions (to mitigate adverse impact or to address identified gaps in knowledge).**

## **Section 6 - United Nations Convention on the Rights of the Child (UNCRC):**

**Many initiatives have an indirect impact on children and you need to consider whether the impact is positive or negative in relation to both children's rights and their best interests. Please read the UNCRC guidance before completing this section.**

**Will the initiative have any impact (direct or indirect) on children and young people (think about this age group holistically e.g. disabled children, those living in poverty or from BME communities)? If not, please briefly explain your answer here and proceed to Section 7.**

The initiative will have a direct impact on children and young people.

**All initiatives must be designed / planned in the best interests of children and young people.**

*Best interests of the child (Article 3): The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. This particularly applies to budget, policy and law makers.*

**Please explain how you meet this requirement:**

The initiative is planned to improve the education offering to learners thus giving them the best opportunity of achieving to their full potential. The proposal relates to the following articles:

**Article 3** - All organisations concerned with children should work towards what is best for each child.

**Article 12** - Respect for the views of the child

**Article 18** - Both parents share responsibility for bringing up their children. We should help parents by providing services to support them.

**Article 28** - Children have a right to an education. Discipline in schools should respect children's human dignity.

**Article 29** - Education should develop each child's personality and talents to the full.

**Article 30** - Children have a right to learn and use the language and customs of their families.

**Actions (to mitigate adverse impact or to address identified gaps in knowledge).**

## Section 7 - Monitoring arrangements:

Please explain the monitoring arrangements for this initiative:

**Monitoring arrangements:** All projects within the Quality in Education (QEd) Programme have a clear monitoring process in place. Regular progress meetings are held with the school, a formal Project Board is held monthly to discuss key issues and make key decisions, any issues can then be escalated to the Programme Board with the Strategic Programme Board (Corporate) having an overarching view of all Swansea Council projects.

**Actions:**

## Section 8 – Outcomes:

Having completed sections 1-5, please indicate which of the outcomes listed below applies to your initiative (refer to the guidance for further information on this section).

Outcome 1: Continue the initiative – no concern

Outcome 2: Adjust the initiative – low level of concern

Outcome 3: Justify the initiative – moderate level of concern

Outcome 4: Stop and refer the initiative – high level of concern.

**For outcome 3**, please provide the justification below:

**For outcome 4**, detail the next steps / areas of concern below and refer to your Head of Service / Director for further advice:

Following the consultation officers continue to believe that this is the correct decision. The number of full time pupils at YGG Felindre have continued to fall from 2016 to the present day with the scale of reduction in pupil numbers inevitably impacting on the school budget share and hence the current staffing structure within the school.

Despite best efforts to attract pupils by the most recent headteachers, pupil numbers have remained low and in decline.

Because of the temporary leadership arrangement maintaining and improving pupil standards has slowed down. Monitoring reports indicate the rate of improvement in addressing areas of improvement is satisfactory at best. The most recent evaluation of standards seen in pupils' work is adequate.

The challenges faced by leaders at Felindre include developing suitable staff to teach a broad range of ages and abilities, a heavy teaching commitment with no deputy headteacher arrangements and mapping a broad and balanced statutory curriculum.

Full consideration has been given to alternatives to closure, including the potential for federation, however, no viable alternative has been identified.

## Section 9 - Publication arrangements:

On completion, please follow this 3-step procedure:

1. Send this EIA report and action plan to the Access to Services Team for feedback and approval – [acesstoservices@swansea.gov.uk](mailto:acesstoservices@swansea.gov.uk)
2. Make any necessary amendments/additions.
3. Provide the final version of this report to the team for publication, including email approval of the EIA from your Head of Service. The EIA will be published on the Council's website - this is a legal requirement.

## EIA Action Plan:

Objective - What are we going to do and why?	Who will be responsible for seeing it is done?	When will it be done by?	Outcome - How will we know we have achieved our objective?	Progress
Report to Cabinet to decide if a statutory consultation will take place on the closure of YGG Felindre	Head of Service Head of Funding and Information Unit	21 <sup>st</sup> June 2018	Cabinet approval to consult	Completed
Carry out statutory consultation	Head of Service Head of Funding and Information Unit	18 <sup>th</sup> October 2018	Consultation completed and findings ready to be reported to Cabinet	Completed
Report findings of the consultation to Cabinet and seek to publish a Statutory Notice	Head of Service Head of Funding and Information Unit	20 <sup>th</sup> December 2018	Report prepared and decision taken by Cabinet	
If the proposal is approved, we will ensure that the pupils play an active role in the planning and implementation of the transition process	Project Team and the school	July 2019	Transition plan in place and delivered upon	

\* Please remember to be 'SMART' when completing your action plan (Specific, Measurable, Attainable, Relevant, Timely).



## Equality Impact Assessment (EIA) Report

This form should be completed for each Equality Impact Assessment on a new or existing function, a reduction or closure of service, any policy, procedure, strategy, plan or project which has been screened and found relevant to equality.

**Please refer to the 'EIA Report Form Guidance' while completing this form. If you need further support please contact [acesstoservices@swansea.gov.uk](mailto:acesstoservices@swansea.gov.uk).**

<b>Where do you work?</b>
Service Area: Education
Directorate: People

**(a) This EIA is being completed for a:**

Service/ Function  <input type="checkbox"/>	Policy/ Procedure  <input type="checkbox"/>	Project  <input checked="" type="checkbox"/>	Strategy  <input type="checkbox"/>	Plan  <input type="checkbox"/>	Proposal  <input checked="" type="checkbox"/>
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**(b) Please name and describe here:**

**Relocation and enhancement of capacity and facilities at YGG Tan-y-lan and necessary catchment area reviews**

There are already enough pupils nearest to YGG Tan-y-Lan to support a 1.5 Form Entry (FE) school but the site is struggling to accommodate the current 140 pupils with its current limited capacity. A new, larger site could accommodate at least a 1.5FE school (as included within the 21<sup>st</sup> Century Schools Band B submission to Welsh Government) and relieve pressures at neighbouring Welsh-medium schools with a catchment review to further re-balance the demand for, and availability of places, and ensure future sustainability.

The recently announced further Welsh Government capital funding to facilitate the earlier delivery of additional Welsh-medium provision could support the delivery of a 2FE new build for the school to further enhance future provision.

An appropriate site capable of accommodating a 2FE school has been identified, relatively close to its existing site and remaining central to the area from which most pupils are currently drawn.

There is potential for short to medium term use of some of the additional capacity and facilities to support child care / wrap around care / adult Welsh classes etc.

**(c) It was initially screened for relevance to Equality and Diversity on: 15/05//2018**

**(d) It was found to be relevant to...**

Children/young people (0-18).....	<input checked="" type="checkbox"/>	Sexual orientation.....	<input type="checkbox"/>
Older people (50+).....	<input checked="" type="checkbox"/>	Gender reassignment.....	<input type="checkbox"/>
Any other age group .....	<input checked="" type="checkbox"/>	Welsh language.....	<input checked="" type="checkbox"/>
Disability .....	<input checked="" type="checkbox"/>	Poverty/social exclusion .....	<input checked="" type="checkbox"/>
Race (including refugees) .....	<input checked="" type="checkbox"/>	Carers (including young carers).....	<input type="checkbox"/>
Asylum seekers.....	<input type="checkbox"/>	Community cohesion .....	<input checked="" type="checkbox"/>
Gypsies & Travellers.....	<input type="checkbox"/>	Marriage & civil partnership .....	<input type="checkbox"/>
Religion or (non-)belief.....	<input type="checkbox"/>	Pregnancy and maternity.....	<input type="checkbox"/>
Sex.....	<input checked="" type="checkbox"/>		

**(e) Lead Officer**

**Name:** Claire Lewis

**Job title:** School Project Business Case  
Development Officer

**Date:** 15/05/2018

**(f) Approved by Head of Service**

**Name:** Brian Roles

**Date:** 15/05/2018

UPDATED FOLLOWING THE CONSULTATION on 27<sup>th</sup> November 2018

## Section 1 – Aims (See guidance):

Briefly describe the aims of the initiative:

### What are the aims?

#### *Raising standards*

Our vision is that every child will have access to high quality teaching that helps them to make the most of their talents

#### *Better use of resources*

The decision is in line with the QEd vision that budgets should be spent on pupils and not wasted on empty places

#### *Quality of learning environment*

Quality learning environments have been shown to lead to improved performance by pupils

### Who has responsibility?

Following a statutory consultation process, if approved by the council's Cabinet, the Welsh Government (pending approval of a successful Final Business Case) and Swansea Council would jointly fund the project. The overall responsibility would be with Swansea Council.

### Who are the stakeholders?

Each stakeholder group requires a specific method of communication to promote key messages during the project. A broad approach for communications methods is outlined below. It draws on corporate methods of communicating to staff in general as well as some established meeting structures within the project.

Audience	Methods
Parents	Letters, media, social media, website
Governors	Face to face briefing, emails
Head and Management Team	Face to face briefing, emails,
Pupils	Face to face school visits, social media
Neighbouring schools' Heads	Face to face, letter, email, newsletter
Neighbouring schools' parents	Letter, website, parents' evenings, local media, social media
CMT	Face to face briefing, newsletter, email
Cabinet	Face to face briefing, newsletter, email
Group Leaders	Face to face briefing, newsletter, email
Ward Members	Email, phone call
Trade Unions	Face to face briefing, email
Evening Post	Face to face briefing, press release
Welsh Government	Letter, local media, email
Estyn	email
AMs/MPs	letter, email
School staff	Face to face, letter, Newsletter, media, social media, website
Rhieni dros Addysg Gymraeg (RhAG)	Termly meeting, email, website
Partneriaeth Addysg Gymraeg Abertawe (PACA)	Termly meeting, email, website
Swansea Bay Radio, Wave/Swansea Sound, BBC, ITV, Western Mail, BBC Cymru, Golwg 360	Press release
Education SLB/EDSLT/DMT	email, newsletter, face to face
O and S Chairs and V Chairs	Email, letter
Catering and cleaning staff	letter, face to face

Community groups	Letter and liaison with Community Regen, social media, website
All Council staff	Staffnet, website, social media
Swansea residents	Media, website, social media
Local businesses	Media, letters, website, social media

## Section 2 - Information about Service Users (See guidance):

Please tick which areas you have information on, in terms of service users:

- |                                   |                                     |                                      |                                     |
|-----------------------------------|-------------------------------------|--------------------------------------|-------------------------------------|
| Children/young people (0-18)..... | <input checked="" type="checkbox"/> | Sexual orientation.....              | <input type="checkbox"/>            |
| Older people (50+).....           | <input type="checkbox"/>            | Gender reassignment.....             | <input type="checkbox"/>            |
| Any other age group .....         | <input type="checkbox"/>            | Welsh language.....                  | <input checked="" type="checkbox"/> |
| Disability .....                  | <input checked="" type="checkbox"/> | Poverty/social exclusion .....       | <input checked="" type="checkbox"/> |
| Race (including refugees) .....   | <input checked="" type="checkbox"/> | Carers (including young carers)..... | <input type="checkbox"/>            |
| Asylum seekers.....               | <input type="checkbox"/>            | Community cohesion .....             | <input checked="" type="checkbox"/> |
| Gypsies & Travellers.....         | <input checked="" type="checkbox"/> | Marriage & civil partnership .....   | <input type="checkbox"/>            |
| Religion or (non-)belief.....     | <input type="checkbox"/>            | Pregnancy and maternity.....         | <input type="checkbox"/>            |
| Sex.....                          | <input checked="" type="checkbox"/> |                                      |                                     |

**Please provide a snapshot of the information you hold in relation to the protected groups above.**

The following information is collated as part of the annual pupil census that is carried out in January of each year. The below is from the January 2018 PLASC

Number of pupils on roll:

School	N1	N2	R	1	2	3	4	5	6	Total
YGG Tan-y-lan	12	18	25	23	26	25	20	14	7	170

	2015-2016	2016-2017	2017-2018
Percentage of total pupils on roll living in areas classed in Welsh Index of Multiple Deprivation (WIMD) as being in the most deprived 30% of all areas	64.3%	62.2%	61.2%
Percentage claiming Free School Meals	19.5%	16.3%	15.7%
Percentage with Special Educational Needs (SEN)	20.0%	21.8%	17.6%

In January 2018 the breakdown for SEN was as follows:

Need	School Action	School Action Plus	Statement	Total
<i>Attention Deficit Hyperactivity Disorder</i>	0	0	0	0
<i>Autistic Spectrum Disorders</i>	0	0	1	1
<i>Behavioural, Emotional &amp; Social Difficulties</i>	3	2	1	6
<i>Dyscalculia</i>	0	0	0	0
<i>Dyslexia</i>	0	0	0	0
<i>Dyspraxia</i>	0	0	0	0
<i>General Learning Difficulties</i>	7	1	0	8
<i>Hearing Impairment</i>	1	0	0	1
<i>Moderate Learning Difficulties</i>	8	2	0	10
<i>Multi-Sensory Impairment</i>	0	0	0	0
<i>Physical and Medical Difficulties</i>	0	0	0	0
<i>Profound &amp; Multiple Learning Difficulties</i>	0	0	0	0
<i>Severe Learning Difficulties</i>	0	0	0	0
<i>Speech, Language and Communication Difficulties</i>	7	2	0	9
<i>Visual Impairment</i>	1	0	0	1
<b>Total</b>	<b>27</b>	<b>7</b>	<b>2</b>	<b>36</b>

	Stage A-C	Stage A-D	Stage A-E
Percentage with English as an Additional Language (EAL)	0%	0%	1.2%

<b>Ethnic Background</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Non White British	12.0%	0.0%	3.8%	0.0%	15.0%	0.0%	0.0%

There are currently 16.7 teaching and support staff at the school.

This data can include headteachers, deputy headteachers, assistant head teachers, other qualified teachers, Higher Level Teaching Assistants (HLTAs), Teaching Assistants, Special needs support staff, Pastoral support staff, Matrons/nurses/medical staff (including NHS employees), Laboratory or workshop technicians, Librarians and library assistants, Examinations Officers, Other administration staff and School Business Manager or equivalent

### **Any actions required, e.g. to fill information gaps?**

Map use of the school by community groups in the community impact assessment. This is available here: <https://www.swansea.gov.uk/yggtanylanconsultation>.

### **Impact Assessment – YGG Tan-y-lan**

<b>Community Aspect</b>	<b>Current</b>	<b>Impact Assessment</b>
<b>Community Services Provided by the school</b> (e.g. after school clubs, community library etc.)	YGG Tan-y-lan currently run a breakfast club and after school club.	It is envisaged that the breakfast club and after school club provision will continue on the new site.
<b>Facilities Accommodated by the school</b> (e.g. youth club, play group etc.)	YGG Tan-y-lan run the following school clubs, Urdd and Fun Club.	It is envisaged that these clubs will continue on the new site.

### **Would establishing a multi-school site be considered as a way of retaining buildings?**

Establishing a multi-school site would not achieve the objectives of this proposal (see consultation paper). There is very limited use of the school out of school hours. The local authority will work with the school on access to out-of-school hours clubs.

### **Would alternatives to closure, such as clustering, collaboration or federation with other schools, be considered (taking account of the scope for use of ICT links between school sites)?**

These alternatives would not achieve the objectives of the proposal (see consultation paper). There is very limited used of the school out of hours.

### **Have possibilities of making fuller use of the existing buildings as a community or an educational resource been explored (would it be feasible and economical to co-locate local services within the school to offset the costs of maintaining the school)**

These alternatives would not achieve the objectives of the proposal (see consultation paper). There is very limited used of the school out of hours.

### **What is the overall effect of closure on the local community (including the loss of school based facilities which are used by the local community), particularly in rural areas or those receiving funding as part of regeneration activity?**

There is very limited used of the school out of hours. There is no funding from regeneration activity for this school.

### Section 3 - Impact on Protected Characteristics (See guidance):

Please consider the possible impact on the different protected characteristics.

	Positive	Negative	Neutral	Needs further investigation
Children/young people (0-18)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Older people (50+)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any other age group	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Race (including refugees)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Asylum seekers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gypsies & travellers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religion or (non-)belief	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sex	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sexual Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Welsh Language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poverty/social exclusion	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carers (inc. young carers)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Community cohesion	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marriage & civil partnership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pregnancy and maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Thinking about your answers above, please explain in detail why this is the case.**

(0-18) – YGG Tan-y-lan is a Welsh-medium primary school. This project will have a very positive impact on the Education of all the children who attend the school in the future. As we are looking to build the school on a new site this should avoid any disruption to those currently attending the school.

(Older People 50+/Any other age group) – The staff, parents, carers and wider school community will benefit greatly from improved facilities to deliver education to all pupils and increase the opportunities for the wider school community to experience and use the Welsh language.

Disability – The design, delivery and implementation of this project will take full consideration of the social model of disability, which recognises that people are disabled by the barriers of society (e.g. physical, environmental, organisational, and attitudinal, communication, etc.) rather than by any physical condition. The design of any new building, the re-modelling and the running of the school in the future will ensure that ALL the pupils and staff can make the most of their improved environment.

Welsh – YGG Tan-y-lan is a Welsh medium primary school and as a result this project will have a positive impact on the Welsh language. The project is part of the wider Welsh in Education Strategic Plan that is looking to increase the number of places available in Swansea's Welsh-medium schools.

Poverty/social exclusion – There are high levels of deprivation in this area and providing the children and the community with this improved facility could give access to courses for adults and access to additional extra-curricular activities. Due to the possible changes in catchment areas it is important to consider the impact this could have on learners and their families. The extra distance to travel to the new site was mentioned by a couple of individuals during the consultation process. Some pupils will inevitably live further away from the new site and this would increase their travel time, however, the sites are only 0.6 miles apart by available walking route and any pupils more than 2 miles away, or where there is no available walking route, would be offered home to school transport.

Community Cohesion – It is possible that the improved facilities will provide increased opportunities for the community to make the most of the school's facilities. However, due to the possible changes in catchment areas it is important to consider the impact this could have on community cohesion as the schools moves (0.6 miles) from one community to another. If the proposal goes ahead the school will work with all communities to ensure that the schools continue with its inclusive ethos that brings communities together for the benefit of all.



## **Section 4 - Engagement:**

**Please consider all of your engagement activities here, e.g. participation, consultation, involvement, co-productive approaches, etc.**

**What engagement has been undertaken to support your view? How did you ensure this was accessible to all?**

Due to the nature of this proposal a full statutory consultation was required. Cabinet approved the proposal to consult and this provided an opportunity for people to share their views and opinions before a final decision is taken. Cabinet is now being asked to approve publication of a Statutory Notice that would provide a further opportunity for any objections to be made. If the project does go ahead, there will be on-going engagement with all stakeholders (as listed) as the project develops and is implemented. This will include meetings, newsletters and online material.

The formal consultation processes ran from the 5 September to the 18 October 2018. Survey response forms could be completed on-line, or by hard copy, along with an invitation to respond directly.

Consultation took place as is required in the Welsh Government's School Organisation Code with the specified list of consultees, including:

- pupils, staff, governors and parents at YGG Tan-y-lan
- schools and parents affected by the catchment review
- Welsh ministers, AMs and MPs in the area, and local councillors
- Estyn
- Trade unions

Consultation meetings and drop-in sessions were held for the YGG Tan-y-lan proposal as follows:

Meeting for:	Venue	Date	Time	Attendance
Learners (School Council)	Tan-y-lan School	27/09/18	14:30 – 15:30	10
Staff	Tan-y-lan School	27/09/18	15:30 – 16:15	28
Governors	Tan-y-lan School	27/09/18	16:15 – 17:00	6
Drop-in for parents/public	Tan-y-lan School	27/09/18	17:00 – 19:00	9

A drop-in session was also held for all proposals and the wider catchment review on 2 October 2018 in the Civic Centre and was attended by 9 people.

A joint meeting was held for the school councils of the schools affected by the wider catchment review on 5 October 2018 and was attended by 10 school council members.

The following responses were received for the YGG Tan-y-lan proposal:

- 30 responses to an online survey
- 23 responses to an online pupil survey
- 3 written/emailed responses

If the proposal was to proceed YGG Tan-y-lan pupils and staff would be asked to complete a questionnaire informing the project what they would like to see in the new school. These would be collated and used by the project team as part of the design workshops with the school.

A school council update would be arranged where the outcomes can be discussed with them and discuss how they can/have been used in the design process. Further updates with the School Council would continue throughout the project and updated as part of any on-going web updates.

## **What did your engagement activities tell you? What feedback have you received?**

There was broad support for the proposal from those responding, particularly recognising the need for a larger site and facilities. Some specific facilities were suggested and can be considered as part of the detailed design for the new school, which will reflect Building Bulletin guidelines as well as the available funding for the scheme.

Of the total responses received, 29 support the proposal, 2 object and 5 are undecided/unclear. 20 of the learner responses support the proposal, none object and 1 was undecided/unclear.

Concerns have been raised regarding the size of the new build if it cannot be 2 Form Entry (FE) from the outset, which was dependent on access to specific Welsh Government Welsh-medium capital grant. Sadly, our bids have so far been unsuccessful and this opportunity may consequently have been lost. Therefore, the proposal remains for 315 places to serve YGG Tan-y-lan (1.5FE), consistent with the rigorous pupil modelling underpinning the Welsh Government business case, and future proofed for a further 0.5FE in the future as demand continues to grow.

No proposed location to provide a less constrained site will be considered ideal by everyone. Responses have suggested that the Council should be looking to also build a new Welsh-medium school for the Morriston area and possibly consider the use of the current YGG Tan-y-lan site to develop nursery education to feed into any such additional school. This view isn't currently under consideration.

Concerns were raised about traffic around the area of the proposed new site and also the transport arrangements to the new site. If the proposal is approved all routes to the school would be assessed and traffic measures introduced where necessary. Some pupils will inevitably live further away from the new site and this would increase their travel time, however, the sites are only 0.6 miles apart by available walking route and any pupils more than 2 miles away, or where there is no available walking route, would be offered home to school transport.

One response raised concern about perceived larger classes. Class sizes are currently between 25 and 33 and infant classes cannot exceed 30 (unless there are permitted exceptions) and we would not expect junior classes to be any larger in future.

## **How have you changed your initiative as a result?**

The pupils at the school have shared numerous ideas of what they would like to see included in their proposed new school building. These will be considered by the projects team and used to develop the proposed design of the school.

As it currently stands we haven't been successful in accessing additional Welsh Government funding to build the new school as a 2 Form Entry school therefore the proposal is to build a 1.5 Form Entry school that is still a significant increase for Tan-y-lan.

## **Any actions required (e.g. further engagement activities, mitigation to address any adverse impact, etc.):**

- Report to Cabinet to decide if a statutory notice will be published
- Continued discussion with Welsh Government to access further funding

## Section 5 – Other impacts:

Please consider how the initiative might address the following issues - see the specific Section 5 Guidance

<b>Foster good relations between different groups</b>	<b>Advance equality of opportunity between different groups</b>
<b>Elimination of discrimination, harassment and victimisation</b>	<b>Reduction of social exclusion and poverty</b>

**Please explain any possible impact on each of the above.**

Impact on...
<b>Foster good relations between different groups</b>
A new build school would look to create opportunities for the community to make use of the facilities and provide an increased number of Welsh-medium places.
<b>Advance equality of opportunity between different groups</b>
Access for all pupils/teachers to an improved learning environment. Increased opportunities for community use
<b>Elimination of discrimination, harassment and victimisation</b>
Secure by design – reducing the number of secluded settings within the school site that would allow opportunities for bullying etc.
<b>Reduction of social exclusion and poverty</b>
Modern learning environment encourages attendance and this leads to better outcomes for individual pupils and gives every child/young person a better start in life.

**What work have you already done to improve any of the above?**

The school already has links with the community and this project will look to further enhance this work.

**Is the initiative likely to impact on Community Cohesion? Please provide details.**

Yes. The school already has a positive impact on its community. The improvements proposed will provide an opportunity for the school to build on this through greater use of its facilities by the community. However, as mentioned previously, due to the possible changes in catchment areas it is important to consider the impact this could have on community cohesion as the schools moves (0.6 miles) from one community to another. If the proposal goes ahead the school will work with all communities to ensure that the schools continue with its inclusive ethos that brings communities together for the benefit of all.

**How does the initiative support Welsh speakers and encourage use of Welsh?**

YGG Tan-y-lan is a Welsh-medium primary school. Welsh-medium education provides opportunities for children and young people to achieve fluency in the Welsh language through studying a broad range of subjects and disciplines in Welsh. The proposal to provide a new larger facility on a new site will provide excellent facilities for the school and community as a whole as well as increasing the opportunities for children and the wider community to experience and use the Welsh language.

**Actions (to mitigate adverse impact or to address identified gaps in knowledge).**

## Section 6 - United Nations Convention on the Rights of the Child (UNCRC):

Many initiatives have an indirect impact on children and you need to consider whether the impact is positive or negative in relation to both children's rights and their best interests. Please read the UNCRC guidance before completing this section.

**Will the initiative have any impact (direct or indirect) on children and young people (think about this age group holistically e.g. disabled children, those living in poverty or from BME communities)? If not, please briefly explain your answer here and proceed to Section 7.**

The initiative will have a direct impact on children and young people.

**All initiatives must be designed / planned in the best interests of children and young people.**

*Best interests of the child (Article 3): The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. This particularly applies to budget, policy and law makers.*

**Please explain how you meet this requirement:**

The initiative is planned to improve pupils' school environment thus giving them the best opportunity of achieving to their full potential. The proposal relates to the following articles:

**Article 3** - All organisations concerned with children should work towards what is best for each child.

**Article 12** - Respect for the views of the child

**Article 18** - Both parents share responsibility for bringing up their children. We should help parents by providing services to support them.

**Article 28** - Children have a right to an education. Discipline in schools should respect children's human dignity.

**Article 29** - Education should develop each child's personality and talents to the full.

**Article 30** - Children have a right to learn and use the language and customs of their families.

**Actions (to mitigate adverse impact or to address identified gaps in knowledge).**

## Section 7 - Monitoring arrangements:

**Please explain the monitoring arrangements for this initiative:**

**Monitoring arrangements:** All projects within the 21<sup>st</sup> Century Schools Programme have a clear monitoring process in place. Regular progress meetings are held with the school and the contractors, a formal Project Board is held monthly to discuss key issues and make key decisions, any issues can then be escalated to the Programme Board with the Strategic Programme Board (Corporate) having an overarching view of all Swansea Council projects.

**Actions:**

## Section 8 – Outcomes:

Having completed sections 1-5, please indicate which of the outcomes listed below applies to your initiative (refer to the guidance for further information on this section).

- |   |                                     |
|---|-------------------------------------|
| Outcome 1: Continue the initiative – no concern                   | <input checked="" type="checkbox"/> |
| Outcome 2: Adjust the initiative – low level of concern           | <input type="checkbox"/>            |
| Outcome 3: Justify the initiative – moderate level of concern     | <input type="checkbox"/>            |
| Outcome 4: Stop and refer the initiative – high level of concern. | <input type="checkbox"/>            |

**For outcome 3**, please provide the justification below:

**For outcome 4**, detail the next steps / areas of concern below and refer to your Head of Service / Director for further advice:

## Section 9 - Publication arrangements:

On completion, please follow this 3-step procedure:

1. Send this EIA report and action plan to the Access to Services Team for feedback and approval – [accesstoservices@swansea.gov.uk](mailto:accesstoservices@swansea.gov.uk)
2. Make any necessary amendments/additions.
3. Provide the final version of this report to the team for publication, including email approval of the EIA from your Head of Service. The EIA will be published on the Council's website - this is a legal requirement.

## EIA Action Plan:

Objective - What are we going to do and why?	Who will be responsible for seeing it is done?	When will it be done by?	Outcome - How will we know we have achieved our objective?	Progress
Map use of the school by community groups	Project Manager	31 <sup>st</sup> August 2018	Current use of the school facilities by community groups mapped out	This has been done via the community impact assessment that was published alongside the consultation papers.
Report to Cabinet to decide if a statutory consultation will take place	Head of Service Programme Manager Project Manager	21 <sup>st</sup> June 2018	Cabinet approval to consult	Cabinet approved the statutory consultation
Statutory consultation – to give all interested parties an opportunity to share their views	Head of Service Programme Manager Project Manager	18 <sup>th</sup> October 2018	Consultation completed	Report prepared for Cabinet
Report to Cabinet to decide if to go out to Statutory Notice	Head of Service Programme Manager Project Manager	20 <sup>th</sup> December 2018	Statutory Notice publication approved	
Provide templates to school council to assist them with the ongoing engagement process with the wider school community	Project Team	December 2020	Increased communication with the wider school community	
As the project continues to develop include more detailed information on accessibility	Project Manager	September 2019	Details on the accessibility of the new build	

## Equality Impact Assessment (EIA) Report

This form should be completed for each Equality Impact Assessment on a new or existing function, a reduction or closure of service, any policy, procedure, strategy, plan or project which has been screened and found relevant to equality.

**Please refer to the 'EIA Report Form Guidance' while completing this form. If you need further support please contact [acesstoservices@swansea.gov.uk](mailto:acesstoservices@swansea.gov.uk).**

<b>Where do you work?</b>
Service Area: Education
Directorate: People

**(a) This EIA is being completed for a:**

Service/ Function  <input type="checkbox"/>	Policy/ Procedure  <input type="checkbox"/>	Project  <input checked="" type="checkbox"/>	Strategy  <input type="checkbox"/>	Plan  <input type="checkbox"/>	Proposal  <input checked="" type="checkbox"/>
--	--	--	--	--------------------------------------	---

**(b) Please name and describe here:**

### **Relocation and enhancement of capacity and facilities at YGG Tirdeunaw and necessary catchment area reviews**

There are significant condition and suitability issues at YGG Tirdeunaw. It could be rebuilt on its current site but this would lose the opportunity to relocate the school to an area, currently part of the YG Bryn Tawe site and so benefit from shared use of the wider facilities. The new location would be less than a mile from the current site and more central for the current pupils attending the school.

A 2 Form Entry (FE) new build is included within the 21<sup>st</sup> Century Schools Band B submission to Welsh Government, which would be 'future proofed' to allow future expansion to 2.5FE as required. The recently announced further Welsh Government capital funding to facilitate the earlier delivery of additional Welsh-medium provision could support the delivery of a 2.5FE new build for the school from the outset although this would require a statutory consultation process.

Work is continuing to seek to bring forward the delivery of this new build to, as far as possible mirror the timescale for the new build YGG Tan-y-lan, but this is dependent on the funding model agreed within the detailed business case.

There is potential for short term use of some of the additional capacity and facilities to support child care / wrap around care / adult Welsh classes etc. as well as facilitating the future development of a primary Welsh-medium Specialist Teaching Facility.

The proposal will also impact on the catchment area of YGG Tirdeunaw and a number of other Welsh-medium primary schools and by implication both Welsh-medium secondary schools in Swansea.

**(c) It was initially screened for relevance to Equality and Diversity on: 15/05//2018**



**(d) It was found to be relevant to...**

- Children/young people (0-18).....
- Older people (50+).....
- Any other age group .....
- Disability .....
- Race (including refugees) .....
- Asylum seekers.....
- Gypsies & Travellers.....
- Religion or (non-)belief.....
- Sex.....

- Sexual orientation.....
- Gender reassignment .....
- Welsh language.....
- Poverty/social exclusion .....
- Carers (including young carers).....
- Community cohesion .....
- Marriage & civil partnership .....
- Pregnancy and maternity.....

**(e) Lead Officer**

**Name:** Alayne Smith

**Job title:** School Project Business Case  
Development Officer

**Date:** 15/05/2018

**(f) Approved by Head of Service**

**Name:** Brian Roles

**Date:** 15/05/2018

UPDATED FOLLOWING THE CONSULTATION on 28<sup>th</sup> November 2018

## Section 1 – Aims (See guidance):

Briefly describe the aims of the initiative:

### What are the aims?

#### *Raising standards*

Our vision is that every child will have access to high quality teaching that helps them to make the most of their talents

#### *Better use of resources*

The decision is in line with the QEd vision that budgets should be spent on pupils and not wasted on empty places

#### *Quality of learning environment*

Quality learning environments have been shown to lead to improved performance by pupils

### Who has responsibility?

If approved by the council's Cabinet, the Welsh Government (pending approval of a successful Final Business Case) and Swansea Council would jointly fund the project. The overall responsibility would be with Swansea Council.

### Who are the stakeholders?

Each stakeholder group requires a specific method of communication to promote key messages during the project. A broad approach for communications methods is outlined below. It draws on corporate methods of communicating to staff in general as well as some established meeting structures within the project.

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Neighbouring schools' parents	Letter, website, parents' evenings, local media, social media
CMT	Face to face briefing, newsletter, email
Cabinet	Face to face briefing, newsletter, email
Group Leaders	Face to face briefing, newsletter, email
Ward Members	Email, phone call
Trade Unions	Face to face briefing, email
Evening Post	Face to face briefing, press release
Welsh Government	Letter, local media, email
Estyn	email
AMs/MPs	letter, email
School staff	Face to face, letter, Newsletter, media, social media, website
Rhieni dros Addysg Gymraeg (RhAG)	Termly meeting, email, website
Partneriaeth Addysg Gymraeg Abertawe (PACA)	Termly meeting, email, website
Swansea Bay Radio, Wave/Swansea Sound, BBC, ITV, Western Mail, BBC Cymru, Golwg 360	Press release
Education SLB/EDSLT/DMT	email, newsletter, face to face
O and S Chairs and V Chairs	Email, letter
Catering and cleaning staff	letter, face to face

Community groups	Letter and liaison with Community Regen, social media, website
All Council staff	Staffnet, website, social media
Swansea residents	Media, website, social media
Local businesses	Media, letters, website, social media

## Section 2 - Information about Service Users (See guidance):

Please tick which areas you have information on, in terms of service users:

- |                                   |                                     |                                      |                                     |
|-----------------------------------|-------------------------------------|--------------------------------------|-------------------------------------|
| Children/young people (0-18)..... | <input checked="" type="checkbox"/> | Sexual orientation.....              | <input type="checkbox"/>            |
| Older people (50+).....           | <input checked="" type="checkbox"/> | Gender reassignment.....             | <input type="checkbox"/>            |
| Any other age group .....         | <input checked="" type="checkbox"/> | Welsh language.....                  | <input checked="" type="checkbox"/> |
| Disability .....                  | <input checked="" type="checkbox"/> | Poverty/social exclusion .....       | <input checked="" type="checkbox"/> |
| Race (including refugees) .....   | <input checked="" type="checkbox"/> | Carers (including young carers)..... | <input type="checkbox"/>            |
| Asylum seekers.....               | <input type="checkbox"/>            | Community cohesion .....             | <input checked="" type="checkbox"/> |
| Gypsies & Travellers.....         | <input checked="" type="checkbox"/> | Marriage & civil partnership .....   | <input type="checkbox"/>            |
| Religion or (non-)belief.....     | <input type="checkbox"/>            | Pregnancy and maternity.....         | <input type="checkbox"/>            |
| Sex.....                          | <input checked="" type="checkbox"/> |                                      |                                     |

**Please provide a snapshot of the information you hold in relation to the protected groups above:**

The following information is collated as part of the annual pupil census that is carried out in January of each year. The below is from the January 2018 PLASC:

Number of pupils on roll:

School	N1	N2	R	1	2	3	4	5	6	Total
YGG Tirdeunaw	18	47	54	55	61	53	58	62	53	461

	2015-2016	2016-2017	2017-2018
Percentage of total pupils on roll living in areas classed in Welsh Index of Multiple Deprivation (WIMD) as being in the most deprived 30% of all areas	58.0%	58.7%	60.2%
Percentage claiming Free School Meals	20.7%	16.2%	18.4%
Percentage with Special Educational Needs (SEN)	7.3%	20.3%	19.7%

In January 2018 the breakdown for SEN was as follows:

Need	School Action	School Action Plus	Statement	Total
<i>Attention Deficit Hyperactivity Disorder</i>	0	2	0	2
<i>Autistic Spectrum Disorders</i>	1	1	0	2
<i>Behavioural, Emotional &amp; Social Difficulties</i>	4	3	1	8
<i>Dyscalculia</i>	0	0	0	0
<i>Dyslexia</i>	0	0	0	0
<i>Dyspraxia</i>	0	0	0	0
<i>General Learning Difficulties</i>	38	2	2	42
<i>Hearing Impairment</i>	0	0	0	0
<i>Moderate Learning Difficulties</i>	25	6	0	31
<i>Multi-Sensory Impairment</i>	0	0	0	0
<i>Physical and Medical Difficulties</i>	0	0	1	1
<i>Profound &amp; Multiple Learning Difficulties</i>	0	0	0	0
<i>Severe Learning Difficulties</i>	0	0	0	0
<i>Speech, Language and Communication Difficulties</i>	2	4	1	7
<i>Visual Impairment</i>	0	0	0	0
<b>Total</b>	<b>70</b>	<b>18</b>	<b>5</b>	<b>93</b>

	Stage A-C	Stage A-D	Stage A-E
Percentage with English as an Additional Language (EAL)	0%	0%	0%

<b>Ethnic Background</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Non White British	1.9%	0.0%	1.6%	0.0%	0.0%	0.0%	3.8%

There are currently 31.9 teaching and support staff at the school.

This data can include headteachers, deputy headteachers, assistant head teachers, other qualified teachers, Higher Level Teaching Assistants (HLTAs), Teaching Assistants, Special needs support staff, Pastoral support staff, Matrons/nurses/medical staff (including NHS employees), Laboratory or workshop technicians, Librarians and library assistants, Examinations Officers, Other administration staff and School Business Manager or equivalent

#### **Any actions required, e.g. to fill information gaps?**

- Map use of the school by community groups in the community impact assessment. This is available here: <https://www.swansea.gov.uk/yggtirdeunawconsultation>.

#### **Impact Assessment – YGG Tirdeunaw**

<b>Community Aspect</b>	<b>Current</b>	<b>Impact Assessment</b>
<b>Community Services Provided by the school</b> (e.g. after school clubs, community library etc.)	Breakfast club is provided at the school.	It is envisaged that the breakfast club will continue on the new site.
<b>Facilities Accommodated by the School</b> (e.g. youth club, play group etc.)	YGG Tirdeunaw run the following school clubs for learners, Rugby, Urdd, Choir, Folk Dancing, Art and Sports Club.	It is envisaged that these clubs will continue.

#### **Would establishing a multi-school site be considered as a way of retaining buildings?**

Establishing a multi-school site would not achieve the objectives of this proposal (see consultation paper). There is very limited use of the school out of school hours. The local authority will work with the school on access to out-of-school hours clubs.

#### **Would alternatives to closure, such as clustering, collaboration or federation with other schools, be considered (taking account of the scope for use of ICT links between school sites)?**

These alternatives would not achieve the objectives of the proposal (see consultation paper). There is very limited use of the school out of hours.

#### **Have possibilities of making fuller use of the existing buildings as a community or an educational resource been explored (would it be feasible and economical to co-locate local services within the school to offset the costs of maintaining the school)**

These alternatives would not achieve the objectives of the proposal (see consultation paper). There is very limited use of the school out of hours.

#### **What is the overall effect of closure on the local community (including the loss of school based facilities which are used by the local community), particularly in rural areas or those receiving funding as part of regeneration activity?**

There is very limited used of the school out of hours. There is no funding from regeneration activity for this school.

### Section 3 - Impact on Protected Characteristics (See guidance):

Please consider the possible impact on the different protected characteristics.

	Positive	Negative	Neutral	Needs further investigation
Children/young people (0-18)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Older people (50+)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any other age group	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Race (including refugees)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Asylum seekers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gypsies & travellers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religion or (non-)belief	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sex	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sexual Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Welsh Language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poverty/social exclusion	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carers (inc. young carers)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Community cohesion	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marriage & civil partnership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pregnancy and maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Thinking about your answers above, please explain in detail why this is the case.**

(0-18) – YGG Tirdeunaw is a Welsh-medium primary school. This project will have a very positive impact on the education of all the children who attend the school in the future. As we are looking to build the school on a new site this should avoid any disruption to those currently attending the school.

(Older People 50+/Any other age group) – The staff, parents, carers and wider school community will benefit greatly from improved facilities to deliver education to all pupils and increase the opportunities for the wider school community to experience and use the Welsh language .

Disability – The design, delivery and implementation of this project will take full consideration of the social model of disability, which recognises that people are disabled by the barriers of society (e.g. physical, environmental, organisational, and attitudinal, communication, etc.) rather than by any physical condition. The design of any new building, the re-modelling and the running of the school in the future will ensure that ALL the pupils and staff can make the most of their improved environment.

Welsh – YGG Tirdeunaw is a Welsh medium primary school and as a result this project will have a positive impact on the Welsh language. The project is part of the wider Welsh in Education Strategic Plan that is looking to increase the number of places available in Swansea's Welsh-medium schools.

Poverty/social exclusion – There are high levels of deprivation in this area and providing the children and the community with this improved facility could give access to courses for adults and access to additional extra-curricular activities. Due to the possible changes in catchment areas it is important to consider the impact this could have on learners and their families. Some pupils will inevitably live further away from the new site and this would increase their travel time, however, the sites are less than a mile apart by available walking route and any pupils more than 2 miles away or where there is no available walking route would be offered home to school transport.

Community Cohesion – It is possible that the improved facilities will provide increased opportunities for the community to make the most of the school's facilities. Due to the possible changes in catchment areas it is important to consider the impact this could have on community cohesion as the schools moves (less than 1 mile) from one community to another. If the proposal goes ahead the school will work with all communities to ensure that the schools continue with its inclusive ethos that brings communities together for the benefit of all.



## **Section 4 - Engagement:**

**Please consider all of your engagement activities here, e.g. participation, consultation, involvement, co-productive approaches, etc.**

**What engagement has been undertaken to support your view? How did you ensure this was accessible to all?**

As Swansea Council wants to increase the size of the school to 2.5FE a full statutory consultation has now taken place. Following this consultation Cabinet are now being asked to publish a Statutory Notice that would provide a further opportunity for any objections to be made. If the project does go ahead, there will be on-going engagement with all stakeholders (as listed) as the project develops and is implemented. This will include meetings, newsletters and online material.

The formal consultation processes ran from the 5 September to the 18 October 2018. Survey response forms could be completed on-line, or by hard copy, along with an invitation to respond directly.

Consultation took place as is required in the Welsh Government's School Organisation Code with the specified list of consultees, including:

- pupils, staff, governors and parents at YGG Tirdeunaw
- schools and parents affected by the catchment review
- Welsh ministers, AMs and MPs in the area, and local councillors
- Estyn
- Trade unions

Consultation meetings and drop-in sessions were held for the YGG Tirdeunaw proposal as follows:

Meeting for:	Venue	Date	Time	Attendance
Learners (School Council)	Tirdeunaw School	25/09/18	14:30 – 13:30	10
Staff	Tirdeunaw School	25/09/18	13:30 – 16:15	23
Governors	Tirdeunaw School	25/09/18	16:15 – 17:00	0
Drop-in for parents/public	Tirdeunaw School	25/09/18	17:00 – 19:00	2

A drop-in session was also held for all proposals and the wider catchment review on 2 October 2018 in the Civic Centre and was attended by 9 people.

A joint meeting was held for the school councils of the schools affected by the wider catchment review on 5 October 2018 and was attended by 10 school council members.

The following responses were received for the YGG Tirdeunaw proposal:

- 63 responses to an online survey
- 54 responses to an online pupil survey
- 4 written/emailed responses

If the proposal was to proceed YGG Tirdeunaw pupils and staff at the school would be asked to complete a questionnaire informing the project what they would like to see in the new school. These would be collated and used by the project team as part of the design workshops with the school.

A school council update would be arranged where the outcomes could be discussed with them and discuss how they can/have been used in the design process. Further updates with the School Council would continue throughout the project and updated as part of any on-going web updates.

## **What did your engagement activities tell you? What feedback have you received?**

There was broad support for the proposal from those responding recognising the need for enhanced facilities. The detailed design for the new school will reflect Building Bulletin guidelines as well as the available funding for the scheme.

Of the total responses received, 61 support the proposal, 4 object and 5 are undecided/unclear. 47 of the learner responses support the proposal, none object and 6 were undecided/unclear.

Concerns have been raised regarding the size of the new build if it cannot be 2.5FE from the outset, which was dependent on access to specific Welsh Government Welsh-medium capital grant. Sadly, our bids have so far been unsuccessful and this opportunity may consequently have been lost. Therefore, the proposal remains for 420 places to serve YGG Tirdeunaw (2FE), consistent with the rigorous pupil modelling underpinning the Welsh Government business case, and future proofed for a further 0.5FE in the future as demand continues to grow.

At 2FE capacity this represents a modest increase in places but reflects the anticipated demand for places to serve the area for a number of years. Additional Welsh-medium capital grant would have enabled a 2.5FE or 525 places, allowing greater scope to respond to further demand for Welsh-medium provision and so supporting the national targets for Welsh speakers. However, the authority will continue to source funding to increase the new building to 2.5FE and is therefore seeking Cabinet approval to publish a notice on 9 January 2019 that will either be for 2FE or 2.5FE depending on the availability of funding at that time.

No proposed relocation will be considered ideal by everyone and some responses indicated a preference to stay at the current site. As part of the business case process there has been a detailed appraisal of site options which has demonstrated that it would not be feasible or cost effective to rebuild the school on its current site, as well as recognising the benefits of the proposed new location.

Responses have also expressed concern at the impact of the proposed changes to catchment areas. The Cabinet Report of June 2018 sets out clearly the need to rebalance the demand for and availability of Welsh-medium places across the county. The proposed catchment changes, whilst on paper significant, in practice largely formalise the choices already being made by parents and as such should not significantly de-stabilise intake numbers in future years. This is apparent from a comparison of the number and proportion of current pupils from within current catchment areas with the number and proportion after the proposed changes to catchment areas. 68.4% of current YGG Tirdeunaw pupils would be within the proposed new catchment area compared with 47.6% currently. The required capacity of each Welsh-medium primary school has been reviewed in order to, as closely as possible, mirror the number of places required for each pupil to attend their nearest school.

In addition to concerns regarding the size of the proposed school to meet future growth in demand, concerns were raised about the size being perceived to be too large if it were further expanded in the future. However, there are many successful schools in Swansea and Wales of this size and larger. Class teachers will support all learner needs appropriately with the school designed and built to deliver a 21<sup>st</sup> century education.

Concerns were raised about traffic around the area of the proposed new site and also the transport arrangements to the new site. If the proposal is approved all routes to the school would be assessed and traffic measures introduced where necessary. There would be a separate access to the site for the school and suitable drop-off and pick-up points. Some pupils will inevitably live further away from the new site and this would increase their travel time, however, the sites are less than a mile apart by available walking route and any pupils more than 2 miles away or where there is no available walking route would be offered home

to school transport.

A concern was raised about perceived larger classes but also recognition of current pressure on accommodation and facilities which this proposal is seeking to address. Class sizes should not be generally higher than 30 and there is legislation to support this for Foundation Phase classes.

There is some concern about the potential future use of the current school site and also a perception that a future 3-18 school might be a possibility, however, there are no current proposals to establish a 3-18 school, nor for the site.

**How have you changed your initiative as a result?**

The pupils at the school have shared numerous ideas of what they would like to see included in their proposed new school building. These will be considered by the projects team and used to develop the proposed design of the school.

As it currently stands we haven't been successful in accessing additional Welsh Government funding to build the new school as a 2.5 Form Entry school therefore the proposal is to build a 2.0 Form Entry school that will provide Tirdeunaw with a modern learning facility.

**Any actions required (e.g. further engagement activities, mitigation to address any adverse impact, etc.):**

- Report to Cabinet to decide if a statutory notice will be published
- Continued discussion with Welsh Government to access further funding
- Provide templates to school council to assist them with the ongoing engagement process with the wider school community

## Section 5 – Other impacts:

Please consider how the initiative might address the following issues - see the specific Section 5 Guidance

<b>Foster good relations between different groups</b>	<b>Advance equality of opportunity between different groups</b>
<b>Elimination of discrimination, harassment and victimisation</b>	<b>Reduction of social exclusion and poverty</b>

**Please explain any possible impact on each of the above.**

Impact on...
<b>Foster good relations between different groups</b>
A new build school would look to create opportunities for the community to make use of the facilities and provide an increased number of Welsh-medium places
<b>Advance equality of opportunity between different groups</b>
Access for all pupils/teachers to an improved learning environment. Increased opportunities for community use
<b>Elimination of discrimination, harassment and victimisation</b>
Secure by design – reducing the number of secluded settings within the school site that would allow opportunities for bullying etc.
<b>Reduction of social exclusion and poverty</b>
Modern learning environment encourages attendance and this leads to better outcomes for individual pupils and gives every child/young person a better start in life.

**What work have you already done to improve any of the above?**

The school already has links with the community as is shown in the community impact assessment (<https://www.swansea.gov.uk/yggtirdeunawconsultation>) and this project will look to further enhance this work.

**Is the initiative likely to impact on Community Cohesion? Please provide details.**

Yes. The school already has a positive impact on its community. The improvements proposed will provide an opportunity for the school to build on this through greater use of its facilities by the community. However, as mentioned previously, due to the possible changes in catchment areas it is important to consider the impact this could have on community cohesion as the school moves (less than 1 mile) from one community to another but in this case closer to the nucleus of where the majority of pupils are living. If the proposal goes ahead the school will work with all communities to ensure that the schools continue with its inclusive ethos that brings communities together for the benefit of all.

**How does the initiative support Welsh speakers and encourage use of Welsh?**

YGG Tirdeunaw is a Welsh-medium primary school. Welsh-medium education provides opportunities for children and young people to achieve fluency in the Welsh language through studying a broad range of subjects and disciplines in Welsh. The proposal to provide a new (possibly larger) facility on a new site will provide excellent facilities for the school and community as a whole as well as increasing the opportunities for children and the wider community to experience and use the Welsh language.

**Actions (to mitigate adverse impact or to address identified gaps in knowledge).**

- As the project continues to develop include more detailed information on accessibility

## Section 6 - United Nations Convention on the Rights of the Child (UNCRC):

Many initiatives have an indirect impact on children and you need to consider whether the impact is positive or negative in relation to both children's rights and their best interests. Please read the UNCRC guidance before completing this section.

**Will the initiative have any impact (direct or indirect) on children and young people (think about this age group holistically e.g. disabled children, those living in poverty or from BME communities)? If not, please briefly explain your answer here and proceed to Section 7.**

The initiative will have a direct impact on children and young people.

**All initiatives must be designed / planned in the best interests of children and young people.**

*Best interests of the child (Article 3): The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. This particularly applies to budget, policy and law makers.*

**Please explain how you meet this requirement:**

The initiative is planned to improve pupils' school environment thus giving them the best opportunity of achieving to their full potential. The proposal relates to the following articles:

**Article 3** - All organisations concerned with children should work towards what is best for each child.

**Article 12** - Respect for the views of the child

**Article 18** - Both parents share responsibility for bringing up their children. We should help parents by providing services to support them.

**Article 28** - Children have a right to an education. Discipline in schools should respect children's human dignity.

**Article 29** - Education should develop each child's personality and talents to the full.

**Article 30** - Children have a right to learn and use the language and customs of their families.

**Actions (to mitigate adverse impact or to address identified gaps in knowledge).**

## Section 7 - Monitoring arrangements:

**Please explain the monitoring arrangements for this initiative:**

**Monitoring arrangements:** All projects within the 21<sup>st</sup> Century Schools Programme have a clear monitoring process in place. Regular progress meetings are held with the school and the contractors, a formal Project Board is held monthly to discuss key issues and make key decisions, any issues can then be escalated to the Programme Board with the Strategic Programme Board (Corporate) having an overarching view of all Swansea Council projects.

**Actions:**

## Section 8 – Outcomes:

Having completed sections 1-5, please indicate which of the outcomes listed below applies to your initiative (refer to the guidance for further information on this section).

- |   |                                     |
|---|-------------------------------------|
| Outcome 1: Continue the initiative – no concern                   | <input checked="" type="checkbox"/> |
| Outcome 2: Adjust the initiative – low level of concern           | <input type="checkbox"/>            |
| Outcome 3: Justify the initiative – moderate level of concern     | <input type="checkbox"/>            |
| Outcome 4: Stop and refer the initiative – high level of concern. | <input type="checkbox"/>            |

**For outcome 3**, please provide the justification below:

**For outcome 4**, detail the next steps / areas of concern below and refer to your Head of Service / Director for further advice:

## Section 9 - Publication arrangements:

On completion, please follow this 3-step procedure:

1. Send this EIA report and action plan to the Access to Services Team for feedback and approval – [accesstoservices@swansea.gov.uk](mailto:accesstoservices@swansea.gov.uk)
2. Make any necessary amendments/additions.
3. Provide the final version of this report to the team for publication, including email approval of the EIA from your Head of Service. The EIA will be published on the Council's website - this is a legal requirement.

## EIA Action Plan:

Objective - What are we going to do and why?	Who will be responsible for seeing it is done?	When will it be done by?	Outcome - How will we know we have achieved our objective?	Progress
Map use of the school by community groups	Project Manager	31 <sup>st</sup> August 2018	Current us of the school facilities by community groups mapped out	This has been done via the community impact assessment that was published alongside the consultation papers.
Report to Cabinet to decide if a statutory consultation will take place on increasing the size of the school to 1.5FE	Head of Service Programme Manager Project Manager	21 <sup>st</sup> June 2018	Cabinet approval to consult	Decision taken to go out to statutory consultation.
Report to Cabinet for approval to re-locate the school to a new site	Head of Service Programme Manager Project Manager	21 <sup>st</sup> June 2018	Cabinet approval	
Statutory consultation – to give all interested parties an opportunity to share their views	Head of Service Programme Manager Project Manager	18 <sup>th</sup> October 2018	Consultation completed	Report prepared for Cabinet
Report to Cabinet to decide if to go out to Statutory Notice	Head of Service Programme Manager Project Manager	20 <sup>th</sup> December 2018	Statutory Notice publication approved	
Provide templates to school council to assist them with the ongoing engagement	Project Team	December 2020	Increased communication with the wider school	



process with the wider school community			community	
As the project continues to develop include more detailed information on accessibility	Project Manager	September 2019	Details on the accessibility of the new build	

**\* Please remember to be 'SMART' when completing your action plan (Specific, Measurable, Attainable, Relevant, Timely).**

## Welsh Language Impact Assessment

### CONSULTATION ON THE PROPOSAL TO CLOSE YSGOL GYNRADD GYMRAEG FELINDRE ON 31 AUGUST 2019

1. This Welsh language impact assessment has been carried out in line with the requirements of the Welsh Government's School Organisation Code.
2. Implementing the proposal would result in the school closing with effect from 31 August 2019. The current catchment area for YGG Felindre would be transferred to YGG Tirdeunaw as the next nearest school, unless a separate proposal to relocate YGG Tan-y-lan to a new location off Beacons View Road in Clase is approved, in which case it would become the nearest school and would take the pupils from YGG Felindre's catchment area.
3. Transport would be provided to the new school as per the Council's Home to School Transport Policy.
4. During the last five years education provision at YGG Felindre has been weak. Lack of permanent leadership has been an impediment to school improvement and quality of teaching has been adequate. The local authority has intervened to help to find leaders at the school. The local authority has also intervened to provide considerable support and challenge to ensure necessary improvements were made in the quality of provision and in the wider quality of leadership. The local authority cannot sustain this level of support long term.
5. The proposals for enhanced capacity and facilities at YGG Tan-y-lan and YGG Tirdeunaw would secure strong educational provision in future as well as the benefits of expert permanent leadership at different levels.
6. Consequently, there are several specific reasons why this proposal has been made on educational grounds:
  - i. The new catchment school can offer a wider range of facilities on a less restricted site, offering a greater flexibility in covering all areas of the curriculum and greater access to resources and staffing.
  - ii. Current and future anticipated pupil needs at YGG Felindre can be appropriately met at the new catchment area school.
  - iii. The size of YGG Felindre raises the concern that the quality of educational provision may not be sustainable in the future.
  - iv. The larger team of staff at the new catchment area school can provide a broader range of expertise in areas of the curriculum and in terms of leading whole school initiatives. It can provide staff with more opportunities to develop their skills and can enable the best use to be made of staff expertise.
  - v. A larger school has more flexibility with its budget and can have access to a wider range of resources and staffing.
  - vi. Only 35% of learners on roll at YGG Felindre are from the catchment area.

- vii. Pupil numbers at YGG Felindre have decreased over a number of years and are not projected to increase to a sustainable level.
  - viii. The need to ensure cost effective and equitable distribution of funding amongst schools in Swansea in line with Welsh Government and Audit Commission Guidance.
  - ix. The need for local authorities to consider the closure of those small primary schools that were not justified by local circumstances.
  - x. There has been an inability to attract a headteacher to this small school, leading to a number of short-term interim appointments over the last few years. Sustainable leadership is needed to ensure that standards for learners are maintained.
7. Careful consideration has been given to alternative options to closure, including the potential for Federation. However, at present it is considered that no sustainable alternative option has been identified.
  8. A larger primary school has a larger team of staff that can provide more flexibility in terms of delivering the full curriculum. It can provide staff with more opportunities to develop their skills across the whole primary age range and can enable the best use to be made of staff expertise.
  9. Moving pupils from YGG Felindre to a new catchment school would provide pupils with an education in a larger, more sustainable school with greater curriculum and resource access, as well as allowing enhanced social and sporting opportunities for the learners and preparing them for their move to a larger secondary school.
  10. Both YGG Tan-y-lan and YGG Tirdeunaw have positive standards of achievement and received good Estyn inspections. The schools are well managed and have supportive governing bodies.
  11. A larger school has more flexibility with its budget and can have access to a wider range of resources and staffing. Any efficiencies from having fewer schools in Swansea will be reinvested in the remaining schools for the benefit of all pupils in Swansea.
  12. The very low numbers at YGG Felindre inevitably restrict the range of opportunities for group and interactive work and change the nature of the social education that the school can provide.
  13. The Council would benefit from the removal of a condition category B building, reduced backlog maintenance and improved building efficiency.
  14. The latest Estyn Inspection ratings for the schools affected were:

School	Current Performance Rating	Schools Prospects for Improving
YGG Felindre	Adequate	Adequate
YGG Tirdeunaw	Good	Good
YGG Tan-y-lan	Good	Good

15. There would be no detrimental impact from the proposals on the ability of YGG Tan-y-lan or YGG Tirdeunaw to deliver the full curriculum at the Foundation Phase or at Key Stage 2.
16. The proposal will provide at least as good a quality of educational provision for pupils and would be expected to have a positive impact on educational standards due to:
- Increased number of staff and range of expertise in a larger school environment –reflected in improved planning and schemes of work, quality of provision and monitoring of subjects
  - Greater opportunity for learning with pupils of the same age
  - Improved opportunities for participating in social, cultural and sporting activities
17. During the consultation the following issues were raised in relation to the impact on the Welsh language in the community:

*We do not believe that the Council is adhering to its duty under the compliance notice that was published on 30 September 2015 under Section 44 of the Welsh Language (Wales) Measure 2011 in Standard 91, Standard 92 and Standard 93.*

Our response to these points are as follows:

<b>Issue</b>	<b>Response</b>
<p>Standard 91:</p> <p>When you publish a consultation document which relates to a policy decision, the document must consider, and seek views on, the effects (whether positive or adverse) that the policy decision under consideration would have on - (a) opportunities for persons to use the Welsh language, and (b) treating the Welsh language no less favourably than the English language.</p>	<p>The Council's wider Welsh in Education Strategic Plan seeks to increase the number of Welsh-medium places in Swansea significantly. As a result of proposals to reach our targets we believe that this would increase opportunities for more people to use the Welsh language and ensure that the Welsh language is treated no less favourably than the English language.</p> <p>The increase in Welsh-medium places will see Swansea playing its part in the Welsh Government's target of having one million Welsh speakers in Wales by 2050.</p> <p>In the Mawr area of Swansea, if this proposal were to go ahead we believe that as part of a new catchment area the ward would become part of the wider family of the designated school and therefore be able to access further</p>

	opportunities for persons to use the Welsh language.
<p>Standard 92:</p> <p>When you publish a consultation document which relates to a policy decision the document must consider, and seek views on, how the policy under consideration could be formulated or revised so that it would have positive effects, or increased positive effects, on (a) opportunities for persons to use the Welsh language, and (b) treating the Welsh language no less favourably than the English language.</p>	<p>The Council's wider Welsh in Education Strategic Plan seeks to increase the number of Welsh-medium places in Swansea significantly. As a result of proposals to reach our targets we believe that this would increase opportunities for more people to use the Welsh language and ensure that the Welsh language is treated no less favourably than the English language.</p> <p>The increase in Welsh-medium places will see Swansea playing its part in the Welsh Government's target of having one million Welsh speakers in Wales by 2050.</p> <p>In the Mawr area of Swansea, if this proposal were to go ahead we believe that as part of a new catchment area the ward would become part of the wider family of the designated school and therefore be able to access further opportunities for persons to use the Welsh language.</p>
<p>Standard 93:</p> <p>When you publish a consultation document which relates to a policy decision the document must consider, and seek views on, how the policy under consideration could be formulated or revised so that it would not have adverse effects, or so that it would have decreased adverse effects, on - (a) opportunities for persons to use the Welsh language, and (b) treating the Welsh language no less favourably than the English language.</p>	<p>The Council's wider Welsh in Education Strategic Plan seeks to increase the number of Welsh-medium places in Swansea significantly. As a result of proposals to reach our targets we believe that this would increase opportunities for more people to use the Welsh language and ensure that the Welsh language is treated no less favourably than the English language.</p> <p>The increase in Welsh-medium places will see Swansea playing its part in the Welsh Government's target of having one million Welsh speakers in Wales by 2050.</p> <p>In the Mawr area of Swansea, if this proposal were to go ahead we believe that as part of a new catchment area the ward would become part of the wider family of the designated school and therefore be able to access further</p>

	opportunities for persons to use the Welsh language.
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18. Against this background and combined with the advantages as listed above we believe that the proposal should result in a positive impact on Welsh language development in Swansea.

19. As such, the Council is satisfied that provision for Welsh language will be improved in Swansea.

## Welsh Language Impact Assessment

### CONSULTATION ON THE PROPOSAL TO INCREASE THE CAPACITY OF YGG TAN-Y-LAN FROM 1 JANUARY 2021

1. This Welsh language impact assessment has been carried out in line with the requirements of the Welsh Government's School Organisation Code.
2. Implementing the proposal would increase the capacity of YGG Tan-y-lan by building a new school at Beacons View Road, Clase, Swansea. If the proposal goes ahead it will be ready for pupils to attend in January 2021. It should be noted that the Council does not need to consult on moving the school to a new location as it is within a mile of the existing site, but does need to consult on increasing the size of the school.
3. The proposal will also impact on the catchment area of YGG Tan-y-lan and a number of other Welsh-medium primary schools and by implication on both Welsh-medium secondary schools in Swansea.
4. The size of the new school building will depend on the outcome of the Council's 'Increasing Welsh Medium Provision Capital Grant' application to the Welsh Government. If successful, the new school will have a capacity of approximately 420 and an admission number of 60 ie a 2 form entry school. However, if this bid is unsuccessful the Council will build a smaller school with a capacity of 315 and an admission number of 45 ie a 1.5 form of entry school, subject to a successful business case as part of the Welsh Government's 21st Century Schools Programme. Either option would considerably increase the number of places at the school as the school currently has a capacity of 130 and an admission number for September 2019 of 18. If the capacity of a school increases by more than 25% then the Council is required to undertake formal consultation and therefore the new build is subject to the outcome of this consultation process as well as the bids for funding and planning approval.
5. The catchment area of YGG Tan-y-lan, if relocated, will increase to encompass the Clase and Llangyfelach areas that currently feed YGG Tirdeunaw. This will affect other Welsh medium primary schools, providing a better balance of demand for, and availability of Welsh medium places. It will also indirectly affect both of the Welsh medium secondary schools in Swansea through the impact on their existing partner primary schools.
6. Consequently, there are several specific reasons why this proposal has been made on educational grounds:
  - a. YGG Tan-y-lan is currently over capacity and the school is not of sufficient size or suitability to meet the current and future demand for Welsh-medium education in the local area. Projections indicate that there is a need for more Welsh-medium school places across Swansea.

- b. A new and enlarged YGG Tan-y-lan, along with the proposed Welsh-medium catchment changes, would help to address the projected shortfall in Welsh-medium places across the county and particularly address the immediate pressures facing YGG Tan-y-lan, YGG Tirdeunaw and YGG Pontybrenin.
- c. The Council has been working on a wide-ranging school organisation programme, called Quality in Education (QEd), for some time. This proposal has been identified following much discussion with headteachers, governors and other interested parties that have been working with the Council on the QEd programme.
- d. The proposal supports the targets in the Council's approved Welsh Education Strategic Plan and would expand the Welsh language provision in Swansea.
- e. The Welsh Government also requires local authorities to promote the Welsh language, including increasing the number of school places in Welsh-medium schools, and the recently announced this is why they have introduced their Welsh-medium Capital Grant is intended to facilitate the earlier delivery of such measures.
- f. YGG Tan-y-lan is located on a constrained site in Morriston of 0.6 acres with very little outdoor space and no opportunity for expansion to provide suitable provision for learners in accordance with Building Bulletin.

7. The benefits of the relocation and enlargement of YGG Tan-y-lan are:

- a. It will provide a fit for purpose, 21<sup>st</sup> Century learning environment for existing pupils and staff at YGG Tan-y-lan in line with Building Bulletin guidance and Welsh Government cost and size standards.
- b. It will increase the number of Welsh medium primary places available in the local area.
- c. It will relieve pressures at YGG Tirdeunaw and YGG Pontybrenin, with a catchment review to further re-balance the demand for, and availability of places, and ensure future sustainability.
- d. There are potential opportunities for short to medium-term use of some of the additional capacity and facilities to support Welsh medium child care / wrap-around care / adult Welsh classes etc.
- e. The proposed new location for YGG Tan-y-lan would mean that it would be in close proximity to the M4 and major employers including the DVLA and Morriston Hospital, which are likely to generate considerable demand for Welsh-medium pre-school childcare / day care in this location.



- f. The proposed new site is still within walking distance for the majority of existing pupils.
  - g. The current school site is constrained and cannot support the facilities required to accommodate the demand for places.
  - h. The Council would benefit from the removal of a condition category C building, reduced backlog maintenance and improved building efficiency.
8. The latest Estyn Inspection rating for YGG Tan-y-lan was:

<b>Date of Inspection</b>	<b>October 2015</b>
Current Performance	Good
Prospects for Improvement	Good

9. During the consultation the following issues were raised in relation to the impact on the Welsh language in the community:

*The impact survey on the Welsh language does not note the impact of moving Ysgol Tan-y-lan away from the main population centres of Morrison, from Plasmarl to Ynystawe. This would have a negative impact. Whilst moving the school to Clase will attract pupils from another area, this move emphasises the need for a Welsh-medium school in Morrison and this should be mentioned in the document.*

Our response to these points are as follows:

<b>Issue</b>	<b>Response</b>
Impact of moving the school from its current community.	<p>The catchment changes linked to the proposal ensures that school will be at the heart of its school community. The school will embrace its wider community and work to ensure that everyone has an opportunity to play an active part in school life.</p> <p>The Council's wider Welsh in Education Strategic Plan seeks to increase the number of Welsh-medium places in Swansea significantly. As a result of proposals to reach our targets we believe that this would increase opportunities for more people to use the Welsh language and ensure that the Welsh language is treated no less favourably than the English language.</p> <p>The increase in Welsh-medium places will see Swansea playing its part in the Welsh Government's target of having</p>

	<p>one million Welsh speakers in Wales by 2050.</p> <p>We will continue to monitor the demand for Welsh-medium education and plan accordingly to meet future demand and future targets.</p>
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10. Against this background and combined with the advantages as listed above we believe that the proposal should result in a positive impact on Welsh language development in Swansea.

11. As such, the Council is satisfied that provision for Welsh language will be improved in Swansea.

## Welsh Language Impact Assessment

### CONSULTATION ON THE PROPOSAL TO INCREASE THE CAPACITY OF YGG TIRDEUNAW FROM 1 JANUARY 2021

1. This Welsh language impact assessment has been carried out in line with the requirements of the Welsh Government's School Organisation Code.
2. Implementing the proposal would increase the capacity of YGG Tirdeunaw by building a new school on land currently part of the YGG Bryn Tawe site, Heol Gwrysydd, Penlan. If the proposal goes ahead it will be ready for pupils to attend in January 2021. It will also mean that the Flying Start will move to the new building at the same time. Note that the Council does not need to consult on moving the school to a new location as it is within a mile of the existing site but does need to consult on increasing the size of the school.
3. The proposal will also impact on the catchment area of YGG Tirdeunaw and a number of other Welsh-medium primary schools and by implication both Welsh-medium secondary schools in Swansea.
4. The size of the new school building will depend on the outcome of the Council's Welsh-medium Capital Grant bid to the Welsh Government. If successful, the new school will have a capacity of approximately 525 and an Admission Number of 75 i.e. a 2.5 form entry school. However, if this bid is unsuccessful the Council will build the school with a capacity of approximately 420 and an Admission Number of 60 i.e. a 2 form entry school, subject to a successful business case as part of the Welsh Government's 21st Century Schools Programme. The first, preferred option would increase the number of places at the school, as the school currently has a capacity of 413 and an Admission Number for September 2019 of 59. If the capacity of a school increases by more than 25% then the Council is required to undertake formal consultation and therefore the proposed new build with a capacity of 525 is subject to the outcome of this consultation process as well as the bids for funding and planning approval
5. The catchment area of YGG Tirdeunaw, if relocated and expanded, would increase to encompass Blaenymaes, Cadle, Clwyd, Gendros, and Portmead catchment areas currently feeding YGG Pontybrenin and would also include Brynhyfryd and Burlais catchment areas currently feeding YGG Bryn-y-mor. Clase and Llangyfelach areas would no longer feed YGG Tirdeunaw but would feed YGG Tan-y-lan instead, with a separate proposal underway to rebuild that school in the Clase area. The impact on other Welsh-medium primary schools will provide a better balance of demand and availability for places. It will also indirectly affect both of the Welsh-medium secondary school in Swansea through the impact on their existing partner primary schools.
6. The proposed catchment changes to a large extent formalise the choices already being made by parents and as such should not significantly destabilise intake numbers in future years. This is apparent from a

comparison of the number and proportion of current pupils from within current catchment areas with the number and proportion after the proposed changes to catchment areas, as well as the specific pupil distribution maps for each school, which are available. As at January 2018 47.6% of pupils came from within the current catchment area compared with 68.4% within the proposed catchment area.

7. The catchment proposals seek to maintain a careful balance between the changes and refinements that are necessary to better reflect the demand for and availability of places, and the desire to minimise unnecessary uncertainty and change for parents and schools. All existing pupils can be reassured that any changes will not affect them since changes will be phased in for new pupils. Similarly, the local authority will recognise the need to support families for siblings to attend the same school where this is requested by parents. This obligation will last until August 2021 (on assumption of a construction completion date in January 2021) as the local authority will seek to admit younger siblings transferring to the original catchment school up to the end of Year 6 for primary aged siblings and up to Year 11 (that is to the end of statutory school age) for secondary aged siblings.
8. Consequently, there are several specific reasons why this proposal has been made on educational grounds:
  - a. YGG Tirdeunaw is nearly full to capacity and the school is not of sufficient size or suitability to meet the current and future demand for Welsh-medium education in the local area. Pupil projections indicate that there is a need for more Welsh-medium school places across Swansea.
  - b. A new and enlarged YGG Tirdeunaw, along with the proposed Welsh-medium catchment changes, would help address the projected shortfall in Welsh-medium places across the county and particularly the immediate pressures facing YGG Tirdeunaw, YGG Tan-y-lan and YGG Pontybrein.
  - c. The Council has been working on a wide-ranging school organisation programme, called Quality in Education (QEd), for some time. This proposal has been identified following much discussion with headteachers, governors and other interested parties that have been working with the Council on the QEd programme.
  - d. The proposal supports the targets in the Council's approved Welsh Education Strategic Plan and would expand the Welsh language provision in Swansea
  - e. The Welsh Government also requires local authorities to promote the Welsh language, including increasing the number of places in Welsh-medium schools, and the recently announced 'Increasing Welsh-medium Provision Capital Grant' is intended to facilitate the earlier delivery of such measures.

f. The school is within what was originally part of the Daniel James Community School buildings which were not designed for primary school provision and any remodel or refurbishment of the existing buildings would not be able to conform to the Building Bulletin. The mechanical and electrical provision at the site is also interconnected and so the buildings are not operating efficiently, and any attempt to remodel and refurbish the existing school premises would be expensive and complex.

9. The benefits of the relocation and enlargement of YGG Tirdeunaw are:

- a. It will provide a fit for purpose, 21st Century learning environment for existing pupils and staff at YGG Tirdeunaw in line with Building Bulletin guidance and Welsh Government cost and size standards.
- b. It will provide opportunities for improved transition for pupils to YGG Bryn Tawe.
- c. It will provide opportunities for the shared use of resources between YGG Tirdeunaw and YGG Bryn Tawe.
- d. It will provide opportunities to link with the Penlan Leisure Centre, including benefiting from those facilities.
- e. It will increase the number of Welsh-medium primary places available in the local area.
- f. It will relieve pressures at YGG Pontybrenin with a catchment review to further re-balance the demand for, and availability of places, and ensure future sustainability.
- g. There are potential opportunities for short to medium-term use of some of the additional capacity and facilities to support Welsh-medium child care/wrap-around care/adult Welsh classes etc.
- h. The proposed new site is still within walking distance for the majority of existing pupils and at the heart of the existing catchment area, as apparent from pupil distribution maps.
- i. The council would benefit from the removal of a condition category C building, reduced backlog maintenance and improved building efficiency.

10. The latest Estyn Inspection rating for YGG Tirdeunaw was:

<b>Date of Inspection</b>	<b>March 2015</b>
Current Performance	Good
Prospects for Improvement	Good

11. During the consultation the following issues were raised in relation to the impact on the Welsh language in the community:

*The consultation in the Study of Impact on the Welsh language does not mention the linguistic effect of moving the school from the current community, except for mentioning the number of pupils. Due consideration is needed of the impact on the Treboeth community, and the linguistic and cultural connections.*

12. Our response to these issues are as follows:

<b>Issue</b>	<b>Response</b>
Impact of moving the school from its current community.	<p>The catchment changes linked to the proposal ensures that school will be at the heart of its school community. The school will embrace its wider community and work to ensure that everyone has an opportunity to play an active part in school life.</p> <p>The Council's wider Welsh in Education Strategic Plan seeks to increase the number of Welsh-medium places in Swansea significantly. As a result of proposals to reach our targets we believe that this would increase opportunities for more people to use the Welsh language and ensure that the Welsh language is treated no less favourably than the English language.</p> <p>The increase in Welsh-medium places will see Swansea playing its part in the Welsh Government's target of having one million Welsh speakers in Wales by 2050.</p> <p>We will continue to monitor the demand for Welsh-medium education and plan accordingly to meet future demand and future targets.</p>

13. Against this background and combined with the advantages as listed above we believe that the proposal should result in a positive impact on Welsh language development in Swansea.

14. As such, the Council is satisfied that provision for Welsh language will be improved in Swansea.



## Community Impact Assessment

### Proposal to close YGG Felindre on 31 August 2019

#### PROPOSAL

This Community Impact Assessment has been prepared to support the proposal to close YGG Felindre on 31 August 2019.

#### BACKGROUND INFORMATION

**Ward Profiles** – YGG Felindre is part of Mawr Ward, the ward profile can be viewed on the following link <https://www.swansea.gov.uk/wardprofiles>

**Is this school in a Community First Area?** No

**Does a Community Council cover this area?** Yes – Mawr Community Council

**Which catchment area do pupils attending YGG Felindre live in?**

**Analysis date:** 16 January 2018

<u>Primary Catchment Area</u>	<u>Pupils</u>	<u>Percent of roll</u>
Carmarthenshire	1	5.0%
Neath Port Talbot	1	5.0%
YG Y Cwm	1	5.0%
YGG Felindre	7	35.0%
YGG Gellionnen	4	20.0%
YGG Pontybrenin	1	5.0%
YGG Tirdeunaw	4	20.0%
YGG Y Login Fach	1	5.0%
<b>Total pupils mapped</b>	<b>20</b>	<b>100%</b>

**What schools do pupils living in the YGG Felindre catchment area go to?**

**Analysis date:** 16 January 2018

<u>School Attended</u>	<u>Pupils</u>	<u>Percent of roll</u>
Birchgrove Primary	1	0.5%
Brynhyfryd Primary	2	1.0%
Cadle Primary	1	0.5%
Christchurch Primary	1	0.5%
Craigcefnparc Primary	1	0.5%
Cwmrhydyceirw Primary	7	3.4%
Glyncollen Primary	4	1.9%

Gwrosydd Primary	3	1.4%
Llangyfelach Primary	110	53.1%
Morrison Primary	1	0.5%
Pengelli Primary	1	0.5%
Penllergaer Primary	2	1.0%
Pentre'r Graig Primary	1	0.5%
Pontarddulais Primary	3	1.4%
Pontlliw Primary	11	5.3%
St Joseph's RC Primary	8	3.9%
St Joseph's Cathedral Primary	5	2.4%
Terrace Road Primary	1	0.5%
YGG Bryniago	2	1.0%
YGG Felindre	10	4.8%
YGG Lonlas	3	1.4%
YGG Tan Y Lan	3	1.4%
YGG Tirdeunaw	18	8.7%
YGG Y Login Fach	1	0.5%
Ynystawe	4	1.9%
Ysgol Crug Glas	2	1.0%
<b>Total Mapped Pupils</b>	<b>207</b>	<b>100%</b>

### Impact Assessment – YGG Felindre

Community Aspect	Current	Impact Assesment
<b>Community Services Provided by the School</b> (e.g. after school clubs, community library etc.)	Breakfast Club is provided at the school	The Breakfast Club provision is available in all of Swansea Council's Welsh Medium Primary Schools.
<b>Facilities Accommodated by the School</b> (e.g. youth club, play group etc.)	The school run a Welsh Medium baby and toddler group every Wednesday morning (this commenced September 2017)	There will be no Welsh Medium baby and toddler group in the area. Felindre has a Welfare Hall and it may be possible to run a baby and toddler group at this location.

### Would establishing a multi-school site be considered as a way of retaining buildings?

Establishing a multi-school site would not achieve the objectives of this proposal (see consultation paper). There is very limited use of the school out of school hours. The local authority will work with the school on access to out-of-school hours clubs and alternative providers in the community for any non-school activities.



**Would alternatives to closure, such as clustering, collaboration or federation with other schools, be considered (taking account of the scope for use of ICT links between school sites)?**

These alternatives would not achieve the objectives of the proposal (see consultation paper). There is very limited use of the school out of hours and indeed no use external to the learners at the school.

**Have possibilities of making fuller use of the existing buildings as a community or an educational resource been explored (would it be feasible and economical to co-locate local services within the school to offset the costs of maintaining the school)**

These alternatives would not achieve the objectives of the proposal (see consultation paper). There is very limited use of the school out of hours and indeed no use external to the learners at the school.

**What is the overall effect of closure on the local community (including the loss of school based facilities which are used by the local community), particularly in rural areas or those receiving funding as part of regeneration activity?**

There is very limited use of the school out of hours. There is no funding from regeneration activity for this school and indeed no use external to the learners at the school.



## Community Impact Assessment

### Proposal to relocate and increase the size of YGG Tan-y-lan for January 2021

#### PROPOSAL

This community impact assessment has been prepared to support the proposal to relocate YGG Tan-y-lan for January 2021.

#### BACKGROUND INFORMATION

**Ward Profiles** – YGG Tan-y-lan is currently within the Morryston Ward, the identified relocation site would be within the Mynyddbach Ward, the ward profiles can be viewed on the following link <https://www.swansea.gov.uk/wardprofiles>

**Is this school in a Community First Area?** No

**Does a Community Council cover this area?** No

**Which catchment area do pupils attending YGG Tan-y-lan live in?**

**Analysis date:** 16 January 2018

#### Welsh Medium

<u>Primary Catchment Area</u>	<u>Pupils*</u>	<u>Percent of roll</u>
YG Y Cwm	1	0.7%
YGG Bryn-y-mor	7	5.0%
YGG Gellionnen	3	2.1%
YGG Lonlas	6	4.3%
YGG Pontybrenin	2	1.4%
YGG Tan-y-lan	93	66.4%
YGG Tirdeunaw	28	20.0%
<b>Total pupils mapped</b>	<b>140</b>	<b>100%</b>

\*Statutory School Age

**What schools do pupils living in the YGG Tan-y-lan catchment area go to?**

*Using "One" data extracted on 6 March 2018 for pupils of Statutory school age.*

<u>School Attended</u>	<u>Pupils*</u>	<u>Percent of roll</u>
Birchgrove Primary	1	0.1%
Blaen Y Maes Primary	2	0.2%
Brynhafyd Primary	4	0.4%
Burlais Primary	1	0.1%

Clase Primary	32	3.0%
Clwyd Primary	4	0.4%
Craigcefnparc Primary	1	0.1%
Craigfelen Primary	2	0.2%
Cwmglas Primary	1	0.1%
Cwmrhydyceirw Primary	316	29.4%
Glyncollen Primary	90	8.4%
Gorseinon Primary	1	0.1%
Gwrosydd Primary	6	0.6%
Hafod Primary	3	0.3%
Llangyfelach Primary	13	1.2%
Morrison Primary	97	9.0%
Oystermouth Primary	1	0.1%
Penllergaer Primary	3	0.3%
Pentre'r Graig Primary	224	20.8%
Plasmarl Primary	28	2.6%
Pontarddulais Primary	2	0.2%
St David's Primary	1	0.1%
St Helen's Primary	1	0.1%
St Illtyd's Primary	3	0.3%
St Joseph's RC Primary	23	2.1%
St Joseph's Cathedral Primary	45	4.25%
St Thomas Primary	3	0.3%
Talycopa Primary	3	0.3%
Townhill Primary	2	0.2%
Trawlln Primary	5	0.5%
Waun Wen Primary	1	0.1%
Whitestone Primary	2	0.2%
Yystawe Primary	12	1.1%
YG Y Cwm	1	0.1%
YGG Gellionnen	3	0.3%
YGG Llwynderw	1	0.1%
YGG Lonlas	24	2.2%
YGG Tan-Y-Lan	93	8.7%
YGG Tirdeunaw	17	1.6%
Penybryn Special School	3	0.3%
<b>Total Pupils Mapped</b>	<b>1075</b>	<b>100%</b>

\*Statutory School Age

## Impact Assessment – YGG Tan-y-lan

Community Aspect	Current	Impact Assessment
<b>Community Services Provided by the school</b> (e.g. after school clubs, community library etc.)	YGG Tan-y-lan currently run a breakfast club and after school club.	It is envisaged that the breakfast club and after school club provision will continue on the new site.
<b>Facilities Accommodated by the school</b> (e.g. youth club, play group etc.)	YGG Tan-y-lan run the following school clubs, Urdd and Fun Club.	It is envisaged that these clubs will continue on the new site.

**Would establishing a multi-school site be considered as a way of retaining buildings?**

Establishing a multi-school site would not achieve the objectives of this proposal (see consultation paper). There is very limited use of the school out of school hours. The local authority will work with the school on access to out-of-school hours clubs.

**Would alternatives to closure, such as clustering, collaboration or federation with other schools, be considered (taking account of the scope for use of ICT links between school sites)?**

These alternatives would not achieve the objectives of the proposal (see consultation paper). There is very limited used of the school out of hours.

**Have possibilities of making fuller use of the existing buildings as a community or an educational resource been explored (would it be feasible and economical to co-locate local services within the school to offset the costs of maintaining the school)**

These alternatives would not achieve the objectives of the proposal (see consultation paper). There is very limited used of the school out of hours.

**What is the overall effect of closure on the local community (including the loss of school based facilities which are used by the local community), particularly in rural areas or those receiving funding as part of regeneration activity?**

There is very limited used of the school out of hours. There is no funding from regeneration activity for this school.



## Community Impact Assessment

### Proposal to relocate and increase the size of YGG Tirdeunaw for January 2021

#### PROPOSAL

This community impact assess has been prepared to support the proposal to relocate and increase the size of YGG Tirdeunaw for January 2021.

#### BACKGROUND INFORMATION

**Ward Profiles** – YGG Tirdeunaw is currently within the Mynyddbach Ward, the identified relocation site would be within the Penderry Ward, the ward profiles can be viewed on the following link <https://www.swansea.gov.uk/wardprofiles>

**Is this school in a Community First Area?** No

**Does a Community Council cover this area?** No

**Which catchment area do pupils attending YGG Tirdeunaw live in?**

**Analysis date:** 16 January 2018

#### Welsh Medium

<u>Primary Catchment Area</u>	<u>Pupils*</u>	<u>Percent of roll</u>
Y Cwm	5	1.3%
YGG Bryn-Y-Mor	56	14.2%
YGG Felindre	1	0.3%
YGG Gellionnen	2	0.5%
YGG Llwynderw	1	0.3%
YGG Lon-Las	4	1.0%
YGG Pontybrenin	87	22.1%
YGG Tan-Y-Lan	17	4.3%
YGG Tirdeunaw	211	53.6%
YGG Y Login Fach	10	2.5%
<b>Total pupils mapped</b>	<b>394</b>	<b>100%</b>

\*Statutory School Age

**What schools do pupils living in the YGG Tirdeunaw catchment area go to?**

**Analysis date:** 16 January 2018

<u>School Attended</u>	<u>Pupils*</u>	<u>Percent of roll</u>
Birchgrove Primary	2	0.2%
Brynhafyd Primary	57	4.7%
Burlais Primary	15	1.2%

Cadle Primary	2	0.2%
Christchurch Primary	2	0.2%
Clase Primary	186	15.3%
Clwyd Primary	25	2.1%
Clydach Primary	1	0.1%
Craigcefnparc Primary	2	0.2%
Cwmglas Primary	5	0.4%
Cwmryhydyceirw Primary	44	3.6%
Danygraig Primary	1	0.1%
Dunvant Primary	1	0.1%
Gendros Primary	9	0.7%
Glais Primary	1	0.1%
Glyncollen Primary	9	0.7%
Gors Primary	2	0.2%
Gowerton Primary	3	0.2%
Gwyrosydd Primary	196	16.1%
Hafod Primary	3	0.2%
Llangyfelach Primary	157	12.9%
Morrison Primary	21	1.7%
Pengelli Primary	1	0.1%
Penllergaer Primary	7	0.6%
Pentre'r Graig Primary	32	2.6%
Penyrheol Primary	2	0.2%
Plasmarl Primary	83	6.8%
Pontarddulais Primary	3	0.2%
Pontlliw Primary	13	1.1%
Portmead Primary	4	0.3%
St David's Primary	1	0.1%
St Illtyd's Primary	4	0.3%
St Joseph's RC Primary	14	1.1%
St Joseph's Cathedral Primary	50	4.1%
St Thomas Primary	1	0.1%
Terrace Road Primary	1	0.1%
Townhill Primary	1	0.1%
Trallwn Primary	2	0.2%
Waun Wen Primary	3	0.2%
Ynystawe Primary	7	0.6%
YGG Bryniago	2	0.2%
YGG Felindre	11	0.9%
YGG Gellionnen	2	0.2%
YGG Lon-Las	12	1.0%
YGG Tan-Y-Lan	28	2.3%
YGG Tirdeunaw	183	15.0%
YGG Y Login Fach	1	0.1%
Ysgol Crug Glas	5	0.4%
<b>Total pupils mapped</b>	<b>1219</b>	<b>100%</b>

\*Statutory School Age

## Impact Assessment – YGG Tirdeunaw

<b>Community Aspect</b>	<b>Current</b>	<b>Imapct Assessment</b>
<b>Communnity Services Provided by the school</b> (e.g. after school clubs, community library etc.)	Breakfast club is provided at the school.	It is envisaged that the breakfast club will continue on the new site.
<b>Facilities Accommodated by the School</b> (e.g. youth club, play group etc.)	YGG Tirdeunaw run the following school clubs for learners, Rugby, Urdd, Choir, Folk Dancing, Art and Sports Club.	It is envisaged that these clubs will continue.

### **Would establishing a multi-school site be considered as a way of retaining buildings?**

Establishing a multi-school site would not achieve the objectives of this proposal (see consultation paper). There is very limited use of the school out of school hours. The local authority will work with the school on access to out-of-school hours clubs.

### **Would alternatives to closure, such as clustering, collaboration or federation with other schools, be considered (taking account of the scope for use of ICT links between school sites)?**

These alternatives would not achieve the objectives of the proposal (see consultation paper). There is very limited used of the school out of hours.

### **Have possibilities of making fuller use of the existing buildings as a community or an educational resource been explored (would it be feasible and economical to co-locate local services within the school to offset the costs of maintaining the school)**

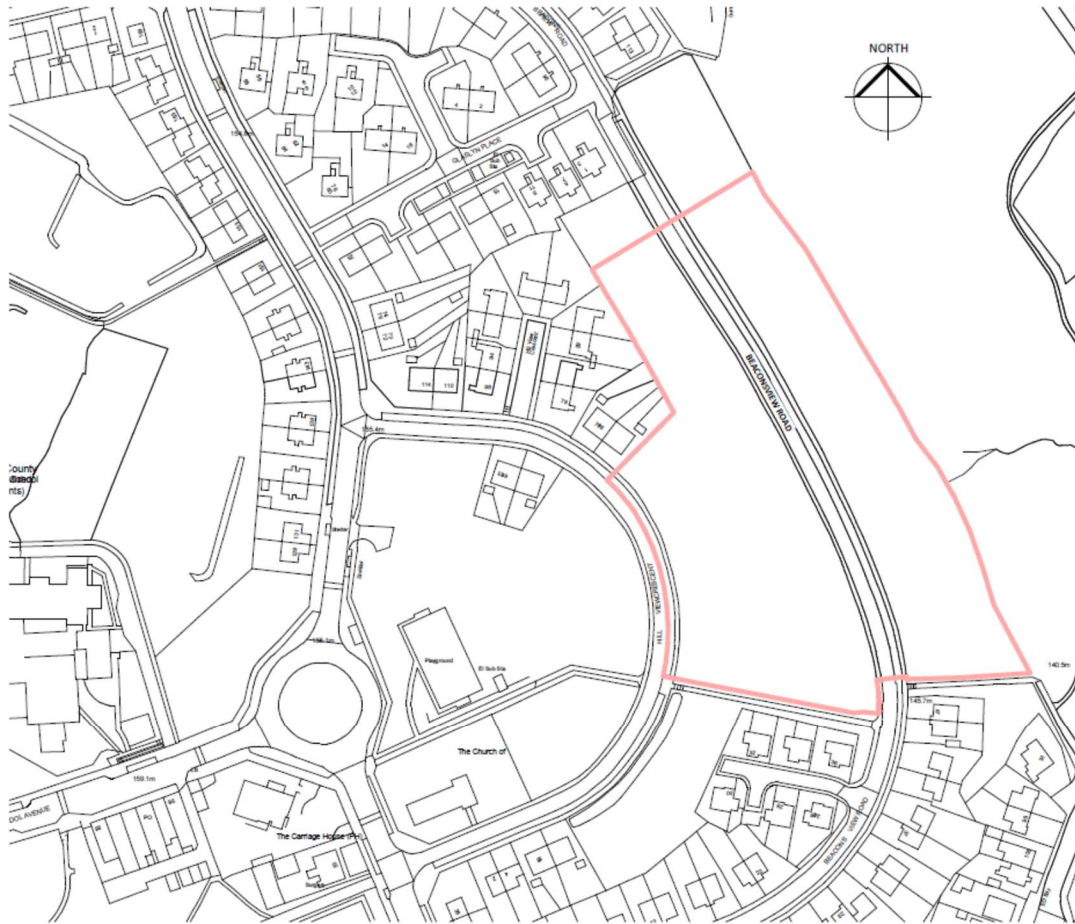
These alternatives would not achieve the objectives of the proposal (see consultation paper). There is very limited used of the school out of hours.

### **What is the overall effect of closure on the local community (including the loss of school based facilities which are used by the local community), particularly in rural areas or those receiving funding as part of regeneration activity?**

There is very limited used of the school out of hours. There is no funding from regeneration activity for this school.

Appendix G YGG Tan-y-lan indicate site plan

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Site Location Plan  
1:1250

Responsibility is not accepted for errors made by others in using from this drawing.  
All construction information should be taken from figured dimensions only.

0m 5m 10m  
Site Boundary  
17,787m<sup>2</sup>

PL	152180	08/11/20	Pre-application consultation issue.
PL	152180	08/11/20	Start pre-application consultation issue.
STATUS	REV	DATE	DESCRIPTION
CLIENT	Swansea Council		
REVIEWED BY	GDC		
CHECKED BY	JP		
ORIGINATOR NO	152180		

CONSULTANT  
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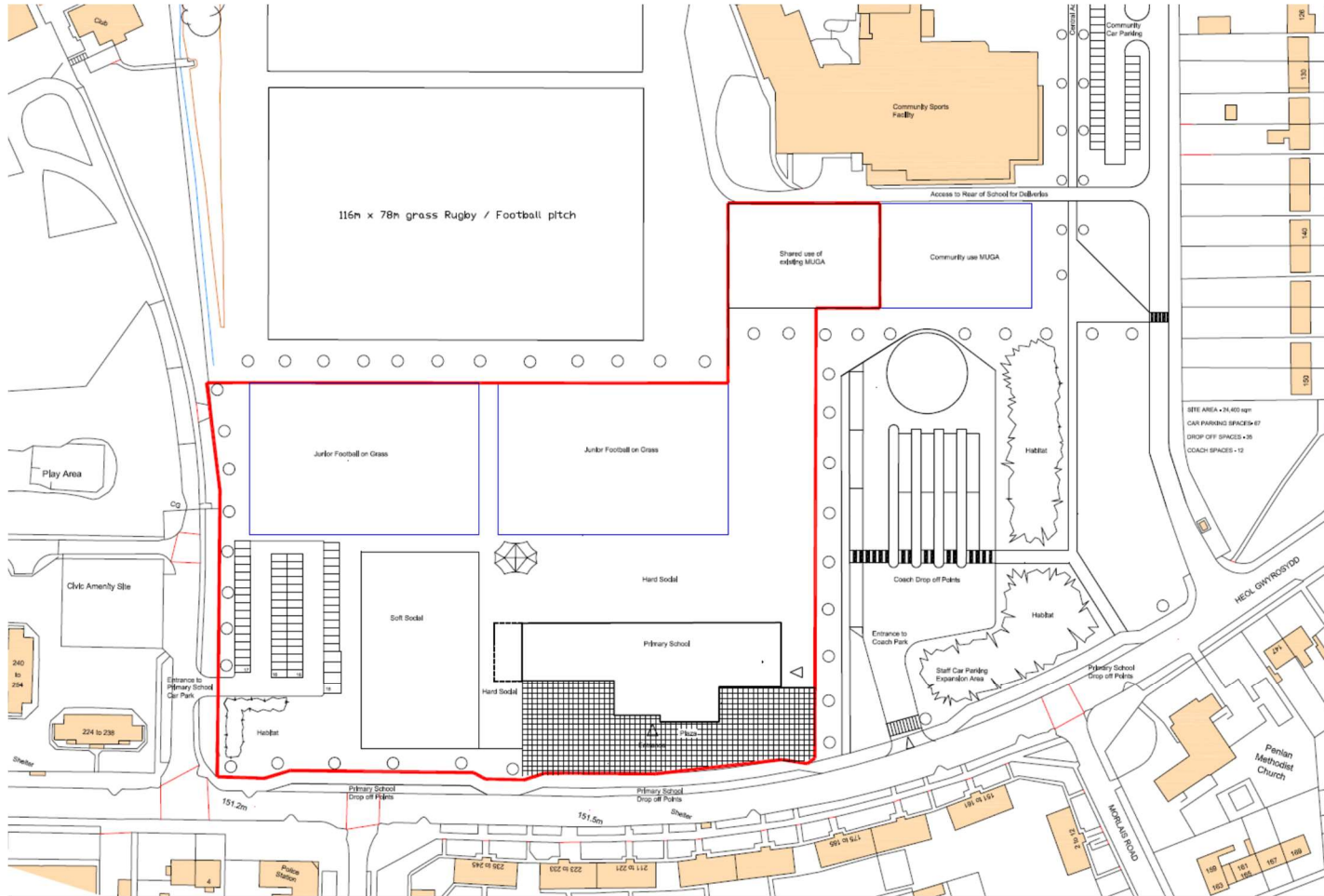
PROJECT  
YGG Tan-y-lan  
Clare, Swansea

DRAWING TITLE  
Site Location Plan

STABILITY STATUS	SCALE
PL : PLANNING	As indicated
	@ A3
PROJECT   ORIGINATOR   ZONE   LEVEL   TYPE   ROLE   CLASS   NUMBER	REVISION
152180-STL-XX-XX-DR-A-XXXX-00001	PL02



Appendix H YGG Tirdeunaw proposed indicative site plan



# Agenda Item 4



## Report of the Convener

### Schools Performance Scrutiny Panel - 17 December 2018

## Pre-decision Scrutiny of Small Schools Review

<b>Purpose:</b>	To undertake pre-decision scrutiny of Cabinet Report on Small Schools Review
<b>Content:</b>	Cabinet report 20 December 2018
<b>Councillors are being asked to:</b>	Consider the report and give views via the Convener of the Panel to Cabinet on 20 December 2018
<b>Lead Councillor:</b>	Councillor Mo Sykes, Convener of the Schools Performance Scrutiny Panel
<b>Lead Officer &amp; Report Author:</b>	Michelle Roberts, Scrutiny Officer Tel: 01792 637256 E-mail: <a href="mailto:michelle.roberts@swansea.gov.uk">michelle.roberts@swansea.gov.uk</a>

### 1. Introduction

- 1.1 The Schools Performance Scrutiny Panel wish to undertake pre-decision scrutiny of the Cabinet report on 'Small Schools Review' ahead of its consideration at Cabinet on 20 December.

### 2. Cabinet Report

- 2.1 It is a report of the Cabinet Member for Education Improvement, Learning and Skills.

### 3. Role Of The Panel

- 3.1 Pre-decision scrutiny provides the opportunity for consultation with non-Executive Members on fully developed proposals, where a clear recommendation exists, before decisions are taken by the Executive.
- 3.2 This meeting will enable the committee to gain information and develop an understanding of this matter, and, acting as a 'critical friend', to ask questions and comment on the report. This gives scrutiny a valuable opportunity to inform and influence decision-making through debate and challenge.

- 3.3 Councillor Jennifer Raynor, supported by relevant officers, will attend the meeting to present the report, answer questions, and provide any clarification on the report as required. Officers involved in the development of the report will be present to provide appropriate advice. Nick Williams, Director of Education will attend to assist the Committee.
- 3.4 In terms of key questions, the Committee may want to consider:
- the rationale for the report
  - robustness of the proposed decision and process
  - potential impact and implications (including policy/ performance / budget issues) and risks
  - how different options have been considered
  - the extent of consultation undertaken
- 3.5 In sharing its views with cabinet this may include giving support, providing other suggestions on the way forward, or flagging up any concerns.
- 3.6 The committee (through the chair) will have the opportunity to present its views, conclusions and recommendations about the report to Cabinet on 20 December 2018. These views are required to be formally considered by Cabinet before it makes the decision and feedback should be given to the committee including explanation for any rejection of views expressed.



**Report of the Cabinet Member for  
Education Improvement, Learning and Skills**

**Cabinet – 20 December 2018**

**Small School Review – Proposal to Close  
Craigcefnparc Primary School**

<b>Purpose:</b>	To feedback to Cabinet on the result of consultation and to seek approval for the publication of a statutory notice to close Craigcefnparc Primary School with effect from 31 August 2019.
<b>Policy Framework:</b>	QEd 2020 Programme Corporate priorities: <ul style="list-style-type: none"> <li>• Improving pupil attainment</li> </ul>
<b>Consultation:</b>	Access to Services, Finance, Legal.
<b>Recommendation(s):</b>	It is recommended that: <ol style="list-style-type: none"> <li>1) Approval is given to publish a statutory notice to close Craigcefnparc Primary School with effect from 31 August 2019.</li> <li>2) Cabinet consider any objections received during the statutory notice period and determine the outcome of the proposal at their meeting on 21 March 2019.</li> </ol>
<b>Report Author:</b>	Kelly Small
<b>Finance Officer:</b>	Ben Smith
<b>Legal Officer:</b>	Tracey Meredith
<b>Access to Services Officer:</b>	Rhian Millar

**1. Small Schools**

1.1 One of the main themes of the Audit Commission's report *Rationalising Primary School Provision* was the need for local authorities to consider the closure of those small primary schools that were not justified by local circumstances. Three arguments were put forward against small primary schools:

- Cost: small schools attract greater funding per pupil than larger ones;
- Expertise: the National Curriculum [and the new, emerging Curriculum for Wales] demands a breadth of expertise that is more difficult to provide in a school with only two or three teachers; and
- Resources: small schools are less likely to have basic facilities, such as halls and playing fields, without which such pupil activities as drama and team sports are likely to be curtailed.

Although there is no exact definition of what constitutes a small primary school, the Audit Commission analysed delegated budgets per pupil against numbers on roll and there was a marked increase in spending per pupil for schools of below about 90 pupils. The Audit Commission therefore recommended that local authorities keep under review primary schools with under 90 pupils on roll, to satisfy themselves that each is justified.

1.2 In January 2018 there were three schools with less than 90 pupils in Swansea, and these were the subject of a report to Cabinet on small schools on 21 June 2018:

- Craigcefnparc Primary School – 55 FTE\*/56 whole school
- Pengelli Primary School – 89.5 FTE\*/97 whole school
- YGG Felindre – 21 FTE\*/22 whole school

\*FTE = full-time equivalent, where part-time nursery pupils are counted as 0.5

1.3 At September 2018 the number of pupils on roll were:

- Craigcefnparc Primary School – 47 FTE/49 whole school
- Pengelli Primary School – 100.5FTE/108 whole school
- YGG Felindre – 13FTE/14 whole school

1.4 Cabinet agreed at their meeting on 21 June 2018 that consultation should take place on the proposed closure of Craigcefnparc Primary School and YGG Felindre (the YGG Felindre proposal is linked to another report through Cabinet 'School Organisation linked to the Welsh Education Strategic Plan'). This reflected the need to provide sustainable quality education for learners, falling pupil numbers and additional demands of the emerging new curriculum on schools. The consultation paper for the Craigcefnparc Primary School proposal can be found at Appendix A. Cabinet agreed that the number on roll at Pengelli would be kept under review and it has increased since that report.

1.5 Alternatives to the closure of Craigcefnparc Primary School had been considered, including Federation (where Craigcefnparc and another school could continue to exist but under one new governing body, and could then share staffing and resources); however no other school had been identified to Federate, despite the Director of Education approaching the governing bodies of nearby schools. Further detail on the alternatives considered was provided in paragraph 12 of the consultation paper at Appendix A.

- 1.6 This report will not repeat all of the detail previously provided in the consultation document but will focus on the concerns and issues raised during the consultation process. However, paragraphs 8 and 9 of the consultation paper at Appendix A sets out the educational case for change and paragraphs 17 to 23 set out the potential benefits.
- 1.7 In summary, during the last five years, the overall quality of education provided at Craigcefnparc Primary School is poor in comparison to neighbouring schools. Although sound progress has been made in addressing specific recommendations in relation to teaching and learning, the school has little capacity to improve itself because of inconsistent leadership. The school has been a cause for concern to the school improvement service for some time and proportionate support has been provided. Despite best efforts to sustain improvements, the school does not demonstrate enough self-improvement. A better quality of education is available in nearly all other schools in Swansea. The option of transferring children to be educated at Clydach Primary School helps meets pupils' entitlement to the best education possible.

## 2. Consultation

- 2.1 Consultation on the closure proposal took place between 5 September and 18 October 2018.
- 2.2 Consultation took place as is required in the Welsh Government's School Organisation Code with the specified list of consultees, including:
- pupils, staff, governors and parents at Craigcefnparc Primary School
  - pupils, staff, governors and parents at Clydach Primary School (proposed as the new school for the Craigcefnparc catchment area)
  - Welsh ministers, AMs and MPs in the area, and local councillors
  - Estyn
  - Trade unions
- 2.3 Consultation meetings and drop-in sessions were held as follows:

Meeting for:	Venue	Date	Time	Attendance
Learners (School Council)	Craigcefnparc School	18/09/18	14:30-15:30	12
Staff	Craigcefnparc School	18/09/18	15:30-16:15	7
Governors	Craigcefnparc School	18/09/18	16:15-17:00	6
Drop-in for parents/public	Craigcefnparc School Hall	18/09/18	17:00-19:00	38

Drop-in for parents/public	Craigcefnparc Community Hall	20/09/18	11:00-14:00	16
Drop-in for parents/public	Craigcefnparc Community Hall	08/10/18	14:00-16:00	17
Learners (School Council)	Clydach Primary School	24/09/18	14:30-15:30	10
Staff	Clydach Primary School	24/09/18	15:30-16:15	19
Governors	Clydach Primary School	24/09/18	16:15-17:00	5
Drop-in for parents/public	Clydach Primary School	24/09/18	17:00-19:00	16

2.4 An additional drop-in session was requested by objectors and this was arranged at the Craigcefnparc Community Hall for 11 October 2018 from 17:00 to 19:00 and 31 people attended. The issues raised in the previous drop in sessions were restated in this additional session and are reflected in the collated responses considered in this report and the detailed Consultation Report (within appendix 5 and 6).

### 3. Consultation Responses

3.1 Following the consultation period, Cabinet are now required to consider the responses received during the consultation period and decide if the proposal should move to the next stage – the publishing of statutory notices inviting any formal objections to the proposal.

3.2 120 responses were received to an online survey, with only 6 of these supporting the proposal. An online pupil survey was available and 54 responses were received, objecting to the proposal. 463 written/emailed responses were received, all but one objecting to the proposal, including letters of objection from a number of local AMs, a local MP, the governing body, PTA and working party of Craigcefnparc Primary School, Clydach Community Council, Councillor Bridgette Rowlands and the Clydach and Mawr Labour Party branch. Craigcefnparc Working Party provided a detailed report. There were also two petitions – an online petition signed by 984 people and a written petition signed by 797 people giving individual reasons why they did not wish to see the school close.

3.3 The main objections to the proposal were:

3.3.1 **Support for the School:** *Objectors feel the council were too slow to provide support and bring about leadership improvements which have contributed to a drop in pupil numbers, and that the acting headteachers are bringing about change to improve the school and should be given time to continue that work. Objectors were confident that pupil numbers would increase again if the closure threat were removed, particularly as there were leadership improvements. The local authority has supported Craigcefnparc Primary School in their school improvement journey by identifying a quality acting headteacher from another school and funding*

this post for some time. That acting headteacher then successfully applied for a post at another school. The low pupil numbers in the school mean that the budget available to the school is also low and the deputy headteacher is now acting as headteacher but has to work for at least two days a week in the classroom, having the least non-contact time of any headteacher in Swansea. This will no doubt impact on the school's ability to continue to improve standards and to prepare for the new curriculum. Even if learners did return to the school there are not enough births in the whole of the Mawr ward to make the school sustainable. There have only been three admission applications to Reception for September 2019 by the closing date of 30 November 2018.

3.3.2 **School standards:** *Previous poor standards highlighted by Estyn had been resolved after much support from the local authority and by the acting headteachers that had been appointed. The new governing body were also active in school improvement and the request from objectors was to give the school a chance to continue to improve the educational provision for learners at the school.* The local authority recognise that Estyn have been satisfied that previous concerns are being addressed and that the school has moved from a 'red' to a 'yellow' category of support from the local authority, however the school has recently been provisionally allocated to 'amber'. A continued decline in pupil numbers and the projected budget pressures for coming years will also have an impact. The school is unable to fund the supply staff costs needed to release staff for training and this will be vital to prepare for the new curriculum. Also the acting headteacher is restricted to the school site in the main due to teaching commitments and leadership requirements and therefore is unable to attend professional development opportunities that are on offer. The school are likely to struggle to find a headteacher for a school of under 50 pupils in an amber support category.

3.3.3 **Transport:** *Learners from Craigeffnparc would have to be transported to Clydach Primary School, as there is no available walking route. Transport is only provided for learners of statutory school age for the start and end of the school day and therefore would not be provided for nursery learners or those wishing to access breakfast club or any after school provision, disadvantaging the learners from the village.* The council is responsible for transporting pupils for education. Parents are always responsible for getting their learners to and from any out of school activities such as breakfast club and after school club.

3.3.4 **Breadth of Curriculum:** *Confidence that the school could continue to provide the full curriculum to learners, despite the small number of staff at the school and budget pressures. Examples were given of the benefits of being in a small school, such as more opportunity to be involved in the School Council and sporting groups, and learning/social opportunities with children of different ages.* Estyn reviewed school size and educational effectiveness in their December 2013 report and the following areas are highlighted from this report (the full report can be found at <https://www.estyn.gov.wales/thematic-reports/school-size-and->



[educational-effectiveness-december-2013](#) ). The report shows that large primary schools tend to perform better than small and medium-sized schools. Curriculum provision is better in large primary schools. In small schools, there tends to be shortcomings in the provision of foundation subjects at key stage 2. These shortcomings differ from school to school, but are often linked to gaps in the expertise of staff. The quality of teaching is good or better in 80% of primary schools overall, but 72% of very small primary schools have teaching that is good or better. In these schools, there are three or more age groups in each class and teachers have to plan and deliver lessons that meet the needs of pupils from a wide age and ability range. Leadership and processes to improve quality are usually better developed in large primary schools. In small primary schools, many headteachers have a significant teaching responsibility that limits the time they can devote to leading and managing and they have fewer opportunities to evaluate standards and to drive improvement. Larger schools are likely to have more groups to join with a wider range of interest learners. Small schools struggle with team sports where a minimum numbers of players are required. Numbers at Craigcefnparc are predicted to fall further when the larger year groups in Key Stage 2 leave and this will limit team sports even further.

- 3.3.5 **Grant bids:** *The governors had proposed grant bids for financial sustainability at the school, including establishing wrap-around childcare and a community IT hub at the school.* These were not considered to be sufficiently developed to confidently deliver within the current financial year. However, Swansea Council has been able to support a bid for funding for feasibility studies in order to consider further bid submission in FY2019-2020.
- 3.3.6 **School setting and facilities:** *Concern that learners would be leaving a rural setting to go to a congested town, and to a site that does not have the same green areas as they have at Craigcefnparc Primary School.* The council is working with the acting headteacher of Craigcefnparc Primary School regarding the use of the nearby forest area to ensure that the relevant insurance is in place, authority has been gained to access the land as it is privately owned and that risk assessments have been undertaken for use, as well as for the route between the school and the site. A traffic assessment has been undertaken and is attached at Appendix B. The assessment has identified enhancements for the area around Clydach Primary School such as increased traffic calming measures, and these will be introduced regardless of the outcome of this proposal. Outdoor learning is a requirement in the Foundation Phase and learners at Clydach Primary have a stimulating outdoor area on the school site and also take trips to the canal, Coed Gwillim Parc, Forge Fach community centre's outdoor area/3G pitch, Manor Park etc.
- 3.3.7 **Impact on rural community:** *Wider concern around the social and economic implications of removing the school from the rural community, particularly in light of the Wellbeing of Future Generations Act.* The council's Local Well-being Plan has an objective 'To build Strong

Communities with a sense of pride and belonging'. Objectors may consider this definition in broad terms (Page 21 of the LWP) but objections would not be directly in line with specific steps or actions. The objectives definition of communities is not restricted to specific physical communities of any particular size but includes communities of interest too. The council's plans support the development of a new community which will be created at Clydach Primary School. Arguably, this is an opportunity to be part of a more diverse community with potential benefits in terms of experiencing a wider range of cultures, languages and communities that can enrich pupils' experience. The most relevant of the 3 steps under the objective is 'individuals are connected and feel a sense of belonging' and, while this is true of a small school community, it is also true of larger school communities which tend to benefit from greater intercultural opportunities.

3.3.8 **Impact on staff:** *The impact on staff at the school as they could be in a redundancy situation if they could not be redeployed elsewhere.* If the proposal proceeds to closure, the council would work with Clydach Primary School and any other school receiving pupils to request that governors consider ring-fencing any new posts for the staff at Craigcefnparc Primary School. The council would also seek to redeploy staff into other schools/establishments within the council. Staff would also be offered the option of taking early retirement or voluntary redundancy. Compulsory redundancy would only apply when all other avenues are exhausted.

3.4 **Alternatives to closure:** The 'well-being' goals of the Well-being of Future Generations (Wales) Act 2005 have been considered, as well as alternatives to closure. These alternatives were set out in the consultation document and discussed with the school governing body, along with the nature and process required to federate, prior to the Cabinet decision to move to statutory consultation, with no viable alternative to closure identified. Responses relating to alternative options raised during the consultation can be found on page 22 of the Consultation Response Report (points 48-56) and in the table below. The alternatives to closure have been reviewed further as part of the consideration of the consultation responses, including the potential for federation, and the view remains that there is no viable and sustainable alternative to closure. This is, in the main, because of the number of pupils attending the school in the earlier year groups by comparison with the larger numbers leaving the school in later year groups, and the wider demographic profile of the area, as well as the continued concerns over the school's ability to self-improve, particularly in light of the recent provisional 'amber' categorisation. The updated consideration of alternative options is shown below.

Option 1 – Status Quo

Advantages	Disadvantages
Craigcefnparc Primary School would remain open	Would not address the current projected number of pupils at the school with so few pupils in earlier

	year groups by comparison with those leaving the school in later year groups and the demographic profile of the area
Retention of school identity	Continuing challenge to maintain sustainability of educational provision at the school, particularly with the new curriculum and the recent 'amber' provision categorisation
No additional capital investment required	Need for additional resources to support leadership and teaching/learning likely to continue
Perceived benefits of a small school	Pupils would remain in increasingly mixed-age cohorts having to cater for many year groups in one class
Current facilities and setting available to pupils	Future liabilities in terms of building maintenance costs remain
Further opportunity for school to turn things around	Would not contribute to the provision of pupil places where they are needed and reduce surplus places where there is not the need to support the greater efficiency and effectiveness of the overall school estate
Additional home to school transport not required	Cost per pupil is £4,742 compared with a County average of £3,487 and this unbalanced distribution would remain and indeed increase as pupil numbers continue to decline

#### Option 2 – Amalgamation

Advantages	Disadvantages
Educational provision would remain on the current Craigcefnparc Primary School site, although its separate identity would be lost	Would not effectively address the current projected number of pupils at the school with so few pupils in earlier year groups by comparison with those leaving the school in later year groups and the demographic profile of the area
Potential sustainability of amalgamated school on more than one site could be tested and sites rationalised in the future if there proves to be no alternative	Whilst current per pupil cost disparity would be addressed to a limited extent, additional costs would remain as a result of the split sites and need for a management presence on each site, to be met with a reduced budget
No additional capital investment required initially	Continuing challenge to maintain appropriate educational provision at the school with limited scope to secure the benefits of amalgamation. The distance between school sites

	would severely limit for example the opportunities for whole school activities, and peer working, sharing of resources, staff development and leadership and management
Potentially enhanced leadership and management (across more than one site) and saving in Headteacher salary cost	Future liabilities in terms of building maintenance costs remain
Greater opportunity to share resource and best practice and broader range of staff expertise; however as it would be one school over two sites the budget allocation would be less than the combined sum of the two existing school budget shares, putting additional pressure on the new school as Craigeefnparc is already struggling to set a balanced budget.	Would not contribute to reducing surplus places
Reduced transport implications; however an amalgamation can have infants at one site and juniors on another to aid class structuring and the whole school would need to come together for assemblies, concerts, sports etc.	Likely that pupils would remain in mixed age cohorts although there would be some opportunities to undertake activities with pupils on other sites
	Would destabilise another school, as both would have to formally close to open the newly amalgamated school, with all staff at both schools at risk of redundancy

### Option 3 – Federation

Advantages	Disadvantages
Craigeefnparc Primary School would remain open	Would not effectively address the current projected number of pupils at the school
Retention of school identity, but under a Federation	Continued risk of failure to maintain sustainability of appropriate educational provision at the school due to the need to ensure appropriate management of each school site
No additional capital investment required	Future liabilities in terms of building maintenance costs remain
Potentially enhanced leadership and management (across more than one site) and some potential scope to make savings in senior leadership costs across Federation	Would not contribute to reducing surplus places
Greater opportunity to share resource	Pupils would remain in the same

and best practice and broader range of staff expertise	mixed age cohorts although there would be some opportunities to undertake activities with pupils on other sites but with staff/pupils travelling to provide the same breadth of curriculum support as available on a single site
Full ownership from all parties to Federate can prove to be effective – although generally with a number of small schools of a similar size	Requires full ownership from all parties to be effective rather than council direction and no indication to date of such interest from another school
No transport implications of moving learners out of Craigcefnparc; however staff would need to move between sites, particularly if the Federation decided to have one headteacher and other shared staff.	Cost per pupil is £4,742 compared with a County average of £3,487 and this unbalanced distribution would remain

With regard to Federation as an alternative, senior officers of the council have provided Craigcefnparc Primary School's governing body with detailed information on the process and are aware that governors have contacted many schools to ask them to Federate with them. Senior council officers have also discussed Federation as an option with the governing bodies of neighbouring schools, both before and during the consultation period, including giving detailed presentations on how Federations work at governing body meetings. Unfortunately none of the school governing bodies felt that it would be to their advantage to federate with Craigcefnparc Primary School and could only see it leading to a detrimental impact on their school. Although the council does have legal powers to direct federation of schools it would be a difficult relationship to sustain if all parties were not totally committed and therefore this route has not been pursued.

#### Option 4 – School Closure

Advantages	Disadvantages
Sustainability of appropriate educational provision within the wider area, enhanced with reduction in surplus places and more efficient and effective allocation of available resources to strengthen overall provision, more evenly distributing of funding per pupil across wider area	Loss of school in the village and wider impact on the community, although served by a community hall
Greater learning opportunities for pupils with access to a wider range of staff expertise and resources, greater curriculum and resource access, as well as enhanced social and sporting opportunities better preparing them	Relocation of pupils to different schools if they do not wish to transfer to Clydach Primary School

for their move to a larger secondary school	
Removes potential future liabilities for building maintenance costs	Staff would be redeployed or made redundant
Potential future capital receipt to re-invest in the development of education in Swansea (although no decisions have been made about the future use of the site should the school close)	Capital investment costs required for the toilets at Clydach Primary School
Pupils would be able to access at least the equivalent, if not better, standard of education in neighbouring schools (Clydach/Craigfelen)	Additional transport costs would be incurred to transport pupils to a different school, offsetting any other financial savings from closure
Capital investment would enhance toilet facilities for pupils at Clydach Primary	

New options identified through consultation responses:

Option 5 – Change the Catchment Area of Craigeffnparc to take some of the Clydach Catchment

Advantages	Disadvantages
Craigeffnparc Primary School remains open.	Would be moving Clydach learners from a 'yellow' school to an 'amber' school.
Clydach Primary School could move onto one site instead of having a split site.	Capital cost to transform Clydach Primary School into a single site school.
Less pupils would need to be transport to school by bus.	Would increase traffic into the Craigeffnparc area.
Potential to increase the number on roll at Craigeffnparc Primary School.	Future liabilities in terms of building maintenance costs remain
Lessens the congestion around the Clydach School Site.	Would require consultation period while education for Craigeffnparc learners would continue to be impacted.

Option 6 – Change Craigeffnparc Primary School into a bilingual/dual stream English and Welsh medium school/completely Welsh-medium school/move YGG Felindre pupils to Craigeffnparc

Advantages	Disadvantages
Craigeffnparc still has a school in the village.	Key staff at the school would have to speak Welsh so there would need to be some staff changes.
Children would no longer need to be bused to YGG Gellionnen.	Destabilises YGG Gellionnen and would create surplus places at that

	school.
Potential for learner numbers to increase to provide a larger budget allocation for the school.	Council policy would need to change as currently total immersion in the Welsh language is considered the best option for Swansea.
	More classroom space would be required if there were two streams of education in the school, with separate lunch and play times etc.
	Dual stream/bilingual schools cost more to run
	Future liabilities in terms of building maintenance costs remain
	Would require another statutory consultation period/notice, during which time the educational provision for the children in Craigcefnparc Primary School continues to be impacted.
	Pupils would remain in increasingly mixed age cohorts having to cater for many year groups in one class, only this would be the case for both streams.

Option 7 – bring others into the site for sustainability – examples given of a specialist teaching facility (SFT), childcare facility, ICT hub, tourism, health, adult education, tutoring

Advantages	Disadvantages
Craigcefnparc Primary School remains open.	STFs are neutrally funded so would not give the school sustainability.
Potential for increased income to aid the school in sustainability.	Childcare provisions require registration and the necessary staffing and facilities to achieve this registration. Further work would be needed on if this is feasible and the school's delegated budget could not be used to subsidise this provision. The Childcare Offer is for 30 hours a week for 3 and 4 year olds and the number of births in the Mawr area is low.
	Future liabilities in terms of building maintenance would remain. Most options would require capital investment into the buildings. In particular a feasibility study would be needed for any IT hub.
	Safeguarding of learners at the

	school is of paramount importance and any site that is shared with the public during the school day requires very careful planning. The school cannot subsidise any non-school use from its delegated budget and a business plan would be needed. There is no evidence of demand and there is already a community hall in the village that could be used.
	Any additional use of the site would add pressure to the acting headteacher and office staff roles.
	Continuing challenge to maintain sustainability of educational provision at the school, even if co-located facilities are identified. Learners would remain in increasingly mixed age cohorts.

#### Option 8 – build a new school for the wider Clydach area

Advantages	Disadvantages
Craigcefnparc, Clydach and Craigfelen would have a new build, sustainable school that is fit for 21 <sup>st</sup> century learning.	This would require an identified site and major capital investment by the council so is a longer-term option but officers continue to assess longer-term plans for the Clydach area.

- 3.5 All consultation responses have been made available for Cabinet to view, including notes from the meetings and drop-in sessions.
- 3.6 A summary of all issues raised and the officer response is attached in the consultation report at Appendix C. This should be read in conjunction with this report. Comments should be conscientiously considered in an open-minded approach, alongside the case put forward for publication of the proposal. In this respect there is an expectation that Cabinet will have read and given due regard to the proposal as consulted upon and the comments received together with officer comments.
- 3.7 Estyn was also required to comment on the proposal, as per the School Organisation Code. Their full response is included in the consultation report at Appendix C. The summary of their response is:

*The proposer has provided a comprehensive proposal that explains clearly the reasoning behind the proposal to close Ysgol Craigcefnparc and transfer the school's current catchment area to Ysgol Gynradd Clydach. The proposer notes that, over a 5-year-period, education provision at Ysgol Gynradd Craigcefnparc has been varied and a lack of permanent leadership has hindered improvement. Pupil numbers at the*



*school are falling every year, and the local authority predicts that this pattern will continue. Standards at Ysgol Gynradd Clydach are positive and the school is managed well by a stable team. There are surplus places that would be able to accommodate all of the pupils from Ysgol Gynradd Craigeffnparc.*

*Estyn believes that the proposal is likely to at least maintain the current standards in terms of education, provision, and leadership and management.*

#### **4. Conclusion**

- 4.1 After carefully considering the points raised during the consultation period, and considering the viability of alternative options, the recommendation is to proceed to the publication of a statutory notice to close the school.
- 4.2 The overall quality of education provided at Craigeffnparc primary school is poor in comparison to neighbouring schools. Clydach primary has a stronger track record of improving education standards in comparison to Craigeffnparc. Three- year profiles of nationally agreed success criteria for national categorisation of schools in Wales demonstrate sustained improvement in Clydach. However, the profile in Craigeffnparc indicates a school struggling to self-improve and has been a cause for concern for a five-year period. Although progress in addressing inspection recommendations was sufficient, Craigeffnparc has not improved without significant and continued intervention from the local authority. The school currently requires more support than at the same time last year. Although sound progress has been made in addressing specific recommendations in relation to teaching and learning, the school has little capacity to improve itself and has been a cause for concern to the school improvement service for some time. Despite best efforts to sustain improvements, the school does not demonstrate enough self-improvement. A better quality of education is available in nearly all other schools in Swansea. The option of transferring children to be educated at Clydach helps meets pupils' entitlement to the best education possible.
- 4.3 The main driver behind this proposal is the need to provide sustainable quality education for learners, and with falling pupil numbers, continuing budget pressures and additional demands for the emerging new curriculum on schools, the school improvement journey for Craigeffnparc would be a hard task for the limited number of staff at the school. Education of at least a similar level can be provided at Clydach Primary School where there is enough space to accommodate the pupils and higher standards. The traffic calming measures will benefit the existing Clydach learners as well as those being transported from Craigeffnparc. The proposal will support a sustainable education provision for the future of the wider Clydach community.

## **5. Financial Implications**

### Capital

- 5.1 Approximately £67k will need to be identified for road traffic calming measures, including required road resurfacing, as was highlighted in the traffic assessment at Appendix B. This funding will come from the existing highways capital scheme envelope.
- 5.2 A capital investment of around £50k will be provided from uncommitted capital budgets across education schemes to reorganise the toilet facilities for the Foundation Phase at Clydach Primary School, to provide better access and improved location of provision for younger pupils.

### Revenue

- 5.3 Schools are funded from an overall delegated budget – the Individual Schools Budget (ISB). There is a funding formula that allocates a budget share to each individual school from the ISB. The budget share for Clydach Primary School would increase to include the number of learners moving there from Craigeffnparc Primary School.
- 5.4 There will be ongoing transport costs of approximately £56k per year to provide three minibuses/small coaches for the learners from Craigeffnparc as there is no available walking route.
- 5.5 Closure of schools can lead to some initial increased costs, for example redundancy costs. Although we would recommend to governors at Clydach Primary School that any new posts to support the additional learners are ring-fenced to existing employees at Craigeffnparc Primary School, there could be some staff that are not successful in matching against a post. If these staff were not successfully redeployed elsewhere, or did not wish to take up voluntary redundancy or early retirement options, there could be redundancy costs charged to central budgets.

## **6. Legal Implications**

- 6.1 Part 1 of the Education Act 1996 (“the 1996 Act”) imposes a number of general duties on all local authorities in Wales. The general duty in section 13 of the 1996 Act is to contribute (so far as the Council’s powers enable them to do so) towards the spiritual, moral, mental and physical development of the community by securing that efficient primary education and secondary education are available to meet the needs of the population of their area.
- 6.2 Section 13A(3) of the 1996 Act states that a local authority in Wales must ensure that their relevant education functions and their relevant training functions are exercised by the authority with a view to promoting high standards, and promoting the fulfilment of learning potential by every person to whom the subsection applies, including

those who are of compulsory school age or are below school age and are registered as pupils at schools maintained by the authority.

- 6.3 Section 14 of the 1996 Act then provides that the Council shall secure that sufficient schools for providing primary education and secondary education are available in the Council's area. Schools available for an area shall not be regarded as sufficient unless they are sufficient in number, character and equipment to provide for all pupils the opportunity for appropriate education. Appropriate education means education which offers such variety of instruction and training as may be desirable in view of:
- (a) the pupils' different ages, abilities and aptitudes; and
  - (b) the different periods for which they may be expected to remain at school, including practical instruction and training appropriate to their different needs.
- 6.4 Reorganisation of school provision involving the establishment or discontinuance of community schools requires consultation and the publication of statutory notices in accordance with the School Standards and Organisation (Wales) Act 2013 ("the Act") and the Welsh Government's School Organisation Code.
- 6.5 Before publishing any proposals relating to the establishment of a school under s41 of the Act, or discontinuing a school under s43 of the Act, the Authority (Proposer/s) is under a duty, by virtue of s48 of the Act, to consult on such proposals. Guidance has been issued by the Welsh Government in Circular 006/2013 entitled the "School Organisation Code" which must be followed:
- a) At the start of the consultation period Proposers must provide consultees with a consultation document and give them at least 42 days in which to respond, with at least 20 of these being school days.
  - b) Consultation comments must be collated and summarised by Proposers. This summary together with the responses to the comments must be published in a consultation report within three months of the end of the consultation period.
  - c) A decision must be made by Proposers whether to proceed with changes within 6 months of the end of the consultation period.
  - d) If a decision is made to proceed, a Statutory notice is published providing a 28 day notice period for objections. The notice must be published on a school day and with 15 school days (not including the day of publication) in the notice period.
  - e) If objections are received, an objection report must be published providing a summary of the objections with responses to them before the end of 7 days beginning with the day of the Proposers determination of the proposals.

- f) The Proposer must determine under s53 whether the proposals are to be implemented. Proposals must receive final determination within 16 weeks of the end of the objection period. Local determination is a requirement of the School Organisation Code, and The Local Authorities (Executive Arrangements) (Functions and Responsibilities) (Wales) (Amendment) Regulations 2013 allow for this local determination. The Welsh Ministers and Governing Bodies are to be notified of the decision within 7 days of the decision.
- g) If the Proposer determines to implement proposals, they should be implemented in accordance with the date given in the statutory notice, or any subsequent modified date.
- 6.6 The proposer must publish a report on the consultation it has carried out in accordance with the Code. The consultation report must summarise each of the issues raised by consultees, responding to these by means of clarification, amendment to the proposal or rejection of the concerns, with supporting reasons; and setting out Estyn's view (as provided in its consultation response) of the overall merits of the proposal.
- 6.7 The School Organisation Code specifies the detail that the equality and community impact assessments must cover and full consideration needs to be given to these before any decision is made.
- 6.8 The Code includes statutory guidance to which the Council must have due regard and sets out the policy context, general principles and factors that should be taken into account by those bringing forward proposals to reconfigure school provision and by those responsible for determining proposals. Where guidance is given by the Code, it is stated that relevant bodies should follow this guidance unless they can demonstrate that they are justified in not doing so.
- 6.9 Paragraph 1.1 of the Code sets out the key background principles and policies, which should be taken into account by the Council in developing school organisation proposals. These include:
- United Nations Convention on the Rights of the Child;
  - A living language: a language for living – Welsh Language Strategy 2012-2017
  - Welsh- medium Education Strategy;
  - One Wales: One planet, a new sustainable development scheme for Wales May 2009 or any successor strategy;
  - Child Poverty Strategy for Wales (issued February 2011 Information document number 95/2011), or any successor strategy;
  - Faith in Education.

- 6.10 In addition, when developing school organisation proposals, the local plans to which Council should have regard include the following:
- Local plans for economic or housing development;
  - Welsh in Education Strategic Plans (made under part 4 of the 2013 Act);
  - Children and Young People's Plans (or successor plans)
  - 21st Century Schools – Capital Investment Programme and the relevant wave of investment.
- 6.11 Finally, the Council should have regard to the following Welsh Government Guidance on related matters:
- Learner Travel Operational Guidance
  - Measuring the capacity of schools in Wales, Circular.
- 6.12 Chapter 1 then lists a number of factors which should be taken into account by relevant bodies, including the Council, when exercising their functions of preparing and publishing school organisation proposals or approving/determining them. These factors include:
- Quality and standards in education (looking at outcomes, provision, leadership and management) at the school which is the subject of the proposals, and at any other school or educational institution which is likely to be affected. The Code states that local authorities should place the interests of learners above all others. Where proposals involve the transfer of learners to alternative provision, 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.
  - The need for places and the impact on accessibility of Schools (whether alternative school based provision will have suitable capacity and provide accommodation of at least equivalent quality and is sufficient to meet existing demand and projected demand and the nature of journeys to alternative provision and resulting journey times for pupils, including SEN pupils. In particular, whether primary school pupils will have one way journeys in excess of 45 minutes or secondary school pupils one way journeys of over an hour.
  - Resources of education and other financial implications. This involves a consideration of a number of factors set out in the Code, including whether proposals ensure a fairer and more equitable distribution of funding between mainstream schools, what effect proposals will have on surplus provision, the costs of proposals (including additional transport costs), any projected net savings, any budget deficits of schools affected and whether the proceeds

of sales of redundant sites remain in the education budget.

- 6.13 The Code also lists other general factors which should be taken into account, namely educational attainment, equality issues, charitable interests (paragraph 1.6). A list of specific factors in the consideration of school closures is at paragraph 1.7. This states that there is no presumption in favour or against the closure of any type of school. The case for closure should be robust and in the best interests of educational provision in the area. A Community Impact Assessment should be obtained. When considering whether closure is appropriate, special attention should be given to the matters set out on page 12 of the Code, including:
- considerations of alternatives to closure, including multi-site schools, clustering/collaboration/federation with other schools
  - the overall effect of closure on the local community
  - how parent's and pupil's encouragement with the alternative school and any facilities it may offer could be supported.
- 6.14 In addition to the usual considerations in relation to standards of provision, the Council should also consider whether proposals will improve standards of accommodation for pupils with SEN, including building accessibility;
- how proposals will address any health, safety and welfare issues;
  - how proposals, where appropriate, will support increased inclusion; and
  - the impact of proposals on other SEN provision within the immediate and wider local authority area including out of county where appropriate.
  - whether there is a need for a particular type of SEN provision within the area;
  - whether there is surplus SEN provision within the area;
  - whether SEN provision would be more effective or efficient if regional provision were made; and
  - the impact of proposals on the transportation of learners with SEN.
- 6.15 The list of factors to be taken into account in approving/determining school organisation proposals is listed at paragraph 1.14.
- 6.16 Paragraph 5.1 of the Code makes provision for the publication of objection reports. Proposers must publish a summary of the statutory objections and the proposer's response to those objections. Where a local authority is required to determine its own proposals, the Objection Report must be published before the end of 7 days beginning with the day of its determination. The Objection Report must be published by being posted on the local authority's website. Hard copies must be made available on request. Parents, carers and guardians and staff members of

schools which are the subject of the proposals must be advised of the availability of the Objection Report. The Code contains a list of individuals or bodies which must receive either a hard copy of the Objection Report or be emailed a link to the local authority's website.

- 6.17 The Well-being of Future Generations (Wales) Act 2005 mandates that public bodies in Wales must carry out sustainable development. Sustainable development means the process of improving the economic, social, environmental and cultural well-being of Wales by taking action, in accordance with the sustainable development principle, aimed at achieving the 'well-being goals'.
- 6.18 The 'well-being goals' are:
- (i) a prosperous Wales, meaning an innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work;
  - (ii) a resilient Wales, meaning a nation which maintains and enhances a biodiverse natural environment with healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for example climate change);
  - (iii) a healthier Wales, meaning a society in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood;
  - (iv) a more equal Wales, meaning a society that enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances);
  - (v) a Wales of cohesive communities, meaning attractive, viable, safe and well-connected communities;
  - (vi) a Wales of vibrant culture and thriving Welsh language, meaning a society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation; and
  - (vii) a globally responsible Wales, meaning a nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being
- 6.19 Any reference to a public body doing something in accordance with the 'sustainable development principle' means that the body must act in a manner which seeks to ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs.

- 6.20 In order to act in a sustainable manner a public body must take account of
- (1) the importance of balancing short-term needs with the need to safeguard the ability to meet long-term needs, especially where things done to meet short-term needs may have detrimental long-term effect;
  - (2) the need to take an integrated approach, by considering how
    - (a) the body's well-being objectives may impact on each of the well-being goals); and
    - (b) the body's well-being objectives impact on each other or on other public bodies' objectives, in particular where steps taken by the body may contribute to meeting one objective but may be detrimental to meeting another;
  - (3) the importance of involving other persons with an interest in achieving the well-being goals and of ensuring those persons reflect the diversity of the population of
    - (a) Wales (where the body exercises functions in relation to the whole of Wales); or
    - (b) the part of Wales in relation to which the body exercises functions;
  - (4) how acting in collaboration with any other person (or how different parts of the body acting together) could assist the body to meet its well-being objectives, or assist another body to meet its objectives;
  - (5) how deploying resources to prevent problems occurring or getting worse may contribute to meeting the body's well-being objectives, or another body's objectives
- 6.21 Swansea Council applies the Well-being of Future Generations Act (Wales) 2015 as the core principle guiding how the local authority operates.
- 6.22 The action a public body takes in carrying out sustainable development must include:-
- Setting and publishing objectives ('well-being objectives') that are designed to maximise its contribution to achieving each of the well-being goals; and
  - Taking all reasonable steps (in exercising its functions) to meet those objectives
- Swansea Council's well-being objectives and steps are set out within the Corporate Plan:  
<https://www.swansea.gov.uk/?articleid=6901&articleaction=language>  
 Local Well-being Objectives are set out within Swansea Public Services Board's Local Well-being Plan (of which the Council is a statutory member).
- 6.23 Report writers and decision makers take due regard to these Plans in order to consider how the proposal impacts upon the Council's 'wellbeing objectives', Swansea's Local Well-being Objectives and the national well-being goals'. <https://www.swansea.gov.uk/localwellbeingplan>



## 7. Equality and engagement implications

- 7.1 The Council is subject to the Public Sector Equality Duty (Wales) and must, in the exercise of their functions, have due regard to the need to:
- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act
  - Advance equality of opportunity between people who share a protected characteristic and those who do not
  - Foster good relations between people who share a protected characteristic and those who do not

Our Equality Impact Assessment (EIA) process ensures that we have paid to regard to the above.

- 7.2 An EIA was commenced as a background paper to the consultation. The EIA has been revised to take full account of the consultation outcomes and the views of the range of stakeholders that were gathered. This can be found in Appendix D. The assessment will be further revised if a statutory notice period is actioned by Cabinet.

- 7.3 The proposal was found to be relevant to children and young people, older people, other age groups, disability, sex, Welsh language, poverty/social exclusion and community cohesion. The impact on each of these areas is explored further as follows.

- 7.3.1 (0-18) – Craigeffnparc is an English-medium primary school. This proposal looks to close the school and move the pupils to Clydach Primary School. Although the change can be seen as negative in the first instance, we believe that based on favourable Estyn inspection results, and the increased flexibility in delivering the curriculum that Clydach Primary could offer, that pupils would receive at least a similar, if not an improved education should this proposal go ahead. If the proposal was approved officers would work with both schools to ensure that the transition for learners and their families was planned and delivered with the best interests of the learner a main priority.

- 7.3.2 (Older People 50+/Any other age group) –there is the chance of some redundancies because of this proposal. The Council would recommend that any new staff posts required at Clydach Primary, or other neighbouring schools due to increase in pupil numbers, be ‘ring-fenced’ to the staff of Craigeffnparc Primary School. However, this would be a decision for individual governing bodies.

- 7.3.3 (Disability) – The design, delivery and implementation of this proposal will take full consideration of the social model of disability, which recognises that people are disabled by the barriers of society (e.g. physical, environmental, organisational, and attitudinal, communication, etc.) rather than by any physical condition. Any proposal will be designed with this in mind. Craigeffnparc and Clydach currently have a similar level of children who have special educational needs with both schools offering the right level of support for these pupils. There are currently no pupils from

Craigcefnparc with a Statement of Educational Need, however should there be a need for a Statement of Educational Need for any learner in the future that statement would set out the required support for that child and what the school needs to provide. Clydach Primary School currently delivers on such Statements for some of its current learners.

- 7.3.4 (Welsh) – Craigcefnparc is an English-medium primary school but the Welsh language plays a key role throughout the curriculum. This would continue to be the case at Clydach Primary School.
- 7.3.5 (Poverty/social exclusion) – There are low levels of deprivation in this area and therefore the impact on poverty/social exclusion is expected to be low. Due to the possible changes in catchment areas it is important to consider the impact this could have on learners and their families. During the consultation concerns were raised about the requirement to travel further to access the educational provision at Clydach Primary School with the home to school transport only providing a service for the beginning and end of the school day and not factoring in the desire to access wrap-around services as they currently do at Craigcefnparc. The Council is responsible for transporting pupils for education. Parents/carers of our learners are responsible for getting their learners to and from any out of school activities such as breakfast club and after school club.
- 7.3.6 (Community Cohesion) – It is possible that the proposed closure could have a negative impact on the local community and due to the possible changes in catchment areas it is important to consider the impact this could have on learners and their families. The Council's Local Well-being Plan has an objective 'To build strong communities with a sense of pride and belonging'. The definition of communities is not restricted to specific physical communities of any particular size but includes communities of interest too. The council's plans support the development of a new community which will be created at Clydach Primary School. Arguably, this is an opportunity to be part of a more diverse community with potential benefits in terms of experiencing a wider range of cultures, languages and communities that can enrich pupils' experience. The most relevant of the 3 steps under the objective is 'individuals are connected and feel a sense of belonging' and, while this is true of a small school community, it is also true of larger school communities which tend to benefit from greater intercultural opportunities.
- 7.3.7 (Sex) – Given that the majority of staff at the school are female it is clear that this proposal would have a disproportionate effect on this group. 8 of the 9 members of staff employed at the school are female.
- 7.3.8 The remaining protected characteristics (namely Race, Asylum Seekers, Gypsies and travellers, Religion, Sexual Orientation, Gender reassignment, Carers, Marriage and civil partnership, Pregnancy and maternity) have all been identified as 'neutral' as we do not believe the proposal will have either a negative or a positive impact on them.

However, this will continue to be monitored and reconsidered throughout the process.

- 7.4 To ensure that we understood how these proposals affected all stakeholders we consulted widely to allow us to shape this proposal and agree the way forward.
- 7.5 As stated in Section 2 of this report, a full consultation was conducted with all interested stakeholders from 5 September 2018 to 18 October 2018.
- 7.6 All initiatives must be designed/planned in the best interests of children and young people.
- 7.7 The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. This particularly applies to budget, policy and law makers.
- 7.8 The proposal will directly affect children and all future arrangements will aim to ensure that these children and young people achieve the best possible outcomes. The proposal relates to the following articles of the United Nations Convention on the Rights of the Child:
- Article 3 - All organisations concerned with children should work towards what is best for each child.
  - Article 12 - Respect for the views of the child
  - Article 18 - Both parents share responsibility for bringing up their children. We should help parents by providing services to support them.
  - Article 28 - Children have a right to an education. Discipline in schools should respect children's human dignity.
  - Article 29 - Education should develop each child's personality and talents to the full.
  - Article 30 - Children have a right to learn and use the language and customs of their families.
- 7.9 A Community Impact Assessment was produced and has been available throughout the consultation period on the Council's website <https://www.swansea.gov.uk/craigcefnparccconsultation>. This assessment has been reviewed following the consultation period and still recognises that there is very limited use of the school by the community and that there is a well-used community hall in Craigcefnparc.

**Background Papers:**

- Welsh Government School Organisation Code
- Report to Cabinet 21 June 2018

**Appendices:**

Appendix A	Consultation Paper
Appendix B	Traffic Assessment
Appendix C	Consultation Report
Appendix D	Equality Impact Assessment



**CONSULTATION ON THE PROPOSAL TO CLOSE CRAIGCEFNPARC PRIMARY SCHOOL  
ON 31 AUGUST 2019**

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## **Background to the Proposal**

Craigcefnparc Primary School is in the village of Craigcefnparc about a mile from Clydach near Swansea. At the last national pupil level annual school census in January 2018 it had 54 full-time pupils on roll from the ages of 4 to 11, plus 2 part-time nursery children. There are three mixed-age classes in the school. The number on roll has been declining for the last five years.

The last Estyn inspection of the school was in May 2015 with the school's performance being adequate at the time and with adequate prospects for improvement and was placed in a category of Estyn monitoring. The school was removed from Estyn monitoring in October 2016 after considerable support from the local authority and investment of time by school staff.

<https://www.estyn.gov.wales/provider/craigcefnparc-primary-school>

The school will have a new acting headteacher in September 2018 who will have to take on a part-time teaching role to balance the school's budget.

## **What is the Proposal?**

1. This consultation is on a proposal to close Craigcefnparc Primary School. The consultation is on the basis that, if agreed, the school would close with effect from 31 August 2019. The current catchment area for Craigcefnparc would be transferred to Clydach Primary School. Transport would be provided for eligible pupils to Clydach Primary School as per Swansea Council's Home to School Transport Policy.
2. The Council wishes to seek the views of all of those with a likely interest in the proposal so that their views can be taken into account before decisions are made. Those being consulted on this proposal are the pupils, parents, governors and staff of Craigcefnparc Primary School, as well as neighbouring schools, the local community and other interested parties in accordance with the Welsh Government's School Organisation Code.
3. This consultation period will take place from 5 September 2018 to 18 October 2018. A report on the outcome of these consultations will be submitted to a Cabinet meeting of elected members on 20 December 2018.

## **What would this proposal mean if it was agreed?**

4. The school at Craigcefnparc would be closed as of 31 August 2019. As from 1 September 2019 the catchment area of Clydach Primary School would be extended to encompass that of the existing Craigcefnparc Primary School. Pupils would attend Clydach Primary School as the new catchment area school or make a preferred placement application to another school.
5. The future of the Craigcefnparc school building which is a condition category C building (2017 Swansea Schools Premises Collection Data), would be

considered within the context of the Council's corporate asset management process.

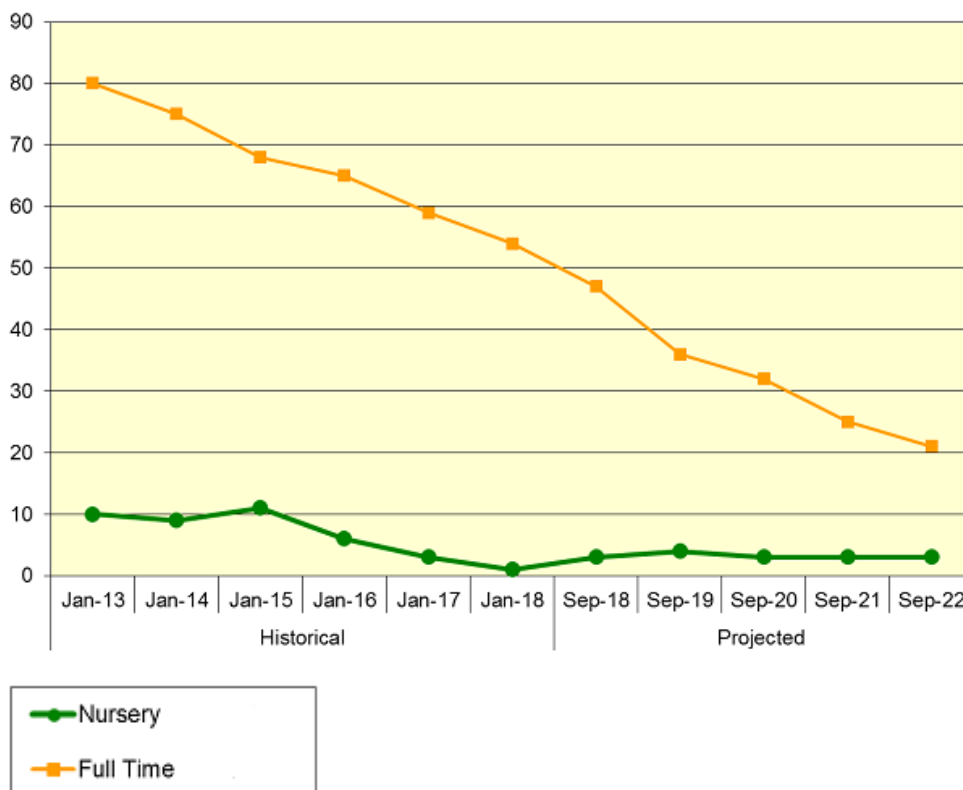
6. Pupils may be entitled to transport to their new school in accordance with the Council's transportation policy, which states that free transport is provided for primary aged pupils who live two miles or more from their catchment area school or where there is not an available walking route.
7. Clydach Primary School has sufficient capacity to accommodate all pupils from Craigcefnparc Primary School, although some modest capital investment would be made to enhance the toilet facilities at Clydach Primary School as well as some access work on the roads outside of the school.

### **The Educational Case for Change**

8. During the last five years education provision at Craigcefnparc Primary School has been variable and lack of permanent leadership has been an impediment to school improvement. The local authority has intervened to provide considerable support and challenge to ensure necessary improvements were made in the quality of provision and in the quality of leadership. The local authority cannot sustain this level of support long term.
9. Consequently there are several specific reasons why this proposal has been made on educational grounds:
  - a. Clydach Primary School can offer a wider range of facilities on a less restricted site, offering a greater flexibility in covering all areas of the curriculum and greater access to resources and staffing.
  - b. Current and future anticipated pupil needs at Craigcefnparc Primary School can be appropriately met at Clydach Primary School.
  - c. The size of Craigcefnparc Primary School raises the concern that the quality of educational provision may not be sustainable in the future.
  - d. The larger team of staff at Clydach Primary School can provide a broader range of expertise in areas of the curriculum and in terms of leading whole school initiatives. It can provide staff with more opportunities to develop their skills and can enable the best use to be made of staff expertise.
  - e. A larger school has more flexibility with its budget and can have access to a wider range of resources and staffing.
  - f. Whilst 74.1% of learners on roll at Craigcefnparc Primary School are from the catchment area, only 45.5% of primary school age pupils living within the school's catchment area attended Craigcefnparc Primary School at January 2018.

- g. Pupil numbers at Craigcefnparc Primary School have decreased over a number of years and are not projected to increase to a sustainable level as the chart below shows:

**Historical and Projected Number on Roll - Craigcefnparc**



- h. The need to ensure cost effective and equitable distribution of funding amongst schools in Swansea in line with Welsh Government and Audit Commission Guidance.

The Welsh Government’s School Organisation Code states:

*“It is important that funding for education is cost effective. Relevant bodies should take into account the following factors in relation to the resourcing of education:*

*Whether proposals will ensure a fairer and more equitable distribution of funding between mainstream schools within the local authority’s area. Whilst some variation in the per capita funding provided to schools is to be expected, inefficient patterns of school organisation can result in uneven and unfair funding patterns where some schools receive a disproportionate share of funding at the expense of pupils attending other schools in the area. Proposals should not exacerbate such funding differences. Rather, wherever possible, they should contribute towards establishing a more equitable pattern of school funding”.*



- i. Whilst this proposal has not been made for financial reasons, the School Organisation Code requires information to be provided on the cost per place at schools subject to statutory proposals. The cost of a pupil place at Craigcefnparc Primary School is higher than the average cost per primary place in Swansea. The higher figure is due to small school factors and lump sums in the funding formula. The cost of a pupil place at the school compared to the average cost per primary place in Swansea is shown below:

Financial Year	Cost Per Place at Craigcefnparc	Average Cost Per Primary Place in Swansea
2016/2017	£4,752	£3,387
2017/2018	£5,156	£3,418
2018/2019	£4,742	£3,487

The school is having difficulty setting a balanced budget for the Financial Year 2018-2019 without additional support from the Council and future projections are for increased financial pressure. This will impact on the educational provision for learners at the school.

- j. One of the main themes of the Audit Commission's report *Rationalising Primary School Provision* was the need for local authorities to consider the closure of those small primary schools that were not justified by local circumstances. Three arguments were put forward against small primary schools:
1. Cost: small schools attract greater funding per pupil than larger ones.
  2. Expertise: the National Curriculum [and the new, emerging Curriculum for Wales] demands a breadth of expertise that is more difficult to provide in a school with only two or three teachers.
  3. Resources: small schools are less likely to have basic facilities, such as halls and playing fields, without which such pupil activities as drama and team sports are likely to be curtailed.\*

\*Although there is no exact definition of what constitutes a small primary school, the Audit Commission analysed delegated budgets per pupil against numbers on roll and there was a marked increase in spending per pupil for schools of below about 90 pupils. The Audit Commission therefore recommended that local authorities keep under review primary schools with under 90 pupils on roll, to satisfy themselves that each is justified.

The Audit Commission suggested that action should be taken to rectify the situation if a school has a surplus capacity of more than 25% or 30 unfilled places. The surplus capacity at Craigcefnparc Primary School as at January 2018 was 42.55% and 40 surplus places. This is predicted to increase by September 2019.

### **What alternative options have the Council considered?**

10. Local authorities are responsible for ensuring that there are sufficient schools providing primary and secondary education for their area in terms of number, character and equipment to provide for all pupils the opportunity of appropriate

education. In order to fulfil these duties, local authorities must ensure that they plan thoroughly for schools serving their areas. The School Organisation Code also recognises that education must be the primary consideration. This is linked directly to a local authority's duty to strive to raise standards of education.

11. It is these considerations which require local authorities to take into account wider factors such as the need to manage the school estate as efficiently and effectively as possible. This includes managing excessive numbers of surplus places which tie up resources unproductively – resources which are then unavailable for use in raising standards and quality of education for all pupils. This means that they must look to reduce excessive numbers of surplus places in schools that are significantly under-occupied. Although the Code encourages local authorities to manage surplus places, this does not necessarily mean closing schools. The Code encourages them to explore alternatives to closure including collaboration or federation, increasing community use of school buildings or co-location of local services within the school to offset costs.
12. Careful consideration has been given to alternative options to closure, including the potential for federation, as set out below. However, at present it is considered that as no sustainable alternative option has been identified, the Council's preferred option is Option 4.

#### Option 1 – Status Quo

Advantages	Disadvantages
Craigcefnparc Primary School would remain open	Would not address the current projected number of pupils at the school
Retention of school identity	Continuing challenge to maintain sustainability of educational provision at the school
No additional capital investment required	Need for additional resources to support leadership and teaching/learning likely to continue
	Pupils would remain in increasingly mixed age cohorts having to cater for many year groups in one class
	Future liabilities in terms of future maintenance costs remain
	Would not contribute to the provision of pupil places where they are needed and reduce surplus places where there is not the need to support the greater efficiency and effectiveness of the school estate
	Cost per pupil is £4,742 compared with a County average of £3,487 and this unbalanced distribution would remain

#### Option 2 – Amalgamation

Advantages	Disadvantages
Educational provision would remain on the current Craigcefnparc Primary	Would not effectively address the current projected number of pupils at the school

School site, although its separate identity would be lost	
Potential sustainability of amalgamated school on more than one site could be tested and sites rationalised in the future if there proves to be no alternative	Whilst current per pupil cost disparity would be addressed to a limited extent additional costs would remain as a result of the split sites and need for a management presence on each site
No additional capital investment required initially	Continuing challenge to maintain appropriate educational provision at the school with limited scope to secure the benefits of amalgamation. The distance between school sites would severely limit for example the opportunities for whole school activities, and peer working, sharing of resources, staff development and leadership and management
Potentially enhanced leadership and management (across more than one site) and saving in Headteacher salary cost	Future liabilities in terms of future maintenance costs remain
Greater opportunity to share resource and best practice and broader range of staff expertise	Would not contribute to reducing surplus places
	Likely that pupils would remain in mixed age cohorts although there would be some opportunities to undertake activities with pupils on other sites

### Option 3 – Federation

Advantages	Disadvantages
Craigcfehnparc Primary School would remain open	Would not effectively address the current projected number of pupils at the school
Retention of school identity	Continued risk of failure to maintain sustainability of appropriate educational provision at the school due to the need to ensure appropriate management of each school site
No additional capital investment required	Future liabilities in terms of future maintenance costs remain
Potentially enhanced leadership and management (across more than one site) and some potential scope to make savings in senior leadership costs across federation	Would not contribute to reducing surplus places
Greater opportunity to share resource and best practice and broader range of staff expertise	Pupils would remain in the same mixed age cohorts although there would be some opportunities to undertake activities with pupils on other sites but with staff / pupils travelling to provide the same breadth of curriculum support as

	available on a single site
Full ownership from all parties to federate can prove to be effective – although generally with a number of small schools of a similar size	Requires full ownership from all parties to be effective rather than council direction and no indication to date of such interest from another school
	Cost per pupil is £4,742 compared with a County average of £3,487 and this unbalanced distribution would remain and the possible duplication of resources could further increase overall staffing costs

#### Option 4 – School Closure

Advantages	Disadvantages
Sustainability of appropriate educational provision within the wider area, enhanced with reduction in surplus places and more efficient and effective allocation of available resources to strengthen overall provision, more evenly distributing of funding per pupil across wider area	Loss of school in the village
Greater learning opportunities for pupils with access to wider range of staff expertise and resources, greater curriculum and resource access, as well as enhanced social and sporting opportunities better preparing them for their move to a larger secondary school	Relocation of pupils to different schools
Removes potential future liabilities for future maintenance costs	Staff would be redeployed or made redundant
Potential future capital receipt to re-invest in the development of education in Swansea	Some modest capital investment required
Pupils would be able to access a 'Good / Excellent' standard of education in neighbouring schools (Clydach/Craigfelin)	Additional transport costs would be incurred to transport pupils to a different school, offsetting any other financial savings from closure
Modest capital investment would enhance facilities for pupils at Clydach Primary	

13. Under a federation, two or more schools work together under one governing body while still retaining their own identity and having separate budget allocations. The one governing body for the federation could consider having one headteacher for the federation instead of one for each school. This could also apply to any new members of staff appointed, for example there could be one administration officer or one person to support special needs etc.

14. With an amalgamation, two or more schools are closed and a new school is opened using the sites of the old schools under one governing body with one budget allocation. The new school would have a new name and identity.
15. Collaboration is when a number of schools work together, usually on specific projects. As such, collaboration would offer broadly similar advantages and disadvantages as the status quo option above.
16. The local authority does not consider that it is possible to bring external community use into Craigcefnparc Primary School to help with sustainability as there is not enough suitable space, particularly when ensuring the segregation of learners and safeguarding. There are also already other options for community use in the village, including the community hall.

### **What are the potential benefits of closing Craigcefnparc Primary School?**

17. A larger primary school has a larger team of staff that can provide more flexibility in terms of delivering the full curriculum. It can provide staff with more opportunities to develop their skills across the whole primary age range and can enable the best use to be made of staff expertise.
18. Moving pupils from Craigcefnparc Primary School to Clydach Primary School would provide pupils with an education in a larger, more sustainable school with greater curriculum and resource access, as well as allowing enhanced social and sporting opportunities for the learners and preparing them for their move to a larger secondary school.
19. Clydach Primary School has positive standards of achievement and received a favourable Estyn Inspection in 2014. The school is well managed and has a supportive governing body. The school benefits from consistency in leadership with the current headteacher being in post since 2012.
20. While there are no revenue savings to be achieved through this proposal, a larger school has more flexibility with its budget and can have access to a wider range of resources and staffing. Any efficiencies from having fewer schools in Swansea will be reinvested in the remaining schools for the benefit of all pupils in Swansea.
21. The very low numbers at Craigcefnparc Primary School inevitably restrict the range of opportunities for group and interactive work and change the nature of the social education that the school can provide.
22. The Council would benefit from the removal of a condition category C\* building, reduced backlog maintenance and improved building efficiency.

\*(2017 Swansea Schools Premises Collection Data).

## Quality and standards in education

23. The latest Estyn Inspection ratings for the schools affected were:

School	Date	Current Performance Rating	Schools Prospects for Improving
Craigcefnparc	2015	Adequate	Adequate
Clydach	2014	Good	Good
Craigfelen	2018	Three excellent judgements and two good.	

Craigcefnparc Primary School was placed under Estyn Monitoring following its inspection in 2015. They were removed from monitoring in October 2016.

The summary of the Estyn reports can be found at Appendix B.

The full reports can be found at:

<http://www.estyn.gov.uk/english/inspection/inspection-reports/>

Information on the affected schools' standards and performance can also be found at Appendix B.

There would be no detrimental impact from the proposals on the ability of Clydach Primary School to deliver the full curriculum at the foundation phase or at key stage 2.

The proposal will provide at least as good a quality of educational provision for pupils and would be expected to have a positive impact on educational standards due to:

- Increased number of staff and range of expertise in a larger school environment.
- Greater opportunity for learning with pupils of the same age.
- Improved opportunities for participating in social, cultural and sporting activities.

### What are the main challenges for this proposal?

24. Closing the school will inevitably cause some disruption and uncertainty for a period of time, although experience shows that this can be kept to a minimum and that the children's education does not suffer.

25. There will be staffing implications from a school closure but the Council will endeavour to redeploy staff into suitable alternative posts, and in particular will discuss options with the governing body at Clydach Primary School.

26. Whilst the vast majority of schools in Swansea are larger primaries, some parents may feel that a smaller school may be more personal and less daunting for pupils. Parents can of course apply to other Swansea schools if they feel

Clydach is not their favoured school. Such an application would be considered in line with the Council's admissions policy. Information regarding surrounding schools can be found in Appendix A.

27. The majority of learners will require home to school transport due to the walking route from Craigcefnparc into Clydach. This cost will be met by the Council and, although it will reduce the ability to walk to school for some learners, it may help to reduce the number of vehicles on the school run in the village of Craigcefnparc.

### **Governing Body**

28. The governing body will be fully briefed and included throughout this process, and will cease on 31 August 2019, in line with the school closure date, should the proposal be successful.

### **Staffing**

29. The new staffing structures at the new catchment school would take into account a number of factors, including the delivery of curriculum, class-size limits and the likely budget available. The Council would recommend that any new staff posts required at the school should be 'ring-fenced' to the staff of Craigcefnparc Primary School. If more than one member of staff applies for a post then this would normally be decided by competitive interview.
30. It is vitally important to ensure a smooth transition in order to seek to minimise any anxiety or uncertainty for affected staff. Regular communication with staff will be important so that progress can be reported and staff kept informed.
31. In the event that there are any redundancies the Council's policy in place at that time would apply.

### **Building/Investment needs**

32. A capital investment of £50,000 is being sought to reorganise the toilet facilities for the foundation phase at Clydach Primary School, to provide better access and improved location of provision for younger pupils. It is proposed to fund this cost from remaining uncommitted capital monies across education schemes.
33. Clydach Primary School is on a split site. The two sites are in close proximity to each other, however it is possible that a Safer Routes in the Community bid may be considered for highways improvements in the vicinity. If such highways improvements are not able to be included as a Safer Routes in the Community bid, or if such an application is unsuccessful, the funding for these improvements will be identified from central education budgets. The proposed highway improvements include additional road cushions, new traffic regulations, bollards on a footway and 'build out' opposite the 'junior school' site.

### **Admission Arrangements**

34. All full-time pupils on roll at Craigcefnparc Primary School on 31 August 2019 could transfer to Clydach Primary School on 1 September 2019, or alternatively could apply for a place at a preferred school and applications would be considered in line with admission arrangements. Pupils applying to nursery and reception in September 2019 would have to apply to Clydach Primary School or an alternative school according to the Council's agreed admission arrangements. Admission information for Swansea Council can be found at <https://www.swansea.gov.uk/schooladmissionarrangements>

## **Transport**

35. Transport would continue to be provided for any pupils that met agreed criteria i.e. for those attending their catchment school and living more than 2 miles from that school or where there was no available walking route to school. For further information on home to school transport please see <https://www.swansea.gov.uk/schooltransport>

There would be an increase in travel time to school of approximately 5 minutes should pupils in future attend Clydach Primary School.

## **Financial Information**

### **36. Capital**

The future of the Craigcefnparc school building would be considered within the context of the Council's corporate asset management process and no decision has been made yet.

### **37. Revenue**

Schools are funded from an overall delegated budget – the Individual Schools Budget (ISB). There is a funding formula that allocates a budget share to each individual school from the ISB. The budget share for Clydach Primary School would increase to include the number of learners moving there from Craigcefnparc Primary School. Any efficiencies would be reinvested into other schools in Swansea.

Closure of schools can lead to some initial increased costs, for example redundancy costs and transport costs. Although we would recommend to governors at Clydach Primary School that all new posts to support the additional learners are ring-fenced to existing employees at Craigcefnparc Primary School, there could be some staff that are not successful in matching against a post, with redundancy costs charged to central Council budgets. Home to school transport would be required for learners where there is not an available walking route. Further details on financial implications are provided at Appendix C.

## **Community Impact Assessment/Equalities Impact Assessment**

38. A Community Impact Assessment was carried out prior to agreement to consult and will be updated on completion of the consultation. The assessment did not identify any issues and it was noted that the school is not used by the community



other than for a parent and toddler group. The assessment can be found at <http://www.swansea.gov.uk/craigcefnparcconsultation> . There is a community centre in the village.

39. An Equalities Impact Assessment was carried out prior to agreement to consult on this proposal and will be updated on completion of the consultation. The assessment did not identify any issues. The assessment can be found at <http://www.swansea.gov.uk/craigcefnparcconsultation>

## **UNCRC**

40. Article 12 of the United Nations Convention on the Rights of the Child states that children have the right to have a say in decisions that affect them and to have that view taken seriously. Therefore, throughout the process, we will ensure that children and young people have a chance to have a say on the proposals and on how they think it will affect their rights under the convention.
41. It is our view that either children's rights will be enhanced under the proposal or they will not be affected.
42. A move to a larger primary with more staff, resources and improved school building will ensure better education and extra-curricular opportunities for the pupils, which supports the rights of the child under articles 28 and 29. Article 31 will not be affected as the play opportunities currently available will continue and indeed improve.

## **How will the Consultation take place?**

43. Consultation will be carried out during September and October 2018 and the results will be reported to a Cabinet meeting of Swansea Council on 20 December 2018. If the Cabinet decide not to proceed, that will be the end of this proposal for the foreseeable future.
44. However, if Cabinet decide to go ahead, after considering the results of this consultation, there would be a statutory procedure to follow to make the proposed changes for September 2019. A statutory notice outlining the proposals would need to be published, inviting any formal written objections to be submitted within 28 days of publication of the notice (a copy of the notice will be provided to parents/carers and staff members and it will also be published at the schools, at the nearest library and on the Council's website [www.swansea.gov.uk](http://www.swansea.gov.uk)). If there are objections, Cabinet will need to consider the objections to the proposal before making a decision.
45. Please note that responses submitted as part of the formal consultation period will not be counted as objections to the proposal. Statutory objections can only be made if a statutory notice is published. If a statutory notice is published objections can then be registered. Consultees may submit a request during the statutory objection period that their response submitted at the consultation stage should be treated as an objection.

46. The timetable and procedure which is required by law will be as follows:

9 January 2019 Publication of statutory notices (followed by 28-day objection period).

21 March 2019 If there are no objections to the proposal, the Cabinet can decide to proceed with closing Craigeefnparc Primary School. If there are objections, Cabinet will have to consider the objections and decide whether or not to proceed.

The earliest date when Craigeefnparc Primary School could close would be 31 August 2019.

Further information on the timetable can be found at Appendix D

### **What do you now have to consider?**

47. We would like your views on this proposal to close Craigeefnparc Primary School. Is there any alternative option that you would like the Council to consider?

### **How do you make your views known?**

48. Consultation meetings will be held and you are welcome to attend the appropriate meeting:

#### Pupils, parents, staff and governors of Craigeefnparc Primary School

Date: Tuesday 18 September  
Venue: Craigeefnparc Primary School  
Meeting for pupils: 2:30 p.m.  
Meeting for all staff: 3:30 p.m.  
Meeting for governors: 4:15 p.m.  
Drop-in session for parents and other interested parties : 5:00 p.m. – 7:00 p.m.

#### Pupils, parents, staff and governors of Clydach Primary School

Date: Monday 24 September 2018  
Venue: Clydach Primary School  
Meeting for pupils: 2:30 p.m.  
Meeting for all staff: 3:30 p.m.  
Meeting for governors: 4:15 p.m.  
Drop-in session for parents and other interested parties : 5:00 p.m. – 7:00 p.m.

There will also be additional drop-in sessions for the proposals on:

Date: Thursday 20 September 2018  
Venue: Craigeefnparc Community Centre

Time: 11:00 a.m. – 2:00 p.m.  
Date: Tuesday 2 October 2018  
Venue: Committee Room 2, Civic Centre, Oystermouth Road, Swansea  
Time: 5:30 p.m. – 7:30 p.m.  
Date: Monday 8 October 2018  
Venue: Craigcefnparc Community Centre  
Time: 2:00 p.m. – 4:00 p.m.

You are also welcome to put your views in writing on the attached pro-forma (Appendix E) to:

Mr. Nick Williams  
Director of Education  
Civic Centre  
Oystermouth Road  
Swansea  
SA1 3SN  
(Please mark for the attention of Ms Kelly Small)  
Or e-mail [SchoolOrganisation@swansea.gov.uk](mailto:SchoolOrganisation@swansea.gov.uk)

All views must be received by no later than 18 October 2018. Views received will then be collated into a consultation report together with a response from the local authority and this report will be given to Cabinet at their meeting on 20 December 2018 for them to decide if the proposal should move to the next stage of the publication of a Statutory Notice. Please note that any responses received during the consultation stage will not be counted as an objection. A formal objection can only be registered following publication of the notice.

If you require this document in a different format, please contact Kelly Small on 01792 636686.

Please note that under the Freedom of Information Act any responses received can be requested and may have to be made public. All views received in writing during the consultation and any subsequent objection period will be forwarded to Councillors that participate in the Cabinet meetings. Correspondence will also be recorded and acknowledged.

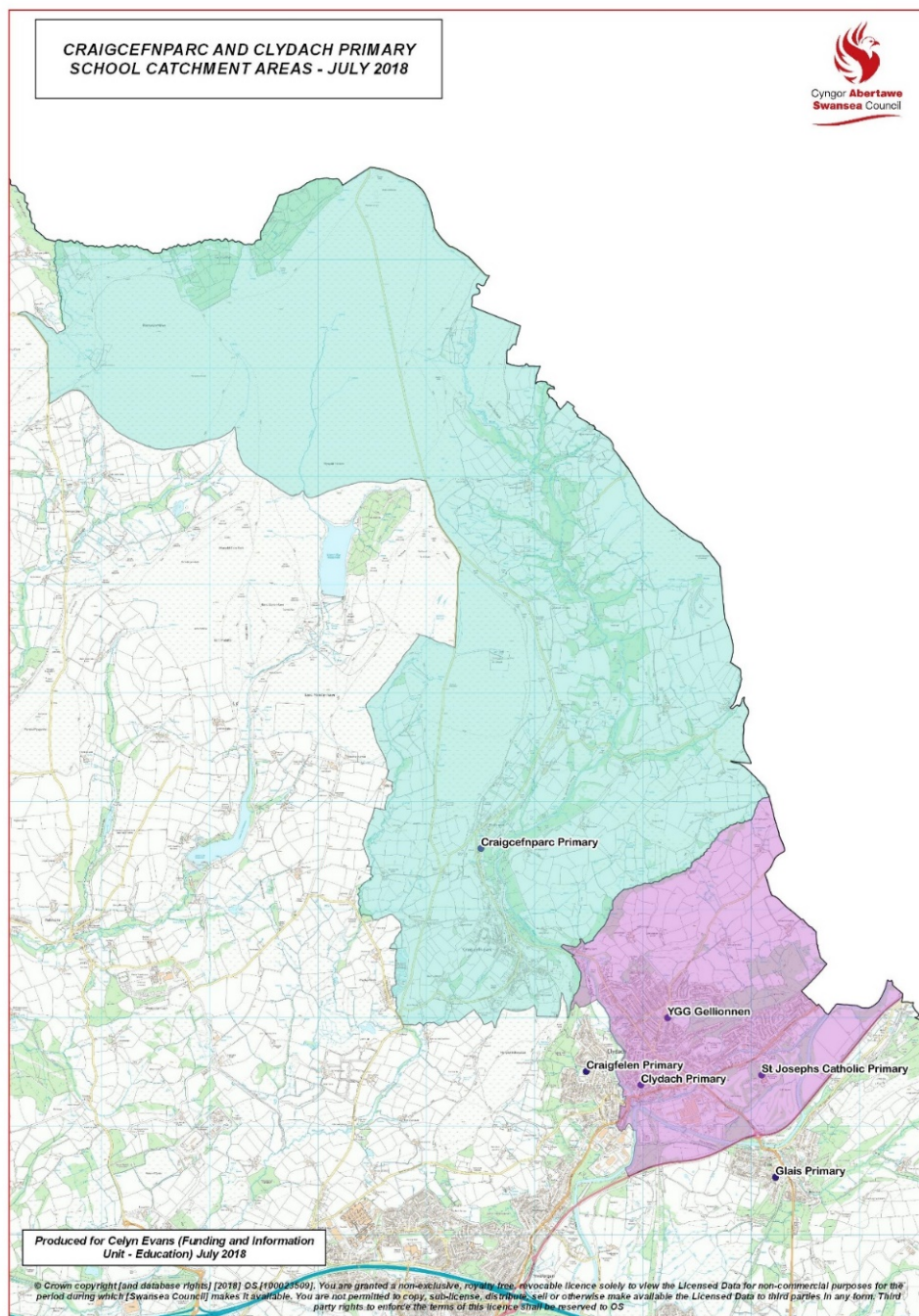
## Affected Schools Information

### List of schools

Craigcefnparc Primary School, Craigcefnparc, Clydach, SA6 5TE  
 Clydach Primary School, Sybil Street, Clydach, Swansea, SA6 5EU  
 Craigfelen Primary School, Woodside Crescent, Clydach, Swansea, SA6 5DP  
 Glais Primary School, School Road, Glais, Swansea, SA7 9EY  
 YGG Gellionnen, Gellionnen Road, Clydach, Swansea, SA6 5HE  
 St Joseph's Catholic Primary School, Pontardawe Road, Clydach, Swansea, SA6 5NX

### Location of affected Schools

The below map shows the location of Clydach, Craigfelen, Glais, YGG Gellionnen and St Joseph's Catholic Primary Schools in relation to Craigcefnparc.



## Language Category

School	Language
Craigcefnparc Primary	English medium
Clydach Primary	English medium
Craigfelen Primary	English medium
Glais Primary	English medium
YGG Gellionnen	Welsh medium
St Joseph's Catholic Primary	English medium

## Age Range

All school affected have an age range of 3 -11 (nursery to year 6)

## Number of Pupils on roll and school capacity information

School	Capacity			Number on Roll (excluding Nursery)						Projected Number on Roll (excluding Nursery)*						
	Capacity	Surplus places	% surplus places	Jan-13	Jan-14	Jan-15	Jan-16	Jan-17	Jan-18	Sep-18	Sep-19	Sep-20	Sep-21	Sep-22	Sep-23	Sep-24
Craigcefnparc Primary	94	46	43%	80	75	68	65	59	54	47	36	32	25	21	20	20
Clydach Primary	249	36	14%	202	198	177	193	195	213	210	196	198	197	195	197	189
Craigfelen Primary	185	33*	17%	109	125	144	140	154	152	160	160	164	167	176	170	173
Glais Primary	107	0	0%	95	94	94	102	106	107	103	105	102	103	98	97	99
YGG Gellionen	305	69	23%	212	221	221	230	229	236	236	243	238	240	246	246	245
St Joseph's RC Primary	201	-2	-1%	200	201	201	216	211	203	202	196	193	186	184	181	183

\*based on January 2018 data and pupil projections

Please note that although Clydach Primary School currently has a published capacity of 249, they have enough accommodation available to allow an increased capacity calculation of 279. This would give them surplus places of 66 which would allow all pupils currently on roll in Craigcefnparc to transfer if they wish.

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### Admission Number of affected schools

	Admission Number
Craigcefnparc	13
<i>Clydach Current (for Sep 19)</i>	35
<i>Clydach Proposed (due to increased capacity)</i>	39
Craigfelen	26
Glais	15
YGG Gellionen	43
St Joseph's	28

## Nursery information

School	Nursery places	Nursery Number on Roll					
		Jan-13	Jan-14	Jan-15	Jan-16	Jan-17	Jan-18
Craigcefnparc Primary	23	15	13	13	8	3	2
Clydach Primary	32	29	45	36	34	42	31
Craigfelen Primary	22	30	31	24	41	28	26
Glais Primary	11	17	13	20	19	17	24
YGG Gellionnen	35	58	42	39	52	42	42
St Joseph's Catholic Primary	27	27	34	33	32	32	34

## Condition of Buildings

All schools in Swansea are allocated a condition rating as follows:

- A = Performing as intended and operating efficiently
- B = Performing as intended but exhibiting minor deterioration
- C = Exhibiting major defects and/or not operating as intended
- D = Life expired and/or risk of imminent failure

School	Condition Rating (2017 Swansea Schools Premises Collection Data)
Craigcefnparc Primary	C
Clydach Primary	C
Craigfelen Primary	C
Glais Primary	B
YGG Gellionnen	B
St Joseph's Catholic Primary	B

## Appendix B

### Estyn Inspection information of affected schools

School	Date of last inspection	Current Performance Rating	Schools Prospects for Improving
Craigcefnparc Primary	May 2015	Adequate	Adequate
Clydach Primary	January 2014	Good	Good
Craigfelen Primary	March 2018	Three excellent judgements and two good	
Glais Primary	November 2014	Good	Good
YGG Gellionnen	June 2011	Good	Good
St Joseph's Catholic Primary	April 2014	Good	Good



## Summary

<b>The school's current performance</b>	<b>Adequate</b>
<b>The school's prospects for improvement</b>	<b>Adequate</b>

### Current performance

The current performance of the school is adequate because:

- Most pupils make steady progress in their literacy and numeracy skills as they move through the school
- Nearly all pupils have well-developed speaking and listening skills
- Most pupils in the Foundation Phase and lower key stage 2 read with increasing fluency, accuracy and understanding.
- Most pupils make good progress in their writing skills
- Pupils eligible for free school meals generally perform as well as other pupils
- Most pupils behave well and enjoy school
- The school provides a broad and balanced curriculum, which meet the needs of pupils well
- The school is a friendly, inclusive and caring community

However:

- Pupils' performance in the Foundation Phase at the higher outcome 6 has been consistently in the bottom 25% of similar schools over the last three years
- Pupils' performance in key stage 2 has declined over the last two years, placing the school in the bottom 25% of similar schools in all three core subjects at the expected level 4
- In upper key stage 2, many pupils do not read fluently enough for their age and the standard of their mental mathematics is too low
- Most pupils' skills in speaking Welsh are underdeveloped across the school
- Attendance has been in the bottom 25% of similar schools for several years
- A minority of teachers do not always match tasks sufficiently well to pupils' abilities or enable them to work independently enough

### Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher leads the school efficiently and conscientiously, and records and monitors its progress meticulously
- The deputy headteacher supports the headteacher well and models good classroom practice
- All staff feel valued and work together well
- Most governors are supportive and well informed about the school's performance
- Procedures for self-evaluation are sufficiently robust

- The school works with a wide range of partners effectively
- The school manages its budget well

However:

- The role of the senior leadership team is undeveloped
- Governors' involvement in the school's strategic direction and self-evaluation procedures is limited
- The main priorities for improvement in the self-evaluation report are not clear
- The school has not fully addressed all the recommendations from the previous inspection
- There is scope to improve levels of communication and trust with parents

A report on Craigfelen Primary School  
March 2018

## Summary

Craigfelen Primary School provides a high level of care and support for its pupils. It has strong partnerships with local families, who value the school's provision highly. Most teaching provides exciting, real-life opportunities for all pupils. Learning experiences develop pupils as confident, respectful, creative and entrepreneurial citizens well. Most pupils make very good progress in developing their literacy, numeracy and information and communication technology (ICT) skills. Nearly all pupils receive highly effective support in developing their social and emotional skills. As a result, most pupils make good progress as they move through the school, often from low starting points. Excellent leadership ensures that all pupils receive enriching and creative learning experiences within a safe, happy, nurturing environment.

Inspection area	Judgement
Standards	Good
Wellbeing and attitudes to learning	Excellent
Teaching and learning experiences	Good
Care, support and guidance	Excellent
Leadership and management	Excellent

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

Current performance is good because:

- the school's performance at the end of key stage 2 has improved, and now compares well with that of similar schools, national results and pupils' prior attainment;
- pupils have good skills in writing, numeracy, information and communication technology (ICT) and Welsh;
- nearly all pupils enjoy school and are enthusiastic and keen to learn;
- the quality of teaching is good across the school; and
- teachers and teaching assistants provide good support for all pupils, especially those with additional learning needs.


### Prospects for improvement

Prospects for improvement are good because:

- the headteacher has successfully amalgamated two schools while also improving standards;
- leaders know their school well and identify the right priorities for improvement;
- the school itself is a caring and nurturing community;
- a good range of partnerships support pupils' achievements; and
- the school manages its finances well and provides good value for money.

## Craigcefnparc Primary

Ref: 6702117



**Basic Details**

**Local Authority**  
Swansea

**Type**  
Nursery, Infants & Juniors

**Gender Mix**  
Mixed

**Language**  
English medium

Defining schools according to Welsh medium provision

**Contact Details**

✉ Craigcefnparc  
Clydach  
Swansea  
SA6 5TE

☎ 01792 843225

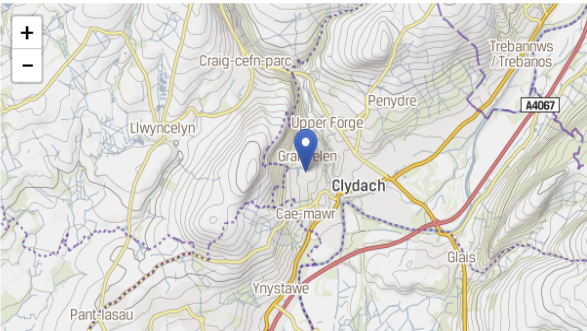
**External Links**

[Estyn Report](#)

SUMMARY	PUPILS	RESOURCES ▼	ATTAINMENT ▼	BENCHMARKING ▼	ATTENDANCE	CATEGORISATION	PE & SPORT
62 Number of Pupils, 2017	17.5% Free school meals (FSM) - 3 year average (Primary only)	15.1 Pupil Teacher Ratio (PTR) (Primary only)	95.8% % Attendance during the year (Primary only)				
£5156 School budget per pupil	87.5% % Pupils who have reached the expected level - Core subject indicator (Key Stage 2)	Yellow Support Category	90% Pupils achieving the expected outcome in the Foundation Phase areas of learning				

## Craigfelen Primary School

Ref: 6702215



**Basic Details**

**Local Authority**  
Swansea

**Type**  
Nursery, Infants & Juniors

**Gender Mix**  
Mixed

**Language**  
English medium

Defining schools according to Welsh medium provision

**Contact Details**

✉ Woodside Crescent  
Clydach  
Swansea  
SA6 5DP

☎ 01792 843278

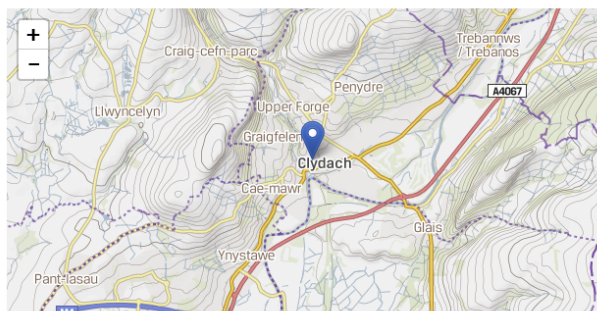
**External Links**

[Estyn Report](#)

SUMMARY	PUPILS	RESOURCES ▼	ATTAINMENT ▼	BENCHMARKING ▼	ATTENDANCE	CATEGORISATION	PE & SPORT
182 Number of Pupils, 2017	50.1% Free school meals (FSM) - 3 year average (Primary only)	19 Pupil Teacher Ratio (PTR) (Primary only)	93.3% % Attendance during the year (Primary only)				
£3950 School budget per pupil	89.5% % Pupils who have reached the expected level - Core subject indicator (Key Stage 2)	Green Support Category	95.2% Pupils achieving the expected outcome in the Foundation Phase areas of learning				

# Clydach Primary School

Ref: 6702244



**Basic Details**

**Local Authority**  
Swansea

**Type**  
Nursery, Infants & Juniors

**Gender Mix**  
Mixed

**Language**  
English medium

**Defining schools according to Welsh medium provision**

**Contact Details**

✉ Sybil Street  
Clydach  
Swansea  
SA6 5EU  
☎ 01792 843356

**External Links**

[Estyn Report](#)

**Notes:** Amalgamated: 670-2112 Clydach Junior School & 670-2114 Clydach Infant School to 670-2244 Clydach Primary school, 1 September 2012.

[6702112 Clydach Junior School](#)

[6702114 Clydach Infant School](#)

SUMMARY	PUPILS	RESOURCES ▼	ATTAINMENT ▼	BENCHMARKING ▼	ATTENDANCE	CATEGORISATION	PE & SPORT
237 Number of Pupils, 2017	25.6% Free school meals (FSM) - 3 year average (Primary only)	24.5 Pupil Teacher Ratio (PTR) (Primary only)	93.8% % Attendance during the year (Primary only)				
£3473 School budget per pupil	87.5% % Pupils who have reached the expected level - Core subject indicator (Key Stage 2)	Yellow Support Category	89.7% Pupils achieving the expected outcome in the Foundation Phase areas of learning				

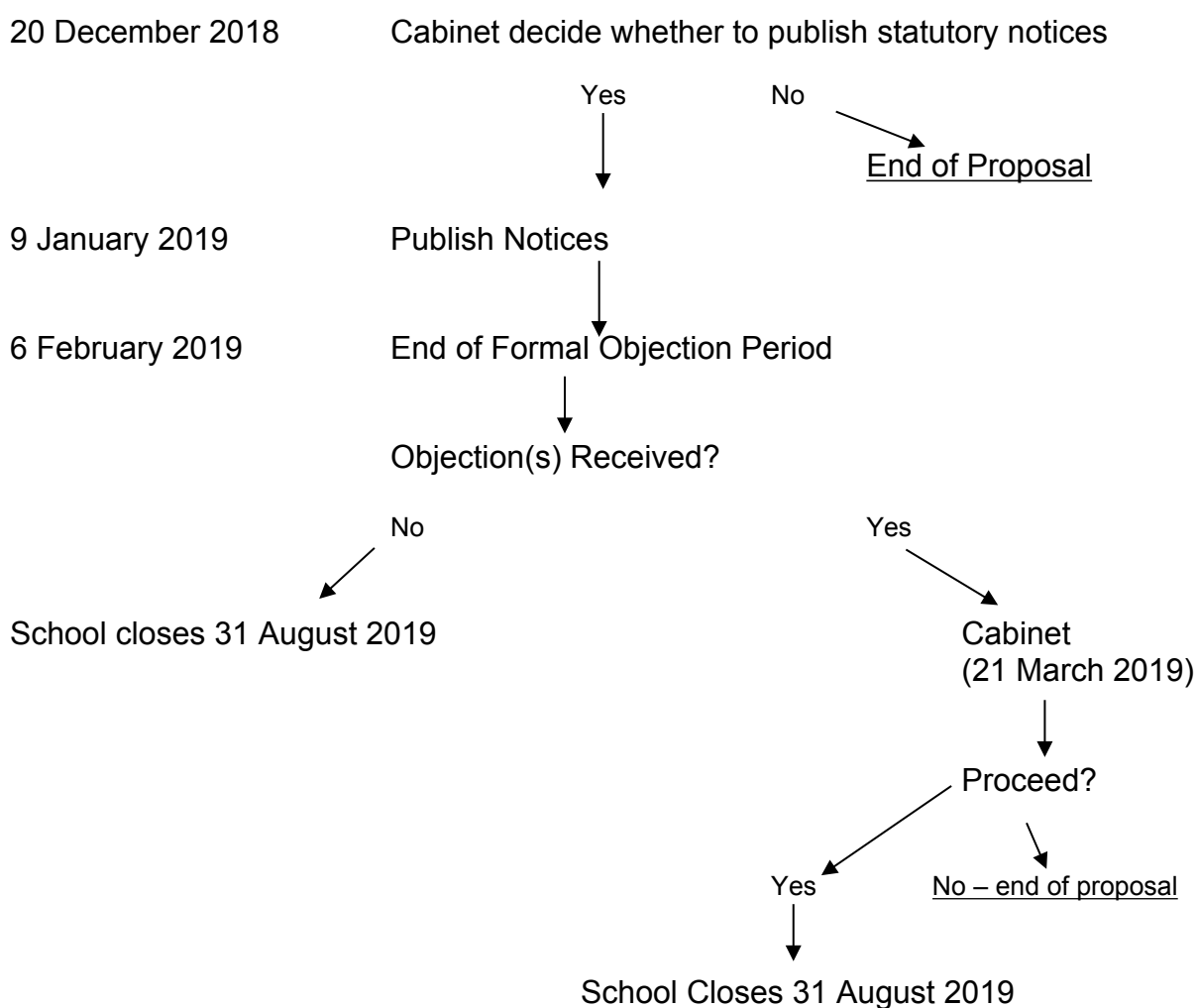
Further information on these and other schools, including interactive charts can be accessed via <http://mylocalschool.wales.gov.uk/>. Select School Type: Primary, Area: Swansea.

## Financial Information

Closure of Craigeefnparc						
(Figures exclude any pupil roll change)						
Implement Proposal Sep-19						
Financial Year						
Revenue	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Delegated School Budget Share:						
Craigeefnparc Primary	£256,470	£109,056	£0	£0	£0	£0
Clydach Primary	£800,527	£889,690	£987,254	£987,254	£987,254	£987,254
<b>Total</b>	<b>£1,056,997</b>	<b>£998,746</b>	<b>£987,254</b>	<b>£987,254</b>	<b>£987,254</b>	<b>£987,254</b>
Transport: (1)						
Current	£0					
Estimated new costs		£32,436	£55,604	£55,604	£55,604	£55,604
<b>Total Revenue</b>	<b>£1,056,997</b>	<b>£1,031,182</b>	<b>£1,042,858</b>	<b>£1,042,858</b>	<b>£1,042,858</b>	<b>£1,042,858</b>
Difference from previous year		-£25,815	£11,676	£0	£0	£0
Cumulative Difference		-£25,815	-£14,139	-£14,139	-£14,139	-£14,139
Financial Year						
Capital	2018/19	2019/20	2020/21	2021/22	2018/19	2019/20
Craigeefnparc Primary (2)	£0	£0	-£1,529,321	£0	£0	£0
Clydach Primary	£0	£50,000	£0	£0	£0	£0
<b>Total Capital</b>	<b>£0</b>	<b>£50,000</b>	<b>-£1,529,321</b>	<b>£0</b>	<b>£0</b>	<b>£0</b>
All at FY2018/2019 pay, prices and pupil numbers						
(1) estimated using current pupil numbers/home addresses						
(2) estimated date of land sale/capital receipt of £150k plus removed backlog maintenance of £1,379,321						

Timetable

5 September 2018	Consultation letters circulated
18 September 2018	Consultation meetings for Pupils, Parents, Staff and Governors of Craigcefnparc Primary School.
24 September 2018	Consultation meetings for Pupils, Parents, Staff and Governors of Clydach Primary School.
20 September 2018	Additional drop-in session for parents
8 October 2018	Additional drop-in session for parents
18 October 2018	Closing date for views on proposal to be received by Education Department. Consultation report produced.



**Response Form**

If you require any further information or an alternative format e.g. Large Print etc please contact Kelly Small on telephone number 01792 636686 or email [schoolorganisation@swansea.gov.uk](mailto:schoolorganisation@swansea.gov.uk).

This consultation is on a proposal to close Craigcefnparc Primary School. The consultation is on the basis that, if agreed, the school would close with effect from 31 August 2019. The Council wishes to seek the views of all of those with a likely interest in the proposal so that their views can be taken into account before decisions are made on whether to proceed. Those being consulted on this proposal are the pupils, parents, governors and staff of Craigcefnparc Primary School, as well as neighbouring schools, the local community and other interested parties in accordance with the Welsh Government's School Organisation Code.

Full details on this proposal and other alternatives considered can be viewed here, please read this information in full before responding to this consultation.

This consultation period will take place from 5 September 2018 to 18 October 2018.

Pupils are welcome to complete this survey if they wish. Please note that the council is holding consultation meetings with the school council and pupils will be provided with their own consultation paper and response form.

1. Are you responding as a ...
- Pupil
  - Parent/carer
  - Member of staff at Craigcefnparc Primary School
  - Member of staff at another school
  - Governor at Craigcefnparc
  - Governor at another school
  - Local community member
  -
- Other (please specify)

2. Have you read the consultation document on the proposal to close Craigcefnparc Primary School?
- Yes
  - No

If you haven't read the consultation document you can find it online here. If you need this in another format please contact Kelly Small on telephone number 01792 636686 or email [schoolorganisation@swansea.gov.uk](mailto:schoolorganisation@swansea.gov.uk).



3. Are you clear about what this proposal would mean if it were to go ahead?
- Yes
  - No
4. If no, what further information do you need?

Careful consideration has been given to alternatives to closure, full details on each option can be found in the consultation document:

- Option 1 - Status Quo
- Option 2 - Amalgamation
- Option 3 - Federation
- Option 4 - School Closure

The Council have assessed all the options as outlined in the report. After considering the advantages and disadvantages to each, we have concluded that our proposal to close Craigeefnparc Primary School is the right option.

5. Do you agree with our assessment of each of the alternative options as outlined within the consultation document?

	Strongly Agree	Tend to Agree	Tend to Disagree	Strongly Disagree
Status Quo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amalgamation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Federation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Please explain your view below:

7. Is there an alternative option that you think the Council should consider?

8. Are there any other issues or concerns that you feel have not been recognised within the consultation document?

9. Overall, do you agree or disagree that the Council's proposal to close Craigcefnparc Primary School is the right option?
- Strongly Agree    Tend to Agree    Tend to Disagree    Strongly Disagree
- 

10. Please explain your view below:

If you would like to receive notification of the publication of the consultation report, please provide your email address below:

11. Email address:

### About You

These questions are optional, but we need to ask them to understand if our consultation has reached the right people and to understand how different groups may be affected by the proposal allowing us to address this if we can. In accordance with Data Protection law, any information requested on the following questions is held in the strictest confidence for data analysis purposes only. For further information about how Swansea Council uses your personal data, please see our corporate privacy notice on our website [www.swansea.gov.uk/privacynotice](http://www.swansea.gov.uk/privacynotice).

12. Are you...?
- Male
  - Female
  - Prefer not to say
13. Is your gender the same as that which you were assigned at birth?
- Yes
  - No
  - Prefer not to say
14. How old are you ...
- |                                   |  |
|-----------------------------------|--|
| <input type="checkbox"/> Under 16 | <input type="checkbox"/> 56 - 65           |
| <input type="checkbox"/> 16 - 25  | <input type="checkbox"/> 66 - 75           |
| <input type="checkbox"/> 26 - 35  | <input type="checkbox"/> 76 - 85           |
| <input type="checkbox"/> 36 - 45  | <input type="checkbox"/> Over 85           |
| <input type="checkbox"/> 46 - 55  | <input type="checkbox"/> Prefer not to say |

15. Would you describe yourself as...

Please mark all that apply

- |                                   |   |
|-----------------------------------|---|
| <input type="checkbox"/> British  | <input type="checkbox"/> Other British (please write in at end)                                 |
| <input type="checkbox"/> Welsh    | <input type="checkbox"/> Non British (please write in at end)                                   |
| <input type="checkbox"/> English  | <input type="checkbox"/> Gypsy/traveller  |
| <input type="checkbox"/> Irish    | <input type="checkbox"/> Refugee/Asylum Seeker (please write I current/last nationality at end) |
| <input type="checkbox"/> Scottish | <input type="checkbox"/> Prefer not to say  |

Write in here

---

16. To what 'ethnic' group do you consider

- White - British
- Asian or Asian British - Chinese
- Any other White background (please write in at end)
- Any other Asian background (please write in at end)
- Mixed - White & Black Caribbean
- Black or Black British - Caribbean
- Mixed - White & Black African
- Black or Black British - African
- Mixed - White & Asian
- Any other Black background (please write in at end)
- Any other Mixed background (please write in at end)
- Arab
- Asian or Asian British - Indian
- Asian or Asian British - Pakistani
- Asian or Asian British – Bangladeshi
- Prefer not to say
- Other ethnic group (write in)

Write in here

---

17. What is your religion, even if you are not currently practicing?

Please mark one box or write in

- No religion
- Christian (including Church of England, Catholic, Protestant, and all other Christian denominations)
- Muslim
- Sikh
- Buddhist
- Hindu
- Jewish
- Prefer not to say
- Other (write in)
- Any other religion or philosophical belief (please write in)

Write in here

---

18. Do you consider that you are actively practising your religion?

- Yes
- No
- Prefer not to say

19. What is your sexual orientation

- Bisexual
- Gay/ Lesbian
- Heterosexual
- Other (write in)
- Prefer not to say

Write in here

---

20. Can you understand, speak, read or write Welsh?

Please mark all that apply

- |  |  |
|--|--|
| <input type="checkbox"/> Understand spoken Welsh | <input type="checkbox"/> Learning Welsh    |
| <input type="checkbox"/> Speak Welsh             | <input type="checkbox"/> None of these     |
| <input type="checkbox"/> Read Welsh              | <input type="checkbox"/> Prefer not to say |
| <input type="checkbox"/> Write Welsh             |  |

21. Which languages do you use from day to day?

Please mark all that apply

- English
- Welsh
- Other (write in)
- Prefer not to say

Write in here

---

22. Do you have any long-standing illness, disability or infirmity?

By long-standing we mean anything that has troubled you over a period of time or that is likely to affect you over time.

This could also be defined Under the Disability Discrimination Act 1995 as: "Having a physical or mental impairment which has a substantial and long term adverse effect on your ability to carry out normal day to day activities."

- Yes
- No
- Prefer not to say

23. Does this illness or disability limit your activities in any way?

- Yes
- No
- Prefer not to say

Thank you for your participation

Views received will then be collated into a Consultation Report together with a response from the Local Authority and this report will be given to Cabinet at their meeting on 20 December 2018 for them to decide if the proposal should move to the next stage of the publication of a Statutory Notice. Please note that any responses received during the consultation stage will not be counted as an objection. A formal objection can only be registered following publication of the notice.

Swansea Council is the data controller for the personal information you provide on this form. We are collecting this information as part of our obligation under the Welsh Governments School Organisation Code (July 2013).

Your information will be used to help us fulfil our legal obligation and will not be used for any other purpose. We will not share your data with third parties unless we are required or permitted to do so by law.

Data protection law describes the legal basis for our processing your data as necessary for compliance with a legal obligation. For further information about how Swansea Council uses your personal data, including your rights as a data subject, please see our corporate privacy notice on our website.

**CITY AND COUNTY OF  
SWANSEA  
DINAS A SIR ABERTAWE**



**HIGHWAYS AND TRANSPORTATION  
TRAFFIC AND ROAD SAFETY**

**Proposed Closure of Craigeffnparc  
Primary School and Transfer to Catchment  
of Clydach Primary School  
Review of Traffic and Safety at  
Clydach Primary School**

**November 2018**

<b>REVISION RECORD Report Ref:</b>					
<b>Rev</b>	<b>Description</b>	<b>Date</b>	<b>Originator</b>	<b>Checked</b>	<b>Approved</b>
v3	Draft Document for Issue.	21.11.2018	JHG	ARJ	MST
v4	Final Document for Issue	03.12.2018	JHG	ARJ	MST

**Requested by:**

Education Directorate  
City and County of Swansea  
Funding and Information Unit  
Civic Centre  
SA1 3SN

**Prepared by:**

Highways and Transportation  
Traffic and Road Safety  
City and County of Swansea  
Guildhall  
Swansea  
SA1 4PE

Tel: +44(0)1792 636147  
Email: [highways@swansea.gov.uk](mailto:highways@swansea.gov.uk)

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## 1. INTRODUCTION

This review assesses the impact on traffic movements and parking if the proposed closure of Craigcefnparc Primary School (Mawr Ward) was to proceed on 31 August 2019. The proposal would result in the catchment area of Craigcefnparc School being transferred into the area that encompasses Clydach Primary School (Clydach Ward). If approved the changes would take effect from September 2019.

The total number of pupils currently in attendance at Clydach Primary is 244. At Craigcefnparc there is 54, with up to an additional 10 nursery places.

The consultation papers and other associated documents, available from the following website link <https://www.swansea.gov.uk/craigcefnparcconsultation> were used to assist in the preparation of this report.

This safety review and impact on the existing traffic system at Clydach Primary was carried out as part of the proposals and at the request of the Funding and Information Unit, Education Directorate, City & County of Swansea.

The review was carried out by:

**JH Green (Road Safety Manager)**

City & County of Swansea, Highways and Transportation, Traffic and Road Safety

The review included an assessment of the consultation papers and undertaking several site visits to the highway routes that surround Clydach Primary school. These visits took place during school peak and off-peak times through the months of October and November 2018. The weather for most of the visits was fine and the road surface dry although on one afternoon it was overcast and it did start to rain.

## 2. CLYDACH PRIMARY SCHOOL - EXISTING TRAFFIC AND ROAD SAFETY MEASURES

The school is situated in the centre of Clydach on Twynybedw Road which is just off the main High Street (B4603) where shops and other community amenities are located. There are main road links north and south via the nearby A4067 with Junction 45 of the M4 Motorway within approximately one and half miles of the school.

The school is on a split site comprising of accommodation created when Clydach Infants and Clydach Junior Schools amalgamated in 2012 into the present Clydach Primary School.

For the 'Infants' school pupils have pedestrian access via Sybil Street and Down Street with a footway (pavement) in the immediate vicinity. These accesses are protected with pedestrian guardrail to reduce the risk of pupils running directly into the path of passing vehicles. School Keep Clear markings with a No Stopping At Any Time traffic regulation operates outside the pedestrian access on Sybil Street and a No Waiting At Any Time order operates outside the pedestrian access on Down Street. There is an access on Twynybedw Road that is for maintenance purposes only e.g. refuse collection etc.

For the 'Junior' school access to the school is off Twynybedw Road. There are two existing and separate accesses. Pupils have a separate pedestrian access with a footway in the immediate vicinity that narrows to the north and ends to the south of the site. The footway immediately outside the pedestrian entrance is protected with pedestrian guardrail to reduce the risk of pupils running directly into the path of passing vehicles. School Keep Clear markings with a No Stopping At Any Time traffic regulation order operates outside the pedestrian access. There is a separate vehicular access with an unmarked parking area within the school grounds and this allows for approximately five vehicles to be parked. The limited space for off street parking means that some of these vehicles would be '*blocked in*' to allow maximum use of the available space.

In December 2004 a Safe Routes to School (now Communities) scheme funded by Welsh Government allowed for safety enhancements outside and in the vicinity of the former sites of Clydach Infants and Clydach Junior Schools, however there were limitations on what could be provided due to the historic layout of residential properties and highway network around the school.

A 20mph zone that includes traffic calming features, build out of footway near school entrances, signage, pedestrian guardrail and road markings were installed as part of the Safe Routes scheme.

A School Crossing Patrol currently operates at school peak times on Twynybedw Road (outside the 'Junior' school) between the pedestrian and vehicular accesses and this is crucial to the safety of pupils due to the lack of footway on the eastern side of Twynybedw Road, south towards Down Street. Several road safety measures were either already in place or introduced as part of the scheme, outside and on route to the school and these include the following:

- 2.1 (As stated above) a School Crossing Patrol operates on Twynybedw Road outside the 'Junior' school building.
- 2.2 There is a registered School Crossing Patrol site located on Vardre Road at its junction Gellionnen Road, however at present this position is unfilled, although subject to vacancy management advise, advertising for the role is continually in place. This location is used as a route to school for pupils attending both YGG Gellionnen and Clydach Primary.
- 2.3 Traffic Regulation Orders (parking and stopping restrictions) including School Keep Clear Markings operating No Stopping At Any Time are in place outside Clydach Primary (both sites). [Ref. Photographs 1, 2, 3 & 4].



Photograph 1 - Sybil Street showing School Keep Clear Markings and Pedestrian Guardrail



Photograph 2

Photographs 2 & 3 -Twynybedw Road showing School Keep Clear markings, footway and pedestrian guardrail. Photograph 3 is shows where the School Crossing Patrol operates across Twynybedw Road



Photograph 3

- 2.4 Traffic calming features in the form of speed plateaux and road humps are in place on Twynybedw Road.
- 2.5 Traffic calming features in the form of road humps are in place on Sybil Street and Down Street.



Photograph 4 – Down Street showing extended (built out) footway, pedestrian guardrail, crossing point and waiting restrictions.

- 2.6 A 20mph zone is in place on Twynybedw Road, Sybil Street and Down Street which supplements the traffic calming features itemised in 2.4 and 2.5 above. [Ref. Photograph 5].
- 2.7 A one-way traffic system operates on Twynybedw Road (northbound) [Ref. Photograph 5] and Down Street (eastbound). Sybil Street operates as a two-way traffic system.



Photograph 5

- 2.8 School warning signage has been placed on approaches to the school (Sybil Street) although during the most recent visit it was noted that there was no school warning signage in place on Twynybedw Road.

- 2.9** False footways i.e. coloured surfacing is in place on sections of Twynybedw Road to replicate areas where no physically constructed footway exists. i.e. it provides an area where pedestrians and vehicular traffic are provided with separate areas, albeit without a physical separation of a kerb line. These are often covered in detritus, particularly during autumn when fallen leaves cause an additional slip hazard for pedestrians. [Re. Photographs 6, 7, 8 & 9).



viewed in a southerly direction.

Photograph 6 -Twynybedw Road



viewed in a southerly direction.

Photograph 7 -Twynybedw Road



Road viewed in a northerly direction.

Photograph 8 - Twynybedw

**2.10** The detritus hazard identified in item 2.9 has been reported to Highways Maintenance in autumn 2017 and again in autumn 2018. (Ref. Photograph 9)



Photograph 9 – Twynybedw Road – Detritus on 'footway' area

### 3. SUGGESTED TRAFFIC AND ROAD SAFETY ENHANCEMENTS

- 3.1. **For information:** Investigations and assessments have taken place in recent years following concerns raised by the headteacher at Clydach Primary School. The concerns relate to the safety of pupils on route to the school and particularly between the split sites of the school. These concerns were raised well after the safety measures agreed as part of Safer Routes scheme were implemented in 2004.
- 3.2. In recent years several improvements were suggested to enhance safety although it should be emphasised that these improvements were related to the existing pupil numbers at the school. Road traffic collision data for the immediate area around the school did not warrant priority action although suggestions were added to a list of proposals requested by Welsh Government in 2014 for possible funding of via any future bid for funding of a Safe Routes in Communities scheme. At the time of the assessment, plans for closure of Craigcefnparc Primary and relocation of pupils to Clydach Primary were not known and not considered as part of that assessment.
- 3.3. The most recent review of road safety measures included the suggestion for additional traffic calming features, new traffic regulation orders, bollards on footway and a build out opposite the junior school site. It should be noted that with any new traffic calming feature, including in this case additional features, there will be a need to have a separate assessment of the carriageway condition to ensure skid resistant values are maintained and that additional braking and acceleration near the traffic calming features does not result in reduced durability of the road surface. If this is the case localised or complete resurfacing of the carriageway would be required prior to the introduction of additional traffic calming features.
- 3.4. There are no detailed plans available at this time and no budget has been earmarked for any proposals. An application to Welsh Government is included on a list of proposed locations and this application must compete with other sites being considered throughout Swansea. If submitted to Welsh Government, it does not guarantee funding. If a bid to Welsh Government was made and successful for 2019/20 then further consultation and a detailed design would be required resulting in a completion date of not before March 2020. If the relocation did proceed then it would be necessary to include the additional safety measures funded as part of the relocation proposal.

### 4. CONCERNS AND RECOMMENDATIONS RAISED AS PART OF THIS REVIEW

- 4.1 The introduction of 54 additional pupils will increase pressure on the existing road system around the school sites. The proposal indicates that *'leaners will require home to school transport due to the walking route from Craigcefnparc to Clydach'*. It is understood that due to the narrowness of vehicle routes around Clydach Primary three number mini-buses will be required to transport the additional pupils to the school at school peak times. A trial of a typical mini-bus on the route around the school is planned, however this could not be accomplished prior to completing this report.

**4.2** As with all schools there is congestion at school start and finish times, however on Twynybedw Road there is congestion associated with the school and through traffic that uses the route to access adjoining residential areas. The roads around the school are narrow with many parts of the route restricted with extremely narrow i.e. sub-standard width) footways or without footways. [Ref. Photographs 8, 9 &10].



Photograph 8 –Twynybedw Road  
Narrow footway



Photograph 9 Twynybedw  
Road - Narrow footway and  
carriageway





Photograph 10 Twynybedw Road – extent of footway outside school and showing footway end point

- 4.3** There will be a need to accommodate the additional *'home to school'* transport on street as there are no suitable off-street areas available. The existing area directly outside the 'infants' school on Sybil Street is covered by School Keep Clear markings and these must be retained and should not be removed to allow a dedicated loading/unloading area for mini-buses. This area must be kept clear to ensure pupils entering or exiting the school are not masked by parked high sided vehicles such as mini- buses.
- 4.4** Beyond the School Keep Clear markings on Sybil Street there is a short section of carriageway adjacent to the boundary wall of the school that could be used to accommodate a maximum of two spaces for mini-buses to load and unload pupils. A slight alteration in position of the existing School Keep Clear markings will be required in order to allow enough space to accommodate a loading/unloading area for mini –buses. A traffic regulation order would be required to formalise this. [Ref. Photograph 11]



Photograph 11 Sybil Street – possible area to be marked for mini-buses.

- 4.5** From the consultation paper it is noted that teaching staff from Craigcefnparc will relocate to Clydach Primary. It is assumed that most teaching staff will drive to the school placing additional pressure on the surrounding road system. On street parking is already limited at school peak times and any additional vehicles will result in issues of safety and congestion.
- 4.6** in addition it is understood that up to 10 Nursery School placements will be included in the relocation. This will inevitably increase vehicle movements around the school during morning drop off peak and add additional concerns to issues of safety and congestion already raised in item 4.4.
- 4.7** There is limited scope to improve footway links to and from the school, although some changes could be considered that would involve removal of on street parking spaces or compulsory land acquisition. The former would place additional pressure on parking arrangements for residents, parents and visitors around the school and the latter would require a lengthy legal process to formalise agreement.
- 4.8** Police recorded personal injury road traffic collision data has been checked for a distance of 500m radius centred on the schools. For the highways in the immediate vicinity of the school buildings i.e. Twynybedw Road, Sybil Street and Down Street there have been no (zero) police recorded personal injury collisions in the last three years to the end of December 2017\*. For the wider area 500m radius there have been nine Police recorded personal injury collisions over the same period i.e. to the end of December 2017\*. This resulted in ten casualties of which two received serious injuries and eight received slight injuries.

Type	Total	Serious Injuries	Slight Injuries	Casualty type
Collisions	9	2	7	
Casualties	10	2	8	Drivers = 5 Passengers = 1 Pedestrians = 3 Motorcyclist = 1 cyclists = 0

The 500metre radius extends to street such as High Street, Vardre Road and Lone Road.

*\* available and validated police recorded data to end of December 2017.*

## 5. SUMMARY OF RECOMMENDATIONS

For reasons of the safety of pupils and other road users on streets surrounding Clydach Primary school the relocation of pupils and staff from Craigcefnparc Primary to Clydach Primary **is not** recommended. Concerns raised are as follows:

- 5.1 The existing highway system around Clydach Primary is already congested at school peak times and previous concerns from the community have highlighted road safety concerns with the present set up.
- 5.2 The lack of footways (pavements) or the sub-standard width of some footways are of concern and this needs to be addressed before additional pupil capacity is considered.
- 5.3 Measures to mitigate these concerns have been proposed although not implemented due to other priorities although they are listed within a document requested by and presented to Welsh Government in 2014. The closure of Craigcefnparc Primary school could result in these measures being included as part of the proposed relocation, however it is considered that the additional vehicular and pedestrian traffic would add to congestion and safety issues at the school.
- 5.4 There are no police recorded collisions within the immediate area of the school buildings and therefore the traffic and road safety measures have assisted with safety although the limits on space and capacity restricts the ability to enhance pedestrian routes or parking near the school.
- 5.5 There may be an opportunity to arrange for a more detailed assessment of the implications to increasing capacity in the future by investigating alternative access arrangements to the school.
- 5.6 At school drop off and pick up times the roads in the immediate vicinity of the separate buildings covering Clydach Primary are especially busy and there is usually a high level of vehicle and pedestrian activity. This causes slower vehicle speeds and some congestion albeit for short periods and very often leads to frustration from other road users when obstruction occurs when pupils are arriving or leaving the school. The staggered times of start and finish at the two sites has lessened the impact on the surrounding road network. The proposed increase in pupil numbers will likely regenerate these problems.
- 5.7 **NOTE:** This report has been written with regard to the impact on Clydach Primary School and the surrounding road network, it does not take into consideration the current issues of road safety at Craigcefnparc Primary, should that school remain open.

## 6. REVIEW STATEMENT

I certify that this review was carried out by:

**ROAD SAFETY MANAGER**

**Jeff Green  
City and County of Swansea  
Highways and Transportation**



**Signed:**

**Date: 19<sup>th</sup> November 2018**



**Consultation Report:**  
**Proposal to Close Craigeffnparc Primary School**

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## 1. BACKGROUND

Craigcefnparc Primary School is in the village of Craigcefnparc in Swansea.

At January 2018 it had 54 full-time (FT) pupils on roll from the ages of 4 to 11, plus 2 part-time nursery children. At September 2018 there were 45 FT plus 4 nursery children on roll. There are three mixed-age classes in the school. The number on roll has been declining for the last five years.

The last Estyn inspection of the school was in May 2015 with the school's performance being adequate at the time and with adequate prospects for improvement and was placed in a category of Estyn monitoring. The school was removed from Estyn monitoring in October 2016 after considerable support from the local authority and investment of time by school staff. The Estyn report can be found here: <https://www.estyn.gov.wales/provider/craigcefnparc-primary-school>

The school has a new acting headteacher since September 2018 who has had to take on a part-time teaching role to balance the school's budget.

The local authority has consulted on a proposal to close Craigcefnparc Primary School with effect from 31 August 2019. It is proposed that the current catchment area is transferred to Clydach Primary School. Transport to Clydach Primary School would be provided for all pupils living in Craigcefnparc.

## 2. METHODOLOGY

Consultation took place with the prescribed consultees contained within the School Organisation Code <https://beta.gov.wales/school-organisation-code> via a letter/email with a link to the consultation document on the Swansea Council website <https://www.swansea.gov.uk/craigcefnparcconsultation>

The consultation period was between 5 September 2018 and 18 October 2018.

Consultation meetings were held as follows:

Meeting for:	Venue	Date	Time	Attendance
Learners (School Council)	Craigcefnparc School	18/09/18	14:30-15:30	12
Staff	Craigcefnparc School	18/09/18	15:30-16:15	7
Governors	Craigcefnparc School	18/09/18	16:15-17:00	6
Drop-in for parents/public	Craigcefnparc School Hall	18/09/18	17:00-19:00	38
Drop-in for parents/public	Craigcefnparc Community Hall	20/09/18	11:00-14:00	16
Drop-in for parents/public	Craigcefnparc Community Hall	20/09/18	14:00-16:00	17
Learners (School Council)	Clydach Primary School	24/09/18	14:30-15:30	10
Staff	Clydach Primary School	24/09/18	15:30-16:15	19

Governors	Clydach Primary School	24/09/18	16:15- 17:00	5
Drop-in for parents/public	Clydach Primary School	24/09/18	17:00- 19:00	16

An additional drop-in session was requested by objectors and this was arranged at the Craigefnparc Community Hall for 11 October 2018 from 17:00 to 19:00 and 31 people attended.

The presentations made at the meetings can be found at:

<https://www.swansea.gov.uk/craigcefnparcconsultation>

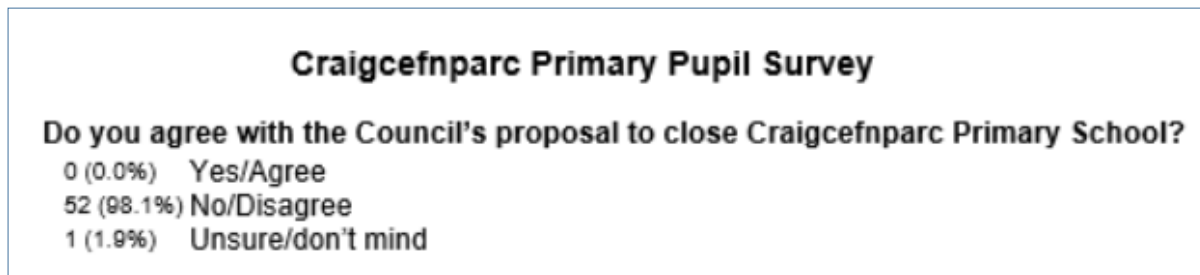
The publication of a consultation document is central to the consultation process prescribed by the Welsh Government for school reorganisation. The consultation document outlined the changes being considered, the rationale for these, details of the consultation process and incorporated a response form. Consultees were advised of the availability of an online version of the response form and also contact addresses to send in comments via e-mail.

The consultation process was extensively promoted online, via the Swansea Council website and social media channels, and also received coverage in the local press.



### 3. CONSULTATION WITH CHILDREN AND YOUNG PEOPLE

During the consultation period 54 responses were received to the online survey. The summary of the survey is as follows:



No letters/emails were received.

The main responses were that learners did not want their school to close as they liked being in small classes in a rural setting and felt that the school was like a family to them. They also felt that they had more opportunity to take part in school clubs and teams than would happen in a larger school.

Notes of the consultation meeting with the school council and a summary of the pupil responses collated by the school council can be found at Appendix 1.

A summary of the issues raised and the local authority response is attached at Appendix 2.

The learners also submitted 46 pieces of artwork, a sample of which can be seen at Appendix 3.

All consultation responses and artwork have been made available in full for Cabinet to view.

#### 4. CONSULTATION WITH STAFF, GOVERNORS, PARENTS and INTERESTED PARTIES

During the consultation period 120 responses were received to the online survey. The summary of the survey is as follows:

**1. Are you responding as a ...**

1 (0.9%)	Pupil
35 (30.2%)	Parent/carer
1 (0.9%)	Member of staff at Craigcefnparc Primary School
4 (3.4%)	Member of staff at another school
2 (1.7%)	Governor at Craigcefnparc
1 (0.9%)	Governor at another school
59 (50.9%)	Local community member
21 (18.1%)	Other (please specify)
31 (100.0%)	

**2. Have you read the consultation document on the proposal to close Craigcefnparc Primary School?**

118	Yes
(100.0%)	
0	No
(0.0%)	

**If you haven't read the consultation document you can find it online here. If you need this in another format please contact Kelly Small on telephone number 01792 636686 or email [schoolorganisation@swansea.gov.uk](mailto:schoolorganisation@swansea.gov.uk).**

Are you clear about what this proposal would mean if it were to go ahead?

**3.**

87	Yes
(91.6%)	
8	No
(8.4%)	

**4. If no, what further information do you need?**

7	(100.0%)
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**Careful consideration has been given to alternatives to closure, full details on each option can be found in the consultation document:**

- Option 1 - Status Quo**
- Option 2 - Amalgamation**
- Option 3 - Federation**
- Option 4 - School Closure**

**The Council have assessed all the options as outlined in the report. After considering the advantages and disadvantages to each, we have concluded that our proposal to close Craigcefnparc Primary School is the right option.**

<b>5.</b>	<b>Do you agree with our assessment of each of the alternative options as outlined within the consultation document?</b>							
		<b>Strongly Agree</b>	<b>Tend to Agree</b>	<b>Tend to Disagree</b>	<b>Strongly Disagree</b>			
Status Quo		37 (33.0%)	6 (5.4%)	14 (12.5%)	55 (49.1%)			
Amalgamation		3 (2.9%)	21 (20.4%)	20 (19.4%)	59 (57.3%)			
Federation		4 (3.9%)	23 (22.5%)	13 (12.7%)	62 (60.8%)			
<b>6.</b>	<b>Please explain your view below:</b>							
	82 (100.0%)							
<b>7.</b>	<b>Is there an alternative option that you think the Council should consider?</b>							
	89 (100.0%)							
<b>8.</b>	<b>Are there any other issues or concerns that you feel have not been recognised within the consultation document?</b>							
	87 (100.0%)							
<b>9.</b>	<b>Overall, do you agree or disagree that the Council's proposal to close Craigeffnparc Primary School is the right option?</b>							
	6 (5.4%)	<b>Strongly Agree</b>	0 (0.0%)	<b>Tend to Agree</b>	4 (3.8%)	<b>Tend to Disagree</b>	101 (91.0%)	<b>Strongly Disagree</b>

463 letters/emails were also received, with 462 of those responding objecting to the proposal. 1 response supported the proposal.

The main responses were:

- Support for the School:** Objectors feel the council were too slow to provide support and bring about leadership improvements which have contributed to a drop in pupil numbers, and that the acting headteachers are bringing about change to improve the school and should be given time to continue that work. Objectors were confident that pupil numbers would increase again if the closure threat were removed, particularly as there were leadership improvements. The local authority has supported Craigeffnparc Primary School in their school improvement journey by identifying a quality acting headteacher from another school and funding this post for some time. The low pupil numbers in the school mean that the budget available to the school is also low and the current acting headteacher has to work for at least two days a week in the classroom, having the least non-contact time of any headteacher in Swansea. This will no doubt impact on the school's ability to continue to improve standards and to prepare for the new curriculum. Even if learners did return to the school there are not enough births in the whole of the Mawr ward to make the school sustainable. There have only been three admission applications to Reception for September 2019 by the closing date of 30 November 2018.
- School standards:** Previous poor standards highlighted by Estyn had been resolved after much support from the local authority and by the acting headteachers that had been appointed. The new governing body were also active in school improvement and the request from objectors was to give the school a chance to continue to improve the educational provision for learners at the school. The local authority recognise that Estyn have been satisfied that

previous concerns are being addressed and that the school has moved from a 'red' to a 'yellow' category of support from the local authority but has recently been provisionally allocated to 'amber'. However a continued decline in pupil numbers and the projected budget pressures for coming years will have an impact. The school is unable to fund the supply staff costs needed to release staff for training and this will be vital to prepare for the new curriculum. Also the acting headteacher is restricted to the school site in the main due to teaching commitments and leadership requirements and therefore is unable to attend professional development opportunities. The school are likely to struggle to find a headteacher for a school of under 50 pupils in an amber support category.

- **Transport:** Learners from Craigcefnparc would have to be transported to Clydach Primary School, as there is no available walking route. Transport is only provided for learners of statutory school age for the start and end of the school day and therefore would not be provided for nursery learners or those wishing to access breakfast club or any after school provision, disadvantaging the learners from the village. The council is responsible for transporting pupils for education. Parents are always responsible for getting their learners to and from any out of school activities such as breakfast club and after school club.
- **Breadth of Curriculum:** Confidence that the school could continue to provide the full curriculum to learners, despite the small number of staff at the school and budget pressures. Examples were given of the benefits of being in a small school, such as more opportunity to be involved in the School Council and sporting groups, and learning/social opportunities with children of different ages. Estyn reviewed school size and educational effectiveness in their December 2013 report and the following areas are highlighted from this report (the full report can be found at <https://www.estyn.gov.wales/thematic-reports/school-size-and-educational-effectiveness-december-2013>) The report shows that large primary schools tend to perform better than small and medium-sized schools. Curriculum provision is better in large primary schools. In small schools, there tends to be shortcomings in the provision of foundation subjects at key stage 2. These shortcomings differ from school to school, but are often linked to gaps in the expertise of staff. The quality of teaching is good or better in 80% of primary schools overall, but 72% of very small primary schools have teaching that is good or better. In these schools, there are three or more age groups in each class and teachers have to plan and deliver lessons that meet the needs of pupils from a wide age and ability range. Leadership and processes to improve quality are usually better developed in large primary schools. In small primary schools, many headteachers have a significant teaching responsibility that limits the time they can devote to leading and managing and they have fewer opportunities to evaluate standards and to drive improvement. Larger schools are likely to have more groups to join with a wider range to interest learners. Small schools struggle with team sports where a minimum numbers of players are required. Numbers at Craigcefnparc are predicted to fall further when the larger year groups in Key Stage 2 leave and this will limit team sports even further.
- **Grant bids:** The governors had proposed grant bids for financial sustainability at the school, including establishing wrap-around childcare and a community IT hub at the school. These were not considered to be sufficiently developed to confidently deliver within the current financial year. However, Swansea Council

has been able to support a bid for funding for feasibility studies in order to consider further bid submission in FY2019-2020.

- **School setting and facilities:** Concern that learners would be leaving a rural setting to go to a congested town, and to a site that does not have the same green areas as they have at Craigechnparc Primary School. A traffic assessment has been undertaken which identified enhancements for the area around Clydach Primary School such as increased traffic calming measures, and these will be introduced regardless of the outcome of this proposal. Outdoor learning is a requirement in the Foundation Phase and learners at Clydach Primary have a stimulating outdoor area on the school site and also take trips to the canal, Coed Gwillim Parc, Forge Fach community centre's outdoor area/3G pitch, Manor Park etc.
- **Impact on rural community:** Wider concern around the social and economic implications of removing the school from the rural community, particularly in light of the Wellbeing of Future Generations Act. The council's Local Well-being Plan has an objective 'To build Strong Communities with a sense of pride and belonging'. Objectors may consider this definition in broad terms (Page 21 of the LWP) but objections would not be directly in line with specific steps or actions. The objectives definition of communities is not restricted to specific physical communities of any particular size but includes communities of interest too. The council's plans support the development of a new community which will be created at Clydach Primary School. Arguably, this is an opportunity to be part of a more diverse community with potential benefits in terms of experiencing a wider range of cultures, languages and communities that can enrich pupils' experience. The most relevant of the 3 steps under the objective is 'individuals are connected and feel a sense of belonging' and, while this is true of a small school community, it is also true of larger school communities which tend to benefit from greater intercultural opportunities.
- **Impact on staff:** The impact on staff at the school as they could be in a redundancy situation if they could not be redeployed elsewhere. If the proposal proceeds to closure, the council would work with Clydach Primary School and any other school receiving pupils to request that governors consider ring-fencing any new posts for the staff at Craigechnparc Primary School. The council would also seek to redeploy staff into other schools/establishments within the council. Staff would also be offered the option of taking early retirement or voluntary redundancy. Compulsory redundancy would only apply when all other avenues are exhausted.

Notes of the consultation meetings with staff and governors can be found at Appendix 4. The points raised at the drop-in sessions for parents and other interested parties can be found at Appendix 5.

A summary of the issues raised and the local authority response is attached at Appendix 6.

The main body of the detailed working party report is attached at Appendix 7. A number of appendices have been redacted to comply with General Data Protection Regulations (GDPR).

There were also two petitions – an online petition signed by 984 people and a written petition signed by 797 people giving individual reasons why they did not wish to see the school close.

A video has also been made to support the objectors and can be found here <https://m.youtube.com/watch?v=9XnW0-4hW4c#>

All consultation responses have been made available in full for Cabinet to view.

## 5. ESTYN RESPONSE

Estyn, the schools' inspectorate for Wales, were also required to comment on the proposal, as per the School Organisation Code. Their response is as follows:

### **Estyn's response to the proposal by Swansea Council to close Ysgol Gynradd**

This report has been prepared by Her Majesty's Inspectors of Education and Training in Wales.

Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However, Estyn is not a body that is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals.

Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer and other additional information such as data from Welsh Government and the views of the Regional Consortia, which deliver school improvement services to the schools within the proposal.

#### **Introduction**

This is a proposal by Swansea Council to close Ysgol Gynradd Craigcefnparc and to transfer the school's current catchment to Ysgol Gynradd Clydach.

#### **Summary/Conclusion**

The proposer has provided a comprehensive proposal that explains clearly the reasoning behind the proposal to close Ysgol Craigcefnparc and transfer the school's current catchment area to Ysgol Gynradd Clydach. The proposer notes that, over a 5-year-period, education provision at Ysgol Gynradd Craigcefnparc has been varied and a lack of permanent leadership has hindered improvement. Pupil numbers at the school are falling every year, and the local authority predicts that this pattern will continue. Standards at Ysgol Gynradd Clydach are positive and the school is managed well by a stable team. There are surplus places that would be able to accommodate all of the pupils from Ysgol Gynradd Craigcefnparc.

**Estyn believes that the proposal is likely to at least maintain the current standards in terms of education, provision, and leadership and management.**

#### **Description and benefits**

The proposer has identified a clear rationale for the proposal, based on educational reasons, and has also identified other benefits, such as the positive effect in terms of cost effectiveness for the education authority.

The proposer has identified the expected advantages and disadvantages in comparison with the status quo, but the list of advantages for maintaining the status quo is superficial and does not consider any educational benefits. The proposer has considered the option of merging both schools and also the option of creating a federation, and has identified the advantages and disadvantages; however, it is not clear to what extent the proposer has investigated these possibilities in full. It has given clear reasons as to why it favours closing Ysgol Gynradd Craigcefnparc.

The proposer has identified the disadvantages of this proposal, including relocating pupils, making staff redundant and an increase in transport costs. The Council has considered the disadvantages and has noted that it will strive to relocate staff to other posts. It will also provide transport for eligible pupils, in line with its transport policy. The proposer has identified the financial benefits of the proposal and has quoted the cost of pupil places at Ysgol Gynradd Craigcefnparc in comparison with the average cost in schools in Swansea, but it is not clear what other costs will be associated with the proposal, for example the cost of improving the toilets in Ysgol Gynradd Clydach or road works outside the school.

The proposer identifies challenges throughout the proposal and responds to each of them. For example, it has identified that highway improvements will be needed in the area around Ysgol Gynradd Clydach, as it is located on more than one site. It will consider making a Safer Routes in Communities application for the improvements, but if this is unsuccessful, the funding for improvements will be identified from central education budgets.

The proposer has considered the surplus places at schools in the local area. Ysgol Gynradd Clydach has capacity for 279 pupils, which means that it has space for 66 additional pupils. The total number of full-time pupils at Ysgol Gynradd Craigeffnparc was 54 in January 2018 (with capacity for 94). This means that the proposal to close Ysgol Craigeffnparc will reduce the number of surplus places in the area.

The proposer states that Ysgol Craigeffnparc is an English-medium school, but that Welsh plays a key part across the curriculum. It identifies that this will continue to be the case at Ysgol Gynradd Clydach. It is reasonable to believe that there will be no negative effect on the Welsh language or Welsh-medium provision in the area.

### **Educational aspects of the proposal**

The proposer has given appropriate consideration to the effects of the proposal on the quality of outcomes, provision, and leadership and management. It has identified the opportunities and advantages of having a school with more teachers, such as the potential to provide more flexibility in terms of delivering the full curriculum, and to provide more opportunities for staff to develop professionally and share expertise. The proposer has identified that Ysgol Gynradd Clydach has positive achievement in terms of standards, and that it is led well and has a supportive governing body. It has also identified the advantages to pupils of being in a larger school, such as better access to resources.

It is reasonable to believe that the proposal will not have a negative effect on Ysgol Gynradd Clydach's ability to ensure that the full curriculum is delivered in the foundation phase and key stage 2.

The proposer has provided an equality impact assessment report, which identifies aspects that will need further investigation, most prominently older people due to the possibility of staff redundancies. The Council will recommend that the new staff posts at Ysgol Gynradd Clydach should be earmarked for staff from Ysgol Gynradd Craigeffnparc. The proposal does not identify clearly enough the impact of the proposal on pupils with special educational needs.

The proposer acknowledges that closing the school will cause some disruption and uncertainty for pupils, but it is not clear how any possible disruption to learners will be minimised.

The proposal has given purposeful consideration to the latest Estyn inspection reports for both schools. Estyn's report on Ysgol Gynradd Craigeffnparc identifies the school's current performance and prospects for improvement as adequate. The report for Ysgol Gynradd Clydach identifies that the school's current performance and prospects for improvement are good.

The proposer has provided a short summary from 'My Local School' to identify the percentage of pupils who achieved the expected outcome in the foundation phase in 2017, and the expected level in key stage 2 in 2017. It has identified the current categories of both schools, namely 'yellow'. It has not analysed or benchmarked school data in order to compare the schools with similar schools in terms of the percentage of pupils who are eligible for free school meals. It has not provided the views of the local authority or the consortium on the quality of leadership and management at the schools.

**In response to the areas of concern raised by Estyn, the local authority feels a robust argument was made in the consultation paper clearly setting out the alternatives that had been considered. The Director of Education met with the governing bodies of Craigeffnparc Primary School and neighbouring**



**schools to explore the possibility of federation on a number of occasions. Furthermore, the possible alternatives were also explored by senior education officers at internal meetings.**

**Estimated costs related to this proposal are set out in the consultation paper, including the estimated cost of toilet refurbishment that had been produced by a council surveyor.**

**The local authority has experience of successfully relocating pupils following previous school reorganisations. In order to minimise disruption for pupils, arrangements such as transition days will be held prior to the official move. Pupils and parents from Craigcefnparc would be helped and encouraged to join in with the new school community, for example by joining the school council and the Parent Teacher Association.**

## Proposal Close Craigefnparc Primary School

**Meeting with learners at Craigefnparc Primary School**

18 September 2018

Present: Euros Jones, Challenge Adviser  
 Kelly Small, Head of Funding and Information Unit  
 12 School Council members  
 Catherine Percival, Acting Headteacher

1.	Euros Jones gave introductions and talked to the learners about the proposal. Will feedback to councillors. Also given written feedback from pupils. Council had gone through paper in advance and proposal to move to Clydach Primary. Will consider responses then give to Councillors. Today we will collect views and try to clarify.
2.	<i>Don't want the school to close. Been in school from Nursery to Year 6 and it is brilliant school, loads of brill things, forest school, grand theatre to perform with Victorians, lots of learners have gone on to do brill things after school. Multiple generations, parents here, upsetting to close.</i>
3.	<i>Nursery -Y6 is like a second home. Y3/4 first excellent in algebra. People coming in to do Mad Science etc.</i>
4.	<i>Shouldn't close, came from England Y1 but since have had brill experience, better than last school.</i>
5.	<i>Came in Y2 from England too and settled well</i>
6.	<i>Came in Y3 as dad in army. Fourth school and the best. Have settled in just and made good friends and good education. Settled well in smaller school, was bigger ones in England and Scotland</i>
7.	<i>Euros asked the school council if they had any comments on reasons in paper?</i>
8.	<i>Why doesn't YGG Felindre close and send the 20 to our school to increase our numbers and have bilingual school instead? Can we have different classes for different language?</i>

9.	<i>Clydach is cramped so we could have some of theirs to take ours up and they could have more space?</i>
10.	<i>Felt like my second home.</i>
11.	<i>If Clydach and YGG Gellionnen are all full we would have to go to a super school like Bay Baglan and have more bullying and mayhem.</i>
	<i>Euros asked why more bullying?</i>
12.	<i>More people so more to disagree with.</i>
13.	<i>Don't close as we will need new uniform. If facing closure will they buy us new uniform?</i>
14.	<i>Went to another school first but glad we came here.</i>
15.	<i>Lots of fun here, leaving party for Y6 leavers, limo and been waiting for that so annoyed if won't get that. Everyone makes arch to walk through,</i>
16.	<i>Xmas concert we have a chance to have a part but won't in bigger school. Held it in the chapel.</i>
17.	<i>Get separated from friends in a bigger school, won't know people so lonely and quiet.</i> Euros said this could depend on the age as fewer more of a range in class now.
18.	<i>Euros asked the children about sport?</i> Football tournament coming up in Pontardawe. Not sure if this is reason for closure as we don't have enough to play in team.
19.	<i>Euros said that document it says more opportunities in bigger school. But in Bigger school, less chance to get place in the team.</i> Euros said that would be a challenge in a bigger school to give everybody an opportunity. Don't have to worry about leaving people out. If move to bigger school and have football team won't have chance so they already have players. <i>Euros asked if they have a village team?</i> No, play rugby for Trebanos. Love how friendly the school is and everyone can play football on yard but will be more in a bigger school and too many as lots of girls play. When in a bigger school they wouldn't let me play.
20.	<i>Got fair chance of being on school council, ECO and other groups, safety squad, dew cymraeg</i>
21	<i>If new school more chance of not getting into after school clubs as more want to join.</i>
22.	<i>Euros asked if they pay for it here as there are so many places?</i>

	<i>Yes, rare not to get in here. There are 2 clubs on Tues, Wed &amp; Thurs for an hour. Council, ICT, Sport, keep fit, arts and crafts and sometimes Science Club. There needs to be a first aid club. In Mad Science we had a hover board that he made himself</i>
23.	<i>Shouldn't close just because we don't have many pupils, doesn't mean we are not working hard enough or at home isn't any good.</i>
24.	<i>Lots of us have brothers and sisters in the school or have been to the school and mainly go to Cwmtawe though some go to Birchgrove or Morryston</i>
25.	<i>Only Y6 go to comp for transition and I don't want to miss that. What do Clydach have that we don't?</i>
26.	<i>What are chances that school will stay open? Euros said that this is a proposal so can't answer that but sometime in the past cabinet have changed and ended a proposal after consultation</i>
27.	<i>Don't want to leave my friends.</i>
28.	<i>Would want my last year to be here</i>
29.	<i>Euros asked how many were in Y5? 7</i>
30.	<i>I want to move to have a man teacher.</i>
31.	<i>What if Clydach is full? Euros told the school council that we have already thought of that and if they all chose to go to Clydach there would be space. If we do all go there now what about in the future? Craigcefnparc would become part of the catchment area to ensure their places</i>
32.	<i>Juniors in Clydach have to walk to the park and its rude as infants get a bus. And they have to queue 15mins for food</i>
33.	<i>Parents are trying to keep an open mind but want to keep it open as its part of the village, and what is a village without a school.</i>
34.	<i>Euros told the school council that if they think of anything else they can write in or fill in the forms.</i>

Proposal Close Craigcefnparc Primary School

**Meeting with learners at Clydach Primary School (Proposed catchment school).**

24 September 2018

Present: Chris Rees, Leader of Learning for Digital Competence  
 Kelly Small, Head of Funding and Information Unit  
 10 school Council members  
 Emma Peters, Head teacher

1.	Chris Rees gave introductions and talked to the learners about the proposal. He explained that they can tell us what they think about the proposal by 18 October 2018.
2.	<i>What does the proposal mean for you?</i> It would mean that there would be a lot more learners coming to the school if Craigcefnparc was to close.
3.	<i>School Council feel that with the extra learners there would not be enough resources such as milk, pencils and chairs?</i> The school will receive extra money as more learners will mean more budget so they will be able to buy more resources.
4.	<i>Will we make money and profit from it?</i>
5.	<i>How will we be able to cope with more learners in canteen and more noise?</i> Noted: Good point
6.	<i>Worried about being pushed around everywhere as there will be more children who could be tall.</i>
7.	<i>We would have more children being naughty and we already have some.</i>
8.	<i>How will we all fit in the school?</i> You have two sites.
9.	<i>How can we cope with 55 new learners, will there be an extension? How will we fit in playground and football pitch?</i>
10.	<i>Will they be well behaved?</i> Some may be naughty and some maybe nice

11.	<i>Why did you chose our school and not others?</i>
	There is a reason due to location
12.	<i>Will there be enough room to play outside?</i>
13.	<i>We changed junior time to finish 10 mins earlier. We have less break</i>
	Good point about start time differences.
14.	<i>We will have car problems as there will be more cars.</i>
15.	<i>How many will there be in each year group?</i>
	13 in some and 2 in others
16.	<i>What happens if lots of children in one year as Y6 are all full now?</i>
	Y4 and Y5 are the big groups. Y6 would have left. Headteacher will have to think about this. Big Y4
17.	<i>What if they all come to Juniors, will the staff come here?</i>
	Staff may come also, but they may go elsewhere.
18.	<i>Will my uncle have to build a bigger corridor?</i>
	It's a long corridor
19.	<i>We can have different break times. Y6 can go last so don't jump in.</i>
	Don't worry we can organise day.
20.	<i>If more staff, the staff room is very small</i>
21	<i>For 55 children we will need more teachers.</i>
22.	<i>We will need more trays for books</i>
23.	<i>We will need more homework books</i>
24.	<i>Who would like to come</i>
25.	<i>I'd like it if we had new friends</i>
26.	<i>Who's a bit worried? Why are you worried?</i>
	Not enough classrooms and space. Someone there bullied my friend. Not enough equipment. My friend's parents said he would have to move to another school if they came here. We would have whole new school.
27.	<i>Because our hall doesn't have much space it will get squished if there are more</i>
28.	<i>Will we have enough money to do school trips as we will need bigger buses and more expensive.</i>
29.	<i>Good if more teachers, as they may be shy and happy to have teachers</i>

30.	<i>Will we have enough paper for me?</i>
	<i>I'd like you to be paperless but if there are more learners there will be more money but more cost too.</i>
31.	<i>I don't think they should come as there's a lot here already. I've just come from Glais who were smaller.</i>
32.	<i>Not enough computers in class now. Not enough in IT suite for everyone to have computers.</i>
33.	<i>Not enough dinner plates.</i>
34.	<i>Will we have enough money for electric and water.</i>
35.	<i>I like the school as it is and don't want it to change.</i>
36.	<i>Children were informed that anything else they think of, they can write in or ask their teacher or parent to help them.</i>

Craigcefnparc Consultation -Feedback Forms From School Council

**Comments**

It's a good school to be learning in and it's a good school.

Dinners are good – no queue.

Playing in yards.

Missing the yard.

Good work.

Forest School.

School clubs.

Big classes in another school won't be better.

Lot's of friends and I don't want to make new friends.

It's a lovely school.

Stay with friends. CB

Why do you want the school to close, we want to be keep it open.

We adore it and think it is an angel – I'm putting my foot down on this one. I

The school is fabulous and I don't want to be apart from my friends I stand my ground. JJ

Why are they closing the school, I love the school and I am not leaving! JB

Been to four schools and "this is by far the best". Y5.

"Disgusting behaviour". Y5.

People have heard that the school is closing and so people think that it would be utterly pointless to send them here because if the school did close they would just have to move them again! Our school is bully free. Y6.

"If all other schools were full we would have to go to a super school which may result in more bullying!" Y6.

"It is unbelievable that they are closing our school then telling us to buy our own uniforms!" HD Y5.

"Only most get a free bus.....shouldn't everyone ?" Y6.

"It's unfair that the Craigcefnparc teachers won't all get to go to Clydach as well as the pupils". Y6.

"Clydach school wouldn't be able to handle the amount of pupils that they have without expanding!" Y6.

If one of the reasons people are closing our school is that there aren't enough people here then why not just help us get people in!" Y6.

"Just because we are a smaller school it doesn't mean that we are under performing and we are by no means not as good as any other school in fact in some respects I think we are better than other schools!" Y6.

"What do Clydach have that we don't apart from pupils and teachers, and what difference does it make?" Y5.

"If you live close the school is easy to get to school". Y6.

" If a person can't drive if they live in the village they can walk but they can't in other schools". Y6.

"This school is bully free and way more friendly and you made friends and you have to move and make new friends and have to get used to the teachers too". Y6.

RB - She loves the school and she doesn't want it to close because it's like her home.

JR - He doesn't want the school to close because he says it's fabulous.



AT - He doesn't want the school to close because he doesn't want to be separated from his friends and he came from another and he said this school is better.

RV - She says her family has been in Craigcefnparc for five generations and she loves this school and she's never leaving.

NM – He says I stand my ground, I am not losing my friends, so I am not leaving.

JT – “I am not moving out of the school and my friends and I love this school and this is the best school ever”.

MT- “I stand my ground and I am never leaving”.

M – “The view from school is awesome and it has the best teachers ever”!

LE – “ I don't want the school to close down because it has very good teachers and I don't want to leave my friends”.

CJS – “I don't want the school to close because I don't want to be apart from my friends”.

Consultation Responses on the Proposal to close Craigeffnparc Primary School						
Number of written consultation responses received:				emails/ letters	Online survey	
0				0	0	
Number of online consultation responses received:						
54						
		Support Proposal/Happy		0	0	
		Against Proposal/Unhappy		0	52	
		Undecided/Unclear		0	1	
		Responses from:				
		Pupil		0	54	
		Parent/Carer		0		
		Member of Staff		0		
		Governor		0		
		Community Member		0		
		Other		0		
Point Raised	Local Authority Response	Number of Written Responses Raising Point	% of Written Responses Raising Point	Number of Online Responses Raising Point	% of Online Responses Raising Point	Raised at meetings Learner Yes or No
<b>Craigeffnparc learner responses</b>						
1 I want to attend a school in my village. I have a right to attend a village school/the school that I choose.	Noted	0		3	6%	
2 I have been in this school a long time and don't want to move.		0		4	7%	Yes
3 The school has been in the village for a very long time.		0		2	4%	Yes
4 Don't want to go to Clydach Primary School. The juniors have to walk to the park and queue for 15 minutes for lunch.		0		2	4%	Yes
5 Love having a rural school/a school in the middle of nowhere.		0		2	4%	
6 Love forest school. No other school has it.	Other schools do have forest schools and all have outdoor learning opportunities.	0		3	6%	Yes
7 I love playing with the Lego.	They also have all of these things at Clydach Primary School.	0		3	6%	
8 There are good computers at Craigeffnparc.		0		1	2%	
9 I love dinner time.		0		1	2%	
10 We learn about exciting things at Craigeffnparc. We learn together well.	All schools must offer the same curriculum.	0		3	6%	
11 It's a good school. There are lots of things for us to do at Craigeffnparc. We don't need anything more. Clydach don't have anything that we don't have.		0		13	24%	Yes
12 Closing the school would make me very upset. I'm very happy at Craigeffnparc school.	If the proposal goes ahead the council will work with pupils on transition opportunities to go to Clydach to make friends and get used to the school.	0		6	11%	
13 The school is like my home. Everyone knows each other well and gets on.		0		4	7%	Yes
14 I have been to another school before and Craigeffnparc is the best.		0		5	9%	Yes
15 If it closes before I get to Year 6 I will miss the leaving party and limo.	There will be Year 6 celebrations at Clydach Primary School.	0		0	0%	Yes
16 If it closes I will miss my friends/be separated from my friends.	If the school closed, all learners on roll that wished to have a place would move to Clydach Primary School as there is space there for all of the Craigeffnparc pupils. Friends would be in the school but not necessarily in the same class, as Craigeffnparc currently only has two classes to cover the whole age range of the school. Parents could wish to apply for a place in another school for their child, subject to availability, although places are limited at Craigeffn and Glais.	0		12	22%	Yes
17 My friend has left the school already as her mum was scared by the consultation.		0		1	2%	
18 I wouldn't have any friends at Clydach/I'd have to make new friends.		0		2	4%	
19 What if Clydach is full?		0		0	0%	Yes
20 Most other schools around the area are full.		0		1	2%	Yes

21	Craigcefnparc is bully free. There is more bullying in bigger schools.	Unfortunately bullying can happen in schools of all sizes but will be addressed immediately.	0	5	9%	Yes
22	Bring pupils from the overcrowded Clydach or Glais Primary Schools to here instead. Help get more pupils to come to Craigcefnparc.	Parents could already choose to send their children to Craigcefnparc if they wished. Neither school is overcrowded.	0	4	7%	Yes
23	Close YGG Felindre and move the 20 pupils to our school and make us bilingual instead. We could have different classes for different languages.	Bilingual and dual stream schools do not immerse learners in the Welsh language. More space is also required for the separate language classes.	0	0	0%	Yes
24	Sad to just close the school because of pupil numbers. Just because it's small it doesn't mean it's bad or underperforming. The school will always be small as it's in a small village.	Sustainability of small schools is a concern to the council and the emerging curriculum will place additional pressures on smaller schools.	0	7	13%	Yes
25	In a small school we get more chance to be in a sports team, School Council, Eco Group or have a part in the Christmas concert etc. Girls get to play in the football team in Craigcefnparc.	Noted.	0	0	0%	Yes
26	We could work with other schools instead of closing.	Federation has been offered as an option but, as yet, no other school has signed up to federate with Craigcefnparc Primary.	0	1	2%	
27	I love walking to school/using my scooter. It keeps me healthy. I don't want to go by bus. It will be frightening without my mother/grandmother.	As this is still a proposal the transport route has not been confirmed but it would usually involve a number of pick up points and learners would need to walk to these points. There would be an escort on the bus.	0	6	11%	
28	There is lots of fresh air. There will be more pollution by the increased level of cars being used.	Possibly there would be fewer cars taking children to school if a bus is provided.	0	2	4%	
29	Some adults can't drive so it's easier to walk but they won't be able to walk to Clydach.	Transport would be provided for children of statutory school age living in the village, as per our transport policy.	0	1	2%	
30	There are lots of after school clubs. I won't be able to go to after school club in Clydach as there won't be a bus home. Inequality.	The council must only provide home to school transport where required in accordance with its transport policy. Learners are probably picked up and dropped off for nursery, breakfast club and after school by their parents now. It is appreciated that it would be a longer journey to get to Clydach.	0	3	6%	Yes
31	I won't be able to go to breakfast club as the bus will only take me to Clydach for the start of the school day. Inequality.		0	2	4%	
32	How will some people get to school if only some are allowed on the bus?		0	3	6%	
33	The roads in Clydach scare me.	The council has asked for a traffic management plan to be produced.	0	1	2%	
34	Teachers are nice/the best and work hard for us and give us lots of help.	The council will support all staff to find a new job. If the proposal went ahead and extra staff were needed at Clydach Primary School we would ask that governors consider the good staff at Craigcefnparc to fill these posts.	0	7	13%	
35	It's unfair that not all staff will get a job at Clydach, and some would have to retire or go elsewhere.		0	5	9%	
36	I'd like to move to have a man teacher.					Yes
37	We will have to buy new uniforms, for a school that we don't want to go to.	Children usually require new uniform as they grow. We would hope that any new school would allow some flexibility and would work with parents to get uniform for children.	0	3	6%	Yes
38	All the money you have spent on Craigcefnparc will be a waste if you close it.	Money has to be spent on learners, staff and school buildings all of the time for the learners that are there at that point, so it is not wasted.	0	1	2%	

Clydach learner responses						
39	There will be more children in the canteen and it will be noisier. We could have different break times.	Some schools do have different break times.	0	0	0%	Yes
40	There will be more children. How will we fit? Will there be an extension? How will we fit in the playground? There isn't much space in our hall. Will we have a bigger corridor? Worried we could fall if it's busy. There are a lot here already.	There is enough room in Clydach for more classrooms to be brought back into use. Clydach school used to have more children on roll so there is room for all pupils from Craigeffnparc.	0	0	0%	Yes
41	How many are in each year group in Craigeffnparc? What happens if lots come in a year group where we are already full?	There are 13 in some year groups and 2 in others. Y4 and Y5 are the big groups. Y6 would have left. The headteacher will have to manage the organisation of classes appropriately.	0	0	0%	Yes
42	Will they be well behaved? There could be more naughty children.	There can be naughty children in any school.	0	0	0%	Yes
43	I'd like to have new friends.	Noted.	0	0	0%	Yes
44	Will the staff come here too? We will need a bigger staff room as it's very small. It will be good if their teachers come too as the children may be shy so it would make them happy to have their teachers.	Yes, it would be good if their teachers could come too. It would depend on how many extra staff may be needed at Clydach.	0	0	0%	Yes
45	Why did you choose Clydach and not another school?	Because there is enough room at Clydach, it is a good school and it is the nearest school to Craigeffnparc.	0	0	0%	Yes
46	Like Clydach Primary as it is and don't want it to change.	Noted.	0	0	0%	Yes
47	The juniors finish 10 minutes earlier now as it's busy outside the school. There will be more cars.	A traffic assessment has been requested.	0	0	0%	Yes
48	Will we have enough money for school trips as we will need bigger busses and it will be more expensive.	The cost of trips could be cheaper as the cost could be shared amongst more children.	0	0	0%	Yes
49	There will not be enough resources in Clydach Primary for more learners, such as computers, milk, pencils and chairs etc.	The school will get extra money for the extra pupils so they will be able to buy these things.	0	3	6%	Yes





Craigcefnparc Consultation - Learner's Paper Plates

Dear Cabinet, this box contains individual paper plates that the children of Craigcefnparc Primary have made, to display to you all how they will feel if the decision you make is to close their wonderful school. On the back of each self-portrait plate, where their emotions are clearly displayed, is a note from each child, telling you why they do not want to be forced to change schools. Please take time to look at them all and read their messages to you. From the children of Craigcefnparc Primary School.

I do not want Craigcefnparc school to close because it's a wonderful school and it will be sad to see it close and on hot days we have lolly pops to keep us kool you wont be able to have that in a different school. KD, aged 10.

I do not want Craigcefnparc school to close because the are best school has lot of view and a nature. I am the 5<sup>th</sup> generation. BJ, aged 9.

I do not want Craigcefnparc school to close because all my friends are here!

I do not want Craigcefnparc school to close because it is so lovely my friends are so nice and don't want. JR

I do not want Craigcefnparc school to close because I will not see my friends. I, aged 6.

I do not want Craigcefnparc school to close because I would miss my friends! J, aged 9

I do not want Craigcefnparc school to close because I don't want my friends to leave me. M, aged 8

I do not want Craigcefnparc school to close because I came in year 3 and this is the best school I've been to its got lovely teachers and a nice view and I've got nice friends and I don't want to be separated from my friends in other schools you wont get what we do here like forest school really nice trips to places so please don't close the school. HD, aged 10.
I don't want Craigcefnparc school to close because I want to stay with my friends. JT, aged 8
I don't want Craigcefnparc school to close because there is no school like Craigcefnparc and it's a lovely school. We do a lot of outdoor learning and we have a great view. It's a fantastic school. GG, aged 10.
I do not want Craigcefnparc school to close because I will miss my friends. S, aged 6
I do not want Craigcefnparc school to close because the school has forest school. Its special to me and others. M, aged 9
I do not want Craigcefnparc school to close because I want to stay with my friends. B, aged 5
I do not want Craigcefnparc school to close because it is a lovely school and I don't want to leave my friends. RV, aged 8.
I do not want Craigcefnparc school to close because I will miss my friends.
I do not want Craigcefnparc school to close because I like playing on the bottom yard. E, aged 6.
I do not want Craigcefnparc school to close because I will miss my friends. J, aged 7.
I do not want Craigcefnparc school to close because It is a lovely school and has an amazing view. Another reason is my friends could move to another school. Z, aged 9.
We all are part of this wonderful school and your all in the wrong to be against us you should be fighting with us. If you close us at Craigcefnparc you've closed a total of 103 primary schools so remove out school from the consultation list while you can. DM.
I do not want Craigcefnparc school to close because I love my school. L, aged 8.
I do not want Craigcefnparc school to close because ever since I started I have felt at home it is like my second family. This school is the heart of the community! Close the school kill the community! ME, Aged 10.
I do not want Craigcefnparc school to close because most of us have been here since nursery and we have got friends from year 5 sown to reception. J, aged 10
I do not want Craigcefnparc school to close because it is a lovely school and it has a lovely view. R, aged 8.
Don't close CCP school. I will be very frightened. I love my teachers who have been so kind when I was frightened to leave my mammy. She is not far away and is allowed to come into class to help me whenever I need it. S, aged 3
I do not want Craigcefnparc school to close because I wont have friends. A, aged 8.
I do not want Craigcefnparc school to close because I like my friends.
I do not want Craigcefnparc school to close because I have made precious memories that I don't want to lose. JW, aged 9.
I do not want Craigcefnparc school to close because I will not see my friends. LJ, aged 9

I do not want Craigcefnparc school to close because it is a wonderful school and O love the view and location of it. This school has been my 2 <sup>nd</sup> home for eight years, and it would be sad to see it go and also why have a village when you don't have a school? SH, age 10.
I do not want the school to close because I have been here since Nursery and they have the best teachers the best pupils and this school is the best. E, aged 10
I do not want Craigcefnparc school to close because you will never see view in another school. MI.
I do not want Craigcefnparc school to close because of the wildlife. N, aged 8.
I do not want Craigcefnparc school to close because I've been to four different schools this is the best one! B, aged 9.
I do not want Craigcefnparc school to close because I love going to school. S, aged 4.
I do not want Craigcefnparc school to close because I am happy at this school and I have lots of friends. AE.
I do not want Craigcefnparc school to close because you won't find another school with such understanding and fantastic teachers . It's also an amazing school. LB, aged 10.
Please don't close my school. I feel very sad that you want to shut my school. I love being in school with my brothers. I love my teachers and my class. I love playgroup. I love walking to school with my mum, dad, brothers and friends. I love our forest school on welly Wednesdays. Save our school. EM, aged 3.
I do not want Craigcefnparc school to close because we won't get things like our forest school and the view and I might be separated from my friends. ES, aged 10.
I don't want the school to close because it's a lovely school and to share education with one or other. E, aged 10.
I do not want Craigcefnparc school to close because my friends are here. C, aged 6.
I do not want Craigcefnparc school to close because I was here when I was in nursery and I will forget memories and I don't want to lev those memories.
I do not want Craigcefnparc school to close because we will never have the good memories. I, aged 7.
I do not want Craigcefnparc school to close because in any other school you won't have any nacka lick us and I don't want to move school. LE, aged 11.
I do not want Craigcefnparc school to close because I will miss my friends, C aged 7.
I do not want Craigcefnparc school to close because I ( can read writing). CJ, aged 7.



## Proposal Close Craigeferncparc Primary School

**Meeting with Staff at Craigeferncparc Primary School**

18 September 2018

Present: Claire Abraham, School Support Unit  
 Celyn Evans, Funding and Information Unit  
 Brian Roles, Head of Service - Education Planning and Resources  
 Kelly Small, Head of Funding and Information Unit  
 Nick Williams, Director of Education  
 Nicola Reid, HR  
 Stephanie Rayner, HR  
 7 members of staff members including the Headteacher

1.	Nick Williams gave introductions and took the staff through the presentation providing the main facts about the proposal. A consultation paper had been issued to staff before the meeting. Staff then had the opportunity to ask questions that would be noted. Written comments could also be submitted by 18 October 2018.
2.	<i>If redeployment to Clydach is going to be an option then when will this be established?</i> The Cabinet will be deciding on 20 December if it is to go to notice, if it does then discussions would happen immediately after that with the head and governing body regarding the class structure and staffing requirements.
3.	<i>Does Clydach have capacity for an extra two classes?</i> Yes it does.
4.	<i>Can Clydach say no to taking our staff on?</i> Yes they can as we cannot direct them to employ a particular member of staff.
5.	<i>Some staff are on the upper pay scale – would this be a concern for Clydach?</i> We would be disappointed if that was a main consideration. The schools budget would be increased as their number on roll would increase. TLRs would be protected if staff are redeployed.

6.	<i>Is that point regarding protection in writing somewhere?</i>
	Yes – this is in the teachers’ terms and conditions document, as well as Swansea’s funding formula.
7.	<i>If Clydach is not an option what happens then?</i>
	The LA would do their best to redeploy you into a suitable role or early retirement and if nothing suitable is found you could be in a position where you would be made redundant.
	It is important to note that if you take a redundancy payment there must be at least one month before you can take up another appointment with the council and you would have a break in service. Alternatively, if you were offered another job, you could take that up and pay back your redundancy, and opt to keep your continuous service. This would also apply if you were to move to a neighbouring authority such as Neath Port Talbot.
	If you decide to take voluntary redundancy, then this is different again and a six-month break from being employed by the authority would be required, and you would not be permitted to return to a similar role.
	The formal redeployment process would happen once the final decision is made by Cabinet in March, following the period of statutory notice.
8.	<i>The period between March and July is not very long and Clydach would need to know sooner? Ideally we would need to know in December/January?</i>
	We will note that point.
	Noted that the authority would contact parents as soon as possible to determine where they plan on sending their children. This would then give Clydach a good idea of class structures and staff requirements as early as possible.
9.	<i>Can Clydach take on without an interview?</i>
	This depends on Clydach and what process they are happy to go with. Normally we would advise that they have some form of selection process.
10.	Information was given regarding the criteria and process for ‘bumped’ redundancies. Nick explained that if staff needed any additional information or support during this difficult time then please let him know. Nicola Reid explained that she would be able to offer further advice and assistance to individuals if needed and not to hesitate to contact her.
11.	<i>Why is it now that the council have decided to propose closure of the school? We have always had pupil numbers below 90?</i>
	In recent years there has been a significant decline in numbers and the projections show the number on roll is projected to decline further. The numbers in the lower year groups are particularly small. Noted the numbers in the report are taken from a particular point in time and we accept that numbers fluctuate from day to day but it is the general declining trend that is the cause of concern.
12.	<i>Can’t you send some pupils from Clydach up to us?</i>
	No we couldn’t as there is no pressure on space at Clydach and parental choice would still mean parents can choose their preferred school.

13.	<i>It looks as though Clydach Nursery and other local school nursery classes are full?</i>
	Nursery numbers fluctuate from year to year and schools can admit more than their admission number if they wish. Schools may also choose to vary or add extra nursery sessions if they wish to accommodate greater demand.
14.	Staff were thanked for their time. The authority appreciate it is a difficult time and if any further help or information is needed they are able to ask officers individually after the meeting or at any time throughout this period.

Staff were reminded that they could write in by 18 October 2018.

## Proposal Close Craigcefnparc Primary School

### Meeting with Staff at Clydach Primary School (Proposed catchment school).

24 September 2018

Present: Claire Abraham, School Support Unit  
 Celyn Evans, Funding and Information Unit  
 Brian Roles, Head of Service - Education Planning and Resources  
 Kelly Small, Head of Funding and Information Unit  
 Nick Williams, Director of Education  
 15 members of staff

1.	Nick Williams gave introductions and took the staff through the presentation providing the main facts about the proposal. A consultation paper had been issued to staff before the meeting. Staff then had the opportunity to ask questions that would be noted. Written comments could also be submitted by 18 October 2018.
2.	<i>If Cabinet decide not to proceed – is there a set period that the council must wait for before possibly reviewing the proposal?</i>
	No, no definite time period, however this is a lengthy process so it would certainly be a while.
3.	<i>The narrow roads and parking is an ongoing issue which we have discussed with Nicole (Health and Safety) which resulted in us staggering the start/finish of the infants and junior day. Will the transport provided by the LA be able to accommodate this?</i>
	A traffic management plan has been requested and this will considered as part of that. Noted that some learners may wish to attend after school clubs and therefor some parents would need to collect instead of the bus.
4.	<i>Will funding Increase?</i>
	Yes. Funding is based largely on the number of learners so the schools budget share will be calculated on the number on roll.
	Noted – if the proposal goes ahead and Craigcefnparc closes, the LA will make contact with parents straight away to determine whether they plan to send their children to Clydach or not. This will hopefully help in planning for staff, restructure in classes and so on.

4.	<i>Some areas of the school that could be used as classes (such as the IT Suit) we would be keen to keep. The nursery is also full at the moment.</i>
	The LA will work with the school to determine the best way of using the space in Clydach. With the increased funding, you may be able to justify a pm nursery.
5	<i>There has been a lot on social media that has upset some of our parents. This is not an ideal start if the proposal goes ahead.</i>
	Noted. Emotions are very high right now. If the proposal goes ahead, transition arrangements will be very important.
6.	Staff were thanked for their time and reminded if they needed anything further then officers are happy to assist.

Staff were reminded that they could write in by 18 October 2018.

Proposal Close Craigeffnparc Primary School

**Meeting with Governors at Craigeffnparc Primary School (Proposed catchment school).**

18 September 2018

Present: Nick Williams, Director of Education  
 Claire Abraham, School Support Unit  
 Celyn Evans, Funding and Information Unit  
 Brian Roles, Head of Service - Education Planning and Resources  
 Kelly Small, Head of Funding and Information Unit  
 Sarah Loydon, Challenge Advisor  
 Six members of the governing body  
 Catherine Percival, Craigeffnparc Primary Acting Headteacher  
 Two members of staff

1.	Nick Williams gave introduction and took the governors and staff through the presentation providing the main facts about the proposal. A consultation paper had been issued to governors before the meeting. Governors then had the opportunity to ask questions that would be noted. Written comments could also be submitted by 18 October 2018. It was noted that the figures are from the January PLASC census, but we do have our own count for September.
2.	<i>How was the report compiled? It includes reference to Estyn inspection but not to follow up, any reason why it was omitted?</i> It is an official report and stands until next official inspection, the update is not a full inspection.
3.	<i>The report seems negative and it does not include progress made.</i> Note this in response, also counts for categorisation.
4.	<i>It says that it is 1.8 miles to Clydach, it is 2.2 miles to Clydach.</i> We use the shortest available walking route for transport.
5.	<i>You say there is more experience at Clydach but I cannot see that, how can you prove that?</i> It is a general point about larger schools.

6.	<i>How can education be better if there are larger classes than here, I believe it cannot be.</i>
	You have challenges in small schools when grouping children together, as a teacher I would prefer us not to teach more than two years in a class. There is a difference between what a six year old and a ten year old can do. I accept your point of view is different. I have taught in smaller and larger classes.
7.	<i>Teachers in other schools have said they prefer small classes.</i>
	Evidence is that you would need to considerably reduce the class size to make education differences, but is difficult if it is a large span of age.
8.	<i>Evidence is teaching by ability not age so class size does not make a difference.</i>
	There is no evidence of that either.
9.	<i>Children of different ages together have benefit to help each other. Clydach will be thirty in a class. I have taught younger ones and it helps when they help each other.</i>
	Noted your comment.
10.	<i>But you say it is a fact so others will believe it but it is just your opinion.</i>
	We do look at evidence base and also it is about wider opportunities.
11.	<i>What are these? Community Impact Assessment said Clydach has three after school clubs, we have five. There is no sports field at Clydach.</i>
	Do you have a rugby team?
	We have athletics and cross country.
13.	<i>What green space do they have access to at Clydach?</i>
	Valid point, not pretending it is perfect.
14.	<i>Cannot see what is better or beneficial.</i>
	There will be opportunity for more pupils for more teams.
15.	<i>But more going for same places so less opportunity e.g. school council, eco, Cymraeg club etc.</i>
16.	<i>Page three - ability to grow is a problem and says how learners go to Welsh Medium and St Joseph's too. How can you say that will not change. The comment is irrelevant.</i>
	How can you say it will change?
16.	<i>Travelling to Clydach – know people in the vicinity of school and Clydach claims council is not happy that more children would go there as it is dangerous. Yet you consider sending our children to somewhere that is not safe. Have you spoken to people around there?</i>
	Yes, we will do. We have a meeting with Clydach next week and may come through.
17.	<i>Would that mean you would say no?</i>

	It is not officers decision, we would look to mitigate against any issues. Buses to any schools have arrangements for safety.
18.	<i>You are stating like it is a proven fact, buses cannot park outside the school so need to walk down a narrow road. Has there been a Risk Assessment for drop off and will they include breakfast club and after school club?</i>
	No only home to school transport.
	Drop off likely to be to road to right of Clydach schools, and safety measures will extend to when the learners are on the school site.
19.	<i>So socially they do not have the same opportunities.</i>
20.	<i>How long will they have transport for?</i>
	Always for home to school transport as it's council policy.
21.	<i>The consultation document says there is a supportive Governing Body at Clydach but there is also one at Craigeffnparc but that is not mentioned, and does not say we have effective leadership. [Item extracted from minutes in line with GDPR requirements]</i>
22.	<i>If we had an extension of time we could grow numbers and be more sustainable.</i>
23.	<i>I am a recent Governor but you are saying about a change of leadership but it is the Local Authority's fault.</i>
	No it is not, we cannot stop anyone applying for another job.
24.	<i>No, the acting headteacher was told before that to go back to her old school,</i>
	That was because the school could not set a balanced budget and she was a temporary member of staff. We have supported this school financially and it is not fair on other schools if we was to continue to do so.
25.	<i>Since 2014 the number on roll dropped substantially. Perhaps if the Local Authority intervened before now we would not be in this position. [Item extracted from minutes in line with GDPR requirements]</i>
	Cannot demonstrate that though, number on roll cannot increase as it is in single figures for all year groups.
26.	<i>[Item extracted from minutes in line with GDPR requirements]</i>
	In rural areas we can have ageing population.
27.	<i>Our Nursery is growing.</i>
	Thirteen leaving year six, so have you got thirteen in Nursery?
	<i>No, eight, it is a small number but families looking to move here.</i>
28.	<i>Since closure proposal, we have had events in summer and parents are positive but will not take risk to come here due to proposal. With foresight you should have told us before to get number on roll up or we will propose to close you. You should give us ideas how to increase number on roll as it is</i>



	<i>your responsibility. Six generations of some families have come to this school. Appalling that you can say better education elsewhere.</i>
	Sarah Loydon: Re strategies, worked with acting head for some time and that is why the mother and toddler group opened, worked with Mike, Jane and Health Visitor with introducing booklets, so we have supported the school.
29.	<i>Has work been done on out of catchment? There are reasons why the out of catchment come here.</i>
	They can make their comments later in drop in sessions.
30.	<i>Who decided times for meetings 16:15 is not ideal?</i>
	We would have been led by the school on times and also offer a range of drop in sessions.
31.	<i>Online form there is a character limit, so cannot make full views known.</i>
	We will look at this.
32.	<i>Children's document was not appropriate for age group and the questions on religion and other stats are not appropriate.</i>
	We have met with the school council.
33.	<i>Parents need to help the learners to understand their papers.</i>

Governors were reminded that they could write in by 18 October 2018.

## Proposal Close Craigcefnparc Primary School

### **Meeting with Governors at Clydach Primary School (Proposed catchment school).**

24 September 2018

Present: Claire Abraham, School Support Unit  
 Celyn Evans, Funding and Information Unit  
 Brian Roles, Head of Service - Education Planning and Resources  
 Kelly Small, Head of Funding and Information Unit  
 Nick Williams, Director of Education  
 4 members of the governing body  
 Emma Peters, Clydach Primary Headteacher

1.	Nick Williams gave introduction and took the governors through the presentation providing the main facts about the proposal. A consultation paper had been issued to governors before the meeting. Governors then had the opportunity to ask questions that would be noted. Written comments could also be submitted by 18 October 2018.
2.	<i>Where will the drop off and pick up points be?</i> This has not been decided yet. The LA has commissioned a traffic management plan and the details will be worked out following that. It is likely that there will be 3 small supervised mini-buses. However, this will depend on numbers that would transfer. The drop off and pick up will be timed for the start and end of the normal school day. Parents will have to drop off and pick up if learners attend Breakfast of After School Clubs.
3.	<i>Where are the children coming from if they are not all from within Craigcefnparc Catchment?</i> They are dotted all round – not one specific area.
4.	<i>An influx of 52 children is a large number – we are concerned about accommodating the children from potential additional developments in Clydach area.</i> In reality the additional pupils would be lower than the current number in Craigcefnparc. The year 6 year would have moved on, some parents would choose a different school via parental preference. Potential housing developments are always a consideration. However, local housing developments tend to take a long time before they feed into the

	school, and often it is families already local to the area, that simply move house.
4.	<i>Have you considered why pupils are declining in Craigcefnparc? Is it simply low number of pupils in the local community?</i>
	We believe it is a variety of reasons including declining demographics, parents choosing Welsh Medium or Faith schools and so on.
5	<i>How are the pupil projections calculated?</i>
	They worked out based on a three-year average take up from Nursery into Reception.
6.	<i>Has the LA considered a Welsh Unit in Craigcefnparc?</i>
	There is sufficient welsh medium places locally - YGG Gellionnen has Welsh Medium places available.
7.	<i>Could the LA push more Clydach families to Craigcefnparc?</i>
	As an LA we cannot favour one school, and parental preference means that we cannot 'push' families to one school or the other. Changing the catchment of Clydach may have a detrimental affect their numbers and funding.
8.	<i>Are you sure there is sufficient capacity at Clydach School to accommodate Craigcefnparc Pupils?</i>
	Yes, there are areas that the school could use a classrooms that are currently being used for other things. This would be something the LA and school would do together to determine the best use of the space in the school.
9.	<i>The condition of the school building is not the best – will we receive any additional capital funding?</i>
	The only capital funding would be for the toilet refurbishment. The remaining additional funding would be that money that is given for additional number on roll.
10.	<i>Question raised over what will happen if pupil numbers rise in the future and what may happen if they are higher that the LA are projecting?</i>
	This concern was noted.
11.	<i>What is the timescale for the toilet refurbishment?</i>
	The works will likely be completed over the summer holidays.
12.	<i>Will the school cope with increased administration?</i>
	Headteacher confirmed yes that would not be a problem.
13.	<i>How many teaching staff are at Craigcefnparc at the moment and what will happen to them?</i>
	There is a head, two teachers and two teaching assistants, along with a number of support staff. All of the usual HR procedures would apply to them, including redeployment, bumped redundancy (if this would be a sensible option).

14.	<i>Whenever we take on a member of staff we would want the best possible candidate. Would we have to take on Craigcfnparc staff?</i>
	It would be up to you as a school. We would like you to give them prior consideration, but this is up to you as a governing body.
15.	<i>What do the community think in Craigcfnparc?</i>
	They don't want the school to close <i>[Item extracted from minutes in line with GDPR requirements]</i> They prefer a small school, and they are concerned over transport.
16	<i>[Item extracted from minutes in line with GDPR requirements]</i>
17.	<i>Is it the preference of the LA to keep Craigcfnparc open if the numbers were sufficient?</i>
	We would have to consider numbers and the stability of numbers and would have to be reassured on both of these areas.
18.	Nick thanked Governors for their time and reminded them that if they needed anything further that officers are happy to assist.

Governors were reminded that they could write in by 18 October 2018.

Craigcefnparc Consultation - 8/10/18
<b>Comments</b>
School is the heart of the community.
Funding for project such as Kingsway should have gone to schools.
Post Office has gone; impact of school closing could be huge on the community.
Transport concerns infrastructure/hazards around Clydach.
After school clubs – disadvantages Craigcefnparc.
Craigcefnparc facilities are better than Clydach. Football pitch in village.
Outlook of site at Craigcefnparc better.
Cost of road work needed at Clydach to make safe.
What if children ill in day – how can parents without transport pick them up. No public transport after 6pm.
Projected numbers of learners – many families moving into village – Welsh medium/faith are by choice rather than not wanting Craigcefnparc/quality of Craigcefnparc. Could be put off school now due to closure proposal so numbers artificially low. 74% are from catchment so 26% have seen advantage of coming to Craigcefnparc.
Nursery don't get transport to Clydach – disadvantaged.
Increase size of Craigcefnparc catchment.
Large mixed age classes at Clydach – small class sizes are being promoted by Welsh Government etc.
Will create more transport, Co2 emissions etc. around schools – council should be trying to lesson this.
Clydach will not take on more staff ? Do they have more expertise as in consultation paper?
What alternative to closure have been considered? We haven't seen any feedback on which schools have been considered for federation and what their Governing Body said. Glais seems obvious as also small. Have you spoken to Glais?
Estyn says the school meets the needs of the curriculum well.
The community get to know each other through the school, particularly young families. Hub of community.
Estyn say the school manages the budget well.
Uncertainty of substantive headship has led to uncertainty over school and affected pupil numbers, out of Governing Body's hands to speed this up. Acting head turned this around and need steady leadership to grow numbers again.
Shouldn't say staffing will get chance at Clydach as their Governors don't have duty to take them or they may not match skills matrix.
Consultation paper implies Craigcefnparc was in special measures but it wasn't. Refers to historical data and not how school is now. Gave false impression to the reader. Estyn doesn't say same as consultation paper. Category is due to attendance but that could be down to just one or two in small school.
Transport – concerns how this will work. Clydach streets very congested already and narrow. Buses outside will make it worse. Air quality – UN already reporting the UK going against human rights with poor air quality. No nursery or after school club transport. Take away 'healthy' option to get to school such as cycling or walking.

Condition of Craigeafnparc building and what would happen to it if vacated? Mawr Ward has lost access to resources than other wards so building should be kept as community asset.
You say only 45% go to Craigeafnparc from area. This was due to the previous leadership issues and the LA should have addressed this then – feel it's been left so that it became a closure argument.
Number of pupils have been this low before but no closure proposal then?
Caretaker retired and at the time there was talk of having an STF in the building but didn't progress. Why? There would be Governing Body minutes about this (2007).
Stats need to show if catchment not going to Craigeafnparc if they are going to English medium elsewhere or choosing Welsh or faith so not in our 'market' anyway.
How can Clydach expand by 30 places? There are new houses planned in the area – where will their children go. If space are taken from Clydach to use as classrooms it is taking away from their learners.
In proposal it says about Action Plan to support senior management but has this developed in reality? Have there been any targets and have they been met? Eg Head's performance management.
Could caretakers home still be used to get income, eg adult learning, SEN, Welsh etc, outside of school hours perhaps.
With Dyslexia having small class and school has helped with this, and with confidence. Teachers have a stronger connection with all learners in a small school and know their needs well. Literacy support etc should be targeted well in a small setting.
Argument about not being ready for Secondary from small school incorrect as many do better at comprehensive and look out for each other. Would be disadvantaged educationally going to bigger school
Better wellbeing of learners in a community setting.
The community get to know each other through school cohesion in the community is based on the school.
There are many preferred placements into Craigeafnparc.
Safer environment in community for children as everyone knows each other from the school, impacts positively on wellbeing and mental health.
More one-to-one support in Craigeafnparc per learner than in a larger school.
Craigeafnparc is a better environment – leafy, bird sanctuary etc – healthy environment. Clydach doesn't have this – air pollution.
All have sporting and other opportunities in Craigeafnparc so all capabilities get a chance – not just elite few in a bigger school, and equal opportunity for girls and boys more opportunity to 'have a go'. Gave good grounding for all.
Craigeafnparc has more space per learner than Clydach. Both inside and out.
Why not transport Clydach learners to Craigeafnparc instead of the other way. Bus stop right outside Craigeafnparc school. May only need one bus instead of three. Could dispose of one of the split sites at Clydach instead e.g. Sunny Bank area to Craigeafnparc.
Not many schools can easily get out into an area of nature without needing a bus etc. They can just step outside the door. Can connect to mining heritage in village too. Being outside has huge benefits to learners health and development.

Transport doesn't cover breakfast club and benefit that has for learners, particularly socially deprived and working parents. And same for wraparound /after school clubs, so learners miss social aspect and readiness to learn and parents miss out as have to pay childcare or reduce hours in work.
Community – school is heart, all go on foot to school and see each other, call into shop so will affect passing trade, also local businesses. Will affect house prices. Social housing is for family sized houses.
Transport not for nursery, wraparound etc. so not equality for all. Links to community are strong – link to chapel, shows and events in community hall. Use of RSPB for school, they have footpath from gate.
EX pupil – lots of 1:1 time with the teacher for more able as well as others. Give you confidence as you have to go on school council etc. Gives you confidence for when you move to comprehensive as already have experience.
Need more time to give school sustainability as can't turn around if closed.
Class sizes are smaller but means you can stick together when set in comprehensive you are always set with friends unlike big school, and know other aged learners at comprehensive.
Clubs at Clydach are on a first come first serve basis.
Craigcefnparc clubs don't get cancelled.
Want to be at the school with my brother.
All nursery pupils/families would have to rely on having a car.
Impact on families in emergencies e.g. if child is ill not having a car is a big issue.
EIA – no evidence re. education being variable. Outcomes at Craigcefnparc better than Clydach. Every child in a small school is a large percentage of the whole... linked to level of support/attendance figures. SEN at 23% and this can impact on attainment. Still counted in tests.
Planning application for 70 dwellings. Where are pupils from these houses going to go?
UNCRC views of nursery children that haven't started at school yet haven't been taken into consideration.
Learner – Why do you want to close my school? I want to stay with my friends. I want to walk to school. Forest School. ICT club, cooking club, fit kid club, singing club and garden club. (rotation of clubs).
Cost per pupil no worse than other schools in the area.
Request to defer decision to allow the numbers to increase.
Anymore moving in to the area would want to attend their community.
Not enough spaces in surrounding areas for our pupils
Travel impact of not being able to access wrap-around due to travel arrangements.
Environmental impact.
Carbon footprint of additional car journeys.
Pupil health.
Use of older type buses, impact on condition of the road.
More opportunities to take a leading role with in the school, building their confidence and giving communication skills.
Less able pupils get confidence leading to better performance at comprehensive.
Children Foundation phase shouldn't have to rely on transport to get to school.
Impact on the social life of the whole family and village.

Former pupils exceling at GCSE at Cwmtawe, top performers on more than one occasion.
Caring nature of Craigcefnparc pupils according to comprehensives.
Historic links to Cwmtawe.
Bigger school does not mean better.
Biased report towards closure.
UNCRC – school stopped children from taking part... selection rather than all.
Info pre consultation/consultation incorrect. 1.92 miles to Clydach not 1 mile ( school to school). It's taken centre point of both villages.
Future projection (planning approved for 80 dwellings) which school would children go ?
Pre determination of council e.g. how the report is worded, stating that children would have a better education at a bigger school.
Legislation has changed. Not convinced it will be taken into account.
Generation of whole families have been through the school, building a community.
Not all children are suited to a larger school with wider facilities (not always needed).
Children/families choose this type of school for a reason.
No prejudice towards any backgrounds.
Organic play/sports can be just as important as formal sports.
How much more sports can Clydach offer? Currently everyone gets to try everything. Ability doesn't determine who takes part.
Mixed sport is a positive experience.
Mixed classes build relationships between peers.
Higher proportion of 1:1 teacher/pupil time in a smaller school.
Easier to deal with issues e.g. bullying etc. in smaller schools.
Private school have small classes for a reason.
After school clubs often cancelled at short notice at Clydach. Impact on families.
Ability of families to access wrap-around facilities when in poverty, stopping access to get to work.
Former Head of Maths at Cwmtawe: "Craigcefnparc pupils always top of the class"
Inclement weather impact if need to travel to Clydach.
Impact if children can't get into same school (siblings)...travel, logistics etc.
Traffic outside Clydach (images to follow).. no access for emergency services.
Teacher at Craigcefnparc for 18 years. Unique children due to the nature of the provision. You know every child in the whole school and their families. Any issues identified and dealt with quickly. Close contact with the whole family inc. grandparents. Transport issues re. lack of easy access.. increasing length of school day.
Don't close the school. Environment - adding traffic by closing school, during school time but also outside of school (friendship). Community. Impact on the elderly by removing youngsters from the community. New members of the community get to know each other via the school and its community. It would end up being a "suburb with nothing". Feeling of belonging to NPT. Loss of safety element since onsite caretaker finished. Loss of identity; lack of knowledge of what happens in our community. Taking a generation away. Large majority of people I know are through the school.



Small schools are perfect for the younger age group, more attention, everyone knowing each other.

Links between the school and the community hall, concerts and fetes and Christmas concerts at the church, this had the community coming together. Wider community get involved in school life. Commuter village but the school is the community.

Craigcefnparc Consultation - 11/10/18

**Comments**

Does not feel report to start consultation was balanced and fair.

How will Clydach cope with increased numbers?

Need a clear understanding of what would make this school sustainable e.g pupil numbers.

There should have been/should be a 3 year warning for the school to be sustainable. Responsible stewardship is needed.

Need to review the Clydach/Craigcefnparc catchment area e.g. Sunny Bank move it to Craigcefnparc.

How confident are the Council will offer sports opportunities and cultural opportunities?

Parent who lives in village can walk to collect son from nursery there would be no transport for nursery pupils to Clydach.

Removing opportunities to attend breakfast club and after school activities.

Want a school that my child can walk to.

Want evidence as to what can be done to develop community use of the current school out of school.

Why can't the school have time to re-establish sustainability?

It was challenged that Welsh Government have not stated that schools under 90 need to be reviewed.

Pollution parking and congestion, will be increased if the closure goes ahead this would add to issue.

No satisfactory answer to transport issue and moving pupils into school ground.

More details and facts are needed at this stage – parents need to know e.g. who will pay for uniform?

Feel there is an inequality around access for nursery, after school clubs.

How will we be able to place parents in social housing in the area with no school?

How will Mawr be a sustainable Ward with no school and highest council tax. What are we paying for?

Why can't the council extend the catchment area to include the new housing estates in Clydach?

Need to give the school time now to appoint an enthusiastic Head.

Create wrap-around care.

Children will not have the option of after school clubs etc.

Extra pollution and congestion around Clydach. Traffic calming increases pollution.

The report paints the school in too negative a way.

Do not understand why if the decision is not financial why the proposal is going ahead.

Challenged the need to review schools with less than 90 pupils – Welsh Government guidance does not state this.
Why the rush to move this forward now? Give the school the opportunity to have 3 years to turn the numbers around.
The LA should have intervened sooner.
Where are we going to house the new children that will be generated by new housing in Clydach?
Clydach school does not have the outdoor facilities e.g. nature reserve/forest school that Craigcefnparc has.
Disagree that sporting facilities will be enhanced at a larger school. Small schools give all children a chance.
Disagreed that there is a disadvantage on transfer to secondary school as stated in report e.g. Head Boy/Girls Senior Prefects Cwmtawe.
Ratio per child is greater in a smaller school e.g. support per child.
Support the governors bid for small and rural grant as it will provide an IT hub for the community and prevent social isolation, particularly for the elderly who don't have the digital skills and may be scared to try.
Village already isolated with public transport ending at 6pm. Disconnected particularly in winter. Craigcefnparc is a 'food desert' according to Welsh Government. i.e. can't walk for affordable food within 3 miles. With IT hub could do online shopping etc.
Don't feel Clydach can offer the things that are quoted as negatives for Craigcefnparc in the consultation paper – it's a substandard offer – no playing fields, little extra curricular activities (after school clubs).
Can't access after school club and breakfast club as will not have transport as only home to school. Will effect working families. What if you are late and miss bus? Can't walk to Clydach. Or if child is ill and rely on a grandparent who doesn't drive.
Area around Clydach – air pollution unsafe for drop off it's good for children to walk to school (in a 'green' environment). Quality time when walking to school.
Dip in roll is due to previous leadership issues. Authority has supported school and it's on the rise so should let that play through to benefit from the support given by authority.
Original letter from council in June said less than 25 on roll in future. Were told when challenged that this was right but later told it was a typo after being asked how this was projected. Haven't lost many but they are due to uncertainty but new parents wouldn't have come to Crigcefnparc if they thought it could close, so not a true reflection.
Small class sizes, evidence is beneficial for education, socially and wellbeing but will be moved to bigger mixed age classes can't be beneficial. Clydach have not allowed parents to visit to view and parents feel unwelcome.
Hear all other schools are full. Only option therefore is Clydach which is not an enhancement or even equal to what they have now.
Can't you expand Craigcefnparc catchment a little and move all Clydach onto one site and dispose of their other site?
Space per pupil is better at Craigcefnparc than Clydach.
Environment, green spaces and view is better for wellbeing of children.
Relatively high SEN in Craigcefnparc but everyone accepted and included as it's one big family, so will be detrimental to SEN learners.
Beneficial to have mixed age class – particularly for MAT and feel learners are MAT because of that environment.

The school has the right space/location to have wrap-around and embrace the childcare offer.
Recent football and athletics tournament – Craigcefnparc represented but Clydach didn't field a team/turn up.
Roll falling due to previous bad management but it's turning around.
Child does better in a smaller school setting – more nurtured.
There are now houses planned in Gellionnen (70 houses) where will they go as they are family sized?
Transport won't cover nursery or after school club or extra curricular activities so will have less access.
Clydach learners will be losing access to rooms currently used for nurture etc, to fit in the Craigcefnparc learners. I thought Swansea had a wellbeing policy.
Clydach already congested, narrow dangerous roads will be worse. They want to walk children to school.
Huge impact on the community in a rural area.
Some children will not do as well in a larger environment.
With Felindre proposal too there will be no schools left in Mawr Ward.
Clydach are not letting parents view/feel unwelcomed difficult to even speak to them about their school.
Have results of the school been considered? They thrive from Craigcefnparc at comprehensive. Feel not the same from Clydach. Different calibre from Craigcefnparc. Inaccurate to say in consultation that they have less opportunities.
<i>[Item extracted from minutes in line with GDPR requirements]</i>
Health and wellbeing – trying to promote healthy lifestyle but would be stopping learners from walking to school.
Disruptive to Clydach pupils too. They will have to lose space that they use for activities etc to let Craigcefnparc in. They could hold this against the Craigcefnparc learners.
Ex learner – “I didn't want to leave Craigcefnparc Primary school is a proper little family”.
Parking around Clydach Primary is a worry already. Can't park for school concerts even now.
Don't want little children to go on bus. Like to see the teacher every morning in case I need to discuss anything.
Cwm Tawe bus often gets stopped in Winter so it will effect Craigcefnparc too. Or the bus has to go around the mountain.
It won't save the council money.
Moved to village for rural community feel – so could walk to school. Will lose connection if the children all get bussed to different schools (Welsh, faith, etc.). children will stay at home if don't have that friendship group – creates mental health issues, cost to NHS.
Learners at Craigcefnparc have better wellbeing.
Teachers can pick up additional needs easier in smaller classes.
Learner - Why can't you move learners to Craigcefnparc instead of closing it?
Learner – Prefer small school as make lots of friends, hasn't bothered me moving to comprehensive from small school.
Small classes are better for learners and education.
Taking away parental choice. Will only have big school to choose from.

Parents have moved children to Craigcefnparc as they were bullied in other schools. They have chosen to travel to Craigcefnparc. Teachers can't deal with bullying in bigger classes.
Consultation paper doesn't state all of the advantages of status quo – biased.
Learner – I've talked to my friend that have move to Craigcefnparc from other schools and they prefer Craigcefnparc.
Learner – good that know all of the Craigcefnparc learners at Comprehensive.
Better outside environment at Craigcefnparc. Learners stay to play after school. Can't do that at Clydach.
<i>[Item extracted from minutes in line with GDPR requirements]</i>
Closure of school will affect the community – house prices, use of village hall, shop and local pub could suffer, families won't want to live in village – won't want the family sized council houses in village.
Learner – We attend village hall to raise money for school and it's fun.
If more homes are built in area where will children go? No school left in Mawr.
Concern over class sizes at Clydach – already over 30.
Learner – everyone in Craigcefnparc loves the school and has a lot to say about the proposal as we feel strongly about it. Everyone looks after everyone else. Won't want to go to Clydach as they don't want us there. People could move from village if no school. Will they knock the school down for more houses? Craigcefnparc is a fun place to learn because of smaller class sizes. Teacher has more time for everyone in a smaller class. Everyone is noticed and is involved everyone in a smaller class. We get lots of help in class. Staff don't want jobs in the school if they think it will close.
Craigcefnparc and Clydach are different communities.
Environmental impact – at scrutiny Cllr Raynor criticised parents for driving their children to school but this proposal will stop parents walking children to school – increased traffic congestion at Clydach etc. Contradicting herself. Transport doesn't provide nursery, after school or breakfast club so parents would have to drive, or if children don't feel happy on bus. Inability to access the opportunities quoted in consultation paper discriminatory and against children's rights – after school option at Clydach.
Community Impact Assessment only list some of the after school club as change each term. Community Impact Assessment lists Craigcefnparc but lots of words for Clydach so makes it look better than it is. Doesn't quote how often Clydach run clubs.
Planning permission for Gellionnen for 70 family homes, supported by Clydach community council. Where would they go? Why not change catchment area for Craigcefnparc? Cheaper to transport a few to Craigcefnparc than all Craigcefnparc to Clydach.
Have all options been considered? Dual-stream? Instead of pupils having to go to Gellionnen and be transported there. Stats showing % not going to Craigcefnparc would include those going to Welsh medium. Not losing pupils to other English medium schools. Are the ones going to Clase for STF unit? Could we not have STF at Craigcefnparc to fill space? Change catchment area, dispose of one Clydach site.
£50k for Clydach is red herring and nothing to do with proposal if should happen anyway – just a sweetener for proposal!

Backlog maintenance costs seem ridiculously high. Clydach is also a Band C but not costs quoted for them either. Not telling full story. A lot of work been undertaken in the last year at Craigefnparc.
Community Impact Assessment says building not used by community but have put in grant bid for use of caretaker house as community hub and for wrap around.
The classroom to be brought back into uses at Clydach would be to the detriment of their learners as they are currently used for music etc.
Projections of numbers don't take account of people moving into the village after reception. Which is common.
Extend Craigefnparc catchment area – has that been considered as alternative option?
All school around we are full so no parental choice. Our parental choice is Craifcefnparc!
Says it's not about money but all points lead to money!
Give us a chance. <i>[Item extracted from minutes in line with GDPR requirements]</i> . If it's not about money leave us get to critical numbers like Felindre.
Consultation process hasn't helped our figures.

<b>Craigefnparc Consultation - Local residents Meeting - Clydach 24/09/18</b>
<b>Comments</b>
Parking and road congestion. Concern over safety. Volume of traffic already an issue.
Use of mini bus a concern.
Another 20 odd cars will impact greatly.
Some parents already parking increasing early to get a space. At 8am very busy. 2.15pm onwards parents already parking.
Concern that pupil projections based on trends, but for the last few years there have been issues at the school that could have reduced admissions.
Residents feel not consulted on the proposals yet they will affect roads that are already an issue – drives being blocked, cars on pavements so children have to walk on the road, traffic going fast despite traffic calming.
Lots of people don't have access to web etc. to pick up about meeting.
Clerk of Governors feels summer term not enough time to get classrooms brought back into use etc. Feel it's not consultation but a foregone conclusion.
Feel times of drop-ins don't suit working families etc. Only one evening drop in 5-7pm .Can we have another.
Parking for residents – issue with new pupils heightening the problem being dropped off.
Classroom/class organisation – how would this be established.
Consider a new build for Clydach area – to accommodate all pupils from the area.
Residents have huge concerns regarding extra parking on road start and end of the school day.
Issue with double yellow lines reducing parking spaces available.
Clydach needs a new school – purpose built – Council missed opportunity when the old canteen was sold.
Traffic calming – not much more that could be done – not good use of funding.

Drop off of pupils not a problem but pick up is an issue because of number of vehicles waiting.
Value of property decrease.
Parking problems.
Concerns that school will become oversubscribed.
Traffic congestion.
Safety of children crossing from one school site to the other.
Pupils from Craigcefnparc Primary may not be able to access breakfast club or after school clubs if they rely on school bus.
Concerns over proposed changes to road network.
More staff equals more cars on the road and parking.
School has not been given the chance to improve the perception of parents. Parents apprehensive of placing kids at school with temporary leadership and proposals to close. Credibility and stability of leadership needed.
Consultation document does not give enough weight to impact assessment, with regard to out of hours activities.
Inconsistencies within documents and statements without demonstrations/facts to back it up.
Options for wrap around facilities at school to boost numbers.
How much scope in remaining English medium primaries to accommodate any additional pupils from new housing developments in Clydach and Birchgrove areas?
Perception that driven by financial desire to save money or remove a poor condition asset and to replace a capital receipt.
School needs more time to see benefits of recent improvements in leadership and to impact on perception of reputation of the school to increase pupil intake.
Wrap around care and wider support in community to boost numbers at the school. Pupils accessing the after school opportunities at Clydach.
Area within LDP which could be developed for affordable homes – but application withdrawn by Mawr Council.
Previous cyclical pupil number – no reason why it shouldn't recover again.
Opportunities for dual stream with enhanced links with YGG Gellionnen.
Federation a better alternative with a dynamic Headteacher.
Distance from Clydach ( 1 mile) and school (1.8 miles).
Not funding driven yet lots of financial rationale.
ESTYN report but improvements since.
At least as good facilities as Clydach.
Change catchment to include some of Clydach area.
Wrap around care to boost number.
Numbers could be turned around.
Children are achieving as well as in other alternative schools per standards data.
Distance 2.2 miles.
No green space in Clydach for children.
Facilities no better at Clydach
ESTYN re-visit positive and should be recognised
Sports and wider opportunities in arts available for children.
Social interaction opportunities well catered for already.

Cabinet Decision – 11 votes cast not 10.
Lack of trust in a fair process after experience of previous cabinet meeting and vote and input/questions prior to cabinet.
Short sighted with planning application for 70 dwellings in Clydach of ¾ bedroom houses. All English Medium schools will be full.
Access to education for 3 and 4 year olds due to transport policy with local bus service being cut from every hour to every two hours from November.
Traffic issues in Clydach – split finish time.
Why not include Sunny Bank in schools catchment area? Relieve pressure on Clydach Primary.
There will be no revenue savings, yet savings are quoted.
Document for the children is not appropriate to primary school children – only the very oldest have a chance of understanding it. Just over two pages and only one third is to do with their opinion – the rest is demographics. Valuing their opinion.
Where is your evidence?
Clydach offers a wider range of facilities.
The quality of education at Craigcefnparc may not be sustainable in the future.
Federation would not address the pupil number projections.
School closure will offer greater learning opportunities.
School closure will offer enhanced social and sporting opportunities.
Attending a larger school will better prepare the children for secondary school.
Pupils would receive a better education at Clydach.
There is no suitable space to bring external community use into Craigcefnparc.
A larger school provides staff with more opportunities to develop their skills – in a larger school could be pigeonholed and what's the point of clusters and sharing best practice? Craigcefnparc have been asked to present on their improvement plans.
Enhanced social and sporting opportunities.
Low numbers restrict the range of opportunities for group and interactive work.
Greater opportunity for learning with pupils of the same age.
Childrens education will not suffer through both consultation and move to a different school - change is hard as they get older.
Closure will help to reduce the number of vehicles on the school run in Craigcefnparc.
Childrens rights will be unaffected or enhanced.

Craigcefnparc Consultation -
<b>Comments</b>
Possible increase in size of catchment of Craigcefnparc or overlap of catchment to offer choice.
Look at possibility of dual-stream school.
Disagree with Council policy of not having dual-stream.
Historical; five generations of family have attended the school, appalling to think of closing the school.
No evidence that children will be better off at a larger school.

Community school; example of the welcome given to a family from Russia over the last 6 months. Welcome shown by the community.
No more offered by larger schools.
Not better site...facility, location, traffic, countryside, air quality. No transport consideration for wrap-around provision (inclusivity).
Current site is perfect for the school.
Discussion with Brian Roles and Kelly Small re possible site visit and highway assessment.
Query re safety of boundary wall.
Parents struggle to get visits to Clydach Primary to see the school. Visit cancelled at the last minute.
Air quality assessment check requested.
Query re. IT applications (Kelly Small checking). Approval given for submitting group's proposal to Welsh Government.
Query re process vs old process of Minister making a decision – Brian Roles/Kelly Small explained the change.
Query re move from offering two schools initially in June and only one mentioned in the consultation. Kelly Small explained how one school is newer on consultation.
Discussion on appeals process.
Discussion on report writing process.
Reiterated offer of visit to the area.

Craigcefnparc drop-in 18 September 2018 at Craigcefnparc Community Hall

Present:

- Nick Williams, Director of Education
- Brian Roles, Head of Education Planning and Resources Services
- Kelly Small, Head of Funding and Information Unit
- Celyn Evans, Funding and Information Unit Officer
- Nicola Reid, Principal HR&OD Business Partner
- Steph Raynor, Human Resources Officer
- Claire Abraham, Deputy Unit Manager/Admissions

- Unable to make full comment on survey due to character limit, this will stop people completing it properly.
- Information on slides and consultation papers is incorrect (see working party response).
- *[Item extracted in line with GDPR requirements]*.
- Number on Roll will increase.
- Not felt that Cabinet in June listened to views, no time for questions was provided as other items were taken instead, and voting for the “stats” for Felindre instead. It was stated that there would be an “answer at consultation” but this hasn’t happened.
- The school has improved substantially, assistance and funding from the Local Authority has helped. Time is needed to embed this.
- The school has suffered, as it cannot take on a new head as a substantive head is still employed.
- A drop off point at Clydach and physical road system is an issue. Could invite Cabinet to attend school drop off and the journey. Cannot get out of the village if it is icy.



- There is a difference in air quality and pollution in Clydach compared to Craigcefnparc, which has a nature reserve, there is also no grass at Clydach Primary.
- No evidence of school being promoted by the Local Authority. Glais and Ynystawe are full.
- Feel it's a "done deal", not a fair argument not enough disadvantages in the consultation document.
- Failed bid for Small and Rural Grant, will new bid go in?
- Clydach is a bigger school with "bullying", learners will be outsiders in the bigger school. There is no bullying at Craigcefnparc and the school has a family feel. A move will be stressful for learners anyway.
- Clydach isn't a better site as it is split into two sites.
- Craigcefnparc use the chapel for concerts etc.
- The school brings a sense of "belonging" as school, friends etc are all in the village.
- Don't feel pupil consultation is child friendly a happy or sad face version would have been helpful.
- Catchment has changed over the years (Covered Rhyd-y-Pandy and Felindre).
- All English Medium Reception schools and Faith schools are full, where would my child go if I don't want them to go to Clydach.
- Not fair on the other school if they have to change ancillary space to classrooms.
- Road closures in the area due to collapsing mineshafts coupled with trees falling in winter make it difficult to leave the village without a long detour, this could lead to lots of accidents.
- Traffic would increase in the Clydach area affecting air quality.
- UNCRC – rights of the child, Council have this in their constitution but are they really listening to the children? The voice of everyone has not been heard.
- No time to investigate federation, amalgamation or other options e.g. increase NUMBER ON ROLL particularly over the school holidays.
- The Council view is given in the consultation paper but no evidence is provided to support this e.g. mixed sized classes. Don't feel there is a strong case.
- Should look at impact on residents, chapel etc. could also lose the bus service for the village. Cllr Raynor said it would be dealt with in the Community Impact Assessment, but it isn't.
- Advantages in the consultation paper are limited and not balanced or evidenced.
- Unhappy with drop-in format, no idea what to prepare for, everyone repeating themselves, could have more direct answers to everything. Not all conversations have been noted. Not everyone can hear answers.
- Clydach will have large mixed age year groups
- Children from Craigcefnparc do well, not disadvantaged, proportionally more for headboy etc. There is an advantage of being in a smaller school, want a choice of school size.
- Children love going to Craigcefnparc.
- Disruption to Yr5 who will move school for one year.
- Need time to make it sustainable, put in proposals, seek funding etc.
- NUMBER ON ROLL is difficult to predict for the future, turnover of occupancy, new houses in Clydach, where do these children go to school?
- Clydach is more restricted with less green space and not enough yard space. Craigcefnparc has a forest area.
- Modest capital investment is an example of biased language used in the report.
- Transport- at present children can walk to school, which is a huge advantage providing fresh air and well-being etc. People in new social housing in the village may not have transport. For services such as breakfast club or after school clubs, which can lead to inequality.
- Finance – spending on buses instead of keeping school open.
- What would happen to the school site? This would have a cost. Who has valued the site?
- A breakdown of the condition survey and backlog maintenance costs is needed.
- Craigcefnparc is a true community school where parents volunteer. Many generations have attended the school, which has developed links with parents, which won't exist at a new school.
- Ninety from Audit CMS is financial and very old, current thinking is to protect small rural schools.

- Feedback is that Clydach parents don't want increased class size and mixed age classes. Not one person has supported the proposal.
- Cabinet are not familiar with the school or the area, they need to understand and see Clydach.
- There are access issues at Clydach for buses etc. No access/parking now. Who will fund escorts? Need safe route to school especially for SEN children, there will also be taxi costs.
- Social education in Craigecefnparc is excellent
- Will Council Tax reduce if there is no school in the village?
- Consistent leadership in Clydach is an advantage but circumstances could change. Clydach are a yellow school with backlog maintenance.
- A fair and transparent review is needed as an improvement for children is not to be seen.
- Learner consultation paper was too complicated
- Presentation is based on flawed data.
- Too large schools to implement the Foundation Phase.
- Lost opportunity to build on existing environment and track record.
- Impact on community with loss of people being drawn into the village.
- Impact on pupils less confident in a larger setting, particularly with special needs.
- Savings from closing Craigecefnparc won't go directly to Clydach.
- Transport – young children on a bus, what if they miss the bus? This could affect attendance. The route is dangerous and subject to delays
- Will lose the community feel
- Drop-in sessions are not the best method as it is difficult to hear other people's views and responses.
- I moved to village because of a good and small school, support for individuals and a strong community.
- Report did not fairly reflect the advantages and disadvantages, it was biased and one sided.
- I do not want my child to travel to school on a bus.
- Will there be supervision from the bus to the school?
- 45.5% of catchment children do not attend Craigecefnparc, the report implies that they don't want to attend Craigecefnparc but are likely to have chosen Welsh Medium or Catholic education.
- PLASC January 2018 showed 10 less than March 2018. The graph did not reflect this increase as it was restricted to PLASC data.
- Proposal is over focussed on financial issues.
- There will be no school in Mawr Ward what would happen to Council Tax contributions.
- What evidence is there that transition to secondary school is smoother from a large primary school when compared to a small primary school.
- It takes two years to settle into a new school for some pupils, how can the report reference that minimal impact regarding transition will be experienced.
- 5 minutes travel time to Clydach? What about parking time etc.
- Birth projections do not take account of new arrivals into the village.
- Query current figures in consultation – are they up to date? Appear to be January it is now September.
- A massive improvement over the last three years has been led by Mrs R-M and Mrs P.
- Will the transport to Clydach be guaranteed and free.
- Will Craigecefnparc pupils receive free transport to allow them to attend breakfast club and after school clubs. Without this the children's opportunities will be reduced.
- There is a contradiction regarding the numbers in Clydach, the class organisation states that there won't be mixed classes but this isn't the current situation.
- There is a discrepancy regarding attendance : Craigecefnparc Q1 and Clydach Q4.
- If the school is closed house prices may drop in Craigecefnparc.
- If there is no school young families will not want to move in which will have an impact on local businesses.
- The decision to move to the next stage should be voted on by the whole Council, not just the Cabinet.

- Following events in another local school, possibility of movement into Craigcefnparc, has this been considered?
- Consultation document states pupils will have a quality education at Clydach – they get that at Craigcefnparc.
- Consultation states that there are only female teachers at Craigcefnparc. A male teacher has been appointed.
- Mad Science is available as an after school club in both Clydach and Craigcefnparc, not just Clydach.
- Consultation does not reference the progress made in Craigcefnparc moving from a Red to Yellow school.
- If a pupil misses the school bus there will be a financial burden on families and an impact on the child's education.
- Have the figures on roll pre 2013 been tracked? How healthy were the figures before the HR issues of 2015, this could be seen as a turning point.
- Wrap around would benefit the school.
- An open night at Clydach for Craigcefnparc parents to look at provision.
- £150K needs to be spent on the school – what is this for? Recognise that this would be the same for any school in Swansea.
- Will there be supervision on the buses.
- Has anyone considered/measured the positive impact of being in a small school? Will an impact assessment be undertaken for individual pupils?
- Disagree from personal experience that a larger school provides a broader extra-curricular experience than a small school .
- Pupil consultation forms were inappropriate. They were inaccessible to younger pupils and patronising for older pupils.
- I think Nursery pupil numbers should be taken into account in the figures.
- Logistics of ensuring siblings reach school on time going to Cwmtawe and Clydach primary if living in Craigcefnparc.
- Cabinet members should visit Craigcefnparc Primary before making a decision.
- I feel that Craigcefnparc' s smaller numbers has provided my child with the opportunity to have more individualised attention and my child is challenged/needs met.
- Craigcefnparc provides outdoor provision, which may not be available in Clydach.
- Craigcefnparc is a very close community, which is a positive.
- Issue of infant pupils transported by bus to school – unacceptable. What route will the buses take? There is an issue with traffic. Implication of incidents is that there are delays to buses reaching Clydach Primary school.
- A small school is more nurturing and builds confidence.
- There is no spare capacity in English Medium schools in the area.
- What is the backlog maintenance at Clydach and Craigmfelen?
- CIA doesn't state impact in Clydach or social housing in Craigcefnparc.
- Minimal reference in consultation report regarding the extensive progress made.
- KS results are comparable with Clydach, how can Craigcefnparc provision be variable.
- Clydach site is not less restrictive.
- Liaison between older/younger pupils is a strength which you won't get on a split site.
- Could catchment areas be re-drawn to the advantage of Craigcefnparc.
- Walking to school increases well-being and has a positive impact on obesity, carbon footprint and congestion.
- Value for money – paying into transport not directly to teaching.
- Not all pupils will go to Clydach, this will split friendship groups.
- Query evidence for statements in report – make this information available.
- Transport Issues- safeguarding, enhanced DBS checking, Ratios. Safety on roads. Breakfast Clubs and after school facilities.
- Estyn Report- 2015, follow up improvements after present head. Recent work to improve standards at school should be considered
- Capacity at Clydach – school not receptacle, don't feel they have resources to take on
- Concerns over year 5 going into year 6, could they stagger the closure/ transition

- Distance from Craigcefnparc to Clydach is more than 2 miles
- *[Item extracted in line with GDPR requirements]*Can we see estimated class structure for Clydach if all parents decide to place their children there.
- Small school funding bid – feel that error in not securing funding
- Small school more nurturing and feel they develop better
- Cllr Raynor denied the validity of the ESTYN Report at cabinet meeting
- Building Condition C for both Clydach and Craigcefnparc
- Issues for pupils to play with friends if bused out
- No transport if require breakfast club and after school clubs. Split finish time at Clydach?
- Clydach was also previously in English Medium
- Could there be a caveat on the school site so can only be used for educational purposes
- Could facilities be used for Special needs pupils?
- Not having choice of other school as full, transport.
- Review catchment areas for Craigcefnparc
- Fall in Number on Roll due to ex-head teacher, not give time to turn around, exceptional reason. Scope to increase as report quoted % that go elsewhere.
- ESTYN- vast improvements since report, unfair and biased stats etc in report and follow up report not included.

Craigcefnparc Drop-in Session 20 September 2018 at Craigcefnparc Community Hall

Present: Brian Roles, Head of Education Resources and Planning Services  
 Kelly Small, Head of Funding and Information Unit  
 Celyn Evans, Funding and Information Unit Officer  
 Kate Phillips, Head of School and Governor Unit  
 Rhodri Jones, Head of Stakeholder Engagement Unit

- Community Impact Assessment says the playgroup could move to the community hall but it is run by teachers.
- Will be unable to access after school club if there is no transport.
- If learners are ill and parents can't drive?
- Weather can affect Craigcefnparc more than other areas- how will learners get home in snow when Clydach may not be aware of conditions in Craigcefnparc.
- Emergency access is an issue around Clydach Primary already, it will get worse.
- A lot of family homes for sale in the village (about 10), these could bring in new pupils.
- Learner consultation paper too complex to allow them to understand and respond.
- Bullying concerns – I hear that Clydach don't want Craigcefnparc pupils, there is regular Police support at Clydach (Suzanne Birch PCSO).
- Craigcefnparc attendance is better than Clydach and Craigfelen.
- Clydach have split finish times this year to avoid traffic build up in the area.
- Clydach have mixed age classes but larger ones. It's a positive at Craigcefnparc to be in small mixed age classes as learners are used to working with older and younger children. They move to comprehensive school and are peer mentors, head boy, on groups committees etc.
- Craigcefnparc learners have good outcomes, so not detrimental when they go to comprehensive school.
- Community Impact Assessment doesn't involve speaking to the community.
- Counsellor commented – Wellbeing of Future Generations Act not taken into account in papers in June, will it be taken into account at next stage?
- SOC comes into force in November with extra requirements for closure of rural schools.
- Inaccuracies in consultation paper e.g mileage incorrect – need correct data in future cabinet papers.

- Council is letting the village down. It's a very rural area.
- Transport – narrow roads around Clydach, will learners be escorted from drop-off to school. Can Cabinet come to the new route?
- There are a significant number of Council Houses due to family size would want a school within walking distance. There will also be an impact on housing as Council Houses have been refurbished.
- Clydach, traffic fumes, industry, removing choice all have an impact on the health of children.
- Don't agree with statements that there are benefits of a larger school. Where is the evidence? Compare the results of secondary learners from Craigcefnparc to others.
- Small and Rural bid. Why didn't the Council re-submit?
- Where else would you have a Community Council with no school and no free nursery education?
- Bus service is unreliable and there are limited pavements and street lighting.
- Concern that Clydach will be to capacity and issue of new housing. Glais is full.
- Village demographics change getting younger, babies being born.
- Report has inaccuracies/irrelevant information e.g support quoted is historical and lessening, so not relevant for the future.
- Number of days of support in 2017/18 is less than Clydach or Craigmalen (as per FOI on Challenge Adviser support).
- Attendance figures are better than Clydach and Craigmalen – 1<sup>st</sup> compared to 4<sup>th</sup> quartile – our children love going to school.
- Issues at Gellionnen and families moving so if Craigcefnparc closed, others would be full.
- Clydach parents say that some are held back by age due to mixed age classes/numbers – will get worse with more learners.
- Clydach residents have concern about traffic, pollution, noise etc.
- Wider community not aware of meeting (if not a parent) and if it was in the Infant or Junior building.
- Concerns of bullying at Clydach – quote of regular police involvement – Craigcefnparc is like one big happy family.
- Won't replicate the Craigcefnparc experience / ethos elsewhere.
- Parents want to walk their child to school for exercise. That's why we moved to the village. Transport would not cover after school club and breakfast club.
- I think small mixed age class is a positive not a negative.
- Mother and toddler gets pre-school familiar/ready for school.
- Standards at the school are excellent and children have more 1:1 time.
- I feel that statistics on Number on Roll are not correct for projections in paper and presentation on screen.
- Concern that question 10 on online survey had limited characters.
- Will Cabinet really read all of the responses? How will they understand how people feel? Can we speak to them?
- You are rushing this through to avoid the new Schools Organisation Code *[Item extracted in line with GDPR requirements]*
- Trying to sort out barriers that are delaying the submission of the small and rural grant bid.
- No transport for breakfast club and after school club, not equality, there is an impact on working families.
- No transport for nursery learners – renovation of social housing, may not drive, social housing may not be wanted if there is no school.
- During winter, a mini bus would really struggle. (Barry needs to do a fuller assessment of the route).
- One sided presentation focussing on Clydach and nothing highlighting what is offered in Craigcefnparc
- Nothing about how happy the children are at Craigcefnparc.
- Why now? Question about new school organisation code (Celyn clarified that this was not rushed to dodge the new code).
- Clydach seems a rushed decision – misleading that the document relates to toilet improvements at Clydach as it could have been done regardless of the Craigcefnparc closure.

- Transport – core school hours only, therefore, will miss breakfast club.
- There are no after school clubs in Clydach.
- Some pupils go home for lunch; this will no longer be possible if they attend Clydach.
- Ratio's for pupils
- Where will buses park, it is already congested.
- Emergency access is a concern.
- Issues of bullying at Clydach are a concern for parents.
- Issues with document – Education assumptions put forward as “fact”, green space is not matched as well by Clydach.
- Quality of teaching is excellent as are sports and cultural opportunities.
- Transport – clarification needed about who will qualify for transport, mileage issues have raised suspicion (1.8 on presentation and 2.0 on paper).
- Schools listed – make it look like transport will be provided to any of the schools.
- Easier to have said “no available walking route” that would have been easier and stopped a lot of worry.
- Traffic – dangerous roads outside the school.
- What will happen to the site if it closes?
- Local businesses (self-catering accommodation opposite the school?).
- What is the cost of closing the school (transport, redundancies, maintenance of closed building)?
- RWE – wind energy Mynydd y Garreg wind farm, they are giving money to the LA/Community of Mawr, money to be spent on community and education (Swansea Voluntary Association). Could education and the wind farm work together?
- The school is on the edge of a bird reserve, close to the countryside and the wind farm. Could children from other schools use it as a residential centre involving renewable energy?
- Education is a priority in funding to the Mawr community.
- Small schools – could share resources more efficiently to protect small schools e.g. share headship and IT support.
- Rural life is important, schools are part of this. What is the Council's view of this? Do they want to prioritise community/rural areas?
- What will the LA do regarding the site usage? At the moment no residential building is allowed past the bus stop, will that change when the LA wants to sell the building?
- Concern that once empty the building will become a risk and a cost.
- The school is an important part of the history/culture of Craigcefnparc
- Four main spaces within the village not a like for like replacement.
- Special place for the community.
- Switch Craigcefnparc to Welsh Medium, would increase admission numbers, it is a form of punishment closing Craigcefnparc.
- Historic attachment to land and people's lives.
- Need to take into account community vote, won't be another school here again.
- Utilise capacity that is already there.
- How has the projected data been calculated?
- Why are mixed ages a disadvantage?
- What are the options for federation with the school?
- The advantages listed – are there advantages in school closure.
- The experiences within the school cannot be measure.
- Has the quality of education been considered, not just one measure such as Estyn?
- Is it appropriate for a 4 year old to travel in the transport arranged?

Consultation Responses on the Proposal to close Craigcefnparc Primary School									
Number of written consultation responses received:									
463									
Number of online consultation responses received:									
120									
A video was also submitted:									
<a href="https://m.youtube.com/watch?v=9XrW0-4hW4c#">https://m.youtube.com/watch?v=9XrW0-4hW4c#</a>									
Responses from Estyn, Craigcefnparc Governing Body, Craigcefnparc Working Party, Craigcefnparc PTA, Cllr Bridgette Rowlands, Clydach Community Council, Tonia Antoniazzi MP, Rebecca Evans AM, Bethan Sayed AM, Dr Dai Lloyd AM, Suzy Davies AM, Clydach and Mawr Labour Party branch.									
Responses from:									
Pupil									
Parent/Carer									
Member of Staff									
Governor									
Community Member									
Other									
Raised at meetings									
Governor									
Staff									
Drop-in									
Point Raised	Local Authority Response	Number of Written Responses Raising Point	% of Written Responses Raising Point	Number of Online Responses Raising Point	% of Online Responses Raising Point	Yes or No	Yes or No	Yes or No	Yes or No
<b>Travel/Transport</b>									
1 Streets around Clydach Primary School are already congested, narrow streets, there will be additional traffic/buses	Areas around schools are usually busy at the start and end of a school day. The council had identified the need for some additional traffic measures at the Clydach site in the consultation paper (following on from a school safety assessment provided to the Welsh Government a few years ago). These will progress regardless of the outcome of consultation and at a cost of approximately £67k which includes an estimate for road resurfacing that could be required. There would be three additional minibuses required if the Craigcefnparc learners were transported to site, plus some additional cars if learners did not use the bus. Clydach school have introduced a different end to the school day for the junior site and they now finish 10 minutes earlier than the infant site, easing congestion. It should be noted that there are traffic concerns at the Craigcefnparc school site as well, including issues with parental parking, and the safety assessment report to the Welsh Government identified the need for traffic calming (narrowing) and the creation of a footway at a cost of approximately £40k.	413	89%	27	23%	Yes	Yes	Yes	
2 Public bus service is already limited and could reduce	The public bus would not be affected by this proposal.	3	1%	6	5%				Yes
3 There is no safe walking route to Clydach from Craigcefnparc; all pupils will have to go by bus; conflicts with Swansea Council's commitment to increase the number of people that walk to school or work and is against Welsh Government targets; denies children the opportunity for exercise/fresh air walking to school; will increase travel time to school in this rural community.	Yes, all statutory aged pupils in the Craigcefnparc catchment area would have free transport to Clydach Primary School. This is not necessarily from home and suitable pick-up points would be arranged, with learners still having to walk to get to these points. Traffic assessments note that many children are taken to Craigcefnparc Primary School by car and do not walk. The Active Travel (Wales) Act imposes a mandatory reporting requirement upon all Welsh local authorities to report on the "level" of active travel and the "spend" on infrastructure each year. Whilst the Council does not have a target per se, the Active Travel (Wales) Act does have a monitoring plan which aims to increase the number of people cycling at least once a week to 10% and the number of people walking for a whole or part of a purposeful journey to 80%. This is monitored at an All-Wales level, rather than by county. The Council's direct requirements under the Active Travel (Wales) Act are only to make "continuous improvement" on the network; an expectation which is ably demonstrated.	414	89%	22	18%				Yes
4 Buses will not be able to stop outside the school and pupils will have to walk without their parents along roads without pavements	Each of the three proposed minibuses would have a passenger assistant. As well as looking after the children on each bus, he or she would be responsible for walking their group of children between the bus and the school entrance in the morning and between the school entrance and the bus in the afternoon.	396	86%	1	1%	Yes			
5 Young children should not be put on a bus.	There are many primary aged children that travel to school by bus across Wales. Each bus would have a passenger assistant.	5	1%	5	4%				
6 There will be increased CO2 emissions from the extra cars and buses travelling to Clydach, particularly at low speeds/up hills, affecting air quality.	Nitrogen Dioxide (NO2) is monitored across the local authority in line with guidance produced by DEFRA and the devolved administrations. There are two objectives set out for NO2 within the legislation: • An annual mean objective concentration of 40ugm-3 • An hourly mean objective concentration of 200ugm-3 (not to be exceeded more than 18 times per year) The site closest to Clydach Primary School returned an annual mean concentration of 30.76 in 2010, declining annually to 26.2 in 2014 when readings ended as they were well below the objective concentration. The Technical guidance also advises that the one hour objective is unlikely to be exceeded at locations where the annual mean concentration is below 60 ug m-3 . Given the downward trend in NO2 concentrations recorded at Clydach over the last eight years it is very likely that the concentrations today would be below those recorded in 2010-2014. The objective concentrations that we are required to assess against are unlikely to be effected by the increased traffic flows from the additional vehicles estimated for this proposal at school drop-off and collection times.	405	87%	10	8%				Yes
7 Difficulty in accessing school for Craigcefnparc residents in adverse weather such as snow and ice.	There are currently buses leaving the village to take learners to St. Joseph's Primary School in Clydach, YGG Gellionnen, Birchgrove Comprehensive School, Cwm Tawe Comprehensive School, YGG Bryn Tawe and Bishop Vaughan RC comprehensive. It is only on rare occasions that the weather conditions prevent these buses from running.	396	86%	6	5%				Yes
8 As the bus will only be provided for the start and end of the school day for statutory school age learners, children will be unable to access nursery, breakfast club or after school club/sports (unless parents arrange their own transport, and some do not drive/own car). Families will be unable to pick up ill children. Parents will be unable to attend evening functions due to the time of the last bus back to Craigcefnparc. Parents may have to give up their jobs for the school run.	The council is responsible for transporting pupils for education. Parents are always responsible for getting their learners to and from any out of school activities such as breakfast club and after school club. The majority of after school clubs at Craigcefnparc have not been in place for much more than a year.	413	89%	18	15%	Yes	Yes	Yes	

Community Impact							
9	Major impact on village and local businesses; families will move out, house prices will decrease; loss of Westvillage heritage for learners and the community if 140 year old school is closed; isolation for villagers (elderly etc.); impact on mental wellbeing of adults and children; Swansea Council is abandoning the village (drainage issues, no park, unsafe bridge); pay substantial council tax yet won't have a school.	There are many villages in Swansea without a school. This proposal has been made for educational reasons and these must be paramount over a perceived impact on the community. There will still be a large and well used community hall in the village. The school facilities are not used for the wider community.	418	90%	41	34%	Yes
10	A school is the heart of the community. Parents and pupils socially interact on the walk to school and at the school gates. Will impact mental wellbeing of the community. There will be no focal point for socialising as a community if the school is taken from us.	This is still a proposal so there are no plans for the school building. If the school did close then the building would be considered for other council uses or put forward for disposal. The estimated land receipt price has been included for information only as would be expected in such a consultation document.	417	90%	13	11%	Yes
11	What is the plan for the school building in the event of closure. Empty buildings have problems with vandalism and lack of maintenance, becoming an eyesore. If there is no plan for the building why does the consultation paper quote a sale price?	There is no school in Killay South ward.	396	86%	4	3%	Yes
12	If the YGG Feindre closure proposal also takes place then there will be no school in the Maw ward at all. Will be only left without a primary school.		393	85%	7	6%	Yes
Size of School/Number on Roll/Class Sizes							
13	Number on roll is increasing	The number on roll continues to decrease. As of 27/11/18 there were only 3 applications for Reception admission for September 2019 (with the closing date being 30/1/18). The larger year groups are in Key Stage 2 (junior) and numbers being admitted to Foundation Phase (infants) are far lower. This will lead to a declining number on roll as these pupils leave the school. Numbers in each year group at the September 2018 pupil count were: Nursery = 4, Reception = 1, Year 1 = 4, Year 2 = 4, Year 3 = 6, Year 4 = 10, Year 5 = 7, Year 6 = 13.	9	2%	11	9%	Yes
14	The local authority has not promoted the school/should support the school.	The local authority cannot promote one school over another. Schools should promote themselves within their catchment area. The local authority has provided significant support to the school.	6	1%	10	8%	Yes
15	Small and mixed age classes are hugely beneficial to our children. (Research by Dr. Barry Torrington provided)	Clydach also have mixed age classes, as is common in many schools, although this would only be for two year groups in a class. Craigroffpac have Nursery to Year 2 (all of Foundation Phase) in one class (with 13 learners in total), Years 3 and 4 in another class (with 16 learners) and Years 5 and 6 in another (with 20 learners). As the larger year groups drop out from Key Stage 2 and budgets tighten it is likely that the school will operate with just one class for the whole of Key Stage 2. This adds pressure to teaching staff who have to cover the appropriate curriculum for the learners in that wide age range with limited teaching assistant support.	419	90%	19	16%	Yes
16	The small classes are like having a private education.	Noted.	1	0%	2	2%	Yes
17	There is a uniquely happy, nurturing ethos at the school and pupils feel part of their community, describing it as a family atmosphere. As Suzy Davies said "The nurturing ethos is on another level here. This school must not close."	The effectiveness of leadership and the subsequent development of how effective school transition plans are, will determine success, as opposed to the size of the school. Estyn review reports reflect that transition planning is now a strong feature of the work of most secondary schools and their partner primary schools. Teachers now visit other schools to observe teaching and learning to help them in their planning. Planned cross-curricular learning activities between key stage 2 and 3 feature strongly in school development planning. The national focus on school developing partnership working and school to school collaboration will serve to strengthen this aspect for all schools. The limited staffing at Craigroffpac would have to support transition to secondary schools (learners can go to Birchgrove Comprehensive School in Swansea but often to Cwm Tawe Comprehensive School in Neath Port Talbot council) as well as continuing to support the learners in their class in other age groups.	392	85%	1	1%	Yes
18	A larger school does not better prepare learners for comprehensive (contrary to consultation paper)	Larger schools are likely to have more groups to join with a wider range to interest learners. Small schools struggle with team sports where a minimum numbers of players are required. Numbers at Craigroffpac are predicted to fall further when the larger year groups in Key Stage 2 leave and this will limit team sports even further.	405	87%	6	5%	Yes
19	There will be less opportunity to take part in responsible roles e.g. school council, or in sports teams. Small schools allow more opportunity to take part in teams etc. and give them great confidence.	This proposal is not because the school is small or rural, it is because the council believes that it is not sustainable and that it will impact on the education of learners, and this must be the council's main objective. Strong friendships can also be forged in larger schools.	405	87%	2	2%	Yes
20	Small school is like a family/children interact closely and have strong friendships. Children will be split up from these friends at Clydach (different classes and a split site).		23	5%	10	8%	Yes
21	Choose the school as prefer small/rural school.		7	2%	2	2%	Yes
22	Small numbers are due to lack of affordable housing in Craigroffpac. The council should identify land and grant a policy for affordable housing to bring young families to the village.	Land off Florid Ellen is allocated for housing in the Unitary Development Plan (UDP). The UDP will be replaced by a Local Development Plan (LDP) in 2019. The land allocated in the UDP was subject to an outline planning application by the Community Council in 2013 but they withdrew the planning application and the Candidate Site that they had put forward for consideration for housing to be allocated on the land in the LDP, indicating that they no longer wished to pursue development of the land. The site has therefore not been allocated for housing in the LDP as there was no evidence it would be delivered. However, the LDP identifies Craigroffpac as a suitable key village for small scale development, including new homes, and the settlement boundary has been defined by the LDP to allow scope for this to happen.	1	0%	0	0%	
Education/Standards/Leadership							
23	Directors feel the council were too slow to provide support and bring about leadership improvements which have contributed to a drop in pupil numbers. The acting headteachers are bringing about change to improve the school and should be given time to continue that work.	The local authority has supported Craigroffpac Primary School by identifying a quality acting headteacher from another school and funding this post for some time. The acting headteacher then successfully applied for a headteacher post in a larger school. The budget position at the school has led to the replacement acting headteacher working for at least two days a week in the classroom, having the least non-contact time of any headteacher in Swansea. The budget projections for coming years are for increased pressures on schools. It is unlikely that the school will attract a headteacher to a school with under 50 learners that is in a provisional/amber support category. The school has accessed high level support since 2013. During the last five years, the school has received and received a proportionate package of support. School improvement officers have worked intensively for five years to support progress on areas for development identified by the local authority, parents and external regulators. The school stands out as receiving high level support for a considerable time period.	419	90%	27	23%	Yes
24	The council has provided only 3.5 days of support in 2017/18 for Craigroffpac as a yellow school yet gave Clydach 5 days as yellow and 6.5 days for Craigflefen which is a green school.	This is not correct. Yellow schools get up to 10 days of support. There were 6 planned days of support for Craigroffpac plus 4 additional Challenge Adviser days.	1	0%	1	1%	
25	The school is a good school; improving standards/categorisation of school, should give school a chance to improve/recover to normal pupil levels	The school has improved with much support (officer time and financial support) from the local authority and through the dedication of the acting headteacher (provided by the local authority) and the focused school staff and governors. However the local authority's view is that this is not sustainable with reducing pupils on roll, increasing budget pressure and a new curriculum to embrace. Although the school had progressed from a 'red' to 'yellow' support category it has now dropped to 'amber' in recent provisional assessments. The school is unable to sufficiently fund the supply staff costs needed to release staff for training and this will be vital to prepare for the new curriculum. Also the acting headteacher is restricted to the school site in the main due to teaching commitments and leadership requirements and therefore is unable to attend professional development opportunities. The school is unlikely to recruit a headteacher for a school with under 50 learners that is in an amber support category.	414	89%	24	20%	Yes
26	As transport will not be provided for nursery learners this will impact on families that cannot drive, going against one of the top priorities of the Council relating to Early Years education.	Having a priority for Early Years does not mean keeping a school open or providing transport for nursery. Home school transport is provided in accordance with agreed council policy.	393	85%	8	7%	Yes
27	Craigroffpac delivers the full curriculum and will continue to do so (contrary to what was described in the consultation paper). The vast majority of pupils that leave the school are high achievers and most importantly are mature, respectful, confident and caring.	Estyn reviewed school size and educational effectiveness in their December 2013 report. The report shows that large primary schools tend to perform better than small and medium-sized schools. Curriculum provision is better in large primary schools. In small schools, there tends to be shortcomings in the provision of foundation subjects at key stage 2. These shortcomings differ from school to school, but are often linked to gaps in the expertise of staff. The quality of teaching is good or better in 80% of primary schools overall, but 22% of very small primary schools have teaching that is good or better. In these schools, there are three or more age groups in each class and teachers have to plan and deliver lessons that meet the needs of pupils from a wide age and ability range. Leadership and processes to improve quality are usually better developed in large primary schools. In small primary schools, many headteachers have a significant teaching responsibility that limits the time they can devote to leading and managing and they have fewer opportunities to evaluate standards and to give improvement.	405	87%	2	2%	Yes



28	The proposal does not offer at least as good an educational experience.	Clydach Primary School is just as good as Craigeffnparc Primary School. Clydach Primary School's last Estyn inspection report was better than Craigeffnparc's although it is appreciated that Estyn were then satisfied that improvements had been made at Craigeffnparc. Clydach and Craigeffnparc are the same regional categorisation of 'yellow'.	393	85%	1	1%	Yes		
29	Educational disadvantages for all pupils involved as they will be taught in larger classes with less personalised learning programmes. In particular children with special educational needs are supported well in the small classes at Craigeffnparc.	Teachers must set a personalised programme for each learner in their class regardless of size, and this is usually delivered with the support of teaching assistants. It is advantageous to have children of the same ability/age in a class rather than a large spread of ages in a smaller class without sufficient teaching assistant support.	404	87%	6	5%			Yes
30	Estyn believes that the proposal is likely to at least maintain the current standards in terms of education, provision and leadership and management.		1	0%	0	0%			
31	Support proposal as it will provide the children with a wider range of education and will save money.		0	0%	3	3%			
<b>Clydach Primary School</b>									
32	Class sizes will increase at Clydach; less personalised learning programmes; negative impact on Clydach pupils	The maximum number of pupils in any year group in Craigeffnparc Primary that would transfer to Clydach Primary School is 7. Most classes will be able to absorb the number of learners from Craigeffnparc but there could be the need for some restructuring of classes. Foundation Phase classes cannot be more than 30 (without permitted exceptions) and the aim is for Key Stage 2 classes to also be a maximum of 30.	396	86%	11	9%			Yes
33	There are no enhanced social or sporting opportunities at Clydach (contrary to the consultation paper).	Clydach Primary School has a School Council and Eco Club and also has a rugby team, football team, netball team, offers swimming, judo, 'active kids', creative club, learn-Welsh at lunchtime club, sports after-school clubs, film club, Mad Science, computer coding club, brass and wind music tuition etc. The school runs residential for years 5 and 6 each year (currently going to Pendine and St Madoc's).	398	86%	3	3%	Yes		Yes
34	The range of after school clubs is far more limited. Numbers in each club are limited. Sessions are often cancelled at short notice.	Clydach Primary runs various after school clubs (currently offering judo on Monday, art club and football club on Tuesday, netball and coding on Wednesday, rugby on Thursday). Mad Science is offered for ad hoc programmes for 6 weeks at a time. Early birds club is available from 7:50 am each day.	402	87%	9	8%	Yes		Yes
35	Clydach Primary School is not better than Craigeffnparc Primary School (results and attendance).	The School Organisation Code requires an alternative school to be at least as good educationally, and Clydach's latest Estyn report and categorisation meet that requirement.	8	2%	2	2%			Yes
36	There is a lot of bullying and police support at Clydach Primary. Craigeffnparc children will be bullied.	This is not the case. The school is pro-active in teaching learners about the impact of bullying as a preventative measure, and this has included talks from the community police (who attend for various other topics as well). Estyn reported that- "Nearly all pupils enjoy coming to school and feel safe. The school council is an effective forum for the pupil voice, for example in introducing anti-bullying ambassadors. Nearly all pupils are polite and well behaved. They demonstrate good behaviour during lessons, in assemblies and in the playground. Pupils show compassion for others, raising funds for a number of charities". Headteachers' termly reports to governors must contain reference to any bullying in a school. The headteacher at Clydach Primary School reported to governors on 26 March 2018 that "behaviour was excellent and there were no issues at all" and it was noted that the school was currently working on an understanding of what "bullying" actually is.	2	0%	1	1%			
37	There is no surplus space in Clydach. The school capacity has nearly been reached. There is more surplus space at Craigeffnparc.	The published capacity for Clydach is based on the rooms currently being used as classrooms. There are other areas that can be brought back into classroom use if required, although the majority of Craigeffnparc learners could be admitted into existing classes.	13	3%	17	14%	Yes	Yes	Yes
38	Other than Clydach, all other primary schools in this area are full or oversubscribed, giving parents no real choice. There is no other small school that parents can choose.	There is space in some of the year groups in both Craigeffn and Glais Primary Schools but some of the year groups are already at Admission Number.	402	87%	16	13%		Yes	Yes
39	New housing developments planned in the area will inevitably increase the number of pupils needing school places, as will the projected increase in the population over the next 10 years. This means that there will not be enough school places in this area in future.	Ward level forecasts of housing growth in Swansea are derivable via the Council's Local Development Plan (LDP) documents and the annual Joint Housing Land Availability Studies (JHLAS). The LDP Examination Document "Housing Site Trajectories and Land Supply", contains details of housing sites and the number of units anticipated for completion during the full plan period (2010-25). For the Clydach ward, the council's figures currently forecast that around 200 additional housing units will be built by the end of 2025, a 6% increase on existing stock, below the average increase across the county (+11%). Council projections would estimate under 40 additional primary aged pupils from 200 houses and does not take into account any 'recycling' within the area or any stock that would then become vacant.	406	88%	14	12%	Yes		Yes
40	The location and environment in which Craigeffnparc Primary is situated is far less restricted than Clydach Primary and is in a much more natural environment. Pupils in Craigeffnparc often have lessons in the forest school area and this cannot be offered at Clydach Primary. This is not providing an experience that is at least as good.	Outdoor learning is a requirement in the Foundation Phase. Learners at Clydach Primary have a stimulating outdoor area on the school site and also take trips to the canal, Coed Gwillim Parc, Forge Fach community centre's outdoor area/3G pitch, Manor Park etc. The council is working with the acting headteacher at Craigeffnparc Primary School regarding the use of the nearby forest area to ensure that the relevant insurance is in place, authority has been gained to access the land as it is privately owned and that risk assessments have been undertaken for use, as well as for the route between the school and the site.	409	88%	15	13%	Yes		Yes



<b>Financial</b>									
41	There is no financial saving to be made so why close?; there will be additional costs for transport; money will be spent on transport instead of educating children in the school they love.	This proposal has not been made for financial reasons. It is about the sustainability of educational provision for the children of Craigcefnparc.	400	86%	8	7%			Yes
42	The proposal has been made for financial saving reasons. The proposal is because the council has wasted money on other things/overspent on other things e.g. Gowerton Primary School new build, Kingsway.	There is no financial saving to the council from this proposal. The proposal is based on educational reasons.	6	1%	6	5%			Yes
43	If Craigcefnparc school is not financially sustainable then the funding formula should be changed to allocate more funding. See nothing wrong with a small school having more funding per pupil. The Governing Body were able to set a balanced budget this year.	This would mean taking money from other schools and learners in Swansea. The council has a duty to share resources as fairly as possible for the benefit of all learners. The school has only set a balanced budget with additional financial support from the council (£25k) while the consultation process is ongoing and because the acting headteacher position has been filled by the deputy headteacher from September 2018 (reducing the teaching staff by one).	2	0%	1	1%			
44	Use the fund from the wind farm to keep the school open	The Mynydd y Betws wind farm community fund does not cover Swansea Council	0	0%	1	1%			
45	Has solar/green energy been looked at to reduce the school's costs?	These are usually invest-to-save schemes and this would not give the school the sustainability that is needed.	1	0%	1	1%			
<b>Impact on Staffing</b>									
46	Loss of jobs for the staff	If the proposal proceeds to closure, the council would work with Clydach Primary School and any other school receiving pupils to request that governors consider ring-fencing any new posts for the staff at Craigcefnparc Primary School. The council would also seek to redeploy staff into other schools/establishments within the council. Staff would also be offered the option of taking early retirement or voluntary redundancy. Compulsory redundancy would only apply when all other avenues are exhausted.	0	0%	2	2%	Yes	Yes	Yes
47	Get parents to do more volunteering to reduce staffing costs.	There are only certain roles that volunteers can undertake. Seeking volunteers for these limited roles has always been an option for the school to organise.	0	0%	1	1%			
<b>Alternative Options</b>									
48	Change the catchment area so that some of the Clydach area is taken into Craigcefnparc. This will reduce the investment needed at the Clydach school site and reduce traffic issues, as well as reducing the funding per pupil at Craigcefnparc Primary School.	Changing a catchment area does not mean that pupil numbers would increase at Craigcefnparc Primary School. Parents can choose where they send their children and, as there would be capacity at Clydach Primary for learners, the children would be likely to remain in Clydach.	10	2%	17	14%	Yes	Yes	Yes
49	Federation/amalgamation needs more investigation by the local authority. It will reduced spend per pupil and will aid leadership.	Federation makes limited financial savings for schools, if any. There can be a shared headteacher option in a Federation. It has not been possible to identify another school that wishes to Federate with Craigcefnparc Primary School.	10	2%	19	16%			Yes
50	Federate/collaborate with YGG Felindre; offer bilingual education.	This would not provide financial stability for either school. A bilingual headteacher would be needed and staff etc.	5	1%	12	10%	Yes		Yes
51	Establish a new Welsh-medium primary school to take pressure off YGG Gellionnen.	There are a suitable number of places at YGG Gellionnen to meet demand. There are not enough pupils in the catchment area to create another sustainable Welsh-medium school in the area.	1	0%	1	1%			Yes
52	Establish a Specialist Teaching Facility (STF) in the old caretaker's house. This was previously a proposal so why has this changed?	Officers are not aware of any previous proposal to establish a STF at the school. This would not give the school any additional stability as STFs are neutrally funded.	2	0%	4	3%			Yes
53	Not all options have been considered. Where is Craigcefnparc's free 30 hour childcare?	Governing Bodies have to establish their own childcare provision on site and this would need to be sustainable so that it does not draw on the school's delegated budget share.	1	0%	4	3%			Yes
54	Should build a new overarching primary school for the whole of the Clydach area.	Officers are working to identify longer term options for the wider Clydach area.	1	0%	3	3%			Yes
55	Keep school open and let out old caretaker's house for tourism and an income source.	A lot of investment would be needed to bring the old caretaker's house to a habitable condition. Safeguarding of learners on the shared site would always have to be of paramount importance.	0	0%	2	2%			
56	Get other users onto the site e.g. student training, private tutoring, health.	Any non-school use of the building would need to cover all costs so that it would not be a drain on the school's delegated budget. There is no demand for additional provision in Craigcefnparc and there are other venues available.	0	0%	5	4%			Yes
<b>Process</b>									
57	Objections are not being taken seriously; 'done deal'; will Cabinet read all of the responses?	The consultation process has been carried out in accordance with the School Organisation Code and there has not been any predetermination. Cabinet are provided with the summary consultation report as well as having electronic access to all responses in full.	1	0%	3	3%			Yes
58	Not considering the Wellbeing of Future Generations Act	This has been considered (see WFGA matrix). The council's Local Well-being Plan has an objective 'To build Strong Communities with a sense of pride and belonging'. Objectors may consider this definition in broad terms (Page 21 of the LWP) but objections would not be directly in line with specific steps or actions. The objectives definition of communities is not restricted to specific physical communities of any particular size but includes communities of interest too. The council's plans support the development of a new community which will be created at Clydach Primary School. Arguably, this is an opportunity to be part of a more diverse community with potential benefits in terms of experiencing a wider range of cultures, languages and communities that can enrich pupils' experience. The most relevant of the 3 steps under the objective is 'individuals are connected and feel a sense of belonging' and, while this is true of a small school community, it is also true of larger school communities which tend toading and managing and they have fewer opportunitie	397	86%	2	2%			
59	Not considering A Healthier Wales document - one of the themes being for residents to be more active.	Transport is not necessarily from home and suitable pick-up points would be arranged, with learners still having to walk to get to these points. Traffic assessments note that many children are taken to Craigcefnparc Primary School by car and do not walk.	1	0%	0	0%			

60	Not considering the children's rights agenda - recognising that education is critical to wellbeing	The UNCRC has been considered and consultation has taken place with all learners at Craigeffparc and Clydach and meetings were held with both school councils. Estyn have confirmed that they are satisfied that at least an equal quality of education can be provided at Clydach Primary School.	7	2%	7	6%			Yes
61	The Welsh Government are updating their School Organisation Code to give even more protection for small and rural schools. This shows that current policy is to value and protect our small community schools. We are a rural ward and a small school.	The Welsh Government have published their new School Organisation Code and have not classified Craigeffparc as a rural school. The Code change requires an additional step to take place before the commencement of consultations where alternatives to closure are considered. The council had acted within the spirit of the new Code and had considered alternatives to closure, including senior officers meeting with the governing bodies of neighbouring schools to assess if Federation could be considered. Meetings were also held with governors at Craigeffparc Primary School to outline the Federation process, encouraging them to also seek willing partners for Federation.	395	85%	1	1%			
62	Community Impact Assessment fails to recognise the impact on the community and local business. Did not consult the community on the Community Impact Assessment.	The required content of the Community Impact Assessment is laid out in the School Organisation Code. The assessment needs to consider what the school offers to the community in respect of community access (the school does not offer community access other than a recently established parent and toddler group) and out-of-hours provision for learners (these provisions were listed in the assessment, although it was noted when gathering the data that most of the after school clubs had been running for less than a year).	396	86%	5	4%			Yes
63	Governors have submitted a bid for the Small and Rural Schools Grant. The ideas are designed to attract parents and pupils into the future. The council has not yet exhausted all other options as it did not consult with the school on the failed bid last year which did not address the issues of building up sustainable pupil numbers.	The local authority is required to submit any bids for this grant. As noted above, Craigeffparc Primary School is not on the Welsh Government's list of rural schools. However the council is submitting a feasibility bid in FY2018-2019 so that a full business case can be worked up with the governing body with a view to submitting bids for the grant for FY2019-2020.	405	87%	5	4%			Yes
64	Disagree with statements in the consultation paper/biased paper.	The council has outlined the argument for the proposal to close in the consultation paper and does not believe that it is biased.	5	1%	26	22%			Yes
65	A decision as important as this should be made by full Council.	The Council's constitution states that Cabinet makes these decisions, as happens in the majority of authorities in Wales. Swansea's Scrutiny process gives the cross-party challenge.	1	0%	0	0%			
66	Why haven't voting Cabinet members visited Craigeffparc and Clydach before voting to go out to consultation?	This is not required by the Code. The educational and other statistics have been presented in the Cabinet report and consultation paper.	3	1%	2	2%			
67	Contrary to the Rural Development Plan document for the Mawr ward (used to award public funds from the Welsh Government).	This proposal is for school organisation and not tourism. The RDP is about economic regeneration of the rural wards. Whilst the closure of the school would clearly impact the ward, the role of the RDP would be to help to mitigate the effects and potentially support feasibility work for alternative uses of the buildings etc.	1	0%	0	0%			
	<b>The Working Party Report challenged data in the consultation paper and presentation to consultation meetings (some already covered above):</b>		0	0%	0	0%			
68	"Craigeffparc is about a mile from Clydach" when the distance is 1.7 miles and the schools are 2 miles apart.	"About a mile" is a quote from Estyn and is to give a background to those not from the area on the rough location of the school in relation to the town of Clydach. The schools are 1.8 miles apart by road.	6	1%	1	1%			Yes
69	The school was removed from Estyn monitoring in October 2016 after considerable support from the authority and time investment by school staff; however the authority support was the same as would be given for any other 'red' school and has no bearing as the school is now 'yellow'.	The local authority gives a set level of Challenge Adviser support for schools in certain categories. However Craigeffparc Primary School has received support, both financially and in staff time, well above this level. Despite this support the school's recent provisional category has dropped to 'amber'.	4	1%	0	0%			
70	Quotes "modest" toilet investment but should not say this if no quotes received.	The figure is based on an initial local authority surveyor's budget estimate. As this is only a proposal we would not seek further quotes until we are sure that work needs to progress.	5	1%	0	0%			Yes
71	The governors have not been permitted to appoint a new headteacher but this was not stated.	The governing body have been unable to appoint another headteacher while the substantive headteacher that they appointed was still in post (but not in work), as a school cannot employ two headteachers.	2	0%	0	0%			
72	What is meant by Clydach having a less restricted site? We would argue the opposite as Clydach is hemmed in by roads and buildings.	This refers to the overall acreage of the site.	4	1%	0	0%			
73	The consultation paper itself shows that there are enough pupils in the village to make the school sustainable now that the issues with the previous headteacher have been closed and if the threat of closure is removed.	Around a third of the primary age learners in the Craigeffparc catchment area attend faith or Welsh-medium schools. There were only 18 births in the whole of the Mawr ward in 2016 ( <a href="https://www.swansea.gov.uk/wardprofiles/">https://www.swansea.gov.uk/wardprofiles/</a> ), so if this trend were to continue the school would always be small and unsustainable unless it could attract from other catchment areas.	3	1%	1	1%			Yes
74	The Audit Commission report is out of date. There is no requirement to review schools under 90.	The principles of the report are still valid regarding the issues facing small schools.	4	1%	1	1%			Yes
75	The strengths and weakness for the status quo are biased in the consultation paper.	The council has outlined the argument for and against the options.	3	1%	0	0%			
76	Argue that federation would address numbers on roll as pupils from other schools could be directed to Craigeffparc.	This is not how Federation works. Federation is when two schools continue to admit pupils as separate schools but under one governing body and potentially with one headteacher and the ability to share some staffing and resources. Children cannot be directed to another school. Parents will continue to apply to the school of their choice until the Admission Number for that school is reached.	4	1%	0	0%			
77	New staffing costs have not been included in the financial projection or the revised cost per pupil per year.	It is difficult to predict staffing requirements at a consultation stage as parents may not all choose to take learners to Clydach primary school if the proposal to close was progressed. Staffing requirements at the new school would depend on the number of learners attending from Craigeffparc and would be at the discretion of the headteacher and governing body at that school and not the local authority.	3	1%	0	0%			
78	The report does not explain the backlog maintenance costs of over £1m.	This is only backing information which is expected to be included within a consultation document and has no bearing on the proposal to consult to close. The current base line figure was established in 2007, the date when the initial condition surveys were commissioned. All schools were allocated a condition category of A - D to reflect the level of maintenance required to bring them to a certain standard. The backlog maintenance figures were based on bringing all C and D rated elements back to an A/B rating, and included all professional fees and associated costs e.g. building control fees. The figures also allowed for a logical refurbishment and did not just consider individual elements. So for example in a toilet block, the value would likely reflect the cost of an overall refurbishment if appropriate, rather than just repairing and replacing the life expired elements. Each financial year the base-line figures have been adjusted in accordance with the appropriate Building Maintenance Cost Indices, to ensure figures reflected the current industry costs, and also to reflect works undertaken for example.	4	1%	0	0%			Yes
79	The consultation says that transport will be provided for eligible pupils but it should be clear that it would be for all pupils due to the unavailable walking route.	This point is accepted. All pupils living in the current Craigeffparc catchment area would be entitled to transport to Clydach Primary School.	2	0%	0	0%			

RESPONSE TO THE  
CONSULTATION ON THE  
PROPOSAL TO CLOSE  
CRAIGCEFNPARC PRIMARY  
SCHOOL

RESPONSE TO THE  
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PROPOSAL TO CLOSE  
CRAIGCEFNPARC PRIMARY  
SCHOOL

PAGE 2

- *Line 1 “...Craigcefnparc about a mile from Clydach”*

Craigcefnparc is 1.7 miles from Clydach. Craigcefnparc school is 2 miles from Clydach school. Some housing / pupils live a little over 2 miles away. Such an important document should be precise.

- *Paragraph 2*

*The school was removed from Estyn monitoring in October 2016 after considerable support from the local authority and investment of time by school staff.*

It needs to be made clear in a report to cabinet that any school categorised as red would have had the same level of support from the Local Authority and would require staff to make changes. This has NO BEARING on the decision to be made as it no longer applies to our successful school. We are now categorised as yellow.

An official Estyn report written in October 2016 shows strong progress in three areas, very good progress in one area and satisfactory progress in two areas, in less than a year with our Acting Head.

A copy of the report is attached (Appendix 1)

- What is the proposal? Point 1

*Transport will be provided for eligible pupils....*

As there is no safe walking route this should read “Transport would have to be provided for all pupils that live in Craigcefnparc” to make this clear to cabinet members and so that they appreciate the numbers involved.

Similarly on page 3 “*Pupils may be entitled to free transport*” should read “Pupils will be entitled to free transport”. There is no question about this.

In addition, we question the logistics of any planned transport. As a working party we have repeatedly asked the council for this information and they have made no response. In one of the consultation meetings it has been said that

it's likely to be minibuses, and that pupils will not be transported to breakfast club, or home from any after school clubs. This excludes them from these social activities or shifts the cost of transport onto parents.

Many of our older pupils walk to and from school by themselves, giving them trust and independence, in a safe community. This opportunity will be taken from them.

We are unclear as to where pupils will be dropped off for school. We question who is responsible for the safety of pupils walking along very congested and busy roads, with no pavements in places, to the school gates, from the buses.

We were told at a meeting that only 1 chaperone is required per minibus. It is a huge responsibility to ensure the safety of 16 or more very young children in this sort of environment, and it is not safe.

We have not been provided with current risk transport assessments, nor a revised version to take account of how they will deal with additional cars / buses that closing our school will bring.

- Page 3, point 7

*“The modest capital investment in toilets”*

This phrasing is leading. They must state an accurate figure here, based on quotes given for the work to be carried out. If no quote has been received yet no judgement can be made as to the significance of the cost involved.

In addition, if there is a problem with access to the toilets then the work will be done regardless of whether Craigeferncparc pupils move there.

We know that this will be funded from capital funding so in fact has no relevance at all to this issue.

Page 3, point 8

- *[Item extracted in line with GDPR requirements]* post.

The support given previously due to red categorisation is no longer needed so that this point is not at all pertinent to the proposal and must not be included in any report to cabinet. This is all trying to paint a negative picture of our school, when this is not the case.

See Appendix 2 – data showing that in 2017/18 Craigeferncparc had significantly LESS challenge advisor support than either Clydach or Graigfelen.

## Point 9

a We question what is meant by Clydach having a less restricted site? We would argue that the opposite is true. We have the much more favourable location at Craigcefnparc. As the Cabinet members have never visited our school, they will not be getting a true picture of the situation from this comment.

The breathtaking views and access to forest schools areas, steps down to the RSPB reserve and the clean air is hugely important for our children's wellbeing. This is BY NO MEANS a restricted site.

On the other hand, Clydach primary is hemmed in by roads and buildings, with no green spaces.

c The council cannot predict this.

f Now that the school is thriving as it always did, this point proves that there is great scope to increase pupil numbers again, even from within the village.

See Appendix 3 which illustrates that a percentage of pupils attend Welsh medium primaries and faith schools, which explains the numbers involved clearly.

g Cabinet must have a full explanation of the reasons behind the recent fall in numbers i.e. Pupils being removed due to dissatisfaction with the Head and the red categorisation. This is no longer an issue and so we know that pupil numbers can recover when the threat of closure is removed.

See Appendix 4 (examples of letters from parents that removed pupils).

l Cabinet must be made fully aware that **Swansea council are the only one in Wales to have failed** in securing the small schools grant for 2017/18, and that no consultation was attempted with the school to secure this grant. The application was late and clearly did not meet the criteria. The bid included nothing that would help to boost numbers on roll, and effectively no amendments were made to it when re-submitting. Kirsty Williams (education secretary in the Welsh Assembly) is adamant in communication with us, that she wants this money to be used for our school and any other eligible schools. We gave the council our excellent ideas for the bid for this year and they did not give us the go ahead, nor information required without persistent chasing up on our part. This is unforgivable time wasting and again the submission will be late. This money is set aside to ensure that small schools' higher financial costs DO NOT lead to closure. The council have failed to fulfil their statutory duty under the Wellbeing of Future Generations Act, to deploy resources and work with communities to ensure that problems do not get



worse BEFORE discussing school closure.

See Appendix 5: all communications regarding the failed bid, and letters to and from our local MP.

J The Audit Commission was dissolved in 2015. The report quoted was written in 1990. Current national policy / thinking is very different. This point must be omitted or updated. In fact, in the next month an updated policy which gives greater protection and help to small and rural schools will be put in place. We question the timing of this consultation which is right before a change in policy.

In addition we were informed that it was a requirement of the WG that a review of all schools with less than 90 pupils be carried out. A letter from Kirsty Williams states that there has been no such specific directive from WG.

See Appendix 12

Page 6

The statutory School Organisation Code requires a DETAILED account of strengths and weaknesses of the status quo. 15 words on the strengths by no means fulfils this. Even the weaknesses require a lot more detail, and must be evidence based. This is the council's opinion, most of whom have not even visited.

The report must also include details of the careful consideration of alternative options. If nothing concrete has been attempted, then again, the council has not met its statutory obligation to exhaust other options before resorting to school closure. The small schools grant again is very relevant here.

#### Federation option

- It WOULD address the numbers on roll e.g. If we could federate with another primary, pupils that cannot fit into that primary, considering the fact that all in this area are full or oversubscribed, could be directed here. We are the only small, semi-rural school in this area with spare places, many parents value these characteristics.

See Appendix 6 – current school capacity and pupils on roll.

- “*Pupils remain in mixed age cohorts*” needs to be moved across to the **advantages** side of the table. Parents value this grouping, it is one of the

most important benefits as far as we and the pupils are concerned. We also have research which states that this is a significant benefit of a small school.

See Appendix 7

- The difference in costs per pupil will simply shift to costs of transport / road works / renovations. No saving will be made, money will be spent on transport instead of allowing our pupils to be educated in a school they love.

### Closure

Again the phrase “*modest capital investment*” is leading. A figure must be stated and cabinet members can judge for themselves as to its significance.

There are **many disadvantages** that have not been included in this report:

- Educational disadvantages for pupils include being taught in overly large classes with a less personalised learning programme.
- Less opportunity to take responsible roles in school as there are not enough for all pupils in a larger school.
- Loss of daily exercise and fresh air when walking to and from school, as well as the social interaction between pupils and parents en route. **This is hugely important.**
- A far less natural environment in which to learn. No daily access to nature and no regular forest schools activities.
- Disruption to community in Clydach due to any roadworks and further increased traffic congestion into the future. Costs involved. Less parking.
- Difficulty in accessing school for Craigeferncparc residents in adverse weather such as snow and ice.
  - Increase in CO2 emissions due to extra traffic. Short journeys, in congested areas, up and down hills are highly inefficient in terms of fuel consumption and cause the highest emissions. Local air quality around school in Clydach will also be affected. See Appendix 13.
- Logistical difficulties / transport implications of CCP pupils attending breakfast club and / or after school clubs / managing pupils due to staggered finish times at Clydach.
- Parents of nursery age children that do not drive will have no access to a nursery education. This is not in line with the council’s own wellbeing

policy and is an equality issue.

- No education in Mawr ward at all.
- Community impacts (there are many despite the paltry Community Impact Assessment failing to recognise any). See Appendix 8 for an example of this.
- Mental wellbeing of pupils / parents is negatively affected due to removal of the focal point for social interaction in the village.
  - The weekly parent and toddler group at the school would no longer run. Again this is an extremely valuable group for new parents and to ease transition to nursery.

These must be included to give the cabinet a real appreciation of the impact of a closure.

Page 9 point 16

- We already have two ideas to improve sustainability which we have informed the council of. One is to set up a digital hub at school to attract other schools to federate with us, to improve further the perception of what the school can offer, to enhance the pupils' ICT experience, and to be used by the wider community after school hours. The second is to provide wrap around care for nursery age children, and possibly younger children in future. We have written a submission for the small schools grant to enable this to happen.
- Wrap around care would enhance sustainability. We know that many parents require this of a nursery and school to enable them to work.

The digital hub is for use by the school and could also include the community after school hours. There is plenty of space for this in the caretaker's house which would be renovated. This would be a very efficient use of existing resources and enhances the standard of the building. There are no safeguarding issues. These things would not work in the Welfare hall as suggested by council. There would be no grant to purchase the equipment there, and wrap around is designed for pupils at the school so as to avoid having to be picked up for those parents who work.

Point 17

CCP primary delivers the full curriculum and will continue to do so. Pupils that

leave our primary school are high achievers and most importantly are mature, respectful, confident and caring.

There are no enhanced social or sporting opportunities at Clydach, and a larger school does not better prepare them for comprehensive.

See Appendix 9: a testimony from the previous Headteacher at Cwmtawe comprehensive that explains how well prepared our pupils are for comprehensive school and how well thought of they are.

See Appendix 10 – a list of after school activities offered by school.

**This point must be amended to make it clear that pupils will be LESS well prepared and have LESS access to social and sporting opportunities if the school were to close.**

See Appendix 11: attendance at Craigcefnparc primary is higher than at Clydach primary.

#### Point 19

Consistency of leadership / date of commencement of any Headteacher is irrelevant and this point should be deleted or clearly justified in terms of relevance to the issue.

#### Point 21

The nature of social education at Craigcefnparc is excellent. Pupils are caring, helpful to each other and mix well with other children of all ages. We refer you again to Appendix 7, 9 and 10.

**This cannot be included as a benefit of closure.**

Group and interactive work does occur and mixed age groups work brilliantly in terms of education.

#### Point 22

What is to happen to the building? Point 5 states its future is to be considered.

#### Page 10

2nd and third bullet points. What is the evidence for claiming these will have a positive impact?

#### Point 26

As all other schools in the area are full or oversubscribed, this must be included in this point. Parents do not have any real choice, unless the council allows schools and classes to enrol pupils beyond capacity and inevitably have overly large class sizes and crowded buildings.

See Appendix 6.

#### Point 27

There will be no benefit of a reduction of vehicles on the school run. Traffic is not an issue in CCP. Buses running to Clydach every morning will cause more disruption and traffic, when running alongside buses to Cwmtawe. Parents may drive to bus stops in inclement weather **causing** traffic in small areas.

#### Point 29

New staffing costs have not been included in the financial projection.

No revised cost per pupil per year has been projected for the affected school as required by the School Organisation Code.

#### Point 33

None of the changes / roadworks aids transport of pupils to the school. It will still not be possible to drive buses to the school so who will be responsible for the safety and conduct of the young pupils walking from a bus to the school?

#### Point 36

In the financial projection a sale of the site at CCP is included (£150000), yet earlier it is stated that no decision has been made about the buildings. This is contradictory. In addition details of the nature of the maintenance costing over £1 million must be explained in the report.

#### Point 38

No visit or consultation with our community took place to produce the Community Impact Assessment. It is wholly inadequate. Business owners and community members wish their voices to be heard.

Point 39

Equalities issue—parents with no transport, with nursery age children will not be able to access Clydach school. This contravenes the council's own LDP where early years' education is a big priority.

Anyone with no transport will not be able to access after school clubs etc

Point 42

Better education and social / sporting opportunities—must be deleted. See earlier points / Appendix 10

APPENDIX i: original letter to parents and press, from council, including "typo".

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Start a new one

Our Ref:  
Your Ref:  
Date: 17 April 2018

Dear parent/carer

**Why are we writing to you?**

We want to let you know that we are considering the best way to provide education in the future for pupils attending Craigefnparc Primary School.

**Why are we considering changes?**

As you may already be aware the pupil numbers at the school continue to fall, which means despite the best efforts of staff and governors it is becoming increasingly challenging to organise classes and teaching as well as team sports and extra-curricular activities.

At present there are 55 pupils at the school, but by 2019/20 it is projected this will have fallen to less than 25 pupils, with little or no prospect of reversing this decline.

Our main consideration is whether pupils would benefit from a broader education at neighbouring primary schools, which may also better prepare them for a move to a larger secondary school.

This is in line with guidance from the Welsh Government, which asks councils to look at the sustainability of small schools. We recently applied for a Welsh Government Small Schools grant to help develop shared working between Craigefnparc and other schools, but unfortunately this bid was not successful.

**What could change in the future?**

NO THANKS YES

1 - 50 of 934

consultation document, with

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APPENDIX 1: ESTYN REPORT FROM OCTOBER 2016. SCHOOL WAS  
REMOVED FROM MONITORING





Arolygwrth E! Mawrhydi dros Adolyg a Hyfforddiant yng Nghymru  
Her Majesty's Inspectorate for Education and Training in Wales

**Report following monitoring**  
**Level of follow-up: Estyn monitoring**

**Craigeffnparc Primary School**  
**Craigeffnparc**  
**Clydach**  
**Swansea**  
**SA6 5TE**

**Date of visit: October 2016**

**by**

**Estyn, Her Majesty's Inspectorate for Education and  
Training in Wales**

### Outcome of monitoring

Craigeffnparc Primary School is judged to have made sufficient progress in relation to the recommendations following the core inspection in May 2015.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is removing the school from any further follow-up activity.

### Progress since the last inspection

#### **Recommendation 1: Raise standards in reading and mental mathematics, particularly in key stage 2**

Strong progress in addressing the recommendation

The school has introduced a range of measures that have had a positive effect on most pupils' standards in reading and mental mathematics. Many pupils now make good progress in the development of these skills.

Across the school, pupils respond eagerly to the newly introduced daily guided reading sessions. New reading resources support this well and encourage pupils to develop an enthusiasm for reading. Many pupils now read with appropriate fluency and understanding. Almost all use a good range of strategies to self-correct any mistakes as they read.

Pupils enjoy reading for a range of purposes and benefit from listening to stories in a variety of contexts. For example, as they listen to stories in class or assembly and when reading books outside during playtimes. Teachers provide pupils with regular opportunities to undertake a range of research tasks during guided group reading sessions. These are effective in promoting a more independent approach to their learning.

The school's tracking data demonstrates that almost all pupils are making good progress. However, written responses to text, particularly for more able pupils, are underdeveloped and in the Foundation Phase, teachers do not use continuous and enhanced provision sufficiently to promote reading for pleasure.

The school has developed a systematic approach to the teaching of mental mathematics since the core inspection. Most pupils now make good progress in the development of these skills. They respond well to the daily mental mathematics sessions. For example, they enjoy the challenge and pace of active and competitive mental maths games. Most pupils in key stage 2 have a strong understanding of times table facts when considering their age and ability. For example, pupils in Year 3 and 4 successfully recall multiplication facts to 100 and use this knowledge well to solve simple division problems.

The school's tracking data demonstrates that most pupils have made sound progress over the last twelve months. However, the new approach to developing pupils' mental mathematics skills has not yet fully embedded across all classes and a few pupils have not made the progress of which they are capable.

Report of visit – Craigcefnparc Primary School  
October 2016

**Recommendation 2: Improve pupils' Welsh oracy skills across the school**

Strong progress in addressing the recommendation

Support from the local authority in providing additional training for staff has had a positive impact on the ability and confidence of teachers to support pupils in developing their Welsh language skills. As a result, most pupils Welsh oracy skills are developing well.

The establishment of the 'Cryw Cymraeg' has been constructive in raising the profile of the language throughout the whole school community. All pupils speak positively about the weekly Welsh assemblies that they organise and feel that rewards for using Welsh through the 'tocyn iaith' scheme encourage them to use the language more frequently. The Welsh subject leader provides effective support and guidance both for the 'Cryw Cymraeg' and the school's staff.

Most pupils demonstrate a genuine enthusiasm for Welsh and are increasingly confident in its use. Many pupils have Welsh language skills that are appropriate for their age. For example, most pupils in Year 6 apply their knowledge of language patterns well when discussing their lives and many extend their answers to add meaning. A majority of pupils hold simple conversations in Welsh when prompted by staff. However, the independent use of Welsh by pupils during lessons and around the school is limited.

**Recommendation 3: Ensure that all teachers match tasks to pupils' ability levels and promote their independent learning skills**

Satisfactory progress in addressing the recommendation

The school has improved the focus of its curriculum planning and now plans tasks that provide appropriate levels of challenge to most groups of learners.

The increasing use of well-targeted learning objectives and relevant success criteria for pupils of different abilities provides them with a clear understanding of how to complete tasks well. Teachers identify pupils with additional learning needs and adapt tasks successfully to address the next steps in their learning. The use of open questions in a majority of lessons is useful in providing challenge to all groups of pupils. However, in a majority of cases, teachers do not plan tasks sufficiently well to address the specific needs of the most able pupils. As a result, they are not challenged to achieve at the level of which they are capable.

Most pupils demonstrate appropriate independent learning skills. The school's reorganisation of the learning environment in the Foundation Phase has increased the opportunity for all pupils to develop their independence. Following the observation of good practice in other schools, the introduction of challenge books in the Foundation Phase is beginning to promote pupils' independent use of ongoing activities around their classrooms.

The introduction of extended, independent tasks at key stage 2 has increased the interest of all pupils' in their learning and their ability to make their own decisions and direct aspects of their work. The revised marking policy encourages pupil reflection

## Estyn Follow Up Report Craigefnparc PS.PDF (240.5 KB) Download as pdf

Report of visit – Craigefnparc Primary School  
October 2016

and independence successfully. However, a few older pupils do not respond sufficiently well to teachers' marking and this limits their ability to take responsibility for their own learning.

**Recommendation 4: Raise levels of attendance**

Satisfactory progress in addressing the recommendation

Since the core inspection, the school has introduced new policies and procedures to raise levels of attendance. Senior leaders and the school's attendance officer monitor and analyse data thoroughly to identify trends and families in need of additional support. Initiatives such as first-day calls, rewarding pupils for regular attendance and meetings with parents have been successful in raising parents' awareness of the importance of good pupil attendance. As a result, a few aspects of the school's overall attendance profile have improved. For example, the attendance of pupils eligible for free school meals has increased by 4 percentage points since 2014 and the number of pupils arriving late for school has decreased by 4 percentage points. However, unverified data for 2015-2016 places attendance at 94.3% for the year. This represents a drop of 0.5 percentage points on the previous year and would once again place the school below the median when compared to similar schools.

**Recommendation 5: Develop the role of the governing body and the senior leadership team in moving the school forward**

Very good progress in addressing the recommendation

The acting headteacher has worked effectively to build leadership capacity within the school. The role of the senior leadership team is now well developed. Senior leaders have clear responsibilities relating to school improvement priorities and are accountable for ensuring good progress in these areas. Leaders meet regularly to review progress and identify next steps. They provide governors with useful reports and work with them to gather first-hand evidence through meetings with pupils and looking at their work, visiting lessons and analysing data.

All senior leaders have performance management targets related to school improvement priorities and the Welsh Government's Leadership Standards. As a result, all senior leaders have a clear understanding of their roles and responsibilities in raising standards.

Through undertaking additional training, and as a result of good quality support from the local authority, the governing body has significantly improved its ability to support the work of the school. Governors are now fully involved in setting the school's strategic direction and have a good understanding of how they are accountable for the quality of standards and provision within the school. The governing body takes this responsibility very seriously and works with commitment to ensure the best outcomes for pupils.

Many governors take a positive role in the self-evaluation processes and provide good levels of challenge to the school. For example, when questioning senior leaders about measures to improve teaching and learning, governors request to

Estyn Follow Up Report Craigcefnparc PS.PDF (240.5 KB) Download as pdf

Report of visit – Craigcefnparc Primary School  
October 2016

speak to pupils and see examples of their work. As a result, they are able to make accurate judgements about the impact of teaching on raising standards for pupils.

All governors now have a clear understanding of the strengths and weaknesses of the school and are well equipped to help it move forward.

**Recommendation 6: Ensure that self-evaluation procedures lead to continual improvement**

Strong progress in addressing the recommendation

Senior leaders have led the school through an effective process to improve self-evaluation systems. These procedures are now comprehensive and robust. They involve a wide range of stakeholders in an open, honest and accurate analysis of the school's work. This includes useful contributions from staff, governors, pupils and parents. Senior leaders have introduced an extensive timetable of monitoring activities. All members of staff contribute to its implementation.

In most cases, the school uses the outcomes of monitoring activities well to improve aspects of its provision. For example, observation of guided reading sessions by senior leaders identified areas of strength and weakness in the use of questioning by teachers. As a result, teachers visited colleagues' classes to view the good practice and subsequent observations indicated increased consistency and quality in the use of questioning to support pupils' learning.

The involvement of pupils in self-evaluation processes is now a strength of the school. For example, the school council produced its own version of the school's post inspection action plan, consulted with pupils on its contents and reviewed progress against it.

The school's monitoring procedures feed effectively in to the school's self-evaluation report. This extensive document accurately summarises the strengths of the school and indicates areas for improvement that link well with the aims of the school improvement plan. However, the self-evaluation report remains over descriptive in a few areas and is not sufficiently concise.

In most cases, school development activities lead to improvements in the quality of leadership, provision and to raise standards for pupils. For example, the school's work to build leadership capacity and develop the role of the governing body has been highly effective. However, in a few areas recent initiatives are yet to have sufficient impact. For example, the amendments to the school's teaching and learning policy to provide better levels of challenge and opportunities for independent learning.

**Recommendations**

In order to maintain and improve on this progress, the school should continue to sustain the level of progress it has already made, and continue to address those inspection recommendations where further progress is required.

## Appendix 2 :

Summary of the number of days of Challenge Advisor support that has been recorded in the ERW Support Log for each primary school across the Swansea LA over the last 3 years

LEA	Estab	Name	2015-16	2016-17	2017-18
670	2236	Birchgrove Primary School		2	4
670	2105	Bishopston Primary School		3	
670	2082	Blaenymaes Primary School	0.5		0.5
670	2247	Brynhyfryd Primary School	1	4	3.5
670	2006	Brynmill Primary School	2		
670	2243	Burlais Primary School	1	1.5	11.5
670	2008	Cadle Primary School			
670	2108	Casllwchwr Primary School	1.5		
670	3306	Christchurch (CiW) VA Primary School			
670	2109	Cila County Primary School	3	2	
670	2073	Clase Primary School		1.5	3
670	2069	Clwyd Community Primary School		1.5	4
670	2244	Clydach Primary School		2.5	5
670	2117	Craigcefnparc County Primary School	5.5	8	3.5
670	2215	Craigfelen Primary School	0.5	2.5	6.5
670	2120	Crwys County Primary School		3.5	
670	2077	Cwmglas Primary School	0.5	2.5	
670	2014	Cwmrhydyceirw Primary School		2.5	2
670	2017	Danygraig Primary School	2.5	1	3.5
670	2237	Dunvant Primary School	7.5	3	
670	2021	Gendros Primary School			
670	2023	Glais Primary School	1.5		3
670	2226	Glyncollen Primary School		1.5	3
670	2233	Gors Community Primary School		1.5	
670	2246	Gorseinon Primary School	1		2.5
670	2240	Gowerton Primary School			
670	2027	Grange Primary School			
670	2238	Gwyrhyd Primary School		2	3
670	2032	Hafod Primary School		2.5	3
670	2096	Hendrefoilan Primary School	12	4	
670	2217	Knelston Primary School	1.5	6.5	3
670	2157	Llangyfelach County Primary School	0.5	2	
670	2159	Llanrhidian Primary School	1		2
670	2076	Mayals County Primary School		2	
670	2040	Morrison Primary School	1.5	10.2	8.5
670	2092	Newton County Primary School		3	
670	2042	Oystermouth Primary School			
670	2086	Parkland Primary School	1	2	
670	2219	Pen Y Fro Primary School	1		2
670	2167	Penclawdd Primary School	1		7.5
670	2172	Pengelli Primary School	1.5	0.5	



670	2174	Penllergaer Primary School		2	
670	2216	Pennard Primary School	1	2	
670	2048	Pentrechwyth Primary School	2	4	
670	2241	Pentre'r Graig Primary School		4	2.5
670	2176	Penyrheol Primary School	2		
670	2051	Plasmal County Primary School	0.5	2	3.5
670	2186	Pontarddulais Primary School	0.5	4.5	
670	2192	Pontlliw County Primary School			
670	2223	Pontybrenin Primary School	3.5	1	
670	2075	Portmead Primary School			0.5
670	2234	Sea View Community Primary School		2.5	3.5
670	2054	Sketty Primary School	2.5	2	
670	3303	St David's RC Primary School	1	14.5	15
670	2055	St Helen's Primary School			
670	3305	St Illtyd's RC Primary	5.5	2.5	8.5
670	3309	St Joseph's Cathedral Primary School			3
670	3308	St Joseph's Catholic Primary School	2	1	3.5
670	2239	St Thomas Community Primary School	2.5	2	
670	2225	Talycopa Primary School	1		
670	2059	Terrace Road County Primary School			
670	2063	Townhill Community Primary School			
670	2084	Trallwn Primary School	2	0.5	0.5
670	2211	Tre Uchaf County Primary School	1.5		
670	2067	Waun Wen Primary School		4.5	3
670	2065	Wauharlwydd Primary School			2
670	2095	Whitstone County Primary School			
670	2071	Ynystawe County Primary School		3	3
670	2245	Ysgol Gymraeg Y Cwm	0.5	7	
670	2189	Ysgol Gynradd Gymraeg Bryniago	3	8.5	4.5
670	2098	Ysgol Gynradd Gymraeg Bryn-Y-Mor	0.5	5	3
670	2133	Ysgol Gynradd Gymraeg Felindre	0.5	7.5	5
670	2232	Ysgol Gynradd Gymraeg Gellionnen		5	
670	2235	Ysgol Gynradd Gymraeg Llwynderw		4	4
670	2036	Ysgol Gynradd Gymraeg Lonlas		4.5	4
670	2212	Ysgol Gynradd Gymraeg Pontybrenin		2.5	4
670	2242	Ysgol Gynradd Gymraeg Tan-Y-Lan		10.5	4
670	2231	Ysgol Gynradd Gymraeg Tirdeunaw		3.5	5.5
670	2229	Ysgol Y Login Fach		6	3.5



### APPENDIX 3: FIGURES TO SHOW % OF CHILDREN FROM CRAIGCEFNPARC IN DIFFERENT PRIMARY SCHOOLS

**What schools do pupils living in the Craigcefnparc Primary School catchment area go to?**

**Analysis date: 16 January 2018**

<b><u>School Attended</u></b>	<b><u>Pupils*</u></b>	<b><u>Percent of roll</u></b>
Clase Primary	2	2.3%
Clydach Primary	6	6.8%
Craigcefnparc Primary	40	45.5%
Glais Primary	2	2.3%
Glyncollen Primary	3	3.4%
St Joseph's RC	12	13.6%
YGG Felindre	1	1.1%
YGG Gellionnen	21	23.9%
YGG Tirdeunaw	1	1.1%
<b>Total pupils mapped</b>	<b>88</b>	<b>100%</b>

Taken from Community impact assessment

APPENDIX 4: LETTERS FROM PARENTS THAT WITHDREW THEIR CHILDREN FROM CCP PRIMARY IN RECENT YEARS.

[Removed re GDPR requirements]

APPENDIX 5: COMMUNICATIONS BETWEEN SWANSEA COUNCIL AND WELSH GOVERNMENT REGARDING THE FAILED BID FOR THE SMALL SCHOOLS GRANT

LETTERS FROM KIRSTY WILLIAMS (EDUCATION SECRETARY WELSH ASSEMBLY) TO WORKING PARTY

Please note that the school was not consulted at all about what the grant should be used for and nothing in the bid would have helped to sustain or increase pupil numbers.

We have had to pester council for us to be involved this year. We are now waiting on council departments to be able to finalise our bid for this year.

Dear Colleague

I am writing to remind you that Local authorities must submit to the Welsh Government by 31 May 2017, using the pro-forma provided, details of their planned expenditure of the Small and Rural Schools Grant, indicating:

- the basis of distribution and total funding allocated to schools;
- a brief description of specific projects supported and estimated costs; and
- Under which of the four purposes the funding falls for each project, (This may be more than one of the purposes e.g. sharing backroom functions may contribute to purpose 3 but may also contribute to purpose 1 and 2).

Subject to our agreement of your plan, we aim to contact you by 30 June 2017, with your formal award letter confirming the sum of grant and attaching the terms and conditions of grant. You will be required to sign and return these to me as soon as possible thereafter.

All payment of grant will be made to local authorities upon provision of a claim document providing details of the costs incurred up to the date of that claim. An initial claim with accompanying progress report may be submitted by end of September 2017 (paid in arrears), with an end of year report covering activity and a claim for costs incurred (paid in arrears), will be required by 31 February 2018. The final performance report should to be submitted to Welsh Government by end of May 2018.

Yr eiddoch yn gywir/Yours sincerely

Michael Maher

School Organisation and Admissions Branch/ [Y Gangen Trefniadaeth Ysgolion a Derbyniadau](#)

Schools Effectiveness Division/ [Yr Is-adran Effeithiolrwydd Ysgolion](#)

[0300 025 6562](tel:03000256562)

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legal purposes.

Wrth adael Mewnwyd Ddiogel y Llywodraeth nid oedd unrhyw feirws yn gysylltiedig â'r

neges hon. Mae'n ddigon posibl y bydd unrhyw ohebiaeth drwy'r GSi yn cael ei logio, ei

monitro a/neu ei chofnodi yn awtomatig am resymau cyfreithiol.

**WELSH GOVERNMENT 2017-18  
SMALL AND RURAL SCHOOLS INNOVATION GRANT FUNDING**

ANNEX A - Name of Local Authority: Swansea Local authority allocation for 2017-18 (up to) £90,991

Contact Name: Kelly Small Position in local authority: Head of Funding and Information Contact details: 01792 636686 kelly.small@swansea.gov.uk

Project Name: (Please include details of all schools involved)	Key purpose(s): 1, 2, 3, 4 (which may cover more than one)	Description of proposed activity:	Estimated expenditure (£)	Anticipated outcomes
YGG Felindre (link to YGG Y Login Fach and YGG Tirdeunaw)	1. Encouraging innovation from shared experiences from the larger schools 2. Supports greater school to school working through the mentor link and through acting headteacher secondment 3. The mentor headteacher role will support the acting headteacher with administration and organisation, allowing school staff to continue their focus on raising standards	YGG Felindre has been without a headteacher for a period of time, despite the advertising of the headship, and is in a vulnerable position. The grant bid is for the secondment of an experienced NPQH deputy headteacher from YGG Tirdeunaw to act as headteacher in YGG Felindre and also for release time for a mentor headteacher from YGG Y Login Fach. This will give the school the required leadership and stability whilst allowing further consideration of future leadership and collaboration models.	£45,495.50 (£15,000 for mentor headteacher release time and £30,495.50 for seconded deputy headteacher salary)	<ul style="list-style-type: none"> <li>• Headteacher post no longer vacant</li> <li>• Experienced leadership for this small school</li> <li>• Opportunities for shared working and collaboration</li> <li>• Stability for learners</li> <li>• Experience and professional development for seconded staff</li> <li>• School staff can continue to focus on increasing standards</li> </ul>

Craigcefnparc Primary (link to Craigfelen Primary)	<p>1. Encouraging innovation from shared experiences from the larger school</p> <p>2. Supports greater school to school working through the acting headteacher secondment</p> <p>3. The secondment reduces pressure on other school staff, allowing the focus to remain on increasing standards</p>	<p>Craigcefnparc Primary has been without a headteacher for a period of time due to long term sickness followed by a vacancy. This has put the school in a vulnerable position. The grant bid is for the continued secondment of an experienced NPQH deputy headteacher from Craigfelen Primary School to act as headteacher in Craigcefnparc Primary School. This will give the school the required leadership and stability whilst allowing further consideration of future leadership and collaboration models.</p>	<p>£45,495.50 (towards secondment salary for deputy headteacher of Craigfelen Primary)</p>	<ul style="list-style-type: none"> <li>• Headteacher post no longer vacant</li> <li>• Experienced leadership for this small school</li> <li>• Opportunities for shared working and collaboration</li> <li>• Stability for learners</li> <li>• Experience and professional development for seconded staff</li> <li>• School staff can continue to focus on increasing standards</li> </ul>
Total			£90,991	

Please return your completed plan to **Ceri Jane Griffiths, School Governance and Organisation Branch** by 31 May 2017

The key purposes are listed below:

1. To encourage innovation - This purpose is intentionally wide to encourage the development of innovative practice to raise standards and contribute to the sustainability of small and rural schools. An example might include the use of new digital technologies to combat the issue of professional isolation by harnessing the power of IT including virtual classrooms;
2. To support greater school to school working – this purpose includes informal association, formal collaboration or federation to raise standards. Federation has been shown to be particularly beneficial in allowing rural school to remain open and viable in their communities;
3. To provide additional administrative support in schools where the head teacher has a significant timetabled teaching commitment of at least 10% of the timetable. The intention of this key purpose is to improve the capacity of these head teachers to provide leadership and management and raise standards in their schools. Consideration should be given to innovative ways of working with other schools for example to share backroom functions and/or through the use of a shared business manager. The funding should not be used to fund general administrative support in the school; and
4. To increase the community use of school buildings whether for education or non-education purposes - Where opportunities exist and there is local demand, school facilities might be used by pre-school groups; for after school activities; adult education; sport, ICT centres; libraries or for a wide range of non educational community purposes. Funding may be used to assist with the associated costs of establishing such arrangements whether these are administrative or associated with equipment or adaptations of the facilities.



Llywodraeth Cymru  
Welsh Government

To: Directors of Local Authority Education Services

Nick Williams  
Chief Education Officer  
Swansea City & County Council  
Education Department,  
Civic Centre,  
Oystermouth Road,  
Swansea,  
SA1 3SN

[Nick.Williams@swansea.gov.uk](mailto:Nick.Williams@swansea.gov.uk)

21 July 2017

Dear Colleague

**NATIONAL STRATEGY FOR SMALL AND RURAL SCHOOLS – WELSH  
GOVERNMENT INNOVATION IN SMALL AND RURAL SCHOOLS GRANT  
FUNDING: 2017/18**

Further to the submission of your proposal for the above grant, and following our previous discussion with your authority, I am writing to inform you that following consideration by our panel your proposal has been rejected as it is not in line with the key purposes of the grant.

Should you wish to submit an alternative proposal you should do so by 28 July 2018 in order for us to finalise the documentation and formally issue the grant award letter for your review and signature.

If you have any questions in relation to this letter please contact me on 03000255201 or email [louise.thomas@wales.gsi.gov.uk](mailto:louise.thomas@wales.gsi.gov.uk) or David Weale on 0300 062 2017 or email [david.weale@wales.gsi.gov.uk](mailto:david.weale@wales.gsi.gov.uk)

Yours Sincerely

Louise Thomas  
School Organisation and Admissions Branch  
School Effectiveness Division

cc Managing Directors, Regional Consortia

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**WELSH GOVERNMENT 2017-18  
SMALL AND RURAL SCHOOLS INNOVATION GRANT FUNDING**

ANNEX A - Name of Local Authority: Swansea Local authority allocation for 2017-18 (up to) £90,991

Contact Name: Kelly Small Position in local authority: Head of Funding and Information Contact details: 01792 636686 [kelly.small@swansea.gov.uk](mailto:kelly.small@swansea.gov.uk)

The below proposals are linked to a wider strategy for rural schools in Swansea, which is to encourage more school-school collaboration, and move toward a model of federation among schools in the future, where this is appropriate. It is hoped that the below projects will serve as a pilot or 'test case' which LA officers, members and schools can use to inform future school organisation. In addition to the projects outlined below, the LA has identified another two rural schools (Penclawdd Primary and Llanrhidian Primary) which will also be piloting a 'soft' federation initially, with the support of both Governing Bodies, although they are not small enough to be eligible for this grant. These are effectively 'stepping stones' along a path towards more formal federated models which seek to enhance the future sustainability of education provision as well as building future leadership capacity. The lessons learned from these pilots will also inform the detailed business cases as part of our 21<sup>st</sup> Century Schools Band B programme and the delivery of Swansea's Welsh Education Strategic Plan. The LA feels that the proposals outlined below would be the best use of the grant in order to raise standards and secure the future sustainability of both schools identified.

Project Name: (Please include details of all schools involved)	Key purpose(s): 1, 2, 3, 4 (which may cover more than one)	Description of proposed activity:	Estimated expenditure (£)	Anticipated outcomes
YGG Felindre (pilot collaborative working/soft federation with YGG Y Login Fach and YGG Tirdeunaw)	1. Encouraging innovation from shared experiences of the larger schools to contribute to the longer term sustainability of YGG Felindre 2. Supporting greater school to school working through shared staff resources, so facilitating the development of more formal federation in future 3. The mentor headteacher role will support the acting headteacher with administration and	YGG Felindre is an amber categorised school and has been without a headteacher for a period of time, despite advertising twice for the headteacher post, and this has left the school in a vulnerable position. As a small school, the funding formula allocates a low amount of budget for leadership posts (based on school ISR). It has been difficult to attract someone with the right experience for this small Welsh medium school. The headteacher post has had quite a lot of turnover in the last few years with movement to larger schools within the county. The deputy headteacher at YGG Felindre has also secured a post at another school leaving	£45,495.50 (£15,000 for mentor headteacher release time and £30,495.50 for deputy headteacher salary)	<ul style="list-style-type: none"> <li>Establishment of soft federation among the schools concerned as a potential stepping stone towards more formal future federation</li> <li>Headteacher post no longer vacant – stability of leadership in a school with a great deal of leadership turnover</li> <li>Support for amber school to prevent any further dip in standards</li> <li>Experienced leadership support for this small</li> </ul>

1

	organisation, allowing school staff to continue their focus on raising standards 4. Providing a 'test case' that the LA can draw upon when developing future plans for school to school collaboration and federation, where this may be appropriate	just one remaining teacher at the school. The grant bid is to fund the release of an experienced NPQH deputy headteacher from YGG Tirdeunaw (who is currently on the same leadership point as the headteacher ISR in YGG Felindre, and therefore the post will be offered at an enhanced salary) to act as day-to-day headteacher in YGG Felindre, while still maintaining a core role in YGG Tirdeunaw. The bid will also pay for release time for a very experienced mentor executive headteacher from YGG Y Login Fach. Support and collaboration from these two larger Welsh-medium schools will give YGG Felindre the required leadership and stability needed whilst allowing further consideration of future leadership and collaboration models for the Welsh-medium schools in the area. The governing bodies of the schools will be supported to work together more closely as a pre-cursor to more formal collaboration of the schools in future. Teaching staff will also be given the opportunity of school-to-school working to support each other. YGG Felindre and YGG Tirdeunaw will feature in Band B of our 21 <sup>st</sup> Century Schools bid and this proposal will be a sustainable bridge for YGG Felindre while further collaboration plans are established and reflected in the detailed business cases.		<ul style="list-style-type: none"> <li>school from two larger successful schools</li> <li>Opportunities for shared working and collaboration for governors and teachers as well as for leadership</li> <li>Stability for learners</li> <li>Experience and professional development for seconded staff</li> <li>School staff can continue to focus on increasing standards</li> <li>Ability to share resources and documentation between the schools</li> <li>School-to-school working</li> <li>Brings the community of YGG Felindre into contact with other Welsh medium schools in the county</li> <li>Allow LA to learn from pilot project and inform future proposals</li> </ul>
Craigcefnparc Primary (pilot collaborative working/soft federation with Craigfelen Primary)	1. Encouraging innovation from shared experiences from the larger school to contribute to the longer term sustainability of	Craigcefnparc Primary is an amber categorised school and has been without a headteacher for over a year due to long term sickness. The substantive headteacher is still in post	£45,495.50 (towards salary for deputy headteacher of Craigfelen Primary)	<ul style="list-style-type: none"> <li>Headteacher post covered</li> <li>Support for amber school to prevent any further dip in standards</li> </ul>

2

	<p>Craigcefnparc</p> <p>2. Supporting greater school to school working through shared staff resources in order to facilitate the development of more formal federation in future</p> <p>3. Sharing leadership staff will reduce pressure on other school staff, allowing the focus to remain on increasing standards</p>	<p>and therefore it is not possible to advertise for permanent support. The school is in a vulnerable position. The grant bid is for the continued release of an experienced NPQH deputy headteacher from neighbouring Craigfelen Primary School to act as headteacher in Craigcefnparc Primary School while maintaining a core role in Craigfelen. This will give the school the required leadership and stability whilst allowing further consideration of future leadership and collaboration models. The governing bodies of the schools will be supported to work together more closely as a pre-cursor to more formal collaboration of the schools in future. Teaching staff will also be given the opportunity of school-to-school working to support each other. There is a possibility of school reorganisation in this area in future and therefore this leadership support can be seen as a possible pre-cursor to more formal school-to-school collaboration in the area and inform more a more detailed future business case.</p>		<ul style="list-style-type: none"> <li>• Experienced leadership for this small school</li> <li>• Opportunities for shared working and collaboration</li> <li>• Stability for learners</li> <li>• Experience and professional development for shared staff</li> <li>• School staff can continue to focus on increasing standards</li> <li>• Ability to share resources and documentation between the schools</li> <li>• School-to-school working</li> <li>• Brings the two neighbouring communities closer together</li> <li>• Paves way for more formal collaboration and potential future federation</li> <li>• Allow LA to learn from pilot project and inform future proposals</li> </ul>
<b>Total</b>			<b>£90,991</b>	

Please return your completed plan to Ceri Jane Griffiths, School Governance and Organisation Branch by 31 May 2017



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The key purposes are listed below:

1. To encourage innovation - This purpose is intentionally wide to encourage the development of innovative practice to raise standards and contribute to the sustainability of small and rural schools. An example might include the use of new digital technologies to combat the issue of professional isolation by harnessing the power of IT including virtual classrooms;
2. To support greater school to school working – this purpose includes informal association, formal collaboration or federation to raise standards. Federation has been shown to be particularly beneficial in allowing rural school to remain open and viable in their communities;
3. To provide additional administrative support in schools where the head teacher has a significant timetabled teaching commitment of at least 10% of the timetable. The intention of this key purpose is to improve the capacity of these head teachers to provide leadership and management and raise standards in their schools. Consideration should be given to innovative ways of working with other schools for example to share backroom functions and/or through the use of a shared business manager. The funding should not be used to fund general administrative support in the school; and
4. To increase the community use of school buildings whether for education or non-education purposes - Where opportunities exist and there is local demand, school facilities might be used by pre-school groups; for after school activities; adult education; sport, ICT centres; libraries or for a wide range of non educational community purposes. Funding may be used to assist with the associated costs of establishing such arrangements whether these are administrative or associated with equipment or adaptations of the facilities.

4

## Jones, Rhodri

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**From:** Ruth.Gittins@gov.wales  
**Sent:** 30 August 2017 09:28  
**To:** Evans, Celyn; Small, Kelly; Williams, Nick  
**Cc:** Jacqui.Moyle@gov.wales; David.Weale@gov.wales  
**Subject:** RE: Resubmission of Small and Rural Schools Grant bid

Thank you for the additional information that you have provided to support your original proposal for the Small and Rural Schools grant. However, as previously advised in a telephone conversation with your local authority and more recently as set out in the outcome letter dated 21 July we are unable to agree your proposals as they are not consistent with the key purposes of the grant.

We acknowledge that small and rural schools face a number of challenges including difficulty in recruiting and retaining headteachers. We note that YGG Felindre has experienced a high turnover of headteachers due to them moving on to larger schools and that a vacancy currently exists which it has not been possible to fill.

The Small and Rural Schools grant aims to encourage innovation and to address the challenges small and rural schools face by encouraging innovation and supporting greater school to school working (including federation with shared governing body and shared leadership) to make these schools more sustainable.

We note your intention to release deputy headteachers from other school to take up headteacher posts. However using the Small and Rural Schools Grant to enhance the deputy headteacher's salary is not in line with the key purposes of the grant. In addition as a vacancy has existed for some time there will presumably have been no expenditure associated with the headteacher's salary. I am afraid therefore that we are unable to agree your local authority's proposal.

Regards

### Miss Ruth Gittins

School Organisation Policy Initiatives Manager  
Y Gangen Trefniadaeth Ysgolion a Derbyniadau / School Organisation and Admissions Branch  
Y Gyfarwyddiaeth / Education Directorate  
Llywodraeth Cymru/Welsh Government  
Ffon/Tel: 03000 250534  
E-bost/Email: Ruth.Gittins@gov.wales  
Parc Cathays, Caerdydd CF10 3NQ / Cathays Park, Cardiff CF10 3NQ

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**From:** Evans, Celyn [mailto:Celyn.Evans@swansea.gov.uk]  
**Sent:** 28 July 2017 09:58  
**To:** Maher, Michael (EPS - SED)  
**Cc:** Weale, David (EPS - SED)  
**Subject:** Resubmission of Small and Rural Schools Grant bid  
**Importance:** High

Hi Mike and David,  
Please find attached the updated Small and Rural Schools Grant bid for Swansea.

Appendix 6: figures on capacity and pupils on roll of primary schools in North Swansea.

All schools in this area are full or oversubscribed. In closing Craigeffnparc primary, this situation is being exacerbated. The council have denied that there are any plans to build a new / larger English medium school in this area.

City and County of Swansea English Medium Schools North of M4 Corridor			
Primary School	Capacity	FTE	Surplus/Deficit
Birchgrove	420	423	-3
Clydach	279	216	63
Craig-Cefn-Parc	106	60	46
Craigfelin	169	168	1
Glais	107	114	-7
Glyncollen	210	216	-6
Ynystawe	172	204	-32
<b>Totals</b>	<b>1463</b>	<b>1401</b>	<b>62</b>
At present there are 62 English Medium places North of the M4 corridor. If Craig-Cefn-Parc were to close there would be a deficit of 44 Spaces			
Primary School	Capacity	FTE	Surplus/Deficit
Birchgrove	420	423	-3
Clydach	279	216	63
Craigfelin	169	168	1
Glais	107	114	-7
Glyncollen	210	216	-6
Ynystawe	172	204	-32
<b>Totals</b>	<b>1357</b>	<b>1341</b>	<b>16</b>
Craig-Cefn-Parc Children		60	
<b>New FTE, Surplus/Deficit</b>		<b>1401</b>	<b>-44</b>
What also must be taken into account are the schools of Cwmrhydyceirw and St Josephs Catholic School, Both these schools are oversubscribe by a large factor			
School	Capacity	FTE	Surplus/Deficit
Cwmrhydyceirw	420	479	-59
St Josephs Catholic School	207	227	-20
<b>Totals</b>	<b>627</b>	<b>706</b>	<b>-79</b>
<b><u>Total Deficit</u></b>			<b><u>-123</u></b>
All figures obtained from the online document: Final_Information_For_Parents_2018-19.pdf Downloaded from the City and County of Swansea Webpage			

## APPENDIX 7: RESEARCH PAPER ON THE BENEFITS OF SMALL SCHOOLS.

Please note that this was received in September 2018. Parents and the working party had made very similar / the same points to council in June regarding the benefits of small schools, and the evidence gathered mirrors our children's experience at CCP primary.

We demand for the second time that the council must not make baseless claims about pupils receiving a broader / better education at a larger school nor must they claim that social education / experiences will be superior. In addition evidence shows and it is our experience that mixed age classrooms are beneficial to pupils so that the councils summary is incorrect.

### **Small Schools and Mixed Age Classes.**

#### *Evidence to support retaining Craig-Cefn-Parc Primary School.*

We have been repeatedly told that the closure of CCP Primary would not be due to economic pressure as the exercise would be cost neutral for the council and that the decision will be based on what is best for the children. In that case we should be on safe ground as there is ample evidence both anecdotal and in published research papers that indicate that small schools, small classes and mixed age classes ( also called vertical streaming, family grouping) are beneficial for both the intellectual and social development of children.

The anecdotal evidence regarding the efficacy of CCP Primary in respect to the children's maturity, self confidence, leadership qualities, ability to deal with the move to the comprehensive and academic performance is contained in the many positive reports received from the comprehensive schools that the children go on to attend.

While there are some who use the results of the PISA tests to argue that class size does not matter the Programme for International Student Assessment (PISA) tests themselves have been criticised e.g. the tests are carried out on 15 year old pupils so their relevance to primary schools is questioned, not all the tests are given to all the pupils, different pupils answer different questions according to an analysis by Copenhagen University in Denmark, only 10% of those who took part in Pisa 2006 were tested on all 28 reading questions, and about half weren't

tested on reading at all. They point out that the margins of error in the league tables is large e.g. In 2006, the UK could have finished anywhere between 14th and 30th on reading, Canada anywhere between 2<sup>nd</sup>. and 25th, Japan anywhere between 8<sup>th</sup>. and 40th.

The research evidence in support of small classes is best summarised in the work of Professor Peter Blatchford who has been Professor of Psychology and Education at the UCL Institute of Education since 1999. He is also Honorary Professor at the Hong Kong Institute of Education. His main area of interest is social developmental processes in school settings. He has published 18 books and over 100 peer reviewed papers and book chapters. Research projects he has directed include those on class size differences; the deployment and impact of Teaching Assistants; group work in classrooms; and social life in schools (including peer relations and school breaktimes). Funders include ESRC, Government and Charitable Trusts including Nuffield, Leverhulme, Esmee Fairbairn and Spence

Writing in the Guardian he states “What is needed are dedicated studies of class-size effects which carefully control for potentially confounding factors like pupil and teacher characteristics. There are very few such studies. Perhaps the two most reliable and large-scale ones – the Student/teacher achievement ratio (Star) experimental project from Tennessee, and the Class size and pupil adult ratio (CSPAR) longitudinal study, which I directed at the Institute of Education (IoE) – arrive at similar conclusions: class size does matter for the younger pupils in the first two to four years in school, and small classes are particularly beneficial for the more disadvantaged and initially lower-attaining pupils. It is sometimes argued that class sizes have to become smaller than 20 for any noticeable effect, but in the IoE study we were able to show that there was no such threshold; the effects of class size continued in a linear way across the range of class sizes.

But in any case, the debate over class size has become tired and formulaic, and is hampered by significant limitations. One is that the focus on class size and academic performance overlooks the effect of class size on other aspects of classroom life, such as relationships, discipline and catering for pupils with special educational needs. Again, there are few studies, but careful moment-by-moment systematic observation of pupils shows that class size affects the amount of individual attention pupils receive, and their engagement and active involvement in class.”

The Student Teacher Achievement Ratio, or STAR, study which was conducted in Tennessee during the late 1980s in which students and teachers were randomly assigned to a small class, with an average of 15 students, or a regular class, with an average of 22 students showed that the large reduction in class size (7 students, or 32 percent) was found to increase student achievement by an amount equivalent to about 3 additional months of schooling four years later.

An examination of the results of the yr 6 attainments in CCP demonstrate this effect on lower achieving pupils as the distribution is very narrow with more than the national average being in group 5, the level that is expected of children at that stage.

Leslie Francis and Mansel Jones Fellow of Trinity College, Carmarthen, in *Primary School Size and Pupil Attitudes: Small Is Happy?* in the journal *Educational Management and Leadership* reported on the findings of a study which explored the attitudes of pupils to schools of different size. A semantic differentiated scale of attitude towards school was completed by 4,746 pupils from 192 primary or junior schools. Those attending schools of 60 or fewer pupils were found to be significantly more positive in their attitudes than those attending larger schools.

The Association for Childhood Education International (ACEI) lists the following benefits of multi-age classrooms:

- “Children are able to spend several years with the same teacher. This allows the teacher to develop a deeper understanding of a child’s strengths and needs, and is therefore in a better position to support the child’s learning.
- Children have several years to develop, and are able to see themselves as progressive, successful learners.
- Children are viewed as unique individuals. The teacher focuses on teaching each child according to his or her own strengths, unlike in same-grade classrooms that often expect all children to be at the same place at the same time with regard to ability.
- Children are not labelled according to their ability. For example, children in same-grade classrooms may be labelled "below grade level" or "low." These

children may stop trying, while those labelled as "above grade level" or "high" may not feel challenged.

- Children learn at their own rate, with no fear of retention. In same-grade classrooms, children are retained if they do not master content by the end of the year. In mixed-age classrooms, children have more time to master content, and this removes their fear of being retained in school.
- Children develop a sense of family with their classmates. They become a "family of learners" who support and care for each other.
- Older children have the opportunity to serve as mentors and to take leadership roles.
- Children are more likely to cooperate than compete. The spirit of cooperation and caring makes it possible for children to help each other as individuals, not see each other as competitors.
- Older children model more sophisticated approaches to problem solving, and younger children are able to accomplish tasks they could not do without the assistance of older children. This dynamic increases the older child's level of independence and competence.
- Children are invited to take charge of their learning, by making choices at centers and with project work. This sense of "ownership" and self-direction is the foundation for lifelong learning.
- Children have almost an extra month of teaching time, because the teacher does not have to spend the early weeks in the school year getting to know each child. Less review of prior instruction is needed before proceeding with new content."

It has also been noted that summer born children also benefit from the fact that they are not always the youngest in the class.

**In conclusion therefore evidence shows that children benefit from being in small mixed age classes and small schools.**

Barry Torrington

T.Cert., Bsc(Hons), Dip. Ed.(Psych), Ph.D., C. Psychol., A.F.B.Ps.S.





## APPENDIX 8: LETTER FROM LOCAL BUSINESS OWNER BOB MORGAN REGARDING THE SIGNIFICANT IMPACT ON THE ECONOMY OF THE VILLAGE.

Please note that the council have made no reference to any impacts on local businesses or the community centre, nor to social events that are organised by the school community.

**From:** Bob Morgan <[bobswansea@gmail.com](mailto:bobswansea@gmail.com)>  
**Sent:** Friday, August 3, 2018 10:24:18 AM  
**To:** Rowlands, Brigitte (Councillor)  
**Subject:** Cartref Holidays- Effect of closure Craigcefnparc Primary School

Hello Bridgette

As you are aware, Cartref Holidays operate 4 holiday lets at Valley View. Two of these properties are DIRECTLY opposite the school.

Whilst there have been one or two small issues of inconsiderate parking over the years, on the whole the presence of the school has been an advantage from the tourism angle. Guests interact with the "village atmosphere" and "buy in " to the day to day hustle and bustle of a small Primary School on the doorstep. So, basically, what I am saying is that the school in its present form, is no obstacle in the authorities aims of "promoting and extending tourism provision in Mawr".

Now, the big issue from my commercial perspective... What happens to the school if it closes?

My holiday let marketing effort starts at least a year before guests arrive. I need to know that I have a quality product to provide. This would not include a vandalised eyesore or a building site which is exactly what closure of the school would mean.

It is my suspicion that the consultation process has no intention of considering the result of closing the school and this is in direct conflict with the authorities published development plan for the tourism provision in the area. I am sure there are other documents considering the "quality of rural life" which should also be considered.

Our bookings are already being taken for 2019. I am in an extremely difficult position in regard to the continuation of Cartref Holidays at Valley View. Over £500,000 has been invested and 16 years of hard work creating a product which has, at least, resulted in Mawr represented being on the tourism spectre in Swansea. This is not to mention the thousands of guests who have been attracted into the area and the resultant benefit to the local economy over past years.

The lack of communication with local business (none!) and the lack of vision in regard to the future use of the site is nothing short of a disgrace. It is vital this consultation committee open their eyes to the wider picture and realise their decision could not just close a school, but close a village and the rural opportunities which are associated.

I have just one question which I demand an answer to.

What plans to the City & County have for the buildings and site of Craigcefnparc Primary School should the decision be made to close it?

As Cartref Holidays have received financial support from The Welsh Assembly via the TISS initiative as well as grants through the RDP for tourism improvement, failure to provide a detailed plan for the resultant use within 28 days will result in Cartref Holidays appealing to The Welsh Office for an enquiry into the validity of the Authorities Rural Development Plan Document used to support the award of public funds to Cartref Holidays. This document clearly stated the authorities commitment to enhance the tourism provision in Mawr and the potential closure of Craigcefnparc Primary School will potentially force the closure of Cartref Holidays which is in direct opposition to the aforementioned documentation.

I would ask that you treat this request with the urgency required and thank you for your help in this matter.

Kind regards

Bob Morgan

For Cartref Holidays

APPENDIX 9: LETTER FROM PREVIOUS HEAD OF CWMTAWE  
COMPREHENSIVE REGARDING PREPAREDNESS OF PUPILS FROM  
CRAIGCEFNPARG FOR COMPREHENSIVE

The council must not make baseless claims about pupils being better prepared for comprehensive coming from a larger school. Our experience shows us that the opposite is true.

**Dear Councillors,**

I am writing in response to the proposed closure of Craig Cefn Parc Primary school. I was Headteacher at Cwmtawe Comprehensive school from 2002 to 2014 and Craig Cefn Parc was one of the main feeder schools to Cwmtawe where there was extensive and very successful links. Although the pupils who transferred to Cwmtawe were preferred placement pupils from Swansea they were following a long tradition of Swansea Valley families who attended Cwmtawe before Local Government Reorganisation divided Neath and Swansea into separate Local Authorities. This is a unique community with the school being probably the most rural one in Swansea bordering on Carmarthenshire, Powys and Neath Port Talbot. It could be considered to be a school which should be part of the Education Ministers Rural Schools special consideration remit when considering school closures.

Cwmtawe benefitted from the pupils who transferred to them. The parents were always supportive of both their children and the school in all aspects of education and the development of the wider learning community. I understand that there are concerns regarding the ability to provide a broad curriculum due to lack of expertise and suitable facilities at the school. Also, that the school is unable to prepare pupils for comprehensive school. I did not experience any of this during my 11 years as Headteacher in Cwmtawe. Their Headteacher was part of the Primary / Secondary liaison group and the pupils who transferred to Cwmtawe were always well prepared, fitted in exceptionally well and proved to be outstanding ambassadors for Cwmtawe and the whole community. I recommend you contact Cwmtawe school whose records will confirm the outstanding GCSE results the individual pupils from Craig Cefn Parc achieved. I am confident you will be impressed with their outcomes and realise that there are no deficiencies in the educational provision in the primary school. The pupils are well balanced, academically successful, contribute to the wide range of community activities and also excel in sport. They achieve this successes by being well prepared at primary school so that their skills were effectively transferable to the secondary phase. If you were to contact the school some of the achievements I remember include the following outstanding pupils:- Sam and Ella Sherlock, Rhiannon and Steffan Jacob, Fiona Egeler, Shaun and Niall Rees, Alexandra and William Mason Jones, Ben Fritche, Jacob and Jasmine Tate, Chloe Dyer, Richard Maddox, and many more. Amongst these you will find Head Boy, Head Girl, prefects, Senior Prefects, best GCSE academic achievement awards, talented musicians, actors, Welsh sporting internationals, Bronze Silver and Gold Duke of Edinburgh's Award holders, community champions and many other achievements worthy of mention. Many parents of these pupils served on the Governing Body and PTA of Cwmtawe which is also something to note. So I think you can see why the school is regarded as a little gem within the community and why the likes of Cwmtawe have benefitted from the bespoke education provided by a focused and professional team of staff and Governors linked to the primary school.

**Alan Tudor Jones**

**Sent from my iPad**

## APPENDIX 10: AFTER SCHOOL CLUBS / BREAKFAST CLUBS / EXTRA-CURRICULAR OPPORTUNITIES AT CCP SCHOOL

In addition to these clubs, pupils are involved in primary school productions in the Grand Theatre, athletics and cross country competitions, Mad Science, Sign to sing, young enterprise and many more social and extra-curricular activities.

The after school clubs will change next term to include even more, different activities. All age groups from reception to year 6 are included. This is unlike any other school.

ICT club – reception to year 3

Sports club – year 3 to year 6

Fit kids – reception to year 3

Arts and crafts – reception to year 6

Cooking – reception to year 6

Film club – reception to year 6

APPENDIX 11: EXTRACT FROM DATA SHOWING ATTENDANCE FIGURES FOR 2017/18.

Attendance of Craigeferncparc primary, despite it being very challenging to maintain high attendance with low pupil numbers, is higher than Clydach

primary. Our pupils love to come to school and the staff work hard to maintain excellent attendance.

Attendance Summary 2017 - 2018		3			
		School/m	Summer Term		Year
		1	2	Term	
	<i>Clase Primary School</i>	93.4	93.9	93.7	93.5
	<i>Clwyd Primary School</i>	93.4	92.8	93.1	93.6
	<i>Clydach Primary School</i>	95.0	91.5	93.1	93.4
	<i>Craigcefnparc Primary School</i>	95.2	95.5	95.4	95.7
	<i>Craigfelen Primary School</i>	93.5	89.6	91.3	92.9
	<i>Crwys Primary School</i>	96.5	95.0	95.7	95.3
	<i>Cwmglas Primary School</i>	93.7	91.2	92.3	93.5
	<i>Cwmrhydyceirw Primary School</i>	93.6	92.3	92.9	94.2
	<i>Danygraig Primary School</i>	93.6	90.0	91.6	92.7
	<i>Dunvant Primary School</i>	95.6	94.7	95.1	95.4
	<i>Gendros Primary School</i>	94.6	92.2	93.2	94.1
	<i>Glais Primary School</i>	94.3	93.8	94.0	94.7
	<i>Glyncollen Primary School</i>	95.6	93.2	94.3	95.6
	<i>Gors Primary School</i>	93.1	90.9	91.8	93.1
	<i>Gorseinon Primary School</i>	94.9	92.7	93.6	94.3
	<i>Gower Primary School</i>	94.3	92.3	93.2	94.2



## APPENDIX 12: extracts from a letter from Kirsty Williams regarding small schools review

Kirsty Williams AC/AM Ysgrifennydd y Cabinet dros Addysg Cabinet Secretary for Education

Bae Caerdydd • Cardiff Bay Caerdydd • Cardiff CF99 1NA

Canolfan Cyswllt Cyntaf / First Point of Contact Centre: 0300 0604400

Gohebiaeth.Kirsty.Williams@llyw.cymru

Correspondence.Kirsty.Williams@gov.wales

8 October 2018

“There is currently no presumption against the closure of any type of school. However, the current Code is clear that the case for closure of any school should be robust and in the best interests of educational provision in the area. When proposing closure of any school proposers must consider a range of factors in the Code, give special attention to alternatives and undertake a community impact assessment. “

“You ask when local authorities were told to undertake a review of school provision under 90 pupils and whether this is a statutory requirement. The responsibility for the planning of school places rests with local authorities. Local authorities have to keep under review the extent to which their existing pattern of school provision meets current and forecast demand for school places and the requirements of delivering the modern curriculum. They must ensure that there are sufficient schools providing education for their area. In order to fulfil these duties, they must ensure that they plan thoroughly. This is a matter for local authorities. There is no specific requirement under the 2013

Act or the Code for local authorities to undertake a review of school provision under 90 pupils.”

I trust that this above responds to the queries raised.

Yours sincerely

Kirsty Williams AC/AM Ysgrifennydd y Cabinet dros Addysg Cabinet

Appendix 13: TRANSPORT

EXTRACT FROM LETTER FROM CLLR. MARY JONES CHAIR OF  
SCRUTINY PROGRAMME COMMITTEE TO CLLR. RAYNOR REF: SPC/2017-  
18/7

AND REPLY FROM CLLR. RAYNOR REF: JR/JW

LETTER TO CLLR RAYNOR

### **Pupil Health**

Members were concerned about the risk to pupils' respiratory health from contracted school buses / coaches transporting them to/from school e.g. engines left running around the school gates. We asked you about steps taken, or planned, to minimise this risk to health.

You recognised that there was work to be done on this. However, you stated that the Council already had requirements in place in relation to the age of vehicles that can be used and roadworthiness, and compliance with statutory emission limits. You explained that diesel vehicles required a certain temperature for fuel efficiency which may explain why engines are left running. You stated that some car users dropping / picking pupils were also contributing to the problem.

You agreed that an information campaign was necessary to highlight the harmfulness of vehicle exhaust emissions around schools, given the particular vulnerability of the developing lungs of young people of school age, as well toddlers, who are closer to ground level. You stated that you could contact transport contractors / taxi firms to get them to stop, as well as discourage parents / carers. The committee agreed that a campaign was necessary, given the serious health implications.

REPLY FROM CLLR. RAYNOR

- An information campaign to reduce the health risk caused by vehicle exhaust emissions around schools, including advice to transport contractors / taxi firms used to drop off / pick up pupils.

The local authority (LA) ensures that all taxis used on school transport have to be licensed and have valid MOT certificates which include vehicle emissions testing. All large school transport buses must be under 15 years old and minibuses under 12 years old.

The Terms and Conditions for our home to school transport services also state that where layover time exceeds 10 minutes at any collection point, that the engine should be switched off.



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#### Page 4

A reminder will be sent to all contractors to remind them of the risk caused by vehicle exhaust emissions around schools and the need to switch off engines when parked for drop off and collection of pupils.

Yours sincerely

A handwritten signature in black ink, appearing to read "J Raynor".

**COUNCILLOR JENNIFER RAYNOR  
CABINET MEMBER FOR CHILDREN, EDUCATION & LIFE LONG LEARNING**

This form should be completed for each Equality Impact Assessment on a new or existing function, a reduction or closure of service, any policy, procedure, strategy, plan or project which has been screened and found relevant to equality.

**Please refer to the ‘EIA Report Form Guidance’ while completing this form. If you need further support please contact [acesstoservices@swansea.gov.uk](mailto:acesstoservices@swansea.gov.uk).**

<b>Where do you work?</b>
Service Area: Education
Directorate: People

**(a) This EIA is being completed for a:**

Service/ Function	Policy/ Procedure	Project	Strategy	Plan	Proposal
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**(b) Please name and describe here:**

**Closure of Craigefnparc Primary School with effect from 31 August 2019**

The recommendation of officers is that Craigefnparc Primary School is unsustainable with falling numbers on roll, lack of permanent leadership, and education provision that has been variable over the past few years. In addition, the school is also having difficulty setting a balanced budget and future projections are for increased financial pressures. The local authority has intervened to provide considerable support and challenge to ensure necessary improvements were made in the quality of provision and in the quality of leadership. The local authority cannot sustain this level of support long term. Consequently there are several specific reasons why this proposal has been made on educational grounds:

- Clydach Primary School can offer a wider range of facilities on a less restricted site, offering a greater flexibility in covering all areas of the curriculum and greater access to resources and staffing.
- Current and future anticipated pupil needs at Craigefnparc Primary School can be appropriately met at Clydach Primary School.
- The size of Craigefnparc Primary School raises the concern that the quality of educational provision may not be sustainable in the future.
- The larger team of staff at Clydach Primary School can provide a broader range of expertise in areas of the curriculum and in terms of leading whole school initiatives. It can provide staff with more opportunities to develop their skills and can enable the best use to be made of staff expertise.
- A larger school has more flexibility with its budget and can have access to a wider range of resources and staffing.
- Whilst 74.1% of learners on roll at Craigefnparc Primary School are from the catchment area, only 45.5% of primary school age pupils living within the school’s catchment area attended Craigefnparc Primary School at January 2018.

Pupil numbers at Craigefnparc Primary School have decreased over a number of years and are not projected to increase to a sustainable level. The Council’s Cabinet has decided to consult on a proposal to close Craigefnparc Primary School. The consultation is on the basis that, if agreed, the school would close with effect from 31 August 2019. The current catchment area for Craigefnparc would be transferred to Clydach Primary School, although parents could apply for a place at a preferred school and applications would be considered in line with admission arrangements. Transport would be provided for eligible pupils to Clydach Primary School as per the Council’s Home to School Transport Policy 484

A report is now being presented to Cabinet to consider all the points raised during the consultation and for a decision to be taken on whether to proceed to Statutory Notice.

**(c) It was initially screened for relevance to Equality and Diversity on: 15/05//2018**

**(d) It was found to be relevant to...**

Children/young people (0-18).....	<input checked="" type="checkbox"/>	Sexual orientation.....	<input type="checkbox"/>
Older people (50+).....	<input checked="" type="checkbox"/>	Gender reassignment.....	<input type="checkbox"/>
Any other age group.....	<input checked="" type="checkbox"/>	Welsh language.....	<input checked="" type="checkbox"/>
Disability.....	<input checked="" type="checkbox"/>	Poverty/social exclusion.....	<input checked="" type="checkbox"/>
Race (including refugees).....	<input checked="" type="checkbox"/>	Carers (including young carers).....	<input type="checkbox"/>
Asylum seekers.....	<input type="checkbox"/>	Community cohesion.....	<input checked="" type="checkbox"/>
Gypsies & Travellers.....	<input type="checkbox"/>	Marriage & civil partnership.....	<input type="checkbox"/>
Religion or (non-)belief.....	<input type="checkbox"/>	Pregnancy and maternity.....	<input type="checkbox"/>
Sex.....	<input checked="" type="checkbox"/>		

**(e) Lead Officer**

**Name:** Kelly Small

**Job title:** Head of Funding and Information Unit

**Date:** 15/05/2018

**(f) Approved by Head of Service**

**Name:** Brian Roles

**Date:** 03/09/2018

UPDATED FOLLOWING THE CONSULTATION ON 29<sup>th</sup> November 2018.

## Section 1 – Aims (See guidance):

Briefly describe the aims of the initiative:

### What are the aims?

#### *Raising standards*

Our vision is that every child will have access to high quality teaching that helps them to make the most of their talents

#### *Better use of resources*

The decision is in line with the QEd vision that budgets should be spent on pupils and not wasted on empty places

#### *Quality of learning environment*

Quality learning environments have been shown to lead to improved performance by pupils

### Who has responsibility?

The overall responsibility would be with Swansea Council.

### Who are the stakeholders?

Each stakeholder group requires a specific method of communication to promote key messages during the project. A broad approach for communications methods is outlined below. It draws on corporate methods of communicating to staff in general as well as some established meeting structures within the project.

Audience	Methods
Parents	Letters, media, social media, website
Governors	Face to face briefing, emails
Head and Management Team	Face to face briefing, emails,
Pupils	Face to face school visits, social media
Clydach Primary School Headteacher	Face to face, letter, email, newsletter
Clydach Primary School Staff	Face to face, letter, email, newsletter
Clydach Primary School Learners	Face to face, letter, email, newsletter
Clydach Primary School Governing Body	Face to face, letter, email, newsletter
Other neighbouring schools' headteachers	Face to face, letter, email, newsletter
Other neighbouring schools' governing bodies	Face to face, letter, email, newsletter
Other neighbouring schools' parents and learners	Letter, website, parents' evenings, local media, social media
CMT	Face to face briefing, newsletter, email
Cabinet	Face to face briefing, newsletter, email
Group Leaders	Face to face briefing, newsletter, email
Ward Members	Email, phone call
Trade Unions	Face to face briefing, email
Evening Post	Face to face briefing, press release
Welsh Government	Letter, local media, email
Estyn	email
AMs/MPs	letter, email
School staff	Face to face, letter, Newsletter, media, social media, website
Swansea Bay Radio, Wave/Swansea Sound, BBC,	Press release

ITV, Western Mail, BBC Cymru, Golwg 360	
Education SLB/EDSLT/DMT	email, newsletter, face to face
O and S Chairs and V Chairs	Email, letter
Catering and cleaning staff	letter, face to face
Community groups	Letter and liaison with Community Regen, social media, website
All Council staff	Staffnet, website, social media
Swansea residents	Media, website, social media
Local businesses	Media, letters, website, social media

## Section 2 - Information about Service Users (See guidance):

Please tick which areas you have information on, in terms of service users:

Children/young people (0-18).....	<input checked="" type="checkbox"/>	Sexual orientation.....	<input type="checkbox"/>
Older people (50+).....	<input checked="" type="checkbox"/>	Gender reassignment.....	<input type="checkbox"/>
Any other age group.....	<input checked="" type="checkbox"/>	Welsh language.....	<input checked="" type="checkbox"/>
Disability.....	<input checked="" type="checkbox"/>	Poverty/social exclusion.....	<input checked="" type="checkbox"/>
Race (including refugees).....	<input checked="" type="checkbox"/>	Carers (including young carers).....	<input type="checkbox"/>
Asylum seekers.....	<input type="checkbox"/>	Community cohesion.....	<input checked="" type="checkbox"/>
Gypsies & Travellers.....	<input checked="" type="checkbox"/>	Marriage & civil partnership.....	<input type="checkbox"/>
Religion or (non-)belief.....	<input type="checkbox"/>	Pregnancy and maternity.....	<input type="checkbox"/>
Sex.....	<input checked="" type="checkbox"/>		

Please provide a snapshot of the information you hold in relation to the protected groups above:

The following pupil information is collected annually as part of the pupil census. This information is from the January 2018 PLASC:

### Craigcefnparc Primary School Pupils

In January 2018 Craigcefnparc Primary School had 55 Full Time Equivalent pupils (56 whole school) and at September 2018 the number of pupils on roll were 47 Full Time Equivalent (49 whole school)

	2015-2016	2016-2017	2017-2018
Percentage of total pupils on roll living in areas classed in Welsh Index of Multiple Deprivation (WIMD) as being in the most deprived 30% of all areas	0.0%	1.6%	5.4%
Percentage claiming Free School Meals	20.0%	13.0%	15.7%
Percentage with Special Educational Needs (SEN)	27.4%	27.4%	23.2%

In January 2018 the breakdown for SEN was as follows:



<b>Need</b>	<b>School Action</b>	<b>School Action Plus</b>	<b>Statement</b>	<b>Total</b>
<i>Attention Deficit Hyperactivity Disorder</i>	0	2	0	<b>2</b>
<i>Autistic Spectrum Disorders</i>	0	1	0	<b>1</b>
<i>Behavioural, Emotional &amp; Social Difficulties</i>	0	2	0	<b>2</b>
<i>Dyscalculia</i>	0	0	0	<b>0</b>
<i>Dyslexia</i>	0	0	0	<b>0</b>
<i>Dyspraxia</i>	0	0	0	<b>0</b>
<i>General Learning Difficulties</i>	4	1	0	<b>5</b>
<i>Hearing Impairment</i>	0	1	0	<b>1</b>
<i>Moderate Learning Difficulties</i>	0	1	0	<b>1</b>
<i>Multi-Sensory Impairment</i>	0	0	0	<b>0</b>
<i>Physical and Medical Difficulties</i>	0	0	0	<b>0</b>
<i>Profound &amp; Multiple Learning Difficulties</i>	0	0	0	<b>0</b>
<i>Severe Learning Difficulties</i>	0	0	0	<b>0</b>
<i>Speech, Language and Communication Difficulties</i>	2	1	0	<b>3</b>
<i>Visual Impairment</i>	0	0	0	<b>0</b>
<b>Total</b>	<b>6</b>	<b>9</b>	<b>0</b>	<b>15</b>

None of the learners in Craigeffnparc Primary Schools currently have a Statement of Educational Need.

	<b>Stage A-C</b>	<b>Stage A-D</b>	<b>Stage A-E</b>
Percentage with English as an Additional Language (EAL)	0%	0%	3.6%

<b>Ethnic Background</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Non White British	0.0%	0.0%	0.0%	0.0%	12.5%	0.0%	12.5%

### **Clydach Primary School Pupils**

	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
Percentage of total pupils on roll living in areas classed in Welsh Index of Multiple Deprivation (WIMD) as being in the most deprived 30% of all areas	10.6%	10.7%	8.8%
Percentage claiming Free School Meals	26.2%	25.7%	27.5%
Percentage with Special Educational Needs (SEN)	23.8%	24.9%	25.0%

In January 2018 the breakdown for SEN was as follows:

<b>Need</b>	<b>School Action</b>	<b>School Action Plus</b>	<b>Statement</b>	<b>Total</b>
<i>Attention Deficit Hyperactivity Disorder</i>	0	1	0	<b>1</b>
<i>Autistic Spectrum Disorders</i>	0	0	3	<b>3</b>
<i>Behavioural, Emotional &amp; Social Difficulties</i>	1	7	0	<b>8</b>
<i>Dyscalculia</i>	0	0	0	<b>0</b>
<i>Dyslexia</i>	0	0	0	<b>0</b>
<i>Dyspraxia</i>	0	0	0	<b>0</b>
<i>General Learning Difficulties</i>	19	10	0	<b>29</b>
<i>Hearing Impairment</i>	0	1	0	<b>1</b>
<i>Moderate Learning Difficulties</i>	19	4	2	<b>25</b>
<i>Multi-Sensory Impairment</i>	0	0	0	<b>0</b>
<i>Physical and Medical Difficulties</i>	1	2	0	<b>3</b>
<i>Profound &amp; Multiple Learning Difficulties</i>	0	0	0	<b>0</b>
<i>Severe Learning Difficulties</i>	0	0	1	<b>1</b>
<i>Speech, Language and Communication Difficulties</i>	1	8	3	<b>12</b>
<i>Visual Impairment</i>	0	0	0	<b>0</b>
<b>Total</b>	<b>41</b>	<b>33</b>	<b>9</b>	<b>83</b>

There are currently 9 pupils at Clydach Primary School who have a Statement of Educational Need.

	<b>Stage A-C</b>	<b>Stage A-D</b>	<b>Stage A-E</b>
Percentage with English as an Additional Language (EAL)	3.7%	3.7%	4.1%

<b>Ethnic Background</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Non White British	9.1%	10.5%	11.4%	12.0%	6.9%	10.3%	7.4%

### **Craigcefnparc Primary School Staff**

The vast majority of staff (teaching and non-teaching) at the school are female with the age profile ranging from early 30s to early 60s. No further information is held in relation to the protected characteristics of staff. There are 4 full-time teachers (including the headteacher) with one of these being male. There are 2 full-time teaching assistants, 1 admin officer, 1 cook and 1 cleaner, all of which are female.

### **Community Use**

Craigcefnparc Primary School currently provide a breakfast club and an after school club provision for learners covering First Aid, Dancing, Cross Country, Netball, Football, Photography, Athletics, Cooking, Fit Club, Arts and Crafts, Coding, Gardening and ICT. These clubs are run alternatively throughout the academic year.

Craigcefnparc Primary School currently run a parent and toddler group.

Further details in this area have been published in the Community Impact Assessment. This has been published here: <https://www.swansea.gov.uk/craigcefnparcconsultation>.

The key findings of this assessment are as follows:

### **Impact Assessment – Craigcefnparc Primary**

<b>Community Aspect</b>	<b>Current</b>	<b>Impact Assessment</b>
<b>Community Services Provided by the school</b> (e.g. after school clubs, community library etc.)	Craigcefnparc Primary currently provide a breakfast club and an after school club provision for learners covering First Aid, Dancing, Cross Country, Netball, Football, Photography, Athletics, Cooking, Fit Club, Arts and Crafts, Coding, Gardening and ICT. These clubs are run alternatively throughout the academic year.	Breakfast club provision is available at Clydach Primary and they also run an 'early bird' club (7:50am - 8:20am). There are a number of after school clubs for learners: Arts and Crafts, Eco, Film Making and also a private company run a Mad Science club. There are also a number of lunchtime clubs: Choir, Welsh and Athletics. The Local Authority will work with the schools on continued access for learners wishing to take part in out-of-school hours clubs, particularly less advantaged learners
<b>Facilities Accommodated by the School</b> (e.g. youth club, play group etc.)	Craigcefnparc Primary currently run a parent and toddler group.	There is no parent and toddler group at Clydach Primary, however Craigcefnparc has a Welfare Hall and it may be possible to run a baby and toddler group at this location.

#### **Would establishing a multi-school site be considered as a way of retaining buildings?**

Establishing a multi-school site would not achieve the objectives of this proposal (see consultation paper). There is very limited use of the school out of school hours. The local authority will work with the school on access to out-of-school hours clubs.

#### **Would alternatives to closure, such as clustering, collaboration or federation with other schools, be considered (taking account of the scope for use of ICT links between school sites)?**

These alternatives would not achieve the objectives of the proposal (see consultation paper). There is very limited used of the school out of hours.

#### **Have possibilities of making fuller use of the existing buildings as a community or an educational resource been explored (would it be feasible and economical to co-locate local services within the school to offset the costs of maintaining the school)**

These alternatives would not achieve the objectives of the proposal (see consultation paper). There is very limited used of the school out of hours.

#### **What is the overall effect of closure on the local community (including the loss of school based facilities which are used by the local community), particularly in rural areas or those receiving funding as part of regeneration activity?**

There is very limited used of the school out of hours. There is no funding from regeneration activity for this school.

**Any actions required, e.g. to fill information gaps?**

-

### Section 3 - Impact on Protected Characteristics (See guidance):

Please consider the possible impact on the different protected characteristics.

	Positive	Negative	Neutral	Needs further investigation
Children/young people (0-18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Older people (50+)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any other age group	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disability	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Race (including refugees)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Asylum seekers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gypsies & travellers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religion or (non-)belief	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sex	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sexual Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Welsh Language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Poverty/social exclusion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Carers (inc. young carers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Community cohesion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pregnancy and maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Marriage & civil partnership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Thinking about your answers above, please explain in detail why this is the case.**

(0-18) – Craigcefnparc is an English-medium primary school. This proposal looks to close the school and move the pupils to Clydach Primary School. Although the change can be seen as negative in the first instance, we believe that based on favourable ESTYN inspection results, and the increased flexibility in delivering the curriculum that Clydach Primary could offer, that pupils would receive at least a similar, if not an improved education should this proposal go ahead. If the proposal was approved officers would work with both schools to ensure that the transition for learners and their families was planned and delivered with the best interests of the learner a main priority.

(Older People 50+/Any other age group) –there is the chance of some redundancies because of this proposal. The Council would recommend that any new staff posts required at Clydach Primary or other neighbouring schools due to increase in pupil numbers, be ‘ring-fenced’ to the staff of Criagcefnparc Primary. However, this would be a decision for individual governing bodies.

(Disability) – The design, delivery and implementation of this proposal will take full consideration of the social model of disability, which recognises that people are disabled by the barriers of society (e.g. physical, environmental, organisational, and attitudinal, communication, etc.) rather than by any physical condition. Any proposal will be designed with this in mind. Craigcefnparc and Clydach currently have a similar level of children who have special educational needs with both schools offering the right level of support for these pupils. There are currently no pupils from Craigcefnparc with a Statement of Educational need however should there be a need for a Statement of Educational Need for any learner in the future that statement would set out the required support for that child and what the school needs to provide. Clydach Primary School currently delivers on such statements for some of its current learners.

(Welsh) – Craigcefnparc is an English-medium primary school but the Welsh language plays a key role throughout the curriculum. This would continue to be the case at Clydach Primary School.

(Poverty/social exclusion) – There are low levels of deprivation in this area and therefore the impact on poverty/social exclusion is expected to be low. Due to the possible changes in catchment areas it is important to consider the impact this could have on learners and their families. During the consultation concerns were raised about the requirement to travel further to access the educational provision at Clydach Primary School with the home to school transport only providing a service for the beginning and end of the school day and not factoring in the desire to access wrap-around services as they currently do at Craigcefnparc. The Council is responsible for transporting pupils for education. Parents/carers of our learners are responsible for getting their learners to and from any out of school activities such as breakfast club and after school club.

(Community Cohesion) – It is possible that the proposed closure could have a negative impact on the local community and due to the possible changes in catchment areas it is important to consider the impact this could have on learners and their families. The Council's Local Well-being Plan has an objective ‘To build Strong Communities with a sense of pride and belonging’. The definition of communities is not restricted to specific physical communities of any particular size but includes communities of interest too. The council's plans support the development of a new community which will be created at Clydach Primary School.

Arguably, this is an opportunity to be part of a more diverse community with potential benefits in terms of experiencing a wider range of cultures, languages and communities that can enrich pupils' experience. The most relevant of the 3 steps under the objective is ‘individuals are connected and feel a sense of belonging’ and, while this is true of a small

school community, it is also true of larger school communities which tend to benefit from greater intercultural opportunities.

(Sex) – Given that the majority of staff at the school are female it is clear that this proposal would have a disproportionate effect on this group.

The remaining protected characteristics (namely Race, Asylum Seekers, Gypsies and travellers, Religion, Sexual Orientation, Gender reassignment, Carers, Marriage and civil partnership, Pregnancy and maternity) have all been identified as 'neutral' above as we do not believe the proposal will have either a negative or a positive impact on them. However, this will continue to be monitored and reconsidered throughout the process.

## **Section 4 - Engagement:**

**Please consider all of your engagement activities here, e.g. participation, consultation, involvement, co-productive approaches, etc.**



**What engagement has been undertaken to support your view? How did you ensure this was accessible to all?**

Since announcing the small school review the Council has held a meeting with a working group to look at all options open to the school and its governing body. Following the Cabinet's decision to consult on the closure of the school a full statutory consultation was undertaken between 5 September 2018 and 18 October 2018. This ensured that all stakeholders have had an opportunity to share their views. The responses to this consultation are now being published and considered by the council's Cabinet.

If a decision is made to proceed, a Statutory notice would be published providing a further 28 day notice period for objections.

Consultation on the closure proposal took place between 5 September and 18 October 2018.

Consultation took place as is required in the Welsh Government's School Organisation Code with the specified list of consultees, including:

- pupils, staff, governors and parents at Craigefnparc Primary School
- pupils, staff, governors and parents at Clydach Primary School (proposed as the new school for the Craigefnparc catchment area)
- Welsh ministers, AMs and MPs in the area, and local councillors
- Estyn
- Trade unions

Consultation meetings and drop-in sessions were held as follows:

Meeting for:	Venue	Date	Time	Attendance
Learners (School Council)	Craigefnparc School	18/09/18	14:30-15:30	12
Staff	Craigefnparc School	18/09/18	15:30-16:15	7
Governors	Craigefnparc School	18/09/18	16:15-17:00	6
Drop-in for parents/public	Craigefnparc School Hall	18/09/18	17:00-19:00	38
Drop-in for parents/public	Craigefnparc Community Hall	20/09/18	11:00-14:00	16
Drop-in for parents/public	Craigefnparc Community Hall	20/09/18	14:00-16:00	17
Learners (School Council)	Clydach Primary School	24/09/18	14:30-15:30	10
Staff	Clydach Primary School	24/09/18	15:30-16:15	19
Governors	Clydach Primary School	24/09/18	16:15-17:00	5
Drop-in for parents/public	Clydach Primary School	24/09/18	17:00-19:00	16

An additional drop-in session was requested by objectors and this was arranged at the Craigefnparc Community Hall for 11 October 2018 from 17:00 to 19:00 and 31 people attended.

## What did your engagement activities tell you? What feedback have you received?

**Support for the School:** Objectors feel the council were too slow to provide support and bring about leadership improvements which have contributed to a drop in pupil numbers, and that the acting headteachers are bringing about change to improve the school and should be given time to continue that work. Objectors were confident that pupil numbers would increase again if the closure threat were removed, particularly as there were leadership improvements. The local authority has supported Craigeffnparc Primary School in their school improvement journey by identifying a quality acting headteacher from another school and funding this post for some time. The low pupil numbers in the school mean that the budget available to the school is also low and the current acting headteacher has to work for at least two days a week in the classroom, having the least non-contact time of any headteacher in Swansea. This will no doubt impact on the school's ability to continue to improve standards and to prepare for the new curriculum. Even if learners did return to the school there are not enough births in the whole of the Mawr ward to make the school sustainable. There have only been three admission applications to Reception for September 2019 by the closing date of 30 November 2018.

**School standards:** Previous poor standards highlighted by Estyn had been resolved after much support from the local authority and by the acting headteachers that had been appointed. The new governing body were also active in school improvement and the request from objectors was to give the school a chance to continue to improve the educational provision for learners at the school. The local authority recognise that Estyn have been satisfied that previous concerns are being addressed and that the school has moved from a 'red' to a 'yellow' category of support from the local authority. However a continued decline in pupil numbers and the projected budget pressures for coming years will have an impact. The school is unable to fund the supply staff costs needed to release staff for training and this will be vital to prepare for the new curriculum. Also the acting headteacher is restricted to the school site in the main due to teaching commitments and leadership requirements and therefore is unable to attend professional development opportunities.

**Transport:** Learners from Craigeffnparc would have to be transported to Clydach Primary School, as there was no available walking route. Transport is only provided for learners of statutory school age for the start and end of the school day and therefore would not be provided for nursery learners or those wishing to access breakfast club or any after school provision, disadvantaging the learners from the village. The council is responsible for transporting pupils for education. Parents are always responsible for getting their learners to and from any out of school activities such as breakfast club and after school club.

**Breadth of Curriculum:** Confidence that the school could continue to provide the full curriculum to learners, despite the small number of staff at the school and budget pressures. Examples were given of the benefits of being in a small school, such as more opportunity to be involved in the School Council and sporting groups, and learning/social opportunities with children of different ages. Estyn reviewed school size and educational effectiveness in their December 2013 report and the following areas are highlighted from this report (the full report can be found at <https://www.estyn.gov.wales/thematic-reports/school-size-and-educational-effectiveness-december-2013> ). The report shows that large primary schools tend to perform better than small and medium-sized schools. Curriculum provision is better in large primary schools. In small schools, there tends to be shortcomings in the provision of foundation subjects at key stage 2. These shortcomings differ from school to school, but are often linked to gaps in the expertise of staff. The quality of teaching is good or better in 80% of primary schools overall, but 72% of very small primary schools have teaching that is good or better. In these schools, there are

three or more age groups in each class and teachers have to plan and deliver lessons that meet the needs of pupils from a wide age and ability range. Leadership and processes to improve quality are usually better developed in large primary schools. In small primary schools, many headteachers have a significant teaching responsibility that limits the time they can devote to leading and managing and they have fewer opportunities to evaluate standards and to drive improvement. Larger schools are likely to have more groups to join with a wider range to interest learners. Small schools struggle with team sports where a minimum numbers of players are required. Numbers at Craigcefnparc are predicted to fall further when the larger year groups in Key Stage 2 leave and this will limit team sports even further.

**Grant bids:** *The governors had proposed grant bids for financial sustainability at the school, including establishing wrap-around childcare and a community IT hub at the school.* These were not considered to be sufficiently developed to confidently deliver within the current financial year. However, Swansea Council has been able to support a bid for funding for feasibility studies in order to consider further bid submission in FY2019-2020.

**School setting and facilities:** *Concern that learners would be leaving a rural setting to go to a congested town, and to a site that does not have the same green areas as they have at Craigcefnparc Primary School.* A traffic assessment has been undertaken and traffic calming measures will be introduced around the Clydach site, regardless of the outcome of this proposal. Outdoor learning is a requirement in the Foundation Phase and learners at Clydach Primary have a stimulating outdoor area on the school site and also take trips to the canal, Coed Gwillim Parc, Forge Fach community centre's outdoor area/3G pitch, Manor Park etc.

**Impact on rural community:** *Wider concern around the social and economic implications of removing the school from the rural community, particularly in light of the Wellbeing of Future Generations Act.* The council's Local Well-being Plan has an objective 'To build Strong Communities with a sense of pride and belonging'. Objectors may consider this definition in broad terms (Page 21 of the LWP) but objections would not be directly in line with specific steps or actions. The objectives definition of communities is not restricted to specific physical communities of any particular size but includes communities of interest too. The council's plans support the development of a new community which will be created at Clydach Primary School. Arguably, this is an opportunity to be part of a more diverse community with potential benefits in terms of experiencing a wider range of cultures, languages and communities that can enrich pupils' experience. The most relevant of the 3 steps under the objective is 'individuals are connected and feel a sense of belonging' and, while this is true of a small school community, it is also true of larger school communities which tend to benefit from greater intercultural opportunities.

**Impact on staff:** *The impact on staff at the school as they could be in a redundancy situation if they could not be redeployed elsewhere.* If the proposal proceeds to closure, the council would work with Clydach Primary School and any other school receiving pupils to request that governors consider ring-fencing any new posts for the staff at Craigcefnparc Primary School. The council would also seek to redeploy staff into other schools/establishments within the council. Staff would also be offered the option of taking early retirement or voluntary redundancy. Compulsory redundancy would only apply when all other avenues are exhausted.

Responses from the learners focused on the following areas:

**Wellbeing** – some learners mentioned that they were sad at the thought of the school closing and that they were anxious at the thought of a different school. Learners like their small and rural school and do not want to attend a bigger school. A number of pupils want to stay with their friends and are worried about the possibility of bullying at a larger school.

If the Council were to go ahead with the proposal we would work with Craigeffnparc Primary School, Clydach Primary School and all the learners involved to ensure that the transition is as easy as possible. If the school closed, all learners on roll that wished to have a place would move to Clydach Primary School as there is space there for all of the Craigeffnparc pupils. Friends would be in the school but not necessarily in the same class, as Craigeffnparc currently only has two classes to cover the whole age range of the school. Parents could wish to apply for a place in another school for their child, subject to availability, although places are limited at Craigeffelen and Glais.

**Facilities and opportunities** – the Craigeffnparc learners like the facilities at the current school and think that everyone in a small school gets an opportunity to take part in everything. This might not be the case in a larger school.

If the proposal were to go ahead we are confident that the facilities and opportunities available to all learners would be equivalent or greater than the current offering.

**Health** – a number of pupils currently enjoy walking to school, the outdoor learning areas and the fresh air and are worried that the proposal would lead to increased traffic pollution.

As this is still a proposal the transport route has not been confirmed but it would usually involve a number of pick up points and learners would need to walk to these points. Possibly there would be fewer cars taking children to school if a bus is provided. Transport would be provided for children of statutory school age living in the village, as per our transport policy.

**Wrap Around** – concerns were raised about the ability to access breakfast club and after school clubs as the home to school transport arrives for the start of the school day and leaves at the end of the school day.

The council can only provide home to school transport for the start and end of the school day. All learners will have access to the wrap-around provision, however families would need to make arrangements for the drop-off and collection as is currently the case at the provisions being offered by Craigeffnparc. It is appreciated that it would be a longer journey to get to Clydach.

**Travel** – Some learners expressed concerns around the need to travel further to Clydach Primary School and about the safety of pupils outside the school.

A traffic assessment has been undertaken and traffic calming measures will be introduced around the Clydach site, regardless of the outcome of this proposal. It is accepted that the journey to Clydach Primary School would be longer than the current journey to school.

**Staff** – the learners praised their current school staff and are concerned about what would happen to them should the school close.

The council will support all staff to find a new job. If the proposal went ahead and extra staff were needed at Clydach Primary School we would ask that governors consider the staff at Craigeffnparc to fill these posts.

### **How have you changed your initiative as a result?**

The initiative has not been changed as a result of the consultation process.

### **Any actions required (e.g. further engagement activities, mitigation to address any adverse impact, etc.):**

- Report to Cabinet on the findings of the statutory consultation and for a decision on

whether to go out to Statutory Notice on the closure.

## Section 5 – Other impacts:

Please consider how the initiative might address the following issues - see the specific Section 5 Guidance

<b>Foster good relations between different groups</b>	<b>Advance equality of opportunity between different groups</b>
<b>Elimination of discrimination, harassment and victimisation</b>	<b>Reduction of social exclusion and poverty</b>

**Please explain any possible impact on each of the above.**

Impact on...
<b>Foster good relations between different groups</b>
For the proposal to succeed there would be a focus on fostering relations for learners and parents with the designated school (if approval is given to proceed). Officers would work closely with staff at both schools concerned, in order to design a suitable transition plan and communication strategy to ensure pupils and parents are informed and supported throughout the process.
<b>Advance equality of opportunity between different groups</b>
A larger school can often increase the opportunities available for learners and the community. The proposal would look to build on the good work already taking place to ensure that all learners have opportunities to make the most of their education.
<b>Elimination of discrimination, harassment and victimisation</b>
For the proposal to succeed there would be a focus on building relationships between learners of both schools (if approval is given to proceed). Officers would work closely with staff at both schools concerned, in order to design a suitable transition plan and communication strategy in order to ensure pupils are informed and supported throughout the process. This would be vital to ease the transition for all involved and avoid any discrimination, harassment or victimisation.
<b>Reduction of social exclusion and poverty</b>
There are low levels of deprivation in this area and therefore the impact on poverty/social exclusion is expected to be low. However, this will be continually monitored throughout the process. As mentioned previously, concerns were raised about the requirement to travel further to access the educational provision at Clydach Primary School with the home to school transport only providing a service for the beginning and end of the school day and not factoring in the desire to access wrap-around services as they currently do at Craigcfnparc. The Council is responsible for transporting pupils for education. Parents/carers of our learners are responsible for getting their learners to and from any out of school activities such as breakfast club and after school club.

**What work have you already done to improve any of the above?**

The school already has links with the community and this proposal would look to work with Clydach Primary School to further enhance this work should the proposal go ahead.

**Is the initiative likely to impact on Community Cohesion? Please provide details.**

If approved, the proposal would remove a school from the Mawr community. Consideration needs to be given, as part of any consultation, to the impact that this could have, however there is a community building available in the village. As mentioned previously, the Council's Local Well-being Plan has an objective 'To build Strong Communities with a sense of pride and belonging'. The definition of communities is not restricted to specific physical communities of any particular size but includes communities of interest too. The council's plans support the development of a new

community which will be created at Clydach Primary School.

Arguably, this is an opportunity to be part of a more diverse community with potential benefits in terms of experiencing a wider range of cultures, languages and communities that can enrich pupils' experience. The most relevant of the 3 steps under the objective is 'individuals are connected and feel a sense of belonging' and, while this is true of a small school community, it is also true of larger school communities which tend to benefit from greater intercultural opportunities.

**How does the initiative support Welsh speakers and encourage use of Welsh?**

Craigcefnparc is an English-medium primary school but the Welsh language plays a key role throughout the curriculum. This would continue to be the case at Clydach Primary School and indeed any other English-medium school in Swansea.

**Actions (to mitigate adverse impact or to address identified gaps in knowledge).**

- Work on suitable transition planning if proposal goes ahead.

## **Section 6 - United Nations Convention on the Rights of the Child (UNCRC):**

**Many initiatives have an indirect impact on children and you need to consider whether the impact is positive or negative in relation to both children's rights and their best interests. Please read the UNCRC guidance before completing this section.**

**Will the initiative have any impact (direct or indirect) on children and young people (think about this age group holistically e.g. disabled children, those living in poverty or from BME communities)? If not, please briefly explain your answer here and proceed to Section 7.**

The initiative will have a direct impact on children and young people.

**All initiatives must be designed / planned in the best interests of children and young people.**

*Best interests of the child (Article 3): The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. This particularly applies to budget, policy and law makers.*

**Please explain how you meet this requirement:**

The initiative is planned to improve pupils' school environment thus giving them the best opportunity of achieving to their full potential. The proposal relates to the following articles:

**Article 3** - All organisations concerned with children should work towards what is best for each child.

**Article 12** - Respect for the views of the child

**Article 18** - Both parents share responsibility for bringing up their children. We should help parents by providing services to support them.

**Article 28** - Children have a right to an education. Discipline in schools should respect children's human dignity.

**Article 29** - Education should develop each child's personality and talents to the full.

**Article 30** - Children have a right to learn and use the language and customs of their families.

**Actions (to mitigate adverse impact or to address identified gaps in knowledge).**

## Section 7 - Monitoring arrangements:

Please explain the monitoring arrangements for this initiative:

**Monitoring arrangements:** All projects within the Quality in Education (QEd) Programme have a clear monitoring process in place. Regular progress meetings are held with the school and the contractors, a formal Project Board is held monthly to discuss key issues and make key decisions, any issues can then be escalated to the Programme Board with the Strategic Programme Board (Corporate) having an overarching view of all Swansea Council projects.

**Actions:**

## Section 8 – Outcomes:

Having completed sections 1-5, please indicate which of the outcomes listed below applies to your initiative (refer to the guidance for further information on this section).

Outcome 1: Continue the initiative – no concern

Outcome 2: Adjust the initiative – low level of concern

Outcome 3: Justify the initiative – moderate level of concern

Outcome 4: Stop and refer the initiative – high level of concern.

**For outcome 3**, please provide the justification below:

**For outcome 4**, detail the next steps / areas of concern below and refer to your Head of Service / Director for further advice:

During the last five years education provision at Craigcefnparc Primary School has been variable and lack of permanent leadership has been an impediment to school improvement. The local authority has intervened to provide considerable support and challenge to ensure necessary improvements were made in the quality of provision and in the quality of leadership. The local authority cannot sustain this level of support long term.

Consequently there are several specific reasons why this proposal has been made on educational grounds:

- a. Clydach Primary School can offer a wider range of facilities on a less restricted site, offering a greater flexibility in covering all areas of the curriculum and greater access to resources and staffing.
- b. Current and future anticipated pupil needs at Craigcefnparc Primary School can be appropriately met at Clydach Primary School.
- c. The size of Craigcefnparc Primary School raises the concern that the quality of educational provision may not be sustainable in the future.
- d. The larger team of staff at Clydach Primary School can provide a broader range of expertise in areas of the curriculum and in terms of leading whole school initiatives. It can provide staff with more opportunities to develop their skills and can enable the best use to be made of staff expertise.
- e. A larger school has more flexibility with its budget and can have access to a wider range of resources and staffing.
- f. Whilst 74.1% of learners on roll at Craigcefnparc Primary School are from the catchment area, only 45.5% of primary school age pupils living within the school's catchment area attended Craigcefnparc Primary School at January 2018.

A larger primary school has a larger team of staff that can provide more flexibility in terms of delivering the full curriculum. It can provide staff with more opportunities to develop their skills across the whole primary age range and can enable the best use to be made of staff expertise.

Moving pupils from Craigcefnparc Primary School to Clydach Primary School would provide pupils with an education in a larger, more sustainable school with greater curriculum and resource access, as well as allowing enhanced social and sporting opportunities for the learners and preparing them for their move to a larger secondary school.

Clydach Primary School has positive standards of achievement and received a favourable Estyn Inspection in 2014. The school is well managed and has a supportive governing body. The school benefits from consistency in leadership with the current headteacher being in post since 2012.

While there are no revenue savings to be achieved through this proposal, a larger school has more flexibility with its budget and can have access to a wider range of resources and staffing. Any efficiencies from having fewer schools in Swansea will be reinvested in the remaining schools for the benefit of all pupils in Swansea.

The very low numbers at Craigcefnparc Primary School inevitably restrict the range of opportunities for group and interactive work and change the nature of the social education that the school can provide.

The Council would benefit from the removal of a condition category C\* building, reduced backlog maintenance and improved building efficiency.

\*(2017 Swansea Schools Premises Collection Data).  
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The latest Estyn Inspection ratings for the schools affected were:

School	Date	Current Performance Rating	Schools Prospects for Improving
Craigcefnparc	2015	Adequate	Adequate
Clydach	2014	Good	Good
Craigfelen	2018	Three excellent judgements and two good.	

Craigcefnparc Primary School was placed under Estyn Monitoring following its inspection in 2015. They were removed from monitoring in October 2016.

## **Section 9 - Publication arrangements:**

**On completion, please follow this 3-step procedure:**

- 1. Send this EIA report and action plan to the Access to Services Team for feedback and approval – [accesstoservices@swansea.gov.uk](mailto:accesstoservices@swansea.gov.uk)**
- 2. Make any necessary amendments/additions.**
- 3. Provide the final version of this report to the team for publication, including email approval of the EIA from your Head of Service. The EIA will be published on the Council's website - this is a legal requirement.**

## EIA Action Plan:

Objective - What are we going to do and why?	Who will be responsible for seeing it is done?	When will it be done by?	Outcome - How will we know we have achieved our objective?	Progress
Report to Cabinet to decide if a statutory consultation will take place on the closure of Craigefernc Primary School	Head of Service Head of Funding and Information Unit	21 <sup>st</sup> June 2018	Cabinet approval to consult	Completed
Carry out statutory consultation	Head of Service Head of Funding and Information Unit	18 <sup>th</sup> October 2018	Consultation completed and findings ready to be reported to Cabinet	Completed
Report findings of the consultation to Cabinet	Head of Service Head of Funding and Information Unit	20 <sup>th</sup> December 2018	Report prepared and decision taken by Cabinet	
If the proposal is approved, we will ensure that the pupils play an active role in the planning and implementation of the transition process	Project Team and the school	July 2019	Transition plan in place and delivered upon	

\* Please remember to be 'SMART' when completing your action plan (Specific, Measurable, Attainable, Relevant, Timely).