



**Consultation Report:**  
**Proposal to Close Craigeffnparc Primary**  
**School**

## **Contents**

<b>1. Background.....</b>	<b>2</b>
<b>2. Methodology .....</b>	<b>2</b>
<b>3. Consultation with children and young people.....</b>	<b>4</b>
<b>4. Consultation with staff, governors, parents and interested parties .....</b>	<b>5</b>
<b>5. Estyn’s response .....</b>	<b>10</b>
<b>Appendix 1 - Notes of meeting with school council/pupil feedback .....</b>	<b>13</b>
<b>Appendix 2 –Summary of learner consultation responses .....</b>	<b>21</b>
<b>Appendix 3 – Sample of artwork responses from learners .....</b>	<b>24</b>
<b>Appendix 4 - Notes of meetings with staff and governors .....</b>	<b>28</b>
<b>Appendix 5– Summary of drop-in session comments.....</b>	<b>40</b>
<b>Appendix 6 – Summary of general consultation responses .....</b>	<b>58</b>
<b>Appendix 7 – Craigcefnparc Working Party report .....</b>	<b>63</b>

## 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:

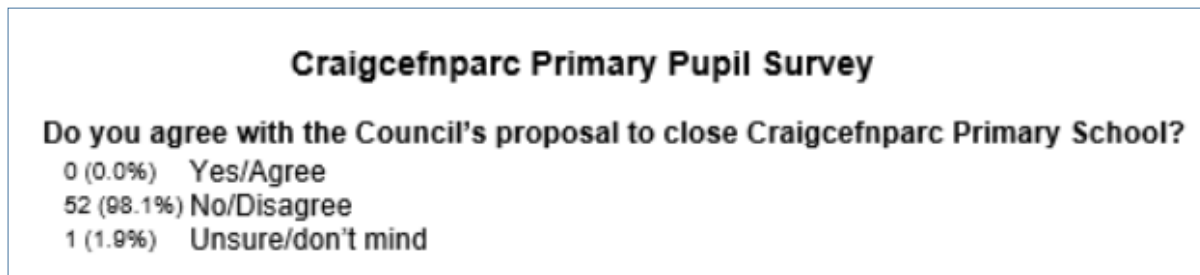
<https://www.swansea.gov.uk/craigcefnparcconsultation>

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 (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).**

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

**3.**

87 (91.6%)	Yes
8 (8.4%)	No

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

7 (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 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 Craigeafnparc 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 Craigeafnparc 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 Craigcefnparc was 54 in January 2018 (with capacity for 94). This means that the proposal to close Ysgol Craigcefnparc will reduce the number of surplus places in the area.

The proposer states that Ysgol Craigcefnparc 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 Craigcefnparc. 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 Craigcefnparc 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 Craigcefnparc 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 Leamer 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





Dear Cabinet,  
This box contains individual paper plates that the children of Craig Cefn Parc 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 Craig Cefn Parc Primary



I do not want Craigcefnparc to close because I love going to School  
Sophia Age 4

I am Craigcefnparc.  
SAVE our School.



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 be considered as part of that. Noted that some learners may wish to attend after school clubs and therefore 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 school's 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, restructuring 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 Craigefnparc Primary School

### **Meeting with Governors at Craigefnparc 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, Craigefnparc 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 Craifefnparc!
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 Craigcefnparc 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 Craigcefnparc 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 Craigcefnparc, the report implies that they don't want to attend Craigcefnparc 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 Craigcefnparc 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 : Craigcefnparc Q1 and Clydach Q4.
- If the school is closed house prices may drop in Craigcefnparc.
- 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 Craigfelen?
- 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 Antoniaz 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 AM 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 gives 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 to avoid and managing and they have fewer opportunities.	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 Craigeffnparc 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 Craigeffnparc 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 Craigeffnparc 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, Craigeffnparc 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 Craigeffnparc 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	"Craigeffnparc 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 Craigeffnparc 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 Craigeffnparc 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 Craigeffnparc.	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 Craigeffnparc 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 Craigeffnparc 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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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 unforgiveable 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 Craigcefnparc 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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Google recommends using Chrome  
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Important

carolina -

No recent chats  
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



Aelwyddiaeth Eidd Mawrhydi dros Adolygion 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

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Report of visit – Craigeferparc 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



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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](#)

On leaving the Government Secure Intranet this email was certified virus free.

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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

**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>
Total			£90,991	

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.

**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 Craigefnparc 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>Gowerton 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 as 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.



#### **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



**COUNCILLOR JENNIFER RAYNOR  
CABINET MEMBER FOR CHILDREN, EDUCATION & LIFE LONG LEARNING**