

Pembrokeshire County Council

Cyngor Sir Penfro



Education

Proposal for discontinuation of Cilgerran Church in Wales Voluntary Controlled School and establishment of the same as a 3-11 community school

Consultation document

December 2025

Contents

Foreword	3
Section 1 – Introduction	4
Section 2 – Consultation	5
Section 3 – The Status Quo – Background	8
Section 4 – Current School Standards	13
Section 5 – The Proposal	16
Section 6 – Alternative Options Considered	23
Section 7 – The Statutory Process	25
Section 8 – Frequently Asked Questions	26
Appendices	
1 – Details of Affected Schools	29
2 – Community Impact and Well-being Goals Assessment	30
3 – Equality Impact Assessment	36
4 – Welsh Language Impact Assessment	37
5 - Factors to be taken into account in approving/determining school Organisation proposal	40
Consultation Response Form	50

Foreword

Pembrokeshire County Council is responsible for promoting high educational standards and for delivering efficient primary and secondary education. Having the right schools of the right type in the right places and ensuring that they are fit for our 21st century learners is a challenge facing us, and all councils across Wales.

Meeting this challenge involves reviewing the number and types of school the Council has in its area, and assessing whether or not best use is being made of its resources and facilities.

The Council reviews its provision on the basis of:

- Quality and future sustainability of educational provision
- Sufficiency and accessibility of school places
- The condition, suitability and standard of school buildings
- Value for money

This consultation document sets out the proposal to discontinue Cilgerran Church in Wales Voluntary Controlled School, and to establish the same as a 3-11 Community School. I look forward to receiving your views.

Steven Richards-Downes
Director of Education

1. Introduction

Pembrokeshire County Council has a statutory duty to secure sufficient and suitable school places in its area and to determine whether it is making the best use of the resources and facilities to deliver the opportunities that children deserve.

At its meeting on 8th May 2025, Pembrokeshire County Council considered a report of the School Modernisation Working Group which outlined the findings of a review of education provision in the Preseli area. In particular, the review considered the extent of surplus school places in the area, set against a significant decline in the pupil population.

The report outlined the current position in relation to Cilgerran VC school and highlighted its status as a 'Rural' school, in the context of the '*Presumption against the closure of rural schools*' within Welsh Government's School Organisation Code.

The decision of Council on 8 May 2025 was:

That the Director of Education be authorised to commence statutory consultation with the St David's Diocese on the proposal to discontinue Cilgerran Church in Wales Voluntary Controlled School, and to establish the same as a 3-11 Community School.

Following consultation with the St Davids Diocese on the above matter, Council received a report on 17 July 2025, which included the full response from the Diocese, which was considered.

The decision of Council was as follows:

<p>That delegated authority be granted to the Director of Education to undertake general consultation to discontinue Cilgerran Church in Wales Voluntary Controlled School, and to establish the same as a 3-11 community school.</p>

This document fulfils part of the County Council's responsibility under the School Standards and Organisation (Wales) Act 2013 to consult with appropriate stakeholders and to explain the Council's proposal to discontinue Cilgerran Church in Wales Voluntary Controlled School, (hereafter referred to as Cilgerran VC school) and to establish the same as a 3-11 community school. This document offers an opportunity for consultees to put forward any comments, observations or alternative proposals they wish to be considered, as well as explaining why other options considered are not the preferred option.

Consultation on this proposal will comply with the requirements of the School Organisation Code. Consequently, the main purpose of this document is to provide information and to gather the views of identified stakeholders. For further information on the statutory process, see Section 7.

2. Consultation

2.1 Who will we consult with?

The Parents/Carers/Guardians, Staff and the Governing Body of the schools affected by the proposal:	
Cilgerran VC School	
The Governing Bodies of other schools which the proposer considers are likely to be affected by the proposals.	
It is not anticipated that any other schools will be affected by these proposals.	
Elected Members:	
<ul style="list-style-type: none"> • Paul Davies MS – Constituency • Cefin Campbell MS – Regional • Joyce Watson MS – Regional • Eluned Morgan MS – Regional • Jane Dodds MS - Regional • Ben Lake MP (Ceredigion Preseli) 	<ul style="list-style-type: none"> • Cllr. John Davies
Relevant Town (T) and Community Councils (CC):	
Cilgerran CC	
Trades Unions:	
NEU, NASUWT, UCAC, NAHT, ASCLE, UNISON, UNITE, GMB	
Church in Wales and Roman Catholic Diocesan Authority:	
St David's	Archdiocese of Cardiff-Menevia
Local Authorities:	
Carmarthenshire County Council	Ceredigion County Council
<ul style="list-style-type: none"> • The Welsh Ministers • Estyn • Dyfed Powys Police and Crime Commissioner 	<ul style="list-style-type: none"> • The Welsh Language Commissioner • Partneriaeth – Regional Education Consortium • Hywel Dda Health Board
Independent/Voluntary early years/Childcare providers	Playgroup settings: Cylch Meithrin Hermon Cylch Meithrin Bwlchygroes Cylch Meithrin Crymych Meithrinfa Playdays Childminders: MG - Blaenffos LP - Boncath SD – Cilgerran FB - Cilgerran

2.2 Consultation with children and young people

The children and young people attending Cilgerran VC school will be able to participate in the consultation process through their School Council. The information provided to children and young people will be presented in a way that is relevant to their age and level of likely understanding and be in accordance with the National Standards for Children and Young People's Participation. The information gathered from the consultation with pupils will form part of the Consultation Report which will subsequently be considered by Council.

2.3 When does the consultation period start and end?

THE CONSULTATION PERIOD FOR THIS PROPOSAL WILL COMMENCE ON TUESDAY 16 DECEMBER 2025 AND ENDS ON FRIDAY 30 JANUARY 2026.

During this period you can express your views by writing to the Director of Education by using any of the following methods:

Letter to:	Steven Richards-Downes Director of Education County Hall Haverfordwest SA61 1TP
Email:	EducationConsultations@pembrokeshire.gov.uk
Response Form:	See the form at the back of this document
Online:	www.pembrokeshire.gov.uk/haveyoursay

You can submit your views in favour of, or against the proposal. Responses received during the consultation period will not be treated as statutory objections. If you wish to object, you will need to do so in writing during the statutory objection period outlined in Section 7.

PLEASE NOTE THAT ALL CORRESPONDENCE SHOULD BE RECEIVED BY NO LATER THAN 5PM ON FRIDAY 30 JANUARY 2026.

2.4 What will happen after the consultation process?

At the end of the consultation period the feedback will be collated and included in a Consultation Report which will be subsequently presented to the County Council. This report will be available to be viewed on the Council website and hard copies obtainable on request at EducationConsultations@pembrokeshire.gov.uk or by calling 01437 775164. Council will consider the report and decide whether it wishes to proceed with the proposal or not.

If Council decides not to proceed, that will be the end of this proposal. However, if Council decides to proceed, a Statutory Notice will be published. The Statutory Notice will be published on the Council's website and posted in the named schools and other conspicuous places within the community. Copies of the notice will be made available to the relevant schools to distribute to pupils, parents/carers and members of staff.

In accordance with The School Standards and Organisation (Wales) Act 2013, anyone wishing to make objections to the proposal will have the opportunity to do so. To be considered as statutory objections, objections will need to be made in writing or by email, and sent to the Council within 28 days of the date on which the statutory notice was published.

If objections are received, these will be summarised into an Objection Report, which will be published on the Council's website with parents/carers/guardians and staff members of the relevant schools advised of its availability. All consultees listed earlier in this section will receive hard copies of the report or be emailed a link to the relevant location on the website.

The Objection Report will subsequently be considered by Council before determining whether the proposal should proceed or not. When a decision is made, it will be published on the Council's website and all consultees informed.

2.5 Your questions

The content of this document is likely to provide answers to the most common questions that will arise regarding the proposal. However, should you have any further questions, please contact us on the following email address:

EducationConsultations@pembrokeshire.gov.uk

3. The Status Quo – Background

3.1 Cilgerran VC School

Cilgerran VC School is a 3-11 voluntary controlled primary school located in Cilgerran and is maintained by Pembrokeshire County Council. The school draws its pupils from a large rural area in the north-east of Pembrokeshire, to the south/south-east of Cardigan, and from areas within the neighbouring Carmarthenshire and Ceredigion County Council areas. The school’s catchment area generally serves the Cilgerran and Manordeifi wards, but it also encroaches slightly into the Boncath and Eglwysrwr wards. The school’s catchment area is shown later in this section.

The age profile of pupils on roll on 1st December 2025, for each class, and the figures recorded for the previous four annual school censuses for the school are as follows:

Cilgerran VC school										
	Nursery		Rec	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	NOR ¹
	PT	FT								
Castell				14	7					21
Cwrwgl						16	16			32
Dolbadau								13	20	33
Pysgod Chwim	9		10							19
Dec 25	9		10	14	7	16	16	13	20	105
Jan 25	3	11	16	7	15	16	12	17	17	114
Jan 24	15	6	10	14	16	13	17	15	12	118
Jan 23	10	4	14	18	15	20	13	13	17	124
Jan 22	18		17	13	19	11	13	15	18	124

3.2 Details of the schools which are the subject of the proposal

School	Category	Language Category	Age Range	School Capacity 2025	Admission Number 2025/26
Cilgerran VC school, Cilgerran, Pembrokeshire, SA43 2SB	Voluntary Controlled	Cat. 3 Welsh Medium	3 -11	133	19

¹ Number on roll

The information provided in the table below is drawn from [My Local School](#) and provides comparative data between school, local authority and Wales.

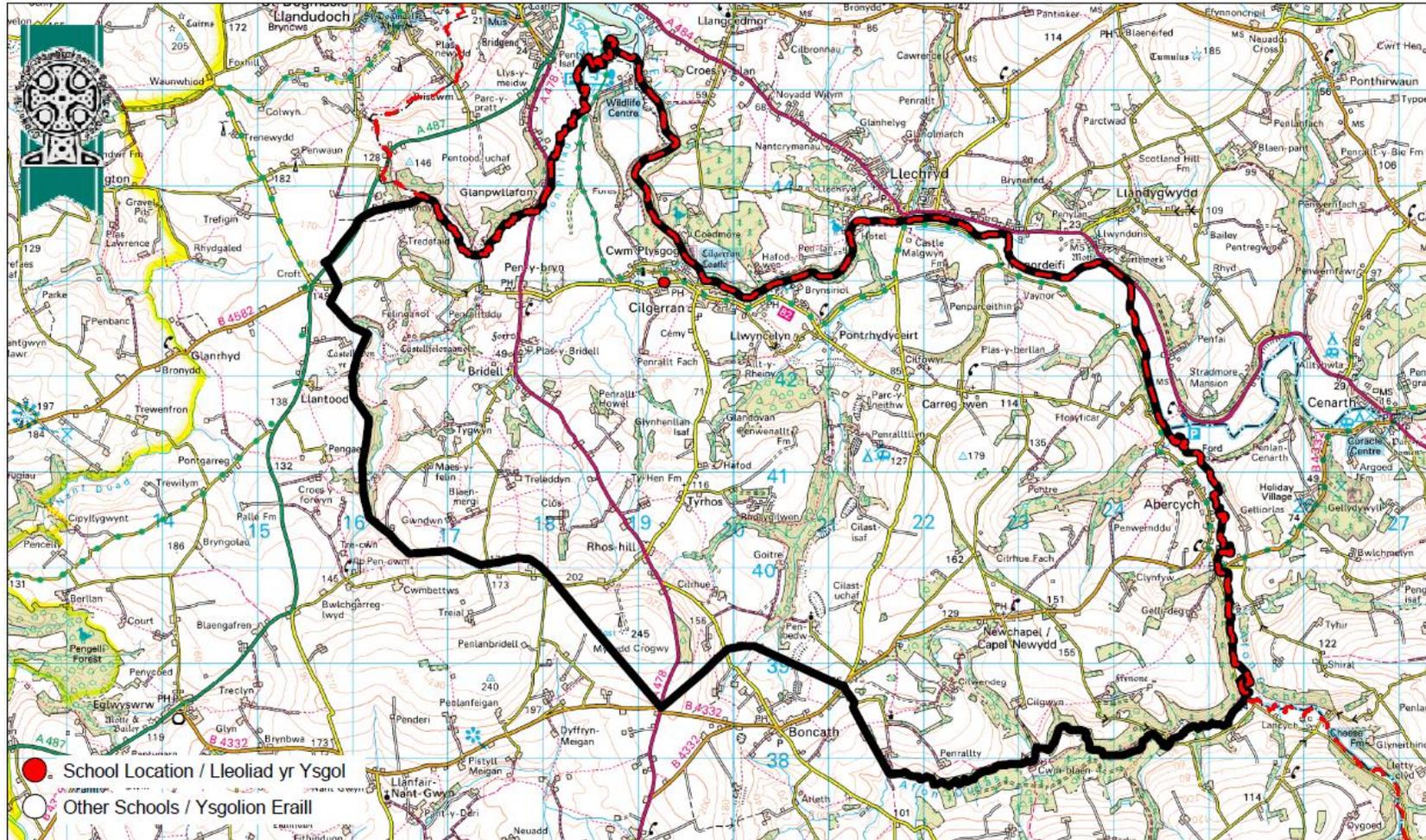
Cilgerran VC school	Wales	LA	School
	2025		
Free School Meals - 3 year average (FSM Group)	21.7%	17.9%	7.9%
Attendance 2024 Percentage of half day sessions attended by pupils of statutory school age during the academic year.	92.2%	92%	93.8%
% Pupils where English is an Additional Language (EAL)	7.4%	2.8%	Nil
% Pupils in the school recorded as having an ethnic background as anything other than "White-British"	16%	9.2%	Nil
The Additional Learning Needs Code for Wales 2021 and regulations came into force on 1.9.21 to ensure children and young people aged 0-25 can access additional support to meet their needs that is properly planned for and protected. Implementation of the ALN system is ongoing, with children moving from the SEN system to the ALN system until August 2025. Learners with ALN will have their needs identified in Individual Development Plans (IDPs) which are statutory plans			
% Pupils at School Action When a teacher identifies that a pupil has SEN they provide interventions that are additional to or different from those provided as part of the school's usual curriculum.	1.3%	4.6%	13.1%
% Pupils at School Action Plus When a teacher is provided with advice or support from outside specialists, so that alternative interventions additional or different to those provided for the pupil through School Action can be put in place.	1.0%	3.1%	10.7%
% Statemented pupils A child has SEN if s/he has learning difficulties which requires special educational provision to be made for him or her. A learning difficulty means that the child has significantly greater difficulty in learning than most children of the same age or that the child has a disability that needs different facilities from those that the school generally provides for children.	0.4%	0.1%	Nil
Individual development plans (IDP) These are statutory plans created under the Additional Learning Needs and Education Tribunal (Wales) Act 2018, which came into force on 1 September 2021. A learner may have either a school maintained IDP or a local authority maintained IDP.	1.4%	3.4%	Nil

SCHOOL CATCHMENT AREA PLAN / CYNLLUN TALGYLCH YSGOL

(from September 2009 / o Medi 2009)

School Name / Enw'r Ysgol: Cilgerran CP

School Number / Rhyf yr Ysgol: 3035



Based upon the Ordnance Survey mapping with the permission of the Controller of HMSO © Crown Copyright. Unauthorised reproduction infringes Crown Copyright and may lead to prosecution or civil proceedings. Pembrokeshire County Council Licence No. 100023344 (2009)

'Yn seiliedig ar'r Ordnance Survey chaniatad Rheolwr Llyfrfa El Mawrhydi © Hawffraint y Goron. Y mae atgynhyrchu heb awdurdod yn torri Hawffraint y Goron a gall arwain at erlyniad neu achosion sifil.' Cyngr Sir Penfro, Rhif Trwydded 100023344 (2009).

3.3 School Capacity

Capacity is measured using the “Measuring the Capacity of Schools in Wales” formula; this excludes nursery accommodation and nursery pupils. School capacities are reviewed annually and may change when a school changes the way it uses its accommodation and when building alterations take place. In order to establish a comparison between capacity and usage, nursery pupils are shown separately and excluded from such forecasts.

School	Capacity 2025	
	Full Time Pupils	Nursery Pupils (FTE)
Cilgerran VC school	133	13

3.4 Pupil Forecasts

An exercise to forecast future pupil numbers is undertaken annually following the verification of the January pupil census by Welsh Government. Forecast pupil numbers are calculated using the following assumptions:

- All year 6 pupils move to secondary provision;
- All year groups move forward chronologically;
- Reception pupils based on one of the following:
 - The school’s Admission Number
 - Reception pupils offered places on the common ‘offer date’
 - The school’s own assessment based on local intelligence
 - An average of Reception admission over previous 5 years.

As at the closing date (30 April 2025) for 2026 nursery admissions, there were 4 applications (3 for first choice).

Pupil Numbers (Reception – Year 6)

	Actual	Forecast				
	2025	2026	2027	2028	2029	2030
Cilgerran VC school	100	95	92	94	91	90

Occupancy 2020-2025

	Actual	Forecast				
	2025	2026	2027	2028	2029	2030
Cilgerran VC school	75.2%	71.4%	69.2%	70.7%	68.4%	67.7%

3.5 Pupil Yield from Housing

Information in relation to the potential pupil yield from new housing in the area is based on both the Council’s and the Pembrokeshire Coast National Park’s annual monitoring report

[AMR]. However, in the context of this proposal, there are no housing commitments which are either under construction or identified as being deliverable within a five-year period.

3.6 Buildings / Accommodation

The school is graded as ‘B – Satisfactory’ for Condition and ‘B – Satisfactory/reasonable ‘ for Suitability.

The ownership of the school site rests with the St David’s Diocesan Board of Finance, with negotiations being required to transfer to the Council should approval be given to secure Community school status.

Welsh Government defines condition grade ‘B’ as sound, operationally safe, and exhibiting only minor deterioration - Typically features one or more of the following:

- maintenance will have been carried out
- minor deterioration to internal/external finishes
- few structural, building envelope, building services or statutory compliance issues apparent
- likely to have minor impacts upon the operation of the building

Similarly, Welsh Government defines suitability grade ‘B’ as “*Satisfactory, performing as intended, but does not effectively support the delivery of the curriculum in some areas*”.

3.7 Schools which may be affected by this proposal

It is considered that no other schools in the area would be affected by this proposal.

3.8 Strengths and Weaknesses of the current situation

School	Strengths	Weaknesses
Cilgerran VC school	<ul style="list-style-type: none"> • No requirement for statutory school organisation process • Retains a Church in Wales VC school in the area • Meets the wishes of some members of the local community and parents/carers/guardians • Meets the wishes of the Diocese 	<ul style="list-style-type: none"> • Does not enable future Federation to improve long-term sustainability

4. Current School Standards

Quality and Standards in Education

The most recent Estyn judgements and the report of the School Improvement Advisor for the school which is the subject of the proposal is as follows.

4.1 Estyn Inspection

The school was last inspected in October 2017; the overview of the inspection report and recommendations are shown below; consultees may access the full report via the following link: [Inspection Report Template](#)

Summary

The headteacher's leadership and clear vision is one of the school's obvious strengths. The effective quality improvement procedures have ensured consistent progress in the school's improvement journey. The school is very true to its agreed aim of walking hand in hand, and working in partnership in order to encourage all pupils and members of staff to reach their full potential. It provides challenging opportunities to ensure that all pupils contribute fully and confidently bilingually to society. Although a minority of pupils have relatively low level Welsh language skills on entry to the school, it ensures that most make sound progress. The pupil's voice and pupils' rights are at the heart of school life, and pupils' standards of wellbeing and attitudes towards learning are very robust.

Inspection area	Judgement
Standards	Good
Wellbeing and attitudes to learning	Good
Teaching and learning experiences	Good
Care, support and guidance	Good
Leadership and management	Good

Recommendations

- R1 Increase the use of the Welsh language by pupils in informal situations and within the classrooms
- R2 Ensure opportunities for pupils in key stage 2 to develop the full range of information and communication technology (ICT) skills
- R3 Improve the standard of presentation of a few pupils across the school

4.2 School Improvement Advisor report

The school's Improvement Advisor has provided her assessment of the school, as follows:

- Pupils exhibit respect, politeness, and good behaviour, contributing to a positive school atmosphere. School staff play a crucial role in fostering this environment by ensuring pupils feel safe, valued, and happy. The emphasis on well-being is evident as staff members create an inclusive and supportive atmosphere, addressing not only academic needs but also pupils' emotional and social development.
- Most pupils demonstrate purposeful literacy skills across the curriculum through various learning experiences. By providing consistent and varied opportunities for literacy development, the school ensures that many pupils, can confidently use and apply their language skills in a variety of situations.
- Most pupils effectively and consistently use their Welsh oracy skills throughout the school and during lessons. Regular language drill strategies have led to well-developed spoken and written language patterns for many pupils.
- Opportunities to apply numeracy skills across the curriculum lead to strong development in this area. Additionally, real-life skills are promoted through activities such as managing the school's fruit shop and handling charitable donations which in turn ensures that many pupils are using and applying their numeracy skills in everyday life.
- Most pupils demonstrate enthusiasm and perseverance in learning and take pride in their work, resulting in well-presented tasks.
- Classroom and school-wide displays support pupils in developing a range of skills and learning opportunities while reflecting the four purposes and the school's values.
- The school actively involves local members of the community to enhance learning through a variety of valuable activities aligned with the Curriculum for Wales, while also dedicating efforts to developing outdoor learning areas that promote extended learning opportunities and stimulate pupils' curiosity.
- Most teaching staff have enhanced their marking and feedback processes, tailoring them to the age and ability of pupils, which effectively advances learning. Additionally, the school is working on developing a differentiation code, although more time is needed for it to be firmly established. While many staff teach consistently well, a few require additional support and mentoring to further develop their teaching skills to ensure impactful learning and feedback.
- The headteacher effectively manages the responsibilities of the Addition Learning Needs Coordinator (ALNCo) role, ensuring inclusive support for all pupils. The ALNCo is well-organized, implementing rigorous systems to identify and support learners in need, with a wide range of strategies and interventions.
- The headteacher's clear vision, based on collaboration, instils values that motivate confident and healthy learners, while effective self-evaluation arrangements contribute robustly to shaping improvement priorities, making the SDP an active document across the school.
- The governing body provides effective support and challenge, maintaining good knowledge of provision and impact on pupils' well-being and progress.
- Leaders ensure robust learning opportunities for staff, linking professional learning to school and cluster improvement priorities, and regularly monitoring the impact on teaching provision and methods.

Need for Places and the impact on accessibility of schools

The proposed closure of the school is merely a technical measure required to remove its voluntary controlled status, with a view to reopening as a Community School. As a result:

- No pupils will be required to seek alternative provision in neighbouring schools. However, there is no alternative faith provision in the area.
- It is proposed that the new school will continue to be a Welsh medium school.
- Most children from the catchment area attend their local school. It is not anticipated that this will change as a result of implementing the proposal.
- Given that the school will remain at its current location, there are no changes anticipated which will affect pupils' eligibility for school transport, i.e. those living within the school catchment and more than 2 miles from the school will receive free home to school transport.

Resourcing of education and other financial implications

- In common with most of the other schools in the Preseli area, the school has suffered a pupil decline in recent years, albeit with some peaks and troughs. Implementing this proposal will not result in reducing the surplus places in the area.
- The school receives funding which equates to £4,777 per pupil. The average funding per pupil across all Pembrokeshire schools is £5,265. No savings are anticipated as a result of implementing the proposal.

5. The Proposal

5.1 The Proposal

The Council’s proposal is as follows:

To discontinue Cilgerran Church in Wales Voluntary Controlled School, and to establish the same as a 3-11 community school.

The proposal is one to provide an opportunity to improve the school’s long-term sustainability. The recruitment of Headteachers in small schools is a significant challenge and given the declining pupil population across all schools in the north east of Pembrokeshire, it is sensible that a Federation model is considered as an option for the future, i.e. as and when headteacher vacancies arise. As the only faith school remaining in the area, Cilgerran VC School cannot enter a Federation with any of its neighbouring schools. Changing the status to a Community School will enable this to take place.

In order to achieve this it is necessary to ‘discontinue’ Cilgerran VC School and to re-open as a Welsh medium 3-11 Community school on the existing site.

Within the context of the presumption against the closure of rural schools, Cilgerran VC School is currently designated as a ‘rural school’.

5.1.2 Advantages and Disadvantages of the Proposal

<i>To discontinue Cilgerran Church in Wales Voluntary Controlled School, and to establish the same as a 3-11 community school.</i>	
Advantages	Disadvantages
<ul style="list-style-type: none"> - Changing the status of the school will enable a future Federation opportunity, increasing its long-term sustainability 	<ul style="list-style-type: none"> – Does not meet the wishes of the Diocese, who would prefer to see one or more local community schools change their status to Voluntary Controlled to enable future Federation with Cilgerran VC school, without loss of VC status – Does not meet the wishes of some members of the local community and parents/carers/guardians, who wish to see the school status retained as a Church in Wales school – Statutory process required to discontinue school and then reopen a community school on the same site – Council approval required

5.1.3 Impact of the proposal

<p align="center">To discontinue Cilgerran Church in Wales Voluntary Controlled School, and establish the same as a 3-11 community school.</p>
<p>Standards and progress overall, of specific groups and in skills; wellbeing and attitudes to learning.</p>
<p>It is not considered that the standards and progress overall, of specific groups and in skills; well-being and attitudes to learning, will be materially affected as a result of a change of status.</p> <p>The school's most recent Estyn inspection was in October 2017, and the current assessment of the school by its Improvement Advisor is highlighted earlier in this document: (see 4.1 and 4.2 above)</p>
<p>Quality of teaching, the breadth, balance and appropriateness of the curriculum, and the provision of skills.</p>
<p>No impact anticipated.</p>
<p>Tracking, monitoring and the provision of learning support, personal development and safeguarding.</p>
<p>No impact anticipated.</p>
<p>Quality and effectiveness of leaders and managers, self-evaluation processes and improvement planning, professional learning, and use of resources.</p>
<p>No impact anticipated</p>
<p>Likely impact of the proposals on the ability of the school to deliver the full curriculum.</p>
<p>No impact anticipated</p>
<p>The extent to which the proposal would support the targets in the approved Welsh in Education Strategic Plan (WESP) and how the proposal would expand or reduce Welsh language provision.</p>
<p>No impact anticipated – the proposal would result in maintaining Welsh medium provision in the area. The school would continue to support the targets in the Council's WESP and would neither expand nor reduce Welsh language provision.</p>

5.2 Key School Information

Location	Cilgerran VC school, Cilgerran, Pembrokeshire, SA43 2SB											
Category	Changing from Voluntary controlled to community school											
Admissions Arrangements	No change. Pembrokeshire County Council will be the admissions authority for the school and therefore its admissions policy and oversubscription criteria will apply. The school will continue to admit pupils of both sexes and there will be no provision for selection by either aptitude or ability.											
Governance Arrangements	As part of the proposal for the discontinuation of Cilgerran VC school, and establishment of the same as a community school, the school's governing body would cease on discontinuation, and a new governing body would be established for the community school (and constituted in accordance with the Education Act 2002). The key difference being that there would be no Foundation Governors (responsible for representing the Church in Wales) on the Governing Body for the community school.											
Age Range	No change. 3-11											
Capacity / Admission Number	No change											
Number of Nursery Places	No change											
Language Category	No change. Category 3 (Welsh Medium)											
Proposed accommodation	No change.											
SEN Provision	<p>No change. The analysis of ALN provision at Cilgerran VC school as at the 2025 PLASC was as follows:</p> <table border="1" data-bbox="683 1765 1184 1977"> <thead> <tr> <th>ALN Stage</th> <th>No.</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>School IDP</td> <td>4</td> <td>3.51%</td> </tr> <tr> <td>LA IDP</td> <td>1</td> <td>0.88%</td> </tr> </tbody> </table>			ALN Stage	No.	%	School IDP	4	3.51%	LA IDP	1	0.88%
ALN Stage	No.	%										
School IDP	4	3.51%										
LA IDP	1	0.88%										

		School Action	13	11.4%	
		School Action +	10	8.77%	
		No provision	86	75.4%	
School Transport	<p>Transport arrangements will be in accordance with the law and the Council's policy.</p> <p>Free transport will continue to be provided according to the Learner Travel Wales Measure – Operational Guidance and Pembrokeshire County Council's school transport policy. These arrangements apply to learners resident in Pembrokeshire or deemed to be the responsibility of Pembrokeshire County Council. The Council will provide transport where a child of compulsory school age receiving primary education, lives over two miles from the nearest suitable school, or in the case of a child receiving secondary education, living over three miles from the nearest suitable school.</p> <p>Transport will be provided to the catchment area school which is designated by the Authority to serve the pupil's home address, or to the nearest suitable school as determined by the Council.</p> <p>The Council will not provide transport or make any contribution towards transport costs for pupils admitted as a result of a parental expression of preference for a school which is not the nearest or catchment school. In these circumstances parents are responsible for making their own transport arrangements and for all transport costs.</p> <p>The catchment area for Cilgerran VC school is not proposed to change in the event of it becoming a community school.</p>				
Alternative Schools	<p>Whilst it is proposed that the school category changes from voluntary controlled to community, it is recognised that parents/carers/guardians who wish their child/children to continue to receive an education at a Church in Wales faith school, will be impacted by this proposal.</p> <p>The nearest alternative Welsh medium VC school is Ysgol Ger y Llan in Letterston, 23 miles from Cilgerran school.</p> <p>Parental preference can be expressed for other schools.</p>				

5.3 Pupil Projections

See section 3.4 above

5.4 School Catchment

A school's catchment area is the geographical area which it is designated by the County Council that the school should serve. Catchment areas are used by the Council:

- as a planning tool for forecasting demand for and plan provision to meet demand for school places;
- to prioritise the admission of pupils to oversubscribed schools;
- as an element of the home to school transport policy to organise school transport and to control costs;
- to enable schools to identify with the communities they serve; to give parents an indication of their local school.

Cilgerran VC school's catchment area is set out on page 10 of this document. This is proposed to remain unchanged.

5.5 Impact Assessments

The following represent the Council's assessment of the impact of the proposal on the community, equalities, the Welsh language, transport and staff.

5.5.1 Community Impact Assessment

An assessment of community impact is attached at **APPENDIX 2**. However, any additional impacts arising as a result of consultation will be reflected in an amended version which will be published as part of the Consultation Report.

5.5.2 Equalities Impact

The proposal has an impact on the protected characteristic Religion and Belief. No other Equality Impacts are anticipated. The full assessment is attached as **APPENDIX 3**.

5.5.3 Welsh language Impact

A Welsh Language Impact assessment is attached at **APPENDIX 4**. The proposal will have no impact on the Welsh language, given that the proposal is to change the status of the school from voluntary controlled to community. It will remain as a Category 3 (Welsh medium) school.

5.5.4 Transport Impact

The Learner Travel (Wales) Measure 2008 places a duty on the Council to assess the travel needs of learners under the age of 19. In addition to those children who qualify for free transport provision due to meeting the eligibility for distance between home and school, the Council is under a legal obligation to assess the travel needs of learners who walk to school. In relation to the proposal included within this document, there are no anticipated impacts on walking routes, given that the proposal is only to change the status of the school. There are no changes proposed to the Council's Home to School Transport policy.

5.5.5 Staff Impact

It is not anticipated that teaching and non-teaching staff will be contractually affected by the proposal.

Nevertheless, staff and recognised trade unions are statutory consultees, to this consultation. Their views will be considered along with other statutory consultees.

5.6 Finance

From the point the Council approves its annual budget, a funding formula is applied to the Local Schools Budget to determine the funding that is delegated to each school, i.e. the funding directly managed by governing bodies for revenue expenditure. The School Funding (Wales) Regulations 2010 require 70% of funding for individual schools' budgets to be distributed in accordance with pupil-led factors. Authorities have discretion to distribute the remaining 30% on the basis of a range of factors so that they can take account of individual school circumstances. The detail in relation to schools' formula funding is published annually as part of the Section 52 Budget Statement.

5.6.1 Pupil costs

The funding for Cilgerran VC school is as follows:

	2025/26		
	Pupils Jan 2025	Cost per pupil (net of SEN)	Average cost per pupil (net of SEN) – all schools
	FTE	£	£
Cilgerran VC school	111	£4,777	£5,265

Note: Based on 2025/26 Education Budget Statement (Section 52 of the School Standards and Framework Act 1998)

5.6.2 Revenue Savings

Given the nature of the proposal in relation to Cilgerran VC school, i.e. a discontinuation as a VC School, and a reopening as a Community School, no savings or additional costs will accrue as a result of its implementation. Both Voluntary Controlled and Community Schools receive their funding from the same formula, and no distinction is made between them.

5.6.3 Capital Investment

No capital investment will arise directly as a result of this proposal.

5.6.4 Title of land and buildings

The ownership of the school site rests with the St Davids Diocesan Board of Finance, with negotiations being required to transfer to the Council should approval be given to secure Community School status.

5.7 Risks and Counter measures

Risk	Counter Measure
<p>1 Failure to obtain relevant approvals from Council and/or failure to comply with due process.</p>	<ul style="list-style-type: none"> - Ensure that all options are considered in light of the School Organisation Code 2018. - Ensure sufficient time is allocated to undertake process. - Undertake consultation with appropriate statutory consultees.
<p>2 Pupils have further to travel to school</p>	<p>-Transport arrangements will be in accordance with the law and the council's policy.</p> <p>Free transport will be provided in accordance with the Learner Travel Wales Measure-Operational Guidance and Pembrokeshire County Council's school transport policy.</p> <p>The school location is not proposed to be changed, however the status is. As a result, any parental preference for continued education in a Church in Wales school would result in pupils having further to travel to school, given that the nearest alternative school is at Letterston, 23 miles away.</p>
<p>3 Parental and community opposition to the proposal.</p>	<ul style="list-style-type: none"> • All relevant details regarding the status quo and the proposal are included in this document – this is to ensure that all consultees are fully acquainted with the relevant information. A 'Frequently Asked Questions' section is included as part of this consultation document and ample opportunity is provided for questions to be asked • To ensure that all significant concerns raised during consultation are appropriately responded to as part of the subsequent Consultation Report and are shared with Council members to aid with the decision-making process.

6. Alternative Options Considered

1. What are the reasonable alternatives to the proposal?

The local authority considers that there are two options in relation to education provision in the Cilgerran area:

- a) Maintain status quo
- b) Change the status of the school from VC to Community

It should be noted that it is not possible for voluntary aided, voluntary controlled or foundation schools with a designated religious character to become a community school through a change of category proposal; a proposal to discontinue the provision prior to establishing a new Community school is therefore the only means to achieve this.

6.1 Alternative options

Assessments of alternative options are included in this document as follows:

- The likely impact on Quality and Standards in Education – see **APPENDIX 5**;
- The likely impact on the community – see **APPENDIX 2**;
- The likely effect of different travelling arrangements – see Para. 1.4 of **APPENDIX 5**.

Section 5 of this document outlines the Council's proposal, i.e. the preferred option. However, a summary of comments in relation to the alternative options considered as part of developing this proposal are outlined below.

Description	Advantages	Disadvantages
Maintain status quo	<ul style="list-style-type: none">• No requirement for statutory school organisation process• Retains a Church in Wales VC school in the area	<ul style="list-style-type: none">• Does not enable future Federation to improve long-term sustainability

Description	Advantages	Disadvantages
	<ul style="list-style-type: none"> • Meets the wishes of some members of the local community and parents/carers/guardians • Meets the wishes of the Diocese 	
Change of status from VC to Community	<ul style="list-style-type: none"> • Changing the status to community school provides an opportunity in the future to federate with one or more local schools, all of which are community schools. This would improve long-term sustainability 	<ul style="list-style-type: none"> • Requires a statutory school organisation process • Leaves the area without a VC school • Does not meet the wishes of some members of the local community, parents/carers/guardians or the Diocese

7. The Statutory Process

The statutory process followed in respect of the proposal included as part of this document will comply with the School Standards and Organisation (Wales) Act 2013 and specifically, the School Organisation Code (011/2018). The process and timetable will be as follows:

Date	Process	
16 December 2025	Consultation Document Published	
Date to be confirmed	Cilgerran pupil consultation session	
30 January 2026	Closing date for receipt of observations on the proposal	
At least 2 weeks prior to publishing a Statutory Notice	Publication of Consultation Report - Consultation Report presented to Council <i>Council to decide whether to approve publishing a statutory notice</i> <i>If approved – proceed to Statutory Notice</i> <i>If not approved – proposal ends</i>	
Within 26 weeks of the above closing date	Publish Statutory Notice (SN) <i>If approved, the SN will be published on the County Council and any other proposer's websites and posted in the named schools and other conspicuous places within the community. Copies of the notice will be made available to the relevant schools to distribute to pupils, parents/carers/guardians and members of staff.</i> <i>The SN will be published on a school day and will allow a period of 28 days for objections. 15 of these days (excluding the day of publication) must be school days.</i>	
28 days after date of SN	Closing date for receipt of objections to proposal	
Within 28 days of the end of the Objection Period	<u>Where objections received</u> - Objection Report presented to Council <i>Council to determine proposal in light of the objections received and the content of the Objection Report</i>	<u>Where no objections received</u> <u>Council to determine proposal</u>
Within 16 weeks of the end of the Objection period	Publication of Council Decision	
September 2026	If approved, implementation of proposal	

All reports listed above will be published on the County Council's website with parents/carers/guardians and staff members of the relevant schools advised of their availability. All consultees listed in Section 2 of this document will be emailed a link to the relevant page on the Council website; hard copies of all documents will be made available if requested by emailing EducationConsultations@pembrokeshire.gov.uk or by calling 01437 775164.

8. Frequently Asked Questions

If this proposal goes ahead, when would it be implemented?

On the basis of our current planning trajectory, Cilgerran VC School would close on 31st August 2026 and reopen on 1 September 2026 as a community school.

Will pupils be eligible for school transport to the nearest alternative Church in Wales Voluntary Controlled school?

No. The nearest alternative Welsh medium VC school is in Letterston, 23 miles away from Cilgerran school. PCC is required to provide free home to school transport for those living within the school catchment and more than 2 miles from the school.

If the proposal goes ahead, what will happen to the existing governors?

As part of the proposal for the discontinuation of Cilgerran VC school, and establishment of the same as a community school, the school's governing body would cease on discontinuation, and therefore the existing governors would cease to be governors at that point. A new governing body would then be established for the community school (and constituted in accordance with the Education Act 2002). New governors would be appointed, and there would be an opportunity for previous governors (before the change of status) to seek to be reappointed on the new board. The key difference being that there would be no Foundation Governors (responsible for representing the Church in Wales) on the Governing Body for the community school.

Isn't this a fait accompli whereby a decision to discontinue the school and establish the same as a community school has already been made.

No, the only decision made to date is one to consult on the proposal. This document is part of the consultation process whereby parents, governors, staff, the wider community and several other stakeholders are given the opportunity to have their say. All responses received during the consultation period will be published as part of a subsequent Consultation Report which elected members of the Council will consider before being asked to decide on whether they wish to proceed to the next step.

How can I object to the Council's proposal?

As outlined in Section 7 of this document, the school organisation process is lengthy and can take several months to complete. The current stage of the process is consultation, where anyone can express their views. All responses to this consultation will be made available to Council so that elected members can make an informed decision on whether to proceed. Any objections received during the consultation process will not be treated as such. However, if Council decide to proceed to the next stage, i.e. publishing a statutory notice, then anyone may make a formal objection during the subsequent 28 day Objection period. Again, all objections received will be made available to Council prior to elected members making a final decision on the proposal.

What does Federation mean and what are the benefits?

The term federation describes a formal and legal agreement by which a number of schools (between 2 and 6) share governance arrangements and have a single governing body. Federations can involve a mix of maintained community and community special schools which are either nursery, primary or secondary schools, as well as a combination of Welsh medium, English medium and dual stream schools.

Schools with a faith and/or a trust, such as voluntary aided and voluntary controlled schools, can only federate with schools of the same category or with schools that have a similar charitable trust status and/or religious ethos.

Federation enables schools to collaborate and share resources, expertise and best practice to improve educational standards and outcomes for pupils. Federated schools maintain their individual identity and budgets, but they benefit from shared resources and a unified approach to education.

Federated schools can be more sustainable due to their ability to pool resources and benefit from economies of scale. For example, they have the option of sharing a Head Teacher between more than one school. Given that recruitment of Head Teachers in small schools within Pembrokeshire is challenging, this could provide a significant benefit at a point in the future when the head teacher role becomes vacant.

If you want to have the opportunity to federate in the future, why not change some of the local community schools to VC schools instead of changing the status of Cilgerran VC school?

This is not considered to be a logical approach, given that all the other local schools in the area are community schools. It would require changing the status of several community schools to VC schools, whereas this proposal only requires a change of status to one school to enable future Federation opportunities in the area.

What are surplus places?

Each school has a published capacity which represents its physical capacity to accommodate pupils, i.e. the size and use of accommodation including classrooms. Cilgerran VC school's capacity is 133. The School Organisation Code states that *“some spare places are necessary to enable schools to cope with fluctuations in numbers of pupils, but excessive numbers of unused places that could be removed mean that resources are tied up unproductively...where there are more than 10% surplus places in an area overall, local authorities should review their provision and should consider whether to make proposals for their removal if this will improve the effectiveness and efficiency of provision. A significant level of surplus provision is defined as 25% or more of a school's capacity and at least 30 unfilled places”*.

In 2025, across the 7 primary schools in the Preseli cluster (Eglwysrwr, Brynconin, Maenclochog, St Dogmaels, Ysgol Clydau, Bro Preseli, Cilgerran) there was a capacity of 904, with 596 pupils, resulting in 308 (34.07%) surplus places.

APPENDIX 1

Details of affected schools

Name of School	Category	Lang. Category	Age Range	Nursery Pupils January 2025	Total NOR* Jan 2025	Condition Grade	Suitability Grade
Cilgerran VC School	VC	Cat. 3	3-11	14	114	B	B

Notes:

- Pupil numbers are as at the 2025 PLASC and include LRC pupils.
- In relation to Condition and Suitability grades
 - A = Good
 - B = Satisfactory (condition) / Reasonable (suitability)
 - C = Poor

* NOR = Number on roll

School	Capacity	Admission Number	Actual Number on roll (Net of -Part Time and Unit Pupils)					Pupil Forecasts* (Net of Part Time and Unit Pupils)				
			2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Ysgol Cilgerran	133	19	97	106	110	97	100	95	92	94	91	90

COMMUNITY IMPACT ASSESSMENT

Impact Area	+/-
<p>Information on the proportion of pupils from the catchment area that attend the school</p> <p>Cilgerran Church in Wales VC School</p> <p>On the basis of the 2025 PLASC, 112 primary pupils lived in the Cilgerran school catchment and attended Pembrokeshire schools. Of these, 88 (78.6%) attended the school.</p> <p>Due to their proximity to the local authority boundaries with Carmarthenshire and Ceredigion, a number of pupils live in Pembrokeshire but attend schools in those counties. On the basis of information obtained from the two authorities during the 2024 autumn term, around 10 pupils from the Cilgerran catchment attend primary schools in Carmarthenshire, and 49 in Ceredigion.</p>	No change
<p>Information on the proportion of pupils from outside the catchment area that attend the school</p> <p>Cilgerran Church in Wales VC School</p> <p>On the basis of the 2025 PLASC, 114 pupils attended Cilgerran VC School. Of these, 88 (77.2%) attended from the school's catchment area. The remaining pupils attended from the following catchments:</p> <p>Eglwyswrw CP - 4</p> <p>Maenclochog CP - 1</p> <p>St Dogmaels CP – 5</p> <p>Ysgol Bro Ingli – 2</p>	No change

<p>Ysgol Bro Preseli – 9</p> <p>Ceredigion – 4</p> <p>Carmarthenshire - 1</p> <p>Given the current parental preference patterns it is considered unlikely that this would change significantly following a change in school category.</p>	
<p>Information about any other facilities the school accommodates, e.g. youth club, playgroup</p> <p>Information about any other facilities or services the school provides, e.g. after school clubs, community library</p> <p>An Early Years Centre was built and opened in 2006. Mudiad Meithrin offers provision for 2-year-olds</p>	No change
<p>If accommodation, facilities or services are provided by a school, where they would be provided in the event of closure</p> <p>There would be no loss of facilities or services.</p>	No change
<p>Whether other facilities available in the immediate local or wider community will or could be enhanced in the event of a school closure (e.g. improvements to village halls, playgrounds, provision of holiday play schemes)</p> <p>There would be no loss of facilities or services. The community would continue to benefit from the facilities and services available.</p>	No change
<p>Information about the facilities and services provided at any alternative school</p> <p>No options require consideration of an alternative school.</p>	No change

<p>Information about the distance and travelling time involved in attending an alternative school of the same language category</p> <p>No options require consideration of an alternative school with respect to language category.</p> <p>However, the nearest Welsh medium VC school is at Letterston, 23 miles from Cilgerran.</p>	<p>No change.</p> <p>However, this may become a negative impact for children who attend the school specifically due to its faith status.</p>
<p>How parents' and pupils' engagement with the alternative school and any facilities it may offer could be supported (e.g. how pupils (and particularly any less advantaged pupils) will be helped to participate in after school activities)</p> <p>No options require consideration of an alternative school.</p>	<p>No change</p>
<p>Impact on health and wellbeing, e.g. if pupils would be less able to walk or cycle to school</p> <p>It is not anticipated that the proposal would have a negative impact on health and wellbeing, albeit this is possible with respect to the potential impact on pupils with regard to no longer receiving education from a faith school. In relation to access to the provision, the primary and secondary catchments will remain the same and pupils who currently walk or cycle to school will continue to be able to do so.</p>	<p>No change/possible negative change</p>
<p>Information about any wider implications the changes would have on public transport provisions</p> <p>There are no wider implications on public transport provisions as a result of the proposal.</p>	<p>No change</p>
<p>Information on wider community safety issues</p> <p>It is not proposed to change the scope of provision, merely the entity in which it is delivered. It is unlikely to result in any change to wider community safety issues.</p>	<p>No change</p>

<p>Whether closure would encourage families with school-age children to leave the community or discourage young families from moving to the community</p> <p>It is not proposed to remove provision, merely to change the entity.</p>	<p>No change</p>
<p>What impact closure might have on other services provided locally, for instance if the school is the only remaining public building in a community</p> <p>It is not proposed to remove provision, merely to change the entity.</p>	<p>No change</p>
<p>Whether, or not, the school is a real hub of community life, used for other purposes –such as public meetings, local events, fetes, surgeries, and other get togethers –which would either cease or be diminished by being required to move elsewhere</p> <p>It is not proposed to remove provision, merely to change the entity.</p>	<p>No change</p>
<p>Whether or not the loss of the school, and potential families, will have a detrimental effect on the wider economy of the community</p> <p>It is not proposed to remove provision, merely to change the entity.</p>	<p>No change</p>
<p>How parents and pupils engagement with the alternative school and any facilities it may offer could be supported (e.g. how pupils particularly any less advantaged pupils) will be helped to participate in after school activities</p> <p>No options require consideration of an alternative school.</p>	<p>No change</p>
<p>The overall effect of closure on the local community (including the loss of school based facilities which are used by the local community</p> <p>There will be no loss of facilities or services as a result of any of the options for change. Proposal options include maintaining the status quo and a change of entity only.</p>	<p>No change</p>

How does the proposal fit with Well-being goals for Pembrokeshire/Wales	
Prosperous	The proposal is unlikely to affect prosperity in the area
Resilient	The proposal is an enabler to making the school more resilient in terms of future opportunities to consider Federation
Healthier	No material impact anticipated
Equal	See Appendix 3
Cohesive communities	Anticipated short-term impact while the change is new and potentially unsettling, before it becomes the new normal
Vibrant culture & thriving Welsh language	No impact anticipated as the school would remain Welsh medium
Globally responsible	No impact anticipated

Appraising sustainability of the proposal	
Long term How the proposal balances the short term with safeguarding the ability to meet long term needs	The proposal increases the chances of the school continuing over the long-term in the context of an area with significant surplus places, by enabling future Federation opportunities.
Prevention How the proposal may prevent problems occurring or getting worse	Maintaining the status quo would not enable future Federation opportunities to be considered, and recruiting a suitable new head teacher when the vacancy arises, may be challenging.
Integration Considering how the proposal fits with the objectives of other public bodies	The proposal follows Welsh government statutory consultation requirements and is in line with Welsh government expectations

	regarding ensuring education provision in counties is providing value for money
Collaboration How the proposal fits with working with other organisations or other parts of the Council.	Collaboration with other organisations, notably the school's governing body, is key to ensuring that the proposal is implemented and, ultimately, successful.
Involvement How people have been involved and how have we ensured that those people reflect the diversity of Pembrokeshire.	A wide stakeholder involvement is an inherent part of the statutory school organisation process in Pembrokeshire.

Equality Impact Assessment

Protected Characteristics	Cilgerran school	Proposal	Impact
Age	Cilgerran VC school has a 3 -11 age range	No change proposed	No change
Disability	The school is all on one level and benefits from a ramp and handrail down to the grassed outdoor area.	No change proposed	No change
Race	Data from <i>my local school</i> (see 3.2 above) indicates that no pupils are described as having an ethnic background other than white British. There is no discrimination against race in the Admissions Policy	No change proposed	No change
Religion & Belief	Cilgerran VC school is a Church in Wales Voluntary Controlled School.	The proposal in this document is to discontinue the school and establish the same as a Community School	Negative change
Sex	Cilgerran VC school is a mixed sex school	No change proposed	No change
Marriage or civil partnership	Cilgerran VC school meets the requirements to comply with the Equality Act 2010 within their Strategic Equity Plans		No change
Pregnancy & maternity			No change
Sexual Orientation			No change
Gender reassignment			No change

WELSH LANGUAGE IMPACT ASSESSMENT – AUTUMN 2025

This assessment has been undertaken in accordance with the guidelines outlined in Annex C of the School Organisation Code, together with wider considerations in line with guidance on assessing the impact of policy decisions on the Welsh language in the context of the Welsh Language Standards Regulations 2015. Furthermore, it is written in the context of a wider legal and policy framework including:

- The Well-being of Future Generations (Wales) Act 2015, which requires public bodies in Wales to work towards 7 well-being goals, including *A Wales of Vibrant Culture and Thriving Welsh Language*.
- Cymraeg 2050, the Welsh Government strategy for increasing the use of Welsh, working towards securing a million Welsh speakers by 2050, and encouraging more people to use and speak Welsh in their everyday lives. We recognise that Welsh medium education is a crucial factor in delivering against this vision.
- Welsh in Education Strategic Plan. Outlines our 10 year vision for increasing and improving the planning of the provision of Welsh medium education in Pembrokeshire.

Who will this proposal effect directly?

The proposal will have an impact on all pupils currently attending Cilgerran VC school, and their parents/carers/guardians.

As a result of the consideration outlined in this impact assessment (table below) and in the Community Impact Assessment (appendix 2), it is considered that this proposal will have a neutral impact on the Welsh language. This is because the proposal relates solely to a change of category (from Voluntary Controlled to Community). The school would remain a category 3 Welsh medium school, and therefore there would be no material change or impact on Welsh language.

Information on the language category of the school	Cilgerran VC school is a Category 3 Welsh Medium school
Information on the language category of any alternative school	All other primary schools in the Preseli cluster are also Category 3 schools. The closest alternative Welsh medium Voluntary Controlled school is at Letterston.

<p>Information about standards in the Welsh language in the school and any alternative school.</p>	<p>A significant number of learners come from families where Welsh is not the language of the home, and not the pupils' first language. However, pupils' standards of Welsh develop positively in terms of oracy, reading and writing from the point of entry. Pupils converse fluently and confidently with adults and peers, and by the time pupils leave the school they are fully bilingual. The school has targeted the development of pupils' skills aligned to the Local Authority's Welsh framework and have engaged with the cluster priority of developing Welsh reading. Pupils that are latecomers to Welsh are supported by the Local Authority provision for latecomers and learners make good progress with the support provided.</p>
<p>Information about after school activities which provide additional opportunities to use Welsh in the school and any alternative school (e.g. the Urdd, Mentrau Iaith clubs)</p>	<p>The school takes part in Urdd activities, and activities organised by Menter Iaith and the Local Authority to promote the use of Welsh.</p>
<p>Information about whether the school provides facilities for members of the community to learn Welsh, or undertake activities through the medium of Welsh, and where any alternative facilities could be provided.</p>	<p>Provision for learning Welsh is supported by Learning Pembrokeshire, which provides classes at the following locations: Fishguard Community Learning Centre Hermon Bloomfield Narberth Online</p>
<p>Whether it might be appropriate to provide additional after school facilities at any alternative school to further secure standards in the Welsh language.</p>	<p>The proposal to change the status of the school will have no impact on these considerations</p>
<p>How parents' and pupils' engagement with any alternative school and any specific language enhancement it offers could be supported (e.g. how pupils will be helped to participate in activities provided by the Urdd, Mentrau Iaith.</p>	

<p>Possible effects a policy decision may have on opportunities for persons to use the Welsh language, or treating the Welsh language no less favourably than the English language</p>	<p>This proposal does not treat the Welsh language less favourably than the English language. It ensures that all pupils currently receiving Welsh language education, can continue to receive Welsh language education at the same school. The proposal is only to change the status of school to a community school.</p> <p>Opportunities for persons to use the Welsh language are anticipated to remain at least the same as now.</p> <p>This consultation document is available bilingually, to ensure that the public have the opportunity to read documentation relating to the proposal in Welsh and/or English, and to provide a response in their preferred language.</p>
<p>Observations provided by the local authority's Welsh medium education forum.</p>	<p>The Welsh in Education Forum has not provided an observation to this proposal.</p>
<p>Information on how the proposal fits with the authority's Welsh in Education Strategic Plan and any future actions that will be needed in consequence of the change to continue to comply with the scheme or meet targets in the scheme.</p>	<p>The provision at Cilgerran school will continue to support the objectives set out in the WESP, without any anticipated change.</p>

Factors to be taken into account in approving/determining school organisation proposal

School Organisation Code factors	Maintain status quo	Change of status from VC to Community
<p>1.3 Quality and standards in education</p> <p>Relevant bodies should place the interests of learners above all others. With reference to the five inspection areas of the Office of Her Majesty’s Chief Inspector of Education and Training in Wales (Estyn) Common Inspection Framework (2024), they should consider the likely impact of the proposals on the following at the school or schools which are the subject of the proposals and at any other school or educational institution which is likely to be affected.</p>		
<ul style="list-style-type: none"> – Standards and progress overall, of specific groups and in skills; – Wellbeing and attitudes to learning; – Teaching and learning experiences (quality of teaching, the breadth, balance and appropriateness of the curriculum, and the provision of skills); – Care support and guidance (tracking, monitoring and the provision of learning support, personal development and safeguarding); and – Leadership and management (quality and effectiveness of leaders and managers, self evaluation processes and improvement planning, professional learning, and use of resources) – Relevant bodies should pay particular attention to the impact of the proposals on vulnerable groups, including children with SEN. 	<p>It is not considered that the quality and standards in education of Cilgerran Church in Wales VC School will change as a result of a change of status.</p> <p>The school’s most recent Estyn inspection was in October 2017, however, the current assessment of the school by its Improvement Advisor, is as follows:</p>	<ul style="list-style-type: none"> • Pupils exhibit respect, politeness, and good behaviour, contributing to a positive school atmosphere. School staff play a crucial role in fostering this environment by ensuring pupils feel safe, valued, and happy. The emphasis on well-being is evident as staff members create an inclusive and supportive atmosphere, addressing not only academic needs but also pupils' emotional and social development. • Most pupils demonstrate purposeful literacy skills across the curriculum through various learning experiences. By providing consistent and varied opportunities for literacy development, the school ensures that many pupils, can confidently use and apply their language skills in a variety of situations. • Most pupils effectively and consistently use their Welsh oracy skills throughout the school and during lessons. Regular language drill strategies have led to well-developed spoken and written language patterns for many pupils. • Opportunities to apply numeracy skills across the curriculum lead to strong development in this area. Additionally, real-life skills are promoted through activities such as managing the school's fruit shop and handling charitable donations which in turn ensures that many pupils are using and applying their numeracy skills in everyday life. • Most pupils demonstrate enthusiasm and perseverance in learning and take pride in their work, resulting in well-presented tasks. • Classroom and school-wide displays support pupils in developing a range of skills and learning opportunities while reflecting the four purposes and the school's values. • The school actively involves local members of the community to enhance learning through a variety of valuable activities aligned with the Curriculum for Wales, while also dedicating efforts to developing outdoor learning areas that promote extended learning opportunities and stimulate pupils' curiosity.
<p>Relevant bodies should also consider the ability of the school or schools which are the subject of the proposals to deliver the full curriculum at the foundation phase and each key stage of education. This consideration should include the quality of curriculum delivery and the extent to</p>		

School Organisation Code factors	Maintain status quo	Change of status from VC to Community	
<p>which the structure or size of the school is impacting on this.</p>			
<p>Where proposals involve the transfer of learners to alternative provision there should normally be evidence that the alternative would deliver outcomes and offer provision at least equivalent to that which is currently available to those learners (including learners with SEN). Advice from Estyn might reasonably be used as evidence in relation to alternative provision which is brand new. Proposers should ensure that the disruption to learners is minimised.</p>	<ul style="list-style-type: none"> • Most teaching staff have enhanced their marking and feedback processes, tailoring them to the age and ability of pupils, which effectively advances learning. Additionally, the school is working on developing a differentiation code, although more time is needed for it to be firmly established. While many staff teach consistently well, a few require additional support and mentoring to further develop their teaching skills to ensure impactful learning and feedback. • The headteacher effectively manages the responsibilities of the ALNCo role, ensuring inclusive support for all pupils. The ALNCo is well-organized, implementing rigorous systems to identify and support learners in need, with a wide range of strategies and interventions. • The headteacher's clear vision, based on collaboration, instils values that motivate confident and healthy learners, while effective self-evaluation arrangements contribute robustly to shaping improvement priorities, making the SDP an active document across the school. • The governing body provides effective support and challenge, maintaining good knowledge of provision and impact on pupils' well-being and progress. • Leaders ensure robust learning opportunities for staff, linking professional learning to school and cluster improvement priorities, and regularly monitoring the impact on teaching provision and methods. 		
<p>In assessing the impact of proposals on quality and standards in education and how effectively the curriculum is being delivered, relevant bodies should consider any relevant advice from Estyn, refer to the most recent Estyn reports or other evidence derived from performance monitoring, and take into consideration any other generally available information available on a school's effectiveness.</p>			
<p>1.4 Need for places and the impact on accessibility of schools</p>			

School Organisation Code factors	Maintain status quo	Change of status from VC to Community
<p>Local authorities must ensure that there are sufficient schools providing primary and secondary education for their area. Schools are regarded as sufficient if they are sufficient in number, character and equipment to provide for all pupils the opportunity of appropriate education². In order to fulfil these duties, local authorities must ensure that they plan thoroughly and engage fully with relevant partners, including the appropriate religious bodies³ for schools serving their area which have a designated religious character.</p> <p>In the light of the above, relevant bodies should have regard to the following factors:</p>		
<p>Where a school closure, reduction in capacity or age range contraction is proposed:</p>		
<ul style="list-style-type: none"> whether alternative school-based provision will have sufficient capacity and provide accommodation of at least equivalent quality, for existing and projected pupil numbers; 	<p>N/A</p>	<p>There is no proposal to remove provision – alternative school-based provision is therefore not necessary. Primary provision will remain but in the form of a Community school.</p>
<ul style="list-style-type: none"> with reference to the nature of the schools subject to proposals, whether the alternative school-based provision is sufficient to meet existing and projected demand for schools of the same: <ol style="list-style-type: none"> language category as set out in “Defining schools according to Welsh medium provision” Welsh Assembly Government Information document 	<p>N/A</p>	<p>There is no proposal to remove provision – alternative school-based provision is therefore not necessary. Primary provision will remain but in the form of a Community school.</p> <p>The language category of the proposed school would remain the same.</p> <p>The proposed school would not have a religious character.</p>

² Section 14 of the Education Act 1996.

³ An appropriate religious body is, in the case of a Church in Wales or Roman Catholic school, the appropriate diocesan authority, or in the case of other schools, the body representing the religion and religious denomination stated in relation to the school in an order made under section 69(3) of the School Standards and Framework Act 1998.

School Organisation Code factors	Maintain status quo	Change of status from VC to Community
<p>No: 023/2007 (Information document No 023/2007); and</p> <p><i>b.</i> (if relevant) designated religious character.</p>		
<p>In all cases local authorities should consider:</p> <ul style="list-style-type: none"> • The extent to which the proposal would support the targets in the approved Welsh in Education Strategic Plan (WESP) • How the proposal would expand or reduce Welsh language provision and in the case of the latter, set out why provision will be reduced. 	<p>No change – the proposal, and alternatives result in maintaining Welsh medium provision in the area. They would continue to support the targets in the Council’s WESP and would neither expand nor reduce Welsh language provision.</p>	
<ul style="list-style-type: none"> • The nature of journeys to alternative provision and resulting journey times for pupils, including SEN pupils; in particular whether primary school pupils will have one-way journeys in excess of 45 minutes or secondary school pupils one way journeys of over an hour. <p>Arrangements for accessing the alternative provision should encourage sustainable transport; and should address the possible effect of any transport difficulties on pupils’ engagement with and attendance at school. Likely walking or cycling routes for safety and accessibility should be assessed prior to bringing forward proposals.</p>	<p>No change.</p>	<p>It is unlikely that changing the school status will result in excessive journey times to alternative provision. The school will continue to serve its catchment area and school transport eligibility will not change.</p> <p>The withdrawal of the school’s faith status may lead to a request for this to be provided at an alternative school, but as outlined elsewhere in this appendix, such a school is approximately 23 miles from Cilgerran, at Letterston.</p> <p>The Council’s School Transport policy will continue to apply as will adherence to the Learner Travel (Wales) regulations.</p>

School Organisation Code factors	Maintain status quo	Change of status from VC to Community
Where a new school, increase in capacity or age range expansion is proposed;		
<ul style="list-style-type: none"> that there is evidence of current or future need/demand in the area for additional places, with reference to the school or proposed school's language category, designated religious character, and the gender intake (i.e. co-educational/single sex); whether proposals will improve access for disabled pupils in accordance with requirements under the Equality Act 2010. 	No change	
1.5 Resourcing of education and other financial implications It is important that funding for education is cost effective. Relevant bodies should take into account the following factors in relation to the resourcing of education:		
<ul style="list-style-type: none"> what effect proposals will have on surplus places in the area; 	The proposal and its alternative will not have an effect on surplus places in the area.	
<ul style="list-style-type: none"> whether proposals form part of the local authority's 21st Century Schools Investment Programme and contributes to the delivery of sustainable schools for the 21st Century and to the better strategic management of the school estate. 	Cilgerran VC School does not currently feature in the Council's Sustainable Communities for Learning Programme.	
Relevant bodies should also take into account the following factors in relation to finance:		
<ul style="list-style-type: none"> the recurrent costs of proposals over a period of at least 3 years and whether 	There is no specific cost to the proposal beyond that of the Formula Funding the school receives from the Council. Voluntary Controlled schools and Community schools are both funded via the same formula.	

School Organisation Code factors	Maintain status quo	Change of status from VC to Community
<p>the necessary recurrent funding is available;</p>		
<ul style="list-style-type: none"> additional transport costs incurred as a result of proposals; <p><i>Proposers should take into account the requirement on local authorities to provide free transport provision under the Learner Travel (Wales) Measure and should seek the advice of Regional Transport Consortia in relation to the impact the proposal might have on associated transport costs and their affordability.</i></p>	<p>No change</p>	<p>No additional transport costs are anticipated to the authority. However, any parental preference for continued faith-based provision would impact on parents/carers/guardians, given that the nearest Welsh medium Church in Wales school is Letterston, 23 miles from Cilgerran.</p>
<ul style="list-style-type: none"> the capital costs of proposals and whether the necessary capital funding is available; 		<p>No capital costs are envisaged.</p>
<ul style="list-style-type: none"> the scale of any projected net savings (taking into account school revenue, transport and capital costs); <p><i>In relation to proposals where substantial upfront capital investment is required (for example to support a substantial remodelling, refurbishment or a new build project), the costs and savings of the proposals should be calculated over the lifespan of the relevant building, and</i></p>	<p>No savings will be realised as a result of the proposal.</p> <p>However, should the school become part of a Federation in due course, it is likely that the school's financial position would improve as a result, for example, of shared leadership costs.</p>	

School Organisation Code factors	Maintain status quo	Change of status from VC to Community
<i>compared against the costs and savings associated with the maintenance of the status quo.</i>		
<ul style="list-style-type: none"> whether, without the proposals, the schools affected would face budget deficits; 	<p>The proposal to change the school's status will not affect the school's finances. However, subject to any future proposal for the school to become part of a Federation in the longer term, changing the school's status is likely to help to prevent it from going into deficit. At the end of the 2024/25 financial year, the school had a surplus of £123,961. This is expected to reduce to approximately £71,000 at the end of 2025/26.</p>	
<ul style="list-style-type: none"> whether any savings in recurrent costs will be retained in the local authority's local schools' budget; and 	<p>If any savings arise from the proposal, they will initially be retained in the local authority's schools' budget.</p>	
<ul style="list-style-type: none"> whether the proceeds of sales (capital receipts) of redundant sites are to be made available to meet the costs of the proposal or contribute to the costs of future proposals which will promote effective management of school places. 	<p>No capital receipts would be accrued from any of the options under consideration</p>	
<p>1.6 Other general factors</p>		
<p>Relevant bodies should take into account the following general factors:</p>		
<ul style="list-style-type: none"> what impact proposals will have on educational attainment among children from economically deprived backgrounds; 	<p>It is not considered that there would be any impact on educational attainment among children from economically deprived backgrounds.</p>	
<ul style="list-style-type: none"> any equality issues, including those identified through equality impact assessments; and 	<p>No change</p>	<p>Other than 'Religion or belief', it is considered there will be no impact on any of the other protected characteristics covered by the Equality Act 2010.</p>

School Organisation Code factors	Maintain status quo	Change of status from VC to Community
		<p>Cilgerran Church in Wales VC School is the only faith school within the Preseli cluster, and neighbouring local authority areas. From a school admissions perspective, we have no evidence to suggest that children attend due to the school's faith status, but that they do so as it is the local school. The 78.8% in-catchment attendance would seem to confirm this.</p> <p>In Pembrokeshire, the nearest Welsh medium faith school is Ysgol Ger y Llan in Letterston, some 23 miles to the west, and cannot therefore be considered as a suitable alternative.</p>
<ul style="list-style-type: none"> whether the school or schools involved are subject to any trust or charitable interests which might be affected by the proposals, for example in relation to the use or disposal of land. 	<p>The ownership of the school site rests with the St David's Diocesan Board of Finance. A parcel of land owned by the latter is currently leased to Cilgerran Community Council. A change in status to Community school will require the ownership to be negotiated between the Council and the Diocese.</p>	
1.7 Specific factors in the consideration of school closures		
<p>When considering whether a closure is appropriate, special attention should be given to the following:</p>		
<ul style="list-style-type: none"> whether the establishment of multi-site schools might be considered as a means of retaining buildings, or the reasons for not pursuing this option; 	<p>N/A</p>	<p>The 'closure' of the school is a technical requirement in order to achieve 'Community' school category. A future federation of the school with neighbouring schools provides a greater opportunity for a sustainable education community.</p>
<ul style="list-style-type: none"> whether alternatives to closure, such as clustering, collaboration or federation with other school, might be considered (taking account of the scope for use of ICT links between school sites) or the reasons for not pursuing these as an alternative; 	<p>N/A</p>	<p>There is no proposal to remove provision, merely to change the entity in order to provide an opportunity for a future federation, when appropriate.</p>

School Organisation Code factors	Maintain status quo	Change of status from VC to Community
<ul style="list-style-type: none"> Whether the possibilities of making fuller use of the existing buildings as a community or an educational resource could be explored; 	N/A	
<ul style="list-style-type: none"> The overall effect of a closure on the local community (including the loss of school based facilities which are used by the local community) 	N/A	This proposal will not affect the local community. The facilities and services currently provided by the school will continue to be available.
<ul style="list-style-type: none"> How parents and pupils engagement with the alternative school and any facilities it may offer could be supported (e.g. how pupils; particularly any less advantaged pupils) will be helped to participate in after school activities). 	None of the options require the consideration of any alternative school. This is therefore not applicable.	
1.8 Presumption against the closure of rural schools		
<p>The additional requirements, when considering the closure of a rural school, are included in this document, primarily in this appendix 5 (considering for example quality and standards in education and the likely effect of different travelling arrangements), together with reasons for the proposal/key challenges (primarily in section 5 and throughout the document), and the identification and consideration of reasonable alternatives (section 6 and appendix 5). The Community Impact Assessment at appendix 2 also forms an important part of the consideration.</p> <p>The requirements ahead of embarking on a consultation exercise, were satisfied at the 8 May 2025 Council meeting.</p>		
1.9 Specific factors to be taken into account for proposals to add or remove nursery classes		
N/A		
1.10 Specific factors to be taken into account for proposals to reorganise secondary schools or to add or remove sixth forms		
N/A		
1.11 Specific factors to be taken into account for proposals to increase provision in voluntary schools or establish a new voluntary school		
N/A		
1.12 Specific factors in the consideration of proposals for the change of language medium		
N/A		
1.13 Specific factors in the consideration of proposals for the change of school category		

School Organisation Code factors	Maintain status quo	Change of status from VC to Community
<p>The primary impact of changing the school category from voluntary controlled to community relates to the impact on faith education. Parents/carers/guardians who wish for their children to continue to attend a Church in Wales school, would need to express a parental preference for an alternative school. Given that there are no other Church in Wales Voluntary Controlled schools in the cluster, parents/carers/guardians would need to make their own travel arrangements, as this would sit outside of the legal and policy framework relating to school transport.</p> <p>The distance to the nearest alternative Welsh medium Church in Wales Voluntary Controlled school is 23 miles (Letterston)</p>		
<p>1.14 Additional factors to be taken into account in preparing, publishing, approving or determining proposals for the reorganisation of SEN provision</p>		
<p>N/A</p>		

Discontinuation of Cilgerran Church in Wales Voluntary Controlled School and establishment of the same as a 3-11 Community School



1) Please indicate which of the following reflects your views on the proposal

To discontinue Cilgerran VC school and establish the same as a 3-11 community school	Please tick one
I do not feel strongly one way or the other	
I support the proposal	
I do not support the proposal	

2) Please provide any alternatives you have to the Council's proposal.

3) What effects do you feel the proposal(s) would have on

- opportunities for persons to use the Welsh language
- treating the Welsh language no less favourably than the English language.

Please consider if the proposal can be changed so as to have positive effects (or more positive effects), and to avoid or reduce negative effects, on:

- (i) people's opportunities to use Welsh?
- (ii) the need to treat the Welsh Language no less favourably than English?

If yes - How? If no - Why not?

4) Please provide any other comments on the proposal.

About you:

5). Please tell us about you *(please tick all that apply)*

Preschool parent	<input type="checkbox"/>
Staff	<input type="checkbox"/>
Parent/Carer/Guardian	<input type="checkbox"/>
Governor	<input type="checkbox"/>
Local resident	<input type="checkbox"/>
Other (please state below)	<input type="checkbox"/>

6). Which school or schools are you primarily interested in, in this consultation?
(Please tick all that apply)

Cilgerran VC school	<input type="checkbox"/>
Other (Please state below)	<input type="checkbox"/>

7). Are you? (Please tick only one)

15 or under	<input type="checkbox"/>
16-24	<input type="checkbox"/>
25-34	<input type="checkbox"/>
35-44	<input type="checkbox"/>
45-54	<input type="checkbox"/>
55-64	<input type="checkbox"/>
65-74	<input type="checkbox"/>
75 +	<input type="checkbox"/>
I prefer not to say	<input type="checkbox"/>

8). What gender do you identify as? (Please tick only one)

Male	<input type="checkbox"/>
Female	<input type="checkbox"/>
Non-binary	<input type="checkbox"/>
I prefer to use another term	<input type="checkbox"/>
I prefer not to say	<input type="checkbox"/>

9). How would you describe your ethnic group? (Please tick only one)

White	<input type="checkbox"/>
Gypsy or Irish Traveller	<input type="checkbox"/>
Roma	<input type="checkbox"/>
Mixed/Multiple ethnic group	<input type="checkbox"/>
Asian	<input type="checkbox"/>
Black/African/Caribbean	<input type="checkbox"/>
I prefer not to say	<input type="checkbox"/>
Other	<input type="checkbox"/>

10). What is your religion or belief? (Please tick only one)

No religion	<input type="checkbox"/>
-------------	--------------------------

Christian (all denominations)	
Buddhist	
Hindu	
Jewish	
Muslim	
Sikh	
I prefer not to say	
Other	

11). Do you have any physical or mental health conditions or illnesses lasting or expected to last 12 months or more? (Please tick only one)

Yes	
No	
I prefer not to say	

12). Do any of your conditions or illnesses reduce your ability to carry out day to day activities? (Please tick only one)

Yes, a lot	
Yes, a little	
Not at all	
I prefer not to say	

13). Do you look after or give any help or support to anyone because they have long-term physical or mental health conditions or illnesses, or problems related to old age? (Please tick only one)

Yes	
No	
I prefer not to say	

14). Can you understand, speak, read or write Welsh? (Please tick all that apply)

Understand spoken Welsh	
Speak Welsh	
Read Welsh	
Write Welsh	
None of the above	
I prefer not to say	

15). What is your main language? (Please tick only one)

Welsh	
-------	--

English	
I prefer not to say	
Other	

Please tick the box if you wish to be informed of the publication of the Consultation Report.

You are asked to provide email and postal address details **ONLY** if you wish to receive a copy of the Consultation Report. Other information you are asked to provide is for the purposes of Equalities Monitoring and will be used for statistical purposes only.

Print Name..... Email

Address.....

.....

We will make any comments that you make publicly available as part of the Consultation Report, unless you ask us not to.

Please tick this box if you do not wish for your comments to be made publicly available.

All information will be handled in accordance with the Data Protection Act 2018.

Please return to PCC through one of the contact options below no later than 5pm on Friday 30 January 2026.

Letter to:	Steven Richards-Downes Director of Education County Hall Haverfordwest SA61 1TP
Email:	EducationConsultations@pembrokeshire.gov.uk
Online:	www.pembrokeshire.gov.uk/haveyoursay

Thank you for your time