

PEMBROKESHIRE COUNTY COUNCIL  
Cyngor Sir Penfro



## **CHILDREN & SCHOOLS**

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**AMALGAMATION OF YSGOL Y FRENNI AND  
YSGOL Y PRESELI TO FORM A 3-19 WELSH  
MEDIUM SCHOOL IN CRYMYCH**

**CONSULTATION DOCUMENT**

**MARCH 2020**

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# 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 21<sup>st</sup> 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 change the shape of education provision in the Crymych area in order to establish a new 3-19 Welsh medium school instead of Ysgol y Frenni and Ysgol y Preseli. I look forward to receiving your views.

**Steven Richards-Downes**  
**Acting Director for Children & Schools**

# 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 10<sup>th</sup> October 2019, Pembrokeshire County Council considered a report which outlined the findings of a review and preliminary engagement undertaken on Ysgol y Preseli and its feeder schools. The report considered a wide variety of matters arising as a result of the preliminary engagement and concluded with a recommendation to establish a new 3-19 entity instead of the separate primary and secondary provision provided by Ysgol y Frenni and Ysgol y Preseli. The decision of Council was as follows:

<p>That the Director for Children and Schools be authorised to undertake statutory consultation on the proposal to discontinue Ysgol y Preseli and Ysgol y Frenni, and to establish a new 3-19 Welsh medium school using both current school sites.</p>
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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 introduce 3-19 provision in Crymych. 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?

<b>The Governing Bodies, Parents/Carers/Guardians and Staff of:</b>	
<ul style="list-style-type: none"> <li>• Ysgol y Frenni</li> <li>• Ysgol y Preseli</li> <li>• Ysgol Llandudoch</li> <li>• Ysgol Cilgerran</li> <li>• Ysgol Eglwysrwr</li> <li>• Ysgol Clydau</li> <li>• Ysgol Maenclochog</li> <li>• Ysgol Brynconin</li> <li>• Ysgol Hafan y Mor</li> <li>• Narberth CP School</li> <li>• Ysgol Bro Ingli</li> </ul>	<ul style="list-style-type: none"> <li>• Ysgol Llanychllwydog</li> <li>• Puncteston CP School</li> <li>• Ysgol Bro Gwaun</li> <li>• Ysgol Caer Elen</li> <li>• Portfield School</li> <li>• Ysgol Beca</li> <li>• Ysgol Bro Brynach</li> <li>• Ysgol Penparc</li> <li>• Ysgol Gynradd Aberteifi</li> <li>• Ysgol Uwchradd Aberteifi</li> </ul>
<b>Elected Members:</b>	
<ul style="list-style-type: none"> <li>• Paul Davies AM – Constituency</li> <li>• Angela Burns AM - Constituency</li> <li>• Helen Mary Jones AM – Regional</li> <li>• Joyce Watson AM – Regional</li> <li>• Eluned Morgan AM – Regional</li> <li>• Neil Hamilton AM - Regional</li> <li>• Stephen Crabb MP (Preseli Pembs)</li> <li>• Simon Hart MP (Carmarthen West &amp; South Pembs.</li> <li>• Cllr. DGM James</li> <li>• Cllr. P Harries</li> <li>• Cllr. JT Davies</li> <li>• Cllr. CW Tomos</li> <li>• Cllr. RG Bowen</li> </ul>	<ul style="list-style-type: none"> <li>• Cllr. HM George</li> <li>• Cllr. D Simpson</li> <li>• Cllr. EA Morse</li> <li>• Cllr. A Baron</li> <li>• Cllr. DJ Pugh</li> <li>• Cllr. JJ Williams</li> <li>• Cllr. P Baker</li> <li>• Cllr JS Preston</li> <li>• Cllr. ML Evans</li> <li>• Cllr. M Williams</li> <li>• Cllr. P Kidney</li> <li>• Cllr PD Rapi</li> <li>• Cllr. D Clements</li> </ul>
<b>Relevant Town and Community Councils:</b>	
St Dogmaels, Nevern, Cilgerran, Newport, Eglwysrwr, Cwm Gwaun, Manordeifi, Boncath, Clydau, Crymych, Mynachlogddu, Clunderwen, Maenclochog, Llandissilio West, New Moat, Llawhaden, Llanddewi Velfrey, Lampeter Velfrey, Amroth, Saundersfoot, St Mary Out Liberty, Tenby, Penally, St Florence, East Williamston, Jeffreyston, Carew, Manorbier, Martletwy, Wiston, Cilymaenllwyd, Llanboidy.	
<b>Trades Unions:</b>	
NUT, NASUWT, UCAC, ATL, NAHT, ASCLE, UNISON, UNITE, GMB	
Diocesan Directors of Education:	
<ul style="list-style-type: none"> <li>• St David's</li> <li>• Menevia</li> </ul>	Carmarthenshire County Council Ceredigion County Council
The Welsh Ministers, Estyn	ERW – Regional Education Consortium
Dyfed Powys Police and Crime Commissioner	The Welsh Language Commissioner
Hywel Dda Health Board	SNAP Cymru National Autistic Society
Independent/Voluntary early years/Childcare providers	Coleg Ceredigion Pembrokeshire College

## 2.2 Consultation with children and young people

The children and young people attending all the schools identified above will be able to participate in the consultation process through their School Councils. 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 3<sup>rd</sup> MARCH 2020 AND ENDS ON 15<sup>TH</sup> APRIL 2020.**

During this period you can express your views by writing to the Director for Children and Schools by using any of the following methods:

Letter to:	Steven Richards-Downes Acting Director for Children & Schools County Hall Haverfordwest SA61 1TP
Response Form:	See the form at the back of this document
Online:	<a href="http://www.pembrokeshire.gov.uk/haveyoursay">www.pembrokeshire.gov.uk/haveyoursay</a>

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 15<sup>TH</sup> APRIL 2020.**

## 2.4 What will happen after the consultation process?

At the end of the consultation period the feedback will be collated and summarised in a Consultation Report and subsequently presented to the County Council. This report will be available to be viewed on the Council website and hard copies obtainable on request from the address detailed below. 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 Huw Jones on the following email address:

[EducationConsultations@pembrokeshire.gov.uk](mailto:EducationConsultations@pembrokeshire.gov.uk)

### 3. The Status Quo – Background

#### 3.1.1 Ysgol y Frenni

Ysgol y Frenni is a 3-11 community primary school located in Crymych and maintained by Pembrokeshire County Council. The school was established in 2004 following a reorganisation of primary provision in the area and draws its pupils from Crymych and the surrounding rural areas. Ysgol y Frenni's catchment area serves parts of the Clydau, Crymych and Maenclochog electoral wards. The school's catchment area is shown later in this section.

The school is situated on a campus which it shares with Ysgol y Preseli, an integrated early education centre and the local leisure centre.

The following table is based on an un-verified return made by the school in January 2020 and this shows the school's current class structure:

<b>Class</b>	<b>Nursery PT</b>	<b>Nursery FT</b>	<b>Rec</b>	<b>Yr.1</b>	<b>Yr.2</b>	<b>Yr.3</b>	<b>Yr.4</b>	<b>Yr.5</b>	<b>Yr.6</b>	<b>TOTAL NoR</b>
Dosbarth 1	5	6	17	26						54
Dosbarth 3					14	19				33
Dosbarth 4							28			28
Dosbarth 5								29		29
Dosbarth 6									27	27

#### 3.1.2 Ysgol y Preseli

Ysgol y Preseli is a 11-19 community secondary school located in Crymych and maintained by Pembrokeshire County Council. It currently draws its pupils from across Pembrokeshire and until September 2018, the school represented Pembrokeshire's only designated bilingual secondary school. The formation of Ysgol Caer Elen in September 2018 has resulted in the Council establishing a revised north-south catchment boundary between the two schools; Ysgol y Preseli's catchment area is shown later in this section.

The school shares a campus with Ysgol y Frenni and the local leisure centre.

The following table is based on an un-verified return made by the school in January 2020 and shows the current pupil numbers at the school.

<b>Yr.7</b>	<b>Yr.8</b>	<b>Yr.9</b>	<b>Yr.10</b>	<b>Yr. 11</b>	<b>Yr.12</b>	<b>Yr.13</b>	<b>TOTAL</b>
100	108	145	143	115	90	81	782

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

School	Category	Language Category	Age Range	School Capacity 2019	Admission Number 2019/20
Ysgol y Frenni Crymych SA41 3QH	Community	Welsh Medium	3-11	210	30
Ysgol y Preseli Crymych SA41 3QH		Bilingual AB(2A)	11-19	1018	166

#### 3.2.1 Ysgol y Frenni

The age profile of pupils currently on roll and the figures recorded for the previous four annual school censuses for both schools are as follows:

YSGOL Y FRENNI										
	Nursery		Rec	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	NOR
	PT	FT								
Jan 20	5	6	17	26	14	19	28	29	27	<b>171</b>
Jan 19	6	7	26	13	20	27	29	27	21	<b>176</b>
Jan 18	10	8	13	21	26	29	27	21	27	<b>182</b>
Jan 17	4	4	19	28	26	25	21	26	26	<b>179</b>
Jan 16	3	9	26	28	28	24	27	26	32	<b>203</b>

'My Local School' - Summary of information	School	LA	Wales
<b>YSGOL Y FRENNI</b>			
<b>Free School Meals - 3 year average (FSM Group) – 2019</b>	7.5%	16.9%	18.4%
<b>Attendance during 2019</b> Percentage of half day sessions attended by pupils of statutory school age during the academic year. * Data Source: <a href="#">AspireView Welsh Public Sector Database (Published by Welsh Government)</a>	95.5%	95.0%	94.7%
<b>% Pupils at School Action (2019)</b> 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.	13.9%	15.7%	14%
<b>% Pupils at School Action + (2019)</b> When a teacher are 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.	6.6%	8.3%	8.2%

<b>'My Local School' - Summary of information</b>	<b>School</b>	<b>LA</b>	<b>Wales</b>
<b>YSGOL Y FRENNI</b>			
<b>% Statemented pupils (2019)</b> 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.	See Note	1.6%	1.9%
<b>% Pupils where English is an Additional Language (EAL) (2019)</b>	0%	2.2%	6%
<b>% Pupils in the school recorded as having an ethnic background as anything other than "White-British"</b>	See Note	6%	12.5%

**Note:** The % figures for statemented pupils and ethnicity are blank because they are disclosive, not sufficiently robust for publication, not applicable or are otherwise unavailable.

### 3.2.2 Ysgol y Preseli

The age profile of pupils currently on roll and the figures recorded for the previous four annual school censuses for both schools are as follows:

<b>YSGOL Y PRESELI</b>								
	<b>Yr 7</b>	<b>Yr 8</b>	<b>Yr 9</b>	<b>Yr 10</b>	<b>Yr 11</b>	<b>Yr 12</b>	<b>Yr 13</b>	<b>NOR</b>
Jan 20	100	108	145	143	115	90	81	<b>782</b>
Jan 19	112	148	145	114	128	89	71	<b>807</b>
Jan 18	151	146	120	129	147	85	104	<b>882</b>
Jan 17	153	124	133	150	143	117	87	<b>907</b>
Jan 16	125	139	153	148	175	90	72	<b>902</b>

<b>'My Local School' - Summary of information</b>	<b>School</b>	<b>LA</b>	<b>Wales</b>
<b>YSGOL Y PRESELI</b>			
<b>Free School Meals - 3 year average (FSM Group) – 2019</b>	4.5%	15%	16.5%
<b>Attendance during 2019</b> Percentage of half day sessions attended by pupils of statutory school age during the academic year.	95.8%	93.8%	93.8%
<b>% Pupils at School Action (2019)</b> 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.	12.2%	19.2%	14.1%
<b>% Pupils at School Action + (2019)</b> When a teacher are provided with advice or support from outside specialists, so that alternative interventions additional or different to those provided	3.4%	7.2%	8%

<b>'My Local School' - Summary of information</b>	<b>School</b>	<b>LA</b>	<b>Wales</b>
<b>YSGOL Y PRESELI</b>			
for the pupil through School Action can be put in place.			
<b>% Statemented pupils (2019)</b> 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.	See Note	1.3%	2.3%
<b>% Pupils in the school recorded as having an ethnic background as anything other than "White-British"</b>	2.8%	5%	10.3%

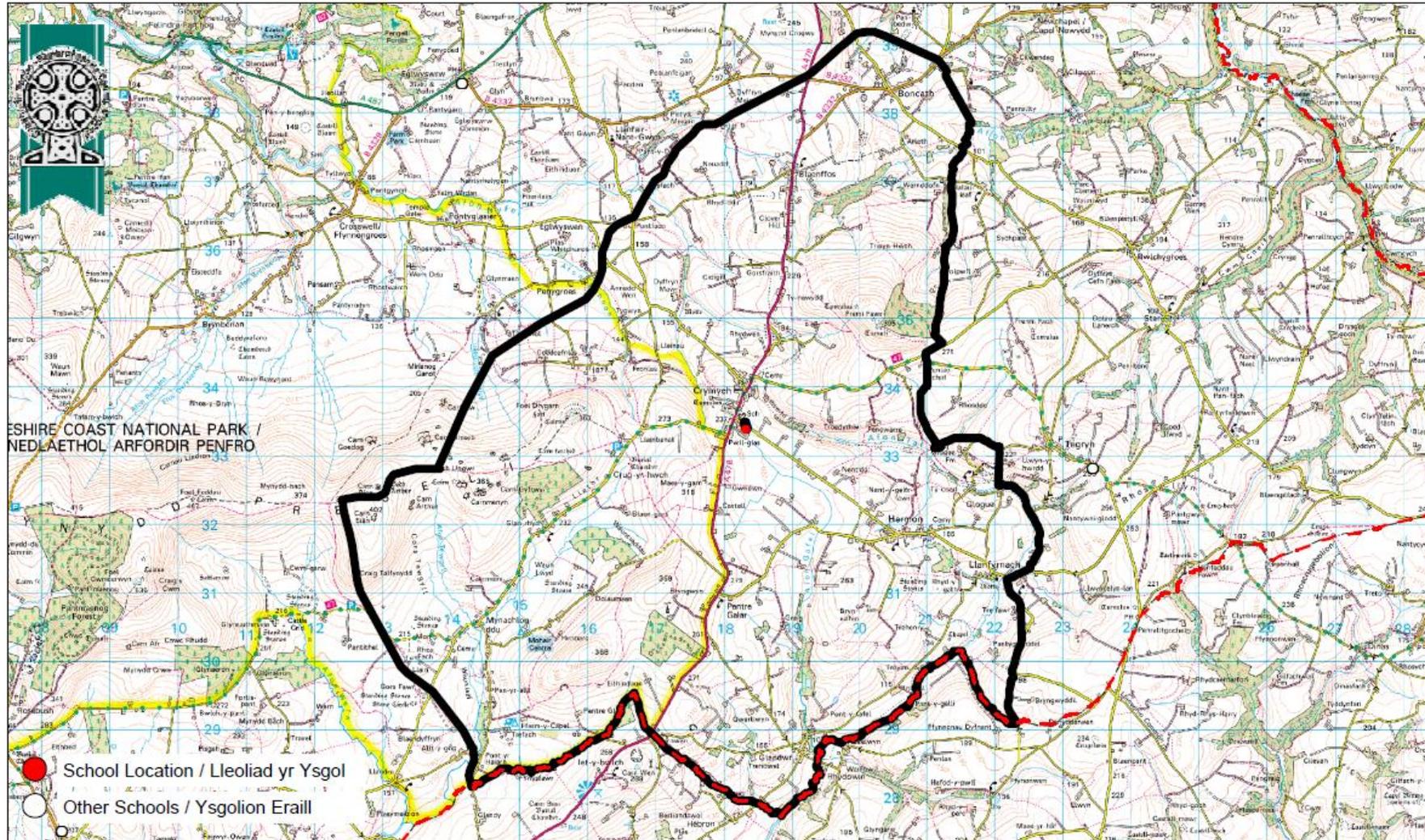
**Note:** The % figure for statemented pupils is blank because it is disclosive, not sufficiently robust for publication, not applicable or is otherwise unavailable.

# SCHOOL CATCHMENT AREA PLAN / CYNLLUN TALGYLCH YSGOL

(from September 2009 / o Medi 2009)

School Name / Enw'r Ysgol: Ysgol y Frenni

School Number / Rhyf yr Ysgol: 2390



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'Yn seiliedig a'r Ordnance Survey chaniatad Rheolwr Llyfrfa Ei Mawrnyddi © Hawffraint y Goron. Y mae atgynhyrchu heb awdurdod yn torri Hawffraint y Goron a gall arwain at erlyniad neu achosion sifil.' Cyngor 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 part time 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, part time nursery pupils are shown separately and excluded from such forecasts. The following table illustrates the nursery places available at the relevant schools as well as the published capacity, i.e. for full time pupils.

School	Capacity 2020	
	Full Time Pupils	Nursery Pupils (FTE)
Ysgol y Frenni	210	11
Ysgol y Preseli	1018	N/A

### 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. This exercise has yet to be undertaken for 2020, therefore the forecasts and occupancy outlined below reflect the 2019 forecasts, adjusted to account for the actual pupils on roll in January 2020.

	Actual	Forecast				
	2020	2021	2022	2023	2024	2025
Ysgol y Frenni	166	158	148	139	136	139
Ysgol y Preseli	782	790	793	791	791	785

#### Occupancy 2020-2025

	Actual	Forecast				
	2020	2021	2022	2023	2024	2025
Ysgol y Frenni	79.05%	75.24%	70.48%	66.19%	64.76%	66.19%
Ysgol y Preseli	76.82%	77.60%	77.90%	77.70%	77.70%	77.11%

### 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 Joint Housing Land Availability Study (JHLAS). In the context of this proposal, housing commitments which are either under construction or identified as being deliverable within a five year period amount to approximately 550 units. Based upon the assumption that each dwelling yields on average 0.15 pupils, these housing developments would yield approximately 82 pupils.

Settlement	Under Construction	Complete < 5 yrs.	Potential pupil yield
Boncath	0	17	
Cilgerran	10	5	

<b>Settlement</b>	<b>Under Construction</b>	<b>Complete &lt; 5 yrs.</b>	<b>Potential pupil yield</b>
Clunderwen	0	50	
Crymych	3	84	
Hermon	0	26	
Llandissilio	0	6	
Maenclochog	0	20	
Narberth	23	255	
St Dogmael's	0	33	
Tegryn	1	0	
Tenby	0	14	
<b>TOTAL</b>	<b>37</b>	<b>510</b>	<b>82</b>

Source:

2019 Joint Housing Land Availability Study (PCC)

2019 Joint Housing Land Availability Study (PCNPA)

This does not represent a significant increase in housing and the potential yield resulting from it should be accommodated within current capacity.

### **3.6 Buildings / Accommodation**

The following information has been extracted from the joint Chandler/EC Harries building surveys undertaken as part of preliminary work undertaken by Welsh Government and the WLGA in relation to the 21<sup>st</sup> Century Schools Programme. The condition and suitability gradings are reviewed annually and reflect all works undertaken on schools. It is worth noting that where schools have benefitted from significant improvements, it is conceivable that the overall condition grading of the school remains unchanged. The overall condition assessment would take such improvements into consideration, but is ultimately based on the surveyor's assessment of the building/s as a whole.

#### **3.6.1 Ysgol y Frenni**

The original school was built in 1933 but was extensively refurbished and extended in 2006 to accommodate a larger pupil population following the school's amalgamation with Ysgol Blaenffos and Ysgol Hermon. As part of the extended accommodation, an Integrated Children's Centre was established and this currently operates under the auspices of the Early Years, Childcare and Play team of the County Council. Since 2015, a double mobile classroom has been situated on the school site and this currently accommodates the local Cylch Meithrin and a nurture provision. This classroom may be required by the authority to be relocated to another school elsewhere at some point in time to address sufficiency of school places.

The land and buildings occupied by the school are in the ownership of Pembrokeshire County Council.

The school is graded as "A" (Good) for both condition and suitability.

### 3.6.2 Ysgol y Preseli

Ysgol y Preseli was built in 1957 with numerous extensions and improvements undertaken in subsequent years, notably since 1996. The most recent extension, including a 6<sup>th</sup> form area and special school satellite unit (Y Porth) opened in November 2010. The school has two mobile classrooms which accommodate the schools Language Centre and science laboratories. Both of these classrooms are in poor condition.

The land and buildings are in the ownership of Pembrokeshire County Council.

The school is graded as “C” (Poor) for both condition and suitability.

### 3.7 Schools which may be affected by this proposal

It is considered that a significant number of schools in the area may be affected by this proposal. Whilst the proposal is limited to two schools in Crymych, it will have an impact on feeder primary schools both in Pembrokeshire and neighbouring authorities. Furthermore, other secondary schools which may be affected are also included.

School	Address
Ysgol Llandudoch	St Dogmael's Cardigan, SA43 3ET
Cilgerran Church in Wales VC School	Cilgerran, Cardigan, SA43 2SB
Ysgol Gynradd Gymunedol Eglwysrwr	Eglwysrwr, Crymych, SA41 3SN
Ysgol Clydau	Tegryn, Llanfyrnach, SA35 0BE
Ysgol Gymunedol Maenclochog	Maenclochog, Clunderwen, SA66 7LB
Ysgol Gymunedol Brynconin	Llandissilio, Clunderwen, SA66 7TF
Ysgol Hafan y Mor	Heywood Lane, Tenby, SA70 8BZ
Narberth CP School	Jesse Road, Narberth, SA67 7FE
Ysgol Bro Ingli	Long Street, Newport, SA42 0TS
Ysgol Llanychllwydog	Pontfaen, Fishguard, SA65 9SE
Puncheston CP School	Puncheston, Haverfordwest, SA62 5RL
Ysgol Bro Gwaun	Heol Dyfed, Fishguard, SA65 9DT
Ysgol Caer Elen	Withybush Road, Haverfordwest, SA62 4BN
Portfield School	Off Portfield, Haverfordwest, SA61 1BS
Ysgol Beca	Efailwen, Carmarthenshire, SA66 7UX
Ysgol Bro Brynach	Llanboidy, Whitland, SA34 0EL
Ysgol Penparc	Tremain, Cardigan, SA43 1SQ
Ysgol Gynradd Aberteifi	Napier Street, Cardigan, SA43 1EH
Ysgol Uwchradd Aberteifi	Park Place, Cardigan, SA43 1AD

### 3.8 Strengths and Weaknesses of the current situation

School	Strengths	Weaknesses
<b>Ysgol y Frenni</b>	<ul style="list-style-type: none"> <li>• A 'Green' school</li> <li>• The school is now successfully established in the local community following the amalgamation of three constituent schools in 2005.</li> <li>• The on-site integrated children's centre effectively means 0-19 education on the campus</li> <li>• Adjacency to Ysgol y Preseli, swimming pool, leisure centre, community learning centre and library provides a strong 'campus' feel</li> <li>• Good existing links with Ysgol y Preseli with some sharing of accommodation</li> <li>• Good range of after school activities for pupils and community events ensure that this is very much a 'community-focused' school.</li> </ul>	<ul style="list-style-type: none"> <li>• Some issues in relation to waterlogged play areas</li> </ul>
<b>Ysgol y Preseli</b>	<ul style="list-style-type: none"> <li>• A 'Green' school</li> <li>• Strong performing school with consistently high outcomes</li> <li>• Well respected with good reputation locally and nationally</li> <li>• Strong community focus, with many of the area's cultural activities centred at the school</li> <li>• Adjacency to Ysgol y Frenni, swimming pool, leisure centre, community learning centre and library provides a strong 'campus' feel</li> <li>• Language Centre for 'latecomers' to the Welsh language hosted by the school. This plays a key part in ensuring that in-migration can be accommodated at local Welsh medium schools</li> <li>• The school hosts the Council's only Welsh medium Sixth form provision.</li> <li>• All Weather Sports facility is planned for September 2020.</li> </ul>	<ul style="list-style-type: none"> <li>• A large percentage of the secondary school buildings are dated, in poor condition and in need of replacement.</li> </ul>

## 4. Current School Standards

In relation to the schools which are the subject of this proposal, Estyn judgements, the standards being achieved and the level of support required as part of the National Categorisation are shown as follows:

### 4.1 Estyn Inspection

#### 4.1.1 Ysgol y Frenni

The school was last inspected in October 2018, resulting in the judgements outlined below. The summary of the inspection report and recommendations are shown below and in **APPENDIX 2a**, and consultees may access the full report via the Estyn website at [www.estyn.gov.uk](http://www.estyn.gov.uk).

*“The robust vision of the headteacher and leaders sets a clear strategic direction for developing the school. They have purposeful expectations for the school. The quality of teaching is usually good and derives from a successful working relationship between pupils, teachers and learning assistants. As a result, many pupils make good progress from their starting points. The pupil voice and pupils’ rights are at the heart of school life, and standards of wellbeing are very sound. Most pupils behave well and are eager to learn. One of the school’s strengths is the pupils’ courtesy and respect towards their peers and adults. There is a very caring and happy environment at the school. Parents, pupils, staff and governors contribute to the strong sense of community that exists within the school.”*

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

#### 4.1.2 Ysgol y Preseli

The school was last inspected in November 2016, resulting in the judgements outlined below. The summary of the inspection report and recommendations are shown below and in **APPENDIX 2b**, and consultees may access the full report via the Estyn website at [www.estyn.gov.uk](http://www.estyn.gov.uk).

*“The school is good because:*

- Performance at the level 2 threshold including either Welsh or English and mathematics has either been line with or above the modelled outcomes in three of the last four years*
- In most lessons, pupils undertake their work maturely, show high levels of motivation and concentrate very well while persevering with work*
- Pupils’ attendance rates are consistently high*
- Nearly all pupils’ behaviour is excellent*

- *The school offers a broad and balanced curriculum and a comprehensive provision of extra-curricular activities that enrich pupils' experiences effectively*
- *Nearly all teachers foster a productive working relationship with pupils, and many plan carefully in order to engage pupils' interest and build on their knowledge and understanding*
- *The school tracks pupils' academic and social progress carefully; however, a few departmental development plans do not include targets that are ambitious enough in order to ensure that the school's more able and talented pupils achieve their potential*
- *Pupils have very positive attitudes towards the school and are given regular opportunities to contribute towards their development."*

Inspection Area	Judgement
The school's current performance	Good
The school's prospects for improvement	Good

### 4.1.3 What do the judgements mean?

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

**Excellent** – *Very strong, sustained performance and practice*

**Good** – *Strong features, although minor aspects may require improvement*

**Adequate and needs improvement** – *Strengths outweigh weaknesses, but important aspects require improvement*

**Unsatisfactory and needs urgent improvement** – *Important weaknesses outweigh strengths*

## 4.2 Performance

### 4.2.1 Ysgol y Frenni

Standards of literacy across the school are robust. Most pupils develop good speaking and listening skills at the start of the foundation phase and confidently discuss their work and their learning. They read clearly and develop their writing skills well in a range of texts. In Key Stage 2, many pupils read in accordance with their age and ability in both languages. By the end of their schooling most pupils have developed writing skills that are consistently accurate in terms of spelling and punctuation. They are confident in discussing their work in English and Welsh. However, the oral skills of a few pupils in expressing themselves consistently accurately are developing using language and vocabulary in a range of forms and settings.

Across the school most pupils demonstrate a sound knowledge and understanding of mathematical concepts. By the end of the foundation phase most have a sound grasp of number, measurement and data. In Key Stage 2 most pupils build on their mathematical skills successfully. They discuss their work confidently and explain and use a range of strategies to calculate and solve numerical problems. However, a few pupils are not

consistently accurate in testing and explaining their problem solving methods and omitting necessary checks.

The ICT standards of most pupils across the school are good. In the foundation phase most login and save their work successfully. They use electronic devices and digital tools effectively for example 'roamer' and specific apps. In Key Stage 2 most use a range of skills for different purposes by researching, animating, word processing, creating a spreadsheet and database.

The headteacher has a clear vision in terms of the strategic direction of the school which is effectively shared with staff, pupils, governors and the wider community. As a result, leaders and staff have a strong vision and focus based on ensuring that most pupils achieve their potential. There is a marked increase this year in the development of the senior leaders who have been successful in taking the helm, and have led the school for a short time. The contribution of the new members of staff in guiding particular aspects for example 'Dy Dro Di' is commendable. As a result, the distributed leadership of the school has improved significantly, and there is a very strong sense among the staff of collaborating and working productively for the benefit of all pupils.

By planning and implementing change effectively the headteacher, lead staff and whole teaching staff have achieved improvement in most aspects for example by developing opportunities for Key Stage 2 pupils to apply their numeracy skills across the Curriculum.

Each member of staff has a specific job description, which clearly defines their roles and responsibilities. Every member of staff understands their roles and undertakes them conscientiously.

Performance management complies with legal requirements. Staff set targets based on pupil achievement and school priorities.

The school has successfully reformed the monitoring and evaluation systems this year following the support received from a school to school collaboration with a 'good' school in the region. The process is thorough and transparent and collects a wide range of evidence during a specified period. The evidence includes data analysis activities, questionnaires, scrutiny of work, lesson observations and learning journeys. There is a sense of belonging to the self-evaluation process amongst staff as they all undertake and are involved in the monitoring activities. As a result the whole staff have taken ownership of the process and findings, identifying clearly what needs to improve and what is working well. School monitoring reports are now evaluative which is more effective in measuring the progress of priorities.

The school monitors data related to pupils' progress very effectively through the use of a commercial resource, and tracking and analysis processes for example the national tests. The school includes staff in the processes that ensure a sound understanding of each pupil's needs. As a result, the progress of each pupil is tracked consistently and the school uses the information well to plan the next steps. The school intends to restructure and reform staff responsibilities in order to improve support for target pupils and improve outcomes.

The school moderates learners' work regularly and the cluster assists with confirmation and moderation of levels. The school has shared good practice by supporting a school within the county with moderation of the Welsh language, ensuring accuracy, and raising the standards of the Welsh language effectively.

The standard of teaching is good. The school has highly skilled practitioners across the school who plan and provide rich experiences for pupils to work independently and confidently, and make sound decisions about their learning. There is a positive relationship between the pupils and the whole staff who ensure good engagement from almost all pupils in a supportive environment. By developing a ' Dy Dro Di ' thinking across Key Stage 2 the school will have the opportunity to continue to develop techniques for example effective questioning to encourage active and independent learners.

The school works well with other schools to improve provision. The school has recently begun to share good practice in relation to learning triads with Ysgol y Preseli with a view to completing a critical whole school collaborative professional enquiry. This year, the school has provided strong and effective support to another school within the county, improving pupil outcomes across the school in terms of the Welsh language. Through joint monitoring and assisting with an improvement plan in relation to the Welsh language, the impact of support for example in modelling vocabulary and syntax and setting high expectations is obvious.

Through the use of the Pupil Development Grant the school provides beneficial experiences for pupils of free school meals. This includes funding for the school's Urdd club and specific interventions to raise pupils' linguistic standards. The leaders ensure that the additional grants including a professional learning grant are used well to enrich the curriculum.

The governing body has a good understanding of the school's strengths and what needs to be improved. They carry out their duties conscientiously and support the school's work well, and challenge as critical friends. Their contribution in challenging school performance data is effective.

#### **4.2.2 Ysgol y Preseli**

In 2019 the school maintained its excellent record in the performance of its pupils at Key Stage 4 (KS4). She exceeded her ambitious target for the Cap 9 indicator with the average performance of pupils reaching 411 points. The average points score for language, numeracy, science and the Skills Challenge Certificate (SCC) are all robust reflecting an average B/C rating, with language and THS exceeding again. Another measure of the school's success is the A\*-A and A\*-C indicators which are 10% and 20% respectively higher than the national percentages. The school results in 2019 fall into the top 25% when compared to similar schools for each indicator.

The school further maintained its record that all pupils leaving school had attained recognised qualifications. A significant contribution to this was the BTEC Pass (Sweet) course where 100% of candidates attained a grade B equivalent success.

The extension of more able and talented pupils (MAT) is a strength. In 2019 the percentage of pupils that gained 5 A\*-A showed a further increase, showing a steady increase in this indicator since 2014.

The majority of pupils make good progress during KS3. Even though there has been a further reduction in the core subject indicator (CSI) The school's level 5+ results remain significantly higher than other local schools. In 2019 the percentage of pupils achieving level 6+ in English and Welsh increased.

Performance in the sixth form is consistently high. The A\*-A, A\*-C, A\*-E indicators are all well above the national and local percentages. In 2019, the average wider points score increased

again, despite a number of pupils ceasing to study a third subject following receipt of non-conditional offers from universities, in recognition of the status of the Welsh Baccalaureate qualification.

Attendance is also consistently high, showing an upward trend over the last four years. The school reached its target for 2019 and aims to achieve a further incremental uplift to 95.9% by 2020. This trend is reflected in the presence of FSM pupils as well (2014:92.3%; 2019:93.4%).

The school has, for a number of years, responded powerfully and successfully to implement national priorities for improving standards and the quality of teaching and learning. Developing teachers in their higher skills to become confident, innovative and self-reflective practitioners has long been a clear goal. Similarly planning and preparation to deliver the new curriculum is a priority and current focus. The school is now a full partner in a number of regional and national projects and benefits from their innovation: it is a Curriculum Pioneer school, a member of the National Humanities Network, and a professional learning innovation school. In addition to this Ysgol y Preseli is a lead school at the University of Trinity St David's for teacher training.

The performance management process is well used by the school to influence teaching and learning and provides a wide range of professional development opportunities for all staff. It has effective strategies for identifying and sharing good practice across the whole school.

Building strong links with its cluster schools is also a clear priority. Ysgol y Preseli has for some time been working with them on a key Stage 2 to 3 transition project modelled on the new curriculum areas of learning and experience, with the focus on developing pupils' skills.

Leaders and staff have a relentless focus on raising standards. The school tracking system is highly effective and detailed and underpins staff confidence in setting high expectations for pupils. Year 13 of 2019/20 is an example of this is where further challenging targets are set according to the identification of pupils. There is similar detail in GCSE pupil tracking where sub-grades are used to focus and measure pupils' progress and identify those at risk of underachieving. This detail and the long-established support actions have safeguarded the trend of continuous improvement in 2019 despite the introduction of new national, key indicators.

Members of the school council testify to the encouragement and support received by all the children in the school. They refer to the high expectations that Ysgol y Preseli has of them, the motivation for success that is encouraged, and the value placed on their bilingualism.

The school has rigorous processes for ensuring quality and planning for improvement. The process is based on a calendar of regular and useful activities which include the collection and analysis of progress data, observation of books and lessons, coherent line management arrangements and there is a specific structure for managerial meetings across the school. Most middle leaders provide teachers with clear leadership and direction. This self-evaluation process makes a strong contribution to improving standards of teaching and learning. The school's self-evaluation documentation is also detailed and extensive and accurately reflects its processes for identifying strengths and weaknesses. Robust systems of departmental review have been developed and this has led to the increased accountability of middle managers. The leadership team responds quickly and in a timely manner to underperformance and adjusts arrangements and offers good support to departments and individuals.

The performance management process is well used by the school to influence teaching and learning and provides a wide range of professional development opportunities for all staff.

The headteacher has a clear strategic vision and continues to place a firm focus on raising standards and enriching the learning experiences of pupils. This vision is shared by the whole staff and an effective culture has been established across the school for planning and implementing change.

### **4.3 National School Categorisation**

The National School Categorisation System aims to provide a clear structure to review how well a school is performing. It takes into consideration how effectively a school is led and managed, the quality of learning and teaching, and the level of support and challenge it needs to do better. Following a process to determine outcome indicators and capacity to improve, each school is placed into one of four colour-coded support categories which trigger a tailored support package. Each category has been given a colour – green, yellow, amber or red. The categorisation colour shows the level of support a school needs (with schools in the green category needing the least support and those in the red category needing the most intensive support). Each school receives a tailored programme of support, challenge and intervention based on this category.

<b>School</b>	<b>2019 Support Category</b>
Ysgol y Frenni	Green
Ysgol y Preseli	Green

# 5. The Proposal

## 5.1 The Proposal

The Council’s proposal is as follows:

*That the Director for Children and Schools be authorised to undertake statutory consultation on the proposal to discontinue Ysgol y Preseli and Ysgol y Frenni, and to establish a new 3-19 Welsh medium school using both current school sites.*

### 5.1.1 The Case for Change – why is this change being proposed?

The establishment of a new all-through entity will ensure a consistency of approach to pedagogy and teaching and an uninterrupted progression of learning experiences for pupils from 3 to 19 years of age. This structure will enable the school to plan for the development of skills and raising standards and will also enable one system to be used for tracking pupils’ progress and the development of a wide range of skills through cross-phase links. This is in line with the National Mission which is shaping the future of the Welsh education system.

The proposal is not to remove provision. Welsh medium primary and secondary provision will remain but in the form of an all-through 3-19 school on the existing site. However, in order to achieve this it is necessary to ‘close’ Ysgol y Preseli and Ysgol y Frenni. Within the context of the presumption against the closure of rural schools, Ysgol y Frenni is currently designated as a ‘rural school’.

### 5.1.2 Advantages and Disadvantages of the Proposal

<b>Establish a new 3-19 Welsh medium school in Crymych</b>
<b>Advantages</b>
Amalgamation to a single 3-19 school will remove the transition from key stage 2 (KS2) to KS3 for pupils in the Crymych area.
A consistent approach to pedagogy and teaching and an uninterrupted experience of learning experiences.
Curriculum experiences will be planned to ensure continuity as the pupils move through the school. This will enable the school to plan for the development of skills and raising of standards which will result in one system being used for tracking pupils’ progress and the development of a wide range of skills through cross-phase links.
Both schools are located on a single campus in Crymych.
Potential for seamless transition from the current configuration to the proposed new school.
Both schools are in the same support category and are well placed to be brought together as one school.
<b>Disadvantages</b>
Possible opposition from some stakeholders who would prefer to maintain the status quo.
Some stakeholders may continue to believe that the proposal will result in a “super school” for the area.

### 5.1.3 Impact of the proposal

<b>New 3-19 School in Crymych</b>	
<b>Standards and progress overall, of specific groups and in skills; wellbeing and attitudes to learning.</b>	
	<p>The proposal will have a positive impact on standards and progress of all pupils due to the sharing of expertise, and specific skills set of staff across all age ranges, and settings (currently Ysgol Y Preseli, Y Porth and Ysgol Y Frenni). As a result, the increased opportunities for the sharing of good practice across settings and age ranges will improve provision for specific groups of learners for example those with additional learning needs and more able learners. Wellbeing and attitudes to learning will improve in the main with enhanced opportunities for effective transition between key stages.</p> <p>It is unlikely that the proposal will impact on standards, wellbeing and attitudes to learning at any of the other school likely to be affected by the proposal.</p>
<b>Quality of teaching, the breadth, balance and appropriateness of the curriculum, and the provision of skills.</b>	
	<p>The overall quality of teaching will be sustained, however the development of the new curriculum will be the focus for both schools over the next few years. The proposal will support the development of the new curriculum in the secondary sector based on the current strong practice at Ysgol Y Frenni, extending the educational continuum and improving the provision of skills. The proposal will also allow additional pupil enrichment opportunities for example the potential introduction of a modern foreign language to the primary sector utilising the expertise from the secondary sector, and ensuring curricular breadth.</p> <p>It is unlikely that the proposal will impact on the quality of teaching, the breadth, balance and appropriateness of the curriculum and the provision of skills at any of the other schools likely to be affected by the proposal.</p>
<b>Tracking, monitoring and the provision of learning support, personal development and safeguarding.</b>	
	<p>The proposal will improve learner outcomes across all phases, as refining tracking and monitoring procedures will ensure a better understanding of progress from baseline data. As a result, setting high expectations and accountability for pupil progress will improve, as well as the targeted support for learners, ensuring that all pupils make at least expected progress. The proposal would ensure that all good practice in terms of safeguarding procedures currently evident would be aligned across all settings.</p> <p>It is unlikely that the proposal will impact on tracking, monitoring and the provision of learning support, personal development and safeguarding at any of the other schools likely to be affected by the proposal.</p>
<b>Quality and effectiveness of leaders and managers, self-evaluation processes and improvement planning, professional learning, and use of resources.</b>	
	<p>The proposal would provide a leadership structure that would incorporate knowledge and expertise of all age ranges, subject areas and specialisms. This would ensure a vision based on developing coherence, incorporating a broad and balanced understanding of pupil outcomes based on a wide range of monitoring activities across all age ranges, and</p>

<p>stages of development. As a result improvement planning would be incisive and specific. The proposal would ensure effective professional learning opportunities by sharing good practice within and across all settings. Sharing resources across all settings would provide good value for money and would be realistically achievable due to the close proximity of settings.</p> <p>It is unlikely that the proposal will impact on quality and effectiveness of leaders and managers, self-evaluation processes and improvement planning, professional learning and use of resources at any of the other schools likely to be affected by the proposal.</p>
<p><b>Likely impact of the proposals on the ability of the school to deliver the full curriculum.</b></p>
<p>The school will be able to deliver the full curriculum to all learners.</p> <p>It is unlikely that the proposal will impact on the ability of other schools likely to be affected by the proposal to deliver the full curriculum.</p>
<p><b>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.</b></p>
<p>The proposal will result in maintaining Welsh medium provision in the area, albeit in an all-through 3-19 school. In relation to the targets set out in the current WESP, it is likely that the proposal will at least maintain the level of pupil numbers being taught through the medium of Welsh. A 3-19 school will remove the necessary transition point at the end of key stage 2 and this may encourage a greater number of parents to keep their children at the school and therefore receiving Welsh medium provision.</p>

## 5.2 Key School Information

<b>Location</b>	<p>The locations of the constituent schools, i.e.</p> <p>Crymych, SA41 3QH</p>
<b>Category</b>	Community School
<b>Admissions Arrangements</b>	<p>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.</p> <p>3-19 schools are regarded as “middle schools” according to the Welsh Government’s School Admissions Code. Consequently, this type of model would have separate admission numbers for the primary and secondary phases.</p> <p>Pupils entering the new school in the nursery or Reception in September 2021 will need to apply for admission in accordance with the published admissions policy.</p> <p>In relation to pupils entering the secondary phase (Year 7) in September 2021, the arrangements are proposed as follows:</p>

	<p><b>Pupils attending Year 6 of Ysgol y Frenni</b> – no admission applications would be needed as pupils will automatically transfer to Year 7 of the new school, i.e. subject to parental preference.</p> <p><b>Pupils attending Year 6 of other schools</b> – parents who wish their child to attend Year 7 of the new school will be required to apply as per the normal secondary transfer admission round.</p> <p>Subject to parental preference, all pupils attending Ysgol y Frenni and Ysgol y Preseli at the time of the implementation of the proposal would transfer to the new school automatically.</p>																				
<p><b>Governance Arrangements</b></p>	<p>If the proposal is approved, a temporary governing body will be established prior to the opening of the new school. It will be the responsibility of the temporary governing body to prepare for the opening of the new school by taking the necessary actions such as appointing a headteacher, agreeing a staffing structure and adopting policies. In order to ensure continuity, the temporary governing body is likely to consist of some governors from both of the constituent schools and it will undertake its duties in parallel with the governing bodies of those schools until such time as they are dissolved.</p> <p>It is likely that the composition of the governing body of the new school will be as follows:</p> <table border="1" data-bbox="628 1077 1161 1458"> <thead> <tr> <th>Category</th> <th>Number</th> </tr> </thead> <tbody> <tr> <td>Parents</td> <td>6</td> </tr> <tr> <td>Local Authority</td> <td>5</td> </tr> <tr> <td>Teachers</td> <td>2</td> </tr> <tr> <td>Staff</td> <td>1</td> </tr> <tr> <td>Community</td> <td>5</td> </tr> <tr> <td>Headteacher</td> <td>1</td> </tr> <tr> <td>Additional Community</td> <td>1</td> </tr> <tr> <td>Associate Pupils</td> <td>2</td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table>	Category	Number	Parents	6	Local Authority	5	Teachers	2	Staff	1	Community	5	Headteacher	1	Additional Community	1	Associate Pupils	2		
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Local Authority	5																				
Teachers	2																				
Staff	1																				
Community	5																				
Headteacher	1																				
Additional Community	1																				
Associate Pupils	2																				
<p><b>Age Range</b></p>	<p>3-19</p>																				
<p><b>Capacity / Admission Number</b></p>	<p>The capacity and Admission Number of the school will be as follows and assumes the removal of all mobile classrooms.</p> <table border="1" data-bbox="528 1637 1331 1756"> <thead> <tr> <th></th> <th>Capacity</th> <th>Admission No.</th> </tr> </thead> <tbody> <tr> <td>Primary</td> <td>210</td> <td>30</td> </tr> <tr> <td>Secondary</td> <td>955</td> <td>156</td> </tr> </tbody> </table>		Capacity	Admission No.	Primary	210	30	Secondary	955	156											
	Capacity	Admission No.																			
Primary	210	30																			
Secondary	955	156																			
<p><b>Number of Nursery Places</b></p>	<p>11 FTE</p>																				
<p><b>Language Category</b></p>	<p>Primary: Welsh Medium</p> <p>Secondary: Bilingual AB (2A)</p>																				

	<p>It should be noted that Welsh Government is likely to commence consultation on revised designations of language categories during 2020.</p>
<b>Proposed accommodation</b>	<p>It is proposed that the new school will occupy the current premises of the two constituent schools. It is acknowledged that the condition of buildings on the secondary site are in a poor condition and it is hoped that this can be addressed in a future capital programme.</p> <p>The use of mobile classrooms at the two sites will be reviewed.</p>
<b>SEN Provision</b>	<p>The school will continue to host a satellite provision of Portfield Special School. Y Porth is a designated 'English with significant use of Welsh' class provision within Ysgol y Preseli. As at January 2020, 8 pupils with a mixture of primary needs including Autistic Spectrum Disorder, Speech and Language Difficulties and Global Delay. All pupils undertake inclusion activities in the mainstream school setting and these include subjects such as Art, PE, PSD, DT and Science. The pupils also visit Portfield School one day each week to join their peers for a range of activities. They also visit Portfield School for seasonal activities and special events.</p>
<b>School Transport</b>	<p>Transport arrangements will be in accordance with the law and the Council's policy.</p> <p>Free transport will 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. The Council reserves the right to name as suitable school one which is not the catchment 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>It should be noted that the proposed school will have two catchment areas as follows:</p>

	<ol style="list-style-type: none"> <li>1. Primary catchment – as per the current Ysgol y Frenni catchment area provided on P. 12;</li> <li>2. Secondary catchment – as per the current Ysgol y Preseli catchment area provided on P. 13.</li> </ol>
<b>Alternative Schools</b>	Whilst the proposal will technically result in the closure of two schools, the provision for primary and secondary Welsh medium education will remain, albeit as a single entity. Consequently, no alternative provision is identified. However, the schools listed in Section 3.6 may be regarded by parents as alternatives.

### 5.3 Pupil Projections

The forecast pupil numbers outlined below reflect the proposed school's population if the proposal is implemented. The figures are based on the forecasting exercise undertaken on the current schools in 2019, but adjusted to take into account the actual number of pupils on roll at the school in January 2020.

#### Pupil Forecasts 2021 - 2025

	Actual		Forecast				
	2019	2020	2021	2022	2023	2024	2025
Primary	170	166	158	148	139	136	139
Secondary	807	782	790	793	791	791	785
Total 3-19 School	977	948	948	941	930	927	924

#### 5.4 How will the changes affect pupils?

The table below show the proposed timescale for the changes in the schools' provision and how it would affect all pupils currently on roll at Ysgol y Frenni and Ysgol y Preseli:

		Academic year beginning:												
		Sept 2020	Sept 2021	Sept 2022	Sept 2023	Sept 2024	Sept 2025	Sept 2026	Sept 2027	Sept 2028	Sept 2029	Sept 2030	Sept 2031	Sept 2032
		Current Schools	New School											
<b>Current 2019/20 Year groups</b>	<b>Yr 13</b>	Left school by Sep 2020												
	<b>Yr 12</b>	Yr 13												
	<b>Yr 11</b>	Yr 12	Yr 13											
	<b>Yr 10</b>	Yr 11	Yr 12	Yr 13										
	<b>Yr 9</b>	Yr 10	Yr 11	Yr 12	Yr 13									
	<b>Yr 8</b>	Yr 9	Yr 10	Yr 11	Yr 12	Yr 13								
	<b>Yr 7</b>	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	Yr 13							
	<b>Yr 6</b>	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	Yr 13						
	<b>Yr 5</b>	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	Yr 13					
	<b>Yr 4</b>	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	Yr 13				
	<b>Yr 3</b>	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	Yr 13			
	<b>Yr 2</b>	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	Yr 13		
	<b>Yr 1</b>	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	Yr 13	
	<b>Rec</b>	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	Yr 13

## **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 3**. 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 is unlikely to result in any negative impact on the protected characteristics identified in the Equality Act 2010. The full assessment is attached as **APPENDIX 4**.

### **5.5.3 Welsh language Impact**

A Welsh Language Impact assessment is attached at **APPENDIX 5**. The proposal will have no impact on the Welsh language, given that the proposal is to amalgamate two Welsh medium schools.

### **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, walking routes to schools are assessed to ensure that learners can reach their destination in safety. There are no changes proposed to the Council's Home to School Transport policy nor to the school's current catchment area.

### **5.5.5 Staff Impact**

It is inevitable that various teaching and non-teaching staff will be affected by the proposal. If approved, the temporary governing body of the new school will have the responsibility for setting a staffing structure and the appointment and dismissal of staff.

In addition to their role as statutory consultees, meaningful consultation will take place with affected staff and recognised trade unions on the possible impact of the outcome of the statutory consultation. During this period, staff and trades unions will be given the opportunity to comment on the proposed changes and the governing body and LA representatives (which will include designated support from the Human Resource Department) will listen and take account of views expressed.

## 5.6 Finance

All schools are funded according to a formula which is largely pupil based and this is the funding which is delegated to school governing bodies for schools' revenue expenditure.

### 5.6.1 Pupil costs

The current costs per pupil for Ysgol y Frenni and Ysgol y Preseli are as follows:

	2019/20		
	Pupils Jan 2019	Cost per pupil (net of SEN)	Average cost per pupil (net of SEN) – all primary/secondary schools
	FTE	£	£
Ysgol y Frenni	173	3503	3403
Ysgol y Preseli	808	4297	4221

Note: Based on 2019/20 Education Budget Statement (Section 52 of the School Standards and Framework Act 1998)

The current methodology for the funding of 'all-through' schools is that a school's allocation includes a combination of the primary and secondary funding formula. However, this methodology is under review.

### 5.6.2 Revenue Savings

It is not anticipated that revenue savings will arise as a result of this proposal.

### 5.6.3 Capital Investment

No capital investment will arise directly as a result of this proposal. Similarly, it is not envisaged that any capital receipts will be realised.

### 5.6.4 Title of land and buildings

The whole of the campus upon which Ysgol y Frenni and Ysgol y Preseli are located is in the ownership of Pembrokeshire County Council. No transfer or disposal of land or buildings is required as part of this proposal.

## 5.7 Risks and Counter measures

	Risk	Counter Measure
1	Pupil standards fall	Current relationship between Ysgol y Frenni and Ysgol y Preseli is good, with increased collaboration and communication between the two schools during the lead up to the new school being established (subject to approval)
2	Failure to obtain relevant approvals from Council and/or failure to comply with due process.	<ul style="list-style-type: none"> <li>- Ensure that all options are considered in light of the School Organisation Code 2018.</li> <li>- Ensure sufficient time is allocated to undertake process.</li> <li>- Undertake consultation with appropriate statutory consultees.</li> </ul>
3	Failure to provide the appropriate number of school places for the proposed new school.	As there is no capital investment planned as part of this proposal, the current school buildings will be utilised for the purpose of the new school for the foreseeable future. Consequently, the capacity of the proposed school is likely to retain the capacities of the constituent schools.

4	Parental and community opposition to the proposal.	<ul style="list-style-type: none"> <li>• All relevant details regarding the status quo and the proposal is included in this document – this is to ensure that all potential consultees are fully acquainted with the relevant information. A ‘Frequently Asked Questions’ document will be produced to coincide with the consultation period.</li> <li>• The proposal does not involve any other school in the area.</li> <li>• Primary and secondary education provision in the area is being retained, albeit as part of a new entity.</li> <li>• To ensure that all significant concerns raised during consultation are appropriately responded to as part of the subsequent Consultation Report.</li> </ul>
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## 6. Alternative Options Considered

### 6.1 Presumption against the closure of rural schools

The second edition of Welsh Government's School Organisation Code (011/2018) makes special arrangements in regard to rural schools establishing a procedural presumption against their closure. This requires proposers to follow a more detailed set of procedures and requirements in formulating a rural school closure proposal and in consulting on and reaching a decision as to whether to implement such a proposal. In this context, Ysgol y Frenni is defined as a rural school

### 6.2 Alternative options

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

- The likely impact on Quality and Standards in Education – see **APPENDIX 6**;
- The likely impact on the community – see **APPENDIX 3**;
- The likely effect of different travelling arrangements – see Para. 1.4 of **APPENDIX 6**.

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	Comment
Retain the status quo	<ul style="list-style-type: none"> <li>• Maintaining the status quo means that opportunities to further improve standards and skills of particular learners are missed.</li> <li>• The point of transition from primary to secondary provision often has a negative impact and attitudes to learning.</li> <li>• Opportunities to broaden the curriculum and enhance the provision of skills could be missed</li> <li>• Tracking and monitoring opportunities can be missed</li> <li>• No financial savings will be achieved for the authority with no opportunity for savings to the schools as a result of a single staffing structure, etc.</li> </ul>
Establish a Federation between the two schools	<ul style="list-style-type: none"> <li>• No significant change but would not maximise learner benefits. Education provision would continue as at present;</li> <li>• Minimum disruption to pupils, parents and staff;</li> <li>• No impact on home to school transport.</li> <li>• Formal transition between KS2 and KS3 still required.</li> <li>• No financial savings will be achieved for the authority, however some savings possible to individual schools as a result of changes to staffing structure.</li> </ul>

## 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	
3 March 2020	<b>Consultation Document Published</b>	
	<b>Consultation events with schools and wider community</b>	
	<b>Pupil consultation</b>	
15 April 2020	<b>Closing date for receipt of observations on the proposal</b>	
At least 2 weeks prior to publishing a Statutory Notice	<b>Publication of Consultation Report</b>	
	<p><b>- Consultation Report presented to Council</b>  <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></p>	
Within 26 weeks of the above closing date	<b>Publish Statutory Notice</b>	
	<p><i>If approved, the Statutory Notice 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 and members of staff.</i></p> <p><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></p>	
28 days after date of Statutory Notice	<b>Closing date for receipt of objections to proposal</b>	
Within 28 days of the end of the Objection Period	<p><b><u>Where objections received</u></b></p> <p><b>- Objection Report presented to Council</b>  <i>Council to determine proposal in light of the objections received and the content of the Objection Report</i></p>	<p><b><u>Where no objections received</u></b></p> <p><u>Council to determine proposal</u></p>
Within 16 weeks of the end of the Objection period	<b>Publication of Council Decision</b>	
September 2021	<b>Implementation of proposal</b>	

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 receive hard copies of the reports or be emailed a link to the relevant website.

## 8. Frequently Asked Questions

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

On the basis of our current planning trajectory, the two schools would close on 31<sup>st</sup> August 2021 and the new school would be operational from 1<sup>st</sup> September 2021.

### **What benefits will arise as a result of the provision being 3-19 instead of separate primary and secondary schools?**

The amalgamation of the two schools into a single 3-19 school will remove the transition from key stage 2 to key stage 3. This will provide a consistent approach to pedagogy and teaching and an uninterrupted experience of learning experiences. Curriculum experiences will be planned to ensure continuity as the pupils move through the school and this will enable the school to plan for the development of skills and raising of standards which will result in one system being used to track pupils' progress.

### **How will the governance of the school be established and how will you ensure that there is fairness between primary and secondary governors?**

If the proposal is approved, a temporary governing body will be established prior to the opening of the new school. It will be the responsibility of the temporary governing body to prepare for the opening of the new school by taking the necessary actions such as appointing a headteacher, agreeing a staffing structure and adopting policies. In order to ensure continuity, the temporary governing body is likely to consist of some governors from both of the constituent schools and it will undertake its duties in parallel with the governing bodies of those schools until such time as they are dissolved.

### **Will the new school become a 'super school' in time, thereby forcing the closure of neighbouring schools?**

The term 'super school' was used in a significant number of responses to the preliminary engagement held in 2019 and which led to this proposal. This proposal is simply one to take advantage of the location and adjacency of Ysgol y Frenni and Ysgol y Preseli in order to create a single entity, i.e. a new 3-19 school. Currently, there are no plans in place to build a new school, although it is recognised that there are a number of issues concerning the condition of Ysgol y Preseli. As a result, the capacity of both school buildings to accommodate pupils will not increase at the detriment of other local schools. However, school admissions are driven by parental preference but within the parameters of the Council's admissions arrangements. Parents wishing for their child to attend the new school would need to apply for a school place in the usual way; if places are available in the relevant year group, they will be offered; if not, they will be refused and the parents may appeal (subject to conditions). There are no proposals in place to close any other school.

**Does the proposal mean that we'll get a new build school sooner than planned?**

No, this is unlikely. The current tranche of funding from the Council's 21<sup>st</sup> Century Schools Programme is already committed up until 2024. If the Council is minded to make an application for funding from the subsequent Band C programme, the earliest any redevelopment would take place is likely to be 2025 onwards.

**How will the staffing of the school be determined, including the appointment of a headteacher?**

The appointment of a headteacher and the subsequent staffing structure of the school will be determined by the Temporary Governing Body of the new school. It will be the responsibility of the temporary governing body to prepare for the opening of the new school by taking the necessary actions such as appointing a headteacher, agreeing a staffing structure and adopting policies. In order to ensure continuity, the temporary governing body is likely to consist of some governors from both of the constituent schools and it will undertake its duties in parallel with the governing bodies of those schools until such time as they are dissolved.

**Will the primary aged children stay on the Y Frenni site?**

In all likelihood, yes, but this would be a matter for the leadership of the new school. It should be noted that there are good Foundation Phase facilities on this site, and all toilet and washroom facilities are age appropriate for the 3-11 age group. However in view of the introduction of the new curriculum, the school may decide that the older primary year groups are taught in secondary facilities at least some of the time.

**You're consulting with all other schools in the area – doesn't this proposal only affect Ysgol y Frenni and Ysgol y Preseli?**

The proposal is limited to these two schools. However, we are required to consult with all schools who are likely to be affected by the proposal, e.g. other cluster schools, schools from which pupils normally transfer for secondary provision, neighbouring schools, etc.

## Details of affected schools

Name of School	Category	Lang. Category	Age Range	Nursery Pupils January 2020	Total NOR Jan 2020	Condition Grade	Suitability Grade
Ysgol Llandudoch	Community	WM	3-11	15	111	B	B
Cilgerran VC	Voluntary Controlled	WM	3-11	19	128	B	B
Ysgol Eglwysrwr	Community	WM	4-11	0	109	B	B
Ysgol Clydau	Community	WM	4-11	3	55	C+	B
Ysgol Maenclochog	Community	WM	3-11	2	93	B	B
Ysgol Brynconin	Community	WM	3-11	8	80	C	C
Ysgol Hafan y Mor	Community	WM	3-11	30	193	B	B
Narberth CP School	Community	DS	3-11	18	294	A	A
Ysgol Bro Ingli	Community	WM	3-11	15	105	B	B
Ysgol Llanychllwydog	Community	WM	3-11	3	23	C-	C
Puncheston CP	Community	WM	4-11	4	63	C+	B
Ysgol Bro Gwaun	Community	EW	11-16	N/A	522	B	B
Ysgol Caer Elen	Community	Prim: WM Sec: AB 2A	3-16	65	539	A	A
Portfield School	Special	EM	3-19	3	158	A – Upp. Sch C – Lr. Sch	A – Upp. Sch C – Lr. Sch
Ysgol Beca	Community	WM	4-11	Information not Available		C	B
Ysgol Bro Brynach	Community	WM	3-11			A	B
Ysgol Uwchradd Aberteifi	Community	BB	11-18	No information obtained from Ceredigion Council			
Ysgol Gynradd Aberteifi	Community	WM	3-11				
Ysgol Penparc	Community	WM	4-11				

**Notes:**

- Pupil numbers are as at January 2020 and include LRC pupils. However, these will not be verified until March 2020.
- In relation to Condition and Suitability grades
  - A = Good
  - B = Satisfactory (condition) / Reasonable (suitability)
  - C = Poor

School	Capacity	Admission Number	Actual Number on roll (Net of Part Time and Unit Pupils)					Pupil Forecasts* (Net of Part Time and Unit Pupils)				
			2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Ysgol Llandudoch	128	18	115	105	104	102	100	92	85	82	80	73
Cilgerran VC	133	19	118	107	107	109	112	110	117	115	117	122
Ysgol Eglwysrwr	142	20	116	112	110	109	109	102	91	92	89	82
Ysgol Clydau	71	10	63	58	48	55	55	58	65	66	66	69
Ysgol Maenclochog	116	16	88	96	93	94	93	95	100	103	105	108
Ysgol Brynconin	89	12	77	73	70	76	73	74	73	76	76	79
Ysgol Hafan y Mor	210	30		99	121	128	163	174	188	196	203	210
Narberth CP School	330	47	316	288	291	293	285	283	285	297	294	300
Ysgol Bro Ingli	110	15	104	99	95	99	95	93	84	82	79	72
Ysgol Llanychllwydog	31	4	26	22	22	21	20	20	20	21	22	22
Puncheston CP	70	10	70	62	54	63	63	64	62	59	53	53
Ysgol Bro Gwaun	526	105	541	498	461	469	520	513	533	556	567	550
Ysgol Caer Elen	Prim: 315 Sec: 600	Prim: 45 Sec: 120				P:295 S:41	P:389 S:108	P:407 S:163	P:430 S:220	P:449 S:278	P:465 S:301	P:478 S:306
Portfield School			146	154	155	154	155					
Ysgol Beca	72	10	58	63	61	68	Not Available	66	62	62	61	62
Ysgol Bro Brynach	105	15	93	96	93	82		80	78	78	77	79
Ysgol Uwchradd Aberteifi	691	115	No information obtained from Ceredigion Council									
Ysgol Gynradd Aberteifi	421	60										
Ysgol Penparc	146	20										

School	Date of most recent Estyn inspection	Estyn Judgements	Comments	National Categorisation Support Category 2019
Ysgol Llandudoch	June 2013	<b>Current performance</b> – Good <b>Prospects for improvement</b> - Good		Yellow
Cilgerran VC	October 2017	<b>Standards</b> – Good <b>Wellbeing and attitudes to learning</b> – Good <b>Teaching and learning experiences</b> – Good <b>Care, support and guidance</b> – Good <b>Leadership and management</b> - Good		Yellow
Ysgol Eglwysrwr	June 2016	<b>Current performance</b> – Good <b>Prospects for improvement</b> - Good		Yellow
Ysgol Clydau	June 2016	<b>Current performance</b> – Adequate <b>Prospects for improvement</b> - Adequate	School placed in Estyn monitoring category following inspection. Following a revisit in September 2017, the school was subsequently removed from this category.	Yellow
Ysgol Maenclochog	May 2016	<b>Current performance</b> – Good <b>Prospects for improvement</b> - Good		Yellow
Ysgol Brynconin	June 2019	<b>Standards</b> – Good <b>Wellbeing and attitudes to learning</b> – Good <b>Teaching and learning experiences</b> – Good <b>Care, support and guidance</b> – Good <b>Leadership and management</b> - Good		Yellow
Ysgol Hafan y Mor	May 2019	<b>Standards</b> – Good <b>Wellbeing and attitudes to learning</b> – Good <b>Teaching and learning experiences</b> – Good <b>Care, support and guidance</b> – Good <b>Leadership and management</b> - Good		Yellow

School	Date of most recent Estyn inspection	Estyn Judgements	Comments	National Categorisation Support Category 2019
Narberth CP School	December 2016	<b>Current performance</b> – Good <b>Prospects for improvement</b> - Good		Yellow
Ysgol Bro Ingli	September 2018	<b>Standards</b> – Adequate and needs improvement <b>Wellbeing and attitudes to learning</b> – Good <b>Teaching and learning experiences</b> – Adequate and needs improvement <b>Care, support and guidance</b> – Good <b>Leadership and management</b> – Adequate and needs improvement	School placed in Estyn Review category.	Yellow
Ysgol Llanychllwydog	December 2017	<b>Standards</b> – Good <b>Wellbeing and attitudes to learning</b> – Good <b>Teaching and learning experiences</b> – Good <b>Care, support and guidance</b> – Good <b>Leadership and management</b> – Good		Green
Puncheston CP	November 2019	<b>Standards</b> – Excellent <b>Wellbeing and attitudes to learning</b> – Exc. <b>Teaching and learning experiences</b> – Exc. <b>Care, support and guidance</b> – Excellent <b>Leadership and management</b> - Excellent		Green
Ysgol Bro Gwaun	October 2019	<b>Standards</b> – Good <b>Wellbeing and attitudes to learning</b> – Good <b>Teaching and learning experiences</b> – Good <b>Care, support and guidance</b> – Good <b>Leadership and management</b> - Good		Green
Ysgol Caer Elen	N/A			Yellow
Portfield School	November 2019	<b>Standards</b> – Excellent <b>Wellbeing and attitudes to learning</b> – Exc. <b>Teaching and learning experiences</b> – Good		Green

School	Date of most recent Estyn inspection	Estyn Judgements	Comments	National Categorisation Support Category 2019
		<b>Care, support and guidance</b> – Excellent <b>Leadership and management</b> - Good		
Ysgol Beca	June 2018	<b>Standards</b> – Good <b>Wellbeing and attitudes to learning</b> – Excellent <b>Teaching and learning experiences</b> – Excellent <b>Care, support and guidance</b> – Excellent <b>Leadership and management</b> - Good		Green
Ysgol Bro Brynach	June 2015	<b>Current performance</b> – Good <b>Prospects for improvement</b> - Good		Green
Ysgol Penparc	September 2014	<b>Current performance</b> – Good <b>Prospects for improvement</b> - Good		Amber
Ysgol Gynradd Aberteifi	May 2017	<b>Current performance</b> – Good <b>Prospects for improvement</b> - Good		Green
Ysgol Uwchradd Aberteifi	January 2015	<b>Current performance</b> – Adequate <b>Prospects for improvement</b> - Good	School placed in Estyn monitoring category following inspection. Following a revisit in November 2016, the school was subsequently removed from this category.	Green

**Summary**

The robust vision of the headteacher and leaders sets a clear strategic direction for developing the school. They have purposeful expectations for the school. The quality of teaching is usually good and derives from a successful working relationship between pupils, teachers and learning assistants. As a result, many pupils make good progress from their starting points. The pupil voice and pupils' rights are at the heart of school life, and standards of wellbeing are very sound. Most pupils behave well and are very eager to learn. One of the school's strengths is the pupils' courtesy and respect towards their peers and adults. There is a very caring and happy environment at the school. Parents, pupils, staff and governors contribute to the strong sense of community that exists within the school.

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 Ensure that the self-evaluation process enables leaders to identify better the next steps that are needed to promote improvements
- R2 Increase the use of the Welsh language by key stage 2 pupils in informal situations
- R3 Develop opportunities for pupils to apply their numeracy skills more consistently in other areas of the curriculum in key stage 2
- R4 Ensure that teaching in all classes challenges pupils of all abilities regularly, particularly those who are more able

**What happens next**

The school will produce an action plan to address the recommendations from the inspection.

A report on Ysgol y Preseli  
November 2016

## Summary

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

### Current performance

The school is good because:

- Performance at the level 2 threshold including either Welsh or English and mathematics has either been in line with or above the modelled outcomes in three of the last four years
- In most lessons, pupils undertake their work maturely, show high levels of motivation and concentrate very well while persevering with work
- Pupils' attendance rates are consistently high
- Nearly all pupils' behaviour is excellent
- The school offers a broad and balanced curriculum and a comprehensive provision of extra-curricular activities that enrich pupils' experiences effectively
- Nearly all teachers foster a productive working relationship with pupils, and many plan carefully in order to engage pupils' interest and build on their knowledge and understanding
- The school tracks pupils' academic and social progress carefully; however, a few departmental development plans do not include targets that are ambitious enough in order to ensure that the school's more able and talented pupils achieve their potential
- Pupils have very positive attitudes towards the school and are given regular opportunities to contribute towards their development

### Prospects for improvement

Prospects for improvement are good because:

- The headteacher has a clear strategic vision that places a definite focus on raising standards and enriching pupils' learning experiences
- The school fosters a culture of effective distributed leadership among the staff
- The school responds robustly to national priorities
- Governors have a sound understanding of the school's work and they fulfil their duties successfully
- The school has rigorous processes in order to ensure quality and planning for improvement

## Recommendations

- R1 Ensure that key stage 4 outcomes are consistently high
- R2 Ensure that more able and talented pupils reach their potential
- R3 Ensure that the school fulfils its statutory duties in full
- R4 Ensure that the school's ambition is reflected in the targets that are set

### **What happens next?**

The school will produce an action plan that shows how it will address the recommendations.

Estyn will invite the school to prepare a written case study, describing the excellent practice that was seen during the inspection.

## COMMUNITY IMPACT ASSESSMENT

Impact Area	+/-
<p><b>Information on the proportion of pupils from the catchment area that attend the school</b></p> <p><b>Ysgol y Preseli</b> On the basis of the 2019 PLASC, 412 secondary pupils live in the Ysgol y Preseli catchment. Of these, 379 (92%) attend the school.</p> <p><b>Ysgol y Frenni</b> On the basis of the 2019 PLASC, 176 primary pupils live in the Ysgol y Frenni catchment. Of these, 142 (81%) attend 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, 213 Pembrokeshire pupils attend schools in Carmarthenshire, and 183 attend schools in Ceredigion – it should be noted that only some of these live in the wider Preseli catchment area.</p>	No change
<p><b>Information on the proportion of pupils from outside the catchment area that attend the school</b></p> <p><b>Ysgol y Preseli</b> On the basis of the 2019 PLASC, 807 pupils attended Ysgol y Preseli. Of these, 379 (47%) attend from the school's catchment area. The remaining pupils attend from the following catchments:</p> <p>Greenhill 104 Haverfordwest High VC 85 Ysgol Bro Gwaun 84 Carmarthenshire 65 Henry Tudor 40 Ceredigion 25 Milford Haven 19 Penrhyn Dewi 6</p>	No change – it is likely that the number of pupils attending the school from the Haverfordwest, Pembroke and Milford Haven areas will reduce and the numbers from Tenby will further increase as a result of recent catchment changes.

Impact Area	+/-
<p><b>Ysgol y Frenni</b>  On the basis of the 2019 PLASC, 176 pupils attended Ysgol y Frenni. Of these, 142 (81%) attend the school. The remaining pupils attend from the following catchments:</p> <p>Ysgol Clydau 11  Cilgerran VC 10  Carmarthenshire 7  Eglwyswrw 4  Ceredigion 2</p>	
<p><b>Information about any other facilities the school accommodates, e.g. youth club, playgroup</b></p> <p><b>Information about any other facilities or services the school provides, e.g. after school clubs, community library</b></p> <p><b>Activities provided by schools:</b></p> <p><b>Ysgol y Frenni</b>  Meithrinfa Playdays@Crymych 8 a.m. – 6 p.m.  Cylch Meithrin 9a.m. – 12.00  Breakfast Club 8.15 – 8.45  After School Club in School :-  Monday – Reading Class 3.15 – 4.30 p.m.  Tuesday – Performing Class - 3.15 – 4.30 p.m.  Wednesday – Adran yr Urdd 3.15 – 4.30 p.m.  Thursday – Running Class and Digital and Board Games Club  (Different clubs every term)  Summer Holiday and Easter holiday – Workshops with Claire Jones (Harpist)  School is used annually by the ‘Gwyl Bro Preseli Festival  School available for various evening classes ie. Dance, karate</p>	No change

Impact Area	+/-
<p><b>Ysgol y Preseli</b>  As the Lifelong Learning Department is located here on site, they are responsible for the organisation of Adult Learning classes/Evening classes etc. Also, Crymych Library is situated at the school and the old School House is utilised as offices by Menter Iaith Sir Benfro. The school hall houses Theatr y Gromlech, which is run by the community, mainly through the Lifelong Learning department and holds numerous events/functions throughout the year. In addition, the local Urdd branch and the local choir use the school on a weekly basis.</p>	
<p><b>If accommodation, facilities or services are provided by a school, where they would be provided in the event of closure</b></p> <p>There will be no loss of facilities or services as a result of the proposal.</p>	No change
<p><b>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)</b></p> <p>There will be no loss of facilities or services as a result of the proposal. The community will continue to benefit from the facilities and services available.</p>	No change
<p><b>Information about the facilities and services provided at any alternative school</b></p> <p>The proposal does not require consideration of an alternative school.</p>	No change
<p><b>Information about the distance and travelling time involved in attending an alternative school of the same language category</b></p> <p>The proposal does not require consideration of an alternative school.</p>	No change
<p><b>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)</b></p> <p>The proposal does not require consideration of an alternative school.</p>	No change

<b>Impact Area</b>	<b>+/-</b>
<p data-bbox="203 220 1570 252"><b>Impact on health and wellbeing, e.g. if pupils would be less able to walk or cycle to school</b></p> <p data-bbox="203 288 1659 395">The proposal will have no negative impact on health and wellbeing. 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>	No change
<p data-bbox="203 424 1503 488"><b>Information about any wider implications the changes would have on public transport provisions</b></p> <p data-bbox="203 515 1458 547">There are no wider implications on public transport provisions as a result of the proposal.</p>	No change
<p data-bbox="203 592 909 624"><b>Information on wider community safety issues</b></p> <p data-bbox="203 651 1570 715">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>	No change
<p data-bbox="203 743 1637 807"><b>Whether closure would encourage families with school-age children to leave the community or discourage young families from moving to the community</b></p> <p data-bbox="203 834 1144 866">It is not proposed to remove provision, merely to change the entity.</p>	No change
<p data-bbox="203 911 1648 975"><b>What impact closure might have on other services provided locally, for instance if the school is the only remaining public building in a community</b></p> <p data-bbox="203 1002 1144 1034">It is not proposed to remove provision, merely to change the entity.</p>	No change
<p data-bbox="203 1078 1615 1174"><b>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</b></p> <p data-bbox="203 1201 1144 1233">It is not proposed to remove provision, merely to change the entity.</p>	No change
<p data-bbox="203 1278 1615 1342"><b>Whether or not the loss of the school, and potential families, will have a detrimental effect on the wider economy of the community</b></p>	No change

Impact Area	+/-
It is not proposed to remove provision, merely to change the entity.	
<p><b>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</b></p> <p>The proposal does not require consideration of an alternative school.</p>	No change
<p><b>The overall effect of closure on the local community (including the loss of school based facilities which are used by the local community</b></p> <p>There will be no loss of facilities or services as a result of any of the proposal.</p>	No change

How does the proposal fit with Well-being goals for Pembrokeshire/Wales	
<b>Prosperous</b>	The proposal is unlikely to affect prosperity in the area as it is one to combine two schools into a single entity, utilising both current school sites.
<b>Resilient</b>	Implementing the proposal will result in a school entity which will be more resilient to change in the future, and provide a greater level of sustainability as a result of population changes over time.
<b>Healthier</b>	The proposal has the potential to contribute to further improve educational attainment levels and this will tend to promote improved health.
<b>Equal</b>	See Appendix 4
<b>Cohesive communities</b>	Both schools school and wider community are key consultees to this proposal.
<b>Vibrant culture &amp; thriving Welsh language</b>	The proposal is to maintain Welsh medium provision in Crymych, albeit as a single school entity. This will impact positively on this goal.
<b>Globally responsible</b>	The proposal is unlikely to impact on global responsibility as it is one to combine two schools into a single entity, utilising both current school sites. However, should capital funding

become available in time to provide a new build, this will bring immediate sustainable environmental benefits.

<b>Appraising sustainability of the proposal</b>	
<p><b>Long term</b> How the proposal balances the short term with safeguarding the ability to meet long term needs</p>	<p>The proposal explicitly considers the long term by ensuring that pupils' needs are met in all-through Welsh medium provision in Crymych. The proposal will also enable the new curriculum to have a greater impact as transitions between phases are removed.</p> <p>The proposal supports the broader Council aims of increasing attainment and skills levels which is vital to meeting long-term challenges.</p>
<p><b>Prevention</b> How the proposal may prevent problems occurring or getting worse</p>	<p>Ysgol y Preseli has experienced a reduction in pupil numbers as a result of the formation of Ysgol Caer Elen in Haverfordwest; ongoing sustainability has therefore been highlighted as a concern. The formation of an all-through 3-19 school provides greater confidence of sustainability as well as providing the foundation for the successful introduction of the new National Mission.</p>
<p><b>Integration</b> Considering how the proposal fits with the objectives of other public bodies</p>	<p>The proposal is consistent with the Council's Welsh in Education Strategic Plan and Welsh Government's objective of there being one million Welsh speakers by 2050.</p>
<p><b>Collaboration</b> How the proposal fits with working with other organisations or other parts of the Council.</p>	<p>Collaboration with other organisations, notably schools' governing bodies, is key to ensuring that the proposal is implemented and, ultimately, successful.</p>

**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.

## APPENDIX 4

### Equality Impact Assessment – Spring 2020

Protected Characteristics	Current Schools	Proposal	Impact
<b>Age</b>	Current primary and secondary schools have 3-11 and 11-19 age ranges	A 3-19 school will result in improved transition from KS2 to KS3 – whole school approach, albeit on two sites.	Positive
<b>Disability</b>	<p><b>Ysgol y Preseli</b> There are significant access issues at the school, particularly in relation to the upper floors of the building. However, the school's access plan indicates a strong desire to make reasonable adjustments so that disabled users are able to access the majority of the remainder of the building; this includes the installation of ramps, appropriate timetabling of lessons, hearing loops and signage.</p> <p><b>Ysgol y Frenni</b> The school is accessible and its access plan is mainly limited to the need for improved signage and specific adjustments for individual disabled pupils.</p>	The proposal is one to continue to utilise the existing buildings and therefore the issues identified will remain. With specific reference to Ysgol y Preseli, the school cannot become totally accessible until such time as capital investment becomes available to redevelop the site.	No change
<b>Race</b>	<ul style="list-style-type: none"> <li>– 2.8% of Ysgol y Preseli's pupils are described as "Minority Ethnic", i.e. where the ethnic background is described as anything other than "White-British". The % for Ysgol y Frenni is not available as it is disclosive.</li> <li>– No discrimination against race in the Admissions Policy</li> </ul>	The proposal is unlikely to have any great effect on the race of pupils attending the school. Similarly, there will be no change to the Council's Admissions Policy.	No change
<b>Religion &amp; Belief</b>	Ysgol y Frenni and Ysgol y Preseli are Community schools and do not have a religious character.	The proposed school will remain as a Community School with no religious character.	No change
<b>Sex</b>	Ysgol y Frenni and Ysgol y Preseli are mixed sex schools	The proposed school will continue to be a mixed sex school.	No change
<b>Marriage or civil partnership</b>	The school meets with the requirements to comply with the Equality Act 2010 within the school's Strategic Plan		No change

Protected Characteristics	Current Schools	Proposal	Impact
Pregnancy & maternity			No change
Sexual Orientation			No change
Gender reassignment			No change

**WELSH LANGUAGE IMPACT ASSESSMENT – SPRING 2020**

This assessment has been undertaken in accordance with the guidelines outlined in Annex C of the School Organisation Code.

<p>Information on the language category of the school</p>	<p>Both primary and secondary phases will retain the language categories of the constituent schools, i.e. primary (Welsh Medium) and secondary (AB 2A Bilingual).</p>
<p>Information on the language category of any alternative school</p>	<p>All other primary schools in the cluster are either Welsh medium or Dual Stream. Ysgol Caer Elen in Haverfordwest is the county's only other alternative secondary provision, but this school does not have a sixth form.</p>
<p>Information about standards in the Welsh language in the school and any alternative school.</p>	<p>Ysgol y Preseli – Pupils' achievement in Welsh first language is strong.</p> <p>Ysgol y Frenni – All learners in the school are able to use Welsh effectively in the formal context of their classrooms, and in informal situations within and outside the school. They use Welsh on each occasion with familiar adults within the school, and respond and chat appropriately with visitors. The more confident learners converse with each other spontaneously in Welsh and the rest respond positively to encouragement and guidance. By the end of key stage 2, nearly all pupils reach a good standard of bilingualism.</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>Both Ysgol y Frenni and Ysgol y Preseli provide a wide range of after school and extra-curricular opportunities for learners. Information on these is provided in the Community Impact Assessment included at Appendix 3.</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>The Preseli Adult and Community Learning Centre is situated on the school campus and provides a range of Welsh courses at all levels. This provision will not be affected by the proposal.</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 is not one to remove provision and therefore there is no need to seek alternatives. However, there are a number of cluster primary schools nearby that may be accessed for alternative primary school provision. In the case of secondary provision, the only other Welsh medium secondary school is Ysgol Caer Elen in Haverfordwest. Most, if not all alternative schools operate a similar range of after school activities.</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>Observations provided by the local authority's Welsh medium education forum.</p>	<p>The Fforwm Cymraeg 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 proposal is one to amalgamate two Welsh medium schools into one and the new provision will continue to support the objectives set out in the WESP.</p>

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

School Organisation Code factors	Maintain status quo	Federation of Ysgol y Preseli & Ysgol y Frenni	Closure of both schools and establishment of new 3-19 WM school
<p><b>1.3 Quality and standards in education</b>            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 (as of September 2017), 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"> <li>Standards and progress overall, of specific groups and in skills;</li> <li>Wellbeing and attitudes to learning;</li> <li>Teaching and learning experiences (quality of teaching, the breadth, balance and appropriateness of the curriculum, and the provision of skills);</li> <li>Care support and guidance (tracking, monitoring and the provision of learning support, personal development and safeguarding); and</li> <li>Leadership and management (quality and effectiveness of leaders and managers, self-evaluation processes and improvement planning, professional learning, and use of resources)</li> <li>Relevant bodies should pay particular attention to the impact of the proposals on vulnerable groups, including children with SEN.</li> </ul>	<p>Status quo</p> <ul style="list-style-type: none"> <li>Maintaining the status quo means that opportunities to improve standards and skills of particular learners are missed.</li> <li>The point of transition from primary to secondary provision often has a negative impact and attitudes to learning.</li> <li>Opportunities to broaden the curriculum and enhance the provision of skills could be missed</li> <li>Tracking and monitoring opportunities to can missed</li> </ul> <p>Federation</p> <ul style="list-style-type: none"> <li>No significant change but would not maximise learner benefits. Education provision would continue as at present;</li> <li>Minimum disruption to pupils, parents and staff;</li> <li>No impact on home to school transport.</li> <li>Secondary school and the issue of overcapacity in the Primary school, in accordance with Welsh Government requirements;</li> <li>Formal transition between KS2 and KS3 still required.</li> <li>No financial savings will be achieved</li> </ul> <p>3-19</p> <p>Given that both current schools are on the same site, a 3 -19 school would give greater opportunities to develop the progression of groups of learners and skills            Wellbeing and attitudes to learning can be enhanced in 3 -19 school by eliminating the transition points</p> <ul style="list-style-type: none"> <li>Provide teaching and support staff with more opportunity to develop professionally;</li> <li>Enable greater opportunities for staff to move between key stages and further develop expertise;</li> </ul>		

School Organisation Code factors	Maintain status quo	Federation of Ysgol y Preseli & Ysgol y Frenni	Closure of both schools and establishment of new 3-19 WM school
	<ul style="list-style-type: none"> <li>• Provide a more appropriate curriculum and wider extra-curricular opportunities which will improve attendance and educational outcomes;</li> <li>• Provide the opportunity for the headteacher to distribute key leadership tasks such as child protection, literacy, numeracy, special educational needs etc to a greater number of staff and across phases of education;</li> <li>• Create leadership opportunities for other staff, and for others to specialise in key areas, which will enhance educational provision and outcomes;</li> <li>• Allow teaching and support staff access to a wider range of responsibilities: <ul style="list-style-type: none"> <li>○ Improved career prospects;</li> <li>○ Improved curriculum co-ordination;</li> <li>○ The opportunity to teach across a wider age range and across different phases;</li> <li>○ An increased range of expertise;</li> <li>○ Improved opportunities for staff interaction and co-operation.</li> </ul> </li> </ul>		
<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 which the structure or size of the school is impacting on this.</p>	<p><b>Status quo</b> No change</p> <p><b>Federation</b> No change without the agreement of staff from the individual schools.</p> <p><b>3-19</b></p> <ul style="list-style-type: none"> <li>• Provide the conditions that will enable a broader and more diverse curriculum to be developed to better meet the needs of the school's young people and in ways that will be viable and sustainable over the longer term;</li> <li>• Improve the range and quality of facilities and learning resources available to the benefit of all pupils;</li> <li>• Enable greater continuity of support for vulnerable groups of pupils;</li> <li>• Allow for the potential for financial savings in terms of staffing structures and purchase of services, which accrue to a larger school; Broaden the range of extra-curricular and out-of-school activities and develop them in ways that are sustainable over the longer term;</li> </ul>		
<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</p>	<p><b>Status quo</b> No change</p> <p><b>Federation</b> No change</p>		

School Organisation Code factors	Maintain status quo	Federation of Ysgol y Preseli & Ysgol y Frenni	Closure of both schools and establishment of new 3-19 WM school
<p>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>	<p><b>3-19</b>  This would enable the development of better outcomes and be able to offer provision of better quality to learners with additional needs through the development of a learning resource base. As the two schools already share a site and are located within close proximity of each other, the school pupils should notice very little change from their current provision. The principal changes will be improved transition between educational phases and an improvement in the quality of the educational provision, and this should have a significant impact on the educational performance of the pupils.</p> <p>As neither school is relocating to a new site, there will be no changes to the current provision of home to school transport and the Council's policy regarding free school transport will continue to apply. There is a statutory duty placed upon the local authority (LA) to provide learners with free transport to their nearest suitable school if they reside beyond safe "walking distance" to that school. The term suitable school applies to the catchment area English, Welsh or dual language mainstream school or special school/class as appropriate. The law relating to safe "walking distance" is defined as two miles for learners of compulsory school age receiving primary education and three miles for learners of compulsory school age receiving secondary education.</p>		
<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><b>Status quo</b>  No change</p> <p><b>Federation</b>  No change</p> <p><b>3-19</b>  The impact of creating a 3 – 19 provision has the potential to make a significant difference to the outcomes, standards and quality of provision. It will also ensure that the school has a sound financial base and provide value for money over the long term.</p>		
<p><b>1.4 Need for places and the impact on accessibility of schools</b>  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 education<sup>1</sup>. In order to fulfil</p>			

<sup>1</sup> Section 14 of the Education Act 1996.

School Organisation Code factors	Maintain status quo	Federation of Ysgol y Preseli & Ysgol y Frenni	Closure of both schools and establishment of new 3-19 WM school
<p>these duties, local authorities must ensure that they plan thoroughly and engage fully with relevant partners, including the appropriate religious bodies<sup>2</sup> 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><b>Where a school closure, reduction in capacity or age range contraction is proposed:</b></p>			
<ul style="list-style-type: none"> <li>• whether alternative school-based provision will have sufficient capacity and provide accommodation of at least equivalent quality, for existing and projected pupil numbers;</li> </ul>	N/A	N/A	<p>There is no proposal to remove provision – alternative school-based provision is therefore not necessary. Primary and secondary provision will remain but in the form of an all-through school.</p>
<ul style="list-style-type: none"> <li>• 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: <ul style="list-style-type: none"> <li>a. language category as set out in “Defining schools according to Welsh medium provision” Welsh Assembly Government Information document No: 023/2007 (Information document No 023/2007); and</li> <li>b. (if relevant) designated religious character.</li> </ul> </li> </ul>	N/A	N/A	<p>There is no proposal to remove provision – alternative school-based provision is therefore not necessary. Primary and secondary provision will remain but in the form of an all-through school.</p> <p>The language categories of the primary and secondary phases of the proposed school would remain the same.</p> <p>The proposed school would not have a religious character.</p>

<sup>2</sup> 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	Federation of Ysgol y Preseli & Ysgol y Frenni	Closure of both schools and establishment of new 3-19 WM school
<p>In all cases local authorities should consider:</p> <ul style="list-style-type: none"> <li>The extent to which the proposal would support the targets in the approved Welsh in Education Strategic Plan (WESP)</li> <li>How the proposal would expand or reduce Welsh language provision and in the case of the latter, set out why provision will be reduced.</li> </ul>	<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 in the latter.</p>		
<ul style="list-style-type: none"> <li>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.</li> </ul> <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. Until September 2018, Ysgol y Preseli was the Council’s only Welsh medium secondary school. Consequently, the school attracts pupils from across Pembrokeshire and results in one-way journeys in excess of 45 minutes in certain cases.</p> <p>Since the introduction of Ysgol Caer Elen in September 2018, journey times have been able to be reduced for some pupils. It should be noted that the full effect of this will not be seen until Ysgol Caer Elen is fully functional with all year groups.</p> <p>The Council’s School Transport policy will continue to apply as will adherence to the Learner Travel (Wales) regulations.</p>	<p>The implementation of a Federation or a 3-19 school will not result in the removal of provision, merely the change in the type of entity. The school/s will continue to attract pupils from across Pembrokeshire (secondary pupils). The proposed change to some feeder schools and catchment areas will result in changes to journey times but this will be minimal.</p> <p>There is no proposal to introduce SEN provision.</p> <p>The Council’s School Transport policy will continue to apply as will adherence to the Learner Travel (Wales) regulations.</p>	
<p><b>Where a new school, increase in capacity or age range expansion is proposed;</b></p>			
<ul style="list-style-type: none"> <li>that there is evidence of current or future need/demand in the area for</li> </ul>			

School Organisation Code factors	Maintain status quo	Federation of Ysgol y Preseli & Ysgol y Frenni	Closure of both schools and establishment of new 3-19 WM school
<p>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);</p> <ul style="list-style-type: none"> <li>whether proposals will improve access for disabled pupils in accordance with requirements under the Equality Act 2010.</li> </ul>	<p>No change – the proposal, and alternatives will continue to meet demand for Welsh medium places in the area. Furthermore no changes are proposed to the language categories, religious character and gender intake.</p> <p>The proposal, and alternatives are unlikely to improve access for disabled pupils. This can only be achieved with significant capital investment, particularly in relation to Ysgol y Preseli; this has been flagged as a potential Band C 21<sup>st</sup> Century Schools project.</p>		
<p><b>1.5 Resourcing of education and other financial implications</b>  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:</p>			
<ul style="list-style-type: none"> <li>what effect proposals will have on surplus places in the area;</li> </ul>	<p>The proposal and its alternatives will not have an effect on surplus places in the area. However, there may be an opportunity to address surplus places if capital investment is available, but this should be balanced with the need to be mindful of retaining sufficient capacity for Welsh medium provision growth to meet national strategies.</p>		
<ul style="list-style-type: none"> <li>whether proposals form part of the local authority's 21<sup>st</sup> Century Schools Investment Programme and contributes to the delivery of sustainable schools for the 21<sup>st</sup> Century and to the better strategic management of the school estate.</li> </ul>	<p>N/A</p>	<p>Ysgol y Preseli was identified within our Band B SOP as a potential project for Band C of the 21C Schools Programme.</p>	
<p>Relevant bodies <b>should</b> also take into account the following factors in relation to finance:</p>			
<ul style="list-style-type: none"> <li>the recurrent costs of proposals over a period of at least 3 years and whether the necessary recurrent funding is available;</li> </ul>	<p>It is envisaged that the Council will adopt a 'standstill' budget approach for all schools during the next 3-4 financial years. On this basis all proposal options will be funded in line with 2019/20. This funding is available.</p>		

School Organisation Code factors	Maintain status quo	Federation of Ysgol y Preseli & Ysgol y Frenni	Closure of both schools and establishment of new 3-19 WM school
<ul style="list-style-type: none"> <li>additional transport costs incurred as a result of proposals;</li> </ul> <p><i>Proposers <b>should</b> take into account the requirement on local authorities to provide free transport provision under the Learner Travel (Wales) Measure and <b>should</b> 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>	No change	There will be no additional transport costs incurred as a result of the proposal. The provision will remain at the existing site but in the form of a federation.	There will be no additional transport costs incurred as a result of the proposal. The provision will remain at the existing site but in the form of an all-through 3-19 school.
<ul style="list-style-type: none"> <li>the capital costs of proposals and whether the necessary capital funding is available;</li> </ul>	With the exception of possible repairs to Ysgol y Preseli, there are unlikely to be capital costs required to fulfil the proposal. However it is recognised that Ysgol y Preseli is in poor condition and capital funding is likely to be required at some point in time to address this.		
<ul style="list-style-type: none"> <li>the scale of any projected net savings (taking into account school revenue, transport and capital costs);</li> </ul> <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 <b>should</b> be calculated over the lifespan of the relevant building, and compared against the costs and savings associated with the maintenance of the status quo.</i></p>	<p>It is unlikely that any savings would accrue as a result of either Federation or 3-19 option:</p> <ul style="list-style-type: none"> <li>On the basis of the current legislation, federated schools continue to be funded as separate entities. This provides the governing body of the school greater financial flexibility to effect teaching and learning but no difference to the local authority in terms of funding.</li> <li>The Council's current model for funding all-through schools is based on funding the appropriate elements of both primary and secondary phases of the school. As a result no savings would accrue.</li> </ul>		
<ul style="list-style-type: none"> <li>whether, without the proposals, the schools affected would face budget deficits;</li> </ul>	The schools in question are in good financial health and as at 31 <sup>st</sup> March 2019 are not in deficit. Implementing either of the alternative options is not necessary to avert budget deficits.		

School Organisation Code factors	Maintain status quo	Federation of Ysgol y Preseli & Ysgol y Frenni	Closure of both schools and establishment of new 3-19 WM school
<ul style="list-style-type: none"> <li>whether any savings in recurrent costs will be retained in the local authority's local schools' budget; and</li> </ul>	Any savings arising from the proposal will initially be retained in the local authority's schools' budget.		
<ul style="list-style-type: none"> <li>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.</li> </ul>	No capital receipts would be accrued from any of the options under consideration		
<b>1.6 Other general factors</b>			
Relevant bodies <b>should</b> take into account the following general factors:			
<ul style="list-style-type: none"> <li>what impact proposals will have on educational attainment among children from economically deprived backgrounds;</li> </ul> It is not considered that there would be any impact on educational attainment among children from economically deprived backgrounds.			
<ul style="list-style-type: none"> <li>any equality issues, including those identified through equality impact assessments; and</li> </ul>	With the exception of disability, it is considered there will be no impact on any of the other protected characteristics covered by the Equality Act 2010. In relation to disability, there are significant accessibility issues at Ysgol y Preseli that cannot be addressed without significant capital investment.		
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.	There are no trusts or charitable interests in relation to any of the relevant schools.		
<b>1.7 Specific factors in the consideration of school closures</b>			
When considering whether a closure is appropriate, special attention should be given to the following:			
whether the establishment of multi-site schools might be considered as a means of retaining buildings, or the reasons for not pursuing this option. This is what is being proposed.			
<ul style="list-style-type: none"> <li>whether alternatives to closure, such as clustering, collaboration or federation with other school, might be</li> </ul>	N/A	There is no proposal to remove provision, merely to change the entity.	

School Organisation Code factors	Maintain status quo	Federation of Ysgol y Preseli & Ysgol y Frenni	Closure of both schools and establishment of new 3-19 WM school
considered (taking account of the scope for use of ICT links between school sites) or the reasons for not pursuing these as an alternative;			
<ul style="list-style-type: none"> <li>Whether the possibilities of making fuller use of the existing buildings as a community or an educational resource could be explored;</li> </ul>	N/A	There is no proposal to remove provision, merely to change the entity. Implementing either of these proposals would not affect the local community. The facilities and services currently provided by both schools will continue to be available.	
<ul style="list-style-type: none"> <li>The overall effect of a closure on the local community (including the loss of school based facilities which are used by the local community)</li> </ul>	N/A		
<ul style="list-style-type: none"> <li>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).</li> </ul>	None of the options require the consideration of any alternative school. This is therefore not applicable.		
<b>1.8 Presumption against the closure of rural schools</b>			
See Appendix 6.1			
<b>1.9 Specific factors to be taken into account for proposals to add or remove nursery classes</b>			
N/A			
<b>1.10 Specific factors to be taken into account for proposals to reorganise secondary schools or to add or remove sixth forms</b>			
Relevant bodies should take into account the following specific factors:			
<p>Whether proposals will lead to an improvement in the educational or training achievements of persons who are above compulsory school age but below the age of 19.</p> <p>No Change</p>			
The potential to improve outcomes further can be achieved by removing the transition points			
<ul style="list-style-type: none"> <li>Whether proposals will contribute to an appropriate range of relevant courses and qualifications and high quality, employer informed, vocational learning</li> </ul>		No change	Greater potential to provide an improved range of relevant courses for learners.

School Organisation Code factors	Maintain status quo	Federation of Ysgol y Preseli & Ysgol y Frenni	Closure of both schools and establishment of new 3-19 WM school
<p>routes targeted at pupils of all abilities, whilst maintaining GCSE, AS/A level and other established courses, as required under the Learning and Skills (Wales) Measure 2009 for 14-19 year old learners</p>			
<ul style="list-style-type: none"> <li>Whether proposals are likely to lead to increased participation in learning by pupils beyond compulsory school age, taking into account transport issues and costs to the learner and others, the affordability of such costs, and the likelihood of learners being willing to travel.</li> </ul>	No change		<p>Potential exists to create a better curriculum offer through the school and could lead to increased participation in post compulsory education through the medium of Welsh</p>
<ul style="list-style-type: none"> <li>The extent to which proposals contribute to the 14-19 agenda taking account of the views of regional 14-19 networks</li> </ul>	No change		<p>The proposal will consolidate and strengthen the opportunities for regional collaboration for Welsh medium 14 -19 provision</p>
<ul style="list-style-type: none"> <li>The effect of proposals on 11-16 provision in schools</li> </ul>	No change		<p>An all-through provision with no transition point at the end of key stage 2 has the potential to improve 11-16 provision.</p>
<ul style="list-style-type: none"> <li>How proposals would affect the viability of institutions already providing good quality post 16 provision, including school sixth forms, FE institutions and private training organisations</li> </ul>	This has the potential to have a negative impact on post 16 provision at Ysgol Y Preseli by affecting the financial viability of sixth form provision through the medium of Welsh.		<p>This proposal would have no effect on the viability of other institutions.</p>
<ul style="list-style-type: none"> <li>How proposals might affect the sustainability or enhancement of Welsh medium provision in the regional 14-19 network and wider area and promote access to availability of Welsh medium courses in post 16 education</li> </ul>	No change		<p>This has the potential to improve opportunities for the enhancement of post 16 courses through the medium of Welsh.</p>

School Organisation Code factors	Maintain status quo	Federation of Ysgol y Preseli & Ysgol y Frenni	Closure of both schools and establishment of new 3-19 WM school
<ul style="list-style-type: none"> <li>The extent to which proposals will provide additional learner benefits compared with the status quo and other tenable options for post 16 organisation</li> </ul>	No change		This option will consolidate the strong position for post 16 learner benefits.
<ul style="list-style-type: none"> <li>How proposals might affect the discretionary transport provision a local authority may provide to learners above compulsory school age.</li> </ul>	No change		
<ul style="list-style-type: none"> <li><b>1.11 Specific factors to be taken into account for proposals to increase provision in voluntary schools or establish a new voluntary school</b></li> </ul>			
N/A			
<b>1.12 Specific factors in the consideration of proposals for the change of language medium</b>			
N/A			
<b>1.13 Specific factors in the consideration of proposals for the change of school category</b>			
N/A			
<b>1.14 Additional factors to be taken into account in preparing, publishing, approving or determining proposals for the reorganisation of SEN provision</b>			
<b>Relevant bodies should take into account the following specific factors:</b>			
Whether proposals will improve standards of accommodation for pupils with SEN, including building accessibility; The proposal does not include any plans to improve standards of accommodation for pupils with SEN, nor improvements to buildings accessibility. However this may be possible should capital investment be made available in the future.			
<ul style="list-style-type: none"> <li>How proposals will address any health, safety and welfare issues;</li> </ul>	This proposal does not include any plans to add SEN provision. As stated in the consultation document, Ysgol y Preseli already hosts “Y Porth” which is a satellite provision of Portfield Special School; this will continue.		
<ul style="list-style-type: none"> <li>How proposals, where appropriate, will support increased inclusion;</li> </ul>			
<ul style="list-style-type: none"> <li>The impact of proposals on other SEN provision within the immediate and wider local authority area including out of county where appropriate.</li> </ul>			

School Organisation Code factors	Maintain status quo	Federation of Ysgol y Preseli & Ysgol y Frenni	Closure of both schools and establishment of new 3-19 WM school
<ul style="list-style-type: none"> <li>Whether there is a need for a particular type of SEN provision within the area;</li> </ul>			
<ul style="list-style-type: none"> <li>Whether there is surplus SEN provision within the area;</li> </ul>			
<ul style="list-style-type: none"> <li>Whether SEN provision would be more effective or efficient if regional provision were made;</li> </ul>			
<ul style="list-style-type: none"> <li>The impact of proposals on the transportation of learners with SEN;</li> </ul>			
<ul style="list-style-type: none"> <li>How changes to SEN provision in schools are likely to impact on all other services provided in an area for pupils with disabilities and/or SEN.</li> </ul>			

# Amalgamation of Ysgol y Frenni and Ysgol y Preseli to form a 3-19 Welsh medium school in Crymych



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

<i>To discontinue Ysgol y Preseli and Ysgol y Frenni, and to establish a new 3-19 Welsh medium school using both current school sites</i>	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) Please provide any other comments on the proposal.

## About you:

4). Please tell us what your interest is in the consultation? *(Please tick all that apply)*

- |  |   |
|--|---|
| <input type="checkbox"/> Pre-school Parent | <input type="checkbox"/> Ysgol y Frenni       |
| <input type="checkbox"/> Staff             | <input type="checkbox"/> Ysgol y Preseli      |
| <input type="checkbox"/> Parent            | <input type="checkbox"/> Ysgol Llandudoch     |
| <input type="checkbox"/> Governor          | <input type="checkbox"/> Ysgol Cilgeran       |
| <input type="checkbox"/> Local resident    | <input type="checkbox"/> Ysgol Eglwysrwr      |
| <input type="checkbox"/> Other _____       | <input type="checkbox"/> Ysgol Clydau         |
|  | <input type="checkbox"/> Ysgol Maenclochog    |
|  | <input type="checkbox"/> Ysgol Brynconin      |
|  | <input type="checkbox"/> Ysgol Hafan y Mor    |
|  | <input type="checkbox"/> Narberth CP          |
|  | <input type="checkbox"/> Portfield School     |
|  | <input type="checkbox"/> Ysgol Caer Elen      |
|  | <input type="checkbox"/> Other (Please state) |
- 

5). Are you? (please tick only one)

- |   |  |
|---|--|
| <input type="checkbox"/> Aged 16 or under | <input type="checkbox"/> Aged 65 or over   |
| <input type="checkbox"/> Aged 17 – 24     | <input type="checkbox"/> Prefer not to say |
| <input type="checkbox"/> Aged 25 – 64     |  |

6). In which language do you prefer to communicate? (please tick only one)

- |   |                                |  |
|---|--------------------------------|--|
| <input type="checkbox"/> English                | <input type="checkbox"/> Welsh | <input type="checkbox"/> Prefer not to say |
| <input type="checkbox"/> Other (please specify) |                                |  |
- 

7). Are your day to day activities limited by an illness or condition that has lasted, or is expected to last, for 12 months or more? (please tick only one)

- |                              |                             |  |
|------------------------------|-----------------------------|--|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Prefer not to say |
|------------------------------|-----------------------------|--|

8). Do you provide care for someone (aged 19 or under) whose day to day activities are limited by an illness or condition that has lasted, or is expected to last, for 12 Months or more? (please tick only one)

- |                              |                             |  |
|------------------------------|-----------------------------|--|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Prefer not to say |
|------------------------------|-----------------------------|--|

**9). What is your religion?** (please tick only one)

- |  |  |
|--|--|
| <input type="checkbox"/> No religion                   | <input type="checkbox"/> Sikh                  |
| <input type="checkbox"/> Christian (all denominations) | <input type="checkbox"/> Prefer not to say     |
| <input type="checkbox"/> Buddhist                      | <input type="checkbox"/> Other, please specify |
| <input type="checkbox"/> Hindu                         | _____  |
| <input type="checkbox"/> Jewish                        |  |
| <input type="checkbox"/> Muslim                        |  |

**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 publically available as part of the Consultation Report, unless you ask us not to.**

**Please tick this box if 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: Acting Director for Children & Schools, Pembrokeshire County Council, County Hall, Haverfordwest, SA61 1TP no later than 5pm on 15 April 2020.**

**Thank you for your time**