

# Public Document Pack



CYNGOR SIR  
YNYS MÔN  
ISLE OF ANGLESEY  
COUNTY COUNCIL

Dr Gwynne Jones  
Prif Weithredwr – Chief Executive  
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<b>RHYBUDD O GYFARFOD</b>	<b>NOTICE OF MEETING</b>
<b>PWYLLGOR SGRIWTINI CORFFORAETHOL (GALW PENDERFYNIAD I FEWN)</b>	<b>CORPORATE SCRUTINY COMMITTEE (CALL-IN OF A DECISION)</b>
<b>DYDD IAU, 2 AWST, 2018 am 10:00 y. b.</b>	<b>THURSDAY, 2 AUGUST 2018 at 10.00 am</b>
<b>YSTAFELL BWYLLGOR 1, SWYDDFEYDD Y CYNGOR, LLANGFNI</b>	<b>COMMITTEE ROOM 1, COUNCIL OFFICES, LLANGFNI</b>
<b>Swyddog Pwyllgor</b>	<b>Ann Holmes 01248 752518 Committee Officer</b>

## **AELODAU/MEMBERS**

Cynghorydd/Councillor:

## **PLAID CYMRU / THE PARTY OF WALES**

Lewis Davies, Trefor Lloyd Hughes, MBE, Dylan Rees (*Is-Gadeirydd/Vice-Chair*), Alun Roberts, Nicola Roberts

## **Y GRWP ANNIBYNNOL / THE INDEPENDENT GROUP**

Richard Griffiths, Richard O. Jones

## **PLAID LAFUR CYMRU/ WALES LABOUR PARTY**

J. Arwel Roberts

## **ANNIBYNNWYR MÔN / ANGLESEY INDEPENDENTS**

Aled Morris Jones (Democratiaid Rhyddfrydol Cymru/Welsh Liberal Democrats)(*Cadeirydd/Chair*)  
Bryan Owen

## **AELODAU CYFETHOLEDIG (Gyda hawl pleidleisio ar faterion Addysg) / CO-OPTED MEMBERS (With voting rights when dealing with Educational matters)**

Mr Keith Roberts (Yr Eglwys Gatholig / The Catholic Church)  
Mrs Anest G. Frazer (Yr Eglwys yng Nghymru / The Church in Wales).

## **A G E N D A**

### **1 DECLARATION OF INTEREST**

To receive any declaration of interest from any Member or Officer in respect of any item of business.

### **2 CALL-IN OF A DECISION - MODERNISATION OF SCHOOLS IN THE LLANGEFNI AREA (Y GRAIG AND TALWRN) (Pages 1 - 76)**

A decision made by The Executive at its meeting held on 16 July, 2018 in relation to the modernisation of schools in the Llangefni area - Y Graig and Talwrn which has been called in by Councillors Lewis Davies, Eric Wyn Jones, Peter Rogers, Bryan Owen and Aled Morris Jones.

The documentation is attached as follows –

- The decision published on 19 July, 2018
- The Call-In application
- The report on the modernisation of schools in the Llangefni area (Y Graig and Talwrn) presented to the meeting of the Executive on 16 July, 2018.

<p>ITEM NUMBER AND SUBJECT MATTER</p>	<p><b>5 Schools' Modernisation - Llangefni Area (Ysgol y Graig and Ysgol Talwrn)</b>          Report by the Assistant Chief Executive (Partnerships, Community and Service Improvement)</p>
<p>DECISION</p>	<p><b>It was resolved that the capacity of Ysgol y Graig be increased to accommodate pupils from Ysgol Talwrn, and that Ysgol Talwrn be closed.</b></p> <p><b>This to be done by:</b></p> <ul style="list-style-type: none"> <li>• <b>Using the existing building for Key Stage 2 i.e. years 3 to 6 and adapting it;</b></li> <li>• <b>Building a new “Block” for the Foundation Phase, namely Nursery, Reception, Years 1 and 2;</b></li> <li>• <b>Considering relocating the Flying Start provision within the Ysgol y Graig campus.</b></li> </ul> <p><b>The new “block” would be part of Ysgol y Graig and would not be a separate unit.</b></p> <p><b>Elected Members noted that the new arrangement should operate as one school and not as two separate units</b></p>
<p>REASON FOR THE DECISION</p>	<p><b>To progress the Schools’ Modernisation Programme</b></p>
<p>ELIGIBLE FOR CALL-IN?</p>	<p><b>Yes</b></p>

## **FFURFLEN GAIS I ALW PENDERFYNIAD I MEWN /CALL-IN APPLICATION FORM**

- **RHAID i bump aelod nad ydynt ar y Pwyllgor Gwaith** lofnodi a danfon y ffurflen at y Prif Weithredwr (neu ei gynrychiolydd) yn ystod y cyfnod galw-i-mewn fel y nodir yn y Cyfansoddiad. Dylid anfon copi hefyd at y Rheolwr Sgrwtini /
- **MUST be signed by five Non-Executive Members** and delivered to the Chief Executive (or his representative) during the call - in period as stipulated in the Constitution. A copy should also be forwarded to the Scrutiny Manager.

### **RHAN 1 / SECTION 1**

**Y PENDERFYNIAD A WNAED -Ticiwch y bocs i ddangos pwy wnaeth y penderfyniad a nodwch y dyddiad y gwnaed y penderfyniad:**

**DECISION TAKEN - Tick the box to show the decision taker and insert the date when the decision was made:**

Pwyllgor Gwaith	<b>X</b>	<i>The Executive</i>
Yr Arweinydd		<i>The Leader</i>
Aelod Portffolio (gydag awdurdod wedi ei ddirprwyo gan y Pwyllgor Gwaith )		<i>Portfolio Member ( with delegated authority from the Executive)</i>
Swyddog ( gydag awdurdod wedi ei ddirprwyo gan y Pwyllgor Gwaith ) /		<i>Officer ( with delegated authority from the Executive)</i>

**Dyddiad y penderfyniad / Date of decision : 16/7/2018 Published 19/7/2018**

### **RHAN 2 / SECTION 2**

**RHIF EITEM Y PENDERFYNIAD A'R PWNC (gellir cael y wybodaeth hon o'r penderfyniad a gyhoeddwyd) / DECISION ITEM NUMBER AND SUBJECT MATTER (Information is identifiable from published decision):**

Item 5 – School Modernisation – Llangefni Area (Ysgol y Graig and Ysgol Talwrn)

### **RHAN 3 / SECTION 3**

**Y RHESWM DROS ALW'R PENDERFYNIAD I MEWN / REASON FOR CALL IN:**

1. Errors in the Consultation
2. Ten years of uncertainty for the Community
3. Community review is weak Code 1.7 General Code, Welsh Government
4. Similar schools with less children and low standards are still open – therefore there is inconsistency between schools.
5. Building new houses in the Cefni area which could lead to an over subscription as happened with Ysgol y Graig.
6. Lack of Transport review and the road between Talwrn and Llangefni is dangerous (to be able to walk and cycle)

**RHAN 4 / SECTION 4**

**Y CWESTIWN ALLWEDDOL Y BWRIEDIR EI OFYN / KEY PROPOSED QUESTION :**

Shortcomings in the consultation in relation to building costs and also a community and transport review/survey.

**RHAN 5 / SECTION 5**

**YR AELOD SY'N ARWAIN Y BROSES GALW I MEWN** ( enw'r Aelod sy'n Arwain fel y gellir sefydlu pwynt cyswllt) / **LEAD CALL- IN MEMBER** ( *Lead Call- In Member to be identified so that a point of contact is available* ) :

**LEWIS WYN DAVIES**

**RHAN 6 / SECTION 6**

**1) Llofnod/Signature:**

**Printiwch eich Enw/Print Name : LEWIS WYN DAVIES**

**2)Llofnod/Signature:**

**Printiwch eich Enw/Print Name : ERIC WYN JONES**

**3)Llofnod/Signature:**

**Printiwch eich Enw/Print Name : PETER ROGERS**

**4)Llofnod/Signature:**

**Printiwch eich Enw/Print Name : BRYAN OWEN**

**5)Llofnod/Signature:**

**Printiwch eich Enw/Print Name : ALED MORRIS JONES**

<b>ISLE OF ANGLESEY COUNTY COUNCIL</b>	
<b>Report to:</b>	<b>Executive Committee</b>
<b>Date:</b>	<b>16 July 2018</b>
<b>Subject:</b>	Schools Modernisation Programme–Report on the Statutory Consultation in the Llangefni area: Ysgol Talwrn and Ysgol y Graig and to consider the recommendations noted
<b>Portfolio Holder(s):</b>	Councillor R Meirion Jones (Portfolio Member for Education Services, Libraries, Youth and Culture)
<b>Head of Service:</b>	Arwyn Williams( Head of Learning)
<b>Report Author:</b>	Annwen Morgan (Assistant Chief Executive)
<b>Local Members:</b>	Councillor Nicola Roberts Councillor Bob Parry Councillor Dylan Rees

<b>A –Recommendation/s and reason/s</b>
<p><b>The evidence from the consultation ( Appendix 1), leads to the following conclusions.</b></p> <p>i. Standards in both schools are similar in terms of the expected level attained (Level 4+). However, evidence over the last three years indicates that Ysgol y Graig has succeeded in ensuring that a higher percentage of pupils attain the higher levels in the core subjects. As a result, merging would not have a negative effect on standards.</p> <p>ii. Merger would make better use of the Council's resources and harmonise the cost per head.</p> <p>iii. The merger of the two schools would create the conditions for the Headteacher to have sufficient non- contact time for leadership.</p> <p>iv. Bringing the two schools together will address the backlog maintenance and provide a twenty first century resource for school users. The financial analysis shows that the backlog cost of the two schools is £369k with the possibility of further additional costs as Ysgol Talwrn is approaching the end of its useful life. However, it is acknowledged that there could be additional transport costs resulting from transporting children but it is difficult at this point to determine these and as a result they are not included in the evaluation. It is also acknowledged that an extension at Ysgol Y Graig would be more expensive than the current system, but the additional cost will be partially offset by an</p>

increase in the Welsh Government's contribution and the capital receipts generated through the sale of Ysgol Talwrn site.

**In light of the above, it is recommended that the capacity of Ysgol y Graig be increased to accommodate pupils from Ysgol Talwrn, and close Ysgol Talwrn.**

This would be done by :-

- using the existing building for Key Stage 2 i.e. years 3 to 6 and adapt it;
- build a new 'Block' for the Foundation Phase, namely Nursery, Reception, Years 1 and 2.
- Consider relocation of the Flying Start provision within the Ysgol y Graig campus.

The new 'block' would continue to be part of Ysgol y Graig and would not be a separate unit.

**B – What other options did you consider and why did you reject them and/or opt for this option?**

At its meeting on December 19, 2016, the Isle of Anglesey County Council's Executive authorised officers to continue with the statutory consultation process, and consult on Options A and B as outlined below in an attempt to modernise the provision of primary education in the Llangefni area.

**Option A**

This would be based on:

Option 3, which is to build a new school to replace Ysgol Corn Hir and Ysgol Bodffordd.

Option 6a, which is to build a new primary school in Gaerwen on an alternative site, to accommodate 150 pupils. A replacement to the current Ysgol Esceifiog

Option 7, extend Ysgol y Graig to accommodate the pupils of Ysgol Talwrn. Close Ysgol Talwrn. Further consultation will be required on the option of extending Ysgol y Graig to accommodate pupils from Ysgol Talwrn, and close Ysgol Talwrn

Option 9, adaptations to Ysgol Henblas

**Option B**

This would be based on:

Option 3, Build a new school to replace Ysgol Corn Hir ac Ysgol Bodffordd.

Option 8, adaptations to Ysgol Esceifiog

Option 7 – extend Ysgol y Graig to accommodate the pupils of Ysgol Talwrn. Close Ysgol Talwrn Further consultation will be required on the option of extending Ysgol y Graig to accommodate pupils from Ysgol Talwrn, and close Ysgol Talwrn

Option 9, adaptations to Ysgol Henblas

Both of the above options could also include federating Ysgol Henblas with another school. The difference between Option A and B applies to Ysgol Esceifiog.

The Council consulted with parents, governors and staff of the six schools in the area, with local elected members, the Welsh Government and other stakeholders. The consultation period ran from 31st January – 13th March 2017. At its meeting on 17 July 2017, it was resolved that the Executive approved Option B.

**Option B** consists of the following sub options:

Option 3, which is to build a school to replace Ysgol Corn Hir and Ysgol Bodffordd.

Option 7, extending Ysgol Y Graig to take pupils from Ysgol Talwrn and closing Ysgol Talwrn. The report confirmed that the current Ysgol y Graig school site does not have sufficient space to extend Ysgol y Graig and ensure sufficient play area for the pupils. It was proposed that officers should consult further with the relevant stakeholders on all available options to extend Ysgol y Graig in harmony with the contents of the report on the consultation.

Option 8, adaptations to Ysgol Esceifiog.

Option 9, refurbishment of Ysgol Henblas.

A total of 9 options were explored in the report on the non statutory consultation in the Llangefni area. The evaluation of the options was used as basis for approving Option B.

**C – Why is this a decision for the Executive?**

The Executive is responsible for school organisation matters and completing the work in Llangefni is identified as a priority in the Council’s plan as adopted by Full Council in September 2017.

**CH – Is this decision consistent with policy approved by the full Council?**

Yes – see above point .

**D – Is this decision within the budget approved by the Council?**

Yes-It is one of the plans in the Strategic Outline programme that was approved by the Executive Committee on 13 January 2014.

**DD – Who did you consult?**

**What did they say?**

<b>1</b>	<b>Chief Executive / Senior Leadership Team (SLT)</b> (mandatory)	The SLT’S comments have been incorporated into the report.
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2	<b>Finance / Section 151</b> (mandatory)	Calculations by Finance Officers have been incorporated into the report.
3	<b>Legal / Monitoring Officer</b> (mandatory)	
4	<b>Human Resources (HR)</b>	Any Human Resources( HR) issues that may arise from the recommendations should be dealt with in accordance with the recognised consultation and other HR processes.
5	<b>Property</b>	
6	<b>Information Communication Technology (ICT)</b>	
7	<b>Procurement</b>	
8	<b>Scrutiny</b>	<p>This matter was discussed at the Corporate Scrutiny meeting held on the 5 July 2018 where the scrutiny committee concluded as follows :-</p> <p>Decision</p> <p>Having considered all the information presented both verbally and in writing, the Corporate Scrutiny Committee Resolved -</p> <ul style="list-style-type: none"> <li>•Not to accept the recommendations of the Officer's report.</li> <li>•To recommend as follows with regard to the reporting process in future –</li> <li>•That any issues regarding land ownership be clarified in advance.</li> <li>•That more detailed information be provided in relation to school transport and parking issues.</li> <li>•That where public speakers making representations to the Committee on behalf of a school refer to specific correspondence submitted as part of the consultation process, the correspondence will be made available to the Committee providing the authors give their consent.</li> </ul> <p>ADDITIONAL ACTION: That following the meeting, the Head Teachers of Ysgol y</p>

		Graig and Ysgol Talwrn be informed of the outcome of the Committee's deliberations.
9	<b>Local Members</b>	Members comments have been incorporated in the report.
10	<b>Any external bodies / other/s</b>	Comments from other stakeholders have been incorporated in the report.

<b>E – Risks and any mitigation (if relevant)</b>		
1	<b>Economic</b>	
2	<b>Anti-poverty</b>	
3	<b>Crime and Disorder</b>	
4	<b>Environmental</b>	
5	<b>Equalities</b>	An impact assessment was completed as part of the statutory consultation process.( Appendix 2)
6	<b>Outcome Agreements</b>	
7	<b>Other</b>	

<b>F - Appendices:</b>
Appendix 1 –Statutory Consultation Report – Llangefni Area ( Ysgol Talwrn and Ysgol y Graig) Appendix 2- Impact Assessment- Llangefni Area ( Ysgol Talwrn and Ysgol y Graig)

<b>FF - Background papers (please contact the author of the Report for any further information):</b>
Council Plan 2017-2022 <a href="http://www.anglesey.gov.uk">www.anglesey.gov.uk</a>



**SWYDDOGOL – OFFICIAL**

**ADRODDIAD AR YR YMGYNGHORI STATUDOL – ARDAL  
LLANGEFNI**

**(Ysgol Y Graig ac Ysgol Talwrn)**

**STATUTORY CONSULTATION REPORT – LLANGEFNI AREA**

**(Ysgol Y Graig and Ysgol Talwrn)**

**1 Mai – 18 Mehefin 2018 / 1 May – 18 June 2018**



**CYNGOR SIR YNYS MÔN / ISLE OF ANGLESEY COUNTY COUNCIL  
ADRAN DYSGU GYDOL OES / LIFELONG LEARNING DEPARTMENT**

[www.ynysmon.gov.uk](http://www.ynysmon.gov.uk) / [www.anglesey.gov.uk](http://www.anglesey.gov.uk)

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## 1. INTRODUCTION AND BACKGROUND

The Isle of Anglesey County Council is committed to providing the best possible education for all children and young people on the island.

As part of this commitment, the Council acknowledges that modernising education and ensuring that our school buildings create a pleasant learning environment that motivates children and young people to become effective learners and develop life skills, is a high priority.

In this context, the Council wants to modernise schools in order to:

- improve educational outcomes for children and young people breaking the link between deprivation and low educational attainment,
- further improve the standards of leadership and the quality of the teaching and learning,
- ensure sector-leading schools and standards in every community.

To achieve this ambitious modernisation programme there will be a need to merge schools, create a combination of federated schools, extensive catchment reorganisation by remodelling school buildings that are there already or building new area schools and close schools that are not suitable for the purpose.

## 2. CHANGE DRIVERS FOR MODERNISATION THAT WILL INFLUENCE ANY DECISION REGARDING THE BEST PROVISION FOR THE AREA

Some of the modernisation drivers that will influence the decision regarding the best provision for the area are noted below.

### *Raising educational standards*

The Council is committed to continuing to raise standards if it is to reach its objective of being one of the 5 best Local Authorities in Wales. According to current research work, it is suggested that it is difficult to link standards with school size. However, recent reports suggest that larger primary schools [over 150 pupils or more] have leadership teams with more capacity to ensure improvements; teachers with a wider range of specialisms in specific areas that in turn influence other teachers' practices and thus influence the standards of pupils' work. In smaller schools [around 50 or less] mixed age classes include up to four age groups, and sometimes span key stages. This places a considerable challenge for teachers if they are to ensure that every pupil is extended to the extent of his/her ability. The school modernisation strategy aims to abolish examples of classes with more than 2 age groups.

### *Reduce the variation in pupil cost*

The cost per pupil varies considerably, from £2,795 to £10,828 across the county's primary schools. The County's expenditure on primary schools in 2017-18 [£3,962 per pupil on average] is the third highest in Wales. The modernisation programme will need to normalise the cost per pupil across the authority and reconcile it with the Welsh average.

### *Ensure that school buildings create the best possible learning environment*

Improving the quality of school buildings and ensuring the best possible learning environment [that reflects those in our latest school building- Ysgol y Graig, Ysgol Cybi and Ysgol Rhyd y Llan] for our pupils is vitally important to meet teaching and learning needs in the twenty-first century. This kind of environment includes –

- teaching and learning facilities of the best quality,
- first grade ICT facilities,
- suitable play areas,
- appropriate staffing and administration areas,
- along with safety for the school buildings and the school site.

Estyn notes that “improving the quality of the buildings has a very beneficial effect on the quality of the teaching and staff morale that, in turn, have a positive effect on pupils’ performance.” Every pupil will have access to suitable facilities so that a full range of educational experiences can be provided.

It is not possible for the Council to maintain a large number of ageing school buildings that are costly to maintain. A new pattern of schools that address the shortcomings in the present buildings including considerable health and safety matters connected to the building or the site will have to be established. A system of schools where maintenance arrangements are sustainable needs to be developed.

*Create the conditions so that Headteachers succeed – increase the leadership capacity*

Effective schools are well led. Successful schools have strong leadership on every level, including the Governors. The challenges involved with leading and managing a school have increased considerably in recent years and the expectations continue to increase. A Headteacher needs adequate non-contact time, with the support of a deputy headteacher or senior management team, to ensure that the teaching and learning are of the highest quality, to evaluate and raise standards, to develop thorough self-evaluation procedures and to ensure the staff’s continuous professional development. These are considerable expectations. There is a need to ensure that Headteachers have at least 50% non-contact time. This means that a school [or federation of schools] needs to have at least 100 pupils if the necessary time for the Headteacher to achieve the leadership role successfully is to be provided.

*Ensure an adequate supply of Headteachers for the future*

Over the next five years it is likely that 28% of our primary Headteachers will retire. Because many lead small schools, the Council will have to consider the most effective and sustainable leadership models for the future. The number of candidates for the posts of Headteacher have reduced and this is a cause of concern. The school modernisation programme needs to modernise schools to try and answer the problem by ensuring suitable opportunities to develop leadership in individual schools. Our schools need excellent leaders. The modernisation programme will also address succession planning and safeguard and develop the leadership talent in our schools.

Her Majesty’s Chief Inspector for Education and Skills in Wales noted the following in the 2016-17 annual report:

*In nearly all schools, the quality of leadership is the most significant factor in determining a school’s effectiveness. There are increasing challenges in recruiting headteachers, particularly in faith schools and small schools in rural areas. (Estyn Annual Report 2016-17)*

*Community use of the school building*

Research suggests that schools with additional services such as breakfast clubs, after-school clubs, child care, summer and weekend activities achieve higher standards and better links with parents and the community. Schools are also expected to be a resource for the local community in order to promote community activities that include parents, members of the community and

local groups. This kind of activity is important to develop the link between schools and the local community. Schools that are developed as part of the modernisation programme will act as an area school i.e. provide a range of services and activities that often take place outside the school day, to assist in meeting the needs of pupils, their families and the wider community.

#### *Reduce the number of surplus places*

In September 2017, the number of surplus places in primary schools in Anglesey was 12.3%. However, the Council needs to continue to reduce the number of surplus places in order to meet Welsh Government expectations and respond to one of Estyn's criticisms in the 2012 report. As a result, schools will need to be more than 85% full and that 90% of the places are full across the primary sector.

#### *Welsh-medium and bilingual provision*

Any arrangement developed as part of the modernisation programme will give due priority to strengthening and safeguarding Welsh / bilingualism.

### **3. THE CONSULTATION PROCESS**

The Council has consulted with parents, governors and staff in the three schools in the area, local councillors and with the Welsh Government and other stakeholders. The consultation period ran from 1 May 2018 until 18 June 2018.

Consultation meetings were arranged with school stakeholders over this period:

<b>School</b>	<b>Date (in 2018)</b>	<b>Meeting with</b>
Y Graig	Tuesday 15 May	Drop in sessions
Talwrn	Wednesday 16 May	Drop in sessions

When Welsh Government contributes to financing a new school, their investment needs to meet investment aims namely:

1. reduce surplus places
2. increase non-contact time for teachers
3. for the school to be of twenty-first century school standard
4. improve educational outcomes
5. reduce maintenance backlog
6. improve energy efficiency

One proposal suggested by parents was that a new primary school should be built in Llangefni. If this means building an additional new primary school, the Isle of Anglesey County Council would not support this because although the new primary school would be a twenty first century school, in accordance with the above criteria, it would not:

- reduce surplus places. Indeed it can lead to an increase in surplus places
- change the situation as regards non-contact time for teachers of itself.
- improve educational outcomes
- reduce maintenance backlog
- improve energy effectiveness. Indeed, an additional school and building would lead to using more energy.

In addition, it is very unlikely that the Welsh Government would contribute to a new primary school unless the merging of schools would be part of the process

The School Standards and Framework Act 1998 allows parents to choose which school their child will attend. If a new school was built in Llangefni then the present catchment areas would need to be reviewed and a catchment area established for the new school. In accordance with the Schools Standards and Framework Act 1998, the Authority cannot force parents to move their children to another school. This would increase the risk of a high level of surplus places in any new primary school.

#### **4. COMMENTS FROM THE CONSULTATION MEETINGS**

Some comments and concerns from each one of the meetings are summarised below (these are not minutes of the meetings). There are further comments in sections 5 and 6 of this report.

##### **Ysgol y Graig**

- Some asked about a possible site and possible timetable for the work
- Concerns about the safety of pupils during any potential building work.
- Concerns about the size of the new building and the its facilities
- Concerns about traffic and parking by the school
- Some asked about the possible effect of the work on Flying Start

##### **Ysgol Talwrn**

- Suggestions that the Authority should wait until the new School Organisation Code comes into force
- The feeling that the Authority does not listen
- What about federating with other schools?
- Concerns as to what the S.E.N. situation would be
- The school succeeds in nurturing headteachers
- What would be the after school club arrangements?
- The feeling that the Authority has not spent on the school
- The cost of the mobile classroom is too high according to some
- Concerns about pupils from a small primary school going to a primary school “of 400”
- Some doubted the number of housing developments in the catchment area
- Concerns about the traffic and the possible journey to Llangefni
- Concerns about the future of the local Eisteddfod, Sunday School and the Ti a Fi provision

#### **5. RESPONSES FROM YSGOL TALWRN**

- 5.1 Approximately 50 responses were received from the school's stakeholders and the vast majority disagreed with the possibility of closing the school.
- 5.2 The opinion of an officer in Nyth Clyd Nest Chapel, Y Talwrn was that he was "firm in his opinion that the school should not be closed". They felt that the school was the foundation of the local society and also made a great contribution to the social and religious life of the village. If Ysgol Talwrn was to close, the officer's view was that the " Council would be guilty of refusing an opportunity to create responsible citizens." As well as praising the school, the officer mentioned “clear guidelines to be published” by the Welsh Government's Education Secretary on why rural schools should not be closed unless there are sound foundations to do so." He felt "firm foundations did not exist here"



- 5.3 In a letter from the Talwrn Branch of Merched y Wawr, the Secretary declared the opposition of the Branch to the "intention of closing Ysgol y Talwrn". The Branch stated that "the community and parents wish to see the school remain as central to the village and area". He said that Ysgol Talwrn "is a thriving, natural Welsh school in a vibrant village and we want her to stay there". The Branch "wanted a school in the village as an integral part of a viable Welsh community".
- 5.4 Before a meeting of the Full Council on 16 July 2018, a petition will be presented to the Leader of the Council. Those who signed the petition were asked to agree to "keep our School Open". The petition has been signed by 1010 signatories.
- 5.5 In its response, Cymdeithas yr Iaith Gymraeg said:
- "This consultation document is in effect is a re-publication the old consultation document from the last consultation, if not the one before that! As a result much of the content is irrelevant to the proposal in question for these two schools, as it refers to other schools.
  - The Council "irresponsible is trying to determine its fate a few weeks before the publication of the new Code."
  - many of the options referred to in this document are irrelevant to the Talwrn situation and refer to the situation to the west of Llangefni which not subject to this consultation.
  - The Local Authority does not consider all alternative BEFORE proposing school closures, as well as considering all options offered during the consultation. Council officers have not met either duty. They have failed in their statutory duties.
  - For all these reasons, the consultation is invalid and the document is inadequate.
- 5.6 A response was received from the Secretary of the Village Hall Committee and Playground Talwrn which said:
- "Our school is at the heart of our village. Over a number of years, the school and village hall have worked together on a number of activities, and the hall relies on the school for its support. Pupils and parents have supported regular fundraising events and help towards the essential maintenance costs of the hall and its playground / playground. As well as supporting a facility that is well used by the local community, it is also one that is used by the school for events such as gym activities, Sports Day, Christmas concerts, etc. In addition, we have a number of societies, including Cylch Meithrin, the Mother and Toddler Group and The Guides, who meet regularly at the Hall, which would also suffer if the school should close. In particular, the children of the school take part in most activities within the Talwrn Eisteddfod, if not all.
  - This will not only lead to more traffic on the roads to Llangefni, but will reduce the opportunities for these young people and their families to improve their health by walking or cycling.
  - We do not have another offer, in terms of closing other schools to allow our school to remain open. Instead, we would argue that the high quality of education provided at Ysgol Talwrn will disappear "
- 5.7 In his letter, the Chairman of the Talwrn Eisteddfod Committee said:

- "Ysgol Talwrn has provided, and continues to provide, good education for the pupils. It is also an integral part of the village's social fabric. It is an unwise mistake to consider the school in terms of its narrow statutory work - the school is the focal point of the area and enables the whole village to be part of the development of children to create good and conscientious citizens.
- that the educational institution's financial and dogma considerations are behind the intention to close rural schools on the Island. "

5.8 A letter was received from staff of Ysgol Talwrn who talked about different aspects of the school:

- "The school has a history of maintaining high standards and this year's data confirms once again that the school succeeds. ... Data can be misleading in terms of small schools
- Every child in a small school receives extra-curricular opportunities whether across a country, orienteering, netball or a swimming gala and have experiences regardless of their talent or ability. The numbers of our groups allow the children to swim weekly at four. This is not possible in larger schools.
- This is also true of eisteddfodau. Audiences are not needed for school children before choosing a choir. Dancing trials do not need to compete in dance competitions. Children are not disappointed by not being selected for our speaking party. Each child has the opportunity to enjoy all aspects of culture rather than just the school's best.
- The importance of Ysgol y Talwrn support to the local eisteddfod should also be emphasised
- Closing the school would imperil the future of the language in the local community and beyond.
- It is a parent's right to choose the best establishment for their child, whether it is a large school or small school in size. "

## 6. RESPONSES FROM YSGOL Y GRAIG

6.1 "There were 2 responses from Ysgol y Graig's stakeholders. The first came from the headteacher. Her opinion was: "When considering space for play, it would be beneficial to have multi-weather pitch so that it could be used throughout the year. The school field is seriously wet, and despite attempts to tackle this it can only be used for a few months in summer. Having a multi-weather area would provide opportunities to tackle issues such as promoting physical activity to reduce obesity. It's also necessary to consider what to do with the wind turbine, which is no longer working. "

6.2 The other stakeholder expressed his support for the scheme and said that the new design "would have to be based on the voice of teachers and staff who have experienced the frustration of having such a small multi purpose hall so that arranging lunch and other activities to such a big school have been a bit of headache. "

## 7. OTHER RESPONSES

- 7.1 In addition to meeting with staff, governors and parents, the consultation document was sent to the following stakeholders:
- Gwynedd Council;
  - Welsh Government Officers
  - Regional and local Assembly Members and Member of Parliament
  - Estyn;
  - Teaching unions and auxiliary staff unions;
  - The Regional Education Consortium namely GwE;
  - The Regional Transport Consortium namely Taith;
  - North Wales Police and Crime Commissioner;
  - The Communities First Partnership;
  - Mudiad Meithrin;
  - The Authority's Youth Service;
  - Ysgol Gyfun Llangefni
- 7.2 In its summary of its response to this consultation, Estyn said "Estyn is of the opinion that the proposal is likely to maintain the current standards of education in the area at least." In addition, the inspectorate considered that "the local authority has given a clear rationale for the intended expected benefits in relation to the current situation regarding finance, surplus places, pupils' standards, the quality of the learning environment and leadership and management. In addition, the proposer explains appropriately how the proposal matches the authority's 21st Century Schools program. The proposal clearly defines the intended benefits of the proposal, and these relate appropriately to the stated purpose and the rationale. The local authority has provided enough evidence to show that the scheme is at least likely to maintain an education standard in the area."
- 7.3 A response was received from N.E.U. union officers. Their officer said: "The NEU accepts the business case for closing Ysgol Talwrn in view of the ongoing maintenance costs, access to Welsh Govt. Funds and per pupil cost of £1,050 in excess of Ysgol y Graig. With surplus places at 12% and due to rise, we can see benefits in merging the two schools due to their relatively close proximity. As a Trade Union, we are opposed to compulsory redundancies and very concerned that to date, none of our members due to be made redundant as a result of Santes Dwynwen, have been able to find alternative posts through re-deployment. More effective pressure from the Authority is needed on Governors to ensure that any teaching/support staff made redundant in the event of Ysgol Talwrn closing are interviewed for vacant posts."

### **The Authority's response to the N.E.U. officer's comment**

In relation to the staff in the four schools that will merge to form Ysgol Santes Dwynwen School who the relocation list - none of them have been relocated to date. It must be remembered that the relocation process will not be complete until March 2019 and so the relocation process will continue until then.

The Authority will do everything possible to assist those on the relocation list. However, the Authority operates under the restrictions of the Staffing Regulations, i.e. recruitment decisions are in the hands of each individual Governing Body.

- 7.4 A response was received from Llanddyfnan Community Council. Their response was: "The Community Council is in favour of keeping Ysgol Gynradd Talwrn open and supports the Welsh Assembly Government's announcement on keeping small schools open. The Council also supports the local opinion not to close the School. As the school is 98% full, and has had a total of 42 - 49 pupils over the past few years and primary schools in Llangefni are full, we do not see any reason to close the school. Approximately 100 houses are being built in Llangefni. Will there be space for children from these properties in Ysgol y Graig? There was a shortfall in the last process and the community council feels that the County Council does not listen. "
- 7.5 In addition to the consultation forms and feedback letters, there was an opportunity for stakeholders to contribute to an electronic survey through the Isle of Anglesey County Council's website. A summary of the survey [10 responses] is presented in section 13.

## **8. RESPONSES FROM PUPILS**

- 8.1 Council officers visited Ysgol Talwrn and Ysgol y Graig to hold short meetings with a representation of pupils from the two schools, to find out their views on the proposal to change their existing school.

It was an opportunity for the children in the schools to express their opinion about the Council's plans for school modernisation. It was emphasised that their views were important, as they are the individuals attending the schools. They were told that the information they submitted will be transferred to a report and presented to Councillors as part of the Statutory Consultation.

It was explained that the reasons for modernisation were:

- Schools on Anglesey have too much surplus places or not enough places in some of its schools
- Need to make sure that all pupils receive a good education
- Need to make sure that the school is modern and offers good resources
- That the Council spends its money on schools in a fair way

The children were asked the following questions.

What did the pupils like about their current school?

What do you think of the proposal to adapt Ysgol y Graig and close Ysgol Talwrn and transfer pupils of Ysgol Talwrn to Ysgol y Graig?

Did they agree with the reasons for change?

Any other comments

Their responses are noted below. During some sessions, some children wrote their comments on paper and these presented in the children's language.

### **8.2 The children's comments from Ysgol Talwrn**

The School Council was consulted in the first instance. Then a group of children of different ages had the opportunity to contribute to the consultation. The parents of those children expressed an interest in the involvement of their children in the consultation.

**Question:** What do you like about your current school?

- Ysgol Talwrn has a number of resources. The School Council has arranged to raise money to buy netball equipment. As a result, the school will be able to maintain a netball club after school, every Thursday.
- We do not want resources to go to waste
- We have a new train on the yard and good equipment here
- Everyone's work in school is put up on the walls. In a large school there will be less chance to showcase work as it's only the best work that gets put up.
- I'm worried that year 6 pupils at Ysgol Talwrn will have to move school twice in a short period. Moving to another primary school and secondary school.
- Staff at Ysgol Talwrn know everyone, and everyone knows the staff
- People from the community who visited the school were listed - the children felt they had valuable experiences - and one member composes songs for Ysgol Talwrn only.
- Reference was made to the Talwrn Eisteddfod held in the Village Hall and there is a risk of losing this if the school closes. Only the best are chosen to take part in the big schools.
- Children have the opportunity to assemble in the square after school. This is a tradition by the school. The parents and children are able to assemble and have a conversation after school
- We get school bike lessons
- Enough variety and opportunities
- Friends
- Playing
- New children join the school
- We as a family know each other.
- We have team play and everyone taking part
- My cousin goes to a big school and I hear from him that there is not as much opportunity for everyone to get involved.
- Everyone looks after each other
- No lot of children here
- Learn new things
- I can walk to school
- Netball club
- The train on the yard
- Play and friendly friends
- Cycling to school
- Walking down to the square after school
- My Mum chose this school because the Welsh language is good here
- Teachers know our names
- New equipment and resources and more clubs
- Members of the community reading with us
- If a child hurts, other children are cautious
- Gardening opportunities with members of the community
- Nature books
- School trips
- 'Bugs Hotel'
- Nature around us and learning about the school
- Eisteddfod Talwrn and the opportunity to be in the choir

- Race running in sports
- Cross country race
- Lot of clubs
- School football teams and recent success. The other teams had 13 children and Talwrn only had 8, so it was a credit to Ysgol Talwrn for success.
- Eisteddfod Talwrn
- Exercise outside
- In a large school the staff forget names as there are more names to remember
- I've been at Ysgol y Graig and I moved to Ysgol Talwrn
- Enough children for us to play with
- A chance to watch a film for the younger and older children together
- Children help each other
- More money in a large school than a small school, but there are plenty of toys at this school.
- Learn something new every day
- On the evenings of the art club starting at 4pm, we can go down to the square to play after school, and come back to school by 4.
- Some of these children have come here from Ysgol y Graig. Ysgol Talwrn is a good school
- Breakfast

What do you think of the adaptation proposal to Ysgol y Graig, closing Ysgol Talwrn and the transfer of children from Ysgol Talwrn to Ysgol y Graig?

- I do not want to go to Ysgol y Graig, perhaps children will be bullied there.
- It is not a good idea. In Ysgol Talwrn, the small and big children see each other.
- That will not be true at Ysgol y Graig.
- I'm worried about which secondary school I will have to attend
- There are opportunities here. The big children are being filmed, and are recorded for the Urdd radio
- Dancing opportunities here, and we teach each other
- A new teacher is about to start here, she will not have an opportunity at the school. In addition, there are children starting in school next September
- We have had a number of new and nice teachers
- Sometimes we will be listening to music before lunch
- We get involved in a variety of different activities - dancing and learning dances from different countries, head maths and using the hubt, ap si-so, ttrackstars (times tables rockstars)
- Painting
- We help Auntie Delyth to keep kitchen equipment and clean up the floor. Auntie Delyth will play with us at lunch time and is a school assistant in the afternoon

**Do you agree with the reasons for change?**

- Understand the reasons but do not agree with them.
- The building may be old and does not look good from the outside, but what happens inside the school and education is good

**Additional comments**

- No to closing the school
- My Mum went to Ysgol y Graig and was bullied there
- Need to ensure that resources do not go to waste
- There are plenty of modern resources here - chromebooks and apple computer

**The children's comments from Ysgol y Graig - School Council Representation****Question:** What do you like about your current school?

- Kind teachers
- Lunch
- Play time#
- Exercise / sports
- Football
- Art Clubs
- Breakfast club
- Eisteddfod
- Instrument lessons
- Brass instruments
- The work
- Listening at school

**What do you think of the adaptation proposal to Ysgol y Graig, closing Ysgol Talwrn and the transfer of children from Ysgol Talwrn to Ysgol y Graig?**

- It is not fair that the Foundation phase must move to a building for the Junior section. We have not had to do that.
- It is important to keep the link between the Foundation phase and the Junior section. An example was given of one child in the Foundation Phase crying today and the child was comforted as he saw his relative in the Junior section.
- A good idea - it will be an opportunity to make more friends
- There will be more room in the school
- The Council will need to consider more parking spaces for Ysgol y Graig
- The Council will need to consider transport to the school for children of Ysgol Talwrn, because parents may not have a car

**The children were asked if they agreed with the reasons for change:****The need to plan sufficient places****Ensure everyone continues to get a good education****Modern school and good equipment****Spend money on our schools fairly**

- There was agreement that they understood the reasons for change

**The children were asked about ideas on how to communicate with them during the school modification period, if the proposal was approved**

- The children welcome the opportunity to chat with the Architect about the design of the new block and the existing Ysgol y Graig adaptations
- E-mail
- Newsletter / Letters

**The opportunity was given to make other comments**

- Pupils asked about the school uniform and if Talwrn disagreed with the Graig's school uniform
- What happened if the children of Talwrn have any allergy, how will Ysgol y Graig know that

## 9. RESPONSES TO COMMENTS RECEIVED

We would like to thank all for the comments. As many of them were similar, it was decided to place them under specific themes. It is not possible to respond to all the individual comments received for several reasons including the fact that many of them are similar. The Authority's response to some of the main themes presented in comparison with the main drivers of change in the School Modernisation Strategy [section 2] is presented below.


### 9.1 Ysgol Talwrn

#### 1. Standards

A number of stakeholders mentioned the percentage of pupils achieving the expected standard at Key Stage 2 being 100%. However, there is a need to look at the full picture and consider the Foundation Phase as well. The consultation document detailed this and showed the attainment figures for both schools compared with similar schools nationally using a benchmarking dataset:


Ysgol	FPI*		
	2014/15	2015/16	2016/17
Talwrn	66.7	80.0	75.0
Y Graig	92.5	82.4	91.3
Anglesey	86.2	84.7	85.8
Wales	86.8	87.0	87.3

\*Outcome 5+ in the Foundation Phase Indicator

Upper quarter 

Upper Median 

Lower Median 

Lower quarter 

In general, there is some variation in the schools' performance i.e. one school has been in the lower quarter more often than the other and this is reflected in the colour category of the school indicator.

The table below shows the pattern over the past three years for Key Stage 2.

Ysgol	KS2* School Results		
	2014/15	2015/16	2016/17
Talwrn	100	85.7	100.0
Y Graig	92.9	80.0	92.7
Anglesey	91.8	89.4	91.4
Wales	87.7	88.6	89.5

\*Expected level in reading, writing, mathematics and science combined



The performance of the two schools for KS2 is quite similar, in that Ysgol Talwrn has 2 greens and 1 orange and Ysgol y Graig with 1 green and 2 yellows. What is significant is the number of pupils, an average of 7 in the cohort for Ysgol Talwrn and an average of 43 for Ysgol y Graig.

It could be argued that the inspection profile of Ysgol y Graig excels a little.

Estyn's response to this consultation is also noted: "Estyn is of the opinion that the proposal is likely to maintain the current standards of education in the area at least."

In addition, the performance of the two schools in terms of pupils attaining level 5+ can be studied – this is one level higher than the expected level:

School	Subject	Level 5+ in KS2* School results		
		2014/15	2015/16	2016/17
Talwrn	Science	0.0	14.3	44.4
	Mathematics	0.0	14.3	44.4
	Welsh	0.0	14.3	44.4
	English	0.0	14.3	44.4
Y Graig	Science	33.3	55.6	46.3
	Mathematics	47.6	73.3	75.6
	Welsh	26.2	42.2	46.3
	English	28.6	48.9	61.0
Anglesey	Science	40.9	40.4	49.5
	Mathematics	40.9	40.4	49.5
	Welsh	38.1	35.3	38.3
	English	42.9	41.1	46.4
Wales	Science	41.1	42.5	46.4
	Mathematics	41.1	42.5	46.4
	Welsh	38.1	35.3	38.3
	English	40.8	42.0	44.7

From the statistics above:

- Both schools perform well in terms of expected levels
- Ysgol y Graig is successful in attaining higher percentages for level 5+ which suggests that Ysgol y Graig successfully stretches pupils well and meets levels higher than the levels for Anglesey and Wales

In terms of inspections it can be argued that the inspection profile of Ysgol y Graig excels a little.

Estyn's response to this consultation is also noted: "Estyn believes that the proposal is likely to maintain at least the current standards of education in the area."

2. The size of Ysgol Talwrn means that there are classes of mixed age in the school. This, together with the expectation to prepare suitable work for the range of abilities in a class, offers a higher level of challenge for teachers in smaller schools.

### 3. **Costs and condition of the building**

There is no reference in the comments received regarding the pupil's cost of £4,447 which is higher than the Anglesey average (£3,972). In addition it is necessary to note that a maintenance backlog of £332,500 reflects the age and condition of the building.

Many of Ysgol Talwrn's stakeholders did not mention the state of the school except for them to question the maintenance backlog figures. The statutory consultation document stated that the maintenance backlog was £332,500 and the cost of having a new external mobile classroom was £250,000. Qualified chartered surveyors from the Authority usually carry out surveys of every school building every two years to determine any maintenance work required and to calculate the cost of that work.

To install a new mobile classroom, permission would be required from the landowner next to the school, and without this, having a new unit on school grounds will not be possible. The following steps would then need to be completed:

1. Demolition of the existing unit
2. Underground works (foundations, electricity cables, water, telephone and communication cables and sewage pipes etc.)
3. New class unit (including toilets for children as well as staff / disabled toilet)
4. Building planning and control consent
5. Logistics work (Demolition and reconstruction of wide boundary wall between the school and the field next door, demolition and reconstruction of field boundary next to the lane), use of the 'Trackway' system on the field next door, strengthen the yard under the crane etc.
6. Ramp and iron steps to the new cabin
7. Yard repair / improvement work
8. Fee for arranging and conducting the work

The £250,000 estimate includes the transportation and installation of a new cabin and connecting the services to the cabin.

Some stakeholders asked if a 50-year loan is good value for money. Finance officers within the Authority calculate the cost of lending for 50 years.

### 4. **Other suggestions**

Other possibilities were suggested regarding the school's future:

- Combine Ysgol Talwrn with Ysgol Llanbedrgoch or Ysgol Pentraeth  
Between Ysgol Talwrn and Ysgol Llanbedrgoch, there would be 70-80 pupils at school - the arrangement is still too small from a sustainability point of view. The federation of the 2 schools would not address surplus places or the condition of the buildings.

- [Consider federating Ysgol Talwrn with another primary school  
Between Ysgol Talwrn and Ysgol Pentraeth, there would be around 130 pupils at school - the federation of the 2 schools would not address empty places, condition of buildings nor financial savings.

- Use Ysgol Talwrn to train headteachers

The Authority, in conjunction with the regional educational consortium GwE, has a training program for prospective head teachers to gain the National Professional Qualification for Headteachers (NPQH). This is the training route used for headteachers rather than in-job training.

- The Authority should "invest in a new school" in Talwrn.

This is not practical because the forecast for pupil numbers in the natural catchment area is very small.

#### 5. **Surplus places**

Ysgol Talwrn has 12% of surplus places despite the fact that the % of pupils from outside the catchment area [45%] is relatively high. The fact that so many pupils come from outside the catchment area makes the surplus places situation more vulnerable. In September 2017, surplus places were 1% at Ysgol y Graig while there were 12% of surplus places at Ysgol Talwrn. There are 19 pupils traveling into the village of Talwrn from other catchment areas. This is not a firm position in the longer term as there would be uncertainty of the school's ability to maintain existing school numbers and this would worsen surplus places at school.

6. Some stakeholders supported the "recent statement by the Cabinet Secretary for Education on rural schools". It should be noted, however, that this is a presumption against closure, and the revised School Organisation Code does not say that rural schools should not close. Indeed, the code states that there is a priority to provide high-quality education in small and rural schools, and indeed it recognises that education is the paramount consideration. It's noted here from the information already presented in this report that whilst both schools perform well in terms of expected levels, Ysgol y Graig succeeds in attaining higher percentages to level 5 + which suggests that Ysgol y Graig manages to stretch pupils well and achieves levels which are better than Ynys Môn and Wales. In addition, Ysgol Talwrn is not on the list of rural schools published by the Welsh government as part of the consultation on the School Organisation Code. The revised School Organisation Code is not currently legally binding even though the Authority is seeking to address its contents.

#### 7. **Environment**

A concern for some stakeholders was that closing Ysgol Talwrn would lead to an increase in carbon emissions. Calculations show that even the use of 2 buses would not have a greater impact on the environment than the closure of Talwrn Primary School. This is partly because 45% of Ysgol Talwrn pupils travel to school from outside the catchment area.

#### 8. **Possible effect on the community**

The potential effect of closing Ysgol Talwrn on the community worried a number of stakeholders. Here are some of the comments received:

- Ysgol Talwrn is the foundation of a local Society and also contributes to the social and religious life of the village ".
- The School should remain open to serve the community
- The village Eisteddfod gives young people the opportunity to build confidence by performing on stage. Losing the school would lead to the end of the Eisteddfod
- The school is a central part of the life of the village. The school is ideally located for local studies. The school is the heart and backbone of the community.
- Closing the school would affect the future of the Welsh language in the local community and beyond.
- The Village Hall depends on the school  
This is the case but only because the school hall is not big enough to meet current requirements. The Cylch Meithrin is held which is independent of the school.

With regard to the allegation that 'schools are the heart of the community' and that the community would decline when a school closes, it is accepted that this is a challenge.

However, there are specific examples where a new school has created a 'wider' community. There are also examples where the community continues to thrive in villages where the school has closed. Eisteddfodau continue in villages on Anglesey where there is no school e.g. Marianglas.

## 9.2 Ysgol y Graig

### 1. **The Welsh language**

The Authority recognises that the use of the Welsh Language is a strength in the school. This is confirmed by the Language impact assessment

### 2. **Transport**

The "traffic situation at Ysgol y Graig is dangerous" said stakeholders. A traffic assessment of the roads around Ysgol y Graig was completed following the completion of Llangefni Link Road. The assessment confirmed that traffic going past Ysgol y Graig has reduced since opening the new road. For example in the morning, 114 vehicles that passed the school now use the new link road to or from Ysgol / Coleg Menai. Before building the new road, all of these 114 vehicles had to go past the school. In comparison, 29 vehicles use the new lane as a connection between the B5420 Penmynydd Road and the B5109 Talwrn Road. The opening of the new road has therefore improved the situation on the public highway in front of the school, but unfortunately parking near the school remains a problem. Therefore, if the proposal is approved, a traffic impact assessment will be conducted and will include the situation in terms of traffic around the school and parking.

3. Others said walking to Ysgol y Graig from the village of Talwrn would be dangerous. This concern is acknowledged. If the proposal is approved, a traffic impact assessment will be completed and will include the walking journey to Ysgol y Graig. If this was done before the Executive made its decision, it could be argued that the Authority had made a decision in advance. The process cannot be pre-judged but similar walking journeys in other parts of Anglesey have been considered to be dangerous which in turn meant that the Authority provided transport for the children.
4. Some parents were not eager for their small children to go on a bus to Ysgol y Graig if the proposal was realised. However, if the proposal is realised, the children would not necessarily travel by bus and could travel in a taxi. Children of 4-11 years of age already travel by bus e.g. from Llanfachraeth, Llanddeusant, Rhydwyn and Llanfairynghornwy to Ysgol Rhyd y Llan and from the villages of Penmynydd and Star to Ysgol Llanfairpwll.
5. Consideration will be given to the condition of the playing field and to repairing the wind turbine.
6. If the proposal is realised, it may be an opportunity to develop future leaders in the school e.e. manager / deputy head looking after the Foundation Phase.

### 9.3 General Comments

Comments were received that were consistent across the schools and there is a response to the most common ones below:

- There were a number of comments about the Welsh language and they questioned the potential impact of closing Ysgol Talwrn on the language. Given that 78% of Ysgol y Graig pupils speak Welsh compared to 60% at Ysgol Talwrn, it can be argued that closing Ysgol Talwrn and transferring pupils to Ysgol y Graig would strengthen Welsh.
- In addition, according to the Cylch Meithrin Ysgol Talwrn 2017 report, "almost all of the children [16 of them] were of white British origin and none of them speak Welsh as their first language." This suggests a decline in numbers the children who speak Welsh in the catchment area.
- Others said that school size was affecting the quality of Welsh. It is a priority for the Council to strengthen and safeguard the Welsh language. Any plan for a new school plan will be subject to the requirements of the language policy. In addition, it is the Council's expectation for schools that are part of the school modernisation program to continue to be community, Welsh-speaking schools. There is no evidence that smaller schools are more effective in promoting high standards in Welsh.
- The comment is presented that larger schools are less effective in creating a 'sense of family' and that there is no chance for the children to have the opportunity to represent the school. There is no evidence that this is true - there are arrangements in primary schools to ensure opportunities for all pupils to participate e.g. year teams, age specific choirs.
- It is alleged that 'schools are at the heart of the community' and that the community would decline when a school closes. It is accepted that this is a challenge but there are specific examples where a new school has created a 'wider' community. There are also examples where the community continues to thrive in villages where the school has closed.

In terms of the Authority's Language Charter, Ysgol y Graig has reached the Gold standard and Ysgol Talwrn has reached the Bronze standard.

If the proposal was implemented, in accordance with the language assessment of the proposal in question, the proposed option would have a positive effect on the Welsh language (+4).

## 10. FINANCIAL CONSIDERATIONS

The capital cost of any new school built under Band A of the Welsh Government's 21<sup>st</sup> Century Schools programme is funded through a combination of grants and borrowing. The Welsh Government provide 50% of the funding through capital grants and supported borrowing (annual debt repayment and interest costs are funded in the Revenue Support Grant). The remaining 50% has to be funded by the Local Authority through any income generated via the sale of former school sites and through unsupported borrowing where the annual cost of debt repayment and loan interest must be funded by the Council.

Building new schools is a significant capital investment and the financial assessment of the options must consider the future revenue obligations in order to ensure that the financial burden of building new schools for future generations is minimised. Building new larger schools also results in economies of scale and reduced revenue costs. The reduction in revenue costs is also an important factor in the financial assessment as the savings generated contribute towards the additional capital financing costs.

Revenue savings are generated as running one larger school is less costly in terms of building maintenance and energy, management costs are reduced (one Headteacher instead of two) and class sizes can be set to an optimum level which reduces teaching costs.

The financial appraisal considers the cost of financing the borrowing, the revenue savings generated and the additional costs of transporting pupils to the new school. In order to undertake the financial appraisal the following assumptions were made.

- Borrowing to fund the new schools would be funded over a 50 year period with the Minimum Revenue provision calculated on a 2% straight line method.
- Borrowing to fund the backlog maintenance costs would be funded over a 20 year period with the Minimum Revenue Provision calculated on a 4% straight line method.
- Interest rates were based on the current borrowing rate
- To calculate the revenue costs of the new school, the current pupil numbers, free school meals, special educational needs pupils etc were used to determine an estimated allocation for the new school.
- One off costs including the cost of appointing a Headteacher prior to the new school opening, redundancy costs, pay protection and the costs of maintaining the former sites have not been included in this financial appraisal. These will be taken into account when the detailed business plan for the agreed option is drawn up.

Maintaining the current 2 schools would not incur significant capital costs but it would require the backlog maintenance in the two schools of £369k to be addressed with a potential for further additional costs as Ysgol Talwrn gets closer to the end of its useful lives. Additional costs may be incurred in transporting children to other schools, which are outside the catchment area because of lack of capacity, particularly in Ysgol y Graig, but these are difficult to determine at this stage and have not been included in the assessment.

Building an extension to Ysgol Y Graig to replace Ysgol Talwrn would be more expensive but this additional cost would be partly offset by an increase in the Welsh Government contribution and the capital receipt generated by selling the Ysgol Talwrn site.

The results of the financial appraisal of the 2 options is shown in the Table below:

	Option 1 Do Nothing	Option 2 Extension to Ysgol Y Graig and close Ysgol Talwrn
Estimated Capital Cost	£0	£3,870,660
Backlog Maintenance Cost	£369,000	£0
<b>Total Capital Cost</b>	<b>£369,000</b>	<b>£3,870,660</b>
Welsh Government Funding	£0	(£1,935,330)
Capital Receipts	£0	(£140,000)
<b>Net Unsupported Borrowing</b>	<b>£369,000</b>	<b>£1,795,330</b>
<b>Revenue Implications</b>		
Annual MRP Charge	£18,450	£35,910
Annual Interest Costs @ 2.3%	£8,490	£41,290
Additional Transport Costs	Not calculated	£28,000
<b>Total Additional Revenue Costs</b>	<b>£26,940</b>	<b>£105,200</b>
Revenue Savings	£0	(£39,540)
<b>Net Additional Revenue Costs</b>	<b>£26,940</b>	<b>£65,660</b>

Note that the Authority's budget is shared between the schools by treating them in the same way through a formula. The school budget is determined on the basis of a complex formula that considers a number of factors in addition to the number of pupils in the school in September of that particular school year.

The location of a new building would be dependent on a search for a site and feasibility studies of those sites prior to assessing and scoring them to select a favoured option. Therefore, at the moment, the site or address of a new building is not yet known.

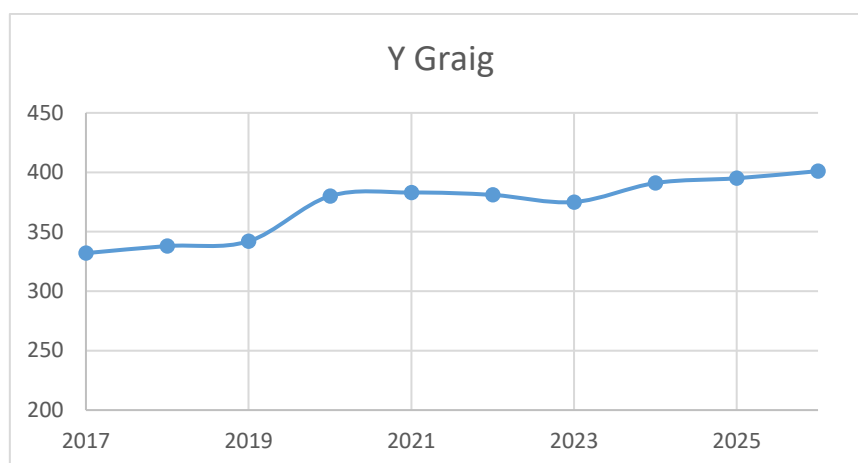
Whatever, the final configuration, the primary school will continue to be Welsh medium and will be a community school and the Local Authority will be the admission body for the school.

Walking routes and transport to any new school building will be assessed during the build period.

In terms of the walking routes to the proposed new school site, a safety assessment of these routes would need to be carried out following any decision made by the Council.

Should a new part of the primary school be built, there would be a change in travel arrangements for learners from the direction of Talwrn. Officers of the Authority would then formally decide whether to provide transport to Ysgol Y Graig, following a safety assessment of the routes.

Should the proposal be implemented and that a new primary school be built and opens in 2021, the impact on numbers would be as follows (this assumes that parents would allow their children to move to the new primary school).



## 11. ENVIRONMENTAL CONSIDERATIONS

The Authority's Executive adopted the Energy Strategy in 2017. The aim of the strategy is to reduce carbon emissions by 15% by 2022.

The information below shows the Authority's spending on fuel and electricity over the past three financial years for the schools:

Ysgol	Expenditure (on electricity and fuel)			Average (per year)		
	2014-2015	2015-2016	2016-2017	Cost	Per pupil	Per m <sup>2</sup>
<b>Y Graig</b>	£15,208	£15,362	£13,790	£14,787	£44.14	£5.87
<b>Talwrn</b>	£4,228	£4,634	£3,233	£4,032	£87.65	£13.35

It can be seen from the table that the spend per pupil and square metre (m<sup>2</sup>) is higher in Ysgol Talwrn.

The table below shows the carbon dioxide emissions from the schools over the past three financial years:

Ysgol	Tonnes CO <sub>2</sub> (electricity and fuel)			Average		
	2014-2015	2015-2016	2016-2017	(tonnes CO <sub>2</sub> )	Per pupil	Per m <sup>2</sup>
<b>Y Graig</b>	65	58	61	61	0.184	0.024
<b>Talwrn</b>	15	26	14	18	0.397	0.060

The figures show that the carbon dioxide emissions per pupil and carbon dioxide emissions per square metre (m<sup>2</sup>) are higher in Ysgol Talwrn.



## 12. CONCLUSIONS AND RECOMMENDATION

12.1 The following questions summarize the main issues presented in the previous sections and try to use that to present a recommendation for the attention of the Executive.

12.2 Attention is drawn in the report to the following key issues.

- i. Standards in both schools are similar in terms of the expected level attained (Level 4+). However, evidence over the last three years indicates that Ysgol y Graig has succeeded in ensuring that a higher percentage of pupils attain the higher levels in the core subjects. As a result, merging would not have a negative effect on standards.
- ii. Merger would make better use of the Council's resources and harmonise the cost per head.
- iii. The merger of the two schools would create the conditions for the Headteacher to have sufficient non-contact time for leadership.
- iv. Bringing the two schools together will address the backlog maintenance and provide a twenty first century resource for school users. The financial analysis shows that the backlog cost of the two schools is £369k with the possibility of further additional costs as Ysgol Talwrn is approaching the end of its useful life. However, it is acknowledged that there could be additional transport costs resulting from transporting children but it is difficult at this point to determine these and as a result they are not included in the evaluation. It is also acknowledged that an extension at Ysgol Y Graig would be more expensive than the current system, but the additional cost will be partially offset by an increase in the Welsh Government's contribution and the capital receipts generated through the sale of Ysgol Talwrn site.

12.3 In light of the above, it is recommended that the capacity of Ysgol y Graig be increased to accommodate pupils from Ysgol Talwrn, and close Ysgol Talwrn. This would be done by

- using the existing building for Key Stage 2 i.e. years 3 to 6 and adapt it;
- build a new 'Block' for the Foundation Phase, namely Nursery, Reception, Years 1 and 2.
- Consider relocation of the Flying Start provision within the Ysgol y Graig campus.

The new 'block' would continue to be part of Ysgol y Graig and would not be a separate unit.

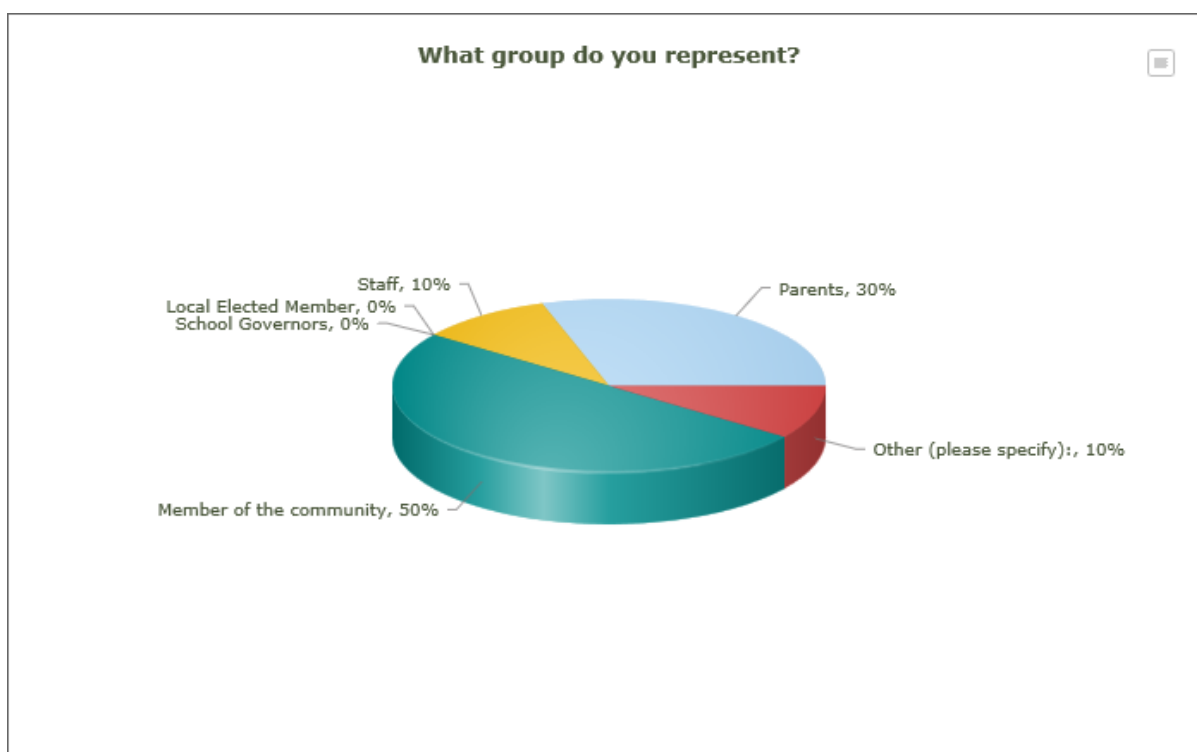
### 13. ON LINE RESPONSE

In addition to the consultation forms and feedback letters there was also an opportunity for stakeholders to contribute to an electronic survey via the Isle of Anglesey County Council website. Below is a summary of the survey.

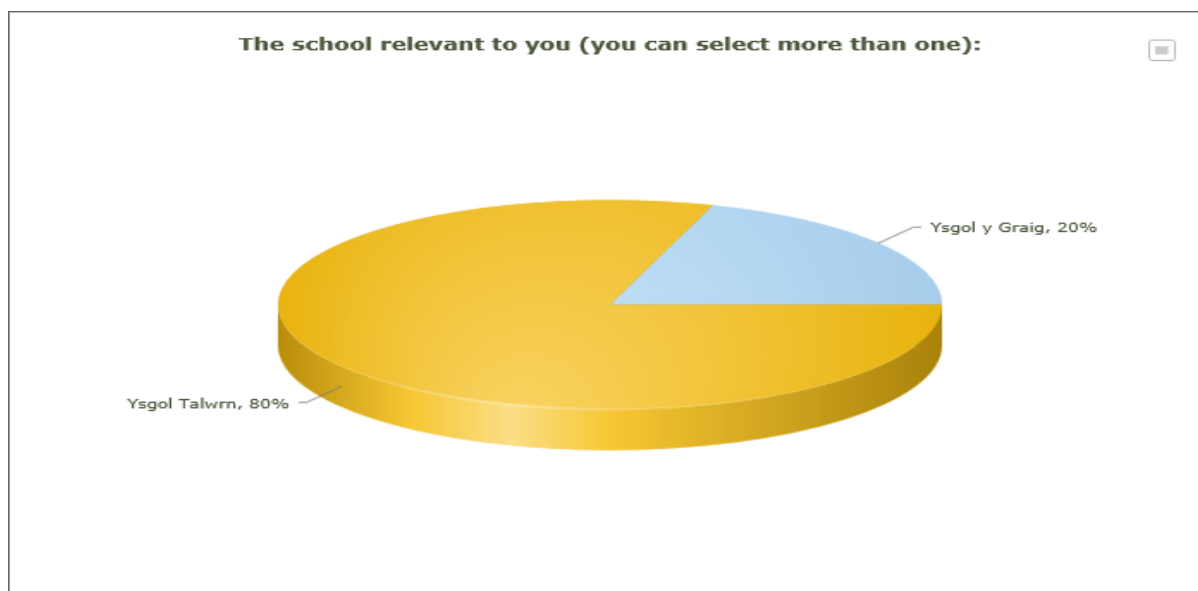
We are grateful to the 10 people who took part in the survey with representation from the three schools involved.

The Authority's response to many of the points raised in the in line survey can be seen in section 9 of this report.

**Stakeholders were asked about the group they represented, and this was the response:**



**Below is a summary of the representations from the schools under consideration, some individuals chose more than one school.**



**Stakeholders were asked if the proposal to expand Ysgol y Graig to take the pupils from Ysgol Talwrn and close Ysgol Talwrn would have a negative impact on the Welsh Language?**

Yes a negative impact	No negative impact
70%	30%

**Here is a summary of the main mitigation measures presented by the stakeholders to reduce the negative impact on the Welsh Language, if the proposal is approved.**

There would be no adverse effect on the Welsh language as a smaller number of schools would be easier to control.
It cannot. Extending capacity in one school to provide space for children from another school has a detrimental effect on their education and in turn it will affect the Welsh language.
Ysgol Talwrn is central to the Welsh community of the village. Closing the school will be a big mistake that will kill the culture of the Welsh language.
The use of the language will decrease and the size of the classes will be too large to ensure the use of the language.
Only by keeping the school open will you ensure the future of the Welsh language in the village.
You would have to invest heavily in community activities, i.e. eisteddfod.
Keep Ysgol Talwrn open

## The Isle of Anglesey County Council's response to the concerns above about the Welsh Language

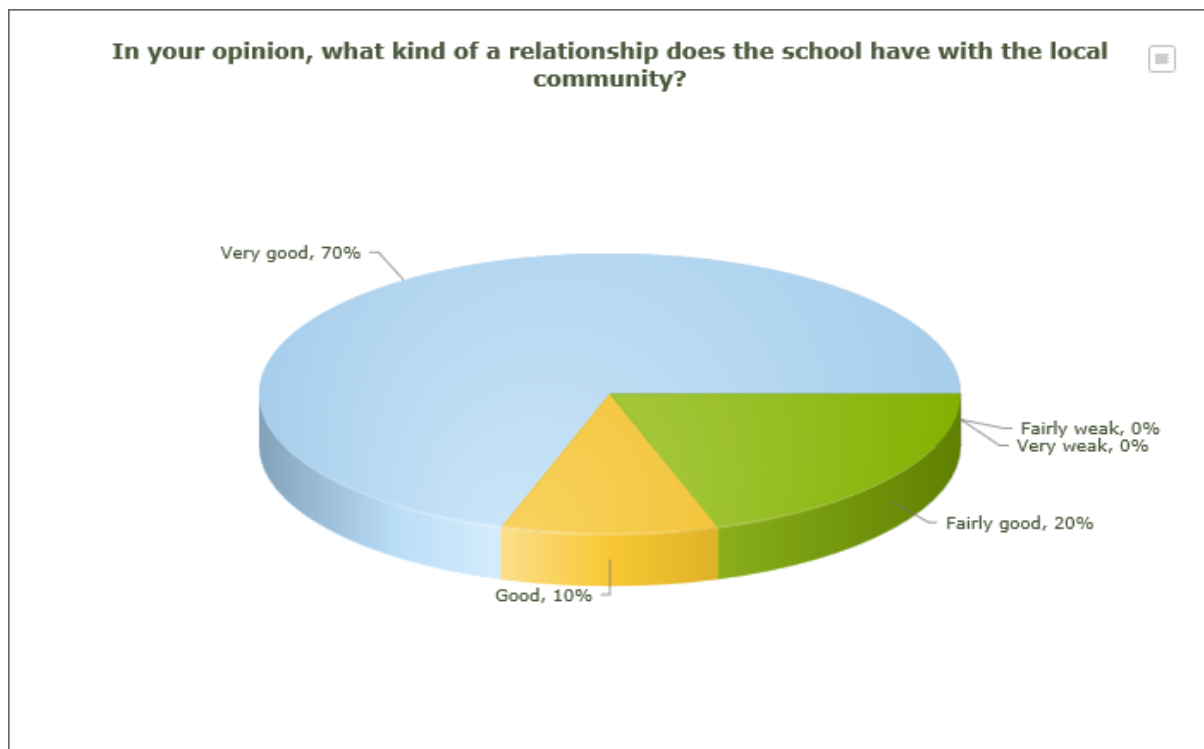
The Isle of Anglesey County Council has adopted the principle that Welsh should not be treated less favourably than English, and that residents of the island should live their lives through the medium of Welsh if they wish to do so. The expectation in relation to the Welsh language is the same for each school, which gives every pupil in the County the opportunity to have the right skills to be confident in their bilingualism. In light of this, any new school proposal submitted will be subject to the requirements of the language policy.

The Council recognises that rural schools have a key role to play in contributing to communities, the use of the Welsh language and the way of life. When considering school modernisation options the Council will take into account the balance between educational needs and the long-term needs of our communities.

It is the Council's expectation for schools that are part of the school modernisation program to continue to be community-based, Welsh-speaking schools.

It will be a priority for the Council to strengthen and safeguard the Welsh language and bilingual education.

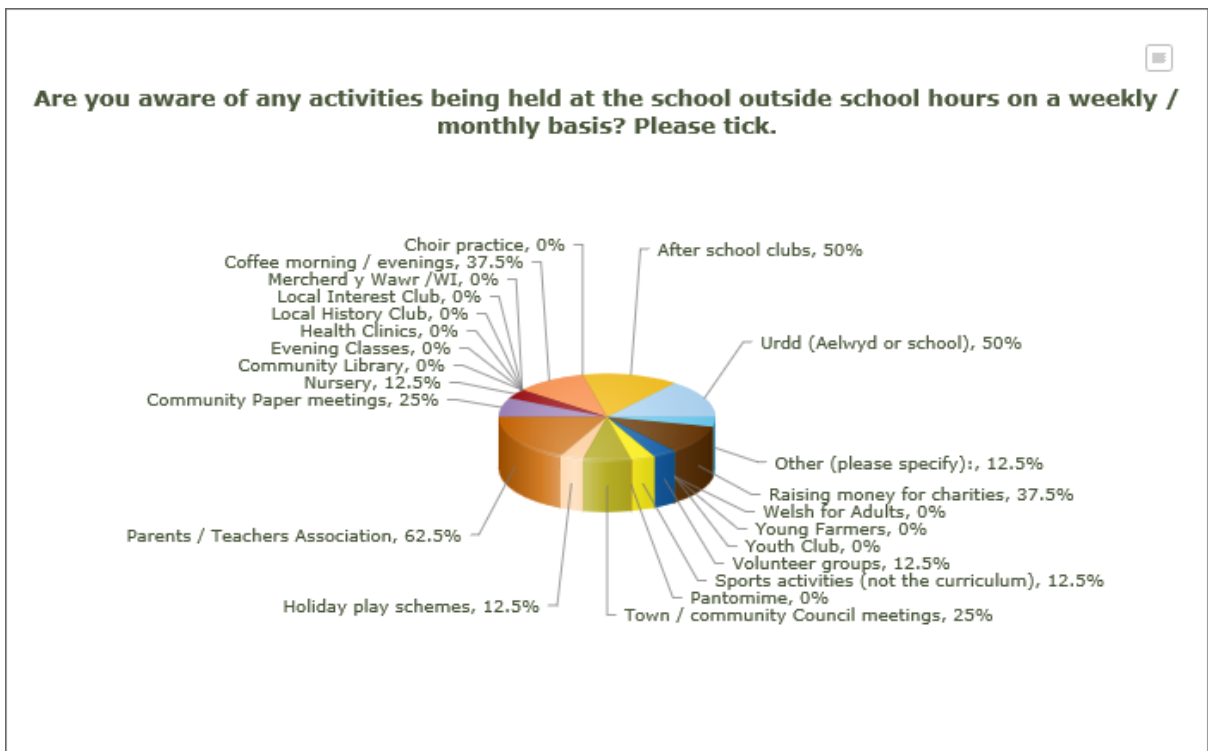
### Stakeholders were asked 'In your opinion, what relationship does the school have with the local community?'



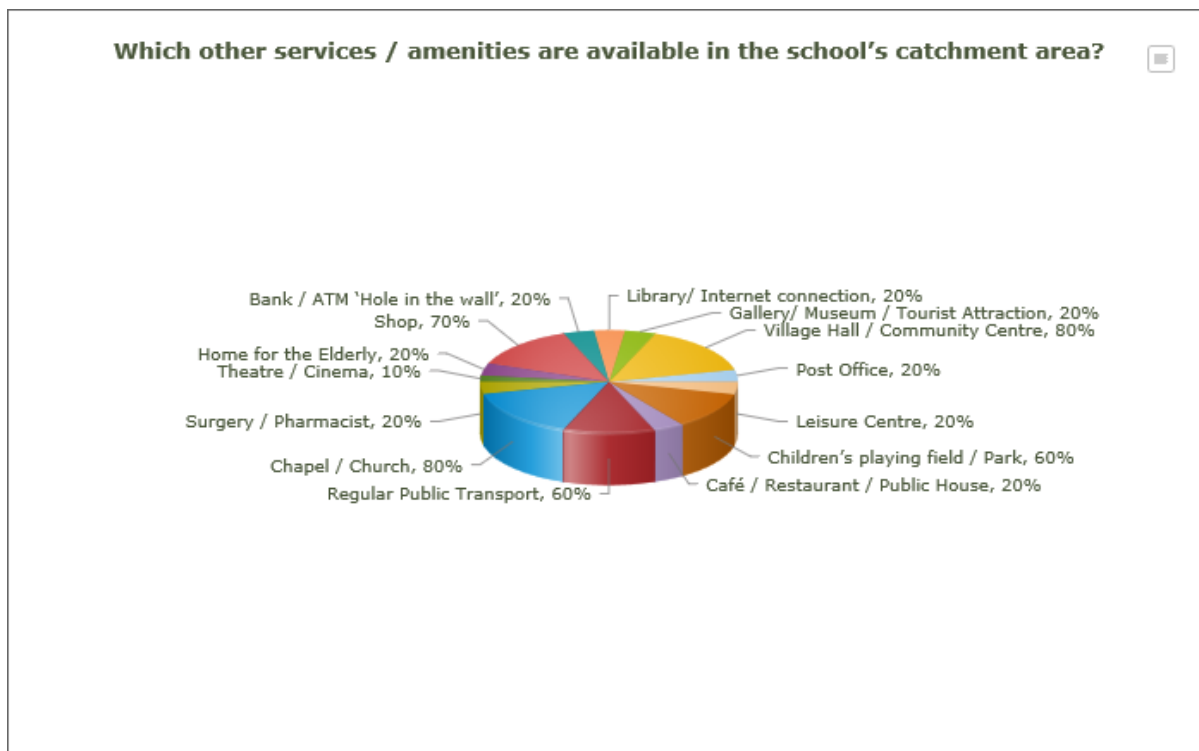
**List the members of the community who visit the school regularly to contribute and enrich the learning experiences.**

Not sure
There are many
The School is central to the number of village activities. With the School playing a key role in the success of the Talwrn Eisteddfod. The School and Teachers (present and past) are extremely supportive of the Eisteddfod that is central to the future of the Welsh language and our culture.
There are several manners of the community that visit the school. There are far more than there are from the Llangefni area regularly visiting Ysgol Y Graig
Unsure as my daughter is in the cylch meithrin at the moment and will not start school in Talwrn until next year.
The Reverend, music teacher
Many from the community visit to enrich the learning

**Are you aware of activities conducted at the school on a weekly / monthly basis, outside school hours? Please tick.**



**What facilities / other services are available within the school catchment area?**



**What sort of childcare provision is available in your school's catchment area, except your school, if you know?**

Don't know
Child minders who are independent of the meithrin in the area
None
There is no childcare provision available
Cylch meithrin in the village
Cylch Meithrin

### **In your opinion, what sort of impact will the proposal have on local families?**

Bring more local families together from different areas.
There are too many children at Ysgol Y Graig, plus as new housing are planned the classes will be bigger, traffic already an issue with cars parked all over the place!
Coleg Menai has a huge extension and the traffic from there will also be a huge issue as speeding heading towards the college already a problem!!
Talwrn will lose it's community heart and children will no longer have a name but a classy fixation as the Graig would be enormous and the children become faceless
There will be a detrimental impact with the need to travel, in turn increasing the carbon footprints
The closure of Ysgol Talwrn will be inconvenient for families as they will then have to travel to school in Llangefni.  It will have an impact on children by losing local connections.
The impact will be totally detrimental to local families with the need to travel to Ysgol Y Graig from the village. It will also have a detrimental impact upon the quality of life for those local families
I believe it will devastate local families, the school is the hub of the community. Children and parents will lose the ability to walk to school.
It will increase cost, it will have a detrimental effect on their social life, effect house prices, community spirit will be destroyed. The community shop will be negatively impacted.
Closing the school will mean fewer families with children coming to the village

### **What in your view will be the general effect on communities?**

It will bring communities together through parents talking together at the school gates.
Talwrn will lose a vital part of its community!! Plus keeping it open will be somewhere to send the over crowding from y Graig in a couple of years!!!
Talwrn will be desolate Llangefni already has 2 large schools ( primary)
An unquantifiable impact. The school is the heart of the community and is imperative for the prosperity of the community
Closing the school will destroy the community, and have an impact on community activities.

I anticipate young people like us moving out of the village so we can choose the best education for our children.
The heart of the of the community is the school. The detrimental impact cannot be underestimated
The community will suffer massively by losing the local school, it will rip the heart out of a thriving welsh village and Talwrn will lose its eistoddfod.
It will have a detrimental effect on the local community.
It would kill the community

### Any further comments

Merging Ysgol Talwrn with Ysgol Y Graig is a good idea as it provides better standard of education for local children which is more important than keeping buildings.
The school should not be closed especially where there in no capacity within another school. Increasing the capacity within another school reduces the quality of education.
As a local couple who have been educated in community primary schools locally - at Ysgol Talwrn and Ysgol Bodffordd. We appreciate the importance of education in a community-friendly school.
As a local couple who hope to have children, and hoping to send them to Ysgol Talwrn, closing the school would mean we would have to consider relocating to get the education we want for our children. Having a close community school like Talwrn is the focal point of our community, and I am concerned about the effect the closure of the school will have on the community.
I think that Children attending the Super Schools miss out so much, do not get the fair play we had as children in a community school.
We really appreciate the great education we had at Bodffordd and Talwrn, giving us the best start in life, having every opportunity offered to us.
It would be a poor decision to close this school especially as there is a need to increase capacity at Ysgol Y Graig. The need to increase capacity will lead to a detrimental impact upon the level and standard of education available at the school.
Please consider possibly merging Talwrn with another rural school and not Ysgol Y Graig. Talwrn is a fantastic school and has the support of all the parents, it is vital to keep it open.
The whole project seems a waste of money and time. We are the end users and we do not want Talwrn to close. Please listen to the pupils and parents, this is not in their best interest.

The Authority's response to many of the points raised in the in line survey can be seen in section 9 of this report.





**CYNGOR SIR YNYS MÔN  
ISLE OF ANGLESEY COUNTY COUNCIL**

**ADRAN DYSGU GYDOL OES  
LIFELONG LEARNING DEPARTMENT**

**A PLAN FOR THE MODERNISATION OF PRIMARY SCHOOLS  
IN THE LLANGEFNI AREA**

**IMPACT ASSESSMENTS**

April 2018

<b>Date of the assessment</b>	Version 1 – April 2018 This is a working document.
<b>The Officer responsible for the Assessment</b>	Arwyn Williams
<b>Date of Review</b>	July 2018 (following the statutory consultation period).

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## 1. INTRODUCTION

The Isle of Anglesey County Council is conducting a statutory consultation on the future of the primary schools' provision in the Llangefni area. The primary schools under consideration are Ysgol y Graig and Ysgol Talwrn.

The Welsh Government's Schools Organisation Code (2013) requires that Local Authorities, when consulting on proposals that affect our schools, conduct impact assessments on the community, equality and the Welsh language, focusing on the effect on every school that forms part of the proposal for change and everyone else that is likely to be affected by the proposal.

The Isle of Anglesey County Council has a regional policy for engaging with citizens (Isle of Anglesey County Council et al., 2016). The policy is based on the national principles on engaging with the public in Wales. The school modernisation's consultation process included consultation meetings with various groups, uploading the document on the Isle of Anglesey County Council's website and providing an opportunity for the stakeholders to submit their comments to the Learning department. Specific groups were also contacted according to the list from the Schools Organisation Code (2013).

On 26<sup>th</sup> March 2018 a report on the statutory consultation of Ysgol y Graig and Ysgol Talwrn was submitted to the Executive. It was resolved that a decision with regard to the modernisation of school in relation to Ysgol y Graig and Ysgol Talwrn be deferred until a new statutory consultation process is completed.

The proposal under consideration is:

- Extending Ysgol y Graig to take pupils from Ysgol Talwrn, and close Ysgol Talwrn

Officers from the Learning department will undertake a statutory consultation between 1<sup>st</sup> May and 11<sup>th</sup> June 2018, and a separate consultation process will be undertaken with the pupils from the schools, during the same period.

## 2. Well-being of Future Generations Act

In order to realise the Schools Modernisation Programme and taking into account the Well-being of Future Generations Act (2015) we will focus on creating more resilient communities, communicating with our communities, establishing a local partnership, and including our communities in the long-term planning. By following such a process, we aim to enable providers and communities to develop services based on need, to encourage the sharing of resources and lead to more efficient expenditure in the long term.

The Well-being of Future Generations Act (2015) is about improving the social, economic, environmental and cultural well-being of Wales. The Isle of Anglesey County Council is working towards achieving the objectives of the Well-being of Future Generations Act (2015). A Well-being Plan has been published in draft form, led by the Gwynedd and Anglesey Joint Public Services Board. The consultation and engagement arrangements for schools' modernisation will be designed to meet the needs of the assessment.

The table below outlines how it is anticipated the project for primary schools in Llangefni will contribute to the 7 Well-being goals.

7 well-being goals	How the proposal for Llangefni will contribute to the 7 well-being goals
Prosperous	The project will ensure that buildings are fit for purpose and will ensure that every pupil's capacity and potential to succeed is realised.
Equal	The Authority is committed to maximizing the value of every pound the Local Authority spends, and this can be realized through the use of community benefits (i.e. local work and training opportunities). The Authority will incorporate community benefits into all projects, including the Llangefni project.

	<p>It is also a responsibility under the Equality Act 2010 for schools to promote equal opportunities and to avoid discrimination.</p>
Resilient	<p>The Isle of Anglesey County Council has a policy that was established jointly with the other counties in North Wales for engaging with stakeholders. The policy is based on the national principles for public engagement.</p> <p>We are currently undertaking a process of statutory consultation in order to address concerns and ascertaining views. Following the consultation, a stakeholder group will be established in order to maintain the joint-working between the Authority and the stakeholders.</p> <p>There will also be a separate opportunity for children to contribute to the decision-making process, and contribute through the life span of the project.</p> <p>In addition, a Governing Body will be established and will contribute towards the development of the project.</p> <p>The School Modernisation programme will work with communities in order to contribute towards the Place Shaping strategy, and will</p>

	<p>promote the principle of 'local ownership' in community development.</p>
Healthier	<p>The Community Assessment which is a part of this assessment confirms that the existing schools in the Llangefni area operate as community schools.</p> <p>Furthermore, schools that will be renovated / built as a result of the schools modernisation programme will be used as community hubs that promote healthier communities.</p> <p>The schools that will be renovated / built as a result of the schools modernisation programme will meet Health and Safety and Welfare standards.</p>
Cohesive communities	<p>As part of the non-statutory consultation process the stakeholders have had an opportunity to voice their opinions and offer comments. The statutory consultation that is underway presents a further opportunity to express opinions and question officers further on the proposals. More partnership working is anticipated in order to improve outcomes in relation to well-being, health and achieving potential.</p> <p>The school will contribute towards the area's community infrastructure.</p>

<p>A vibrant culture and thriving Welsh language</p>	<p>The Welsh language Impact Assessment is attached. The two schools in the Llangefni area are Welsh-medium schools.</p> <p>The schools that are part of the proposal will continue with the aim of strengthening the use of the Welsh language in the school, and will try to increase the use of the Welsh language socially.</p>
<p>A globally responsible Wales</p>	<p>To date the school modernisation programme and the related projects are aligned with corporate, local and national strategies. The programme has worked closely with the Welsh Government, stakeholders and partners to ensure that the projects are being supported and that the strategic direction is understood.</p> <p>Building new schools will introduce significant improvements in energy efficiency.</p>



### 3. Equality Impact Assessment

When a proposal is put forward to change current arrangements, according to the Equality Act 2010, public bodies are required to assess the impact of 'policies and practices'. This means that the Authority must consider relevant evidence in order to understand the likely or actual effects of its policies and practices on protected groups and give 'appropriate consideration' to these assessment results. This includes:

- ensuring that the policy or practice does not discriminate illegally
- identifying any harmful impacts on the protected groups
- considering how the policy or practice promotes better equal opportunity
- consider whether the policy impacts on connections between different groups

Assessments must be completed when a policy or practice is proposed or reviewed. This includes business planning, efficiency savings and staff reorganisation. An authority must publish a report when an assessment concludes that there will be a significant impact on equality.

The Equality Act 2010 places a general duty on the Council, in support of its work, to consider the need to:

- eliminate illegal discrimination, harassment or victimisation and other conduct that is prohibited by the Act
- promote equal opportunities between people who share a relevant protected characteristic and those who do not
- foster a good relationship between people who share a relevant protected characteristic and those who do not.

Equality considerations will be taken into account in forming the business cases for schools' modernisation and during the project development process. The equality impact assessment document will be updated regularly to ensure that everyone is given fair consideration.

Under the act, particular focus must be placed on eliminating discrimination and promoting equality in respect of race, disability, gender, age, sexual orientation, pregnancy and maternity, religion or belief.

The Data and Evidence collected for the purpose of the assessments below was based on the Pupil Level Annual School Census, January 2018. Questionnaires were also sent to the three schools, in order to find out specific information about the language and about community activities.

### 3.a The Impact Assessment

In undertaking this Equality Impact Assessment, the Authority has taken into consideration the negative and positive impact of the proposal.

Equality Impact Criteria	Impact Negative/ Neutral/ Positive	What is the impact and what is the evidence?	Observations				
Age	Positive and Negative	<p>The PLASC January 2018 noted that there are 369 pupils attending the two schools, namely:</p> <table border="1" data-bbox="768 922 1424 1058"> <tr> <td>Ysgol y Graig</td> <td>326</td> </tr> <tr> <td>Ysgol Henblas</td> <td>43</td> </tr> </table> <p>Pupils of every age will be affected by the change, as they are part of the change process.</p>	Ysgol y Graig	326	Ysgol Henblas	43	<p>The Local Authority has a statutory duty to provide full-time education to children and young people aged 5-16. The Authority will ensure the best education for the Llangefni area, and will continue to support schools in improving educational standards, and ensuring a broad and balanced curriculum for every age group</p> <p>The statutory consultation will be held with representation from amongst the children of the two schools concerned. They will have</p>
Ysgol y Graig	326						
Ysgol Henblas	43						

			<p>an opportunity to have input into the modernisation plan for their area.</p> <p>If the decision to close the school is approved, there will be an opportunity for the pupils who will be transferring to other schools to participate in merger activities, which will be arranged jointly.</p>																			
Disability	Neutral	<p>The PLASC January 2018 confirms that less than 7 children between the three schools have a statement of SEN.</p> <p>This is the current situation in the 2 schools in relation to compliance with the Equality Act 2010.</p> <table border="1"> <thead> <tr> <th>School</th> <th>Ramp?</th> <th>Accessible toilets</th> <th>2 floors?</th> <th>Lift</th> </tr> </thead> <tbody> <tr> <td>Graig</td> <td>Yes</td> <td>Yes</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Talwrn</td> <td>Level access to the building, however this doesn't apply to all the</td> <td>Yes, however the rooms are limited with reference to space in general.</td> <td>N/A</td> <td>N/A</td> </tr> </tbody> </table>	School	Ramp?	Accessible toilets	2 floors?	Lift	Graig	Yes	Yes	N/A	N/A	Talwrn	Level access to the building, however this doesn't apply to all the	Yes, however the rooms are limited with reference to space in general.	N/A	N/A	<p>The pupils who have additional learning needs will continue to receive the additional support to respond to their individual educational needs.</p> <p>The Authority will provide appropriate assistance and support for the pupils' additional learning needs.</p> <p>Individual needs will be assessed at the time of transferring to any school.</p> <p>Adaptations to a school will comply with the Equality Act 2010 and will ensure that pupils and parents who are disabled have full access to the school, the curriculum and information without restriction or without having to rely on others for assistance. There will also be a disabled toilet and a changing room/bathroom which will allow</p>				
School	Ramp?	Accessible toilets	2 floors?	Lift																		
Graig	Yes	Yes	N/A	N/A																		
Talwrn	Level access to the building, however this doesn't apply to all the	Yes, however the rooms are limited with reference to space in general.	N/A	N/A																		

		<table border="1"> <tr> <td></td> <td>entrance doors.</td> <td></td> <td></td> <td></td> </tr> </table>		entrance doors.				disabled pupils to participate fully in activities, and will promote independence in respect of self-assistance and hygiene skills.				
	entrance doors.											
Gender	Positive	<table border="1"> <thead> <tr> <th>Gender</th> <th>Y Graig</th> <th>Talwrn</th> </tr> </thead> <tbody> <tr> <td>Male</td> <td>51.5% (168)</td> <td>37% (16)</td> </tr> <tr> <td>Female</td> <td>48.5% (158)</td> <td>63% (27)</td> </tr> </tbody> </table> <p>PLASC January 2018</p>	Gender	Y Graig	Talwrn	Male	51.5% (168)	37% (16)	Female	48.5% (158)	63% (27)	<p>A greater number of pupils will improve the balance in terms pupils and year groups</p> <p>All the pupils' performance is assessed and monitored, to include specific groups such as male and females, free school meals and the more able and talented. Plans are implemented to reduce the difference in performance between males and females and the other identified groups</p>
Gender	Y Graig	Talwrn										
Male	51.5% (168)	37% (16)										
Female	48.5% (158)	63% (27)										
Ethnicity	Positive	<p>The PLASC January 2018 confirms the following data. The PLASC doesn't include total pupils on the register in this case:</p> <table border="1"> <tr> <td>Ysgol y Graig</td> </tr> <tr> <td>White British 92% (264)</td> </tr> <tr> <td>Ysgol Talwrn</td> </tr> </table>	Ysgol y Graig	White British 92% (264)	Ysgol Talwrn	<p>If pupils from other ethnic backgrounds attend the schools, they will not be treated differently based on their ethnic origin. Should there be members of staff from other ethnic backgrounds in the new school, they will not be treated differently based on their ethnic origin.</p>						
Ysgol y Graig												
White British 92% (264)												
Ysgol Talwrn												

		White British 82% (33)	
Religion or belief	Neutral / Positive	The PLASC January 2018 does not retain data on this aspect.	<p>The proposal can provide the opportunity to improve the pupils' understanding of different religions or beliefs as a result of an increase in the pupil numbers.</p> <p>It is a parental choice to share information about their child's religion or belief with the school.</p> <p>If issues arise, they will be dealt with sensitively.</p>
Sexual orientation	Neutral	The PLASC January 2018 does not retain data on this aspect.	<p>The Isle of Anglesey County Council has a Sexual Orientation Policy which states that discrimination because of sexual orientation is illegal. There is no evidence that discrimination based on sexual orientation has occurred with the school staff.</p> <p>It is a parental choice to share information about their child's sexual orientation with the school, full regard is given to the appropriate guidance and advice.</p> <p>If issues arise, they will be dealt with sensitively.</p>
The Welsh Language	Positive and Neutral	PLASC January 2018 show that the following % speak Welsh fluently at home.	The language category of the schools will not change.

		Ysgol y Graig 78% (293) Ysgol Talwrn 60% (26)	The Authority's expectation is for the schools to continue being Welsh language community schools.  It will be a priority for the Authority to strengthen and safeguard the Welsh language and bilingual education.
Pregnancy and Maternity	Neutral	Not applicable to the pupils of the school.	
Sex Change	Neutral	The PLASC January 2018 does not retain data on this aspect	The Isle of Anglesey County Council has a Sexual Equality plan which states that it is illegal to discriminate based on sex change. There is no evidence that discrimination based on sex change has occurred with the school staff.  If issues arise, they will be dealt with sensitively.
Other Socio-economic.  Small and Rural Schools		Socio-economic and rural factors were taken into consideration in the 'Community Impact Assessment' that was prepared for the Llangefni area.  The thematic report by Estyn, "Small Primary School in Wales (2006)" notes that there is no real difference between education standards in small and large schools, but that "it can be more difficult	The Authority acknowledges that rural schools have a key role to play in

Number of children who are eligible for free school meals	Positive	<p>for teachers in smaller schools to match the work to pupils' needs, since pupils in a class can vary greatly in terms of age and development stages". This is relevant to smaller schools. Resilience in terms of staffing has improved in the larger schools.</p> <table border="1" data-bbox="763 520 1140 655"> <thead> <tr> <th data-bbox="763 520 954 587">Y Graig</th> <th data-bbox="954 520 1140 587">Talwrn</th> </tr> </thead> <tbody> <tr> <td data-bbox="763 587 954 655">23.62%</td> <td data-bbox="954 587 1140 655">14%</td> </tr> </tbody> </table> <p>PLASC 2018</p>	Y Graig	Talwrn	23.62%	14%	<p>contributing towards the community, the use of the Welsh Language and lifestyle.</p> <p>In considering its options for school modernisation, the Authority will consider the balance between educational needs and the long term needs of our communities, by the means of collaborative working.</p> <p>The proposal could be positive by providing increased opportunities for groups of pupils to take advantage of the resources and provision for them.</p>
Y Graig	Talwrn						
23.62%	14%						

According to the above assessment the proposed option will have a positive impact (+6)<sup>11</sup>.

<sup>11</sup> 1. The impact on each heading is determined as 'Negative, 'Neutral' or 'Positive'.  
 2. This would contribute to the overall Choice Evaluation with 'Negative' scoring -1, 'Neutral' scoring 0 and 'Positive' scoring 1.

#### **4. Language Impact Assessment**

The Isle of Anglesey County Council has adopted the principle that the Welsh language should be treated no less favourably than the English language, and that the residents of the island should be able to live their lives through the medium of Welsh if they so wish. The same expectation applies in respect of the Welsh language for each of the schools, which provide an opportunity for every pupil in the County to gain the appropriate skills to be confident bilingually. In light of this, any new scheme that is introduced – such as projects deriving from the 21<sup>st</sup> Century Schools programme, will be subject to the requirements of the language policy.

Anglesey remains one of the strongholds of the Welsh language in Wales. The 2011 Census shows that 57% of the population are able to speak Welsh.

The Language Policy of Anglesey County Council's Lifelong Learning Department is subject to the following aim and objectives.

**Aim:**

That all pupils who go through Anglesey education system are fully bilingual by the end of their educational career and are confident to communicate in both languages equally in the world of work, culturally and socially.

**General Objective:**

1. Developing the capacity of all pupils and students in the County to be confident bilingually to enable them to become full members of the bilingual society of which they are a part.



2. Increase the social use of the language amongst the educational workforce and young children who attend educational institutions within the authority and also as a medium of learning.

3. All the County's educational institutions reflect and reinforce the language policy in their administration, their social life and their pastoral support as well as in their curricular provision.

### **Specific Objectives:**

1. **Early years:** Ensure a purposeful and efficient provision and organisation, by including immersion, is given to all children whatever their linguistic background to ensure a solid foundation in the language to enable it to achieve the goal of bilingualism fully as soon as possible.

2. **Foundation phase:** building on the foundations laid in the early years by continuing to develop pupils ' grasp of the language, and the commencement of the process to develop their English skills by the end of the period.

3. **Key stage 2:** • continue to develop children's skills in the Welsh and English languages paying attention to developing their language skills in both languages by ensuring-through purposeful planning-equal level of bilingualism by the end of the period;

• for pupils who are Welsh learners in KS2, ensure that they are learning the language as soon as possible through the primary language Centres

4. **Key stage 3:** • ensure that all pupils who have followed Welsh first language track in the primary sector continues to follow Welsh first language and English to ensure continuity and progression in both languages;

• increase the use of the Welsh language as a teaching medium and the number of subjects taught through the medium of Welsh

- that appropriate and purposeful intervention for those pupils who do not reach level 3 + at the end of KS2 so that they continue to develop their language skills;
- for pupils who are Welsh learners in KS3, ensure that they are learning the language as soon as possible through the appropriate provision in KS3.

**5. Key stage 4:** • ensure that all pupils who have followed Welsh first language track in the primary sector continues to follow a first language Welsh and English to ensure proper continuity and progression in both languages;

- ensure that all pupils study Welsh and English as a subject up to the end of the yr11 and take an exam in a recognised qualification in two languages at the end of KS4;
- increase the use of the Welsh language as a teaching medium and the number of subjects taught through the medium of Welsh
- for pupils who are Welsh learners in KS4 ensure they receive a foundation in the language through the appropriate provision by the end of the period.

**6. Key stage 5:** • ensuring that opportunities are available for students to study subjects through the medium of Welsh.

- ensuring that post-16 students have the knowledge and understanding of the Welsh cultural, economic, environmental, historical and linguistic language characteristics through comprehensive language awareness programmes and enriching the Welsh Curriculum Cymreig by all the Authority's schools, as they develop into confident bilingual citizens to enable them to become full members of the bilingual society of which they are a part.

**7.Special education:** in the case of pupils with severe learning difficulties a headteacher may, after consultating with the lifelong learning department, use their discretion , to give individual consideration to each case, while ensuring that pupils have the necessary linguistic skills to cope as adults within their communities.

#### **4.a Using the Welsh Language in the Schools**

Questionnaires were sent to the Head teachers of the 2 schools concerned to enquire about the situation in their schools.

	Ysgol y Graig	Ysgol Talwrn
Language status of the existing schools	Welsh	Welsh

Language Criteria	Observations	Impact	Mitigation Measures				
Demography (the Language of the home)	<p>Fluent Welsh speakers at home</p> <table border="1"> <tr> <td>Ysgol y Graig</td> <td>78% (293)</td> </tr> <tr> <td>Talwrn</td> <td>60% (26)</td> </tr> </table>	Ysgol y Graig	78% (293)	Talwrn	60% (26)	Positive	The proposal will give the opportunity for pupils to improve their bilingual skills by socialising with a larger percentage of pupils who speak Welsh fluently at school.
Ysgol y Graig	78% (293)						
Talwrn	60% (26)						
Linguistic status of the existing schools	<p>Y Graig – Welsh</p> <p>Talwrn - Welsh</p> <p><b>Welsh Language Charter status</b></p>	Neutral	As the pupils at both schools are educated in Welsh mainly, whatever will happen, there will be no change in this respect. However, developing completely bilingual pupils				

	<p>Y Graig – Working towards a gold status</p> <p>Talwrn - Bronze</p>	<p>should be a permanent and significant focus in a School Development Plan.</p> <ol style="list-style-type: none"> <li>1. Class arrangement can target the development of the specific language needs of the cohort.</li> <li>2. By tracking pupils, their progress in developing bilingualism will be considered.</li> <li>3. The Head teacher's report to the governors will include the percentages of pupils in each language cohort.</li> <li>4. Progress at end of Key Stages</li> <li>5. Progress with reference to the Language Charter</li> </ol> <p>The Authority expects the school to continue to be</p>
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			<p>Welsh Language community schools.</p> <p>An integral part of the charter's procedures is to engage with parents, Governors and the local community. The success of the language charter and its objectives is dependent on the co-operation of all stakeholders.</p> <p>It will be a priority for the Authority to strengthen and safeguard the Welsh language and bilingual education.</p>
<p>The use of Welsh in the community</p>	<p>According to the 2011 Census 57% of the people of Anglesey speak Welsh. The percentage has decreased over the past decades – 62% of the people of Anglesey could speak Welsh in 1981. The areas of Aethwy and Seiriol have seen a 2% increase over the past 30 years (Anglesey Well-being Assessment 2017)</p>	<p>Positive</p>	<p>Need to promote the use of the Welsh language (Anglesey Well-being Assessment 2017).</p> <p>The Schools Modernisation Programme will be aware of the Gwynedd and Môn Public Services Board's achievements in the promoting of the use of Welsh in the community</p>

			and will consider how it can collaborate to promote the use of the Welsh language, and contribute towards the Welsh Government's target of a million Welsh speakers by 2050.																												
Education provision/ teacher assessment at the end of Foundation Phase (7years) and and Key Stage 2 (11years)	<p>% of pupils achieving FP Outcome 5 or above in Language, Literacy and Communication Skills in Welsh</p> <table border="1"> <thead> <tr> <th>Ysgol</th> <th>2015</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Talwrn</td> <td>83.33</td> <td>80</td> <td>100</td> </tr> <tr> <td>Pupils Achieving</td> <td>5</td> <td>8</td> <td>4</td> </tr> <tr> <td>Cohort</td> <td>6</td> <td>10</td> <td>4</td> </tr> <tr> <td>Y Graig</td> <td>96.23</td> <td>84.3</td> <td>91.3</td> </tr> <tr> <td>Pupils Achieving</td> <td>51</td> <td>43</td> <td>42</td> </tr> <tr> <td>Cohort</td> <td>53</td> <td>51</td> <td>46</td> </tr> </tbody> </table>	Ysgol	2015	2016	2017	Talwrn	83.33	80	100	Pupils Achieving	5	8	4	Cohort	6	10	4	Y Graig	96.23	84.3	91.3	Pupils Achieving	51	43	42	Cohort	53	51	46	Neutral	<p>Since all the pupils in the two schools receive their teacher assessment in Welsh at the end of the Foundation Phase and Key Stage 2, whatever will happen, there will be no change in this respect.</p> <p>Reports are provided to parents on pupils' performance, providing observations on literacy, reading and writing as well as their progress towards being completely bilingual.</p>
Ysgol	2015	2016	2017																												
Talwrn	83.33	80	100																												
Pupils Achieving	5	8	4																												
Cohort	6	10	4																												
Y Graig	96.23	84.3	91.3																												
Pupils Achieving	51	43	42																												
Cohort	53	51	46																												

Percentage of pupils achieving level 4 or above in English				
Ysgol	2015	2016	2017	
Talwrn	80	85.71	100	
Pupils Achieving	4	6	9	
Cohort	5	7	9	
Y Graig	92.86	84.44	92.68	
Pupils Achieving	39	38	38	
Cohort	42	45	41	
Percentage of pupils achieving level 4 or above in Welsh as First Language				
Ysgol	2015	2016	2017	
Talwrn	80	85.71	100	
Pupils Achieving	4	6	9	
Cohort	5	7	9	
Y Graig	88.1	82.22	90.24	

	<p>Pupils Achieving            37       37       37</p> <p>Cohort                            42       45       41</p> <p>Source: All Wales Core Data Sets</p>									
<p>The language medium of pupils on the yard, in the breakfast club and after-school clubs</p>	<table border="1"> <tr> <td data-bbox="528 663 770 699">Graig</td> <td data-bbox="779 663 1021 699">Talwrn</td> </tr> <tr> <td data-bbox="528 705 770 740">50% English</td> <td data-bbox="779 705 1021 740">Welsh</td> </tr> <tr> <td data-bbox="528 746 770 782">50% Welsh</td> <td></td> </tr> </table>		Graig	Talwrn	50% English	Welsh	50% Welsh		<p>Neutral / Positive</p>	<p>The schools that are included in the proposal will continue to promote and encourage the use of the Welsh language and the Charter's procedures, communication tendencies and promoting the informal use of the pupil's language.</p> <p>The use of Welsh mainly in Clubs and during school break times, will continue to have a positive impact on the Welsh language.</p>
Graig	Talwrn									
50% English	Welsh									
50% Welsh										



The school's involvement in Welsh-medium activities	<table border="1"> <thead> <tr> <th>Graig</th> <th>Talwrn</th> </tr> </thead> <tbody> <tr> <td>Urdd- Visit their camps, participate in sporting events, Arts and Craft. Eisteddfod Marianglas.</td> <td>Urdd Eisteddfod y Talwrn</td> </tr> </tbody> </table>	Graig	Talwrn	Urdd- Visit their camps, participate in sporting events, Arts and Craft. Eisteddfod Marianglas.	Urdd Eisteddfod y Talwrn	Positive	<p>Both of the existing schools take part in Welsh-medium activities.</p> <p>The proposal will enable the children to socialise with a larger percentage of children who speak Welsh fluently at school.</p>
Graig	Talwrn						
Urdd- Visit their camps, participate in sporting events, Arts and Craft. Eisteddfod Marianglas.	Urdd Eisteddfod y Talwrn						
Use of the school by the area for learning Welsh	<table border="1"> <thead> <tr> <th>Graig</th> <th>Talwrn</th> </tr> </thead> <tbody> <tr> <td>None</td> <td>Promote the Language with non Welsh parents i.e. Menter Môn has a stall in parents evenings, share information about events through the school, presentation to new parents about bilingualism.</td> </tr> </tbody> </table>	Graig	Talwrn	None	Promote the Language with non Welsh parents i.e. Menter Môn has a stall in parents evenings, share information about events through the school, presentation to new parents about bilingualism.	Neutral	The new school will continue to be used for offering the provision of Welsh lessons.
Graig	Talwrn						
None	Promote the Language with non Welsh parents i.e. Menter Môn has a stall in parents evenings, share information about events through the school, presentation to new parents about bilingualism.						

		Member of staff at the breakfast club (learner) Attending lessons and practicing reading Welsh with the children						
The ability of teaching staff to teach through the medium of Welsh	<table border="1"> <tr> <th>Graig</th> <th>Talwrn</th> </tr> <tr> <td>All members of staff are fluent and confident. 100%</td> <td>All members of teaching staff, teach through the medium of Welsh. 100%</td> </tr> </table>	Graig	Talwrn	All members of staff are fluent and confident. 100%	All members of teaching staff, teach through the medium of Welsh. 100%		Neutral	The two schools provides education through the medium of Welsh, and there will be no change in the linguistic status
Graig	Talwrn							
All members of staff are fluent and confident. 100%	All members of teaching staff, teach through the medium of Welsh. 100%							
The ability of support staff to assist through the medium of Welsh	<table border="1"> <tr> <th>Graig</th> <th>Talwrn</th> </tr> <tr> <td>All members of staff are fluent and confident 100%</td> <td>All members of the support staff, support through the medium of Welsh. 100%</td> </tr> </table>	Graig	Talwrn	All members of staff are fluent and confident 100%	All members of the support staff, support through the medium of Welsh. 100%		Neutral	The two schools provides education through the medium of Welsh, and there will be no change in the linguistic status
Graig	Talwrn							
All members of staff are fluent and confident 100%	All members of the support staff, support through the medium of Welsh. 100%							

The percentage of governors who are Welsh speakers	Graig	Talwrn		Neutral	The language composition of the group will depend on the election process of the Governing Body in the future. However, the Governing Body will support the aim and objectives of The Authority's Language policy.
	All members are fluent and confident 100%	100%			
The language that is used mostly during meetings  Governors, PTA and Staff	Graig	Talwrn		Neutral	The meetings will support the aim and objectives of The Authority's Language policy.
	Welsh	Welsh			

The above assessment confirms that the proposed option could have a positive impact on the Welsh language (+4).<sup>2</sup>

- <sup>2</sup> The impact on each heading is determined as 'Negative', 'Neutral' or 'Positive'.
- This would contribute to the overall Choice Evaluation with 'Negative' scoring -1, 'Neutral' scoring 0 and 'Positive' scoring 1.

## **5. Community Impact Assessment**

This assessment considers the possible effect of the proposal on families and the local community.

### **Methodology**

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As an authority, we will carefully consider the impact of the proposal on the community of each school. We will ask Headteachers of the 2 schools about the relationship between the school and the community and the activities undertaken at the school. As aforementioned, this is a working document and there will be an opportunity for stakeholders to contribute to the impact assessment. Further details provided below.

### **Community Schools**

The Local Authority supports schools in developing community links that provide opportunities to enrich experiences for everyone. There is a need to develop opportunities to improve and expand the curriculum within the school circle and beyond as this is useful for both pupils and local residents. In considering the choices for school structures in the future the Authority will balance educational needs with community development, investment and support needs.

### **Local schools (catchment areas)**

The Primary School Modernation programme supports the Authority's policy of noting local schools for areas. Each school has a defined 'catchment area'. Catchment areas are mapped and they need to be reviewed occasionally. A catchment includes several square miles in a rural area and it can include one or more villages and the areas around them. In urban areas with two or more schools, the catchment will be a collection of streets.

### **Rural schools**

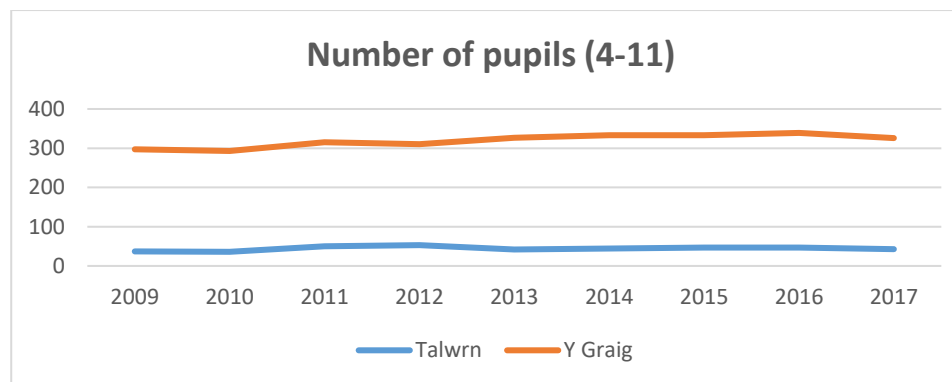
The Authority acknowledges the key part that schools play in rural areas in maintaining the local culture, language and way of life. In considering school structure choices in future in rural areas, the Authority will balance educational needs with local development, investment and support needs.

## **5.a Pupil numbers**

<b>School</b>	<b>Graig</b>	<b>Talwrn</b>
<b>Age range</b>	3 – 11	4 - 11
<b>Capacity excluding nursery provision</b>	330	49
<b>Number in the Nursery – January 2018</b>	52	7
<b>Numbers on the register – January 2018 (4-11)</b>	326	43
<b>Surplus places</b>	4 (1%)	6 (12%)
<b>Pupils from outside the catchment area (September 2017)</b>	12%	45%

\* Nursery numbers on the Playgroups' register.

The table below shows the number of pupils (aged 4-11) in the two schools over the last 6 years in January of each year. Nursery pupils are not included in primary school projections:

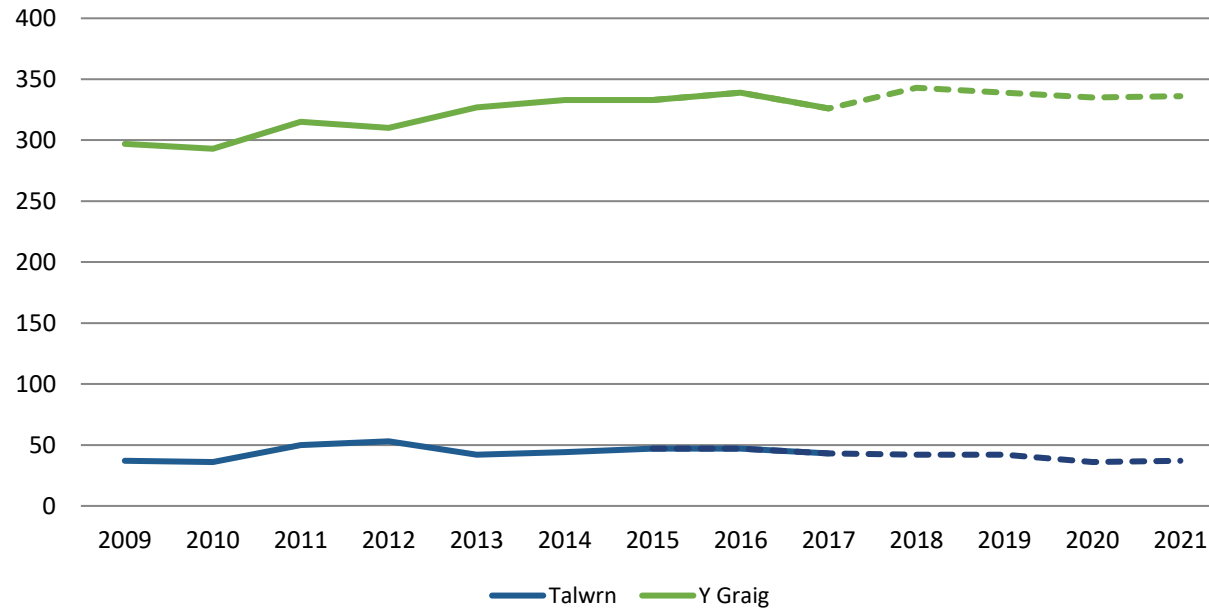


Ysgol	2009	2010	2011	2012	2013	2014	2015	2016	2017
<b>Talwrn</b>	37	36	50	53	42	44	47	47	43
<b>Y Graig</b>	297	293	315	310	327	333	333	339	326

The total number of pupils has increased since 2009 to 386 in 2016. The number of births has been higher in recent years, in comparison with the rest of Anglesey and Wales and the number of pupils in the lower years have increased.

According to statistics from the health service, the number of children under four years old is also higher. It is foreseen that the number of pupils in Ysgol Y Graig will increase whilst pupil numbers in Ysgol Talwrn will remain fairly constant– see graph below.

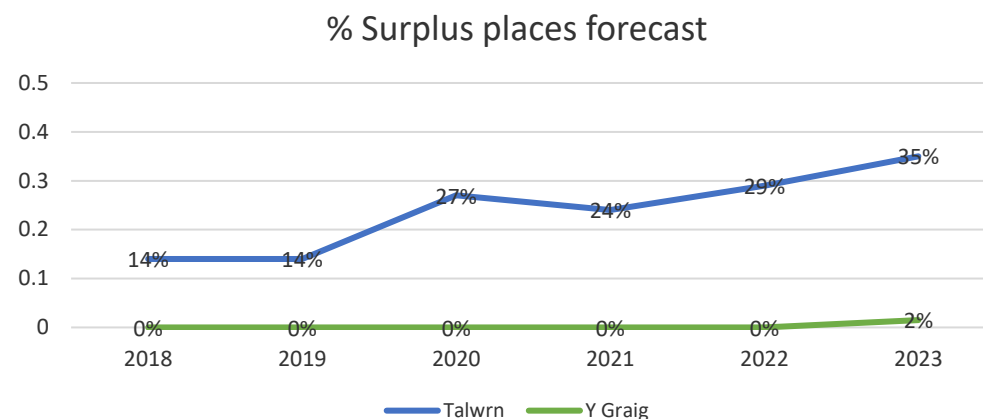
### Pupil forecasts (4-11 year olds)



In light of the above, it is anticipated that the number of pupils will vary as follows:

School	2018	2019	2020	2021	2022	2023
Talwrn	42	42	36	37	35	32
Y Graig	343	339	335	336	334	325





<b>SCHOOL</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
Talwrn	14%	14%	27%	24%	29%	35%
Y Graig	0%	0%	0%	0%	0%	1.5%
<b>TOTAL</b>	<b>2%</b>	<b>2%</b>	<b>3%</b>	<b>3%</b>	<b>4%</b>	<b>6%</b>

The forecasts suggest that surplus places will continue to increase in Ysgol Talwrn and will continue to be 0% at Ysgol y Graig for the foreseeable future. Other factors will affect the number of pupils such as the Local Development Plan i.e. new houses to be built in the catchment area of some of the schools. The Authority will be working with the relevant agencies to plan together based on the forecasts for the number of children.

## 5.b GEOGRAPHICAL AND TRAVEL FACTORS

The Welsh Government states that primary aged pupils should not have to travel more than 45 minutes each way to school.

The LA provides free transport for primary school pupils who live **2 miles** or more from school in which catchment they live.

The same policy also states, “that transport will not be provided for part-time nursery pupils.”

The same policy also states: “It is usually a requirement for pupils who ... attend a different school from the school that serves the catchment in which they live to make their own transport arrangements and meet the cost in question.”

## 5.c Community Involvement

Methods of engagement and consultation	The groups included in the consultataion/ engegment process	Number in attendance	Issues raised
Statutory Consultation 26th September – 13th November 2017	Staff, Governors and parents	Ysgol y Graig – 16 Ysgol Talwrn - 51	<b><u>Ysgol Y Graig</u></b>  Concern about the size of the new building and facilities  The possible timetable of the work was enquired about  Concerns about the safety of children during construction

			<p>Concern about traffic and parking near the school</p> <p>Concern about the potential impact of staffing, jobs and the location of the new building</p> <p>Questions were asked about the possible impact of the work on Flying Start</p> <p><b><u>Ysgol Talwrn</u></b></p> <p>Concerns about staffing posts</p> <p>Concerns about the voice the of Ysgol Talwrn’s governors at Ysgol Y Graig</p> <p>Some queried the Cabinet Secretary for Education’s statement about rural schools</p> <p>Concerns about transport to any other primary school should Ysgol Talwrn close.</p> <p>Concerns about the potential impact of Ysgol Talwrn’s</p>
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			<p>closure on the village hall and the local eisteddfod</p> <p>Some parents wish to have Ysgol Talwrn merged with Ysgol Llanbedrgoch or Ysgol Pentraeth as they are "rural schools"</p>
<p>The consultation document was sent to a number of other stakeholders</p>	<ul style="list-style-type: none"> <li>▪ Gwynedd Council;</li> <li>▪ Welsh Government Officials;</li> <li>▪ Regional and local Assembly Members</li> <li>▪ Estyn;</li> <li>▪ Teachers Unions and supporting staff Unions;</li> <li>▪ the Regional Education Consortium namely GWe;</li> <li>▪ the Regional Transport Consortium namely Taith;</li> <li>▪ North Wales Police and Crime Commissioner;</li> </ul>		<p>N.U.T response</p> <p>There was a response from the union officers of the N.U.T. Their officer "appreciated the Authority's need to modernise the school estate" but "regrets the need for compulsory redundancies as has happened in the Santes Dwynwen School reorganisation".</p> <p>Estyn Opinion:</p> <p>Estyn is of the view that the proposal is likely to maintain the current standards of education, provision and leadership and management.</p>

	<ul style="list-style-type: none"> <li>▪ the Communities First Partnership;</li> <li>▪ Mudiad Meithrin;</li> <li>▪ the Authority's Youth Service;</li> <li>▪ Ysgol Gyfun Llangefni.</li> </ul>		
Establish a Stakeholder Engagement Group		To be confirmed	

Between the period of 3<sup>rd</sup> October and 13 November 2017 a non-statutory consultation on the future of primary school provision of the Llangefni area was held. The purpose of the consultation was to provide an opportunity for local residents affected by the proposals to question Council officers further and to express their opinion and comments. Several different aspects were discussed during the meeting. The stakeholders emphasised the close relationship that exists between the schools and their communities. Inevitably, the uncertainty about the future of the schools lead to concerns about the future of the communities, and their sustainability without a local school.

There will be a further opportunity as part of the statutory consultation for local residents to contribute towards the proposal put forward by the Executive of the Council. We invite you to contribute to the community impact assessment by completing a survey in order to encourage the collaboration between the authority, the schools, parents and pupils. The link provided is below. The closing date for the survey is 11<sup>th</sup> June 2018

**XXXXXXXX**

#### **5.d Further information about the schools**

If the proposal is approved by the Executive the schools will continue to be suitable for hosting community activities. The impact of the proposal on the community at present (without the input of the local community) is positive. If a negative impact is highlighted, the authority will introduce measures to mitigate this. Once again we emphasise that it is the Authority's intention is to work with communities as the changes to the current school arrangements take place.