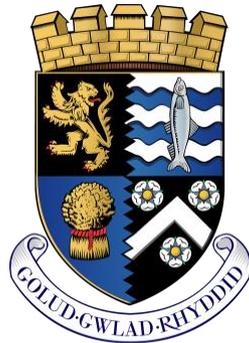


SCHOOL REORGANISATION

STATUTORY CONSULTATION DOCUMENT



Cyngor Sir
CEREDIGION
County Council

**PROPOSAL TO CREATE A NEW AREA
SCHOOL ON A NEW SITE IN THE AERON
VALLEY**

DATE: June 2019

1. INTRODUCTION

One of the four priorities included within the Councils' Corporate Strategy is 'Investing in People's Future' and the strategy document acknowledges that the Ceredigion Education system is amongst the most successful in Wales. During the past decade however, census figures confirm that there has been a 10% reduction in the child population and that has had a profound effect on pupil numbers accessing education in our schools. Therefore the sustainability of the present educational provision in Ceredigion is being challenged and reviewed.

The Welsh Government sets the overall policy and legislative framework for school organisation, however, local authorities have a responsibility for the planning and management of school places and must secure efficient provision so as to focus resources on improving education outcomes for young people.

2. BACKGROUND

Following the initial informal consultation held between 4 February and 17 March 2019, two further options were presented and an assessment of their merits and viability were presented to Cabinet on the 4 June 2019.

Cabinet decided at its meeting on 4 June 2019 to approve the proposal to close Ciliau Parc Community Primary School, Dihewyd Community Primary School and Felinfach Community Primary School and to build a new area school on a new site in the Aeron Valley for pupils aged 3 – 11.

The Proposal

Proposed admission number	30
Admission Arrangements	Detailed in Section 12
Age range	3 - 11
Pupil Places	210
Nursery Places	60
Location	Aeron Valley
Category	Community
Language Category	Welsh Medium
Proposed Facilities	21 st Century Primary School facility to include nursery and community provision
Home to School Transport Arrangements	Detailed in Section 13

Reasons for Formulating the Proposal

The key challenges faced by Ciliau Parc, Dihewyd and Felinfach Schools and how they will be addressed through opening a new area school:

	Key challenges	How they will be addressed?
Pupil numbers	Projected pupil numbers at Ciliau Parc are expected to increase significantly over the next 4 years with a decrease in pupil numbers projected at both Dihewyd and Felinfach.	Pupils will be taught in closer age-range classes.
Curriculum delivery	Both Dihewyd and Felinfach schools currently have one class within the foundation phase and one class in key stage 2. Ciliau Parc school has 2 classes within the foundation phase and 2 classes at key stage 2.	Provision for key stages will be maintained separately, with pupils taught in closer age-range classes.
Surplus places	Significant variation between schools over and under capacity as at PLASC 2019 within the area: <ul style="list-style-type: none"> • Ciliau Parc – oversubscribed by 4 places • Dihewyd – capacity for 3 pupils • Felinfach – capacity for 20 pupils 	A school which will better be able to cater for the demand of pupil places within the area.
Cost per pupil	Significant variation in the cost per pupil 2018/19 – Ceredigion average of £3,761: <ul style="list-style-type: none"> • Ciliau Parc -£3,186 • Dihewyd - £5,346 • Felinfach - £4,216 	There would be a reduction in the average cost per pupil at the new area school.
School Building	All 3 schools have poor or bad DDA compliancy.	Ensures education is provided in a school that is DDA compliant and removes potential liability for future maintenance costs

3. THE CONSULTATION PROCESS

Consultation on this recommendation will follow the guidelines established by the Welsh Government.

This document has been forwarded to the following interested parties:

Staff (Teaching and Ancillary) of Ciliau Parc Primary School, Dihewyd Primary School and Felinfach Primary School	Governors and Parents/Guardians of Ciliau Parc Primary School, Dihewyd Primary School and Felinfach Primary School
Ceredigion Children and Young People's Partnership	The Welsh Government
Local County Councillors	Welsh Language Commissioner
Assembly Member/Member of Parliament	Director of Education for the neighbouring authority of Carmarthenshire
Regional Education Consortium – ERW – Education through Regional Working	Church in Wales – Diocese of St David's Roman Catholic Diocesan Authority
Regional Transport Consortium	Estyn
Police and Crime Commissioner	Local Community Councils of Ciliau Parc, Dihewyd and Felinfach
Teaching and Staff Trade Unions representing teachers and other staff at the schools affected by the proposal	

The Consultation Period

The consultation period, when views can be expressed in respect of the current proposal will take place between 5 June and 16 July 2019. Responses to the consultation will **not** be counted as objections to the proposal. This is because the proposal may change in response to the formal consultation.

Date	Activity
4 June 2019	Cabinet decision to approve the formal consultation
5 June 2019	Formal Consultation begins
16 July 2019	End of Formal Consultation
3 September 2019	Consultation Report to be presented to Cabinet for decision to proceed with proposal. If the proposal is accepted a Statutory Notice will be issued.

Views can be expressed or further questions asked, by either writing a letter or completing the [response form](#) at the end of this document, which should be sent by no later than **16 July 2019** to:

Ceredigion County Council,
Schools Service,
2nd Floor,
Canolfan Rheidol,
Rhodfa Padarn,
Aberystwyth,
Ceredigion,
SY23 3UE

Or e-mail to: school.reviews@ceredigion.gov.uk

Consultation with pupils

There will be an opportunity for the pupils of the three schools to participate in the consultation process. A supplementary version of this formal consultation document will be provided and the Welsh Government has also produced an information document for pupils entitled 'School Organisation Proposals.'

The information provided will be presented in such a way that is relevant to their age and level of understanding, which will allow them to reach an informed opinion.

4. DESCRIPTION AND BENEFITS

Status Quo

Strengths	Weaknesses
Retention of school identities and presence in the local community	Imbalance between a school which is oversubscribed and schools with surplus places would remain
No disruption to pupils or staff	Cost per pupil could increase further if pupil numbers decrease
	Future liabilities in terms of maintenance costs would remain
	Buildings are not fit for purpose for the delivery 21 st Century education

Advantages and disadvantages of closing in comparison to the *status quo*.

Advantages	Disadvantages
<ul style="list-style-type: none"> • The pupils will benefit from being in a school which can deliver the curriculum in a wider social context • That the pupils are educated in classes which have a similar age range • Financial efficiencies through the reduction of the cost per pupil • The backlog maintenance costs will be eradicated 	<ul style="list-style-type: none"> • Possibility of increase in travelling distance for several pupils who currently attend the 3 schools • The situation could be unsettling for those pupils who currently attend the schools and their families • A school located within the village will not be available for possible pupils in future

The risks associated with closure and the measures required to manage them

- Close engagement with the pupils, the parents and the community would be vitally important in reducing and managing the risk
- Support would be required for vulnerable pupils or those with additional learning needs
- It would be necessary to support the process of bringing pupils from 3 schools together into a new area school in a sensitive and careful manner in order to ensure progression in the teaching and learning process

Impact on the Community

It is anticipated that there would be no impact on the community as this is a continuation of the existing provision.

A questionnaire was circulated to the Head teacher of each school requesting information on current community usage.

A full Community Impact Assessment is available as a separate document.

Likely impact of different travelling arrangements

It is anticipated that there will be no impact on travelling arrangements as this is a continuation of the existing provision. Two pupils currently receive transport to attend Dihewyd School. No transport at present is provided for pupils attending Ciliau Parc or Felinfach schools.

Build a new area school on a central site within the Aeron Valley for the pupils of Ciliau Parc, Dihewyd and Felinfach

Advantages	Disadvantages
Capital receipt from sale of schools would be reinvested in education	Staff would be redeployed or made redundant
Reduction in cost per pupil	The proposal would result in longer travel distances for some pupils
Better use of resources - with an improvement in efficiency and cost effectiveness	Increase in transport cost
Pupils taught in closer age range classes	
Education provision from the age of 3	
21 st Century Schools Band B funding has been identified and approved in principle by Welsh Government.	
Opportunity to provide safe route to school	
Improved parking facilities and safety during drop-off and pick-up times	
Possible co-location of a new theatre dependent on on-going consultation	

Likely impact on Quality and standards in Education

It is anticipated that there will be a positive impact on the quality and standards in education as pupils would benefit from improved facilities in closer age range classes providing resources aligned with the vision for 21st century schools.

Likely impact on Community

The proposal could reduce the facilities located within local communities, however, enhanced facilities provided by a new area school would be available for community use.

Likely impact of different travelling arrangements

It is anticipated that pupils would be required to travel further to attend school. The distance however should not be more than 5 miles on average. It is likely that more pupils would be entitled to free transport

Establish a new area school in the Aeron Valley located on the Professional Education Centre Campus, Felinfach for the pupils of Ciliau Parc, Dihewyd and Felinfach

Advantages	Disadvantages
Capital receipt from sale of schools would be reinvested in education	Staff would be redeployed or made redundant
Reduction in cost per pupil	The proposal would result in longer travel distances for some pupils
Better use of resources - with an improvement in efficiency and cost effectiveness	Increase in transport cost
Education provision from the age of 3	The site is not level and building contains asbestos. Refurbishment work may cost more than initially anticipated. In addition, refurbishment work required on the theatre.
Opportunity for theatre, school and education centre to be located on the same site	Staff currently working on the campus would need to be relocated
Improved parking facilities during drop-off and pick-up times	The site being located next to a factory and on a busy A-road

Likely impact on Quality and standards in Education

It is anticipated that there would be a positive impact on the quality and standards in education as pupils would benefit from improved facilities in closer age range classes.

Likely impact on Community

The proposal could reduce the facilities located within local communities, however, enhanced facilities provided by an area school would be available for community use.

Likely impact of different travelling arrangements

It is anticipated that pupils would be required to travel further to attend school. The distance however should not be more than 5 miles on average.

Formal federation between Ciliau Parc, Dihewyd and Felinfach Schools

Advantages	Disadvantages
Retention of school identities	A separate consultation would need to be held as this is a new proposal. The earliest implementation date if approved would be September 2020.
No disruption to pupils or staff	It would not address the issue of oversubscription at Ciliau Parc School
Retain presence in the local community	Existing and future liability with regards maintenance costs and DDA compliancy would remain
One Governing Body which would provide an effective and accountable mechanism for schools to pool resources, including staff specialism and budgets, release capacity in the senior management team and gain economies of scale and efficiencies.	Separate provision for key stages would remain a challenge on some sites
One Headteacher	Two Head teachers would be made redundant
No additional capital investment required	If the decision is made to federate then it will be the responsibility of the current governing bodies to consult with all staff on the transfer of their posts to the new single governing body.

Likely impact on quality and standards in education

It is anticipated that there would be little impact on the quality and standards in education however, it is acknowledged that the schools would be able to share resources, expertise, and best practice.

Likely impact on the community

It is anticipated that there will be no impact on the community as all 3 schools would remain and be available for community events.

Likely effect on different travelling arrangements

It is anticipated that there will be no impact on travelling arrangements as all 3 schools would remain.

Multi Site School

Advantages	Disadvantages
No disruption to pupils or staff	A separate consultation would need to be held as this is a new proposal. The earliest implementation date if approved would be September 2020.
One Governing Body which would provide an effective and accountable mechanism for schools to pool resources, including staff specialism and budgets, release capacity in the senior management team and gain economies of scale and efficiencies.	It would not address the issue of oversubscription at Ciliau Parc School
One Head teacher	Existing and future liability with regards maintenance costs and DDA compliancy would remain
No additional capital investment required	Separate provision for key stages would remain a challenge
Retain presence in the local community	Two Head teachers would be made redundant

Likely impact on quality and standards in education

It is anticipated that there would be little impact on the quality and standards in education however, it is acknowledged that the 3 schools would be able to further share resources, expertise, and best practice.

Likely impact on the community

It is anticipated that there will be no impact on the community as all 3 schools would remain and be available for community events.

Likely effect on different travelling arrangements

It is anticipated that there will be no impact on travelling arrangements as all 3 schools would remain.

Extend Ciliau Parc School and Felinfach School to accommodate the pupils from Dihewyd School and close Dihewyd School

Advantages	Disadvantages
Retention of school identities and presence in the local communities for both Felinfach and Ciliau Parc	Welsh Government 21 st Century funding has been approved in principle to build a new area school and not undertake refurbishment projects
Potential financial efficiencies through the reduction of cost per pupil	No provision for 3 year olds without undertaking a statutory consultation to amend the age range of both schools
Stronger possibility that pupils could benefit from being taught in similar age range classes	Potential site restrictions which could prohibit any development
Capital receipts from the sale of Dihewyd school would be reinvested in education	

Likely impact on quality and standards in education

It is anticipated that there could potentially be a positive impact on the quality and standards in education as pupils would benefit from improved facilities in closer age range classes.

Likely impact on the community

The proposal could reduce the facilities located within the community of Dihewyd.

Likely impact on different travelling arrangements

It is anticipated that pupils some would be required to travel further however the distance should not be more than 5 miles on average. It is likely that more pupils would be entitled to free transport.

Establish a New Area School in the Aeron Valley for the pupils of Ciliau Parc School and Felinfach School with Dihewyd School remaining as a stand alone school and not forming part of the proposal

Advantages	Disadvantages
Retention of school identity and presence in the local community of Dihewyd	Welsh Government 21 st Century funding has been approved in principle to build a new area school which includes Dihewyd School
Capital receipts from the sale of 2 schools would be re-invested in education	Cost per pupil could increase further if the number of pupils decrease
Education provision from the age of 3 in a new school	Education provision from the age of 3 would not be available for the pupils attending Dihewyd
Better use of resources – with an improvement in efficiency and cost effectiveness	Future liability in terms of maintenance costs would remain for Dihewyd School
Pupils would benefit from being in a school which can deliver the curriculum in a wider social context	Cost per pupil at Dihewyd would remain significantly in excess of the county average
Pupils would be educated in classes which have a similar age range	Pupils would not be taught in similar age range classes
Financial efficiencies through the reduction of the cost per pupil	

Likely impact on quality and standards in education

It is anticipated that there could potentially be a positive impact on the quality and standards in education as pupils would benefit from improved facilities in closer age range classes for the pupils currently attending Ciliau Parc School and Felinfach School.

For Dihewyd School, this proposal does not address an entire key stage being in a single class.

Projected pupil numbers at Dihewyd School indicate a potentially vulnerable future for the school.

Likely impact on the community

The proposal could reduce the facilities located within the communities of Ciliau Parc and Felinfach however enhanced facilities provided by a new school would be available for community use. The availability of Dihewyd School as a community facility would continue.

Likely impact on different travelling arrangements

It is anticipated that pupils some would be required to travel further however the distance should not be more than 5 miles on average. It is likely that more pupils would be entitled to free transport.

Why a federation is not a long term option

Of the 3 schools in the Aeron Valley, pupil numbers at 2 of the schools namely Dihewyd and Felinfach are projected to reduce over the next 4 years, with pupil numbers at Ciliau Parc School projected to be significantly over subscribed. Formal federation will not lead to closer age range classes. The cost per pupil is higher than the average for Ceredigion at both Dihewyd and Felinfach Schools. Formal federation will not lead to a reduction in the cost per pupil, reduction in the maintenance costs or assist schools to operate within their allocated budgets.

Transport

2 pupils currently receive transport to attend Dihewyd School. No transport at present is provided for pupils attending Ciliau Parc or Felinfach schools.

Transport Arrangements

1) The pupils currently attending the schools to be closed will be provided with transport to the new school if they live two miles or more from the new school. This will also apply to siblings when they become of age to attend the new school. It should be noted that this arrangement only applies to those pupils where the school being closed is their nearest school. Where the school is not the nearest school then free transport will only be provided for the additional distance the pupils have to travel to the new school.

2) For those new pupils (other than siblings as indicated in 1 above) from the area of the closed school who will be attending the new school, entitlement to free transport will be in accordance with the Council's policy at that time. The current policy is that pupils are eligible for free transport if they meet each of the following criteria:

- They are of compulsory school age
- They attend the nearest or the school designated by the Council
- They reside over the statutory walking distance from the school of two miles

3) It should be noted:

- Distance is measured by the shortest walking route between home and school (from the nearest Council maintained road to the property, to the nearest school entrance onto the school site).
- Where contract or public passenger vehicles are used then it is not always possible to arrange the routes of vehicles to pass close to the home of all pupils. Parents may therefore be required to make their own arrangements for their children to get to and from the nearest 'pick-up' point of the vehicle. Every effort is made to keep this distance to a minimum and it should not exceed 1.5 miles.

4) The actual transport arrangements will be known as soon as a contractor is appointed, and parents will be advised accordingly in relation to pick-up point times etc.

Accessibility of Provision

Distance

The proposal is to build a new school in the area therefore pupils would have a reasonable journey to the new school.

5. DETAILS OF SCHOOLS AFFECTED

The following schools are located within the Aeron Valley:

- Ciliau Parc Community Primary School
- Dihewyd Community Primary School
- Felinfach Community Primary School

There is no nursery provision in any of the schools.

The schools are located less than 5 miles from one another.

General School Information

	Language Category ¹	Admission Number	Capacity	Jan 2019 PLASC Number	Number on roll 24 May 2019	Age Range	School Category
Ciliau Parc	WM ²	9	68	72	73	4-11	Community Primary
Dihewyd	WM ²	5	35	32	32	4 - 11	Community Primary
Felinfach	WM ²	8	60	40	43	4 - 11	Community Primary

¹ Welsh Government Circular 23/2007 "Defining Schools according to Welsh Medium provision"

² Welsh Medium

Pupil Numbers (PLASC 2015-2019)

The table below shows the PLASC figures since 2015

	ACTUAL PLASC NUMBERS				
	2015	2016	2017	2018	2019
Ciliau Parc	57	58	65	79	72
Dihewyd	35	31	34	28	32
Felinfach	56	47	47	46	40

Pupil Projections

The following table shows the predicted pupil numbers up to 2023. This was undertaken in September 2018 and takes into account previous trends together with predicted demographic changes and average birth rate. It is important to note that this cannot account for unforeseen deviation in local trends.

	Pupil Projection 2020	Pupil Projection 2021	Pupil Projection 2022	Pupil Projection 2023
Ciliau Parc	90	103	104	112
Dihewyd	30	31	30	28
Felinfach	38	38	33	32

Spare Capacity

The methodology for the calculation of capacity within a school is stipulated within the Welsh Government document –‘Measuring the Capacity of Schools in Wales’ – this provides a robust and consistent method of assessing the capacity.

School	Total pupils on roll 24 May 2019	Capacity	Spare places	% Surplus Places
Ciliau Parc	73	68	0	0%
Dihewyd	32	35	3	8%
Felinfach	43	60	17	28%

Quality of accommodation and accessibility

Building condition surveys were commissioned by the Welsh Government on all schools in January 2010, and undertaken by EC Harris Built Asset Consultancy. The inspections resulted in the following findings:

School	Condition of school building	Suitability	Sustainability	DDA Compliant	Backlog Maintenance
Ciliau Parc	B	B	C	D	£8,878
Dihewyd	C	C	C	C	£9,134
Felinfach	B	A	C	C	£24,634

Survey Categorisation	Building Condition
Category A	Good
Category B	Satisfactory
Category C	Poor
Category D	Bad

Backlog maintenance currently amounts to £42,646 – the value was set in 2010 and does not take into account further deterioration as a consequence of not attending to the identified defects or all significant improvements undertaken.

6. QUALITY & STANDARDS IN EDUCATION

Estyn findings

As part of a national programme of school inspections, Estyn reviews all schools. A comparison between standards and provision at each school during their last inspection is as follows:

Ciliau Parc Primary School

Date of Inspection	Standards	Wellbeing and attitudes to learning	Teaching and learning experiences	Care, support and guidance	Leadership and Management
April 2018	Good	Good	Good	Good	Good

Dihewyd Primary School

Date of Inspection	Standards	Wellbeing and attitudes to learning	Teaching and learning experiences	Care, support and guidance	Leadership and Management
Nov 2018	Good	Good	Good	Good	Good

Felinfach Primary School

Date of Inspection	KQ1 How good are outcomes?	KQ2 How good is provision?	KQ3 How good are leadership and management?
Oct 2015	Good	Good	Good

Judgements

Excellent: Very strong, sustained performance and practice.

Good: Strong features, although minor aspects may require improvement.

Adequate and needs improvement: Strengths outweigh weaknesses, but important aspects require improvement.

Unsatisfactory and needs urgent improvement: Important weaknesses outweigh strengths.

Likely impact of closing the school on Quality and Standards in Education

No negative impact is foreseen on the quality and standards of the education which will be provided for the pupils.

It is anticipated that the pupils will transfer to the new area school with a similar or better teaching profile in the future.

Likely impact of the proposal on the school's ability to deliver the full curriculum in the foundation phase and all key stages of learning:

It is not anticipated that the proposal will have a negative effect on the ability to deliver the full curriculum at both key stages as the new area school will be able to deliver the curriculum in an appropriate, differentiated, broad and varied manner.

School Categorisation

The National School Categorisation System is about providing support and encouraging collaborative improvement by putting schools into a position that enables them to identify the factors that contribute to their progress and achievement and highlight the areas to focus on to achieve further development.

- **Step one:** A broad set of information is considered which take into account local circumstances and form the starting point for discussions between schools and their regional challenge advisor. This is to ensure that schools and their learners are given the right support at the right time so that they can fully achieve their potential.
- **Step two:** Challenge advisers calculate the school's capacity to improve, taking account of evidence about the standards achieved and the quality of leadership and learning and teaching. They also use information from the Welsh Government to inform this evaluation and discussions with schools.
- **Step three:** The outcomes from step two are used to decide on each school's support category. The final categorisation is a colour code that shows the level of support a school needs and triggers a tailored programme of support, challenge and intervention.

Green support Category:

Core provision, i.e. up to 4 contact days per year by the school's Challenge Advisers. Support visits will focus on quality of standards, leadership and provision.

Yellow support category:

These schools will be entitled up to 10 support days. These visits will focus on improving leadership and teaching and learning, including self-evaluation processes and planning for improvement.

Amber support category:

These schools will be entitled up to 15 support days by the region. These schools can receive a letter from the LA and ERW advising close collaboration with the LA to improve standards, teaching and leadership. There can be a number of reasons for schools to be placed in this category including instability in leadership.

Red support category

These schools will be entitled up to 25 support days from the region. These schools can receive an Improvement Notice and the LA can use further statutory intervention powers.

According to the definitions of the national schools categorisation model, the schools have been categorised as follows:

School	School Support Category
Ciliau Parc School	Yellow
Dihewyd School	Yellow
Felinfach School	Yellow

Ciliau Parc School

Standards

The attainment standards of most pupils across the school are good. Most pupils are able to communicate to a high standard, quickly developing their oral skills in Welsh. By the time they leave the school, most pupils have robust written skills in both Welsh and English, and they are able to undertake extended writing in a range of formats successfully. Most of the pupils use their literacy and numeracy skills effectively across the curriculum.

Well-being and attitudes to learning

The pupils' well-being standards and their attitudes to learning are good. All pupils are very happy at the school and they feel safe within the school's caring and congenial ethos. They are aware that they can approach staff or use our 'Bocs Becso' to share their concerns. They demonstrate confidence in the ability of the adults at the school to resolve any disagreement between them fairly and reasonably. They feel that they are valued and that their opinions are respected. Almost every pupil has a good understanding of the importance of healthy eating and drinking and has a positive attitude towards physical activity. They take enthusiastic advantage of curricular and extra-curricular opportunities to participate in sports activities. The School Council is active and organises events independently e.g. a tea for older people. The Super Ambassadors are also very active and they undertake their work independently and confidently. They have promoted the children's rights agenda very effectively.

Teaching and learning experiences

The quality of the teaching in both key stages is robust. The school delivers fresh and lively learning opportunities, which engage the pupils and encourage them to do their best. Every effort is made to enhance the provision through visits and contributions by external providers. Teachers provide constructive oral and written feedback to inform pupils of ways to improve their work further.

Support, care and leadership

Pupils with additional learning needs (ALN) are identified early and they are able to access a range of beneficial intervention programmes delivered by a teacher and support staff who are experienced and effective. The school invests prudently in this provision, and the pupils' development demonstrates its success. The school's tracking systems demonstrate the positive progress made by pupils from all backgrounds and abilities.

Leadership and management

The school's leaders share their vision effectively. A constructive and valuable relationship exists between the school and its governing body and the Local Education Authority. The governing body is very supportive of the school and its members are willing to challenge, thereby creating a relationship that is beneficial to the pupils. A comprehensive quality assurance schedule is in place, and the evidence gathered through this process is used effectively to produce the school's self-evaluation. The self-evaluation is a candid document that accurately identifies areas for further development, and the school's development plan focusses effectively on the school's priorities. The school undertakes moderation work in collaboration with two neighbouring schools, and this has served to strengthen the school's planning process and to reinforce staff members' knowledge of outcome requirements.

Dihewyd Primary School

Standards

Foundation Phase pupils make good progress from their baseline. Many write effectively in a sequence of full, structured sentences, and many pupils can apply their number skills purposefully. At Key Stage 2, there are consistently good standards of literacy and numeracy skills in pupils' books, with the majority making good progress in line with their age and ability. The school's national test profile is good in general.

Wellbeing and attitudes to learning

In discussion, the pupils express themselves in a very polite manner. Members of the school council positively note that they feel that their work on anti-bullying issues has had an impact on their peers and on the ethos of the school. The pupils make it

clear that they feel confident to turn to a member of staff if they have any concern. The pupils are aware of their personal responsibilities regarding online safety and have produced posters to spread the message to the rest of the pupils. The majority of pupils can describe what is needed to lead a healthy life. Pupils accept responsibilities that interest them. An example of this is the care of the school garden or hens. The pupils also form parts of the community shop arrangements by selling some of their products. This has had a successful effect on their financial information and understanding. Members of the school council take part in the general arrangements when raising money for charity and other good causes.

Teaching and Learning experiences

The teaching standard in the two key stages is good in general, providing imaginative learning experiences embedded in the local area, which have a positive effect on the progress of each pupil. The majority of pupils in the foundation phase respond enthusiastically when discussing feedback and comments on their learning. They are well aware of the marking system and understand that this helps them to learn further. Almost every single one can show examples of elements in their learning which have improved as a result of the teacher's feedback. KS2 pupils are enthusiastic about their learning. Pupils can explain that the teacher's oral comments offer feedback on their work and suggest the next steps they need to take. The pupils persevere and behave well.

Care, support and guidance

The school now makes use of the Local Authority's progress tracking system to monitor the progress of individuals and groups of pupils. There are continuous discussions between the school's practitioners regarding the pupil's progress and they have an understanding of their strengths and their needs. In general, the targets set for the pupils on the Additional Learning Needs register who receive literacy support are appropriate, and there is evidence that they are making sufficient progress against those targets. The monitoring processes for pupils' attendance are generally sound, and the school and the Governing Body are fully aware of the need to see an increase in the current attendance percentage of 93.3%. Firm safeguarding arrangements are in place.

Leadership and Management

The community is an integral part of the school and its strong vision is shared effectively with its shareholders. The school recognises its strong points and its areas for improvement honestly and correctly, and this is reflected in its self-appraisal document. It has a history of planning effectively in order to achieve its priorities. The school's processes for improving standards are valuable and derive from evidence from books and lessons. Joint scrutiny of books with a nearby school of a similar context is an effective method of moderating standards and ensuring a

professional dialogue between teachers from similar key stages. The school recognises its pupils' needs thoroughly, and a number of exceptionally rich learning experiences are planned to encourage their progress. The school increasingly uses the Local Authority's system (Ehedlin) to effectively track the progress of individuals and groups of pupils, and are continuing to develop the arrangements and methods of tracking progress through the literacy, numeracy, and digital competence framework.

Felinfach Primary School

Standards

Pupils' standards are appropriate for their age and ability with most pupils achieving their targets by the end of a stage. The pupils make good progress from their initial baseline and between two Key Stages. The School tracking system shows that almost all pupils have made progress across the areas/subjects during the year. Pupils who receive intervention generally make good progress.

Wellbeing and attitudes towards learning

The pupils' welfare standards and attitudes to learning are good. All pupils feel happy and safe at school and know who to turn to if they are worried or anxious about something. The concerns box is also an effective system of co-operation between pupils and staff, which responds to pupils' worries. Most pupils have a sound awareness of the importance of healthy eating and drinking, and most pupils have up-to-date information on how to stay safe online. Many of the pupils take advantage of extra-curricular activities at school, and benefit from specialist sessions from the Urdd sports officer. Most pupils in the school council have a sound understanding of their roles, and they are proud of what they have achieved. Most pupils feel that their voice receives appropriate attention in the school, for example, through the 'Clecs y Felin' magazine.

Teaching and learning experiences

The quality of teaching in both key stages is sound. Pupils' books testify to the consistency of teaching in both key stages. Stimulating learning experiences are provided which is purposeful building for extended writing, literacy and numeracy tasks. The feedback provided to pupils on how to improve their work has an impact on raising standards as the pupils respond to the advice.

Support Care and guidance

All school staff have an inclusive attitude. For example, pupils with conditions such as autism and diabetes are very carefully cared for, and the pupils benefit greatly from the homely and positive ethos that exists in the school. Good use is made of the School's funding to provide high quality regular intervention. The school has very detailed intervention tracking procedures that ensure that pupil progress is carefully tracked and that the provision is adapted according to pupils' development.

Leadership and management

The school leaders have a strong vision shared by all staff. The school has thorough self-appraisal processes that feed the self-evaluation document purposefully. The self-appraisal is honest and effective and clearly identifies strengths, weaknesses and areas for development within the School. Members of the governing body have now begun to contribute to the self-appraisal processes and this has improved their knowledge of strengths and areas for development within the school. As a result they are in a better position to challenge, as well as support the school. Members of the body have also begun to report on different aspects of school life to the full body. This is to be praised and developed further. The School Development Plan makes a sound contribution to improving standards, learning and teaching. The way in which the school works with two adjacent schools to moderate has empowered the planning within the school and confirmed the staff's knowledge of the requirements of outcomes. There is good co-operation between the Headteacher and the Education Authority.

Ability of the schools to deliver the full curriculum at the Foundation Phase and each Key stage of education

School Name	Ability to deliver the full curriculum
Ciliau Parc	The full curriculum is delivered in an appropriate, differentiated, broad and varied manner at Ciliau Parc School. It is not anticipated that the proposal will have a negative effect on the ability to deliver the full curriculum at both key stages.
Dihewyd	The full curriculum is delivered in an appropriate, differentiated, broad and varied manner at Dihewyd School. It is not anticipated that the proposal will have a negative effect on the ability to deliver the full curriculum at both key stages.
Felinfach	The full curriculum is delivered in an appropriate, differentiated, broad and varied manner at Felinfach School. It is not anticipated that the proposal will have a negative effect on the ability to deliver the full curriculum at both key stages.

7. WELSH IN EDUCATION STRATEGIC PLAN (WESP)

The extent to which the proposal supports the targets set in the approved Welsh in Education Strategic Plan

All 3 schools are Welsh medium schools and the new area school will be a Welsh medium School. The proposal to close the 3 schools would therefore not have a negative impact on the Welsh language nor on the ability to support the targets set in the Welsh in Education Strategic Plan.

How the proposal would expand Welsh provision

The pupils would transfer to a new Welsh medium school which would ensure progression in their linguistic education. A wider social context would be able to offer broader formal and informal linguistic opportunities for the pupils

8. ADDITIONAL LEARNING NEEDS

If the current proposal is agreed, it will result in a change in the learning environment of all pupils. It is, however, acknowledged by the Authority that although the change will be experienced by all pupils it may prove more challenging for some pupils with additional learning needs (ALN). All practicable steps will be taken to ensure minimum disruption and to assist pupils with any transfer.

Pupils with additional learning needs currently attending Ciliau Parc, Dihewyd and Felinfach Schools will continue to receive the level of support that is required to meet their individual educational needs within the new learning environment. Additional arrangements that are currently in place for pupils, such as access to additional support, will be reviewed and provided according to need in their new learning environment.

Ceredigion County Council will provide appropriate help and support for additional learning needs pupils. Should parents with pupils who are registered ALN have any questions regarding the support offered, individual meetings can be arranged with the ALN Education Officers. Please contact Ceredigion SEN Admin Team by email – sen@ceredigion.gov.uk or telephone – 01970 633 693.

9. FINANCIAL INFORMATION

School Budgets

The financial evaluation below details the current situation and costs for the school.

	Full Year Budget 2017/18	Actual Expenditure 2017/18	Surplus as at 31/3/17	Surplus/deficit as at 31/3/18	Number of pupils – January 2018 (used to set 2018/19 budget)
Ciliau Parc	£226,213	£231,982	£51,336	£45,567	79
Dihewyd	£165,919	£156,588	£576	£9,907	28
Felinfach	£199,727	£195,189	£32,526	£37,064	46

Cost per pupil

	Cost per pupil (£) 2018/19	Number of pupils (PLASC 2018)	Number on roll January 2019	Ceredigion Average
				£3,761
Ciliau Parc	£3,186	79	72	
Dihewyd	£5,346	28	32	
Felinfach	£4,216	46	40	

Projected cost per pupil for proposal	£3,298
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The recurrent cost for the new school will be **£560,773** which includes staff and running costs. It is estimated that the additional transport costs would be £375 per school day.

The potential annual savings identified since the development of the proposal is £66,609.

The estimated capital costs will be funded as follows:-

Estimate total cost	£ 7,100,000.00
21 st Century schools grant	£ 4,615,000.00
Childcare capital grant	£ 787,500.00
Authority contribution to project	£ 1,697,500.00

The Authority's contribution, if accepted will be funded using Local Authority reserves, prudential borrowing and capital receipts from assets sold.

The current policy allows the proceeds from sale of educational assets to be retained and re-invested in the schools capital programme.

Any recurrent cost savings will be retained within the Authority's local school budgets.

The Authority's 'Medium Term Financial Strategy' confirms that one of the key elements of the budget strategy is that services (including schools) are to have flat budget allocations and will need to meet their increased costs from service efficiency. The recurrent costs will therefore be retained to achieve the above.

10. LAND AND BUILDINGS

Band B 21st Century Schools funding has been identified to fund the new area school. If the Cabinet recommendation and subsequent approval by Council following a statutory consultation is to approve the proposal, the capital receipts will be utilised as match-funding towards the 21st Century Schools project.

11. STAFFING CONSIDERATIONS

If the proposal is approved, the staffing implications could lead to uncertainty and potential redundancies. As part of the consultation, discussions will take place specifically with staff and Union representatives. The guidance policy document entitled 'Policy and Procedures for Handling Organisational Change – in Schools' will provide the framework for those discussions.

The Shadow Governing Body will be set up as soon as possible once the statutory process is complete.

12. ADMISSION PROCESS

- Notification letters will be sent to the parents of all pupils during the term before the school is due to open.

The Admission process for new pupils attending the school will be as follows:

- Parents to contact School
- Complete online application:
https://forms.ceredigion.gov.uk/ufs/ADMISSIONS.eb?COUNTY_ID=667&ebd=0&ebz=1_1539691410534
- Local Authority to inform parents as to whether admission has been granted

13. TRANSPORT

Ceredigion Council's policy for the provision of school transport is that free transport will be provided to primary school pupils over 5 years of age who attend their nearest suitable school and who live more than 2 miles from the school.

14. WALKING ROUTES

It is anticipated that a safe route to school will be provided as part of the new area school, which will enable some pupils to be able to walk to school.

15. IMPACT ASSESSMENTS

Community, Welsh Language and Equality Impact Assessments

As set out in the Welsh Government School Organisation Code, it is a requirement to publish impact assessments in relation to the above. This has been produced as a separate document following information provided by the school, and Community Council and is available on our website.

16. STATUTORY CONSULTATION DETAILS

In order to implement the current proposal, the following provides a summary of the procedures as confirmed in the statutory code:-

- Consultation report published confirming details of the proposal – this will be published on the Council’s website in addition to being sent to all interested parties.
- There will be a 42 day period to respond to the proposal and at the end of the consultation, a report will be published summarising the comments received. This will be published on the council’s website.
- If the proposal is accepted, a statutory notice will be published with details such as the planned implementation date, how to obtain a copy of the consultation report, and how to object:
 - On the Council’s website
 - Posted on or near the main entrance of the school; and
 - By providing affected schools with copies to distribute to parents
- An objection period of 28 days from the date of publication allowing anyone who wishes to object to the current proposal to do so
- Determination of the proposal by the Council – when subject to the above process, decision to implement the current proposal may be implemented – the proposal should be implemented in accordance with the date given in the statutory notice, or any other modified date.

Detailed below is the anticipated time-line which this process will follow.

<u>Date</u>	<u>Activity</u>
5 June 2019	Formal consultation period begins: A period of formal consultation will take place, during this time interested parties can make their views known regarding the proposal.
16 July 2019	Formal Consultation Ends
3 September 2019	Formal Consultation Report: At the end of the formal consultation period, responses will be collated and presented to Cabinet in the form of a Formal Consultation Report including a recommendation from Officers. This will be published on the Ceredigion website.
17 September 2019	Statutory Notice period begins: If the proposal is accepted by Cabinet, a Statutory Notice is issued. During the statutory Objection period, objections must be made in writing and sent to the proposer within 28 days of the date on which the proposal was published.
14 October 2019	Statutory Notice period ends
5 November 2019	Cabinet: Report the number of objections received
12 December 2019	Council: Final decision – If Objections are received during

the publication of the statutory notice, the objections will be collated to form an objection report. The report will contain a summary of each objection made and the Authority's response.

17. RESPONSE FORM – AERON VALLEY AREA SCHOOL

The following response form allows stakeholders to comment on:

- The main proposal - to open a **new area school on a new site in the Aeron Valley** resulting in the closure of Ciliau Parc, Dihewyd and Felinfach Schools
- the alternatives that have been identified i.e. options in the Consultation Document; and/or
- Suggest other alternatives

Your comments:

Signature:	
Print Name:	
Email:	
Address:	
Date:	
Please confirm whether you wish to be notified of the consultation report : <input type="checkbox"/>	

Please note that, unless you indicate otherwise, your comments will be open to the public as part of the formal records of the consultation.

Please return by no later than 16 July 2019 to:

Ceredigion County Council, Schools Service, 2nd Floor, Canolfan Rheidol, Rhodfa Padarn, Llanbadarn Fawr, Aberystwyth, SY23 3UE

Or email: school.reviews@ceredigion.gov.uk