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DEPARTMENT FOR EDUCATION & CHILDREN

Our VisionCarmarthenshire is a community where children are safe and nurtured and learners are supported to achieve their full educational potential

Future Primary Education Provision for Children Residing in the Bancffosfelen Area

CONSULTATION DOCUMENT

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Director of Education & Children's Services



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School Modernisation Section

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Status of Document : DRAFT

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Foreword

As part of its statutory obligation to keep the number and type of school places under review, the County Council has adopted a wide-ranging programme designed to improve school buildings and enhance opportunities for learning. The strategy reflects the vision and policies established by the County Council which embrace the requirement to deliver services, to clear standards – covering both cost and quality – by the most economic and effective means. In our drive to continually improve on the services made available to all learners, we must maximise the finite resources available to the Council, and continue to work in partnership with all those who have a contribution to make to the process of learning and the well being of both children and their families. Schools of the future will need to serve as a focus for a wide range of services dedicated to serving the needs of the community through a joined up approach.

Carmarthenshire is blessed with many very able education leaders and teachers but the continuing changes to the curriculum places a heavy demand on their skills to meet the wide ranging demands of all children. Although the processes of learning, and skills of teaching, are extremely important, deep subject knowledge on the part of the teacher is essential if learners with their various gifts in different areas are to discover and develop their talents to the full.

Schools designed to meet current demands are expected to provide a broad and balanced curriculum through high quality and inspirational teaching. In the planning of new provision it will be important to ensure that our schools are properly equipped to enhance opportunities for social inclusion, sustainable development, equal opportunities and bilingualism. In practical terms we need to ensure that provision reflects the changing patterns of population, with schools based in the right location with accommodation and facilities fit to serve the needs of all learners in the twenty first century.

Consultation will follow the guidelines established by the Welsh Government and will involve identified interested parties. The information set out in this document is intended to clarify the proposals for your school and support the consultation process.



Robert A Sully
Director of Education & Children's Services

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1. Introduction

The County Council has its legal responsibility to review the number and type of schools it has in its area and whether or not it is making the best use of resources and facilities to deliver the opportunities that children deserve.

As part of this process the Council has published its vision on how it sees the future for all of the primary schools in the County and this includes consulting on the future shape of education in the Bancffosfelen area. The proposals for change included in this document are in line with that long-term objective.

As reported in the latest MEP (Modernising Education Programme) Annual Report 2013/14 and Programme 2014/15, the intention of the Authority is to review the future provision of education in the Bancffosfelen area.

This document seeks to stimulate the process of consultation by explaining the Authority's preferred option for the future provision of primary education for area. The document also highlights why other options considered are not the preferred option as well as offering an opportunity for consultees to put forward any comments, observations or alternative proposals they wish to be considered.

Consultation on this proposal will follow the guidelines established by the Welsh Government as stated in the School Organisation Code (2013) and will involve identified interested parties, including school governors, school staff, parents and pupils.

It is intended that the formal changes be implemented as from September 2017.

The main purpose of this document is to provide information and to gather the views of identified interested parties. You may wish to make use of the attached response Pro-forma included in **Appendix F** which is on the last page of this document.

2. Context – Present Arrangements (Status Quo)

2.1 Background

In recent years Bancffosfelen primary school has seen a decline in pupil numbers as can be seen in section 2.4 of this document. Based on current pupil data and projections, no significant change in this trend is anticipated. Declining pupil numbers at Bancffosfelen will cause further educational and financial challenges, in particular, maintaining appropriate pupil teacher staffing ratios and teaching groups to provide an effective curriculum for all learners.

The need for a more formalised approach and sustainable resolution is therefore required. Maintaining the status quo is not an option. When there are low pupil numbers in a school, it is increasingly difficult to provide the resources and wide breadth of educational, social and life experiences pupils need and deserve. When there are low pupil numbers, it is also difficult to provide and deliver a sufficiently challenging curriculum within a multi-age class structure.

It is felt that retaining the present situation is unfair to current pupils and those wishing to attend in the future. The present model does not represent the best educational model or use of resources. With no prospect of there being a significant increase in pupil numbers for the foreseeable future, it is not possible to sustain current arrangements.

2.2 Surrounding Primary Schools

The catchment area of Bancffosfelen Primary school is surrounded by the following Community Primary schools:

Gwynfryn Primary School, Pontiets, Llanelli SA15 5SN

Llanddarog V C Primary School, Llanddarog, Carmarthen SA32 8BJ

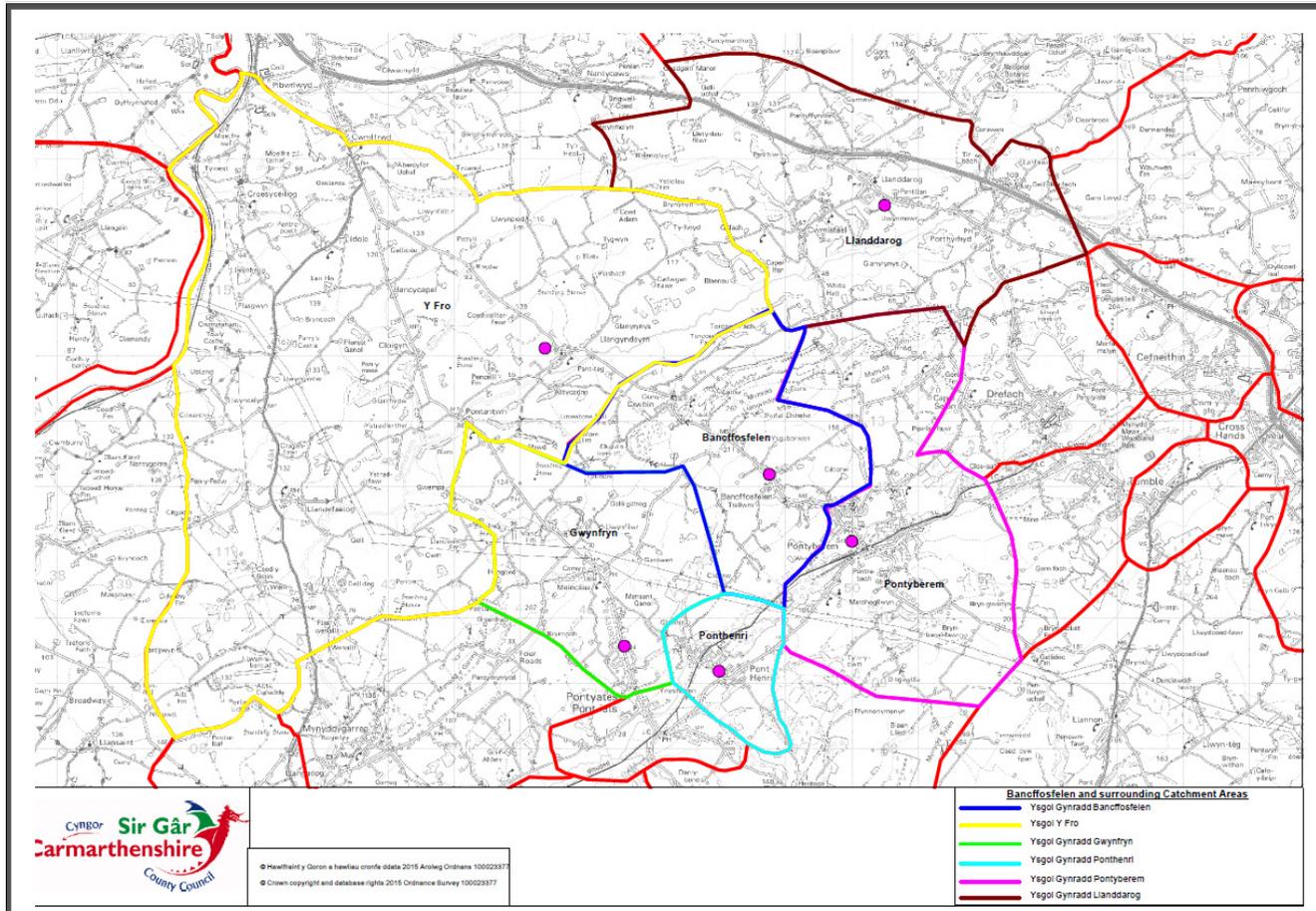
Pontyberem Primary School, Pontyberem, Llanelli SA15 5EB

Pont-henri Primary School, Pont Henri, Llanelli, Carmarthenshire SA15 5NS

Ysgol Y Fro, Llangyndeyrn, Kidwelly, Llanelli SA17 5BW

2.3 Catchment Areas

The following map outlines the catchment areas of the schools surrounding Bancffosfelen:



2.4 General School Information

| School | Pupil Numbers January 2015 | Feeder School for | School Category | Net Capacity (MSCW) January 15 | % Surplus Capacity January 15 | Cost Per Pupil 2015/16 (Average £3,739) |
|---------------|----------------------------|----------------------------------|-----------------|--------------------------------|-------------------------------|---|
| Bancffosfelen | 35 | Maes y Gwendraeth / Dyffryn Aman | Welsh Medium | *155 | 77% | £4,647 |
| Gwynfryn | 64 | Maes y Gwendraeth / Dyffryn Aman | Welsh Medium | 124 | 48% | £3,750 |
| Llanddarog | 89 | Maes y Gwendraeth / Dyffryn Aman | Welsh Medium | 94 | 5% | £3,517 |
| Pont Henri | 62 | Maes y Gwendraeth / Dyffryn Aman | Welsh Medium | 96 | 35% | £3,688 |
| Pontyberem | 202 | Maes y Gwendraeth / Dyffryn Aman | Welsh Medium | 235 | 14% | £3,583 |
| Y Fro | 35 | Ysgol G G Bro Myrddin/Q E High | Welsh Medium | 41 | 15% | £4,136 |

* As from January 2016 the capacity of the school has reduced to 98.

The official data for the January 2016 census point will not be available until March/April 2016. However please find below for the unofficial pupil count for January 2016, which is not expected to change.

As can be seen there is no significant change from January 2015 data. Therefore for the purpose of this report, January 2015 official data has been used.

| Bancffosfelen | Gwynfryn | Llanddarog | Pont Henri | Pontyberem | Y Fro |
|---------------|----------|------------|------------|------------|-------|
| 35 | 70 | 89 | 68 | 206 | 33 |

3. Objectives

Our vision in Carmarthenshire is to provide viable, sustainable and efficient schools which are fit for purpose for the 21st Century, with the right school in the right place for current and future pupils ensuring access to high quality learning opportunities for all children. Our long term aim as part of our 21st Century Schools Programme is to create school learning environments that meet the needs of the communities and provide the best learning provision for the area.

The mission of the Modernising Education Programme is to:

“transform the network of nursery, primary and secondary schools serving the county into a strategically and operationally effective resource that meets current and future need for school based and associated community focused education, where appropriate investing in the development and improvement of buildings, infrastructure and spaces, so that schools are appropriately located, designed, constructed or adopted to foster the sustainable development of the people and communities of Carmarthenshire.”

The strategic aims of the Modernising Education Programme are to:

- Develop a schools network that is educationally sustainable and resource efficient for the long term.
- Develop a structure of provision so that every learning setting is capable of providing a high quality education to all of its registered learners, either as an individual institution or as part of a formal federation or collaboration with other settings or providers.
- Develop infrastructure at all schools that is equipped for learning in the 21st century and supports the achievement of core objectives for raising educational standards and maintaining them at high levels of performance.
- Deliver a strategic approach to capital investment, integrated with a programme for the rationalisation of provision across the schools network to effectively match supply with demand.
- Rebuild, remodel, refurbish or modernise all school settings that are to be retained for the long-term, so that they conform as closely as practicable with adopted design standards.
- Contribute to the achievement of wider policy objectives, for example, community regeneration and renewal, healthy lifestyles, etc, through the development of appropriate enabling infrastructure.
- Improve the efficiency and educational viability of the schools sector by reducing the number of empty places to a reasonable level, whilst facilitating wherever practicable the expression of parental preference, responding effectively to demographic change.

- Configure schools and invest in modern school premises so that the whole school system in Carmarthenshire is equipped to support the effective implementation of the Schools Effectiveness Framework and secure improving outcomes for children and young people.

The strategic objectives of the MEP align neatly with the national objectives;

- Improved learning environments for children with better educational outcomes.
- Greater economy through better use of resources to improve the efficiency and cost-effectiveness of the education estate.
- A more sustainable education system reducing the recurrent cost and carbon footprint.

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4. Options for Change

In developing a preferred option the County Council considered a range of alternative options. In considering the options they were evaluated against key objectives and criteria to determine which option best suited the aspirations of Carmarthenshire to provide a viable and sustainable school fit for learning in the 21st Century.

4.1 Main Options Considered

| | |
|----------|--|
| Option 1 | Status Quo – Maintain the schools in its present format |
| Option 2 | Discontinue Bancffosfelen and move the pupils/catchment to Llanddarog |
| Option 3 | Discontinue Bancffosfelen and move the pupils/catchment to Pontyberem |
| Option 4 | Discontinue Bancffosfelen and move the pupils/catchment to Pont Henri |
| Option 5 | Discontinue Bancffosfelen and move the pupils/catchment to Gwynfryn |
| Option 6 | Discontinue Bancffosfelen and move the pupils/catchment to Y Fro |
| Option 7 | Discontinue Bancffosfelen and Pontyberem and move the pupils/catchments to Bancffosfelen |
| Option 8 | Federation |
| Option 9 | Amalgamation |

4.2 Advantages / Disadvantages of Each Option

| Option 1 Status Quo | |
|--|--|
| Advantages | Disadvantages |
| <ul style="list-style-type: none"> • Continuity of provision at Bancffosfelen • Pupils educated in a school close to their home • No change for pupils, staff, governors and parents • No statutory procedures necessary | <ul style="list-style-type: none"> • All issues outlined in the individual schools assessment • Very low pupil numbers • High surplus places • Multi age classes • Lack of facilities to ensure the effective delivery of the Foundation Phase • High backlog maintenance investment costs required • High cost per pupil • Small numbers of staff have to co-ordinate work in all areas • Not sustainable long term with falling pupil numbers |

Option 2

Discontinue Bancffosfelen and move the pupils/catchment to Gwynfryn

| Advantages | Disadvantages |
|--|--|
| <ul style="list-style-type: none">• Reduced maintenance requirements• Reduced costs per pupil• Reduction in surplus places• Safeguarding the future of primary school education for the Gwynfryn catchment area | <ul style="list-style-type: none">• Insufficient capacity to accommodate Bancffosfelen pupils• Capital investment required to accommodate pupils• Increased travel time for pupils• High building investment cost requirement• The community of Bancffosfelen would lose the presence of a school in their communities.• Job security for staff. Redeployment or redundancies |

Option 3

Discontinue Bancffosfelen and move the pupils/catchment to Llanddarog

| Advantages | Disadvantages |
|--|--|
| <ul style="list-style-type: none">• Reduced maintenance requirements• Reduced costs per pupil• Safeguarding the future of primary school education for the Llanddarog catchment area | <ul style="list-style-type: none">• Insufficient capacity to accommodate Bancffosfelen pupils• Capital investment required to accommodate pupils• Increased travel time for pupils• The community of Bancffosfelen would lose the presence of a school in their communities• Capital investment required to provide additional pupil places• Job security for staff. Redeployment or redundancies |

Option 4

Discontinue Bancffosfelen and move the pupils/catchment to Pont Henri

| Advantages | Disadvantages |
|---|--|
| <ul style="list-style-type: none">• Surplus places removed• Reduced maintenance requirements• Reduced costs per pupil• Safeguarding the future of primary school education for the Pont Henri catchment area | <ul style="list-style-type: none">• Insufficient capacity to accommodate Bancffosfelen pupils• Capital investment required to accommodate pupils• Increased travel time for pupils• The community of Bancffosfelen would lose the presence of a school in their communities• Job security for staff. Redeployment or redundancies• Capital investment required to provide additional pupil places |

Option 5

Discontinue Bancffosfelen and move the pupils/catchment to Pontyberem

| Advantages | Disadvantages |
|--|---|
| <ul style="list-style-type: none">• Minor change in travel time and distance for pupils in comparison to other options• Minor capital investment required in comparison to other options• Reduced maintenance requirements• Reduced costs per pupil• Reduction in surplus places• Safeguarding the future of primary school education for the Pontyberem catchment area• Nearest school to Bancffosfelen | <ul style="list-style-type: none">• Capital investment costs required• The community of Bancffosfelen would lose the presence of a school in their communities.• Job security for staff. Redeployment or redundancies |

Option 6

Discontinue Bancffosfelen and move pupils/catchment to Y Fro

| Advantages | Disadvantages |
|--|--|
| <ul style="list-style-type: none">• Surplus places removed• Reduced maintenance requirements• Reduced costs per pupil• Safeguarding the future of primary school education for the y Fro catchment area | <ul style="list-style-type: none">• Insufficient capacity to accommodate Bancffosfelen pupils• Capital investment required to accommodate pupils• Increased travel time for pupils• Implications for Y Fro to accommodate pupils from Bancffosfelen• The community of Bancffosfelen would lose the presence of a school in their communities• Job security for staff. Redeployment or redundancies• Capital investment required to provide additional pupil places |

Option 7

Discontinue Bancffosfelen and Pontyberem and move pupils/catchment to Bancffosfelen

Advantages

- Reduced maintenance requirements
- Reduced costs per pupil
- Reduction in surplus places
- Safeguarding the future of primary school education for the Bancffosfelen catchment area
- Nearest school to Pontyberem

Disadvantages

- Increased travel time for Pontyberem pupils
- High building investment cost requirement
- The community of Pontyberem would lose the presence of a school in their communities
- Job security for staff. Redeployment or redundancies
- Higher investment costs than Option 5

Option 8

Federation

Federation would not address the underlying issues in the case of Bancffosfelen Primary schools. i.e. Low pupil numbers and mix aged classes.

Although there is an Executive Headteacher being employed at Bancffosfelen, this is short term measure, until a long term solution was agreed for the area.

Option 9

Amalgamation

This option would see the creation of a newly named school operating on more than one site with a newly formed Governing Body. This option would not address the concerns regarding the building and facilities available for pupils. Equally the arrangement is not seen as being able to provide an arrangement which is sustainable in terms of educational provision, resources or finance. Such an arrangement is considered to be most successful when the total pupil population is at least 90 and takes place between two establishments which are equal in terms of pupil numbers and resources.

5. The Proposal

5.1 Rationale for Change

In recent years, many of our rural primary schools have witnessed a decrease in pupil numbers. Bancffosfelen bears witness to this trend. Based on current pupil projections, it is estimated that pupil figures at the schools will essentially remain at the same less level no apparent prospect of reversing the trend. The declining in pupil numbers over the years has caused educational and financial challenges, in particular, maintaining appropriate pupil teacher staffing ratios to provide an effective curriculum for all learners.

Due to the low pupil numbers at Bancffosfelen the school has been under review for some time, as the Authority is obliged to do so. In recent years the total number of pupils at has reduced significantly. For example in January 2005, there were 63 registered at the school, but by January 2015, they had fallen to 35 pupils, which is a decline of 44% in just 10 years. Maintaining status quo is therefore not an option. When there are low pupil numbers in a school, it is increasingly difficult to provide the resources and wide breadth of educational, social and life experiences pupils need and deserve. It is also difficult to provide and deliver a sufficiently challenging curriculum within a multi-age class structure. It is felt that retaining the present situation is unfair to current pupils and those wishing to attend in the future. The present model does not represent the best educational model or use of resources. With no prospect of there being a significant increase in pupil numbers for the foreseeable future, it is not possible to sustain current arrangements.

5.2 The Proposal

The Authority's proposal is as follows:

- To close Bancffosfelen primary school and transfer its catchment to Pontyberem primary school at the beginning of the 2017 autumn term.

5.3 Advantages of nursery provision

With this proposal pupils from the existing catchment of Bancffosfelen will have access to nursery provision which is located in Pontyberem Memorial Hall. Both the current nursery at Bancffosfelen and Pontyberem are Welsh Mudiad Nurseries and are registered with the CSSIW (Care and Social Services Inspectorate Wales).

There are many advantages to attending a school which offers nursery provision, these include;

- Children that attend a nursery setting within the school find the transition to primary education from nursery easier and often 'settle' quicker than children who have not had access to nursery provision.
- Issues in relation to additional learning needs can be identified at an earlier stage before the child attends full time primary education.

- Studies have shown that children attending pre-school nursery enhance their cognitive and social / behavioural development compared to children not attending nursery.

Having a nursery within a village setting also benefits the school as parents tend to send their children on to the school that provides Early Years Education which improves the numbers attending the school.

All children in Wales are entitled to free, part time Early Years Foundation Phase learning provision from the beginning of the term after their third birthday and prior to gaining full time entry into school. Part time is defined as a minimum of ten hours per week. The Local Authority has a duty to ensure that enough places are available for all three year old whose parents want them to attend.

If this proposal is approved it will ensure that the children from Bancffosfelen will have access to the same level of Foundation Phase Early Years learning.

5.4 Catchment Area

5.4.1 Secondary

It is not proposed to change the arrangements in respect of secondary education.

Most parents send their child / children to their local catchment area school however parents have a right to state a preference for different schools. When you choose a school which is not your designated catchment school or the nearest school to your home there are some issues you will need to consider prior to making a decision;

- If a child does not attend the catchment area school or the nearest school to the home address and this decision is based on parental preference, then the responsibility, as well as the cost, of transporting the pupil to and from school, rests entirely with the parents / carer.
- The LA and school governors will lawfully comply with any preference for a particular school which is expressed. As with all applications a preference for a particular school will need to be considered and assessed as part of the admission process to ensure that the Authority does not exceed the limit for admission of pupils to that school for the relevant year group.

5.5 Advantages and Disadvantages of the proposal

Advantages

- Long term and sustainable primary education provision for the area
- Capital investment at Pontyberem
- Strong Leadership Team
- An increased team of teachers which will provide improved pastoral arrangements and targeted support for particular groups of pupils
- Based on PLASC 2015, a reduction of 120 surplus places
- Based on 2016 unofficial data , a reduction of 63 surplus places

Disadvantages

- Job security for staff. Redeployment or redundancies.
- Loss of primary school presence in the community of Bancffosfelen
- Local community resistance to the proposals
- Statutory process required to implement proposal

5.6 Risks and Counter Measures

| Risk | | Counter Measure |
|------|--|---|
| 1. | Failure to obtain statutory approval to implement the proposal. | Follow guidelines as set out in the School Organisation Code 2013. |
| 2. | Staffing issues in relation to securing suitable alternative employment. | The Authority has staffing policies which will be recommended for implementation in respect of school reorganisation. |
| 3. | Increased travel distance for some pupils. | Transport will be provided in accordance with the statutory requirements of the Learner Travel (Wales) Measure 2008. |
| 4. | Integration of pupils into the new school. | The Authority will work with the pupils to ensure smooth transition and integration into the new school. |

5.7 Management and Organisation

The following tables highlight the impact on the management and organisation of the new area school to accommodate pupils:

Bancffosfelen to Pontyberem

| January 2015 PLASC Data (FTE) (Ages as at 31/08/14) | | | |
|--|---------------|------------|------------|
| Class | Bancffosfelen | Pontyberem | Total |
| N2 | 1 | 19 | 20 |
| Reception | 5 | 21 | 26 |
| Year 1 | 2 | 30 | 32 |
| Year 2 | 7 | 28 | 35 |
| Year 3 | 6 | 27 | 33 |
| Year 4 | 7 | 25 | 32 |
| Year 5 | 0 | 27 | 27 |
| Year 6 | 7 | 25 | 32 |
| Total | 35 | 202 | 237 |

5.8 Revenue Savings

Should this proposal be implemented there is potential revenue savings in the region of £63,752 per annum, this figure does not take into account any upcoming budget constraints on the fair funding allocation or additional transport costs.

Savings would be re-invested within the education service.

5.9 Pupil Costs

Bancffosfelen

Based on 2015/16 data the budget cost per pupil is £4,647 which is 24% **above** the county average of £3,739.

Pontyberem

Based on 2015/16 data the budget cost per pupil is £3,583 which is 4% **less** than the county average of £3,739.

5.10 Admission Arrangements

The County Council will be the Admissions Authority for the new area school. If you have any queries in relation to admission to the school the contact details for Carmarthenshire LA are as follows:

The School Governance and Admissions Unit
Department for Education and Children
Building 2
Parc Dewi Sant
Carmarthen
SA31 3HB

Tel No: 01267 246449

Fax : 01267 246746

E-mail : admissions@carmarthenshire.gov.uk

5.11 Transport Impact Assessment

Bancffosfelen Primary School

Based on January 2015 pupil PLASC address data, of the 17 pupils attending Bancffosfelen primary school, 18 lived within the catchment area of the school whilst 17 lived outside the catchment area.

An initial assessment of the travel times and distances of pupils indicates that on average pupils travel 1.31 miles or 3.6 minutes to attend Bancffosfelen. For pupils to travel to Pontyberem it would mean that on average pupils would have to travel 1.35 miles or 3.57 minutes.

Overall this proposal would increase the average travel distance by 0.26 miles but on average decrease the time of travel by 0.3 minutes.

Safe Routes to school

Currently there are no works identified under the safe routes in schools scheme within the areas of Bancffosfelen and Pontyberem.

5.12 Community Impact Assessment

Please refer to **Appendix A** of this consultation document for full details of a Community Impact Assessment undertaken on Bancffosfelen and Pontyberem.

5.13 Welsh Language Impact Assessment

Please refer to **Appendix B** of this consultation document for full details of a Welsh Language Impact Assessment undertaken on the four primary schools.

5.14 Equality Impact Assessment

Please refer to **Appendix C** of this consultation document for details on the Equality Impact Assessment undertaken for both primary schools.

5.15 Impact of proposal on staff

Please find below a list of the posts at the schools:

| | Bancffosfelen | Pontyberem |
|------------------------|--------------------|--------------------|
| Teaching | | |
| Headteacher | 0.2 (Temporary) | 0.8 (Permanent) |
| Deputy Headteacher | 0 | 1 |
| Teachers | 2 | 9 |
| | | |
| Non Teaching | | |
| Administrator | 1 | 1 |
| Breakfast Asst | 1 | 1 |
| Breakfast Supervisor | 1 | 5 |
| Caretaker | 1 | 3 |
| Catering Asst | 0 | 1 |
| Cleaner | 2 | 4 |
| Cook in Charge | 1 | 1 |
| Lunchtime Super | 2 | 6 |
| School Crossing Patrol | 1 | 1 |
| School Meals Clerical | 1 | 1 |
| Teaching Assts | 1 | 12 |

For those affected by this proposal the Authority has staffing policies and procedures in respect of school reorganisation and these will be implemented. The Authority will support school staff in securing suitable alternative employment if at all possible through redeployment processes.

6. Evaluation of Present Arrangements & The Proposal

6.1 Pupil Numbers

The tables below show pupil numbers for Bancffosfelen and Pontyberem January 2015 and the previous six years.

| Bancffosfelen | 3yr (PT) | 3yr | 4yrs (PT) | 4yr | 5yr | 6yr | 7yr | 8yr | 9yr | 10yr | Total (FTE) | Total |
|---------------|----------|-----|-----------|-----|-----|-----|-----|-----|-----|------|-------------|-------|
| Jan 15 | 0 | 1 | 0 | 5 | 2 | 7 | 6 | 7 | 0 | 7 | 35 | 35 |
| Jan-14 | | 1 | | 3 | 8 | 6 | 8 | | 7 | 4 | 37 | 37 |
| Jan-13 | 0 | 0 | 0 | 8 | 7 | 9 | 1 | 8 | 6 | 6 | 45 | 45 |
| Jan-12 | 0 | 4 | 0 | 8 | 8 | 1 | 9 | 5 | 6 | 5 | 46 | 46 |
| Jan-11 | 0 | 7 | 0 | 8 | 1 | 10 | 5 | 7 | 5 | 5 | 48 | 48 |
| Jan-10 | 0 | 7 | 0 | 1 | 9 | 5 | 7 | 5 | 3 | 9 | 46 | 46 |
| Jan-09 | 0 | 1 | 0 | 8 | 5 | 5 | 4 | 1 | 7 | 8 | 39 | 39 |

| Pontyberem | 3yr (PT) | 3yr | 4yr (PT) | 4yrs | 5yr | 6yr | 7yr | 8yr | 9yr | 10yr | Total (FTE) | Total |
|------------|----------|-----|----------|------|-----|-----|-----|-----|-----|------|-------------|-------|
| Jan-15 | 0 | 19 | 1 | 20 | 30 | 28 | 27 | 25 | 27 | 25 | 201.5 | 202 |
| Jan-14 | | 16 | | 32 | 28 | 27 | 25 | 29 | 25 | 19 | 201 | 201 |
| Jan-13 | 0 | 13 | 0 | 29 | 24 | 25 | 28 | 25 | 19 | 24 | 187 | 187 |
| Jan-12 | 0 | 19 | 0 | 23 | 26 | 26 | 24 | 20 | 23 | 24 | 185 | 185 |
| Jan-11 | 0 | 11 | 0 | 24 | 27 | 19 | 20 | 19 | 25 | 29 | 174 | 174 |
| Jan-10 | 0 | 15 | 0 | 24 | 20 | 20 | 20 | 24 | 30 | 21 | 174 | 174 |
| Jan-09 | 0 | 11 | 0 | 18 | 19 | 19 | 23 | 33 | 21 | 21 | 165 | 165 |

PLASC 2015 Data (Ages as at 31/08/14)

FTE – Full Time Equivalent - Part Time (PT) pupils counted as 0.5

6.2 Pupil Projections (FTE)

The following table shows the pupil projections for Bancffosfelen and Pontyberem for the next five years.

Bancffosfelen and Pontyberem

| | Actual | Projected Pupil Total | | | | | |
|---------------|------------|-----------------------|------------|------------|------------|------------|------------|
| | Jan 2015 | Jan 2016 | Jan 2017 | Jan 2018 | Jan 2019 | Jan 2020 | Jan 2021 |
| Bancffosfelen | 35 | 34 | 39 | 37 | 36 | 34 | 37 |
| Pontyberem | 202 | 205 | 206 | 210 | 212 | 213 | 212 |
| Total | 237 | 239 | 245 | 247 | 248 | 247 | 249 |

Pontyberem has a capacity of 235.

The above shows that there would not be sufficient capacity at Pontyberem to accommodate the pupils of Bancffosfelen. However, initial assessment of the Pontyberem school has shown that there is sufficient space available within the building to create additional capacity to accommodate all the pupils. The building modification to Pontyberem would need to take place prior to any pupils moving from Bancffosfelen.

6.3 Pupil Capacity Information

The current methodology for the calculation of school capacities was implemented by Welsh Government in 2008.

| | MSCW Capacity | | | | | | | |
|-------------------------------|---------------|--------|--------|--------|--------|--------|--------|--|
| | Jan-09 | Jan-10 | Jan-11 | Jan-12 | Jan-13 | Jan-14 | Jan-15 | |
| Capacity Bancffosfelen | 155* | 155* | 155* | 155* | 155* | 155* | 155* | |
| Pupil Numbers | 39 | 46 | 48 | 46 | 45 | 37 | 35 | |
| Surplus | 116 | 109 | 107 | 107 | 110 | 118 | 120 | |
| % Surplus | 74% | 70% | 69% | 69% | 71% | 76% | 78% | |
| | | | | | | | | |
| Capacity Pontyberem | 235 | 235 | 235 | 235 | 235 | 235 | 235 | |
| Pupil Numbers | 165 | 174 | 174 | 185 | 187 | 201 | 202 | |
| Surplus | 70 | 61 | 61 | 50 | 48 | 34 | 33 | |
| % Surplus | 30% | 26% | 26% | 21% | 20% | 14% | 14% | |
| | | | | | | | | |

* As from January 2016 the capacity of the school has reduced to 98.

MCSW - Measuring the Capacity of Schools in Wales

As can be seen in the table above there has been a significant level of surplus places at Bancffosfelen over the years. This will reduce when the revised January 2016 capacity figure of 98 is used. However, the school will continue to carry a surplus of well above 50%.

The **School Organisation Code** document published by Welsh Government, which is available on their website, provides the following information to all authorities in Wales in respect to surplus places:

*'Where there are **more than 10% surplus places** in an area, local authorities should review their provision and should make proposals for school reorganisation if this will improve the effectiveness and efficiency of provision. This is especially important where individual schools, have "**significant**" levels of surplus places. A significant level of surplus provision is defined as **25% or more** of a school's capacity'*

6.4 School Attendance Data

Improving attendance is a national priority, if children are not in school, they cannot learn.

The Authority analyses and shares data for every primary school on a half-termly basis to help schools to maintain a focus on attendance. The analysis uses data for pupils in years 1 to 6 and follows the same approach as the statutory attendance return each September.

| School | Attendance Data 2013/14 | Attendance Data 2014/15 (Autumn Term) | Above / Below Target | Target 2015/16 | Target 2016/17 |
|---------------|-------------------------|---------------------------------------|----------------------|----------------|----------------|
| Bancffosfelen | 96.2 | 95.4 | -1.1 ↓ | 97.0 | 97.2 |
| Pontyberem | 95.7 | 95.3 | -0.7 ↓ | 96.5 | 96.7 |

6.5 Building Facilities

The Welsh Government commissioned independent building surveys on behalf of all local authorities in 2009 and 2010 to evaluate the **Suitability** and **Condition** of all schools in Wales.

The schools were banded from **A** to **D** according to building condition and ranked in priority from **1** to **3**, depending on when it was recommended that the work should be carried out:

A Good – No Deterioration

B Reasonable – Minor Deterioration

C Poor – Major Deterioration

D Bad – Life Expired

1 Urgent – Issues to be addressed in Year 1

2 Essential – Issues to be addressed in Year 2

3 Desirable – Issues to be addressed in Years 3 to 5

The suitability of the buildings as an education resource was also banded from **A** to **D**:

A Good - Suitable levels for teaching, learning and well being in schools

B Reasonable - But behaviour / morale adversely and management affected

C Poor - Teaching methods inhibited

D Bad - Severe situation and / or Unable to teach the curriculum

The findings from the surveys are as follows:

6.5.1 Bancffosfelen



The school is situated in the village of Bancffosfelen, which is located in the Gwendraeth Valley, which is approximately 2 miles from the village of Pontyberem.

The site is located on a fairly flat site on the edge of the village. The main building is a traditional Victorian school structure with stone walls and slate roof. In the rear of the site there are interlinked extensions erected over the years comprising of a felt flat roofed link with masonry walls leading to a later timber-framed modular extension having UPVC cladding and windows and timber cladding under a felt flat roof.

To the south-east side boundary there is a small masonry construction with low-pitch metal-clad roofing.

Bancffosfelen was categorised as **C2** for the condition of its building.

C Poor – Major Deterioration

2 Essential – Issues to be addressed in Year 2

The suitability survey carried out by Welsh Government categorised the school as a Band **C** building.

C Poor - Teaching methods inhibited

6.5.2 Pontyberem



The school is situated in the village of Pontyberem, in the Gwendraeth Valley. The vast majority of pupils come from the village or nearby area.

The building is located on a level site and situated off a short cul-de-sac away from the main road. The main building is a late 1950s part two storey traditional brick structure with tiled roof. The building was extended in the 1970s with a single storey extension with a similar traditional brick structure with tiled roof.

Pontyberem was categorised as **C2** for the condition of its building.

C Poor – Major Deterioration

2 Essential – Issues to be addressed in Year 2

The suitability survey carried out by Welsh Government categorised the school as a Band **B** building.

B Reasonable - But behaviour / morale adversely and management affected

6.6 Estyn Reports

6.6.1 Bancffosfelen

As part of a national programme of school inspection, Estyn commissions reviews of all schools. The latest was undertaken in February 2011 and consultees may access the findings either via the Estyn website at www.estyn.gov.uk or you may request a copy from the Local Authority (for which a charge in respect of photocopying may be made).

The main findings of the report

The Estyn Inspection report undertaken in November 2011 stated that '**A friendly, productive and inclusive ethos, which is based on positive support and good relationships, is one of the strengths of the school. Issues relating to equal opportunities, diversity and equality are dealt with appropriately, and the strong arrangements that exist ensure very good behaviour across the school**'.

The inspection judgements awarded are shown in the table on the following page:

| Key Question | Inspection Grade |
|---|------------------|
| How good are the outcomes? | Adequate |
| How good is the provision? | Good |
| How good are leadership and management? | Good |
| Summary | |
| The school's current performance? | Adequate |
| The school's prospect for improvement? | Good |

In these evaluations, inspectors use a four-point scale:

| Judgement | What the judgement means |
|----------------|---|
| Excellent | Many strengths, including significant examples of sector-leading practice |
| Good | Many strengths and no important areas requiring significant improvement |
| Adequate | Strengths outweigh areas for improvement |
| Unsatisfactory | Important areas for improvement outweigh strengths |

6.6.2 Pontyberem

Pontyberem was last inspected as part of the Estyn School Inspection Programme in November 2014. The inspection judgements awarded are shown in the table below:

The main findings of the report

The Estyn Inspection undertaken in November 2014 reported that ***'The school has a very caring and supportive ethos in which pupils feel safe. All pupils have full access to the curriculum and the school promotes positive attitudes towards equality and diversity. The school also promotes positive behaviour. This is reflected in pupils' behaviour and the way in which they identify with each other and their teachers. The school succeeds in engendering pupils' pride in their work, their community and their successes'***.

Pontyberem – Estyn Inspection Judgements

| Key Question | Inspection Grade |
|---|------------------|
| How good are the outcomes? | Adequate |
| How good is the provision? | Good |
| How good are leadership and management? | Adequate |
| Summary | |
| The school's current performance? | Adequate |
| The school's prospect for improvement? | Adequate |

In these evaluations, inspectors use a four-point scale:

| Judgement | What the judgement means |
|----------------|---|
| Excellent | Many strengths, including significant examples of sector-leading practice |
| Good | Many strengths and no important areas requiring significant improvement |
| Adequate | Strengths outweigh areas for improvement |
| Unsatisfactory | Important areas for improvement outweigh strengths |

6.7 National School Categorisation System

The Minister for Education and Skills announced the introduction of the national School Categorisation System in September 2014. The system is not purely data-driven but also takes into account the quality of leadership and teaching and learning in our schools. The system will not take the place of Estyn reports, Estyn will continue to inspect schools and provide an external check on the national school categorisation system when inspecting.

The new system evaluates and assesses schools and places them in a support category using the following information:

- A range of performance measures provided by the Welsh Government.
- Robust self-evaluation by the school on its capacity to improve in relation to leadership and teaching and learning.
- Assessment of the school's self evaluation by challenge advisers in the regional consortia, agreed with the local authority.

The new categorisation system will give a clear and fair picture of a school's progress. There is a three step process in generating a category for a school, firstly after the performance data and self-evaluation have been analysed a draft support category is generated for each school. This category is discussed with the school by regional consortia and then agreed with the local authority.

What does each support category mean?

There are four support categories

| | |
|-------------------------|---|
| Green Support Category | A highly effective school which is well run, has strong leadership and is clear about its priorities for improvement. These schools have a track record in raising the standards that pupils achieve and have the capacity to support other schools to do better. |
| Yellow Support category | An effective school which is already doing well and knows the areas it needs to improve. By identifying the right support and taking action, it has the potential to do even better. |
| Amber Support Category | A school in need of improvement which needs help to identify the steps to improve or to make change happen more quickly. Through discussions with the regional school improvement service and local authority, the school will receive a tailored package of support. |
| Red Support Category | A school in need of greatest improvement and will receive immediate, intensive support. Progress will be closely monitored to make sure that the necessary improvements take place as quickly as possible. |

The table below summarises the data for Bancffosfelen and Pontyberem.

National School Categorisation System – Data 2015

| School | *Standards Group | *Improvement Capacity | Support Category |
|---------------|------------------|-----------------------|------------------|
| Bancffosfelen | 2 | B | Yellow |
| Pontyberem | 2 | B | Yellow |
| | | | |

* Framework and criteria for self-evaluation and ability to self-improve in relation to leadership, teaching and learning (standards group 1–4, with 1 being the highest group and 4 the lowest), and the capacity to improve (A–D, schools with an improvement capacity of A showing the greatest capacity to improve and those with an improvement capacity of D showing the least capacity to improve).

6.8 Quality and standards in education

6.8.1 Outcomes (standards and wellbeing)

Pupils' standards and wellbeing outcomes will benefit directly from the proposal's preferred option as the capacity and ability to focus on improved provision will be implemented with greater consistency across one common site. The demands of the revised primary curriculum made it increasingly challenging for small numbers of staff working with small cohorts, to provide a broader range of learning experiences and opportunities. Effective and consistent provision is the key driver in ensuring children's achievement and success at all ages.

6.8.2 Provision

The proposal's content will provide an increased team of staff members and facilitate higher levels of collaboration and self-improvement. This larger team of teachers and support staff will impact most positively on learning provision and therefore standards and wellbeing through –

- enhanced pastoral support for all children
- enhanced targeted support for children with additional learning needs (including More Able and Talented children)
- enhanced collaboration and professional learning development amongst staff
- enhanced focus on planning and implementation of the curriculum
- greater opportunities for the development of social and curriculum specific skills
- greater opportunities for children to benefit from an increased range of resources and learning environments

6.8.3 Leadership and Management

Bancffosfelen does not have a permanent Headteacher employed at the school. But there is an informal arrangement between Bancffosfelen and Pontyberem Governing Bodies for part time cover to be provided. There is a permanent a Headteacher employed at Pontyberem.

Effective and sustainable leadership is crucial to all children's success as schools face new challenges and opportunities in pursuit of the best standards and provision for all.

6.9 Need for places and the impact on accessibility of schools

The County Council has considered the sufficiency of places and the likely demand for places in the future.

7 9.1 Age range of the schools

The age range of both schools is 4 to 11.

The nursery provision provided at each school is as follows:

| School Catchment | Nursery Provision |
|------------------|-------------------------|
| Bancffosfelen | Welsh Cylch on premises |
| Pontyberem | Welsh Cylch in area |

All children in Wales are entitled to free, part time Early Years Foundation Phase learning provision from the beginning of the term after their third birthday and prior to gaining full time entry into school. Part time is defined as a minimum of ten hours per week. The Local Authority has a duty to ensure that enough places are available for all three year old whose parents want them to attend.

There are many advantages to attending a school which offers nursery provision, these include;

- Children that attend a nursery setting within the school find the transition to primary education from nursery easier and often 'settle' quicker than children who have not had access to nursery provision.
- Issues in relation to additional learning needs can be identified at an earlier stage before the child attends full time primary education.
- Studies have shown that children attending pre-school nursery enhance their cognitive and social / behavioural development compared to children not attending nursery.

6.9.2 Language Category

The language category at the schools is as follows:

| School Catchment | Language Category |
|------------------|-------------------|
| Banccfosfelen | Welsh Medium |
| Pontyberem | Welsh Medium |

6.10 Resourcing of education and other financial implications

6.10.1 Surplus Places

As can be seen in the table in section 2 there is a significant level of surplus places in Banccfosfelen, 77% as at January 2015 and reducing to 65% using the revised capacity calculation for the school. As stated in the School Organisation Code document published by Welsh Government where there is more than 10% surplus in an area, local authorities should review their provision and should make proposals for school reorganisation if it will improve the effectiveness and efficiency of provision. This is especially important where individual schools have 'significant' levels of surplus places of 25% or more (as defined in the Welsh Government Circular 21/2011). If this proposal is implemented it will have a significant positive impact on surplus places in the area as can be seen from the % surplus data shown in the table.

6.10.2 Transport costs

The travel cost is not significant as many pupils attending Banccfosfelen reside within the catchment of Pontyberem.

The estimated cost is expected to be £13.50 per eligible pupil per day.

6.10.3 Capital costs / Capital Receipts

If this proposal was implemented a negligible amount of capital would be required to change the use of rooms currently used as 'Intervention Areas' into classrooms. The changes would not be subject to planning approval.

Should the proposal be adopted which would lead to the school building no longer being used then the County Council Policy, approved on the 12th April 2006, in relation to buildings not being required for educational purposes will apply.

In essence this allows the community to make a case to the council for the retention of the building as a community resource. If there is no viable community interest the premises will be offered on the market.

6.10.4 School Budgets

Banffsfelen

Based on 2015/16 data the budget cost per pupil is £4,647 which is 24% **above** the county average of £3,739.

Pontyberem

Based on 2015/16 data the budget cost per pupil is £3,583 which is 4% **less** than the county average of £3,739.

DRAFT

6.11 Analysis of Options against Objectives

| | Option 1 | Option 2 | Option 3 | Option 4 | Option 5 | Option 6 | Option 7 |
|---|-------------------|---|---|---|---|--|--|
| Objectives | Status Quo | Discontinue Bancffosfelen and move the pupils/catchment to Llanddarog | Discontinue Bancffosfelen and move the pupils/catchment to Pontyberem | Discontinue Bancffosfelen and move the pupils/catchment to Pont Henri | Discontinue Bancffosfelen and move the pupils/catchment to Gwynfryn | Discontinue Bancffosfelen and move the pupils/catchment to Y Fro | Discontinue Bancffosfelen and Pontyberem and move the pupils/catchments to Bancffosfelen |
| 1. Educationally viable and sustainable school. | x | ✓ | ✓ | x | x | x | ✓ |
| 2. High quality education. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 3. 21 st Century facilities. | x | x | x | x | x | x | x |
| 4. Sufficient Capacity | ✓ | x | ✓ | x | ✓ | x | x |
| 5. Strong Leadership and Management. | x | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Critical Success Factors | | | | | | | |
| 1. Reduction in surplus places | x | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 2. Improved school condition and suitability. | x | x | ✓ | ✓ | ✓ | x | x |
| 3. Support the increased demand for Welsh medium education. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Summary | Discounted | Discounted | Preferred | Discounted | Discounted | Discounted | Discounted |

Analysis of Options against Objectives...continued

| | Option 8 | Option 9 |
|---|-------------------|-------------------|
| Objectives | Federation | Amalgamation |
| 1. Educationally viable and sustainable school. | x | x |
| 2. High quality education. | ✓ | ✓ |
| 3. 21 st Century facilities. | x | x |
| 4. Sufficient Capacity | ✓ | ✓ |
| 5. Strong Leadership and Management. | ✓ | ✓ |
| Critical Success | | |
| 1. Reduction in surplus places. | x | x |
| 2. Improved school condition and suitability. | x | x |
| 3. Support the increased demand for Welsh medium education. | ✓ | ✓ |
| Summary | Discounted | Discounted |

7. Consultation and Statutory Process

7.1 The Consultation Process

The consultation on this proposal will follow guidelines established by the Welsh Government as stated in the School Organisation Code (2013).

7.2 Who else will be consulted?

This document will be sent to the following interested parties:

| | |
|---|--|
| Staff (Teaching and Ancillary) Bancffosfelen Pontyberem | Governors and Parents / Guardians, Bancffosfelen Pontyberem |
| Carmarthenshire Children's Partnership | Community Councillors / Community Councils |
| Local County Councillors | Welsh Language Commissioner |
| Assembly Member (AM) / Regional Assembly Members | National Association of Schoolmasters and Union of Women Teachers (NASUWT) |
| National Union of Teachers (NUT) | Association Of Teachers & Lecturers (ATL) |
| Undeb Cenedlaethol Athrawon Cymru (UCAC) | The Professional Association of Teachers (PAT) |
| National Association Of Head Teachers (NAHT) | GMB Union |
| UNISON | *Neighbouring Primary and Secondary schools in Carmarthenshire |
| Transport and General Workers' Union (T&G) | LA Special Educational Needs Division |
| Director of Education – All Neighbouring Authorities | ERW – Education through Regional Working |
| Local Service Board | Regional Transport Consortium |
| Local Police and Crime | Welsh Ministers |

| | |
|--------------|-------------------------------------|
| Commissioner | |
| Estyn | Diocesan Director of Education & RC |

A consultation document will also be sent to the Chair of Governors and Headteachers of the neighbouring Primary School and Secondary feeder schools.

Primary

Pontyberem, Llanddarog, Pont Henri, Gwynfryn and Y Fro.

Secondary

Ysgol Dyffryn Aman and Ysgol Maes y Gwendraeth secondary schools.

7.3 The Consultation Period

There will be a period from 23 May 2016 to 8 July 2016 when you can express your views.

During this period you can ask questions and express your views by writing a letter or alternatively completing the attached response form in **Appendix F** which should be received by the Director of Education and Children's Services (Mr. R. A. Sully) by no later than noon on 8 July 2016, at the following address:

Mr R A Sully
 Director of Education and Children's Services,
 Building 2,
 St. David's Park
 Jobs Well Road
 Carmarthen
 SA31 3HB

Or E-mail to: DECMEP@carmarthenshire.gov.uk

Consultees can submit their views in favour of or against a proposal. Responses received during the consultation period will not be treated as statutory objections. If consultees wish to object, they will need to do so in writing during the statutory objection period outlined below.

7.4 Consultation with pupils

There will be an opportunity for the pupils of Bancffosfelen Primary School to participate in the consultation process during a session which will be conducted at the school with one of the Department's Challenge Adviser. The session will take place at Bancffosfelen Primary School.

The information gathered from the consultation with pupils will form part of the consultation report which will be submitted to the Executive Board for consideration following the consultation period.

7.5 Considering Your Views

Within 13 weeks of 8 July 2016 a consultation report will be published on Carmarthenshire County Council's website. Hard copies of the report will also be available on request. The report will summarise the issues raised by consultees and provide Carmarthenshire County Council's response to these issues. The report will also contain Estyn's view of the proposal and details of consultation undertaken with the pupils of Bancffosfelen.

The Executive Board of Carmarthenshire County Council will consider the consultation report and decide whether or not to proceed with the proposal.

If the Executive Board decides to continue with the proposal Carmarthenshire County Council must publish a statutory notice.

7.6 Statutory Notice

The statutory notice will be published on Carmarthenshire County Council's website and posted in the named and neighbouring schools within the locality. Copies of the notice will be made available to the school to distribute to pupils, parents, guardians, and staff members (the school may also distribute the notice by email).

The notice will set out the details of the proposal and invite anyone who wishes to object to do so in writing within a period of 28 days. If objections are received an objection report will be published on the Carmarthenshire County Council website. Hard copies of the report will also be available on request. The report will summarise the issues raised and provide Carmarthenshire County Council's response to those objections.

7.7 Determination of Proposal

County Council will determine the proposal. The County Council may decide to approve, reject or approve the proposal with modifications. In doing so, the County Council will take into account any statutory objections that it received.

7.8 Decision notification

Following determination of proposals all interested parties will be informed and advised of the availability of the decision which will be published electronically on Carmarthenshire County Council's website.

7.9 The Statutory Process Time-Table

The statutory process and timetable will be as follows:-

| | |
|-----------------------|--|
| May 2016 | Issue of this consultation document to identified and other interested parties. |
| July 2016 | Closing date for views on the proposal to be received by the Department for Education & Children. |
| November 2016 | <p>Within 13 weeks of 8th July 2016 a Consultation Report will be taken to the Executive Board and published on Carmarthenshire County Council's website. Decision to proceed to publish statutory notice. OR alternatively proposal ends.</p> <p>If the decision is made to proceed then a statutory notice will be published. The notice will outline details of the proposal and be published on the Council's web site and be displayed near the entrance of the school and schools which are subject to the proposals. Copies of the notice will be made available to the school to distribute to parents, guardians and staff members.</p> <p>Following publication there will be a 28 day period during which time formal written objections will be invited.</p> <p>The statutory notice will give details on how you may record your objections to the proposal.</p> |
| November 2016 | <p>End of formal 28 day notice period for objections. County Council will determine the proposal. The County Council may decide to approve, reject or approve the proposal with modifications, in doing so the County Council will take into account any statutory objections that it received.</p> |
| May/June 2017 | <p>Deadline to notify parents of intention to implement proposal.</p> <p>Following determination of proposals all interested parties will be informed and advised of the availability of the decision which will be published electronically on Carmarthenshire County Council's website.</p> |
| September 2017 | Implementation. |

8. Appendix A – Community Impact Assessment

Community Impact Assessment

8.1 Bancffosfelen

General Information

The school is situated in the village of Bancffosfelen, which is located in the Gwendraeth Valley and approximately 1 mile from the village of Pontyberem.

The site is located on a fairly flat site on the edge of the village. The main building is a traditional Victorian school structure with stone walls and slate roof with rear interlinked extensions erected over the years comprising of a felt flat roofed link with masonry walls leading to a later timber-framed modular extension having UPVC cladding and windows and timber cladding under a felt flat roof.

There are only two mixed year classes at the school. Infant and Junior. The school does not employ a permanent Headteacher, but there is a temporary arrangement between the Governing Body of Bancffosfelen and Pontyberem for temporary cover to be provided. . There are 2 teachers employed at the school. The school caters for pupils aged 4-11 years of age. The schools has categorised itself as Welsh Medium.

Bancffosfelen is within the ward of Pontyberem 2. The ward is ranked 45 out of 112 within Carmarthenshire for deprivation (1 being most deprived).

Due to the school's proximity to the Pontyberem 1 ward, the data for both wards has been used. The number of white British ethnic origin is 98.8%. Over half of the population (67%) can speak Welsh.

Catchment Area Analysis

Each school has an area that it serves, referred to as the catchment area. Each school is expected to accommodate pupils from within its catchment area and schools must have regard for this ongoing demand.

Most parents send their child to their local school but parents have a right to state a preference for other schools.

Children attending the school from inside catchment

Based on January 2015 PLASC pupil address data, (the geographical data in relation to the pupil distribution), there were in total 51 pupils living within the catchment. 18 pupils attend Bancffosfelen, whilst 33 pupils attend other schools. The majority of pupils from the catchment area, 21, attend Pontyberem.

Children attending the school from outside catchments

Based on January 2015 PLASC pupil address data, of the 35 pupils attending the school, 17 pupils attended the school from 4 other catchment areas.

Other School Facilities / Activities

Bancffosfelen school has a nursery located on its site, it is a valuable resource and is a feeder for the school.

Community members of all generations attend public events held at the school. The Christmas Fair, Christmas Concert and Sports School Summer Fun are examples of the events held annually. The events attract representation from the community and the school.

The children, through the School Council, conduct activities on different occasions and invites parents into the school for fundraising events or to share the fruits of their work performed on projects, e.g. talent shows / performances on various occasions for Comic Relief, Children in Need and have staged the children and music service presentation at the recent World War II on the basis of pupils project work.

A Clwb Joio is held at the school every Tuesday with around 10 pupils attending.

Members of the Banc Organics come into the school during the spring and summer to help the children to grow vegetables and flowers.

School staff and the Music Service help children prepare for competition in the village Eisteddfod and Urdd Eisteddfod annually. The children attend instrumental lessons at the school and have the opportunity to join the annual Schools Proms Carmarthenshire.

Community use of school building

The school has an active Friends organisation that supports a number of social events and fundraising. The Friends are responsible for the arrangements of the annual Christmas Fair, which is a momentous occasion in the social calendar of the village, and they run a number of various social events, such as a treasure hunt, quiz, disco night curry and Halloween. The Friends work closely with a committee of the Nursery to co-host some events. Through the efforts of the Friends, parents have held days to decorate the school externally including the school yard. Over half of the school families regularly contribute to the work of the Friends.

The school has strong links with the Pontyberem Church - the Vicar attends the school to give presentations on a regular basis. The school has staged presentations in the Chapel at Bancffosfelen (Pisgah).

There are also strong links with Menter Cwm Gwendraeth, who host the Clwb Joio at the school, and a number of the children attend the Youth Theatre and several other events held by it.

There is a valuable link between the school and Seindof Arian Crwbin. Wind and brass instrument lessons are held in the school and many of the children join the Full and Youth band. The band performs regularly with children at the school, including the school's Christmas concert.

The school has regular contact with the Bancffosfelen Hall and Crwbin Hall, and children perform with the Seindof Arian Crwbin at Christmas in the concert hall.

There is also a strong link between the school and Bancffosfelen Eisteddfod. School children compete in local schools sections and through this connection, parents are encouraged to assist in the organisation of the Eisteddfod and the former pupils school (secondary school age) also provide their assistance at the Eisteddfod annually.

Similarly there is a strong association with Bancffosfelen Show. School children compete in the annual show's art section. With these connections, it engages links between the school and parents who help with show's arrangements.

School children attended the annual Coffee Morning held at the village hall to raise money for Macmillan Cancer fund. They have also held performances for Leisure Club members to Senior Citizens groups that are held in the Hall.

As mentioned above, there is also a strong connection with the Banc Organics, a co-operative for grown food that is located at Bancffosfelen. Representatives of Banc Organics help children by providing gardening sessions. They also provide resources to create growing beds as well as providing seeds.

Should the proposal be adopted which would lead to the school building no longer being used then the County Council Policy, approved on the 12th April 2006, would apply.

In essence this allows the community to make a case to the council for the retention of the building as a community resource.

8.2 Pontyberem

The school is located on the edge of the village. The principal building is a traditional Victorian single storey school under a pitched slate roof. A rear extension was added in the 1960's/70's which consists of a single storey with brick walls and a slate roof added together with a single storey flat roofed wing containing the toilet block.

There are no mixed aged classrooms at the school. There is a Headteacher, Deputy Headteacher and nine teachers employed by the school. The school caters for pupils aged 4-11 years of age. The schools has categorised itself as Welsh Medium.

Pontyberem is on the borderline of wards Pontyberem 1 and Pontyberem 2. Pontyberem 1 is ranked 81 out of 112 and Pontyberem 2 is ranked 45 out of 112 within Carmarthenshire for deprivation (1 being most deprived).

Due to the school's proximity to wards Pontyberem 1 and Pontyberem 2, the data for both wards has been used. The number of white British ethnic origin is 98.8%. Over half of the population (67%) can speak Welsh.

Catchment Area Analysis

Each school has an area that it serves, referred to as the catchment area. Each school is expected to accommodate pupils from within its catchment area and schools must have regard for this ongoing demand.

Most parents send their child to their local school but parents have a right to state a preference for other schools.

Children attending the school from inside catchment

Based on January 2015 PLASC pupil address data, (the geographical data in relation to the pupil distribution), there were in total 210 pupils living within the catchment. 141 pupils attend Pontyberem, whilst 69 pupils attend other schools.

Children attending the school from outside catchment

Based on January 2015 PLASC pupil address data, of the 202 pupils attending the school, 61 pupils attended the school outside the catchment area.

Other School Facilities / Activities

The school has an active Friends Association which hosts a number of fundraising and social events. The school has a strong connection and a regular Nantyglo Residential Home, where pupils visit and perform musical items. The school has strong links with Soar Chapel and Jerusalem Chapel. The Reverend Roberts of Soar Chapel attends School Assembly on a monthly basis.

The school also has strong links with the Pontyberem Church - the Vicar visits the school to give presentations on a regular basis. In addition there are strong links with Menter Cwm Gwendraeth, which host the daily afterschool club at the school – Clwb Hwyl. The school works closely with Pontyberem Hall, where pupils perform in school Christmas concerts.

The Urdd is held every Thursday evening for school pupils. A Sports Club is also held on a weekly basis.

Community use of school building

The school's hall is used on a weekly basis by Pontyberem Rugby Club, Bancffosfelen Football Club, the school's Urdd, the Dreigiau Bach also use the school's facilities. The school hall is used by Carmarthenshire County Council's Music Service for termly musical courses which is attended by pupils from all over the County.

The school field is used by Bancffosfelen Football Club, the Urdd, Gwendraeth Schools and Menter Cwm Gwendraeth to hold annual sports activities. Community members of all generations attend public events held at the school. The Christmas Fair, the school Christmas Concert and the School's Summer Sports are held annually at the school.

9. Appendix B – Welsh Language Impact Assessment

This proposal supports the Council's vision and aims for Welsh medium education as set out in Carmarthenshire's Welsh in Education Strategic Plan (WESP) 2014 – 2017. The proposal will offer the pupils of Bancffosfelen the opportunity of attending a Welsh medium school at Pontyberem.

9.1 Language Category

Bancffosfelen

Under the new arrangements for categorisation of schools according to linguistic provision, Bancffosfelen categorised itself in Category WM (Welsh medium). In a Welsh medium school all foundation phase pupils experience areas of learning through the medium of Welsh. In Key stage 2 at least 70% of teaching is made through medium of Welsh, which is the language of communication with pupils and the language of day to day business of the school.

The school communicates with parents in both languages. Pupils, regardless of home language, will be able to transfer to Welsh medium secondary provision and by the end of Key Stage 2 will have reached equivalent standard in English to that reached by pupils in predominantly English medium schools.

Pontyberem

Under the new arrangements for categorisation of schools according to linguistic provision, Pontyberem categorised itself in Category WM (Welsh medium). In a Welsh medium school all foundation phase pupils experience areas of learning through the medium of Welsh. In Key stage 2 at least 70% of teaching is made through medium of Welsh, which is the language of communication with pupils and the language of day to day business of the school.

The school communicates with parents in both languages. Pupils, regardless of home language will be able to transfer to Welsh medium secondary provision and by the end of Key Stage 2 will have reached equivalent standard in English to that reached by pupils in predominantly English medium schools.

9.2 Standards – Welsh Language

Bancffosfelen

As reported previously in this consultation document Bancffosfelen was last inspected by Estyn in November 2011. The report noted that Welsh is the main language spoken at home by approximately 50% of pupils, but it is

expected that every pupil will be fluent in Welsh and English by the end of key stage 2.

The Welsh dimension is a strong feature of the life and work of the school. The provision effectively promotes pupils' knowledge and understanding of their local area and Wales as a country

The school has a range of beneficial partnerships with the community, theatre groups, employers, charitable groups and other establishments in the local area and beyond. The wide range of experiences that emanates from these, which are increasingly through the medium of Welsh, enriches the provision for pupils. The school is aware of the importance of its relationship with relevant local authority services and it collaborates with them effectively.

Pontyberem

As reported previously in this consultation document, Pontyberem was last inspected by Estyn in November 2014. The report noted that 61% of pupils come from Welsh-speaking homes.

Most pupils use the Welsh language naturally when talking to each other, and pupils from non-Welsh speaking homes become fluent in Welsh quickly. They express themselves clearly and accurately, on the whole.

Most pupils make appropriate progress in their reading skills. Most of them are able to read aloud clearly and meaningfully in Welsh, by using appropriate intonation and showing an understanding of the text. Pupils who receive additional support to improve on their reading skills make consistent progress. Pupils develop an interest in books and become keen readers. Pupils in the Foundation Phase and key stage 2 are able to discuss enthusiastically the characters and events in the stories that they read. In key stage 2, pupils use their investigative skills well in science experiments. They are able to discover information on the internet and apply it in order to present it in Welsh in electronic presentations.

Pupils' performance in Welsh, apart from in 2013, has placed the school in the upper 50% or the top 25%.

The Welsh dimension and awareness of belonging to the community is core to the school's ethos and permeates all activities. Educational visits and the use that the school makes of the local community and visitors, such as Aneurin Karadog, Alun Wyn Bevan and Nigel Owens, enrich pupils' learning experiences. These experiences motivate pupils across the areas of learning and have a very positive effect on their work.

9.3 Welsh school activities

Bancffosfelen

Pupils at the school have the opportunity to take part in the local, county and national Eisteddfod annually. Older pupils attend Llangrannog camp annually, for a week's residential course. There is a Clwb Hwyl which is conducted in Welsh and held by Menter Cwm Gwendraeth.

All activities carried out by the Friends of the School and public events are conducted in Welsh or bilingually. The school is the heart of the community and draws families from the area as well as those who have moved into the area.

Pontyberem

Pupils at the school have the opportunity of taking part in the local Eisteddfod as well as at County and National levels on an annual basis. Older pupils at the school have the opportunity of attending the Llangrannog Urdd camp annually for a week's residential course. There is a Welsh after school club, Clwb Hwyl, which is held at the school by Cwm Gwendraeth, on a daily basis.

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10. Appendix C – Equality Impact Assessment

Carmarthenshire County Council Assessing Impact

The Equality Act 2010

The Equality Act 2010 (the Act) brings together and replaces the previous anti-discrimination laws with a single Act. It simplifies and strengthens the law, removes inconsistencies and makes it easier for people to understand and comply with it. The majority of the Act came into force on 1 October 2010.

The Act includes a new public sector equality duty (the 'general duty'), replacing the separate duties on race, disability and gender equality. This came into force on 5 April 2011.

What is the general duty?

The aim of the general duty is to ensure that public authorities and those carrying out a public function consider how they can positively contribute to a fairer society through advancing equality and good relations in their day-to-day activities. The duty ensures that equality considerations are built into the design of policies and the delivery of services and that they are kept under review. This will achieve better outcomes for all.

The duties are legal obligations. Failure to meet the duties may result in authorities being exposed to legal challenge.

Under equality legislation, public authorities have legal duties to pay 'due regard' to the need to eliminate discrimination and promote equality with regard to race, disability and gender, including gender reassignment, as well as to promote good race relations. The Equality Act 2010 introduces a new public sector duty which extends this coverage to age, sexual orientation, pregnancy and maternity, and religion or belief. The law requires that this duty to pay 'due regard' be demonstrated in the decision making process. It is also important to note that public authorities subject to the equality duties are also likely to be subject to the obligations under the Human Rights Act and it is therefore wise also to consider the potential impact that decisions could have on human rights as part of the same process.

Carmarthenshire's approach to Equality Impact

In order to ensure that the council is considering the potential equality impact of its proposed policies and practices, and in order to evidence that we have done so, every proposal will be required to be supported by the attached Equality Impact Assessment. Where this assessment identifies a significant impact then more detail may be required.

Reporting on assessments

Where it is clear from the assessment that the likely impact on the authority's ability to meet the general duty is substantial, then it must publish a report.

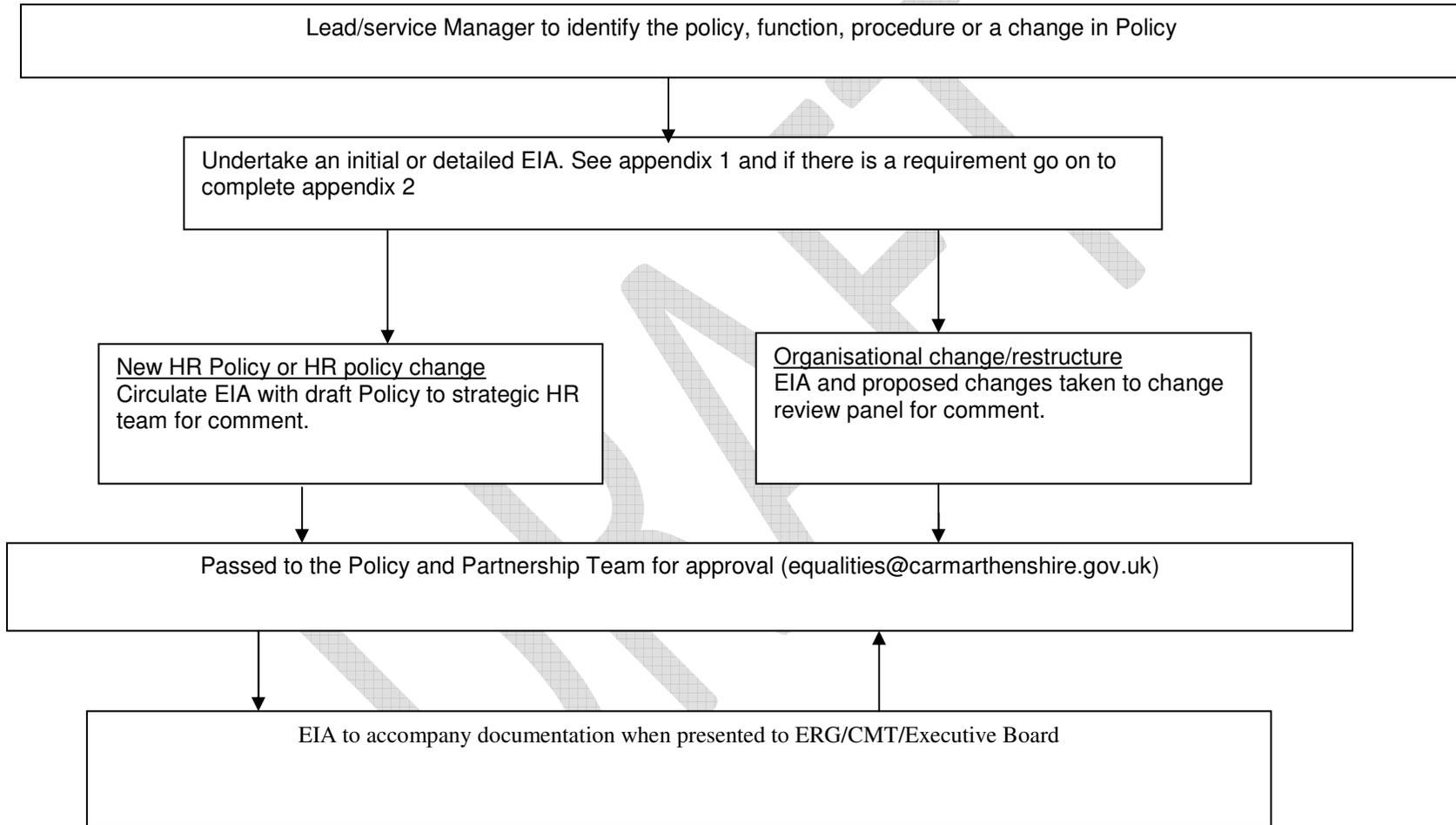
Initial and Detailed Equality Impact Assessments

The initial EIA (appendix 1) is a simple and quick method of assessing the effect of a policy, function, procedure, decision including financial cuts on one or more of the protected characteristics.

The Service Manager responsible for the relevant new or revised policies, functions, procedures and financial decisions must undertake, at least, an initial EIA and where relevant a detailed Equality Impact Assessment (appendix 2); EIA must be attached as background paper with reports to Executive and Scrutiny .

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Equality impact assessment – Process to follow where HR implications have been identified



Initial Equalities Impact Assessment Template

Appendix 1

| | | |
|--|--|---|
| Department: Education & Children | Completed by (lead): Martin Jones | Date of initial assessment: March 2015 Revision Dates: N/A |
| Area to be assessed: (i.e. name of policy, function, procedure, practice or a financial decision) | To discontinue Bancffosfelen primary school and provide provision for the pupils at the existing Pontyberem primary school | |
| Is this existing or new function/policy, procedure, practice or decision? | School Re-organisation Proposal – Modernising Education Programme | |
| What evidence has been used to inform the assessment and policy? (please list only) | | |
| <ul style="list-style-type: none"> • 21st Century Schools Programme • Modernising Education Programme • Welsh Government Guidance – School Organisation Code 2013 • PLASC Data 2015 • POSP Data 2015 | | |

| | | | |
|--|---|---|--|
| 1. Describe the aims, objectives or purpose of the proposed function/policy, practice, procedure or decision and who is intended to benefit. | It is the County Council’s proposal to discontinue Bancffosfelen primary school and provide provision for the pupils at the existing Pontyberem primary school. | | |
| The Public Sector Equality Duty requires the Council to have “due regard” to the need to:- (1) eliminate unlawful discrimination, harassment and victimisation; (2) advance equality of opportunity between | 2. What is the level of impact on each group/ protected characteristics in terms of the three aims of the duty? Please indicate high (H) medium (M), low (L), noS effect (N) for each. | 3. Identify the risk or positive effect that could result for each of the group/protected characteristics? | 4. If there is a disproportionately negative impact what mitigating factors have you considered? N/A |

| different groups; and (3) foster good relations between different groups (see guidance notes) | | | Risks | Positive effects | |
|---|--------------------------------|--------------|--------------|--|--|
| Protected characteristics | Age | N | Risk Neutral | | |
| | Disability | N | Risk Neutral | Suitability of Bancffosfelen school was rated as C by a Welsh Government who commissioned a building survey as part of the national 21 st Century School Programme in 2010. Pontyberem was also rated as B. | |
| | Gender reassignment | N | Risk Neutral | | |
| | Race | N | Risk Neutral | | |
| | Religion/Belief | N | Risk Neutral | | |
| | Pregnancy and maternity | N | Risk Neutral | | |
| | Sexual Orientation | N | Risk Neutral | | |
| | Sex | N | Risk Neutral | | |
| | Welsh language | M | Risk Neutral | Welsh medium provision is offered at both schools. | |
| Any other area | N | Risk Neutral | | | |

5. Has there been any consultation/engagement with the appropriate protected characteristics?

YES Informal consultation has already been undertaken with the schools. Further formal consultation will be undertaken with the schools' stakeholders, as stated in Welsh Government School Organisation Code 2013. As outlined in document.
NO

6. What action(s) will you take to reduce any disproportionately negative impact, if any? Ensure that parents, staff and governors are fully informed at each stage of the consultation.

7. Procurement

Following collation of evidence for this assessment, are there any procurement implications to the activity, proposal, service.
Please take the findings of this assessment into your procurement plan. Contact the corporate procurement unit for further advice. N/A

8. Human resources

Following collation of evidence for this assessment, are there any Human resource implications to the activity, proposal or service? The Authority has staffing policies and procedures in respect of school reorganisation and these will be recommended for implementation. The Authority will support school staff in securing suitable alternative employment if at all possible through redeployment processes.

9. Based on the information in sections 2 and 6, should this function/policy/procedure/practice or a decision proceed to Detailed Impact Assessment? (recommended if one or more H under section 2)

YES

NO

Approved by:
Head of Service

Gareth Morgans

Date: January 2016

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Detailed Equalities Impact Assessment Template

Appendix 2

| | |
|--|--------------------------------------|
| Department: | Please see initial impact assessment |
| Completed by (lead): | Please see initial impact assessment |
| Date of Detailed assessment: | Please see initial impact assessment |
| Area to be assessed: (<i>Policy, function, procedure, practice or a financial decision</i>) | Please see initial impact assessment |
| Is this existing or new function/policy/Procedure/ practice | Please see initial impact assessment |

| | |
|--|--------------------------------------|
| 1. Describe the aims, objectives or purpose of the function/policy, practice or procedure and who is intended to benefit. | Please see initial impact assessment |
| 2. Please list any existing documents, evidence, research which have been used to inform the Detailed equality impact assessment. (This must include relevant data used in this assessment) | Please see initial impact assessment |
| 3. Has any consultation, involvement been undertaken with the protected characteristics to inform this assessment? (please provide details, who and how consulted) | Please see initial impact assessment |

| | | | | |
|--|--------------------------------------|--------------------------------|--|--|
| 4. What is the actual/likely impact? | Please see initial impact assessment | | | |
| 5. What actions are proposed to address the impact? (<i>The actions needs to be specific, measurable and outcome based</i>) | What are we going to do | Who will be responsible | When will it be completed | How will we know we have achieved our objective |
| | | | | |
| | | | | |
| 6. How will actions be monitored? | Please see initial impact assessment | | | |
| Approved by: Head of Service | Please see initial impact assessment | | Date: Please see initial impact assessment | |

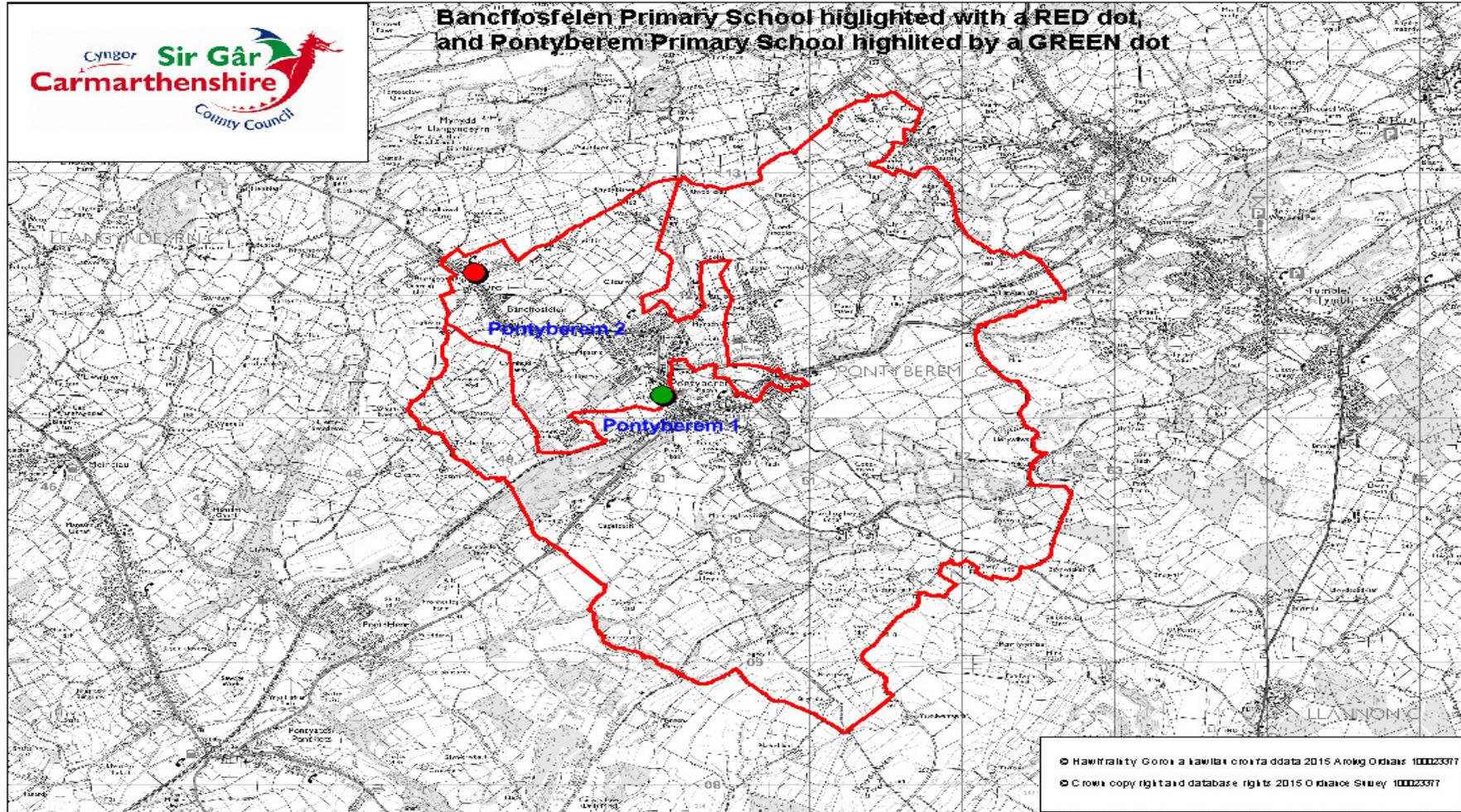
Thank you for completing this assessment.

For further information regarding Assessing Impact, please contact the -
 Policy & Partnership Team
 Chief Executive's Department
 01267 22(4914) / (4676)
equalities@carmarthenshire.gov.uk

Please send a copy of the assessment to the above e-mail address upon completion.

11. Appendix D – Area Profile for Bancffosfelen / Pontyberem

Postcodes SA15 5DR (Bancffosfelen) and SA15 5EB (Pontyberem)



Area Profile for Pontyberem 1 and Pontyberem 2 which include postcode: SA15 5DR band SA15 5EB for Bancffosfelen and Pontyberem Schools

| | |
|--|---|
| Population: (2014 Mid Year Estimates) | 2,772 |
| Welsh Language: | <p>People with knowledge of Welsh: 77.9%</p> <p>Can speak Welsh: 67.4%</p> <p>Can speak, Read and Write Welsh: 53.5%</p> <p>Can speak Welsh (Age 3-15): 12%</p> <p>No skills in Welsh: 24.3%</p> |
| Number of Children & Young People: (2014 Mid Year Estimates) | <p>17.3% (Aged 0-15)</p> <p>10.5% (Aged 16-24)</p> |
| Population Mitigation: | Overall population churn in area: rate per 1,000 Data no longer available |
| Ethnicity: | <p>White (British): 98.8%</p> <p>White (Irish): 0.3%</p> <p>White (Gypsy or Irish Traveller): 0.1%</p> <p>White (Other): 0.4%</p> <p>Mixed (White/Black Caribbean): 0.1%</p> <p>Mixed (White & Asian): 0%</p> <p>Mixed (Other): 0%</p> <p>Asian British (Chinese): 0%</p> <p>Asian British (Other Asian): 0%</p> <p>Black/African/Caribbean/Black British/Other: 0%</p> <p>Other Ethnic Group: 0%</p> |
| Religion: | <p>Christian: 61.8%</p> <p>Buddhist: 0%</p> <p>Hindu: 0.1%</p> <p>Muslim: 0.1%</p> <p>Other Religion: 0.3%</p> <p>No Religion: 29.9%</p> <p>Religion Not Stated: 7.8%</p> |
| Deprivation Ranking: | <p>Total number of Households: 645</p> <p>Total households not deprived in any dimensions: 205</p> <p>No of households Deprived of between 1-4 dimensions: 440</p> |

WELSH INDEX OF MULTIPLE DEPRIVATION (WIMD)

WIMD 2014 based on fine-grained geography of lower Super Output Areas (LSOAs). The WIMD 2014 is compiled from eight domains, Income, Employment, Health, Education, Housing, Access to Services, Physical Environment and Community Safety and is published at Lower Super Output Area of which there are 112 in Carmarthenshire.

Under WIMD, where Rank 1 is the most deprived, **Pontyberem 1** ranks as the 81st most deprived area in Carmarthenshire from 112 LSOAs and is ranked 1147 in Wales from 1909 LSOAs. **Pontyberem 2** ranks as the 45th most deprived area in Carmarthenshire and is ranked 796 in Wales.

The highest level of deprivation attributed to **Pontyberem 1** is the Housing domain, being ranked 43rd in Carmarthenshire and 832nd in Wales for this domain. In **Pontyberem 2** the Education domain is the most prominent ranking 19th in Carmarthenshire and 449th in Wales.

Pontyberem 1 – Pontyberem South Pontyberem 2- Pontyberem North

| LSOA | Overall Index | | Domains: Income | | Employment | | Health | | Education | | Housing | | Access to Services | | Physical Environment | | Community Safety | |
|--------------|---------------|-------|-----------------|-------|------------|-------|--------|-------|-----------|-------|---------|-------|--------------------|-------|----------------------|-------|------------------|-------|
| | Rank | Wales | Rank | Wales | Rank | Wales | Rank | Wales | Rank | Wales | Rank | Wales | Rank | Wales | Rank | Wales | Rank | Wales |
| Pontyberem 1 | 81 | 1147 | 70 | 1129 | 73 | 1088 | 65 | 971 | 51 | 921 | 43 | 832 | 58 | 569 | 93 | 1471 | 84 | 1633 |
| Pontyberem 2 | 45 | 796 | 40 | 842 | 34 | 631 | 49 | 813 | 19 | 449 | 51 | 935 | 73 | 853 | 85 | 1344 | 80 | 1611 |

Source: Welsh Index of Multiple Deprivation 2014 (released November 2014), Welsh Assembly Government.

Note: LSOAs ranked 1-112 (Carmarthenshire), 1-1909 (Wales).

12. Appendix E – Glossary of Abbreviations

| | |
|--------------|--|
| ALN | Additional Learning Needs |
| AN | Admission number |
| CCC | Carmarthenshire County Council |
| CP | Community Primary |
| EM | English medium |
| Estyn | Her Majesty's Inspectorate for Education and Training in Wales |
| EW | English medium with significant use of Welsh |
| FTE | Full Time Equivalent |
| LA | Local Authority |
| LSOA | Lower Super Output Area |
| MCSW | Measuring the Capacity of Schools in Wales |
| MEP | Modernising Education Programme |
| PLASC | Pupil Level Annual School Census Data |
| PT | Part time |
| TR | Transitional |
| VA | Voluntary Aided |
| VC | Voluntary Controlled |
| WESP | Welsh in Education Strategic Plan |
| WG | Welsh Government |
| WM | Welsh medium |

13. Appendix F – Response Pro-forma

Please provide us with your comments on the proposals regarding future provision for primary pupils residing in the Bancffosfelen and Pontyberem primary school catchment areas.

Your comments:

Do you have any other issues that you wish to bring to our attention?

Please tick box if you wish to be notified of the publication of a consultation report.

Signature _____

Print Name _____

Position /
Category of
Respondent
(e.g. parent)

Address _____

Postcode _____

Date _____

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 detach this form and return to: Mr. R. A. Sully, Director – Department for Education and Children, Building 2, Parc Dewi Sant, Jobs Well Road, Carmarthen. SA31 3HB or E-mail to DECMEP@carmarthenshire.gov.uk no later than **8 July 2016**.