



monmouthshire  
sir fynwy

# Proposal to Close Llanfair Kilgeddin Voluntary Aided Church in Wales Primary School

Consultation Report

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## Introduction

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As part of the wider 21<sup>st</sup> century schools programme across Wales, Monmouthshire County Council has produced a primary and secondary school rationalisation programme which aims to remove surplus places and improve the building stock in order that provision is enhanced.

The authority's approach will build significantly on the progress already made with inclusion and wellbeing, through learner engagement and access to flexible learning opportunities.

Our vision is....

*“To transform teaching and learning and encourage whole communities to reach their full potential as well as provide all with better life chances.”*

Our shared vision will

- Raise standards of achievement and attainment by meeting the vision for 21<sup>st</sup> Century learning and teaching in Monmouthshire.
- Manage surplus places within the area and ensure that the school environment is focused on raising the aspirations of the children and young people.
- Improve inefficiencies throughout the service offer, both financial and non-financial achieved by the use of an inspirational and creative curriculum, modern flexible/adaptable learning and teaching environments, effective streamlining of services, sustainable low energy low maintenance solutions and change management strategies.
- Provide appropriate integrated, engaging, supportive teaching and learning environments (within mainstream education) for our students with learning, behavioural and physical challenges at point of most need and within their own communities.
- Provide the appropriate vocational offering to meet the needs and aspirations of our young people and the regional business community.
- Provide educational opportunities to the wider community through the development of a highly efficient, flexible and responsive whole school environment.

In May 2015 the Governing Body of Llanfair Kilgeddin VA Primary School asked Monmouthshire County Council to commence the statutory process to close the school.

As a result a report was submitted and agreed by the Council's cabinet on the 2<sup>nd</sup> October 2015 to start statutory consultation on the proposed closure of the school.

The consultation took place between the 19<sup>th</sup> October 2015 and 6<sup>th</sup> December 2015.

This document represents the Council's responsibility as part of the School Standards and Organisation (Wales) Act 2013 to publish a consultation report and:

- Summarises each of the issues raised by consultees
- Responds to these issues
- Sets out Estyn's view of the overall merits of the proposals

## Distribution of the Consultation Report

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**The consultation report will be put on the Council's website and the following will receive a letter informing them of this:**

- Parents, Guardians and carers of all pupils previously on roll at Llanfair Kilgeddin CIW VA Primary School
- Consultees who have requested notification

**The following will receive an emailed link to the website where the consultation report has been published.**

- Headteacher, staff and governors of schools directly affected by the proposal
- Pupils/Pupil Councils of schools directly affected by the proposal
- Headteachers of all schools in MCC area
- All MCC Members
- Welsh Ministers
- All MCC Town and Community Councils
- All MCC Welsh Assembly Members, including regional AM's
- All Members of Parliament representing MCC area
- All MCC Libraries
- Directors of Education of all bordering LAs – Blaenau Gwent, Newport, Powys, Torfaen, Herefordshire, Gloucestershire
- MCC Youth Service
- GAVO
- Monmouthshire Governors Association
- Careers Wales
- Teaching Associations
- Support Staff Associations
- Policy Officer (Equalities & Welsh Language)
- Welsh Language Commissioner
- Welsh Government – Schools & Post-16 Divisions
- ESTYN
- RHAG
- Mudiad Meithrin
- Church in Wales Diocesan Trust, Director of Education
- Roman Catholic Diocesan Trust, Director of Education
- South East Wales Consortium
- South East Wales Education Achievement Service
- South East Wales Transport Alliance (SEWTA)
- Gwent Police and Crime Commissioner
- Coleg Gwent
- Transport Department, MCC
- Regular community users Llanfair Kilgeddin
- Early Years Development and Childcare Partnership

## Consultation Arrangements

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The consultation document was published on the 19<sup>th</sup> October 2015, and this date also represented the start of the consultation process. The consultation period lasted 7 weeks with one week being during half term, therefore the consultation period ended on the 6<sup>th</sup> December 2015. The statutory process can be found at Appendix 1.

All consultees were directly advised of the start of the consultation process a list can be found at Appendix 2. A consultation document was published and outlined changes being considered, reason for the changes, details of the consultation procedure and included a response proforma. The consultation document was made available on the Council's website at [www.monmouthshire.gov.uk/schoolreorganisation](http://www.monmouthshire.gov.uk/schoolreorganisation).

### **Consultation Meetings**

A consultation drop in session was held for staff, the Governing body and parents /carers of pupils and any other interested parties.

The session was held at Llanfair Kilgeddin CIW VA Primary School on the 9<sup>th</sup> November 2015 from 3:30pm – 6:30pm to allow all interested parties to attend at a time that is convenient to them during the late afternoon or early evening.

A number of Council officers attended to answer questions. A copy of the consultation document and feedback form was provided to attendees. They were encouraged to provide feedback using one of the preferred methods.

### **Pupil Consultation**

Due to the fact all pupils had transferred to new schools a consultation meeting was not held directly with pupils. We were very aware that children had settled in their new schools and such consultation may have caused distress. Therefore we decided to write to parents/carers of pupils previously on roll at the school enabling them to make a choice whether they wanted their child to provide feedback. A child friendly survey was included with the letter, we received one response which can be found at appendix 4.

### **Public Consultation**

The public were made aware on the Council's Twitter and Facebook pages on the 19<sup>th</sup> October 2015 and 4<sup>th</sup> November 2015.

There was also a poster displayed in the village and outside the school, advertising the consultation and the relevant drop-in sessions.

## Results and Comments

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A file of all the comments and views received during the consultation period have been made available to Elected Members as part of this process and, before any decisions are made, the file is located in the member's library.

The table below provides a broad profile of responses received both in writing and at the drop-in sessions. Details of the questions/comments raised and the Council's response are shown at appendix 3.

	<b>Total</b>
<b>Parents</b>	4
<b>Staff</b>	3
<b>Governors</b>	4
<b>Elected members</b>	1
<b>Residents</b>	11
<b>Total</b>	23

Following the consultation drop-in session and based on views received in writing it was evident that there was opposition to the proposal from staff, governors and parents.

### **Response from Estyn**

The following information has been prepared by Her Majesty's Inspectors of Education and Training in Wales.

Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However, Estyn is not a body which is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals.

Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer and other additional information such as data from Welsh Government and the views of the Regional Consortia which deliver school improvement services to the schools within the proposal.

### **Introduction**

The proposal is by the Monmouthshire County Council.

The proposals are:

- to close Llanfair Kilgeddin Voluntary Aided Church in Wales Primary School.

### Summary/ Conclusion

As this is a voluntary aided school, the proposal has been developed in line Monmouth Diocesan Trust and they are in agreement with the proposal.

It is Estyn's opinion that the proposal is likely to improve the educational outcomes and provision for pupils in the area.

### Description and benefits

The proposer has given a clear rationale for the proposal which includes addressing the issue of surplus places. The proposer clearly sets out its vision for a 21st Century School Strategy and refers to its primary and secondary school rationalisation programme which aims to remove surplus places and improve building stock.

The proposer clearly defines the reasons why the school should close. The building is in a poor state of repair and there are health and safety, DDA and safeguarding issues throughout the site. In 2010, Welsh Government carried out condition surveys across Wales. The school was categorised as a 'C' which is poor and major deterioration is present. The proposer has set out, in detail, the costs and savings should the proposal go ahead.

The proposer has set out the pupil projections year on year until January 2020. These are very low. There are no housing developments planned within the area to increase pupil numbers. Llanfair Kilgeddin School is in the Abergavenny cluster of schools where currently there are 305 surplus places. The proposer states reasonably that there is enough capacity within the cluster to accommodate pupils from Llanfair Kilgeddin School should it close.

The proposer has included a clearly defined list of options and risks associated with the proposal if the school was to remain open or be closed. These appear to be reasonable and focus on lack of robust leadership, staff workload, variable standards achieved by learners, little improvement, costs of running the school and the increase of surplus places across the authority.

The proposer has clearly set out admission arrangements, and suggests that catchment areas could be reconfigured. It states that the anticipated proposal will have little or no effect on the pupils on roll in the local area.

The proposer has set out and stands by its commitment to providing free home to school transport and the impact on pupil travel arrangements is minimal.

The proposer does not appear to have undertaken a Welsh language impact assessment. The proposer has undertaken an initial Equality Impact Assessment. It has concluded that these proposals would not adversely affect a particular group or society.

### Educational aspects of the proposal

Llanfair Kilgeddin has been categorised by the regional school improvement consortium (the EAS) as a school requiring a critical level of support and intervention over an extended period to secure improvement. Estyn in its most recent inspection of the school in December 2014 identified the school as requiring special measures.

The proposer has included information about the performance of schools identified as potential recipients for Llanfair Kilgeddin pupils should there be a decision to close the school. This information includes their inspection outcomes and their national category. The information demonstrates that these schools (Raglan CIW, Goytre Fawr, Usk CIW and Llanfoist Fawr) are effective or highly effective and that their inspection outcomes are at least adequate. The information suggests that should the proposal be implemented, it is likely that outcomes and provision for pupils in the area would improve.

### Correspondence Received

Consultees that choose to respond to the consultation done so by sending an email to [strategicreview@monmouthshire.gov.uk](mailto:strategicreview@monmouthshire.gov.uk)

Comments and questions provided are summarised in appendix 3.

## Appendix 1 – Statutory Consultation Process

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19 <sup>th</sup> October – 6 <sup>th</sup> December 2015	Statutory consultation on the proposal
6 <sup>th</sup> January 2016	Cabinet receive a report on the outcome of the consultation and consider the next steps. If cabinet agree to proceed a statutory notice will be published
18 <sup>th</sup> January 2016	Statutory notice published, there will be a 28 day objection period
23 <sup>rd</sup> March 2016	Cabinet receive report to determine the proposal. A report detailing any objections received will be submitted.
Spring Term 2016	If cabinet agree to the proposal the school will officially close

## Appendix 2 – List of Consultees

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- Parents, Guardians and carers of all pupils of schools directly affected by the proposal
- Headteacher, staff and governors of schools directly affected by the proposal
- Pupils/Pupil Councils of schools directly affected by the proposal
- Headteachers of all schools in MCC area
- All MCC Members
- Welsh Ministers
- All MCC Town and Community Councils
- All MCC Welsh Assembly Members, including regional AM's
- All Members of Parliament representing MCC area
- All MCC Libraries
- Directors of Education of all bordering LAs – Blaenau Gwent, Newport, Powys, Torfaen, Herefordshire, Gloucestershire
- MCC Youth Service
- GAVO
- Monmouthshire Governors Association
- Careers Wales
- Teaching Associations
- Support Staff Associations
- Policy Officer (Equalities & Welsh Language)
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- Roman Catholic Diocesan Trust, Director of Education
- South East Wales Consortium
- South East Wales Education Achievement Service
- South East Wales Transport Alliance (SEWTA)
- Gwent Police and Crime Commissioner
- Coleg Gwent
- Transport Department, MCC
- Early Years Development and Childcare Partnership

## Appendix 3 – Record of Drop-in Session & Comments Received in Writing

No.	Question/Comment	Council Response
1	Is the school still linked to Usk CIW primary school?	The school has always been independent, even when the school was temporarily located on the Usk CIW primary school site. All pupils have now transferred to new schools and the staff are based within Usk CIW primary and Goytre Fawr.
2	Pupils should be consulted with even though they are no longer on roll at the school.	Because pupils have already transferred to new schools, the Authority would not want to interfere with their integration or cause them to become unsettled. However the LA will be in contact with parents to seek authorisation for pupil consultation.
3	The document is not a fair reflection of what has happened and is written in a negative way. It states that small cohorts of pupils will not develop which is not the case, pupils have interaction with their peers outside of school. The fact the school was small meant that all pupils talked to each other regardless of age.	The document has been written in line with the Welsh Government School Organisation Statutory Code. We would urge consultees to provide us with feedback on additional information they would like recorded and fed back to cabinet members. The data was taken from the last Estyn inspection report which was in December 2014 and from the most recent published data which is January 2015.
4	If the building is not fit for purpose and requires capital investment why has this not been done?	The LA has a 21 <sup>st</sup> Century schools programme, one of the contributing factors is the condition of the school building, Llanfair Kilgeddin was highlighted within the programme as a priority within band B of the 21 <sup>st</sup> century schools programme based on the building. However there are other contributing factors that are considered when putting forward proposals including surplus places and standards of education, suitability and sufficiency. The Governing Body (GB) had plans drawn up to refurbish the building however this was dependent on funding from the Diocese which is a matter between the two parties.
5	There is no mention in the document about how well the pupils have done in Year 6?	The LA will collate this information from Usk school and will include within the consultation report which will be provided to Cabinet.
6	The LA need to take responsibility for poor leadership and management at the school because they were responsible for the headteacher appointments at the school.	The responsibility for appointments within schools is that of the governing body including headteacher appointments. The executive headteacher arrangement was agreed by the GB.
7	Is the post of a new headteacher still active?	No, the Governing body went through the process to recruit a new headteacher and shortlisted one

		candidate, however that person withdrew prior to interview so that is where the process ended.
8	The proposed new catchment areas seem logical	This comment is noted
9	Why is the capacity of the school 40 and the admission number only 5, this meant the school could never admit up to the capacity if the year groups were capped at 5	The capacity is calculated using WG guidance. The total capacity of the school is calculated by dividing the size of each classroom by 1.86 which is the amount of space required per pupil, therefore the capacity of 40 is derived. The admission number is calculated by dividing the capacity by 7 year groups, this is 5.71, the calculation then automatically rounds this down as dictated by the WG guidance. There is not an option to round up because the physical space is not there to accommodate 6 in each year group. There is also not the option to round the capacity down to 35.
10	What will happen to the outside play equipment?	This will remain in situ until any decisions are made however the LA on behalf of the GB will have the equipment inspected to ensure it is safe to use.
11	Is there the possibility of the LA setting up a new school on the same site?	The land and building is owned by the Dioceses so that will be for them to decide on the future of the site.
12	Where did the information provided on standards of Education come from because it is not the correct data?	The data was taken from the last Estyn inspection report which was in December 2014 and from the most recent published data which is January 2015.
13	Why did the LA not seek to reappoint a headteacher as soon as the substantive head teacher left in March?	This is a decision that only the GB can take, however in the circumstances the Acting headteacher left at short notice and the LA on behalf of the GB were unable to find another acting headteacher at such short notice who was willing to take on the role.
14	The document states that the authority will breach the admission number at the chosen school from September 2016 but this has already been done?	At the time of writing the document there were pupils still on roll at the school.
15	The document states that the authority will provide free home to school transport in line with the policy to the chosen school from September 2016, does this mean the transport already provided will be withdrawn?	No, the transport will not be withdrawn in September 2016. It will continue for the duration the pupils are in their chosen school. Should the proposal to close the school be agreed any future children within the area should receive home to school transport to their catchment school in line with the home to school transport policy.
16	What will happen with the playing fields because they belong to the village not the diocese?	This is a matter for the Diocese and the community because the LA do not own the building or the land.
17	What has happened to the funds from the sale of the	This is a matter for the diocese.

	land next to the school, a commitment was given to put the funds back into education but the school never had any money?	
18	There are 6 houses being built down the road but have not been included within the document? The school has been listed within the planning application as being available to take additional pupils?	The Site at Llanfair Kilgeddin referred to is an allocation for around 5 dwellings in the Adopted Local Development Plan. No one has come forward as yet to develop the site so there is no current planning application. Therefore this is why it has not been included within the pupil projections.
19	The document states there is a village hall but that is 1 mile away.	This comment is noted.
20	Why was the perimeter fence put up and then the pupils transferred from the site, this was a waste of money?	At the time the fence was erected there were no proposals to consult on closure of the school, the move to Usk was of a temporary nature as it was anticipated the pupils would return. Should the proposal to close be agreed the fence could be relocated elsewhere.
21	Why were pupils who were previously on roll at the school not consulted with?	The WG School Organisation Code states that we have to consult with parents of pupils on roll at the school subject to the proposal or schools directly affected by the proposal. As stated above we will endeavour to undertake consultation with a sample of pupils who previously attended the school with parental authorisation.
22	The drop-in session is not a good format it is not a consultation meeting.	As part of the School Organisation Code there is not a requirement for LA's to hold consultation meetings however we thought a drop-in session would be helpful for all interested parties to attend at a time convenient to them.
23	A community impact assessment has not been completed, why?	Community impact has been included within the Equality Impact Assessment at appendix 2, however a new process has been implemented by the Authority which will be completed also.
24	The diocese were not part of the consultation event so therefore the consultation has not been done properly?	Even though the diocese were not at the consultation drop-in session they were consulted with prior to the process starting which is in line with the School Organisation Code. They were also invited to attend the drop-in session.
25	Governors raised concerns regarding the process in relation to the pupils temporarily relocating to Usk.	This was an emergency situation and the LA on behalf of the GB had been unable to secure management of the school after the Easter holidays. The Diocese were in agreement with this move as Usk was the nearest church school.
26	Concerns were raised regarding the process undertaken by the GB to request the LA to start statutory processes on	It was agreed to hold a separate meeting with the governors who raised this issue.

	proposed closure of the school.											
27	Clarification on how the pupil projections and anticipated housing has been calculated?	<p>The primary school projections consider the current numbers on roll, the number of pupils born within the schools catchment area and any proposed housing developments in the schools catchment area. When calculating how many primary pupils are generated from housing developments the following formula is used.</p> <table border="1"> <thead> <tr> <th></th> <th><b>Number of Pupils per 100 dwellings</b></th> </tr> </thead> <tbody> <tr> <td><b>Primary</b></td> <td></td> </tr> <tr> <td>2 Bed</td> <td>11</td> </tr> <tr> <td>3 Bed</td> <td>21</td> </tr> <tr> <td>4+ Bed</td> <td>29</td> </tr> </tbody> </table> <p>However we liaise with the planning department on the likelihood of these developments going ahead and whether they have planning permission or a developer on board. (please see Q18 for clarification) Therefore we are confident that the pupil projections produced are as accurate as possible and there is sufficient space within surrounding schools to accommodate future pupils.</p>		<b>Number of Pupils per 100 dwellings</b>	<b>Primary</b>		2 Bed	11	3 Bed	21	4+ Bed	29
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2 Bed	11											
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28	Even with the projections in the Consultative Document, the surplus capacity over the five catchment areas does not rise above the ten percent threshold that requires the Council to make proposals for reorganisation until 2019.	The Welsh Government target is for Local Authorities to aim for less than 10% surplus places overall, as at January 2015 Monmouthshire's overall surplus places was 14.57% with the highest level of 18.95% in the Abergavenny area.										

29	<p>Although stated in the document as a Voluntary Aided and a Church in Wales school, Llanfair Kilgeddin is and has been for over 12 months under the direct local authority control and therefore the document is invalid by title and contents.</p>	<p>The official designation of the school is still Voluntary Aided, this has not changed. Under Section 15 of the School Standards and Framework Act 1998, Monmouthshire LA issued the Governing Body of the school with a 'Warning Notice'. A review of progress was carried out by the EAS at which point it was concluded that the governing body had failed to comply with the terms of the warning notice, within the compliance period and within a reasonable further period of time. The local Authority in consultation with the Monmouth Diocesan Trust (MDT), invoked its powers of intervention at the School, as set out in the Intervention Framework in order to secure the necessary improvements.</p>
30	<p>Since March 2013, Llanfair Kilgeddin School has received critical level of support and intervention and the EAS provided an intense program of support over an extended period.</p> <p>In December 2014, the school was put in special measures by Estyn.</p> <p>This is obviously a failure of Monmouthshire County Council and EAS and not of the school, staff and infrastructure. This should be stated in the document.</p>	<p>The school has received an intensive amount of support and resources from the EAs and LA in order to ensure the school could succeed is a factual records of support. Unfortunately, despite this exceptional level of support, the school was unable to demonstrate that they had made sufficient progress to secure the necessary improvements and to be able to continue without this exceptional level of support. This was confirmed by Estyn in the inspection of the school in December 2014 where prospects for improvement were judged to be unsatisfactory.</p>
31	<p>It is strange that in the Estyn inspection report, Llanfair Kilgeddin has the only up to date report, the other schools are between 3-5 years out of date.</p>	<p>The Council do not determine when Estyn inspect schools, the most recent Estyn Inspection reports have been provided for each school. Estyn will inspect all providers at least once during a six-year period starting 1 September 2014. The date of the next inspection is not linked to the date of the previous inspection. They give four weeks' written notice of inspection to all providers.</p>

32	The immense pressure applied by the EAS was unacceptable who is inspecting them? Will they be subject to an ESTYN inspection or equivalent?	Yes they are inspected by Estyn in the same way as the Local Authority.
33	There is an allocation within the 21st Century Schools Budget. Why can't this not be brought forward?	The allocation is within Band B, this funding will not come into fruition until 2019/20 (estimate) and the funding in Band A has already been allocated.
34	The surplus capacity can be improved by increasing the catchment area: The Bryn was in LKPS catchment area but recently (without consultation-to the school or residents of the LKPS catchment area) was changed to Llanfoist. Llanfoist school is full and with all the extra housing being built in Llanfoist The Bryn should be returned to LKPS Catchment area and increase the pupil numbers again with more flexibility between years to accommodate varying pupil numbers.	The Bryn was previously in the catchment area for Llanellen Primary School, a review of catchment areas was undertaken in 2006 following the closure of Llanellen and it was agreed that Llanfoist Primary School's catchment area was extended to incorporate Llanellen's catchment area.
35	The backlog of maintenance - why has MCC not done this previously. It is further evidence of the school being systematically picked apart from within.	There is a backlog of maintenance on all schools and the LA prioritises the maintenance programme annually.
36	The importance of the school to the village was brought into focus in the Council's Function and Hierarchy of Settlements [FHS] Study that was the foundation of the Proposed Rural Allocations in the LDP. The FHS study gave each village a score based on the	There was a high level of housing need in the Llanover Community Council area and few opportunities for development given the scattered nature of the settlement pattern in the area. At the time there was a 'willing' land owner.  The concluding reason for the selection of Llanvair Kigeddin as Main Village stated:

<p>facilities within their boundaries. Llanfair Kilgeddin was given a score of 4.25 based on the following amenities:  Primary School  Public Hall  Sports Ground  Publicly Available Open Space  Bus Service [0.25] – based on available voluntary Grass Routes community service. This placed Llanfair Kilgeddin in the fourth tier of villages [scores 2.5 – 4.9].  The Council then designated Llanfair Kilgeddin as a “Main Village” [suitable for new housing] stating that although it had limited facilities it had a primary school that deserved support. The final choice of “Main Villages” was said to be limited to third tier villages and above plus the fourth tier villages Llanfair Kilgeddin and Cross Ash which had primary schools.  During the review of the LDP by the Inspector appointed by the Welsh Assembly, the Council officers accepted that the scoring in the FHS study had overstated Llanfair Kilgeddin’s facilities by double counting the field adjacent to the school as both a “Sports Field” and a “ Publicly Available Open Space” and by including the Rectory Hall as a Public Hall within the boundaries of the village whereas it is a mile outside the village along a busy road without a footpath. Llanfair Kilgeddin should therefore have been categorized as a fifth tier [score &lt;2.25] with only the following facilities:  Primary School [1]</p>	<p>‘It is considered that, whilst the village of Llanfair Kilgeddin is marginal in terms of its ‘sustainability’, it does contain an existing school that is worthy of support and the level of local need in the Llanover Community Council area is high, with limited opportunities to meet this need nearby.’</p> <p>The allocated housing site for 5 dwellings only will remain in the LDP at least until it is reviewed and its development will remain acceptable in principle, even if the school does close.</p> <p>The LDP period runs from 2011 to 2021, although the review is likely to commence by 2017. If the school has closed by the time of the review than there would be less of an argument for designating Llanfair Kilgeddin as a Main Village. It is likely, however, that the housing need would remain in the local area and a further factor in deciding whether or not the site remains as an allocation would be the willingness of the land owner to release the land for development as if the site does not appear to be deliverable it would be necessary to look elsewhere.</p> <p>The catchment school for the Llanover Community Council area is Goytre Fawr primary school and the proposed new catchment school for Llanfair Kilgeddin is split between Goytre Fawr and Raglan with the majority being Goytre Fawr. The level of surplus places at Goytre Fawr Primary school is 16.67%.</p>
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	<p>Publicly Available Open Space [1]          Bus Service [0.25] – based on available voluntary Grass Routes community service. Despite this the Inspector upheld the designation of Llanfair Kilgeddin as a “Main” village again referring in her report to the existence of the school.</p> <p>Without the school the only public facility in the village is the Open Space and, as will be discussed later, this could be under threat if the school closes.</p> <p>Despite the recognition of the importance of the school in the LDP process, the Community Impact Statement in Appendix 2 of the Consultation Document makes no mention of any negative effects on the community from the closure. Using the categories listed in the Appendix, the closure would have a negative impact in at least three areas, namely:</p> <ul style="list-style-type: none"> <li>Encourage community participation/action and voluntary work</li> <li>Increase employment for local people</li> <li>Preserve and enhance local identity and culture.</li> </ul>	
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**Further comments requiring no response from LA**

1	<p>Monmouthshire County Council's (MCC) shared vision of 21st Century Schools programme States in Theme 2 that people are confident, capable and involved- very much the ethos at LKPS. My children are far more confident having been to LKPS -a small school and have adapted better than pupils from large primary schools to secondary education. I am convinced that had my daughter attended a larger primary school she would not have joined in or have become so confident</p>
2	<p>THE SUSTAINABILITY CHALLENGE- I object to the 'Promote Independence' being rated as a positive impact. Children at LKPS are always very independent, again a</p>

	result of small numbers so no hiding in the crowd, and always encouraged to take responsibility at an early age.
3	Also I object to the positive rating on 'Improve Access To Education and Training' That is purely a matter of opinion and in mine LKPS is a far superior educational environment. My children received an excellent quality of teaching and attainment at LKPS. They are in the top sets in King Henry VIII School including my son who was in Year 6 at LKPS in 2014/15. He is also levels ahead of other children in some subjects.
4	EQUALITY IMPACT ASSESSMENT- with regard to the UN convention on the rights of the child, I believe that closing the school breaches the 7 core aims. Some pupils come to LKPS as a safe haven when they have been bullied at other schools and feel safe in the small environment where they flourish, not just academically.
5	The small school environment supports emotional wellbeing.
6	These aspects are never easy to measure at an ESTYN inspection but children gain in confidence and self-worth at LKPS who would not at a large school where they are lost in the crowd.
7	Cultural activities -this school does far more extra to the curriculum than other schools including participation in Eisteddfodau with many children performing solos even at a very young age.
8	THE CRITICISMS OF MIXED AGE CLASSES - This happens at many schools including Usk where LKPS were sent and is of no concern as the child is taught to their ability not age. Multiple year groups in a class is still not a problem and is beneficial.
9	SMALL AGE COHORTS-The assumption that a small school is bad is wrong- it is different but has benefits. Team sports are played with multiple ages, regardless of sex and ensures everyone gets to join in - not just the Best ones picked for the team. My daughter now year 11 in KHS amazes the class when playing football and is due to playing at LKPS in the school team- she would never have had this opportunity in a large year group as she was so shy when younger she would not have wanted to join in or have been chosen.
10	I object to the ridiculous comment about reduced social interaction with children of their own age. Children develop relationships with peers of own age outside of school also and really with small groups it does not matter if someone is a year older than another. Children learn to get on with children of all ages and this increases their confidence and maturity. There is not the segregation of different ages at break time and the older children have developed a much more caring attitude to their fellow pupils.
11	QUALITY OF TEACHING AND LEARNING COULD NOT IMPROVE - The quality of teaching has been excellent. My children are way ahead of other pupils at entry to King Henry VIII school and continue to be, so to suggest the teaching is inadequate is appalling.
12	STANDARDS OF ACHIEVEMENT WOULD NOT IMPROVE - Again this is a ridiculous assumption. If there were any downward trends in this last year it is hardly surprising given the trauma the pupils endured by having their very able and inspiring headteacher removed with no warning and relocation of the pupils to Usk School again with only 24hours notice
13	However several pupils achieved the highest mark in the SAT tests in July 2015- higher than the Usk pupils, again proving the school to be excellent. If it is so terrible, as we were told by some Local Authority Governors that we were deranged as parents to want our children there, then how come our children scored so highly against Usk Pupils- a supposedly 'better' school.
14	Independent learning is second nature to LKPS pupils and again King Henry VIII School have commented on my own children's positive attitude to learning and just

	getting on with their work. Some of this no doubt a positive aspect of mixed age classes where the teacher is speaking to one age of children whilst others continue with their work.
15	THE LEADERSHIP TEAM - is attainable and was previously strongly in place so can be replaced.
16	The ESTYN INSPECTION - I believe had the school had its ESTYN Inspection in June/July 2015 it would have had a much better report. The December inspection followed a period of extreme unrest and upset which included many of the excellent voluntary staff and community members being made to leave. The community aspect of this school was outstanding and could be recaptured.
17	THE BUILDING - A modern building alone does not give a better standard of education - many of the best Independent schools are in old buildings.
18	The outside toilets are not a problem. My children are not traumatised by using them. If parents were concerned by them then we would not choose to send our children to the school. The Executive Headteacher did not see them as a problem as long as the perimeter fence was intact (which it now is) from a safeguarding issue.
19	The building has plans to be upgraded -these have been approved and there were also plans drawn up for a larger development including a school hall but funding is the issue. The sale of the building plot adjacent to the school was to fund the improvements but Monmouth Diocese now just see it as a financial opportunity and have reneged on their agreement to release the money.
20	SURPLUS CAPACITY- I object (despite the inadequate explanation since provided in the FAQ Document) to the calculation of percentage of surplus places. If MCC only allow 5 pupils per year group then it is 100% full at 35 pupils. To use 40 pupils in the calculation is wrong and gives a biased figure of surplus places.
21	There were plenty of pupils wanting to come to LKPS who were not allowed by MCC. It would have been perfectly workable to have 6 in some years and 5 in others as and when required. The inflexible attitude of MCC to this aspect has contributed to the lower numbers yet again attempting to undermine the school. 6 pupils were turned away last academic year alone 2014/15)
22	Also some pupils come who intend to go to private school at Junior stage so again this should be allowed to be factored in to the year intake numbers.
23	Many pupils come from outside the catchment area further proof of what an excellent school it is, giving parents choice of education for their children.
24	Pupils do not have to undertake PE off site -There are facilities ie a big field. Swimming was taught to the whole school, again a fact that attracted parents to the school. One term of swimming lessons in juniors as done by other schools is not enough to teach a child to swim -Surely a core part of the curriculum. Therefore it is left to those that can afford it to have lessons outside school.
25	LKPS offered choice of a better education to those that could not afford it elsewhere and should continue to do so. Any perceived increase in cost is offset by reduced input and cost of further intervention for underachievers in larger schools and for certain pupils the cost to society of delinquency.
26	An alternative to the standardised 210 pupil primary school should not be only in the gift of those that can afford private education
27	This school with a County central location that can take pupils from around the county for reasons of other schools being oversubscribed, as having small numbers to suit pupils problematic in other schools, where children can feel safe from bullying with it's more inclusive atmosphere should be seen as a jewel in the crown of the Monmouthshire educational offering.

28	Parents in Monmouthshire are entitled to a choice of primary education rather than a one size fits all. Llanfair Kilgeddin Primary School is ideally situated mid county to be the overflow and alternative choice for all the surrounding schools.
29	MCC aims to raise the life chances for all within the community, by closure MCC is in breach of its vision of providing an educational offer that is acceptable to all. A 210 pupil primary school is not acceptable to me.
30	The document refers to Llanfair Kilgeddin being a village. Following discussion with MCC Planning Dept. during the LDP consultation phase, Llanfair Kilgeddin was downgraded to a "Minor Village "

## Appendix 4 – Record of Pupil Consultation

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1	I was frightened when I knew I could not go back to my school
2	I was not allowed to bring my work of the walls
3	Nobody had any information before we had to move, I didn't know Usk school.
4	I was split up from my friends in the Infants
5	The children and the parents were all upset and crying and angry

## Appendix 5 – Future Generations Form



### Future Generations

<p><b>Name of the Officer</b> Cath Sheen</p> <p><b>Phone no:</b> 07595 647637 <b>E-mail:</b> cathsheen@monmouthshire.gov.uk</p>	<p><b>Please give a brief description of the aims of the proposal:</b></p> <p>The objective of the proposal is to build on the school rationalisation programme in Monmouthshire which aims to remove surplus places and improve building stock in order that educational provision is enhanced. Our vision is “to transform teaching and learning and encourage whole communities to reach their full potential as well as provide all with better life chances” Therefore the proposal is as described below:</p> <p>To Close Llanfair Kilgeddin VA CIW Primary School.</p>
<p><b>Name of Service</b> - Directorate for Children &amp; Young People</p>	<p><b>Date Future Generations Evaluation</b> form completed – 4<sup>th</sup> December 2015. (EQIA completed prior to this)</p>

1. **Does your proposal deliver any of the well-being goals below?** Please explain the impact (positive and negative) you expect, together with suggestions of how to mitigate negative impacts or better contribute to the goal.

Well Being Goal	How does the proposal contribute to this goal? (positive and negative)	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
<p><b>A prosperous Wales</b> Efficient use of resources, skilled, educated people, generates wealth, provides jobs</p>	<p>The schools that pupils have transferred to demonstrate good practice and have successful leadership teams, therefore it is expected that educational outcomes and provision will be enhanced as a result of this proposal.</p> <p>There will be staff redundancies as a result of this proposal.</p> <p>A higher than necessary level of school places means financial resources are not being used in the most efficient or effective way to improve the quality of Education. The potential savings from removing surplus places in existing schools are relatively small in comparison to the savings achievable by closing a whole school.</p> <p>WG previously issued directive to LA's that if they did not reduce surplus places there could be financial penalties.</p>	<p>Redeployment opportunities will be explored for all staff in line with the protection of employment policy.</p>

<b>Well Being Goal</b>	<b>How does the proposal contribute to this goal? (positive and negative)</b>	<b>What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?</b>
	Whilst there is a backlog of maintenance in all the affected schools (apart from Raglan) Llanfair Kilgeddin's building is in a poor state of repair and is not suitable or sufficient to deliver a 21 <sup>st</sup> century education.	
<b>A resilient Wales</b> Maintain and enhance biodiversity and ecosystems that support resilience and can adapt to change (e.g. climate change)	The future of the building is unknown as it will be handed back to the Diocese to determine its future use.	
<b>A healthier Wales</b> People's physical and mental wellbeing is maximized and health impacts are understood	Children have access to a wider peer group at their new schools, however children may be anxious attending a new larger school, as with any child when they change school. Pupils have access to a broader curriculum around the healthy schools agenda and there are improved facilities at the schools the pupils have transferred to enabling for example delivery of PE on site.	Children will be supported by staff at their new schools to assist with transition and we are advised that pupils settled into their new schools well.
<b>A Wales of cohesive communities</b> Communities are attractive, viable, safe and well connected	The school does not have any community facilities held on the site. There is a field that is used by the community.	The land and building is owned by Monmouth Diocesan Trust, therefore if the proposal is implemented the use of the school and the field will be a decision for them.

<b>Well Being Goal</b>	<b>How does the proposal contribute to this goal? (positive and negative)</b>	<b>What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?</b>
	<p>The after school club closed in the spring term 2014.</p> <p>A small number of pupils that actually reside within the village will be removed from the village community.</p>	<p>The schools that pupils have transferred to have a wide range of after school activities.</p> <p>There is a community hall in the village located approximately 1 mile away, although still considered to be Llanfair Kilgeddin.</p>
<p><b>A globally responsible Wales</b> Taking account of impact on global well-being when considering local social, economic and environmental wellbeing</p>	<p>The schools that pupils have transferred to and will transfer to in the future are more sustainable both educationally and financially.</p>	
<p><b>A Wales of vibrant culture and thriving Welsh language</b> Culture, heritage and Welsh language are promoted and protected. People are encouraged to do sport, art and recreation</p>	<p>Welsh will be taught in accordance with the national curriculum.</p> <p>Opportunities to participate in Sport, Art and recreational activities are improved in the schools that pupils have transferred to and for future pupils who move into the village.</p> <p>Denominational Education can be accessed at Raglan CIW Primary School.</p>	

<b>Well Being Goal</b>	<b>How does the proposal contribute to this goal? (positive and negative)</b>	<b>What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?</b>
<b>A more equal Wales</b> People can fulfil their potential no matter what their background or circumstances	Improved and enhanced facilities and curriculum delivery within the new designated schools will enable all children and young people to reach their full potential.	

**2. How has your proposal embedded and prioritised the sustainable governance principles in its development?**

<b>Sustainable Development Principle</b>	<b>How does your proposal demonstrate you have met this principle?</b>	<b>What has been done to better to meet this principle?</b>
 Balancing short term need with long term and planning for the future	Although pupil numbers are projected to increase slightly there is still enough capacity within the Abergavenny area to accommodate pupils in the next 5 years. (we cannot forecast further than this) The LA in collaboration with WG has a long term strategic capital investment programme which aims to create a generation of 21st Century schools.	The LA has made a commitment that any capital receipts are invested into the 21 <sup>st</sup> century schools programme.
 Working together with other partners to deliver objectives	The Governing Body requested that the Council start statutory processes on the proposed closure of the school. Also the Diocese were consulted and in agreement.	

Sustainable Development Principle	How does your proposal demonstrate you have met this principle?	What has been done to better to meet this principle?
 <p>Involvement Involving those with an interest and seeking their views</p>	<p>Statutory consultation has taken place with staff, governors, and the public. We held a drop in question and answer session. All responses to the consultation have been included in this report.</p>	
 <p>Prevention Putting resources into preventing problems occurring or getting worse</p>	<p>The school has received an intensive amount of support and resources from the EAS and LA in order to ensure the school could succeed is a factual records of support. Unfortunately, despite this exceptional level of support, the school was unable to demonstrate that they had made sufficient progress to secure the necessary improvements and to be able to continue without this exceptional level of support. This was confirmed by Estyn in the inspection of the school in December 2014 where prospects for improvement were judged to be unsatisfactory. The Governing body were unable to appoint a Headteacher.</p>	<p>The Governing body requested the LA consult on closure of the school.</p>
 <p>Integration Positively impacting on people, economy and environment and trying to benefit all three</p>	<p>Children will have access to a more enhanced and sustainable curriculum.</p>	

3. Are your proposals going to affect any people or groups of people with protected characteristics? Please explain the impact, the evidence you have used and any action you are taking below.

<b>Protected Characteristics</b>	<b>Describe any positive impacts your proposal has on the protected characteristic</b>	<b>Describe any negative impacts your proposal has on the protected characteristic</b>	<b>What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?</b>
Age			
Disability			
Gender reassignment			
Marriage or civil partnership			
Race			
Religion or Belief			Denominational Education will be provided at Raglan CIW Primary School.
Sex			
Sexual Orientation			
Welsh Language			All documentation is bilingual.

**4. Council has agreed the need to consider the impact its decisions has on important responsibilities of Corporate Parenting and safeguarding. Are your proposals going to affect either of these responsibilities?** For more information please see the guidance note <http://hub/corporatedocs/Democratic%20Services/Equality%20impact%20assessment%20and%20safeguarding.docx> and for more on Monmouthshire's Corporate Parenting Strategy see <http://hub/corporatedocs/SitePages/Corporate%20Parenting%20Strategy.aspx>

	<b>Describe any positive impacts your proposal has on safeguarding and corporate parenting</b>	<b>Describe any negative impacts your proposal has on safeguarding and corporate parenting</b>	<b>What will you do/ have you done to mitigate any negative impacts or better contribute to positive impacts?</b>
Safeguarding	All schools in Monmouthshire have adopted Monmouthshire's Safeguarding in Education Policy and staff are aware of their duties in relation to safeguarding.		
Corporate Parenting			

**5. What evidence and data has informed the development of your proposal?**

<p>Data used to inform the development of this proposal include:</p> <ul style="list-style-type: none"> <li>• Pupil Place Plan January 2015</li> <li>• Estyn Inspection Reports</li> <li>• EAS School Performance data</li> <li>• Pupil Projections</li> <li>• Surplus places data</li> <li>• Welsh Government Condition Survey Data (2010)</li> </ul>
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**6. SUMMARY: As a result of completing this form, what are the main positive and negative impacts of your proposal, how have they informed/changed the development of the proposal so far and what will you be doing in future?**

Children will have access to other schools within the Local Authority which have a much broader range of teaching experience, resources and facilities resulting in a richer education curriculum.

**7. Actions. As a result of completing this form are there any further actions you will be undertaking? Please detail them below, if applicable.**

<b>What are you going to do</b>	<b>When are you going to do it?</b>	<b>Who is responsible</b>	<b>Progress</b>
Ensure the LA follows the Statutory guidelines covering establishment of an ALN Unit and reducing the capacity of a school	Within the timescales outlined in the report	Cath Sheen	Completion of the Statutory Process in March 2016

**8. Monitoring: The impacts of this proposal will need to be monitored and reviewed. Please specify the date at which you will evaluate the impact, and where you will report the results of the review.**

<b>The impacts of this proposal will be evaluated on:</b>	23 <sup>rd</sup> March 2016
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