

Appendix 2

Formal Consultation Document

**Proposal to close Ysgol Llanbedr Dyffryn
Clwyd (Voluntary Controlled, Church in Wales-
Diocese of St. Asaph) as of the 31st of August
2016 with pupils transferring to Ysgol Borthyn,
Ruthin subject to parental preference**

June 2015

DRAFT

Table of Contents

1.	Introduction	p.
2.	Development of school organisation proposals	p.
3.	Background to the proposal	p.
4.	What is the proposal?	p.
5.	Benefits, disadvantages and risks of the proposal	p.
6.	What will be the impact of the proposal on quality and standards in education?	p.
7.	Evaluation of the impact of the proposal on quality and standards in education	p.
8.	Alternative provision	p.
9.	Adequacy of accommodation and impact of the proposal on alternative accommodation	p.
10.	What will be the impact of the proposal on the availability for school places of the same designated religious character?	p.
11.	What will be the impact of the proposal on financing of schools?	p.
12.	What will be the impact of the proposal on the land and buildings of the school?	p.
13.	What issues have been considered in developing the proposal?	p.
14.	Impact on the Community (Community Impact Assessment Summary)	p.
15.	Impact of the Proposal on Staff and Governing Body	p.
16.	Impact of the Proposal on Pupils	p.
17.	Additional Learning Needs (ALN) and Groups of Vulnerable Learners	p.
18.	Transport Arrangements	p.
19.	Admissions Arrangements	p.
20.	Impact of the Proposal on Secondary Provision	p.
21.	Other General Factors	p.
22.	How will the consultation take place?	p.
23.	Response Form	p.

1. Introduction

- 1.1. Denbighshire County Council wishes to seek the views of a wide range of interested parties regarding the proposal to close Ysgol Llanbedr Dyffryn Clywd as of the 31st of August 2016 with existing pupils transferring to Ysgol Borthyn, Ruthin subject to parental preference.
- 1.2. This consultation document sets out information which consultees will need to take part fully in the consultation process. The process follows regulatory guidance as set out in the School Organisation Code.
- 1.3. The formal consultation period;
 - **Commences on the 16/06/2015; and**
 - **Ends on the 28/07/2015.**

2. Development of School Organisation Proposals

- 2.1. Development of school organisation proposals must have regard to overarching national policies and principles, including:
 - United Nations Convention on the Rights of the Child;
 - A Living Language: A Language for Living- Welsh Language Strategy 2012-2017;
 - Welsh Medium Education Strategy;
 - One Wales: One Planet, a new sustainable development scheme for Wales May 2009 or any successor strategy;
 - Child Poverty Strategy for Wales (issued February 2011 information document number 95/2011), or any successor strategy;
 - Faith in Education.
- 2.2. Additionally, the development of school organisation proposals must have regard to local plans, including;
 - Local plans for economic or housing development;
 - Welsh in education strategic plans;
 - Children and young people's plans;
 - 21st Century schools.
- 2.3. Regard must also be had to Welsh Government guidance on related matters to school organisation such as:
 - Learner travel operational guidance (April 2009);
 - Measuring capacity of schools in Wales.
- 2.4. Factors that should be taken into account by relevant bodies when preparing publishing, approving or determining school organisation proposals are as follows:

- Quality and standards in education - outcomes, provision and leadership and management;
 - Need for places and the impact on accessibility of schools; &
 - Resourcing of education and other financial implications.
- 2.5. Other general factors such as the impact of the proposals on children from economically deprived backgrounds, any equality issues (including those identified through equality impact assessments) and whether the school or schools involved are subject to trust or charitable interest.

3. Background to the Proposal

- 3.1. Denbighshire County Council's Cabinet approved the Modernising Education Policy Frameworkⁱⁱ in January 2009 to provide a platform upon which to review existing school provision.
- 3.2. Denbighshire County Council is committed to providing a first class education for all children and young people within the County. We know that we have to modernise educational provision throughout the County. Educational improvement cannot be sustained without changes in the way in which educational provision is delivered.
- 3.3. School organisation is driven by the need to continually improve educational standards and attainment, the educational performance of pupils has continued to improve within Denbighshire however we believe there is room to improve.
- 3.4. Many of Denbighshire schools need to improve and modernise, even in a challenging financial climate the Council remain committed to investment in the Modernising Education Programmeⁱⁱⁱ. However investment is not possible in every school due to the continually challenging budgetary constraints that have been placed on local authorities.
- 3.5. The needs of learners are a priority for the Council, this is reflected in the Council's Corporate Plan^{iv}. One of several corporate priorities is the investment in our school buildings and facilities. At present £86million has been committed to this with £15million allocated to the Ruthin area review.
- 3.6. We have a responsibility to periodically review school provision, to make sure that we are providing the best education for pupils, so that they can reach their full potential. We are carrying out a series of area reviews in the County, this means we are looking at groups of schools in the County to see if we can improve the delivery of education in each area. This can include closing, federating, merging or opening new schools.
- 3.7. We review schools on an area by area basis to make sure that when we propose changes to the current organisation of schools we take into account the potential impact on neighbouring schools. We need to review educational provision in Denbighshire to:

- Make sure our education provision is of a high quality, and is sustainable in the long term;
 - Improve the quality of school buildings and facilities; &
 - Provide the right number of school places, of the right type, in the right locations.
- 3.8. Policy 1 of the Modernising Education Policy Framework relates to the primary school model. In total there are four models, including;
- a) 2 Form Entry: Primary school providing a maximum of 420 full time pupil places (maximum 60 pupils per year group).
 - b) 1 Form Entry: Primary school providing a maximum of 210 full time pupil places (maximum 30 pupils per year group).
 - c) ½ Form Entry: Primary school providing a maximum of 105 full time pupil places (maximum 15 pupils full time per year group)
 - d) Federated Schools: In accordance with Denbighshire's Federated Schools Model.
- 3.9. Denbighshire recognise there is a need to ensure that all schools and school sites are able to provide children with the widest possible opportunities. As a result the local authority must consider the educational challenges faced by small schools or sites, including (Estyn- Small Primary Schools in Wales 2003);
- Teaching mixed age classes containing more than 2 or 3 age groups;
 - The restricted size of peer groups and sufficiency of challenge;
 - Limited opportunities for social interaction;
 - Difficulties with recruitment and retention of staff;
 - Excessive burdens on staff;
 - Increased expertise required to support pupils with additional learning needs.
- 3.10. The Ruthin area review commenced in February 2013. A period of initial consultation was undertaken with the 11 schools in the area.
- 3.11. The review of primary education in the Ruthin area began in 2013. Primary schools in the Ruthin area face a number of distinct challenges which are likely to impact upon the ability to sustain educational standards in the future. These challenges include:
- Surplus places;
 - Condition and suitability of school buildings and facilities;
 - Provision of mobile classrooms; &
 - School estate efficiency and sustainability.
- 3.12. The objectives of the Ruthin review are to address these challenges and ensure that the current standards and attainment within the primary sector

are maintained for the future. The Ruthin review and its subsequent proposals, seeks to maintain and strengthen this provision for the future.

3.13. Since the review began the following proposal has been implemented:

Proposal to close Ysgol Clocaenog and Ysgol Cyffylliog as of the 31st of August 2014 and create a new area school serving the communities of Clocaenog, Cyffylliog and Derwen.

3.14. This proposal is moving forward at the same time as the following proposals;

- *The proposal for a new area school to replace Ysgol Llanfair Dyffryn Clwyd (VC, CiW) and Ysgol Pentrecelyn.*
- *The proposal to close Ysgol Rhewl of the 31st of August 2017 with existing pupils transferring to Ysgol Pen Barras or Rhos Street School, Ruthin;*
- *Provision of new school buildings and facilities for Ysgol Pen Barras and Rhos Street School within the town of Ruthin by September 2017;*
- *Provision of a new area school building and facilities for Ysgol Carreg Emlyn to serve the communities of Clocaenog, Cyffylliog and Derwen.*

3.15. Denbighshire is bringing forward these proposals as it is of the view that the changes proposed would be of long term benefit to all pupils in the wider Ruthin area.

4. What is the proposal?

4.1. The proposal is to close Ysgol Llanbedr Dyffryn Clwyd as of the 31st of August 2016 and transfer existing pupils to Ysgol Borthyn, Ruthin subject to parental preference.

4.2. Within the wider Ruthin area there are currently 10 primary schools. There are five English medium (Category 5) schools, 3 Welsh medium (Category 1) schools and two Dual-Stream (Category 2) schools. Three of the schools are voluntary controlled Church in Wales primary schools. The schools offer a mix of language medium, faith, community both within the town and the surrounding areas of Ruthin.

4.3. Educational standards and outcomes are good across the Ruthin area and have been consistently higher than local and national averages. The charts below display the average outcomes across the 10 Ruthin schools at the end of the Foundation Phase and Key Stage 2 respectively.

DRAFT

Chart 1: Percentage of Pupils achieving FPOI

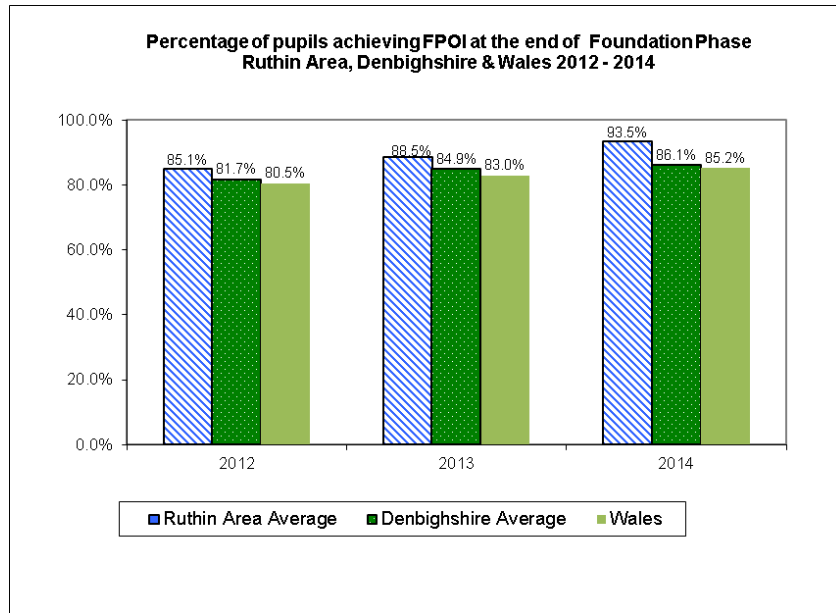
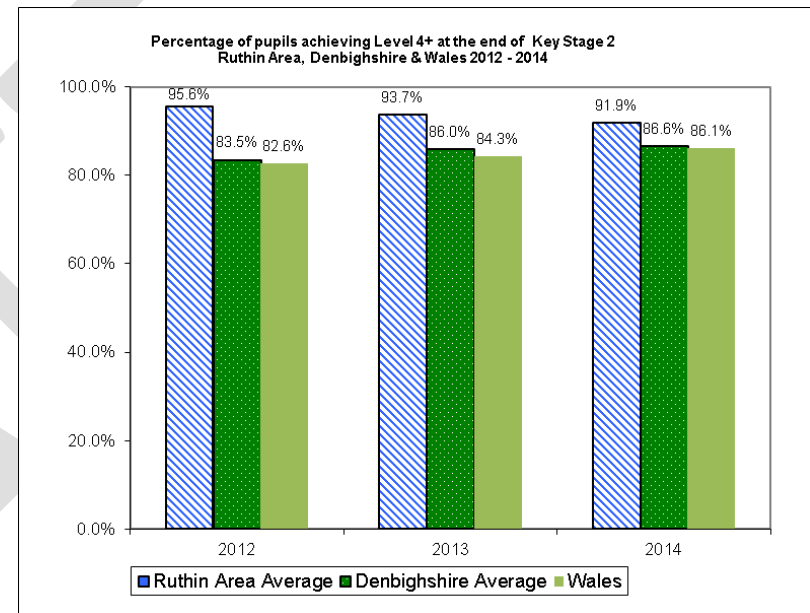


Chart 2: Percentage of pupils achieving CSI KS2



4.4. Pupil numbers in the Ruthin area have remained relatively stable with no significant increase or decrease since 2010. However, although pupil numbers have been stable there is a high percentile of surplus places across the area as demonstrated in the table below;

Schools	2010	2011	2012	2013	2014	2015	+/-
Llanbedr	63	59	37	21	21	22	-41
Borthyn	104	103	113	111	114	120	+16
Gellifor	73	77	85	87	86	87	+14
Rhos Street	177	179	167	163	161	145	-32
Bro Famau	74	74	96	92	80	82	+8
Rhewl	34	34	37	55	50	54	+20
Llanfair DC	94	96	93	90	84	94	0
Pen Barras	215	216	218	223	213	223	+8
Clocaenog*	27	31	33	36	36	63*	+16
Cyffylliog*	20	22	26	19	22	n/a	n/a
Pentrecelyn	23	20	27	31	39	35	+12
Totals	904	911	932	928	906	925	+21
Capacity	1195	1195	1195	1195	1195	1195	
Surplus No.	291	284	263	267	289	270	
Surplus %	24.3%	23.8%	22%	22.3%	24.2%	22.6%	

**Both schools have now closed- a new area school has been established Ysgol Carreg Emlyn*

4.5. In particular there has been a decrease in pupils on roll within the English medium sector. The table below displays the pupil numbers on roll for the past 5 year period within the English medium provision (Category 5);

Schools	2010	2011	2012	2013	2014	2015	+/-
Llanbedr	63	59	37	21	21	22	-41
Borthyn	104	103	113	111	114	120	+16
Rhos Street	177	179	167	163	161	145	-32
Gellifor	73	77	85	87	86	87	+14
Bro Famau	74	74	96	92	80	82	+8
Totals	491	492	498	474	462	456	-35
Capacity	611	611	611	611	611	611	
Surplus No.	120	119	113	137	149	155	
Surplus %	19.6%	19.5%	18.5%	22.4%	24.4%	25.4%	

4.6. Pupil forecasts for the Ruthin area suggests that this will continue with an increase in surplus capacity across the English medium sector. Pupil projections are undertaken following the return of the January school census. The first round of projections is based solely on the current numbers within the system. This is reflected in table 1. The second round is undertaken following the closure of the nursery and reception applications, the current admissions data for the intake is then included within the projection formula (a 3 year average of nursery, reception and Year 1 pupils). Please note that nursery pupils are included within the formula but are not counted within the totals; this is full time pupils only.

Table 1: Pupil Projections Schools Census Data 2015

Schools	2016	2017	2018	2019	2020	+/-
Llanbedr	32	39	44	51	53	+21
Borthyn	118	120	126	134	144	+26
Rhos Street	137	132	119	111	99	-38
Gellifor	79	78	79	71	69	-10
Bro Famau	82	83	83	80	84	+2
Totals	448	452	451	447	449	
Capacity	611	634*	634	634	634	
Surplus No.	163	182	183	187	185	
Surplus %	26.7%	28.7%	28.8%	29.5%	29.2%	

**Capacity of Ysgol Llanbedr DC will increase in September 2016 to 77 pupils*

Table 2: Pupil Projections Updated with Admissions Data 2015

Schools	2016	2017	2018	2019	2020	+/-
Llanbedr	32	36	40	45	45	+13
Borthyn	111	105	106	107	110	-1
Rhos Street	138	135	123	116	104	-35
Gellifor	79	71	69	58	51	-28
Bro Famau	82	81	80	76	79	-3
Totals	442	428	418	402	389	
Capacity	611	634*	634	634	634	
Surplus No.	169	206	216	232	245	
Surplus %	27.7%	32.5%	34.1%	36.6%	38.6%	

**Capacity of Ysgol Llanbedr DC will increase in September 2016 to 77 pupils*

4.7. The tables above both demonstrate an overall decrease in the numbers of pupils accessing English medium primary provision. Live birth data corroborates that there will be a decrease in pupils generally with 50 live births recorded in the Ruthin ward and 4 live births recorded in the Llanbedr & Llangynhafal ward in 2012. Within Ruthin and the Llanbedr area there is a

total reception capacity of 96, this indicates there will be a surplus of places. The table below displays the live birth rate for the period 2008-2012 for the Llanbedr & Llangynhafal ward, Llanarmon yn Ial and Ruthin wards;

Ward	2008	2009	2010	2011	2012
Llanbedr & Llangynhafal	11	8	9	8	21
Llanarmon yn Ial/Llandegla	11	17	15	17	4
Ruthin	56	53	66	67	54
Totals	78	78	90	92	79

- 4.8. It is necessary to have a certain level of surplus places so that schools can respond accordingly to fluctuations in pupil numbers to meet parental demand sufficiently whilst maintaining a balance of provision (English medium, Welsh medium, faith provision and community provision).
- 4.9. Where surplus places become disproportionate it can impact negatively on the resourcing of education. In 2012 Estyn published 'How do surplus places affect the resources available for expenditure on improving outcomes for pupils?' Estyn commented that 'where there is a higher than necessary level of school places, resources are being deployed inefficiently that could be better used to improve the quality of education for all learners'.
- 4.10. The Welsh Government has set every authority in Wales a target of reducing surplus places county wide to 10% across the primary and secondary sectors. At the outset of the Ruthin review Denbighshire issued an informal consultation document that stated that to meet the 10% target it would have to reduce an estimated 185 pupil places within the Ruthin area.
- 4.11. Where surplus places are reduced it allows for financial resource to be re-directed, specifically for teaching and learning within our schools. Reducing surplus places is not solely an exercise in resource management but part of a wider strategy to improve outcomes and standards for all pupils in the longer term.
- 4.12. Denbighshire County Council seeks to maintain the current high quality provision within the Ruthin area, however if the status quo is maintained there is a risk that the quality and standard of education within the wider area could be adversely impacted as resources would not be applied and used efficiently within teaching and learning.

4.13. Placed in the context of the challenges facing educational provision and sustainability of high quality educational provision the Council are bringing forward this proposal to close Ysgol Llanbedr Dyffryn Clwyd as of the 31st August 2016 with existing pupils transferring to Ysgol Borthyn, Ruthin subject to parental preference.

5. Benefits, Disadvantages and Risks of the Proposal

5.1. Should the proposal be implemented it is expected that the following benefits would be realised.

Benefit 1	The proposal would maintain the current standards and quality of education for the future which the authority are seeking to strengthen. The proposal would, in the view of the authority, at least maintain the current standards of education within the area and in the longer term would be to the benefit of all pupils within the area.
Benefit 2	The proposal would result in the reduction of surplus places within the Ruthin area.
Benefit 3	The proposal would lead to a more balanced distribution of school funding within the Ruthin area and across the wider school estate including a balance of pupil led funding within the area.
Benefit 4	The proposal would contribute to the greater efficiency and effectiveness of the school estate by re-directing resources.
Benefit 5	The proposal would result in a saving that could be reinvested within the Modernising Education Programme to fund investment in school buildings and facilities.

5.2. Where school organisation proposals are brought forward there will inevitably be some disadvantages. The disadvantages of the proposal are as follows.

Disadvantage 1	The proposal would result in the closure of Ysgol Llanbedr DC, therefore English medium faith based primary provision would cease in the village of Llanbedr DC.
Disadvantage 2	Some pupils may be required to travel further to the nearest appropriate school.
Disadvantage 3	Staff may be redeployed or made redundant.

5.3. Many of the risks associated with the proposal arise from the disadvantages of the proposal outlined above. The risks and measures required to minimise or negate the impact of these risks are outlined below.

Disadvantages/Risk	Risk Management
Pupils may be required to travel further to school	In some instances pupils will be required to travel further to school. The proposal has been developed in line with the Welsh Governments Learner Travel Operational Guidance. However, the proposed alternative provision (Ysgol Borthyn) is closer for some pupils.
Closure of a Church in Wales school within the Ruthin area	If implemented the school would close resulting in a closure of a Church in Wales primary school within the Ruthin area. The proposed alternative school, Ysgol Borthyn, is also a Church in Wales school approximately 2.2 miles from Ysgol Llanbedr DC. There are surplus places within Ysgol Borthyn. Additionally there are proposals for a new area school in Llanfair DC which is being proposed as a voluntary controlled Church in Wales Category 2 provision. Ysgol Llanfair DC is currently a Church in Wales school. Should Ysgol Llanbedr DC close options for accessing faith based provision within the wider area will remain.
Staff may be redeployed or made redundant	Staff at Ysgol Llanbedr will be offered support from Denbighshire's Human Resources service. A link officer will be established as a contact for staff at the school.
School transport costs may increase	Should the proposal be implemented and the alternative provision is chosen by parents there would be an estimated transport cost of £26,600. The proposal is expected to result in a saving of £126k from the delegated budget and a further per annum £4,656 revenue from the removal of mobile accommodation. The transport cost increase would be absorbed. The view of the authority is the increase in transport outweighs the longer term savings and increase in efficiency of the wider school estate.
Parents may not want to choose Ysgol Borthyn and seek alternative English medium provision	Ysgol Borthyn has been proposed as an alternative as it is also an English medium Church in Wales school and in the view of the authority provides at least an equivalent standard of education. It is recognised by the authority that parents may seek alternative provision. Schools on the periphery have been identified by the authority, all English medium alternative schools identified have available school places.
Negative impact on the community of Llanbedr DC	<p>The Council acknowledge that were a school closure is proposed it will have some impact on the community. The Community Impact Assessment can be found on the DCC website by following this link https://www.denbighshire.gov.uk/Current-consultations.aspx</p> <p>The village/community hall within the Llanbedr DC is separate to the school building and could continue hosting activities at the village/community hall.</p> <p>The school site has an outdoor sport facility (astro-turf), although the school site is not owned by DCC the Council would work with the local community and Diocese of St Asaph (who hold the school site in trust) regarding this aspect.</p>

5.4. All risks will be monitored as part of the Councils Modernising Education Programmes risk management strategy. By monitoring and ensuring there is a robust approach to the above risks and disadvantages the impact on pupils, parents and staff can be minimised. An evaluation on the impact of

pupils and staff can be found in section 15 and 16 of this document respectively.

- 5.5. In view of the above advantages, risks and disadvantages, the authority believes that the longer term benefits of the proposal, such as a reduction in surplus places, outweigh any disadvantages.
- 5.6. Denbighshire County Council has carefully considered a number of options when formulating school organisation proposals for the Ruthin area. In considering these options, reference has been made to the main objectives of the Modernising Education Programme and the key drivers for the Ruthin area review as detailed in section 2 and 3 of this document.
- 5.7. A number of options have been considered including maintaining the status quo, federation or amalgamation of Ysgol Llanbedr DC with another Church in Wales primary school, Ysgol Llanbedr DC becoming a VA school, expansion of the current site and closure.
- 5.8. The options that have been explored by the Council are detailed in section 13 of this document.
- 5.9. This proposal has been developed in line with Learner Travel Operational Guidance provided by the Welsh Government (guidance revised in 2014). Should the parents choose to send their child/children to Ysgol Borthyn, 15 pupils would be entitled to free school transport. The per annum cost would be approximately £26,600. This analysis includes the current Nursery aged pupils in Ysgol Llanbedr. The Council does not transport nursery aged pupils however it is assumed that the nursery pupils would transition to the reception class as of September 2015.
- 5.10. Some pupils will have a reduced home to school travel distance from their home location to Ysgol Borthyn. For those within the town of Ruthin available walking routes could be utilised. For some pupils the distance travelled would increase, however this would not be in excess of the learner travel guidelines as revised in 2014.

6. What will be the impact of the proposals on the Quality and Standards in Education?

- 6.1. The formulation of this proposal has given careful consideration to the likely impact of the proposal on the quality of outcomes, provision and leadership and management.
- 6.2. This section provides information for consultees regarding the current provision at both Ysgol Llanbedr DC and Ysgol Borthyn with an evaluation of the impact on quality and standards in education should the current proposal be implemented in section 7.
- 6.3.

Current Provision: Ysgol Llanbedr DC and Ysgol Borthyn

- 6.4. Ysgol Llanbedr DC is located in the village of Llanbedr DC. Ysgol Llanbedr DC is an English medium Category 5, Church in Wales Voluntary Controlled primary school for pupils aged 3-11 years of age.
- 6.5. Ysgol Borthyn is located in the town of Ruthin, approximately 2.2 miles from Ysgol Llanbedr DC. Ysgol Borthyn is an English medium Category 5, Church in Wales Voluntary Controlled primary school for pupils aged 3-11 years of age.
- 6.6. As of the January 2015 school census Ysgol Llanbedr had 22 full time pupils on roll and 11 part time pupils. Ysgol Borthyn had 120 full time pupils on roll and 22 part time pupils. The tables below display the full and part time numbers on roll for the past ten year period.

	2005		2006		2007		2008		2009		2010		2011		2012		2013		2014		2015		
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	
Pupils																							
Ysgol Llanbedr	58	6	66	11	61	4	65	6	67	8	63	8	59	10	37	6	21	4	21	7	22	11	

	2005		2006		2007		2008		2009		2010		2011		2012		2013		2014		2015		
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	
Pupils																							
Ysgol Borthyn	103	12	102	9	81	14	93	19	98	12	104	11	103	14	113	9	111	18	114	23	120	22	

- 6.7. Ysgol Llanbedr currently has an overall capacity of 54 full time pupils. This will increase from September 2016 to 77 full time pupils following a revised assessment of the school capacity following a request from the Governing Body. Ysgol Llanbedr currently has 32 surplus places equating to 59.2% of the total capacity. Ysgol Borthyn currently has 22 surplus places equating to 15.5% of the total capacity.
- 6.8. Pupils in Ysgol Llanbedr DC are taught in mixed age groups. Pupils in Ysgol Borthyn are taught within their statutory age group. The tables below display the breakdown of pupils by year group.

Ysgol Llanbedr							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
11	7	3	6	2	3	0	1

Ysgol Borthyn							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
22	22	17	11	13	15	18	24

6.9. The tables below display the pupil forecasts for both schools. Table 1 provides pupil forecasts based on school census data only and table 2 provides updated forecasts including the most recent admissions data for entry into Reception and Nursery for September 2015.

Table 1

	2016	2017	2018	2019	2020
Ysgol Llanbedr	32	39	44	51	53
Ysgol Borthyn	118	120	126	134	144

Table 2

	2016	2017	2018	2019	2020
Ysgol Llanbedr	32	36	40	45	45
Ysgol Borthyn	111	105	106	107	110

6.10. The table below provides information relating to free school meal (FSM) entitlement at both schools since 2010.

	2010	2011	2012	2013	2014
Llanbedr	1.2%	1.8%	1.5%	1%	0.0%
Ysgol Borthyn	16.8%	16.7%	19.3%	21.3%	23.6%
Local Av.	18.4%	20%	20.9%	21.3%	21.2%
National Av.	18.9%	20%	20.6%	20.8%	20.5%

6.11. The Additional Learning Needs averages for Ysgol Llanbedr for the past 5 year period are provided in the table below alongside local and national averages. In some instances the data set is incomplete as this may lead to the identification of individual pupils due to low numbers within the related cohort so have been omitted. 40% of the assessed cohort at the end of Key Stage 2 in Ysgol Borthyn during the last academic year were ALN pupils. The average ALN across Denbighshire schools in 20.5%, the average for Ysgol Borthyn is higher at 28.2% across all year groups (last academic year).

	2010	2011	2012	2013	2014
Llanbedr-School Action	*	*	*	*	*
Borthyn-School Action	7.7%	9.8%	11.3%	11.8%	20.6%
LA School Action Av.	12.2%	12.9%	12.8%	12.5%	12.5%
Wales School Action Av.	15.5%	15.2%	15.6%	15.2%	15.1%
Llanbedr-School Action Plus	*	*	15.6%	*	*

Borthyn-School Action Plus	15.4%	14.1%	12.4%	10.8%	16.5%
LA School Action Plus Av.	11.5%	10.6%	11.8%	12.2%	12.8%
Wales School Action Av.	8.5%	8.7%	8.9%	9.2%	8.8%
Llanbedr-Statemented	*	*	*	*	*
Borthyn-Statemented	*	*	*	*	6.2%
LA Statemented Av.	1.4%	1.4%	1.1%	0.9%	1.1%
Wales Statemented Av.	2.0%	1.9%	1.8%	1.7%	1.7%

- 6.12. There are currently no pupils with English as an Additional Language (EAL) at Ysgol Llanbedr. The table below displays the percentages of EAL pupils over the past 5 year period;

	2010	2011	2012	2013	2014
Llanbedr	1.2%	1.8%	1.5%	1%	0%
Borthyn	6.6%	7.6%	11.3%	9.8%	11.3%
Local Av.	2.6%	2.7%	3.1%	3.2%	3.6%
National Av.	3.8%	4.3%	4.7%	5.1%	5.5%

- 6.13. The table below displays the pupil teacher ratios at Ysgol Llanbedr DC and Ysgol Borthyn for the last academic year.

School	Ratio
Llanbedr	9.8
Borthyn	15.4

- 6.14. Ysgol Llanbedr DC was last inspected by Estyn in 2009. This inspection took place under the previous Estyn framework which has since been revised. It is expected that an inspection of the school will take place during 2015, based on a 6 year cycle of inspections. The Council acknowledges that the findings of the Estyn report may not reflect the current situation at the school however the School Organisation Code requires us to refer to the most recent inspection report.
- 6.15. The Estyn report summarised as follows:

“Ysgol Llanbedr succeeds in creating a happy and supportive learning environment where pupils feel safe secure and respected. Relationships between members of staff and pupils are very positive. Most pupils develop

as polite, friendly and confident individuals. They display good attitudes to learning. This has a positive impact on the standards that they achieve.”

6.16. The table below provides the Estyn Key Questions and the judgements made by Estyn following the inspection of the school in 2009.

Key Question	Inspection Grade
1 How well do learners achieve?	2
2 How effective are teaching, training and assessment?	2
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	3
4 How well are learners cared for, guided and supported?	2
5 How effective are leadership and strategic management?	3
6 How well do leaders and managers evaluate and improve quality and standards?	4
7 How efficient are leaders and managers in using resources?	2

Judgement	Meaning
Grade 1	Good with outstanding features
Grade 2	Good features and no important shortcomings
Grade 3	Good features outweigh shortcomings
Grade 4	Some good features, but shortcomings in important areas
Grade 5	Many important shortcomings

Recommendation	
R1	Raise standards by addressing shortcomings in Welsh second language and art and design at Key Stage 2.
R2	Improve pupils' bilingual competence.
R3	Improve curriculum planning to ensure pupils' better progress in all subjects.
R4	Improve communications with parents/carers.
R5	Develop the self-evaluation system to consistently and rigorously monitor standards of work and the quality of learning.

6.17. Ysgol Borthyn was last inspected in March 2014. The school was inspected under the new inspection framework. The Estyn report commented as follows;

The school's current progress	Adequate
The school's prospects for improvement	Adequate

Key Question	School's Performance
How good are outcomes?	Adequate
-Standards	Adequate

-Wellbeing	Good
How good is provision?	Adequate
-Learning experiences	Adequate
-Teaching	Adequate
-Care, support & guidance	Good
-Learning environment	Good
How good are leadership and management?	Adequate
-Leadership	Adequate
-Improving quality	Adequate
-Partnership working	Good
-Resource management	Adequate

Judgement	Meaning
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

Current Performance	Prospects for Improvement	Recommendations
<p>Current performance is adequate because:</p> <ul style="list-style-type: none"> Most pupils are making good progress; The school provides a caring environment where each child is valued and supported; Pupils enjoy school, are eager to learn and are actively involved in the life of the school; and Most lessons are interesting and engage pupils well. <p>However:</p> <ul style="list-style-type: none"> Although pupils generally make good progress, standards of writing remain low in key stage 2; Pupils' use of Welsh outside of Welsh 	<p>Prospects for improvement are adequate because:</p> <ul style="list-style-type: none"> Standards in key stage 2 have improved over time; Many staff recently appointed to leadership roles have made good progress in developing their area of responsibility during this short time in post; Recent initiatives have led to improvements in the provision for pupils and the outcomes they achieve; and Support for staff new to teaching and those new to leadership is of a good quality. <p>However:</p> <ul style="list-style-type: none"> Targets and actions 	<p>In order to improve the schools needs to:</p> <p>R1: Improve standards so that more pupils achieve the higher than expected outcome 6 in the Foundation Phase, and all pupils achieve as well as they are capable.</p> <p>R2: Improve standards of writing in key stage 2.</p> <p>R3: Ensure that teachers give regular feedback so that pupils build their skills progressively as they move through the school.</p> <p>R4: Improve the planning for skills to ensure that pupils build their skills progressively as they move through the school.</p> <p>R5: Ensure that middle leaders are accountable for their roles, using detailed job</p>

<p>lessons is limited;</p> <ul style="list-style-type: none"> ▪ Teachers do not consistently give pupils feedback on how well they have done and what they need to do to improve; and ▪ Leaders are not planning for pupils to develop their skills progressively enough. 	<p>for improvement are not linked to pupil outcomes enough;</p> <ul style="list-style-type: none"> ▪ Middle leaders are not yet confident in the requirements of their roles and this limits their impact on pupil outcomes; and ▪ Weaknesses remain in the planning and monitoring of the curriculum. 	<p>descriptions that include participation in monitoring their areas of responsibility.</p> <p>R6: Ensure that targets for school improvement are focused on improving outcomes for pupils.</p> <p>R7: Ensure that the curriculum meets the national curriculum requirements for Welsh second language.</p> <p>R8: Amend the timetable to meet recommendations for teaching time in each key stage.</p>
---	--	--

6.18. In the view of the authority the school has made strong progress toward meeting the recommendations set out by Estyn in 2014. The school has been supported by the local authority and the regional educational consortia GWE. A comprehensive action plan based on the recommendations has been implemented and the school are making strong progress with its implementation. A permanent Headteacher took up post in January 2015 following the retirement of the previous head in July 2014. A follow up visit is expected to take place in the summer term 2015.

6.19. The data included within the table below provides the outcomes at the end of the Foundation Phase for both Ysgol Llanbedr DC and Ysgol Borthyn against local, national and their respective family averages.

	CSI*		FPOI*		
	2010	2011	2012	2013	2014
Ysgol Llanbedr	85.7%	87.5%	100%	83.3%	100%
Local Average	82.4%	79.8%	86.4%	84.9%	86.1%
National Average	81.6%	82.7%	80.5%	83%	85.2%
Family Average	88%	86.3%	87.6%	87.3%	90.5%
Ysgol Borthyn					
Ysgol Borthyn	82.4%	77.3%	58.8%	53.8%	100%
Local Average	82.4%	79.8%	86.4%	84.9%	86.1%
National Average	81.6%	82.7%	80.5%	83%	85.2%
Family Average	80.7%	83.8%	83.1%	80.7%	86.7%

6.20. The tables below provide contextualised/benchmarked data regarding both schools relating to the outcomes achieved at the end of the Foundation Phase.

Ysgol Llanbedr DC: Contextualised Data Foundation Phase					
	Outcome	No. in Cohort	ALN in Cohort	EAL in Cohort	FSM No.
2010	85.7%	7	1	0	0
2011	87.5%	8	1	0	0
2012	100%	4	1	0	0
2013	83.3%	6	1	0	0
2014	100%	4	1	0	0

Ysgol Borthyn: Contextualised Data Foundation Phase					
	Outcome	No. in Cohort	ALN in Cohort	EAL in Cohort	FSM No.
2010	82.4%	17	3	1	3
2011	77.3%	22	4	5	0
2012	58.8%	17	6	0	9
2013	53.8%	13	3	3	4
2014	100%	15	6	0	3

- 6.21. Although in 2012 and 2013 the outcomes at the end of Foundation Phase were lower than the local, national and family averages good progress has been made at Ysgol Borthyn and in 2014 all pupils achieved the expected outcome at the end of the Foundation Phase; this included 6 pupils with ALN. This has placed Ysgol Borthyn in the top quartile when benchmarked.
- 6.22. In Ysgol Llanbedr the cohorts have been relatively small, however outcomes have been consistent. Due to the small numbers of pupils assessed the data must be used with caution when used as a comparator.
- 6.23. The data included in the table below provides the outcomes at the end of Key Stage 2 for both Ysgol Llanbedr DC and Ysgol Borthyn against local, national and respective family averages.

	% achieving Level 4+ CSI at Key Stage 2				
	2010	2011	2012	2013	2014
Ysgol Llanbedr	84.6%	100%	85.7%	100%	**
Local Average	78.1%	82.3%	83.5%	86%	86.6%
National Average	78.2%	80%	82.6%	84.3%	86.1%
Family Average	85.2%	90.5%	91.8%	95.1%	93.3%
Ysgol Borthyn					
Ysgol Borthyn	58.8%	78.6%	92.3%	93.3%	80%
Local Average	78.1%	82.3%	83.5%	86%	86.6%
National Average	78.2%	80%	82.6%	84.3%	86.1%
Family Average	81.2%	81.4%	85.1%	87.7%	88.3%

**No pupils assessed

6.24. The tables below provided contextualised data relating to the outcomes achieved at the end of Key Stage 2.

Ysgol Llanbedr DC: Contextualised Data Key Stage 2					
	Outcome	No. in Cohort	ALN in Cohort	EAL in Cohort	FSM
2010	84.6%	13	0	0	0
2011	100%	6	1	0	1
2012	85.7%	7	2	0	0
2013	100%	1	1	0	0
2014	**	**	**	**	**

Ysgol Borthyn: Contextualised Data Key Stage 2					
	Outcome	No. in Cohort	ALN in Cohort	EAL in Cohort	FSM
2010	58.8%	17	6	0	4
2011	78.6%	14	4	0	2
2012	92.3%	13	4	0	1
2013	93.3%	15	4	2	3
2014	80%	20	8	2	3

- 6.25. Over recent years Ysgol Borthyn has made progress which is reflected in the outcomes at the end of Key Stage 2. In 2014 the outcomes at the end of Key Stage 2 were lower than the local, national and family average however in 2012 and 2013 the school performed in the higher quartile within its family.
- 6.26. 40% of the assessed cohort at the end of Key Stage 2 in Ysgol Borthyn during the last academic year were ALN pupils. The average ALN across Denbighshire schools in 20.5%, the average for Ysgol Borthyn is higher at 28.2% across all year groups (last academic year).
- 6.27. The numbers of pupils assessed within each of the cohorts at the end of the Foundation Phase and Key Stage 2 in Ysgol Llanbedr have been relatively small and so should be treated with caution.
- 6.28. The National School Categorisation System has now been introduced in Wales. The National School Categorisation System provides a clear and simple way of understanding how well a school is performing for all its pupils how effectively it is led and managed, the quality of teaching and learning and the level of support and challenge it needs to do even better. Further information regarding the National School Categorisation System for school can be found in the guidance document published by the Welsh Government which provides definitions for each of the outcomes^{vi}. The categorisation of each school will be published annually; the most recent categorisation information for Ysgol Llanbedr and Ysgol Borthyn is displayed below.

Ysgol Llanbedr: National Categorisation	
Standards Group	Group 3
Improvement Capacity	B
Support Category	Yellow
Ysgol Borthyn: National Categorisation	
Standards Group	Group 3
Improvement Capacity	C
Support Category	Amber

6.29. Ysgol Llanbedr currently has an acting Headteacher. There has been some instability at Ysgol Llanbedr since 2009, since the school has had 3 permanent Headteachers and 4 acting headteachers. Ysgol Borthyn has a newly appointed headteacher who took up the post in January 2015 following the retirement of the previous Headteacher in July 2014.

6.30. Both Ysgol Llanbedr DC and Ysgol Borthyn offer wrap-around-care, at Ysgol Llanbedr there is 'Munchkins' who provide wrap-around-care for children aged 2 and a half and over. Ysgol Borthyn have 'Borthyn Bunnies' which caters for children aged 2 and a half and over. The most recent childcare sufficiency survey (2014) found that there were sufficient childcare places available within the Ruthin area with a number of surplus places.

7. Evaluation of the Impact of the Proposal on the Quality and Standard of Education

7.1. It is the view of the authority that should the current proposal be implemented it would at least maintain the current standard and quality of education within the area and more specifically for the pupils of Ysgol Llanbedr. The Ruthin review has set out to address challenges within the area that have the potential to impact upon the sustainability of high quality provision in the future. This proposal and related proposals seek to maintain the current standard with a view to strengthening and improving educational provision within the area for the following reasons:

- Outcomes [standards & wellbeing]
- Provision [learning experiences, teaching, care support and guidance, and learning environment]
- Leadership and Management [leadership, improving quality, partnership working and resource management]

Impact on Outcomes- Standards and Wellbeing and Curriculum Delivery

7.2. It is the view of the authority that the proposal would at least maintain the current standard of outcomes and attainment should the proposal be

implemented. Ysgol Borthyn, and other alternative schools in the area, would continue to provide all pupils with a broad and balanced curriculum at both the Foundation Phase and Key Stage 2.

- 7.3. The outcomes of pupils at Ysgol Borthyn and Ysgol Llanbedr are set out in section 6 of this document against family, local and national averages. The outcomes for all other identified alternative provision are contained within section 8 of this document. The outcomes for the Ruthin area as a whole are above the local and national average and indicate that there is high quality educational provision within the area as a whole. Should the proposal be implemented the current pupils of Ysgol Llanbedr would have access to alternative provision that is at least similar to the standard pupils currently receive. It is the view of the authority that should this proposal be implemented the current standard of provision would be maintained at Ysgol Borthyn and other identified alternative schools.
- 7.4. Ysgol Borthyn has made good progress in raising attainment across all key stages. In 2014 the outcomes at key stage 2 were lower than the local and national averages, however 40% of the assessed cohort were pupils with additional learning needs and some pupils did not have English as a first language. In 2012 and 2013 the key stage 2 outcomes put the school in the higher quartile for its family. For the foundation phase all pupils received the expected outcome which places Ysgol Borthyn in the top quartile in its family of schools.
- 7.5. Ysgol Borthyn, and other identified alternative provision in the area, offer a full, broad and balanced curriculum. Should the current proposal be implemented Ysgol Borthyn and other identified schools would be able to continue delivering the curriculum at both foundation phase and key stage should any school receive pupils as a result of this proposal being implemented. Ysgol Borthyn, or any of the alternative schools, would not be adversely impacted in terms of curriculum delivery should they receive pupils as a result of this proposal being implemented.
- 7.6. There are surplus places within each of the alternative schools which suggest that should pupil numbers rise in any of the schools as a result of the proposal it would not negatively impact on the capability of any school to deliver the curriculum.
- 7.7. Both schools are in standards group 3 (National Categorisation of Schools in Wales) with the two schools achieving similar overall weighted scores. Ysgol Borthyn achieved an overall score of 16 and Ysgol Llanbedr achieved 16.5.
- 7.8. Pupils in Ysgol Borthyn are taught in single age year groups. Pupils in Ysgol Llanbedr are currently taught in mixed age year groups and taught within their appropriate key stage. In December 2013 Estyn published a report 'School size and educational effectiveness'. The study found that small schools faced greater challenges in terms of curriculum delivery. This is linked

to the financial constraints faced by small schools as school funding is linked to pupil numbers. Where pupil numbers are small, schools are restricted by these funding issues when establishing a staffing body.

- 7.9. Schools with higher pupil numbers, such as Ysgol Borthyn, are able to recruit a broader compliment of teaching staff and middle management teams to establish subject and curriculum leads. Staff have more opportunity to specialise in different knowledge and subject areas which helps drive standards and outcomes. In small schools staff must adequately plan for a wide range of pupils of differing ages and abilities; staff development opportunities are reduced where staff are fewer within a school.
- 7.10. Pupil wellbeing was judged to be good by Estyn at Ysgol Borthyn in 2014. Ysgol Llanbedr DC was inspected under the previous Estyn framework and judged to have 'Good features and no important shortcomings'. Ysgol Borthyn, as the named alternative provision, also provides a faith based setting providing pupils with continuity in provision should the proposal be implemented. Estyn commented "daily acts of collective worship and close links with the local church provide pupils with valuable opportunities to reflect on spiritual and moral issues" at Ysgol Borthyn.
- 7.11. Ysgol Borthyn has made strong progress over the last 12 months toward addressing recommendations made by Estyn. In terms of standards and outcomes numerous strategies and process have been implemented to raise the numbers of pupils attaining outcomes 5 & 6. Teachers use data sets effectively to identify groups of learners and allocate appropriate provision for individual pupils. Teacher's lesson planning is comprehensive and follows clear objectives whilst tracking pupils' progress accurately.

Provision- Learning experiences, teaching, care support and guidance and learning environment

- 7.12. It is the view of the authority that should the current proposal be implemented the current provision that pupils of Ysgol Llanbedr receive would at least be maintained. Any support that individual pupils currently receive at Ysgol Llanbedr would be replicated within their new learning environment should this proposal be implemented.
- 7.13. Medium and larger sized schools, such as Ysgol Borthyn, can offer wider opportunities in terms of curricular and extracurricular activities due to larger cohorts of pupils. Estyn commented that in "small schools there tends to be shortcomings in the provision of foundation subjects at key stage 2. These shortcomings differ from school to school, but are often linked to gaps in the expertise of staff"^{vii}. As small schools are often faced with greater financial restrictions there is a reduced opportunity for a broad compliment of staff imp acting on the ability of schools to deliver a broad and balanced curriculum. It is not to say this is the case at Ysgol Llanbedr or at every small

school however it is a challenge faced by schools with small cohorts in general.

- 7.14. Schools, such as Ysgol Borthyn, offer a broader compliment of staff and are likely to have an established structure for curriculum leads spanning numerous subject areas as part of their senior and middle leadership structures. Ysgol Borthyn offers additional teaching capacity so that pupils are taught within their statutory year group. Other identified schools in the area also operate statutory age group class structures or pupils are taught within reduced age ranges e.g. Year 3&4. A broader compliment of staff is beneficial for provision within schools as it allows staff to specialise in subject areas and to share this practice across the staffing body impacting positively on pupils and in turn standards and attainment.
- 7.15. The Estyn 2013 report found that the quality of teaching was good or better in schools of all sizes however the exception was 'very small schools' (schools with fewer than 30 pupils of statutory school age) where the quality of teaching reduced to 72%. Curriculum provision was also found to be good or better in a higher proportion of large and medium sized schools than in small primary schools in Estyns report on school size and effectiveness, with smaller schools and specifically very small schools being judged as adequate or worse in over half of schools with 30 pupils or less. Medium and larger sized schools offer more opportunities for pupils in terms of physical education and team games contributing positively to the learning experiences of pupils.
- 7.16. This is not to say this is the case for every large or medium school and likewise for every small or very small school however the findings indicate there is a greater risk to curriculum provision being inhibited or reduced in smaller schools. Estyn state that in smaller schools there are greater challenges which included having to teach and plan adequately for a wide range of pupils and abilities within one classroom environment which likely contributes to this trend in smaller and very small schools^{viii}.
- 7.17. Ysgol Borthyn was inspected in March 2014 and the teaching was judged to be adequate. Most teachers at the school were in their first or second year of teaching and three newly qualified teachers completing their induction year (academic year 2013/2014). The Estyn report commented positively that "Most teaching inspires and motivates pupils to achieve well. Teachers use resources of good quality and plan interesting topics to encourage pupils to complete challenging tasks." Estyn commented that planning of lessons was less well developed in Key Stage 2 than the Foundation Phase. The school has addressed this as part of their forward action plan following Estyns recommendations.
- 7.18. Care, support and guidance were judged to be 'good' by Estyn at Ysgol Borthyn in 2014. Ysgol Llanbedr in 2009 were judged Grade 2 'Good- with no important shortcomings' at their last inspection.

- 7.19. At the last Estyn inspection Ysgol Llanbedr were awarded a Grade 3 for Key Question 3 (How well do learning experiences meet the needs and interests of learners and the wider community?). The inspection confirmed some good features of provision but also identifies some shortcomings in aspects of the learning experiences provided by Ysgol Llanbedr. Estyn commented:

"The school provides pupils with equality of access to a generally broad curriculum that meets the statutory requirements of the NC {national curriculum} and the locally agreed syllabus for religious education. Personal and social education provision (PSE) is carefully integrated into many aspects of school life.

"The overall quality of provision for the under-fives is appropriate to their needs and the children make good progress towards the Foundation Phase outcomes."

- 7.20. Care, support and guidance for pupils was also judged to be good with no important shortcomings at the last Estyn inspection. Overall it was found that the school provides an adequately safe and secure environment for pupils.

Leadership and Management- leadership, improving quality, partnership working and resource management

- 7.21. The proposal offers at least an equivalent standard of leadership and management that is currently provided at Ysgol Llanbedr. The current proposal would provide stability in leadership and allow for Ysgol Borthyn to potentially strengthen the leadership and management teams within the school should pupil numbers increase at the school as a result of this proposal being implemented.

- 7.22. Ysgol Borthyn has a substantive Headteacher who has been in post since January 2015 following the retirement of the former Headteacher in July 2014. For the autumn/winter term the deputy Headteacher became the acting head of the school in the interim. Ysgol Borthyn also has an established senior leadership team, a middle management team and curriculum leads and ALN coordinators at both foundation phase and key stage 2.

- 7.23. Ysgol Llanbedr currently has an acting headteacher who has been in post since September 2013. Since 2009 the school has had 3 permanent heateachers and 3 acting headteachers. Due to the size of the school and financial constraints currently there is a limited senior leadership team and the acting headteacher has a substantial teaching commitment. Headteacher recruitment is a nationwide issue, especially within rural schools. It is not uncommon for headteachers to have a substantial teaching commitment in small schools this wider issue was noted by Estyn which commented 'leadership and processes to improve quality are usually better developed in large primary schools. In small primary schools, many headteachers have a significant teaching responsibility that limits the time

they can devote to leading and managing and they have fewer opportunities to evaluate standards and to drive improvement'^{ix}.

- 7.24. At the last inspection, Ysgol Llanbedr received a Grade 4 'Some good features, but shortcomings in important areas' for Key Question 6.
- 7.25. Should the current pupils of Ysgol Llanbedr transfer to Ysgol Borthyn it is the view of the authority that this would not have a negative impact on the quality of leadership and management at Ysgol Borthyn. It is the view of the authority that it would impact upon pupils positively who would have access to a broader compliment of teaching staff offering expertise in a number of different curriculum areas. Should pupils transfer to another alternative school this would also be the case regarding the leadership and management structures, Estyn found no important shortcomings at the most recent inspections at all alternative schools and all have appointed permanent Headteachers.

8. Alternative Provision

- 8.1. The Council acknowledge that parents/pupils may wish to choose a school other than Ysgol Borthyn should the current proposal be implemented. This section contains information relating to the identified alternative schools within the area that may be impacted should this proposal progress. It also sets out relevant information relating to these schools including; the most recent Estyn reports, outcomes at the end of the Foundation Phase and Key Stage 2, numbers of pupils on roll, pupil forecasts and other relevant information.
- 8.2. The Council has identified schools within the County only. Some pupils live in neighbouring counties, however it is unlikely it will significantly impact on any neighbouring authority. This document will be sent to neighbouring authorities as part of the consultation.
- 8.3. The Council has identified the following schools which may be affected by this proposal (Ysgol Llanbedr DC and Ysgol Borthyn are included for comparative purposes).

Schools	Location	Distance from Ysgol Llanbedr (approx.)	Type	Language Category
Ysgol Llanbedr DC, Llanbedr Dyffryn Clwyd, Ruthin, LL15 1SU	Llanbedr DC	n/a	Church in Wales, Voluntary Controlled	Category 5, English medium
Ysgol Borthyn, Denbigh Road, Ruthin LL15 1NT	Ruthin	2.2miles	Church in Wales, Voluntary Controlled	Category 5, English medium
Rhos Street	Ruthin	1.3miles	Community	Category 5,

School, Rhos Street, Ruthin, LL15 1DY				English medium
Ysgol Gellifor, Gellifor, Ruthin, LL15 1SG	Gellifor	2.9miles	Community	Category 5, English medium
Ysgol Bro Famau*, Llanarmon yn Ial, CH7 4TB	Llanferres & Llanarmon yn Ial	4.3miles	Community	Category 5, English medium
Ysgol Rhewl, Rhewl, Ruthin, LL15 2TU	Rhewl	3 miles	Community	Category 2, Dual Stream
Ysgol Llanfair DC, Llanfair DC, Ruthin, LL15 2RU	Llanfair DC	4.7 miles	Church in Wales, Voluntary Controlled	Category 2, Dual Stream

*Split site school

8.4. The table below provides the current number of full time pupils on roll (January 2015) and the numbers on roll for the previous 5 years.

	2010	2011	2012	2013	2014	2015
Ysgol Llanbedr DC	63	59	37	21	21	22
Ysgol Borthyn	104	103	113	111	114	120
Rhos Street School	177	179	167	163	161	145
Ysgol Gellifor	73	77	85	87	86	87
Ysgol Bro Famau	74	74	96	92	80	82
Ysgol Rhewl	34	34	37	55	50	54
Ysgol Llanfair DC	94	96	93	90	84	94
Totals	619	622	628	619	596	604

8.5. The tables below provide information regarding the pupil forecasts for the alternative schools in the Ruthin area (Ysgol Llanbedr DC is included for comparative purposes). Table 1 provides pupil forecasts based on school census data only and table 2 provides pupil forecasts based on the school census with the most recent admissions data.

Table 1

	2016	2017	2018	2019	2020
Ysgol Llanbedr DC	32	39	44	51	53
Ysgol Borthyn	118	120	126	134	144
Rhos Street School	137	132	119	111	99
Ysgol Gellifor	79	78	79	71	69
Ysgol Bro Famau	82	83	83	80	84

Ysgol Rhewl	46	42	40	36	31
Ysgol Llanfair DC	93	94	97	99	102

Table 2

	2016	2017	2018	2019	2020
Ysgol Llanbedr DC	32	36	40	45	45
Ysgol Borthyn	111	105	106	107	110
Rhos Street School	138	135	123	116	104
Ysgol Gellifor	79	71	69	58	51
Ysgol Bro Famau	82	81	80	76	79
Ysgol Rhewl	46	38	35	29	22
Ysgol Llanfair DC	93	93	95	96	98

8.6. That table below provides the current full time and part time capacities of schools likely to be affected by the proposal.

	Capacity- Full Time	Capacity- Part Time	Admission Number
Ysgol Llanbedr DC	54*	11	11
Ysgol Borthyn	142	20	20
Rhos Street School	189	23	27
Ysgol Gellifor	91	10	13
Ysgol Bro Famau	135	10	11
Ysgol Rhewl	82	11	11
Ysgol Llanfair DC	113	14	15

*Capacity will increase in September 2016 to 77

8.7. The table below provides the current surplus number and percentage (full time) at the schools affected or likely to be impacted by the current proposal.

	Capacity- Full Time	NOR- Full Time	Surplus No.	Surplus %
Ysgol Llanbedr DC	54*	22	32	59.2%
Ysgol Borthyn	142	120	22	15.5%
Rhos Street School	189	145	44	23.3%
Ysgol Gellifor	91	87	4	4.4%
Ysgol Bro Famau	135	82	53	39.3%
Ysgol Rhewl	82	54	28	34.5%
Ysgol Llanfair DC	113	94	19	16.8%
Total	806	604	202	25.1%

*capacity will increase in September 2016 to 77

- 8.8. The pupil/teacher ratios for the alternative schools are provided within the table below (Ysgol Llanbedr and Ysgol Borthyn are included for comparative purposes).

School	Ratio
Llanbedr	9.8
Borthyn	15.4
Rhos Street	18.5
Gellifor	18.2
Bro Famau	13.9
Rhewl	15
Llanfair DC	12.9

- 8.9. Estyn assess the performance of schools under an inspection framework, this changed in 2009/2010 to ask 3 key questions; a reduction from 7. Some of the schools named as an alternative have been assessed under the new framework; others have been assessed under the previous framework.

Current Framework Key Questions	Previous Framework
How good are the outcomes?	How well do learners achieve?
How good is the provision?	How effective are teaching, training and assessment?
How good is the leadership and management?	How well do the learning experiences meet the needs and interests of learners and the wider community?
Judgements	How well are learners cared for, guided and supported?
Excellent- Many strengths, including significant examples of sector leading practice.	How effective are leadership and strategic management?
Good- Many strengths and no important areas requiring significant improvement.	How well do leaders and managers evaluate and improve quality and standards?
Adequate- Strengths outweigh areas for improvement.	How efficient are leaders and managers in using resources?
Unsatisfactory- Important areas for improvement outweigh strengths.	Gradings
	Grade 1: Good with outstanding features
	Grade 2: Good features and no important shortcomings
	Grade 3: Good features outweigh shortcomings
	Grade 4: Some good features, but shortcomings in important areas.

Grade 5: Many important shortcomings.

- 8.10. An overview of the judgements made by Estyn under the new framework at the schools affected by the proposal are included in the table below.

Key Question	Borthyn	Rhos Street	Rhewl	Bro Famau
How good are outcomes?	Adequate	Good	Good	Good
-Standards	Adequate	Good	Good	Good
-Wellbeing	Good	Good	Good	Good
How good is provision?	Adequate	Good	Good	Good
-Learning experiences	Adequate	Good	Good	Good
-Teaching	Adequate	Good	Good	Good
-Care, support & guidance	Good	Good	Good	Good
-Learning environment	Good	Good	Good	Good
How good are leadership and management?	Adequate	Good	Good	Good
-Leadership	Adequate	Good	Good	Good
-Improving quality	Adequate	Excellent	Good	Good
-Partnership working	Good	Good	Good	Good
-Resource management	Adequate	Good	Good	Good
The school's current progress	Adequate	Good	Good	Good
The school's prospects for improvement	Adequate	Excellent	Good	Good

- 8.11. An overview of the judgements made by Estyn under the previous framework at the schools affected by the proposal are included in the table below.

School	Ysgol Gellifor	Ysgol Llanbedr	Ysgol Llanfair DC
Date	February 2010	June 2009	June 2010
Key Question 1	Grade 2	Grade 2	Grade 2
Key Question 2	Grade 2	Grade 2	Grade 2
Key Question 3	Grade 1	Grade 3	Grade 1
Key Question 4	Grade 1	Grade 2	Grade 2
Key Question 5	Grade 2	Grade 3	Grade 2
Key Question 6	Grade 2	Grade 4	Grade 2
Key Question 7	Grade 2	Grade 2	Grade 2

- 8.12. Summaries for each of the schools inspected under the new framework are included below (please note that Ysgol Borthyn has been omitted as the information is contained within section 7 of this document).

Rhos Street School		
Current Performance	Prospects for improvement	Recommendations
<p>Current performance is good because:</p> <ul style="list-style-type: none"> Nearly all pupils achieve good standards in many aspects of their work and many pupils who are more able achieve very well; Teaching effectively engages and challenge pupils; Pupils are well behaved, confident and eager to learn; and The school provides good care and support for all pupils, including those with additional needs. 	<p>Prospects for improvement are excellent because:</p> <ul style="list-style-type: none"> The senior managers and governors have a very clear vision for the school, which is underpinned by exceptionally effective planning for improvement; The headteacher provides very strong leadership and is well supported by an effective senior management team; The school continually evaluates the impact of new initiatives through rigorous monitoring; The clear focus on improvements is having a very positive impact on the standards that pupils achieve; and The school has made very good progress since the last inspection. 	<p>In order to improve the school needs to:</p> <p>R1: Improve the standard of boys' writing.</p> <p>R2: Ensure that pupils use their knowledge of the Welsh language throughout the school day.</p> <p>R3: Improve pupils' attendance.</p>

Ysgol Rhewl		
Current Performance	Prospects for improvement	Recommendations
<p>Current performance is good because:</p> <ul style="list-style-type: none"> The school's inclusive ethos and the warm and friendly school community; Pupils' good standard of achievement and their ability to use skills in their work across 	<p>Prospects for improvement are good because:</p> <ul style="list-style-type: none"> A good track record in ensuring improved outcomes for pupils; The clear commitment to continuous improvement in provision and 	<p>In order to improve the school needs to:</p> <p>R1: Ensure that learning activities extend pupils of all abilities in mainstream classes, especially pupils of higher ability in key stage 2.</p> <p>R2: Improve pupil's understanding of what to do to improve the quality of their</p>

<p>the curriculum;</p> <ul style="list-style-type: none"> • A good range of learning activities that captures and sustains the interest of pupils; • High level of attendance and behaviour, with pupils applying themselves well to learning; • The way the school successfully promotes pupils' wellbeing; and • Effective procedures for tracking pupils' progress and the quality of provision for pupils in need of additional support, especially in literacy. 	<p>outcomes;</p> <ul style="list-style-type: none"> • A clear understanding of aspects of provision in need of further development and the willingness to take account of the views of Governors, parents and pupils; • A well-structured school development plan that identifies clear and appropriate proposals for school development; • The way the schools' Governing Body acts as a critical friend; and • A commitment to working in partnership with other local schools as a professional learning community. 	<p>work, especially the quality of marking and pupils' involvement in self and peer assessment.</p> <p>R3: Further develop the planning and implementation of the provision of skills, to ensure continuity and progression of pupils' skill development.</p> <p>R4: Improve senior management's role in evaluating continuity and progression in provision and pupils' achievement across the school.</p>
--	--	--

Ysgol Bro Famau		
Current Performance	Prospects for improvement	Recommendations
<p>The school's current performance is good because:</p> <ul style="list-style-type: none"> • Most pupils make good progress and achieve well from their starting points on entry to the school; • The standards currently achieved by most pupils in the Foundation Phase and key stage 2 are good; • All pupils with additional learning needs make good progress; • The quality of teaching and 	<p>The school's prospects for improvement are good because:</p> <ul style="list-style-type: none"> • The headteacher has established a positive ethos and a nurturing culture that staff, parents and pupils value; • Staff share a clear vision that focuses well on improving standards and pupils' wellbeing; • Staff at all levels undertake their roles conscientiously; • Staff have an accurate understanding of the school's strengths and 	<p>In order to improve the school needs to:</p> <p>R1: Improve standards of writing in Welsh second language.</p> <p>R2: Provide more opportunities for pupils in key stage 2 to practice and to consolidate their numeracy skills across the curriculum.</p> <p>R3: Strengthen the role of the governing body as a critical friend</p>

<p>assessment is good;</p> <ul style="list-style-type: none"> • The school is an inclusive community that promotes positive attitudes to equality and diversity; • The good quality of care, support and guidance provided to pupils has a positive impact on their standards and wellbeing; and • Pupils across the school behave well and have a good attitude towards learning. 	<p>areas for development, which derives from effective self-evaluation processes;</p> <ul style="list-style-type: none"> • School improvement planning is effective; and • Governors provide a good level of support. 	
---	---	--

8.13. Summaries for each of the school inspected under the previous framework are included below (please note this omits Ysgol Llanbedr as the information is contained within section 7 of this document).

Ysgol Gellifor	
Summary	Recommendations
<p>Ysgol Gellifor is a good school with many strengths. There are outstanding features in the high quality learning experiences provided and in the way in which learners are cared for, guided and supported. Learners benefit from the staff's dedication and commitment. Good working relationships exist throughout the school. This creates a positive and encouraging approach to learning that has a positive effect on learners' achievement. They make good progress and achieve well. The school has made good progress since the previous inspection.</p>	<p>In order to improve the school further, the head teacher, governors and members of staff need to:</p> <p>R1: ensure consistency in the presentation of learners' work;</p> <p>R2: further develop assessment for learning so that learners clearly understand what they need to do to improve; and</p> <p>R3: refine the process of self-evaluation and school improvement so that it is sharply focused on learners' achievement.</p>

Ysgol Llanfair DC	
Summary	Recommendations

<p>Ysgol Llanfair Dyffryn Clwyd is a good school and a very happy establishment. The school's distinct feature is the sense of a family community and closeness to learners. There is an element of excellence in the learning experiences offered to learners and this has a positive impact on their achievement. They make progress, achieve well and become confidently bilingual.</p>	<p>In order to improve, the school needs to:</p> <p>R1: Maintain the good standards whilst aiming for excellence;</p> <p>R2: Raise ICT standards in key stage 2;</p> <p>R3: Develop learners' self-assessment strategies in order that they become more independent learners;</p> <p>R4: Ensure consistency in comments on learners' work, giving them clear guidance on what they need to do to improve their work;</p> <p>R5: Complete and align work plans for the new curriculum in key stage 1 and 2;</p> <p>R6: Strengthen the monitoring system to focus more specifically on the achievement of learners.</p>
--	---

8.14. All Estyn reports can be found in full on the Estyn website^x.

8.15. The tables below provide information relating to the outcomes at both the Foundation Phase and Key Stage 2 at all identified alternative schools. Ysgol Llanbedr and Ysgol Borthyn are included for comparative purposes.

% of pupils achieving outcome 5 and above at Foundation Phase					
School	2010	2011	2012	2013	2014
Llanbedr	85.7%	87.5%	100%	83.3%	100%
Borthyn	82.4%	77.3%	58.8%	53.8%	100%
Rhos Street	88.9%	90%	95.2%	100%	100%
Gellifor	100%	94.7%	100%	100%	93.3%
Bro Famau	100.0%	90.0%	81.8%	90.9%	80.0%
Rhewl	100%	100%	66.7%	83.3%	85.7%
Llanfair DC	94.1%	86.7%	100%	100%	92.3%
Denbighshire	82.4%	79.8%	86.4%	84.9%	86.1%
Wales	81.6%	82.7%	80.5%	83%	85.2%

% achieving Level 4+ at Key Stage 2					
School	2010	2011	2012	2013	2014
Llanbedr	84.6%	100%	85.7%	100%	N/A
Borthyn	58.8%	78.6%	92.3%	93.3%	80%

Rhos Street	93.5%	93.3%	96.6%	92.6%	100%
Gellifor	92.9%	92.3%	100%	91.7%	100%
Bro Famau	91.7%	100.0%	94.4%	95.8%	100.0%
Rhewl	100%	100%	100%	100%	75%
Llanfair DC	88.9%	91.7%	100%	94.1%	93.3%
Denbighshire	78.1%	82.3%	83.5%	86%	86.6%
Wales	77%	80%	82.6%	84.3%	86.1%

8.16. As identified by Estyn within recent inspection reports the identified alternative schools provide good learning environments and provision and teaching experiences.

8.17. Any further detailed information regarding outcomes, such as breakdown by subject area, can be found on the my local school website;

<http://mylocalschool.wales.gov.uk/>

Category	
A	Good (no deterioration)
B	Satisfactory (minor deterioration)
C	Poor (major deterioration)
D	Bad (life expired)

8.18. The surveys were undertaken independently in 2010 by E C Harris, the Council acknowledge that the gradings may not be reflective of the present situation in the schools. Denbighshire undertakes an annual review of the condition and suitability of the entire school estate, the condition and suitability ratings that were returned in 2014 are displayed in the table below.

	Condition	Suitability
Ysgol Llanbedr DC	B	B

Ysgol Borthyn	B	A
Rhos Street School	A	B
Ysgol Gellifor	B	B
Ysgol Bro Famau	B	A
Ysgol Rhewl	B	B
Ysgol Llanfair DC	B	C
Condition Key		
Grade A	Good- performing as intended and operating efficiently	
Grade B	Satisfactory- performing as intended but exhibiting minor deterioration	
Grade C	Poor- Exhibiting major defects and/or not operating as intended	
Grade D	Bad- life expired and/or serious risk of imminent failure	
Suitability Key		
Category A	Good- facilities for teaching, learning and wellbeing in schools	
Category B	Satisfactory- performing as intended, but does not effectively support the delivery of the curriculum in some areas	
Category C	Poor- teaching methods inhibited/adverse impact on school organisation	
Category D	Bad- buildings seriously inhibit the staff's ability to deliver the curriculum	

- 8.19. Should the proposal be implemented and current pupils of Ysgol Llanbedr transfer to any of the alternative schools identified their new learning environment would be at least equivalent to the standard (condition and suitability) of Ysgol Llanbedr DC.
- 8.20. In recent inspection the alternative schools were judged to provide 'Good' learning environments within the new framework, this includes Ysgol Borthyn, Rhos Street School and Ysgol Bro Famau.
- 8.21. Denbighshire County Council want to ensure that all pupils are able to access fit for purpose, modern school facilities that allow for the full delivery of a fluid and innovative 21st century curriculum. A funding allocation of £15million has been approved by the Council to provide 4 new school buildings within the Ruthin area. This includes new, 21st century school buildings and facilities for Rhos Street School and Ysgol Pen Barras, a new area school building for Ysgol Carreg Emlyn (currently operating from two sites) and a new area school building for the communities of Llanfair DC and Pentrecelyn should the current proposal relating to Ysgol Llanfair DC and Ysgol Pentrecelyn be progressed.
- 8.22. Due to the available capacity within the alternative schools within the area there would be no requirement for significant remodelling of any building should the proposal be implemented and pupils transfer to alternative provision. Council capital plans allow for expenditure at a range of school in the Ruthin area which will deliver new facilities both within the town and surrounding areas.

9. Adequacy of School Accommodation and Impact of the Proposal of the Quality of Accommodation

- 9.1. Both Ysgol Llanbedr and Ysgol Borthyn have a similar overall condition. The EC Harris survey graded both schools 'B' in 2010. Both Ysgol Llanbedr DC and Ysgol Borthyn were given a condition grading of 'B' in 2014, however Ysgol Borthyn received a Category 'A' rating for suitability and Ysgol Llanbedr DC received a Category 'B' rating for suitability.
- 9.2. Estyn also found the learning environments of all alternative schools to be good. Estyn commented that Ysgol Borthyn provides 'a good range of resources, including ICT, provides an appropriate range of learning opportunities for all pupils. The well-maintained school building provides a clean and pleasant learning environment. There is plenty of space available on the school site for outdoor play and learning. Areas such as the vegetable garden, forest area and the secure play area for children in the Foundation Phase extend opportunities for learning well.'
- 9.3. The capacity of Ysgol Borthyn is 142 full time pupils, there is additional practical and resource space within Ysgol Borthyn that can accommodate a further 23 full time pupils. The accommodation at Ysgol Borthyn lends itself to flexibility, should demand for Ysgol Borthyn increase substantially. A feasibility study undertaken in March 2013 found that the school could be expanded to a 210 full time pupil capacity. Should need be demonstrated to expand the school for a significant increase in pupils, the business case would seek funding from savings driven by the overall modernising education programme. Furthermore there would be no requirement for further building works at any identified alternative school as a direct consequence of this proposal.
- 9.4. The table below displays the size (internal and external) by square meter at Ysgol Llanbedr and Ysgol Borthyn;

Size	Internal (classrooms, resource, practical and admin)	External (playing fields, astro turf, soft play and hard play)	Gross Area
Ysgol Llanbedr	370SqM	5748SqM	6118SqM
Ysgol Borthyn	831SqM	9530SqM	10362SqM

- 9.5. The table below displays the facilities at both Ysgol Llanbedr and Ysgol Borthyn;

Ysgol Borthyn								
Classrooms	Mobile	Hall	Library	ICT Suite	Dining Facility	Playing Field	Hard Play	Soft Play (FP)
7	1	✓	✓	✓	✓	✓	✓	✓
Ysgol Llanbedr								
Classrooms	Mobile	Hall	Library	ICT Suite	Dining Facility	Playing Field	Hard Play	Soft Play (FP)
2	1	X	✓	X*	X	✓	✓	✓

*Many schools do not have dedicated ICT suites and utilise laptops, tablets etc for ease of use across the school.

9.6. Internally, Ysgol Borthyn provides a good quality learning environment for pupils with access to appropriate resources. Ysgol Borthyn provides sufficient outdoor facilities for all age groups within the school including dedicated nursery and foundation phase areas for outdoor learning and play with sufficient outdoor areas for key stage 2 pupils. Ysgol Llanbedr also has good outdoor facilities and an astro turf pitch on the school site. Should the proposal be implemented the existing pupils of Ysgol Llanbedr would have access to facilities at least equivalent to that of Ysgol Llanbedr.

9.7. The table below provides the condition and suitability ratings for alternative schools in the area. These ratings were given as part of a nationwide (Wales) survey on all school accommodation as part of the Welsh Governments 21st Century Schools programme.

School	Overall Suitability	Overall Condition
Ysgol Llanbedr DC	B	B
Ysgol Borthyn	A	B
Rhos Street School	B	B
Ysgol Gellifor	A	B
Ysgol Bro Famau	A	B
Ysgol Rhewl	A	B
Ysgol Llanfair DC	B	B

Key:

Category	
A	Good (no deterioration)
B	Satisfactory (minor deterioration)
C	Poor (major deterioration)
D	Bad (life expired)

9.8. The surveys were undertaken independently on behalf of the Welsh Government in 2010 by EC Harris. The Council acknowledges that the gradings may not be reflective of the present situation in the schools.

9.9. Denbighshire undertakes an internal annual review of school buildings and facilities to assess the condition and suitability of the school estate. The returns for 2014 are displayed in the tables below;

	Condition	Suitability
Ysgol Llanbedr DC	B	B
Ysgol Borthyn	B	A
Rhos Street School	A	B
Ysgol Gellifor	B	B
Ysgol Bro Famau	B	A
Ysgol Rhewl	B	B
Ysgol Llanfair DC	B	C
Condition Key		
Grade A	Good- performing as intended and operating efficiently	
Grade B	Satisfactory- performing as intended but exhibiting minor deterioration	
Grade C	Poor- Exhibiting major defects and/or not operating as intended	
Grade D	Bad- life expired and/or serious risk of imminent failure	
Suitability Key		
Category A	Good- facilities for teaching, learning and wellbeing in schools	
Category B	Satisfactory- performing as intended, but does not effectively support the delivery of the curriculum in some areas	
Category C	Poor- teaching methods inhibited/adverse impact on school organisation	
Category D	Bad- buildings seriously inhibit the staff's ability to deliver the curriculum	

- 9.10. As detailed in section 8 of this document, all other alternative schools in the area provided learning environments that meet the needs of learners that are of an equivalent standard to the accommodation at Ysgol Llanbedr. Ysgol Llanfair DC received a 'C' for suitability in 2014. However as part of a related school organisation proposal it has been proposed that a new area school be established in the Llanfair area. Should the proposal be progressed it would result in new, 21st century school facilities. Similarly investment will be made to deliver a replacement school building and facilities for Rhos Street School, on completion the condition and suitability rating would be expected to be graded 'A'.
- 9.11. In recent inspection all identified alternative schools were judged to provide 'Good' learning environments within the new framework, this includes Ysgol Borthyn, Rhos Street School and Ysgol Bro Famau.
- 9.12. It is the view of the authority that should this proposal be implemented there would be no adverse impact on any of the alternative provision in terms of building adequacy should this proposal be implemented. There is a sufficient capacity within the identified schools should pupils increase as a consequence of this proposal.

Ysgol Borthyn Playing Field



Ysgol Llanbedr Playing Field

****TO BE INCLUDED****

10. What will be the impact of the proposal on the availability for school places of the same designated religious character?

10.1. Should the current proposal progress and Ysgol Llanbedr DC closed there would be a reduction of 54 (based on the current capacity of the school) English medium faith based primary school places within the Ruthin area. Ysgol Borthyn, the proposed alternative provision, is also a faith based Church in Wales school which currently has available places of the same type.

10.2. Currently there is a surplus within the English medium faith provision of 54 surplus places, equating to 27.5% of the overall capacity. Where all faith provision within the immediate Ruthin area is considered there are 73 surplus places equating to 23.6% of the overall capacity of faith based provision within the Ruthin area.

School	Type	Current Capacity
Ysgol Llanbedr DC	Category 5	54
Ysgol Borthyn	Category 5	142
Ysgol Llanfair DC	Category 2	113

School	Type	Projected Capacity
Ysgol Borthyn	Category 5	142
Ysgol Llanfair DC	Category 2	140

**Llanfair DC proposed new building capacity 140*

10.3. Denbighshire County Council recognises the important contribution that faith schools make to education and society as a whole. The Council in formulating this proposal also recognises that parents value the Christian ethos that Ysgol Llanbedr DC offers. Access to educational provision of the same religious character will still be available to parents/pupils should this

proposal be implemented. Ysgol Borthyn provides continuity for pupils in this aspect and offers the distinctive ethos that faith primary educational provision offers. The 'Faith in Education' document can be found on the Denbighshire website via the following link.

<https://www.denbighshire.gov.uk/en/your-council/consultations/Current-consultations.aspx>

11. What will be the impact of the proposal on financing of Schools?

11.1. Due to the availability of alternative school places in the area there would be no requirement for significant remodelling or refurbishment works to take place at any of the alternative schools within the area to accommodate pupils currently attending Ysgol Llanbedr DC. There would be no significant capital outlay required as a consequence of the proposal if implemented.

11.2. The budget for Ysgol Llanbedr DC for the current academic year is £207,345. The estimated budget for the next academic year (2015/2016) is £212,428.

11.3. Based on the forecasted budget it would be expected that £126k would be retained centrally should the proposal be implemented. The £126k is non-pupil led funding. Pupil led funding would follow existing pupils to alternative provision.

11.4. The school currently have a mobile classroom on the site at a rental cost of £4,656 per annum. Should the proposal be implemented the mobile accommodation would be removed resulting in a revenue saving over a 5 year period of £23,280. The table below summarises the saving estimates should the proposal be implemented.

	Capital/School Budget	Revenue	Total
Proposed Savings	£126,000	£4,656	£130,656

11.5. Should the proposal be implemented and all existing pupils of Ysgol Llanbedr (nursery pupils have been included within the exercise as they would transition to reception class in September 2015) transferred to Ysgol Borthyn 15 pupils would be entitled to free school transport. The per annum cost would be approximately £26,600. By deducting the estimated transport costs it would result in an overall net saving of £104,056.

11.6. The non-pupil led sum (£104k) would be reinvested within the Councils corporate plan to deliver the priority area of improving school buildings and facilities. This would be achieved by using the savings to generate prudential borrowing which in turn would fund investment works within Denbighshire's schools.

11.7. The cost of provision- cost per pupil- at Ysgol Llanbedr DC for the current (2014-2015) academic year is £8,463. The cost per pupil for Ysgol Borthyn is £4,688. Ysgol Llanbedr DC has the second highest per pupil share in

Denbighshire. The Denbighshire per pupil average is £3,931. The table below contains the per pupil funding for each of the schools affected by the proposal.

School	Per Pupil Funding
Ysgol Llanbedr	£8,463
Ysgol Borthyn	£4,688
Rhos Street School	£3,952
Ysgol Gellifor	£3,924
Ysgol Bro Famau	£5,144
Ysgol Rhewl	£5,977
Ysgol Llanfair DC	£4,296

- 11.8. For the next academic year the per-pupil share at Ysgol Llanbedr DC is expected to decrease, approximately £7,725 per pupil. Ysgol Borthyn are expected an increase in per pupil funding, approximately £4,251 per pupil.
- 11.9. Should the proposal be implemented and all existing Ysgol Llanbedr DC pupils transfer to Ysgol Borthyn the per-pupil funding would be approximately £4,058.
- 11.10. The current proposal would result in a more balanced and equitable dispersal of school funding within the Ruthin area itself but will also contribute to the wider cost effectiveness of the local authority. This will be achieved via the reduction in surplus places should the proposal be implemented.
- 11.11. The table below displays the delegated school budget sum for all identified alternative provision.

Schools	Budget Share 2014/2015
Ysgol Llanbedr DC	£207k
Ysgol Borthyn	£586k
Rhos Street School	£593k
Ysgol Gellifor	£367
Ysgol Bro Famau	£417k
Ysgol Rhewl	£311k
Ysgol Llanfair DC	£387k

- 11.12. The Ysgol Llanbedr DC building and site is not within the ownership of DCC therefore there would be no capital receipt should the proposal be implemented.

12. What will be the impact of the proposal on the land and buildings of the School?

- 12.1. The Ysgol Llanbedr DC building and site is not within the ownership of DCC therefore there would be no capital receipt should the proposal be implemented.
- 12.2. The school building and site are subject to the Schools Site Act 1841. Should the current proposal be implemented and educational provision in the village of Llanbedr DC cease the site would revert to the original donor or the descendants of the original donor or donors. In this instance there is a risk the facility would be lost to the community.

13. What issues have been considered in developing the proposal?

Alternative Options

- 13.1. Denbighshire County Council has given careful consideration to a range of alternative options as part of the development of the current proposal. In considering these options reference has been made to the main investment objectives of the Council's 21st Century Schools Programme which are as follows:
- Learning environments for children and young people aged from 3 to 19 that will enable successful implementation of strategies for school improvement and better educational outcomes;
 - Greater economy through better use of resources to improve efficiency and cost-effectiveness of the education estate and public provision; and
 - A sustainable education system with all schools meeting a 21st Century Schools Standard, and reducing recurrent costs and carbon footprint.
- 13.2. Additionally, all options have been analysed against the key drivers for the review, these are:
- Surplus places;
 - Condition and suitability of school buildings and facilities;
 - Provision of mobile classrooms;
 - School estate efficiency and sustainability.

13.3. The alternatives considered by the authority with regard to Ysgol Llanbedr DC are outlined below alongside associated advantages and disadvantages of each option.

Option 1: Retain the Status Quo	
Advantages	Disadvantages
<ul style="list-style-type: none"> ▪ Ysgol Llanbedr DC would remain open. 	<ul style="list-style-type: none"> ▪ Surplus places would remain an issue in the area and within Ysgol Llanbedr. ▪ Would not result in any saving for the authority. ▪ This option would not lead to a more balanced distribution of pupil led funding. ▪ This option would not lead to greater efficiency and effectiveness of the school estate. ▪ In the short to mid-term capital investment would be required.

Option 2: Federation or Amalgamation	
Advantages	Disadvantages
<ul style="list-style-type: none"> ▪ Ysgol Llanbedr DC would remain open. ▪ Ysgol Llanbedr DC would have a permanent Headteacher (split across two sites). This would provide an opportunity to strengthen leadership and management and a result in a Headteacher salary saving. ▪ There would be greater opportunity to share resource than the status quo and share best practice and staff expertise would be broader. 	<ul style="list-style-type: none"> ▪ Surplus places would remain- pupil forecasts suggest a surplus of 35.7% across English medium faith based provision in the Ruthin area in 2017. ▪ There would still be a requirement to finance and maintain two school buildings and staffing bodies (excluding Headship). ▪ Pupils would remain in mixed age cohorts in Ysgol Llanbedr DC-although some opportunities would be presented to undertake activities with pupils of a federated partner. ▪ Would not result in any significant revenue savings for the council other than a headship saving. ▪ This option would not lead to a more balanced distribution of pupil led funding. ▪ This option would not lead to greater efficiency and effectiveness of the school estate.

Option 3: Ysgol Llanbedr DC to become a VA school	
Advantages	Disadvantages
<ul style="list-style-type: none"> ▪ Ysgol Llanbedr DC would remain open. ▪ Some elements of maintenance and administrative costs (admissions) would be transferred to the Diocese. 	<ul style="list-style-type: none"> ▪ This option would not address surplus places. ▪ Although some funding of the school would be alleviated some revenue would still be required. ▪ This option would not lead to a more balanced distribution of pupil led funding. ▪ This option would not lead to greater efficiency and effectiveness of the school estate.

Option 4: Ysgol Llanbedr DC to become a VA school and Federate	
Advantages	Disadvantages
<ul style="list-style-type: none"> ▪ Ysgol Llanbedr DC would remain open. ▪ Some elements of maintenance and administrative costs (admissions) would be transferred to the Diocese. ▪ Ysgol Llanbedr would have a permanent Headteacher (split across two school sites). This would provide an opportunity to strengthen leadership and management and a result in a Headteacher salary saving. ▪ There would be greater opportunity to share resource than the status quo and share best practice and staff expertise would be broader. 	<ul style="list-style-type: none"> ▪ This option would not address surplus places at Ysgol Llanbedr or in the wider area. ▪ Although some funding of the school would be alleviated some revenue would still be required. ▪ This option would not lead to a more balanced distribution of pupil led funding. ▪ This option would not lead to greater efficiency and effectiveness of the school estate.

Option 5: Extend Ysgol Llanbedr DC	
Advantages	Disadvantages
<ul style="list-style-type: none"> ▪ This option would result in 21st century learning facilities for Ysgol Llanbedr DC. ▪ Would enable the removal of the mobile accommodation. 	<ul style="list-style-type: none"> ▪ This option would not address surplus places. This option may lead to an increase in surplus places in the mid to long-term resulting in wider school organisation proposals for the area. ▪ This option would require a significant capital investment. ▪ This option would not lead to a more balanced distribution of pupil led funding. ▪ This option would not lead to greater efficiency and effectiveness of the school estate.

Option 6: Close Ysgol Llanbedr DC	
Advantages	Disadvantages
<ul style="list-style-type: none"> ▪ Continuity would be provided for pupils in a Category 5 faith based provision within 2.2 miles from the current school site. Pupils would be able to access at least an equivalent standard of education in a number of schools within the area. ▪ Surplus places within the Ruthin area would be reduced. ▪ A revenue saving of £126k would be realised, a further revenue saving of £23,280 would also be realised on removal of the mobile accommodation. ▪ Per pupil funding would become more evenly distributed across the area and would impact more widely across the school estate. ▪ Resources could be implemented more efficiently and effectively to maintain and strengthen educational improvement in the Ruthin area. ▪ No capital investment required. 	<ul style="list-style-type: none"> ▪ Primary educational provision within the village of Llanbedr DC would cease. ▪ There would be no capital receipt for the authority as the school building and site is held in Trust. ▪ Staff may be redeployed or made redundant. ▪ Should all pupils transfer to Ysgol Borthyn 15 pupils would be entitled to home to school transport which may lead to an approximate transport cost of £26,600.

	Option 1	Option 2	Option 3	Option 4	Option 5	Option 6
Improved Learning Environment (provision/learning experiences)	X	?	X	?	✓	✓
Greater Economy-Revenue	X	?	✓	?	X	✓
Greater Economy-Capital	N/A	N/A	N/A	?	X	N/A
Sustainable Education System	X	X	X	X	X	✓
Summary	Discounted	Discounted	Discounted	Possible	Discounted	Preferred

14. Impact on the Community (Community Impact Assessment Summary)

- 14.1. It should be noted that attempting to gauge the potential impact from school organisation on families and the local community is a difficult undertaking. As the current proposal is the closure of a school a community impact assessment has been carried out. The Council acknowledges that where a school closure is proposed it will have some impact on the local community.
- 14.2. A full community impact assessment can be found via the following link:
<https://www.denbighshire.gov.uk/current-consultations.aspx>

****COMMUNITY IMPACT ASSESSMENT WILL BE AVAILABLE SHOULD A FORMAL CONSULTATION COMMENCE****

15. Impact of the Proposal on Staff and Governing Body

- 15.1. Should the proposal be implemented this will result in change for the staffing body. Should the proposal be implemented the councils human resources department would work with individual members of staff (teaching and ancillary) should they wish to seek redeployment opportunities. As part of the formal consultation process the appropriate teaching unions will be consulted. A representative from Denbighshire's human resources department will be allocated to answer any questions that individual staff members may have.
- 15.2. It is not expected that there will be any significant changes for staffing bodies in the alternative schools named within this proposal.

- 15.3. Should this proposal be implemented the Governing body would cease on the proposed date of closure.

16. Impact of the Proposal on Pupils

- 16.1. When proposing changes to school organisation it is acknowledged that there will be some changes for pupils. Should the proposal be implemented and Ysgol Llanbedr DC closed existing pupils it would result in changes for the existing pupils such as;
- A new or longer route to school;
 - A new uniform;
 - New teachers;
 - New learning environment.
- 16.2. Denbighshire County Council would take all practicable steps to ease the transition for all pupils, most especially for vulnerable groups of learners such as ALN. Should the proposal be implemented the council would arrange transition days for pupils to familiarise themselves with their new environments (subject to parental preference).
- 16.3. Where pupils have specific ALN needs the resource and support they require would be replicated in their new learning environments. This is detailed in section 18.

17. Additional Learning Needs (ALN) and Groups of Vulnerable Learners

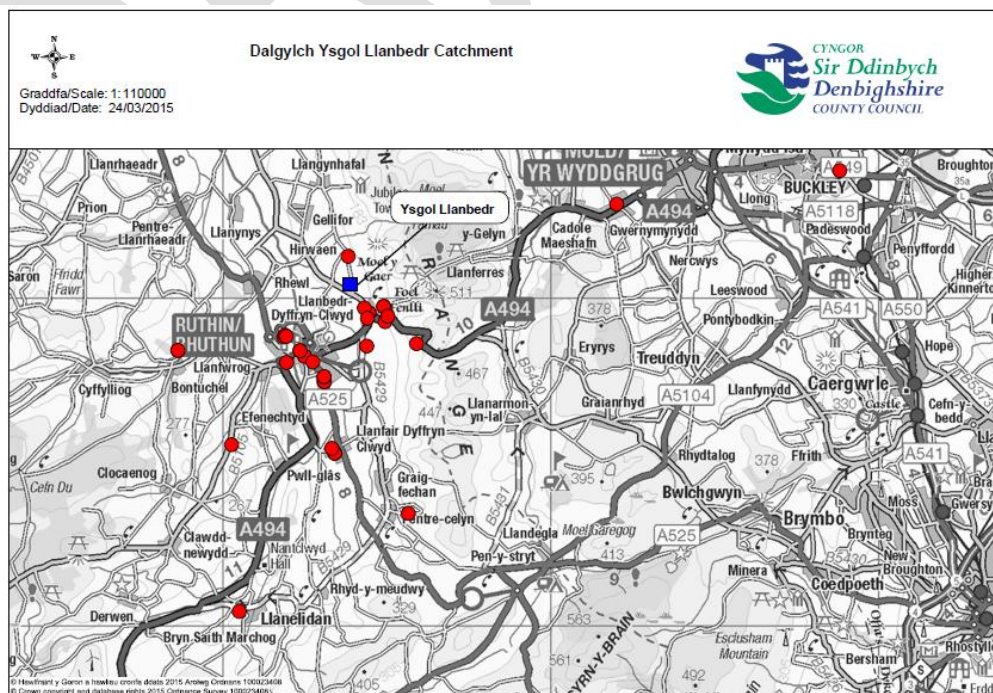
- 17.1. If the current proposal is implemented, it would result in a change in the learning environment for all pupils. It is acknowledged by the authority that although the change will be experienced by all pupils it may prove more challenging for pupils with additional learning needs. The Council will take all practicable steps to minimise disruption to all pupils with specific consideration given to pupils with additional learning needs.
- 17.2. Parents of pupils with additional learning needs will be supported by the Councils Additional Learning Needs officer if the current proposal was implemented. Any support that pupils with ALN currently receive, such as 1-2-1 support, would be replicated in their new learning environment.
- 17.3. Of the current pupil cohort in Ysgol Llanbedr 22.2% are registered ALN pupils. Of the current pupil cohort in Ysgol Borthyn 41.5% are registered ALN pupils. The Denbighshire average is 22.3%.
- 17.4. Ysgol Borthyn has the necessary support in place to assist pupils with additional learning needs. Ysgol Borthyn has separate ALN coordinators within the school for both the Foundation Phase and Key Stage 2. Estyn commented positively regarding provision for pupils with additional learning needs in Ysgol Borthyn stating 'The provision for pupils with additional

learning needs is good. Teachers identify pupils' additional needs quickly and put in place appropriate support. The individual educational plans for these pupils are under regular review, and pupils and parents contribute actively to this process. The school makes good use of specialist services to support pupils with additional needs, such as the speech and language team and behaviour support team.'

- 17.5. For the last academic year the Free School Meal percentile for Ysgol Llanbedr was 0%. The proposal will not have a disproportionate impact on pupils from an economically Llanbedr deprived background.

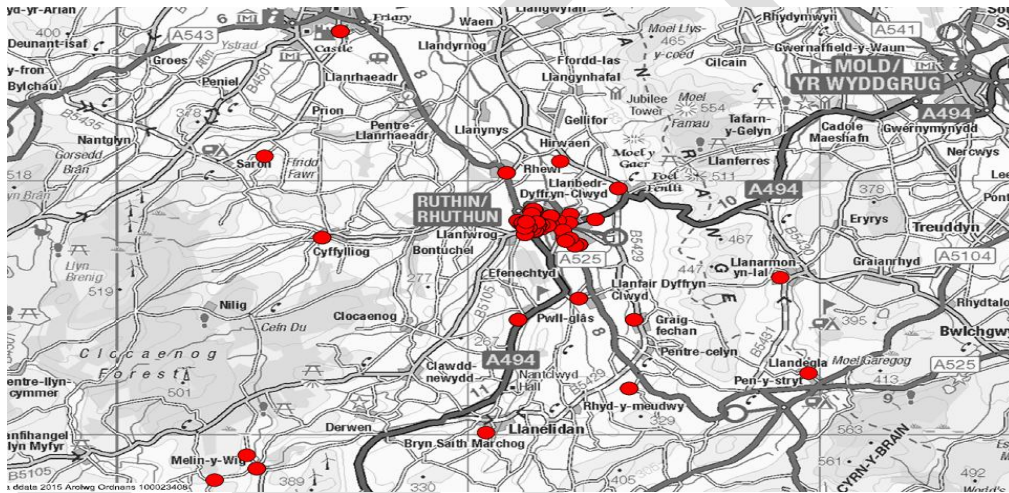
18. Transport Arrangements

- 18.1. This proposal has been developed in line with Learner Travel Operational Guidance provided by the Welsh Government (guidance revised in 2014). Should the parents choose to send their child/children to Ysgol Borthyn, 15 pupils would be entitled to free school transport. The per annum cost would be approximately £26,600. This analysis includes the current Nursery aged pupils in Ysgol Llanbedr. The Council does not transport nursery aged pupils however it is assumed that the nursery pupils would transition to the reception class as of September 2015 and would be eligible as full time pupils.
- 18.2. Some pupils would have a reduced distance from their home to Ysgol Borthyn and could utilise walking routes within the town. For some pupils the distance travelled would increase, however this would not be in excess of the learner travel guidelines. The map and table below display the current catchment of Ysgol Llanbedr DC;



Home Location	No. of Pupils	Journey Time: Llanbedr	Journey Time: Borthyn
Llanbedr DC	11	n/a	Approx. 5 min
Ruthin	14	Approx. 5 min	n/a
Llanfair DC	3	Approx. 9 min	Approx. 5 min
Pentrecelyn	1	Approx. 11 min	Approx. 11 min
Bontuchel	2	Approx. 15 min	Approx. 8 min
Llanelidan	1	Approx. 18 min	Approx. 12 min
Gwernymynydd	1	Approx. 12 min	Approx. 17 min
Buckley	1	Approx. 21 min	Approx. 26 min

18.3. The map below displays the current catchment are for Ysgol Borthyn;



18.4. There is a school crossing patrol located outside of Ysgol Borthyn for pupils and their parents who walk to school. There is no dedicated pick up and drop off zone at Ysgol Borthyn however there is a public car park located 200m from the schools main entrance with crossing points. Ysgol Llanbedr has a car parking facility located outside of the school and adequately meets current demand for pick up and drop off. Ysgol Llanbedr is located approximately 0.7miles from the centre of the village, there are no pedestrian walkways to the school.

18.5. Transport arrangements would be carried out in line with Denbighshire County Council's school transport policy. The policy states that pupils of statutory school age (not nursery pupils) are entitled to free home to school transport if they live more than 2 miles from their nearest appropriate school or part of the route is deemed hazardous. The school transport policy can be found on the website via this link:

<https://www.denbighshire.gov.uk/en/resident/education/grants-and-funding/free-school-transport.aspx>

19. Admissions Arrangements

- 19.1. Should the current proposal be implemented admission arrangements for alternative schools will be dealt with in line with Denbighshire County Council's School Admissions Policy. This policy can be found on the website via the following link:

<https://www.denbighshire.gov.uk/en/resident/education/school-admissions.aspx>

- 19.2. Denbighshire County Council is the admissions authority for Ysgol Borthyn and the other alternative schools identified within this document. Should the proposal be implemented, parents would be required to apply for a school place at an alternative school. Parents can apply electronically via the website or complete a paper form which is available from the school admissions department or from any of our schools.
- 19.3. Denbighshire's admissions team will liaise with parents should the proposal be implemented to ensure a stable transition for pupils who are transferring to an alternative school. The admissions service would write to individual parents to outline the options available to them.

20. Impact of the Proposal on Secondary Provision

- 20.1. The proposal will not have a significant impact on secondary provision within the area. The pupils of Ysgol Llanbedr transition to Ysgol Brynhyfryd, Ruthin almost without exception. The named alternative school, Ysgol Borthyn, is also a feeder primary school for Ysgol Brynhyfryd. It is not expected that there will be any significant fluctuations in the pupils accessing the English, Welsh or Bilingual streams in Ysgol Brynhyfryd therefore any impact on secondary provision is negated.

21. How will the consultation take place?

- 21.1. In February 2015 Denbighshire County Councils Cabinet approved a recommendation to commence consultation with the Church in Wales Diocese of St Asaph regarding a proposal to close Ysgol Llanbedr DC as of the 31st August 2016.
- 21.2. This consultation will take place between 16/06/2015 and 28/07/2015.
- 21.3. As part of the consultation, Denbighshire County Council {DCC} has produced this consultation document containing certain information set out in the Welsh Government Guidance^{xi}. The consultation document follows

that guidance and sets out the information people will need to fully participate in the consultation process.

21.4. This formal consultation document has been sent to a wide range of consultees, including:

- Parents, teachers and ancillary staff of Ysgol Llanbedr DC and Ysgol Borthyn;
- The Chair of Governors and School Council of the following schools;
 - Ysgol Llanbedr DC;
 - Ysgol Borthyn;
 - Ysgol Gellifor;
 - Ysgol Bro Fammau;
 - Rhos Street School;
 - Ysgol Rhewl;
 - Ysgol Llanfair DC.
- The Church in Wales Diocese of St Asaph;
- The Roman Catholic Diocese of Wrexham;
- Headteachers and Chairs of Governors of ALL Denbighshire schools;
- Flintshire County Council;
- Conwy County Borough Council;
- Independent nursery providers in the Ruthin area;
- Denbighshire Children and Young People's Partnership and the Early Years Development and Childcare Partnerships;
- All Denbighshire County Councillors;
- Assembly Members and Members of Parliament representing areas affected by the proposal;
- Llanbedr DC Community Council;
- Ruthin Town Council;
- The Welsh Government Ministers;
- Estyn;
- Relevant teaching and staff Trade Unions;
- Taith;
- Gwasanaeth Effeithiolrwydd Ysgolion (GWE); &
- North Wales Police and Crime Commissioner.

- 21.5. This document has been published on the DCC website and can be found by following this link:
www.denbighshire.gov.uk/consultations
- 21.6. A supplementary version of this consultation document has been produced for children and young people who are likely to be affected by the proposal. This document will be made available at the schools named within this proposal. The document is also available on Denbighshire's website using the link provided above. The children and young people's document has been specifically written and presented to enable children and young people to understand and engage with the consultation process.
- 21.7. Other relevant supporting documentation, such as the Community and Welsh Language Impact Assessment can also be found on the DCC website using the link provided above.
- 21.8. Within 13 weeks of the end of the period of consultation a formal consultation report must be published. The formal consultation report must contain the following;
- 21.9. A summary of each of the issues raised by consultees;
- A response to each of the issues raised by consultees by means of clarification together with supporting reasons;
 - Estyn's view in full (as it is provided in its consultation response) of the overall merits of the proposal; &
 - Any proposer must ensure that any views expressed by children and young people affected by the proposal are highlighted within the consultation report and that it is accessible to them.
- 21.10. The formal consultation report will be considered by Cabinet in the autumn term 2015. Cabinet will decide whether to proceed with the proposal. Should Cabinet decide to proceed the proposal must then be published by way of a Statutory Notice.
- 21.11. The statutory objection period lasts for 28 days (of which 15 days must be school days). To be considered as a statutory objection, objections must be made in writing or by email and sent to the proposer (Denbighshire County Council).
- 21.12. Following the statutory objection period a summary of the statutory objections and the proposer's response to the objections must be published. The Objection Report must be published before the end of 7 days beginning with the day of the proposals determination.
- 21.13. Please note that responses submitted as part of the formal consultation period will not be counted as objections to the proposal. Statutory objections can only be made if a statutory notice is published. If a statutory notice is published objections can then be registered. Consultees may

submit a request during the statutory objection period that their response submitted at the consultation stage should be treated as an objection.

- 21.14. DCC has 16 weeks from the end of the objection period to decide whether or not to implement the proposal. This is known as 'determining the proposal'.
- 21.15. DCC will make and issue its decision in relation to the proposal in writing; setting out the reasons for the decision. The decision will be published on DCC's website. DCC would determine a proposal, the objection report must be published at the same time as the decision to determine the proposal is issued.
- 21.16. Under section 54 of the 2013 Act the following bodies may within 28 days refer the proposal to the Welsh Ministers for consideration;
- Another local authority affected by the proposal;
 - The appropriate religious body for any school affected;
 - The governing body of a voluntary or foundation school subject to the proposals;
 - A trust holding property on behalf of a voluntary or foundation school subject to the proposals; &
 - A further education institution affected by the proposals.
- 21.17. The bodies making the referral will need to set out why they believe that the decision reached by the local authority is wrong.
- 21.18. There are a number of ways in which you can make your views known to us. Details are included below on how you can submit responses in a number of ways:
- By Post**
FAO Modernising Education Team, County Hall, Wynnstay Road, Ruthin, LL15 1YN
- By Email**
modernisingeducation@denbighshire.gov.uk
- 21.19. A response form is also attached in hardcopy at the end of this document. This can be returned either by post or email to the above addresses. Additionally you can complete the response form electronically using the following link:
- **SURVEY MONKEY LINK TO BE INCLUDED****
- 21.20. A consultation event will be held for children and young people with members of the School Council of schools named within the proposals and those likely to be affected by the proposal. This will be facilitated by an officer from Denbighshire County Council whose role includes engagement and consultation specifically tailored for children and young people. Children and young people also have the opportunity to respond to the

consultation using the children and young people's version of the consultation document.

- 21.21. At the close of the formal consultation process all views received will be collated and summarised within a formal consultation report alongside responses and clarification of issues by the local authority. This report will be presented to Cabinet for consideration.
- 21.22. Please ensure that all views are submitted to the above addresses by the 28/07/2015. Please be aware that any late submissions may not be included within analysis that will be presented as part of the formal consultation report. Likewise, please ensure that responses are submitted to the above addresses, responses/views/comments on the proposal sent to third parties may not be included within the analysis although every effort will be made to capture these views.

22. Consultation Response Form

****CONSULTATION RESPONSE FORM TO BE APPENDED****

- 22.1. A response form for comments, including an opportunity for consultees to register their wish to be notified of publication of the formal consultation report, is appended at the end of this document.
- 22.2. You are welcome to ask questions and let us have your views on the current proposal by submitting the consultation response form and any other written response to the following email and postal address:

modernisingeducation@denbighshire.gov.uk

FAO Modernising Education Programme Team, Denbighshire County Council, County Hall, Wynnstay Road, Ruthin, LL15 1YN

- 22.3. All responses must be submitted by the 28/07/2015.

ⁱ School Organisation Code, <http://gov.wales/topics/educationandskills/publications/guidance/school-organisation-code/?lang=en>

ⁱⁱ Denbighshire County Council Modernising Education Policy Framework, <https://www.denbighshire.gov.uk/en/your-council/strategies-plans-and-policies/education-and-schools/reviewing-our-schools.aspx>

ⁱⁱⁱ Modernising Education Programme, <https://www.denbighshire.gov.uk/en/your-council/strategies-plans-and-policies/education-and-schools/reviewing-our-schools.aspx>

^{iv} Denbighshire County Council Corporate Plan 2012-2017, <https://www.denbighshire.gov.uk/en/your-council/strategies-plans-and-policies/corporate-stDrategies/corporate-plan.aspx>

^v Estyn, 'How do surplus places affect the resources available for expenditure on improving outcomes for pupils?' May 2012, <http://www.estyn.gov.uk/english/docViewer/244416.9/how-do-surplus-places-affect-the-resources-available-for-expenditure-on-improving-outcomes-for-pupils-may-2012/?navmap=30,163>

^{vi} Guidance regarding the national categorisation of schools in Wales, <http://gov.wales/topics/educationandskills/schoolhome/raisingstandards/schoolbanding/?lang=en>

^{vii} Estyn, School Size and Educational Effectiveness, December 2013

^{viii} Estyn- School Size and Effectiveness, December 2013

^{ix} Estyn, School Size and Educational Effectiveness, December 2013

^x Estyn, www.estyn.gov.uk

^{xi} School Organisation Code, <http://gov.wales/topics/educationandskills/publications/guidance/school-organisation-code/?lang=en>

DRAFT