

Conwy Deposit Local Development Plan 2007 – 2022 (Revised edition 2011)



BACKGROUND PAPER 24

Conwy Primary School Modernisation Report

March 2011

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Strategy for the Modernisation of Conwy Primary Schools

October 2010



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1. Introduction

1.1 Foreword

Conwy is committed to ensuring that all children have equal opportunity to receive the best possible education.

We must ensure that our school buildings, teaching resources and pupils' learning experiences are fit for the purposes of today's world, and can prepare our children and young people for tomorrow's world. The challenge we face is to ensure our schools provide the appropriate environment – fit for purpose – to enable our children and young people to achieve life skills of the highest standard.

We want to ensure that all our schools are good schools. Good schools are schools where; the head teacher has a creative vision and generates a belief in success, the team of teaching and support staff energise and excite the children and young people through providing them with dynamic learning experiences, and the learning environment is fit for purpose to support and motivate the children and young people to engage in their learning and develop their talents.

In today's world; Headteachers have to provide a wider range of education experiences and knowledge than ever before, pupil numbers in our schools are falling, there is limited money to deliver ever increasing expectations, and many of our schools are housed in old buildings that cannot meet the needs of pupils and staff for the future.

The Welsh Assembly Government (WAG) recognises the need to invest in our schools for the future, and requires us to have in place a clear Strategy across all our Primary schools. We have to be ready to access and maximise the national funding stream that will become available to improve our schools. If we do not have a Strategy in place, we will have missed the opportunity to provide better school buildings for future generations and provide a legacy for our children and young people.



Leader of the Council



Cabinet Member for Lifelong Learning and Skills

1.2 Purpose of the Strategy

This Strategy will:

- Explain why we need to modernise our Primary schools.
- Show how our communities have shaped our vision.
- Describe our vision for Primary schools in the 21st Century.
- Explain that proposed changes will be discussed in detail with our communities.
- Explain the timetable for change over the next 15 years to 2025.

A copy of the draft Implementation Plan that will deliver this Strategy is available as Appendix 6.

2. Background and Context

2.1 Conwy in Context

Conwy County Borough (Conwy CB) is centrally located in North Wales. The County Borough has an area of 113,000 hectares and a population of 112,000 residents (mid-2008 estimate). About 38% of its area and 4% of its population are within the Snowdonia National Park.

The narrow coastal belt contains over 80% of the County Borough's population with Llandudno and Colwyn Bay as the two main urban areas. Rural Conwy CB is a mainly agricultural area with limited alternative employment and few development pressures. Its population is widely dispersed and is predominantly Welsh speaking.

At just under 28% of the population, Conwy has the largest proportion of post-retirement age residents in Wales (which has an average of 21%), and sits in the top 5% of all areas within the United Kingdom.

There are 22,400 residents (mid-2008 estimate) aged under 18 which accounts for 20% of the total population in Conwy CB and 19,300 residents under the age of 16 which accounts for just over 17% of the total population. For comparison, residents aged under 18 account for 21% of the population of Wales and those under 16 account for 18.5% of the total population for Wales. Both age bands are decreasing in Conwy with those under 18 falling by -2.5% since 2001 (570 residents) and those under 16 falling by -4.5% since 2001 (900 residents).

Small area population breakdowns were produced based on the 2008 mid-year estimate and show that by far the youngest age profile in the County Borough was to be found in the Llysfaen ward, with over 27% aged under 16. Gower, Glyn, Tudno, Kinnel Bay, Mochdre and Pensarn wards followed, where the under 16s accounted for over 20% of the population.

2.1.1 Population Projections

Population projections produced by the WAG are based on 2006 data and predict a consistent growth in the population of Conwy over the next 25 years. The population of Conwy CB does not replace itself naturally, with deaths over a ten year period averaging out at 1,650 per annum and births at 1,100, the population increase is the result of in-migration. Projections predict significant increases in the post retirement ages while the number under the age of 18 is predicted to fall by -2.2% over the next 10 years (500 residents) and the number under the age of 16 is predicted to fall by -1.5% (300 residents), before both begin increasing again.

2006 based population projections for Conwy County Borough

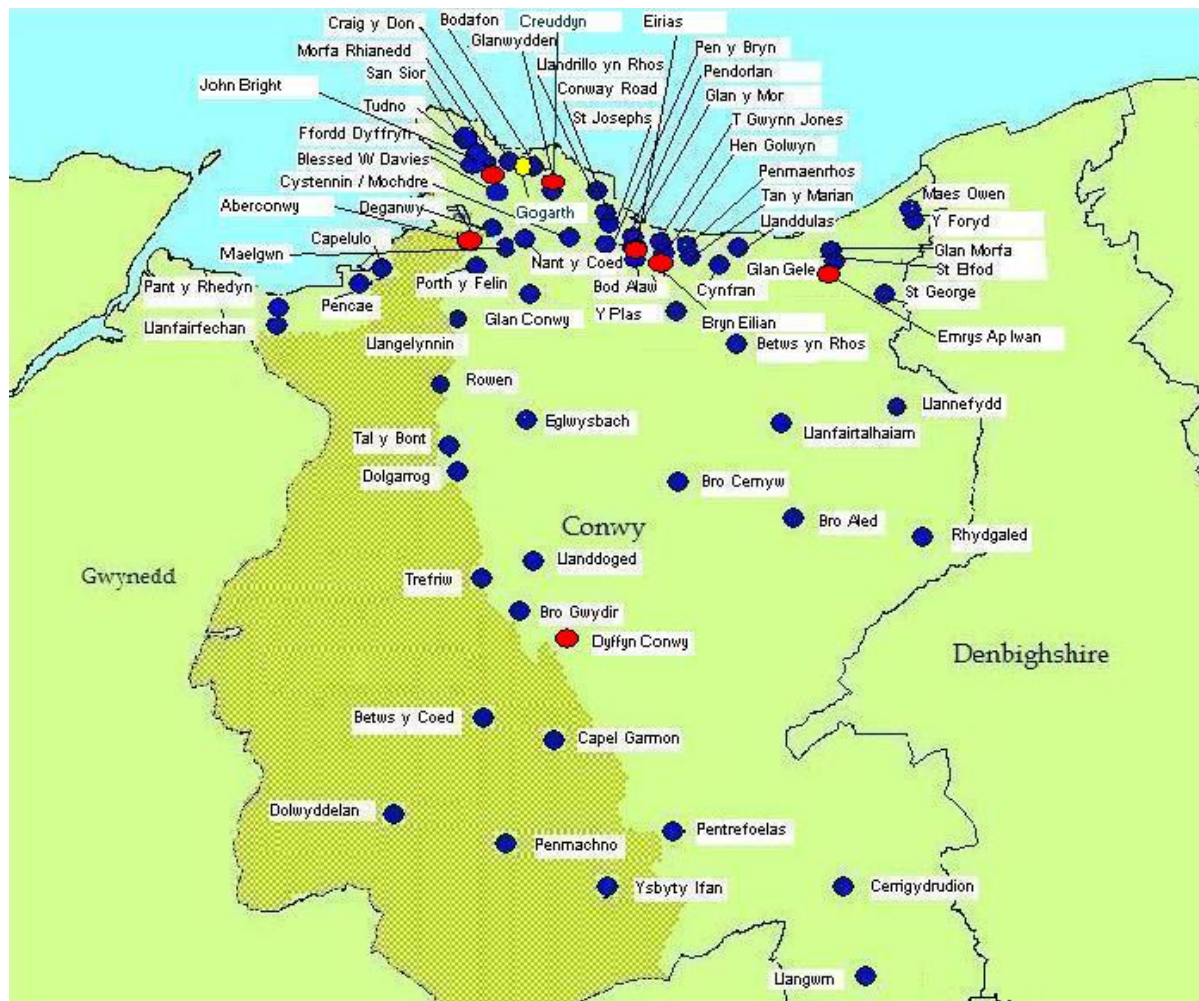
	2006	2011	2016	2021	2026	2031
Total population	111,250	114,300	117,550	120,850	123,950	126,550
Aged 0-15	19,600	19,400	19,300	19,800	19,900	19,900
Aged 0-17	22,600	22,150	22,100	22,550	22,700	22,650

Source: WAG 2006 based sub national population projections

2.1.2 Welsh Language

The 2001 Census reported that 29% of Conwy's population speak Welsh and slightly more than half of the population of the County Borough were born in Wales (54%). This is still higher than the all-Wales figure for Welsh speakers of 20.5%. In general, the incidence of both Welsh speakers and those born in Wales increases towards the west and as one travels inland from the more highly populated coastal strip. The ability to speak Welsh is at a peak in the rural southern ward of Uwchaled (74% Welsh speaking), and at its lowest in the eastern coastal community of Towyn & Kinnel Bay (less than 11%).

2.2 Schools in Conwy



Conwy County Borough Council provides:

- 8 Infant School – ages 3 to 7
- 7 Junior Schools – ages 7 to 11
- 46 Primary Schools – ages 3 to 11
- 7 Secondary School – ages 11 to 18
- 1 Special School – ages 3 to 19
- 3 Pupil Referral Units

These schools are categorised under the headings of *Community*, *Voluntary Aided*, *Voluntary Controlled* and *Foundation Schools*.

- There are currently (January 2010) 61 Primary schools in the Authority, 5 of which are voluntary aided denominational schools (2 Catholic schools located in Colwyn Bay and Llandudno, and 3 Church in Wales schools in Llanellian, Bodafon and Llandudno).
- Between 1996 and 2010, 6 Primary schools have closed; Ysgol Gyffin, Ysgol Bodlondeb and Ysgol Cadnant (amalgamated to create Ysgol Porth y Felin). Ysgol Bryn y Maen, Ysgol Yr Wyddfid and Ysgol Dinmael, were closed in response to falling pupil numbers.
- The LA supports 54 schools which have nursery units/classes admitting pupils on a part time basis at the beginning of the term following the pupil's 3rd birthday.
- The number of pupils attending our primary schools range in size from 12 to 403 pupils (excluding nursery), (January 2010).

2.3 Drivers for Modernisation

Conwy Authority has been working on the Primary Schools' Modernisation Project since November 2007, with the aim of developing a whole authority Strategy that will consider all Primary schools within Conwy County. Following extensive consultation with communities, it was agreed that the key drivers for change are:

2.3.1 Continued Improvement of Educational Standards

In its report '*An evaluation of performance of schools before and after moving into new buildings or significantly refurbished premises*' (Jan 2007), ESTYN found that better buildings contribute to improving one or more performance areas.

We need to direct the investment of resources in our schools to improve the standards for all children and young people. Further research can be found on our web pages www.conwy.gov.uk/education.

Appendix 1 highlights the performance of Primary schools during their last ESTYN Inspection. The full Estyn reports can be accessed through www.estyn.co.uk.

2.3.2 Ensuring All Our Buildings are Fit For Purpose

The Authority is committed to its Strategy to ensure all school buildings are 'fit for purpose', in line with WAG standards.

Conwy's Asset Management Plan and Access Strategy considers in detail the suitability and sufficiency of all education buildings within the County Borough. The key criteria when undertaking the audit of buildings for the plans are:

- building condition and security;
- capacity issues (including pupil capacity / site capacity);
- curriculum needs;
- disability access;
- community use.

Whilst Conwy has invested a considerable amount of money into a number of our school buildings, there are some schools that will never be able to meet the needs of children now or in the future, without significant changes. We need to target investment into buildings to make sure that a wide range of facilities are available, and the condition of all our school buildings is good enough to meet the needs of all pupils and staff.

2.3.3 Reducing the Number of Unfilled Places in Our Schools to an Acceptable Level

Conwy Authority has been and is continuing to experience falling pupil numbers, creating an increase in the number of unfilled places within Conwy Primary schools. This is a national trend.

In Conwy, Primary pupil numbers (*excluding nursery pupils*) have fallen by over 700 pupils over the five years to 2010. Figures from the January 2010 school census, shows that Conwy currently has around 1900 unfilled places within its primary schools. We are expecting this figure to increase to around 2,100 by 2015 (see *Appendix 2 – Primary School Pupil Numbers and Capacity – January 2010*). By then, 30 of our 61 primary schools will have more than 25% unfilled places, and of these:

- 11 schools will have more than 50% unfilled places; of which
- 3 schools will have more than 80% of their places unfilled.

When organising school places, Education Services are mindful of the key considerations as presented in WAG Circular 21/09 School Organisation and Conwy's local and national priorities for

children and young people to meet the 7 Core Aims, as set out in Conwy's Children and Young People's (Single) Plan.

The WLGA highlights that - '*Planning school places should not be led by the aim to make financial savings but concentrate on making more efficient use of existing resources*'. (WLGA: Planning School Places 2007).

2.3.4 Ensuring That All Pupils Have Equality of Access to Resources

79% of Conwy Council's total income is funded by the WAG through the Revenue Support Grant (RSG). The number of pupils in our schools is a major factor in the WAG deciding how much money the Council needs to deliver its services for all people living in Conwy. As our pupil numbers continue to fall, the Council will be less well resourced by the WAG.

Conwy schools receive an annual budget that is managed by governing bodies. The school budget is used to fund all school based resources including staffing, building, teaching & learning materials, and energy costs. The annual school budget is allocated through a local formula that takes into account the number of pupils attending the school. Some schools require subsidy to maintain the Authority's current minimum staffing levels of at least one Headteacher and a teacher on site.

In Conwy for 2010/11, the average amount of money provided to Primary schools per pupil was £3,552. This ranged from as low as £2,909 (in a school with 317* pupils) to as high as £9,816 (in a school with 15* pupils) (see Appendix 3 – Average Amount of Money Provided to Primary School Pupils 2010/11).

*(Data from September 2009 pupil numbers)

2.4 Welsh Assembly Government Strategies

School Effectiveness Framework (February 2008)

In February 2008, the WAG published the '*School Effectiveness Framework – Building effective learning communities together*'. The Framework describes the key characteristics required to build on existing good practice and improve children's learning and wellbeing throughout Wales. One of the main purposes of having the Framework in place is 'how we improve learning outcomes for all students in all settings rather than some students in some settings' (Harris 2007).

As part of the Framework, WAG and its partners have developed a statement of national purpose for schools. It describes the purpose of schools is to:

- enable all children and young people to develop their full potential by acquiring skills, knowledge, understanding and attitudes, including personal, social and emotional skills, to enable them to become economically, socially and personally active citizens and lifelong learners;
- promote a culture of social inclusion and respect for diversity, particularly through developing the well-being of learners and personalising their learning;
- establish strong professional learning communities in schools where practitioners can develop and share their professional knowledge on learning and teaching;
- offer children and young people a curriculum that engages and motivates them to learn and to achieve their potential;
- provide a learning community for all engaged in school life, with children and young people and their families at the centre, and including governors, teachers, other school staff and adults training to work in schools;
- be a key player with other schools and partner service providers in planning and delivering integrated services for children and young people to improve their well-being; and

- provide or facilitate education so that schools contribute to meeting the needs of the community and engage the community as partners to ensure that all schools are community focused.

In order to meet the National Purpose for Schools, the Framework states that the Local Authority should create a strong, supportive, local system by helping schools to connect and collaborate with one another and with other community programmes to maximise sharing of facilities and good practice. Local Authorities should ensure that school provision is organised effectively in buildings that are fit for purpose so that every learner has access to high quality, broad and balanced educational experience.

This means that any changes put forward via this Strategy must follow the School Effectiveness Framework, and this Framework is therefore a national driver for modernisation.

3. Engagement and Consultation Process

3.1 Review of the Engagement and Consultation Process

Event	Location / How	Purpose	Outcome
Jan 2008 - ongoing	Internet pages, e-mail, letters and phone conversations.	A dedicated e-mail address was set up so that people could share their views throughout the project. Our internet pages at www.conwy.gov.uk/education are kept up to date with our developments, information and research.	To date we have received feedback via over 200 letters, e-mails and phone calls.
Jan – Mar 2008 Engagement Roadshows	<ul style="list-style-type: none"> Ysgol Glan Conwy Canolfan Glasdir (Llanrwst) Ysgol Ffordd Dyffryn Ysgol Glanwydden Ysgol Llandrillo yn Rhos Ysgol Cynfran Ysgol Sant Elfod Talhaiarn Memorial Hall Ysgol Dolgarrog Ysgol Cerrigydrudion Ysgol Llanfairfechan 	<p>The roadshows were promoted through notices in the local papers, on Radio Cymru and through posters within; libraries, leisure centres, Council public open receptions, all Primary, Secondary & Special schools, the internet and intranet, Early Years centres, Children's Information Centre (inc. Day Nurseries, Playgroups and Cylchoedd Meithrin).</p> <p>A presentation was delivered outlining the need for change followed by a question and answer session. Attendees were then asked in groups to consider four key questions to ensure a consistent and fair opportunity for views to be shared.</p>	The roadshows were attended by 536 people, of which; 42% were schools staff or governors and 38% were parents or carers. The feedback informed the Key Priorities within the document ' <i>Modernisation of Conwy Primary Schools – Consultation on the Key Priorities for the future of Primary Education</i> '.
March 2008 Newsletter & Questionnaire	<p>Over 20,000 questionnaires were sent out through:</p> <ul style="list-style-type: none"> All Day Nurseries, Playgroups, Cylchoedd Meithrin & Childminders, Every child in a Conwy Primary & Secondary School, Chair of Governors 	<p>The purpose of the questionnaire was to ask the public to share with us the types of learning experiences they would wish our children/young people to access in the future. This questionnaire was open to all residents of Conwy.</p> <p>The questionnaire asked the public to consider the importance of ten key factors and of these, which they felt were most important.</p>	<p>Over 90% of the responses were from parents, with interest also from Councillors, Governors, Local Businesses, Local Residents and School Staff.</p> <p>The feedback informed the Key Priorities within the document '<i>Modernisation of Conwy Primary Schools – Consultation on the Key</i>'.</p>

Event	Location / How	Purpose	Outcome
	<ul style="list-style-type: none"> Conwy Internet Conwy Staff Council Members Leisure Centres Public Libraries Public Open Receptions. 		<p><i>Priorities for the future of Primary Education</i>’.</p> <p>Full analysis available at www.conwy.gov.uk/education</p>
04th June 2008 Informal Cabinet	A meeting of the Informal Cabinet.	To discuss with members of informal cabinet the draft ‘ <i>Modernisation of Conwy Primary Schools – Consultation on the Key Priorities for the future of Primary Education</i> ’ document.	Recommendations were noted by the Project Manager and applied to the document.
23rd June 2008 Conwy Principal Overview and Scrutiny Committee	A special meeting of the Principal Scrutiny Committee.	To ask Principal Scrutiny to recommend to the Cabinet that the ‘ <i>Modernisation of Conwy Primary Schools – Consultation on the Key Priorities for the future of Primary Education</i> ’ is approved to go out for public consultation to all households in Conwy.	RESOLVED – Member of the Principal Scrutiny to recommend to Cabinet the document is approved for consultation.
10th July 2008 Cabinet	A meeting of the Cabinet.	To ask Cabinet to approve public consultation on the ‘ <i>Modernisation of Conwy Primary Schools – Consultation on the Key Priorities for the future of Primary Education</i> ’, via Conwy households.	RESOLVED – Cabinet approved the consultation of the document via Conwy households.
17th July 2008 Full Council	A meeting of the Full Council.	To ask the Full Council to support the ‘ <i>Modernisation of Conwy Primary Schools – Consultation on the Key Priorities for the future of Primary Education</i> ’,	RESOLVED – That the consultation exercise be supported.
September 2008 – December 2008 School Visits	Site visits to every Primary School by the Education Property & Site Management Team.	To explain, discuss and update the information held by Education Services on the school buildings.	Details on all school buildings are up to date and school Headteachers and Governors agree with the data held.
September 2008 – October 2008 Consultation on the Key Priorities document.	<p>A copy of the document and response questionnaire was sent to every household in Conwy. In addition;</p> <ul style="list-style-type: none"> a copy to all Headteachers of Primary, Secondary and 	Outlines our draft key priorities for the future of primary schools in Conwy (please refer to Section 4.1 for further details). It described the educational resources we want all our children to have access to. Resources that we believe will improve the learning experiences of children and	4% responded by completing the questionnaire and a further 22 responded via e-mail or letter. When asked to describe themselves 29% of respondents chose ‘Parents’, but the majority of respondents (60%)

Event	Location / How	Purpose	Outcome
	Special Schools in Conwy, <ul style="list-style-type: none"> ▪ Diocesan Directors, ▪ Local AM and MPs ▪ Neighbouring Authorities ▪ Various organisations. 	young people and provide them with a more exciting and dynamic learning environment.	described themselves as 'Conwy Residents'. The responses from the questionnaires conclusively agreed with the Key Priorities. <i>Full analysis available at www.conwy.gov.uk/education</i>
10th November 2008 Conwy Principal Overview and Scrutiny Committee	A special meeting of the Principal Scrutiny Committee.	To inform them of the findings from the consultation on the Key Priorities document and to invite challenge.	RESOLVED- That the Principal Overview and Scrutiny Committee support the Modernisation of Conwy Primary Schools – <i>An Analysis of the 'Consultation on the Key Priorities for the Future of Primary Education (September 2008)'</i> .
November 2008 – July 2009 Development of the Areas for Review Document	Working with Services across the County and local Councillors.	All the schools were compared with the standards agreed through the key priorities, and as a consequence an 'Areas for Review' document was developed that identified the schools: <ul style="list-style-type: none"> ▪ for initial review; ▪ for review in 2-5 years; ▪ where there is currently no reason for change. 	'Areas for Review' document (Please refer to section 3.2 for further details) <i>Copy of the document available at www.conwy.gov.uk/education</i>
28th July 2009 Informal Cabinet	A meeting of the Informal Cabinet.	To discuss with members of informal cabinet the draft ' <i>Modernisation of Conwy Primary Schools – Consultation on the Areas for Review Document September 2009</i> '	Recommendations were noted by the Project Manager and applied to the document.
4th August 2009 Customer Scrutiny	A meeting of the Customer Scrutiny Committee.	To ask Customer Scrutiny to recommend to the Cabinet that the ' <i>Modernisation of Conwy Primary Schools – Consultation on the Areas for Review Document September 2009</i> ' is approved to go out for public consultation	RESOLVED – Member of the Customer Scrutiny to recommend to Cabinet the document is approved for consultation.

Event	Location / How	Purpose	Outcome
11th August 2009 Cabinet	A meeting of the Cabinet.	To ask Cabinet to approve public consultation on the ' <i>Modernisation of Conwy Primary Schools – Consultation on the Areas for Review Document September 2009</i> '	RESOLVED – Cabinet approved the consultation of the document and that meetings could be held in areas for initial review.
September 2009 – November 2009 Consultation on the Areas for Review Document	A copy of the document was published on the website. Section 3.2 provides further detail on this consultation. Nominated Stakeholder Meetings were held in all Areas for Initial Review within the Document (please refer to section 3.3 for further details).	<i>Refer to sections 3.2 for further details</i>	<i>Refer to sections 3.2 for further details</i>

3.2 Areas for Review Document

Between November 2008 and July 2009, we developed an 'Areas for Review' document. Within this document, each school was placed into an area or group of schools. For each Primary school, the document set out:

- Budget share per pupil
- Standard of key facilities
- Unfilled Places – currently & projected
- School Capacity
- Children attending the school from outside the school's catchment
- Children living in catchment choosing another school

Based on this information and the standards set out under the Key Priorities, the document identified those schools and areas that:

- were for **initial review**
- were for **review in 2-5 years**
- where there was **currently no reason for organisational change**

In September 2009, a copy of the document was published on the Education Website. Hard copies were also sent to;

- All Headteachers of Primary, Secondary and Special Schools in Conwy;
- Primary School Chairs of Governors;
- Local Elected Members;
- Diocesan Directors;
- Local AM and MPs;
- Neighbouring Authorities; and
- Various Organisations.

3.2.1 Nominated Stakeholder Meetings

In August 2009, the Cabinet agreed that where there were schools identified for initial review, Nominated Stakeholder Meetings should be held in those communities. The meetings were chaired by independent facilitators with the aim of discussing with communities the content of the 'Areas for Review' document in detail, obtaining views and inviting suggested solutions to issues in particular areas.

Between September and November 2009, 17 Nominated Stakeholder Meetings were held in each of the areas for initial review. Invited Stakeholders included:

- Parents
- Headteachers
- School Governors
- Teaching and Non-teaching staff
- Young people
- Diocesan representatives
- Community Councillors
- Pre-School representatives
- Voluntary Organisation representatives

The format of the meetings involved a presentation on the progress made so far, a presentation on the data for a particular area, question and answer sessions and a workshop session where particular questions were asked of the attendees.

The meetings were held in the following areas identified for initial review:

- Abergele Area 1
- Abergele Area 4
- Caerhun Area
- Colwyn Bay Area 1
- Hiraethog Area
- Llandudno Area 1
- Llandudno Junction Area
- Llanfairfechan Area
- Llangernyw Area
- Llanrwst / Capel Garmon Area 1
- Llansannan Area
- Mochdre Area
- Old Colwyn Area
- Penmaenmawr Area
- Penmaenrhos Area
- Pentrefoelas, Penmachno and Ysbyty Ifan Area
- Towyn Area

A full list of all the areas and schools is available in *Appendix 4 – Areas and Schools*.

Attendance at each meeting was high and the feedback gained was invaluable. Stakeholders provided local views on the strengths and areas for development in education provision. They commented on the resources available in schools and local communities, and also provided views on potential future developments. Notes from each meeting were taken by both the Education Service and the Independent Facilitators, including feedback from the workshop sessions. The collation of these notes was published on the Education website at the end of January 2010.

Many stakeholders expressed satisfaction with the current structures of provision, and felt strongly that their schools should be maintained in their current localities. In particular, the rural communities expressed very strong views that the village school is vital in ensuring the continuance of a thriving, vibrant community life and in maintaining and developing the Welsh culture, language and heritage. Small school stakeholders considered that their schools provided their children with a more intimate and rewarding educational experience.

All stakeholders valued the performance and individual character of their particular schools. A large number felt that any perceived deficiencies^(*) in resources were adequately addressed through the quality of teaching in their schools. Their children were happy attending their schools and parents were concerned that any change would impact adversely on their children's learning.

In four areas stakeholders were interested in investigating further options for developing and improving the school structures in their areas.

Appendix 5 contains a comprehensive overview of each of the stakeholder meetings. A detailed account of the meetings is available on the website at www.conwy.gov.uk/education.

^(*) *The simplified chart of resources available in relation to school sites (Areas for Review Document) was questioned at some of the Nominated Stakeholder meetings. A new set of complete data will be shared when options are considered as part of the full impact assessments scheduled over the next three years.*

4. 21st Century Schools in Conwy – the Vision

4.1 Key Priorities for the Future of Conwy Primary Schools

During September and October 2008, every household in the County was sent a copy of the 'Key Priorities' document. A questionnaire was sent out with the document and the responses conclusively agreed with the Key Priorities. The document set out our draft key priorities for the future of primary schools in Conwy. It described the educational resources we wanted all our children to have access to. We believe that these resources will improve the learning experiences of children and young people and provide them with a more exciting and dynamic learning environment leading to improved standards of attainment.

The following seven key priorities outline our standards for the future of Primary education and 21st Century schooling:

- Priority 1** We will enhance the teaching and learning experiences for pupils, by creating **opportunities for staff to share and develop their skills in specialist subjects.**
- Priority 2** We will work with Headteachers and governors to **support the development of leadership skills and collaborative working** both within and across schools in order to develop a shared commitment to excellence, consistent high quality provision and improved outcomes for children and young people.
- Priority 3** Where appropriate, we will **remove mixed key stage classes, and reduce mixed year group classes.**
- Priority 4** We will work **within the Welsh Assembly Government's prescribed maximum number** of 30 children to a class.
- Priority 5** We will work to ensure that all children have **access to suitable facilities** that allow the delivery of a full range of educational experiences. These are:
- Teaching and Learning Facilities
 - Play Facilities
 - Staff and Administration Areas
 - Condition, Style and Security of School Buildings
 - ICT
- Priority 6** We will work to **reduce the number of unfilled places** in our primary schools to be within the Welsh Assembly Guidelines:
- individual primary schools to have more than 75% of their places filled; and
 - 90% of places filled across the Primary school sector as a whole.
- Priority 7** We will **support and advise schools that are full and/or oversubscribed** and we will work with Headteachers and Governing Bodies to ensure:
- that all children are given the opportunity to attend their nearest appropriate school;
 - that pupils attending their nearest appropriate school have access to the full range of facilities; and
 - schools that are oversubscribed due to meeting a demand for places from within their catchment area, are prioritised for action. If the

increased demand for places is projected to be short-term, additional temporary accommodation will be considered. If the increased demand for places is projected to be long-term, a review of the catchment areas of the school and its neighbouring schools will be undertaken and if necessary, additional permanent accommodation considered.

4.2 The Welsh Assembly Government Vision for 21st Century Schools

“The WAG in partnership with the Welsh Local Government Association (WLGA) plans to create a generation of 21st Century schools. The programme will:

- support the policy of “One Wales” in relation to schools;
- drive improvements in educational standards through investment in schools;
- align with post-16 transformation, with wider public service investment, and aims to be coherent across administrative boundaries; and
- plan to create world-class environments for teachers to teach and pupils to learn, supported fully by ICT, that are of high quality, designed for sustainability, built on time and at a reasonable cost to the taxpayer, and are properly maintained over their lives.”

(WLGA Website – 21st Century School Programme)

4.2.1 What are the aims of the Programme?

“The WAG, in collaboration with local government, will deliver:

- learning environments for schools in Wales that will enable the successful implementation of strategies for school improvement and better educational outcomes;
- greater economy and efficiency through better use of resources to improve the cost-effectiveness of the education estate; and
- a sustainable education system with all schools in Wales meeting national building standards and reducing the recurrent costs and carbon footprint of the public estate”.

(WLGA - 21st Century Schools, Summary, March 2010)

4.2.2 What are 21st Century Schools?

- Schools configured to respond to changing approaches to teaching and learning which, together with strengthened school leadership and the involvement of the school community, will reflect local needs and support young people to achieve their potential.
- Inspirational environments appropriate for new educational developments and technologies, efficient yet adaptable enough to cater for the changing needs of the future up to 2030.
- World-class, sustainable environments for teachers to teach and learners to learn; supported fully by ICT, and that drive improvements in educational standards, and address issues of climate change.
- Inclusivity, providing appropriate provision for the individual learning needs of all learners, spaces in which those with special educational needs and disabilities feel that their needs are respected, and which enable all members of the school workforce to work, rest and socialise.
- An outstanding resource for the whole community which can offer a range of co-located facilities such as childcare, health and social services, and adult training.
- An opportunity for schools and other services to work collaboratively to enhance teaching and learning and to link more effectively with the post-16 transformation agenda.

(WLGA Website – 21st Century School Programme)

4.2.2 Welsh Assembly Government Funding – 21st Century Schools Programme

In order to obtain capital funding for 21st century schools projects, “all local authorities will be asked to submit Strategic Outline Programmes by the end of October 2010 (later amended to December 2010), looking ahead over the long-term and identifying groups of schools requiring investment at different stages. These projects can have start dates dependant on need and deliverability: it is for each local authority to decide how the national aims of the programme are best met locally”.

(WLGA - 21st Century Schools, Summary, March 2010)

5. Future Structures for Schools in Conwy

Legislation provides Local Authorities with the powers to change a schools status and to determine the structures of its schools across the county. A local authority may establish; [i] all through schools through the amalgamation of infant and junior schools, [ii] an area school on a single site, and [iii] an area school on multiple sites.

Legislation provides Governing Bodies with powers to change their governance arrangements and therefore determine the organisation of their schools. Governing Bodies may; [i] establish a federation of schools; [ii] work in an informal federation with schools, and [iii] work in a cluster arrangement with schools.

5.1 Local Authority Models for Structural Change

5.1.1 Establish 'All Through' Primary Schools

This will involve the amalgamation of a junior and its feeder infant into one Primary school, with one Headteacher and one Governing Body.

We will achieve this through the following interim actions:

- Encourage Governing Bodies to establish Joint Committees for the designated Infant/Junior School settings
- Remaining governance and management arrangements will continue until 'all through' status is progressed in response to:
 - new single site arrangements / build;
 - Headteacher vacancy; and
 - Key Drivers of Primary School Modernisation Project [as referenced in Section 4]

5.1.2 Establish an Area School on One Site in Designated Geographic Areas

This refers to one school on a single site for an area. This would mean the closure of all schools in the area and the establishment of one school in a geographical area onto one site (this would be an existing or new site). This school would serve the communities across that area.

5.1.3 Establish an Area School on Multi-sites in Designated Geographic Areas

This refers to one school on two or more sites for an area. This would mean the closure of all schools in the area and the establishment of one school in a geographical area on more than one existing site. This school would serve the communities across that area.

5.2 School Governing Body Models for Organisational Change*

5.2.1 Governing Bodies Establish Formal Federal School Arrangements

'The Federation of Maintained Schools and Miscellaneous Amendments [Wales] Regulations, 2010' permit two to five governing bodies of maintained schools to federate voluntarily. Schools with a federated (one) Governing Body will continue to be separate legal entities, retaining their own name, registered pupils and budget. The federated Governing Body may appoint a single Headteacher to manage the school across the federation. If a Governing Body decides to make such an appointment they will need to consider the implications for other Headteachers of the schools. Alternatively, the Governing Body may decide that the existing Headteachers could continue in post under a collegiate structure for managing the federation. The Governing Body has the option of pooling the individual school budgets. Schools can work closely on governance, management, leadership development, curriculum delivery, staffing and inclusion issues.

5.2.2 Governing Bodies to Develop Informal Organisational Models

The structures described above all involve formal arrangements. Schools may develop less formal arrangements in order to secure greater collaborative working and to support Professional Learning Communities. There should be opportunities for economies of scale and efficiencies in use and development of resources in such arrangements.

School Clusters

Schools may work in cluster family groupings in order to share and develop resources. School clusters provide opportunities for schools to strengthen their collaborative working through sharing and developing resources and utilising the curriculum and managerial skills of the staff at the schools.

Informal Federations

Schools may work in arrangements similar to formal Federal School arrangements, with the individual school Governing Bodies agreeing to establish a Joint Committee with agreed delegated powers and options for a limited pooled budget. Schools can work closely on governance, management, leadership development, curriculum delivery, staffing and inclusion issues.

5.3 'Structural' and 'Organisational' Options for Change

'Structural' and *'Organisational'* options for change within each geographical area are outlined in the **'Implementation Plan'**, Appendix 6, which also highlights the *'driver-led'* and *'community preferred'* ways forward. *'Driver-led'* refers to the option that impacts strongly on reducing the issues concerning; the number of unfilled place, and equality of access to resources. The potential impact of the driver led way forward is considered in Section 4 of the Implementation Plan. *'Community preferred'* reflects the views gathered from the Nominated Stakeholder meetings and the draft Strategy consultation responses.

* The following organisational models, detail the powers held by Governing Bodies to change governance arrangements. This does not preclude the Local Authority from continuing to review schools in respect of key drivers and financial resources, prompting further consultation to consider structural change (see 5.1) as appropriate.

5.4 Overview – Models for Change

	Local Authority Models for Structural Change			Governing Body Models for Organisational Change	
	All Through Primary School	Area School on One Site	Area School on Multi-sites	Formal Federal School Arrangements	Informal School Organisational Models
<i>1 school site</i>	✓	✓			
<i>2 or more school sites</i>	✓		✓	✓	✓
<i>1 Headteacher & 1 Governing Body</i>	✓	✓	✓	✓	
<i>1 Governing Body & 1 or more Headteachers</i>				✓	
<i>Individual Headteacher & Governing Bodies for each school</i>					✓
<i>1 Delegated Budget</i>	✓	✓	✓	Option to pool school budgets	Options for a limited pooled budget
<i>Individual Delegated Budget for each school</i>				✓	✓

6. Underpinning Policies and Strategies

6.1 Maintaining and Sustaining the Welsh Language

The Primary Schools Modernisation programme will support the Authority's policy of developing schools that will ensure that pupils are given the educational incentive to nurture language skills that will lead to bilingualism and appropriate skills in Welsh and English.

All educational establishments are required to reflect and reinforce the County's language policy in their administration, their social life, their pastoral arrangements and their learning provision.

The Welsh Language policy is available in the '*Schools and Education Service Information Document*'. Copies are available on our website www.conwy.gov.uk/education, or direct from Conwy CBC Education Services. Individual school language policies are highlighted in School Handbooks.

For any enquiries regarding the Welsh Language Scheme, please visit our web site, or contact Education Services on 01492 575011.

6.2 Transport

The Primary Schools Modernisation programme will support the Authority's policy of providing free transport to pupils under 11 years of age, who live over two miles from their nearest appropriate school.

Free transport provision will also be provided to those pupils who meet the additional criteria listed in the Transport policy; including: medical grounds; needs identified within a Statement of Special Educational Need; hazardous routes.

A full version of the Policy is available on our website www.conwy.gov.uk, direct from Conwy CBC Education Services, or any County School.

For further information on transport please contact the Education Transport Officer on 01492 575592/575595 who is responsible for assessing eligibility for transport, or the Highways Transport Officer on 01492 575413 who is responsible for transport arrangements.

6.3 Admissions

The Primary Schools Modernisation programme will support the Authority's policy of allowing parents and pupils to express their preference for admission to a school of their choice.

Admission arrangements for schools are either the responsibility of Conwy County Borough Council (community and voluntary controlled schools) or the Governing Body (foundation and voluntary aided schools).

Conwy's Admissions policy is available in the '*Schools and Education Service Information Document*'. Copies are available on our website www.conwy.gov.uk/education, or direct from Conwy CBC Education Services.

For any enquiries regarding the Admissions Policy, please contact Education Services on 01492 575011.

6.4 Local Schools (Catchment Areas)

The Primary Schools Modernisation programme will support the Authority's policy of identifying local schools for communities. Each local school has a defined 'catchment area'. Catchment areas are based on community ward boundaries as supplied by the Boundary Commission. Catchment areas are mapped out and are required to be reviewed periodically.

In rural areas, a catchment area will cover many square miles and may include one or more villages and their surrounding areas. In urban areas, with two or more schools within a town, the catchment areas will be a collection of streets.

6.5 Rural Village Schools

The Authority recognises the vital role our village schools undertake within our rural communities to maintain the local culture, language and way of life. When considering the options for future school structures within our rural areas, the Authority will balance educational needs with community development, investment and support needs.

6.6 Community Focussed Schools

The Local Authority will support schools to develop community links that provide opportunities and enrich experiences for all. Opportunities for curriculum enhancement and enrichment need to be developed with the school's local community and beyond benefiting both the pupils and members of the community. When considering the options for future school structures, the Authority will balance educational needs with community development, investment and support needs.

6.7 Additional Learning Needs (ALN)

The Primary Schools Modernisation programme will support the aim of the Council to make appropriate and relevant educational provision for all children with additional learning needs so that they may be enabled to develop their potential to the maximum. Arrangements will be made to identify each child with additional learning needs and subsequently to provide him/her with appropriate educational provision. Where possible the Council will endeavour to make available such provision in mainstream schools.

In reviewing the use of school facilities there are opportunities for co-locating additional learning needs provision or outreach services support onto mainstream school sites, so as to support a network of joint working and sharing of facilities / resources / expertise.

6.8 Voluntary Aided Schools

Voluntary Aided schools are maintained jointly by Conwy County Borough Council and either Church in Wales, or the Roman Catholic Church. The school building belongs to the diocese, and we are therefore unable to instigate structural change to these buildings. Aided schools also have access to separate capital funding streams directly through the WAG. We have been, and will continue to work with the diocese to ensure they meet fit for purpose, with 4 of the 5 having been refurbished in Conwy's time.

Voluntary Aided schools in Conwy are:

- Ysgol Bodafon
- Ysgol Blessed William Davies
- Ysgol San Sior

- Ysgol St Joseph
- Ysgol Y Plas

The Authority has worked cooperatively with the Diocesan Authorities over many years to ensure a suitable pattern of provision across the County. This Strategy has been written in full consultation with the Diocesan Authorities.

6.9 Support for Teaching and Non-teaching Staff

As part of the project, a HR team will be established to inform, advise and support Headteachers, teachers and school support staff in relation to workforce issues arising from the implementation arrangements agreed by the Council.

6.10 ICT Strategy for Schools

ICT has a key role in supporting learning, teaching and management, therefore in consultation with stakeholders, we will support schools so that they can effectively serve their learning communities.

We will continue to transform learning and teaching, by embracing the way technology is evolving and recognising how children and young people use technology. The aims will be to ensure that:

- teachers and students have safe, reliable and seamless access to ICT in and out of the classroom, promoting inclusion;
- teaching and learning spaces are digitally enabled and that all schools have regular and reliable broadband connectivity of an appropriate bandwidth, which is regularly monitored and reviewed in light of emerging uses;
- administrative and information management systems support teaching and learning; and
- schools have the benefits of a secure online environment, which allows learners to access learning in and out of school and to collaborate with one another, their teachers and the broader learning community.

6.11 WAG 21st Century Schools Capital Investment Programme

In order to meet the Key Priorities 5, 6 & 7, Conwy will develop an investment strategy that will address the needs of the schools.

To deliver the investment needs identified, it is essential that Conwy is able to access capital funding via WAG's 21st Century Schools Programme.

Conwy will continue to work with the WAG in developing the investment strategy to ensure that we are maximising the potential investment opportunities that may be available through the WAG.

7. Timescale for Implementation

7.1 Timetable for Adoption of the Strategy

7.1.1 The process for implementing the Strategy will be as follows:

Approval to consult on the Draft Strategy

May 2010	<i>Customer Scrutiny</i> Committee
May 2010	<i>Cabinet</i> approval to consult on the draft Strategy and associated Implementation Plan

Consultation on the Draft Strategy

Jun/Sep 2010	Public Consultation
July 2010	Question and Answer sessions across Conwy to discuss the content of the draft Strategy
Sept 2010	Consideration of consultation responses and preparation of final version of the Strategy

Final approval / adoption of the Strategy

Oct 2010	'Consultation Analysis' and proposed changes to the draft Strategy go before the <i>Customer Scrutiny</i> Committee
Oct 2010	<i>Cabinet</i> approval / adoption - Cabinet will be asked to; approve the final version of the Strategy, and agree that Conwy officers can consult with communities in detail (full impact assessment) on the options within the draft Implementation Plan (see 7.1.2 & 7.1.3 below).

7.1.2 Implementation Plan - Discussion Document

To implement this Strategy, a document entitled '**Implementation Plan**' has been produced (see *Appendix 6*). This document is a living document and will remain so throughout the lifetime of the Strategy. The Implementation Plan outlines the main options, highlighting the '*Driver-led*' and '*Community Preferred*' options. It will also identify those areas where there is the requirement for initial consultation i.e. areas where Nominated Stakeholder meetings are yet to be held (areas for review in 2-5 years), and those areas where there is no requirement for organisational change.

7.1.3 Progression of the Implementation Plan

Following adoption of the Strategy by Cabinet, formal consultation meetings with each school within an area for initial review will take place to present options considered for each area, and the rationale for the driver-led option. These formal consultation meetings will be staggered over a 4-year period. The responses from each formal consultation meeting will be presented to the Cabinet who will consider them in deciding which option to progress and implement for an area/school.

During this period, Nominated Stakeholder Meetings will also take place with those areas/schools identified for review in two years time (*).

Each area has been placed into a consultation band (see below), and meetings will be held with areas/schools in band A between 2010 and 2012, in band B between 2012 and 2013 and in band C between 2013 and 2014. The placing of schools in particular time bands relates to their geographical proximity, and to ensure that areas with potential for greater capital investment requirements, are considered in the first 18 months of the 3-year consultation

programme. Schools may move consultation bands dependant on the approved option for that area.

Band A (2010 – 2012)	Band B (2012 – 2013)	Band C (2013 – 2014)
Caerhun Area: Ysgol Dolgarrog, Ysgol Rowen, Ysgol Tal y Bont & Ysgol Trefriw	Llansannan Area: Ysgol Bro Aled, Ysgol Rhydgaed & Ysgol Talhaiarn	Abergele Area 1: Ysgol Glan Gele & Ysgol St Elfod
Colwyn Bay Area 1: Ysgol Conway Road, Ysgol Glan y Mor & Ysgol Pendorlan	Old Colwyn Area: Ysgol Hen Golwyn & Ysgol T Gwynn Jones	(*)Abergele Area 3: Ysgol Llanddulas
Hiraethog Area: Ysgol Cerrigydrudion & Ysgol Llangwm	Penmaenmawr Area: Ysgol Capelulo & Ysgol Pencae	Abergele Area 4: Ysgol St George
Llandudno Area 1: Ysgol Ffordd Dyffryn & Ysgol Tudno	Pentrefoelas, Penmachno & Ysbyty Ifan Area: Ysgol Penmachno, Ysgol Pentrefoelas & Ysgol Ysbyty Ifan	(*)Betws yn Rhos Area: Ysgol Betws yn Rhos
Llandudno Junction Area: Ysgol Maelgwn & Ysgol Nant y Coed	(*)Betws y Coed Area: Ysgol Betws y Coed	(*)Conwy Area: Ysgol Llangelynnin & Ysgol Porth y Felin
Llanfairfechan Area: Ysgol Llanfairfechan & Ysgol Pant y Rhedyn	(*)Rhos on Sea Area: Ysgol Llandrillo yn Rhos	(*)Dolwyddelan Area: Ysgol Dolwyddelan
Llanrwst / Capel Garmon Area 1: Ysgol Capel Garmon & Ysgol Bro Gwydir	(*)Abergele Area 2: Ysgol Glan Morfa	(*)Eglwysbach Area: Ysgol Eglwysbach
(*)Llanrwst Area 2: Ysgol Llanddoged	(*)Colwyn Bay Area 3: Ysgol Bod Alaw	(*)Glan Conwy Area: Ysgol Glan Conwy
Penmaenrhos Area: Ysgol Penmaenrhos & Ysgol Tan y Marian	(*)Llandudno Area 2: Ysgol Morfa Rhianedd	Mochdre Area: Ysgol Mochdre & Ysgol Cystennin
		Towyn Area: Ysgol Maes Owen & Ysgol Y Foryd

This initial timescale will be reviewed regularly by Cabinet. Options and timescales will be subject to change overtime to meet varying circumstances.

7.2 Current Information – WAG 21st Century Schools Grant Application Timeline

In order to access the capital funding to implement the proposals within the **Implementation Plan** document, grant funding applications will have to be made to WAG and detailed below is their current timeline:

- March 2010 – WAG Launch of 21st Century Schools Programme.
- December 2010 – Deadline for Authorities to submit their strategic outline programme.
- Early 2011 – WAG to announce the funding matrix.
- Summer 2011 – First phase of Business Cases for funding.

7.3 Statutory Processes

7.3.1 Federations

Embodied in the '*Statutory Processes for Federation Under the Federation of Maintained Schools and Miscellaneous Amendments (Wales) Regulations 2010*', are a number of regulations relating to; the creation of a federation, entering into an existing federation, leaving a federation, and the dissolution of a federation.

A summary of this statutory process can be found on our web pages www.conwy.gov.uk/education.

7.3.2 School Closures / Changes in the nature of a school

Where school closures, or changes in the nature of the school are anticipated in relation to amalgamations and the establishment of new schools such as the provision of an Area School, regulations under the '*Statutory Processes For School Closures / Changes In The Nature Of Schools Under The School Standards And Framework Act 1998 And The Education (School Organisation Proposals) (Wales) Regulations 1999*', must be adhered to. This process can take at least a year to complete (under review).

A summary of this statutory process can be found on our web pages www.conwy.gov.uk/education

8. Appendices

- 1. Educational Standards - ESTYN Primary School Inspection Outcomes**
- 2. Primary School Pupil Numbers and Capacity – January 2010**
- 3. Average Amount of Money Provided to Primary School Pupils 2010/11**
- 4. Areas and Schools**
- 5. Comprehensive overview of each Nominated Stakeholder Meeting**
- 6. Implementation Plan**

Educational Standards - ESTYN Primary School Inspection Outcomes

Each academic year ESTYN or their recognised agents inspect a number of primary schools as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school.

The inspection teams are required to report on the standards achieved by pupils (Q1), the quality of education provided by the school (Q2 & 3), the quality of leadership and management (Q5, 6 & 7) and the contribution made by the school to its pupils' spiritual, moral, social and cultural development (Q4).

The five-point scale used to represent all judgements in this report is as follows:

Grade 1	good with outstanding features
Grade 2	good features with no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

	Tymor/ Term	Blwyddyn / Year	Q1	Q2	Q3	Q4	Q5	Q6	Q7
Bendigaid William Davies	Gwanwyn /Spring	2006	2	2	2	2	3	3	2
Betws y Coed	Hydref /Autumn	2004	2	2	3	3	3	3	2
Betws yn Rhos	Haf /Summer	2006	2	2	2	2	2	2	2
Bod Alaw	Hydref /Autumn	2009	2	2	1	1	2	3	2
Bodafon	Gwanwyn /Spring	2007	2	2	2	1	2	3	2
Bro Aled	Haf /Summer	2009	2	2	2	2	3	3	2
Bro Cernyw	Gwanwyn /Spring	2010	2	2	1	1	2	2	2
Bro Gwydir	Hydref /Autumn	2005	2	2	1	2	2	3	2
Capel Garmon	Gwanwyn /Spring	2008	2	2	2	2	3	3	2
Capelulo	Hydref /Autumn	2005	3	3	3	2	3	3	4
Cerrigydrudion	Haf /Summer	2010	2	2	2	2	2	2	2
Conway Road	Haf /Summer	2007	2	2	2	1	2	1	2
Craig y Don	Gwanwyn /Spring	2005	1	2	2	2	2	2	2
Cynfran	Hydref /Autumn	2004	2	2	2	1	2	2	1
Cystennin	Haf /Summer	2005	2	2	2	2	2	3	2
Deganwy	Hydref /Autumn	2006	1	1	1	1	1	1	1
Dolgarrog	Hydref /Autumn	2006	3	2	2	2	2	3	2
Dolwyddelan	Gwanwyn /Spring	2007	2	2	2	2	2	2	2
Eglwysbach	Gwanwyn /Spring	2008	2	2	2	2	2	2	2
Ffordd Dyffryn	Hydref /Autumn	2006	3	2	2	1	2	3	2
Glan Conwy	Haf /Summer	2009	2	2	2	2	2	2	2
Glan Gele	Hydref /Autumn	2009	1	1	1	1	1	1	1
Glan Morfa	Haf /Summer	2010	2	2	1	1	2	2	2
Glan y Mor	Gwanwyn /Spring	2007	2	2	1	1	2	3	1

	Tymor/ Term	Blwyddyn / Year	Q1	Q2	Q3	Q4	Q5	Q6	Q7
Glanwydden	Gwanwyn /Spring	2008	2	2	2	2	2	2	2
Hen Golwyn	Hydref /Autumn	2008	1	1	2	1	1	2	1
Llanddoged	Haf /Summer	2006	2	2	2	1	2	3	3
Llanddulas	Haf /Summer	2010	1	2	1	1	1	1	1
Llandrillo yn Rhos	Gwanwyn /Spring	2005	2	2	2	2	2	2	2
Llanfairfechan	Hydref /Autumn	2007	3	3	2	2	2	2	2
Llangelynnin	Gwanwyn /Spring	2006	2	2	2	2	2	3	2
Llangwm	Haf /Summer	2010	2	2	1	1	2	2	2
Llanfeydd	Hydref /Autumn	2009	2	2	1	1	2	2	2
Maelgwn	Hydref /Autumn	2007	2	2	2	2	2	3	2
Maes Owen	Hydref /Autumn	2008	3	2	3	2	3	3	3
Mochdre	Gwanwyn /Spring	2005	2	2	2	1	1	1	2
Morfa Rhianedd	Haf /Summer	2010	2	2	1	1	2	2	2
Nant y Coed	Gwanwyn /Spring	2007	3	2	2	2	2	3	2
Pant y Rhedyn	Gwanwyn /Spring	2008	2	2	2	2	2	3	2
Pen y Bryn	Haf /Summer	2007	2	2	1	2	1	2	1
Pencae	Hydref /Autumn	2004	3	1	2	1	1	2	1
Pendorlan	Hydref /Autumn	2005	3	3	3	2	3	3	3
Penmachno	Gwanwyn /Spring	2009	2	2	2	2	2	2	2
Penmaenrhos	Haf /Summer	2005	3	3	3	2	3	3	3
Pentrefoelas	Gwanwyn /Spring	2010	2	2	2	2	2	2	2
Porth y Felin	Haf /Summer	2005	2	2	2	2	2	3	2
Rhydgaied	Gwanwyn /Spring	2009	2	2	1	3	3	3	2
Rowen	Hydref /Autumn	2008	2	2	2	2	2	2	2
San Sior	Haf /Summer	2009	2	3	3	2	3	3	2
St Elfod	Haf /Summer	2009	1	1	1	1	1	2	1
St George	Gwanwyn /Spring	2006	2	2	2	2	3	3	2
St Joseph	Haf /Summer	2006	3	2	2	1	2	2	2
T Gwynn Jones	Haf /Summer	2008	2	2	2	2	2	2	2
Tal y Bont	Haf /Summer	2010	2	2	2	2	2	2	2
Talhaiarn	Gwanwyn /Spring	2009	3	3	3	2	3	3	3
Tan y Marian	Hydref /Autumn	2005	3	2	2	2	3	2	2
Trefriw	Haf /Summer	2008	2	2	3	2	2	2	2
Tudno	Hydref /Autumn	2008	2	2	2	2	2	2	2
Y Foryd	Hydref /Autumn	2007	1	2	1	1	1	1	1
Y Plas	Haf /Summer	2007	3	2	2	2	3	3	3
Ysbyty Ifan	Gwanwyn /Spring	2006	3	2	2	2	2	3	2

Primary School Pupil Numbers and Capacity

Appendix 2

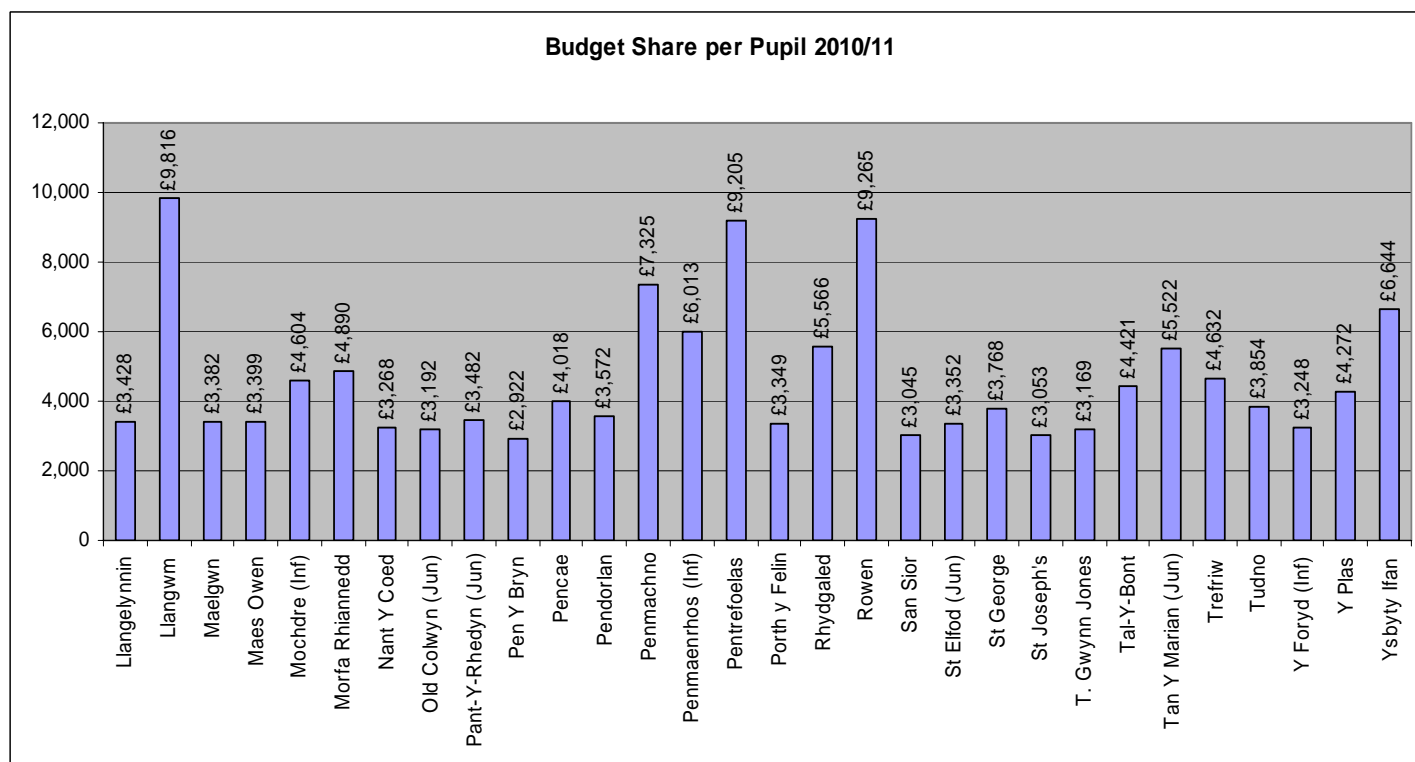
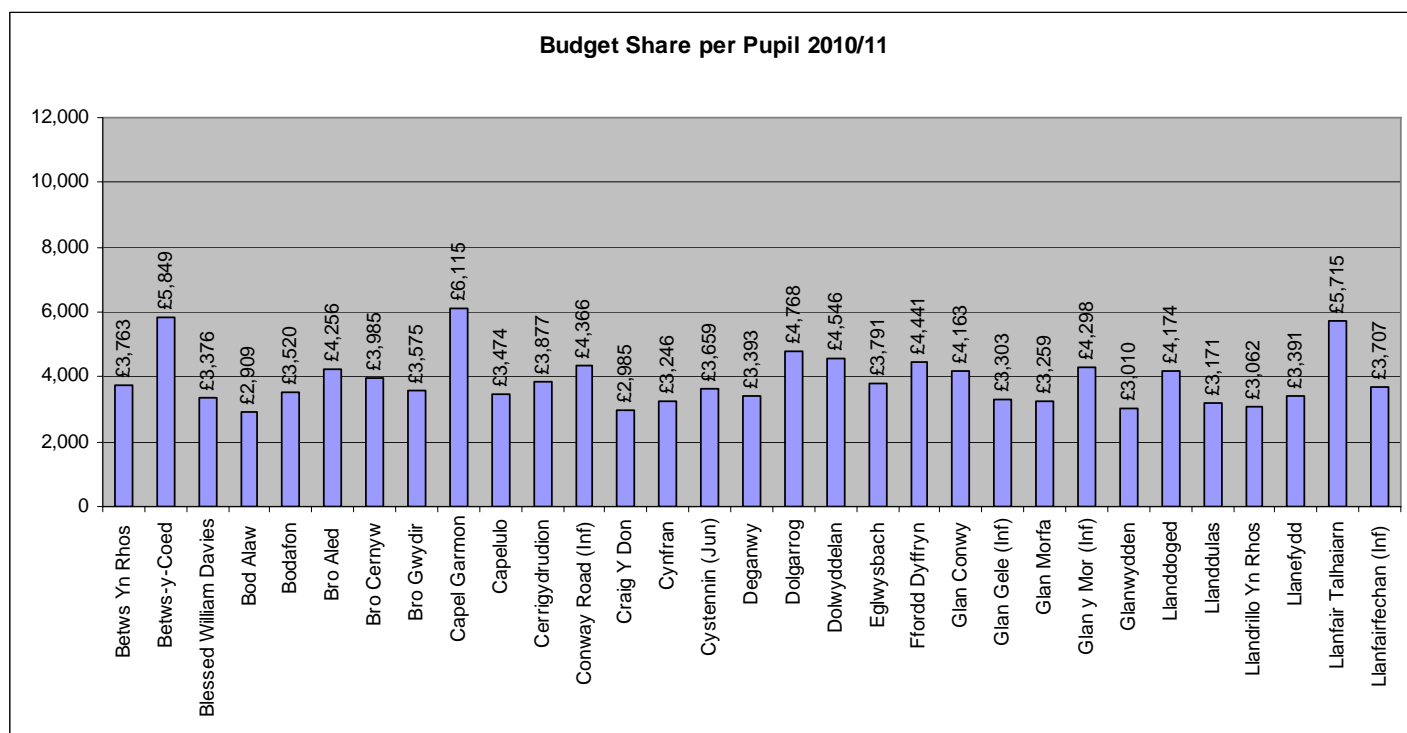
Classification = C - Community, F - Foundation, VC - Voluntary Controlled, VA - Voluntary Aided

School Name		Capacity (as at Jan 10)	Pupil no. (exc. nursery) Jan 2010	Pupil no. (inc. nursery) Jan 2010	No. unfilled places	% unfilled places	No. & % Over- subscribed	
BENDIGAID WILLIAM DAVIES	VA	179	128	147	51	28.49		
BETWS Y COED	C	100	25	29	75	75.00		
BETWS YN RHOS	VC	66	62	70	4	6.06		
BOD ALAW	C	315	293	341	22	6.98		
BODAFON	VA	106	89	101	17	16.04		
BRO ALED	C	94	59	67	35	37.23		
BRO CERNYW	C	98	75	87	23	23.47		
BRO GWYDIR	C	307	246	281	61	19.95		
CAPEL GARMON	C	46	23	25	23	50.00		
CAPELULO	C	104	95	105	9	8.65		
CERRIGYDRUDION	C	85	67	79	18	21.18		
CONWY ROAD	C	111	43	57	68	61.26		
CRAIG Y DON	C	366	400	459			34	9.26
CYNFRAN	C	193	153	177	40	20.73		
CYSTENNIN	C	82	63	63	19	23.17		
DEGANWY	C	249	230	263	19	7.63		
DOLGARROG	C	90	46	51	44	48.89		
DOLWYDDELAN	C	59	35	40	24	40.68		
EGLWYSBACH	VC	52	52	65	0	0.00		
FFORDD DYFFRYN	C	172	112	132	60	34.88		
GLAN CONWY	C	147	67	74	80	54.42		
GLAN GELE	C	185	163	232	22	11.89		
GLAN MORFA	C	143	138	169	5	3.50		
GLAN Y MOR	C	145	109	151	36	24.83		
GLANWYDDEN	C	274	246	295	28	10.22		
HEN GOLWYN	C	218	215	215	3	1.38		
LLANDDOGED	VC	97	58	61	39	40.21		
LLANDDULAS	VC	121	126	137			5	4.13
LLANDRILLO YN RHOS	C	443	321	361	122	27.54		
LLANFAIRFECHAN INFANTS	VC	92	77	113	15	16.30		
LLANFAIRTALHAIARN	C	60	29	35	31	51.67		
LLANGELYNNIN	VC	101	74	79	27	26.73		
LLANGWM	C	50	14	15	36	72.00		
LLANEFYDD	C	78	74	77	4	5.13		
MAELGWN	C	254	179	212	75	29.53		
MAES OWEN	C	265	266	266			1	0.38
MOCHDRE INFANTS	C	81	37	58	44	54.04		
MORFA RHIANEDD	C	168	81	96	87	51.79		
NANT Y COED	C	189	174	190	15	7.94		
PANT Y RHEDYN	C	173	115	115	58	33.53		
PEN Y BRYN	F	402	403	450			1	0.25
PENCAE	VC	187	153	183	34	18.18		
PENDORLAN	C	227	218	218	9	3.96		
PENMACHNO	C	67	20	24	47	70.15		
PENMAENRHOS INFANTS	C	81	54	68	27	33.50		
PENTREFOELAS	C	68	18	22	50	73.49		
PORTH Y FELIN	VC	356	285	312	71	19.94		
RHYDGALED	C	32	23	27	9	28.13		
ROWEN	C	36	12	13	24	66.39		
SAN SIOR	VA	182	203	233			21	11.54
ST ELFOD	C	271	286	286			15	5.54
ST. GEORGE	VC	71	58	69	13	18.31		
ST. JOSEPH'S	VA	224	197	226	27	12.05		
T GWYNN JONES	C	176	161	213	15	8.52		
TALYBONT	C	60	34	36	26	43.33		
TAN Y MARIAN	C	120	70	70	50	41.67		
TREFRIW	C	73	36	39	37	50.68		
TUDNO	C	237	176	201	61	25.74		
Y FORYD	C	181	170	233	11	6.08		
Y PLAS	VA	74	52	57	22	29.73		
YSBYTY IFAN	VC	40	22	24	18	45.00		

9,323	7,510	8,594	1,890	20.27	77
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More than 25% unfilled places	29
More than 50% unfilled places	12

Average Amount Of Money Provided To Primary Schools Per Pupil in 2010/11



Areas and Schools

Area	School(s)
Abergele Area 1	Glan Gele & St Elfod
Abergele Area 2	Glan Morfa
Abergele Area 3	Llanddulas
Abergele Area 4	St George
Betws y Coed Area	Betws y Coed
Betws yn Rhos Area	Betws yn Rhos
Caerhun Area	Dolgarrog, Rowen, Tal y Bont & Trefriw
Colwyn Bay Area 1	Glan y Mor (I) & Pendorlan (J) & Conway Road (I)
Colwyn Bay Area 2	Pen y Bryn
Colwyn Bay Area 3	Bod Alaw
Conwy Area	Llangelynnin & Porth y Felin
Craig y Don Area	Craig y Don
Deganwy Area	Deganwy
Dolwyddelan Area	Dolwyddelan
Eglwysbach Area	Eglwysbach
Glan Conwy Area	Glan Conwy
Hiraethog Area	Cerrigydrudion & Llangwm
Llandudno Area 1	Ffordd Dyffryn & Tudno
Llandudno Area 2	Morfa Rhianedd
Llandudno Junction Area	Maelgwn & Nant y Coed
Llanfairfechan Area	Llanfairfechan (I) & Pant y Rhedyn (J)
Llangernyw Area	Bro Cernyw
Llanefydd Area	Llanefydd
Llanrwst / Capel Garmon Area 1	Bro Gwydir, Capel Garmon
Llanrwst Area 2	Llanddoded
Llansannan Area	Bro Aled, Rhydgaled & Talhaiarn
Llysfaen Area	Cynfran
Mochdre Area	Mochdre (I) & Cystennin (J)
Old Colwyn Area	T Gwynn Jones (I) & Hen Golwyn (J)
Penmaenmawr Area	Capelulo & Pencae
Penmaenrhos Area	Penmaenrhos (I) & Tan y Marian (J)
Penrhyn Bay Area	Glanwydden
Pentrefoelas, Penmachno & Ysbyty Ifan Area	Penmachno, Pentrefoelas & Ysbyty Ifan
Rhos on Sea Area	Llandrillo yn Rhos
Towyn Area	Y Foryd (I) & Maes Owen (J)

Comprehensive Overview of each Nominated Stakeholder Meeting

Abergele Area 1: Ysgol Glan Gele (Inf) and Ysgol St Elfod (Jun)

They have a petition from 370 people saying the area does not want to go ahead with amalgamation – the schools work well as they are now. If the schools were amalgamated it would make it more impersonal – an amalgamated school would be too large. Each school is a specialist in their field (Foundation/KS1 and KS2). ESTYN recognise the schools as being good performing schools and transition between the two schools is judged as being outstanding.

Would like to see improvements in; playground resources at Ysgol St Elfod, the funding per head of pupils to be fairer compared to smaller schools, parking facilities, links with local councillors, and after-school facilities for additional learning needs i.e. support workers.

Community preferred way forward – No Change

Abergele Area 4: Ysgol St George

Excellent standards with a great reputation - there is a good ethos and fantastic staff. The school should be invested in as it is a good school, and parents are *choosing* to send their children to this school – don't close it. They are happier with less facilities, but well balanced and contented children. We must stop the destruction of these communities. We believe in educating our children in a school that supports a Christian ethos.

The school are making an effort to reach the 'fit for purpose' standards on their own, addressing the lack of facilities. There are a range of extra curricular uses for the buildings e.g. PTA, community police officer liaison, school council, governor meetings, school services, fairs, school parties, discos. As a smaller school they have won trophies for sport/athletics, allowed for the early identification and support for ALN, educational needs are identified.

Community preferred way forward – No Change

Caerhun Area: Ysgol Dolgarrog, Tal y Bont and Rowen

(see also Llanrwst / Capel Carmon Area)

The presented statistics work against smaller schools - missing the softer aspects such as good staff and good Headteachers. The impact of making a change in a rural area is larger than on the coast – there are very few services already in the rural areas and the schools are the one service we would like to remain in place. The school is the heart of the community – this can result in the death of village communities. Generations of families have attended the school. Local people and the surrounding area contribute to the children's education. There are more opportunities for all in a smaller school. Give us the support to grow – we are already successful, let us continue. Concerns surrounding; the travelling times for young children, loss of the Welsh language, impacts on nursery school provision, loss of the communities. The accuracy of the simplified chart of 'resources available on school sites' was questioned.

Happy to work on curriculum issues together, but want the individual school buildings to remain.

Community preferred way forward – No Change

Colwyn Bay Area 1: Ysgol Glan y Mor, Ysgol Conway Road and Ysgol Pendorlan

Huge amount of good practice at the three schools – don't want to lose this excellence and sense of community.

Current benefits include; (*Conwy Road*) good leadership and standards – governors Estyn report, small class sizes, sense of community / family feel, school is appropriate size and structure for the age of the pupils, breakfast club and after school club, teacher pupil relationship, staff share and develop their skills, community activities, (*Glan y Mor*) inspection results, team working, positive staff, inclusive approach for pupils, recent new build including outdoor classrooms, happy and caring environment for children, (*Pendorlan*) standards of teaching, communication between schools, early years parental links – school partnerships.

Areas that could be improved include; (*Conwy Road*) academic levels - more uniformity of standards, social and academic continuity and progression, future space, future numbers, outdoor space, map of catchment areas, (*Glan y Mor*) more space e.g. for flying start, additional resources to meet the needs of the 21st Century, (*Pendorlan*) buildings and space, extra community and tuition rooms, fit for community use e.g. 8 till late, transition KS2, transport to school, access to other facilities e.g. swimming/tennis/open area for PE/parks, ICT.

Community preferred way forward – No Change (but were happy to discuss federal arrangements)

Hiraethog Area 1: Ysgol Cerrigydrudion and Ysgol Llangwm

Estyn stresses the value of small schools and how children from small schools succeed academically. Children do not get as much attention in larger schools. One idea could be to move children from larger schools to smaller schools. Small schools encourage belonging and a sense of community. Unfilled places shouldn't be seen as a bad thing – there has been a reduction in pupil numbers and then an increase in most rural areas, this will happen in Llangwm. Need to take account the number of young people in the area and whether they are going to have kids. The lack of affordable housing in the community also has to be considered. There is no educational argument for getting rid of small schools. Only thing that the rural communities get from their Council tax is the schools. By moving children to schools outside of the community, it will increase the dependency on transport and increase environmental problems. This exercise should be based on educational standards and not on the money available. The accuracy of the simplified chart of 'resources available on school sites' was questioned.

Why would we have to amalgamate with Cerrigydrudion, we have more in common with Ysbyty Ifan, Penmachno and Pentrefoelas. This school is an excellent resource here and feel that should use buildings that we already have. Happy to work on curriculum issues together, but want the individual school buildings to remain.

Community preferred way forward – No Change

Llandudno Area 1: Ysgol Ffordd Dyffryn and Ysgol Tudno

If you ask us today what we want for the future, the majority of us would say just leave us as we are - why change what's worked for years. If you increase the size of the school this will have a direct affect on the standard of education and increase class sizes. Concerned that any change will lead to a decrease in parental choice. Unfilled places are an advantage to us, but they are highlighted as a problem within the document. There has been improvement works undertaken at Ysgol Ffordd Dyffryn, if you amalgamate the schools, this is a waste of money. Build and improve on what we have – it's working. A community school would be too big and daunting for young children - don't want to lose the intimacy of the smaller sites. District / Area schools are not a way forward. Both schools have high standards of education and provide for a range of pupil and community services and activities. The accuracy of the simplified chart of 'resources available on school sites' was questioned.

Community preferred way forward – No Change

Llandudno Junction Area: Ysgol Maelgwn and Ysgol Nant y Coed

If the schools are combined, will the Welsh medium teaching continue? This is not just a language issue but also a cultural issue. Careful consideration should be given to mixing of Welsh & English medium education if schools amalgamate.

Points in favour of two separate schools were; ensuring commitment to the language, a better sense of community, less impersonal and smaller class sizes. Considerations for a new school should include; adequate resourcing of schools, teaching expertise, social/Life skills teaching, preschool education & funding for pre-school groups to be allowed to use school facilities, be foundation stage friendly, parental inclusion and adult education. It was felt that improving existing schools, or providing a new building are imperative to provide 21st century education. Access for the community after school and during holidays was an important factor, with adequate facilities.

Community preferred way forward – New build area school on new site

Llanfairfechan Area: Ysgol Llanfairfechan (Inf) and Ysgol Pant y Rhedyn (Jun)

This is an excellent opportunity to move forward and amalgamate schools together into one new modern school. The advantages are tremendous and we can provide children with all the resources they require.

Current benefits include; (*Llanfairfechan*) breakfast/lunch and after school clubs, nursery & playground on site, accessible centre of the community, local activities / community, association with the church, excellent communication – parent / staff management, economy of local community, parents workshop – getting to know one another, playgroup, Hyrwyddo Cymraeg *Promote Welsh*, good community size, and links to e.g. police/library, (*Pant y Rhedyn*) children cope well in a smaller school environment, head teachers with relevant experience, easy for parents to interact with teachers / head teachers, breakfast club works well, lunch club can help, good teaching environment - teacher retention good.

Areas that could be improved across both sites include; toilets, play areas outside, multi-purpose hall, after school club, accessibility (jun), general infrastructure, car parking facilities, traffic calming measures, security of schools, ICT suites, more outdoor space, better staff facilities – office/staff room, SEN – Suites, sustainability – Energy – Eco, continuity of education. The accuracy of the simplified chart of 'resources available on school sites' was questioned.

Community preferred way forward – New build all through school on one site.

Llangernyw Area: Ysgol Bro Cernyw & Ysgol Llanfairtalhaiarn

There was concern on both sides regarding the language issue and that the two schools are completely different - the school in Llangernyw is a Welsh language school and Talhaiarn is a bilingual school. Both schools are used for a variety of community activities with the schools as a hub for other activities and for local organisations. Great value is placed on education in a rural area.

Talhaiarn is in an ideal geographical position, with smaller class sizes that mix ages, and is more family orientated. There would be travelling costs and implications if moving to their school outside village – lose the village community spirit.

The school and area of Llangernyw has a high reputation and Llangernyw area is unique – probably due to school being in the centre of the village. Both sets of stakeholder believe strongly that the status quo should remain. The accuracy of the simplified chart of 'resources available on school sites' was questioned.

Community preferred way forward – No change

Llanrwst / Capel Garmon Area: Ysgol Bro Gwydir, Ysgol Capel Garmon and Ysgol Trefriw.

Don't want the schools to close - central to the community (life and soul). School is an extended family – it holds the same value as the parents. Class sizes are not favourable when too large – 30 pupils per class will lead to financial benefits but will not benefit the children. Mixed year classes provide a good learning environment and the children look after one another. Families choose small schools – rationalisation removes choice. If you close the school it will never come back.

Recognise that there is a challenge facing Education Services, but regeneration via the Rural Development Plan might lead to more young children – if you close schools there could be a capacity issue. A close knit community draws people back to live there. In Capel Garmon, the school is the only doorstep facility.

Concerned with flooding and the frequent closure of the bridge at Llanrwst should the schools be amalgamated. Ysgol Trefriw – concerned that have been placed in the same group as Llanrwst, as traditionally are closer to Dolgarrog in terms of the type of school. The accuracy of the simplified chart of 'resources available on school sites' was questioned.

Community preferred way forward – No change

Llansannan Area: Ysgol Bro Aled & Ysgol Rhydgaled

Many children would migrate to Denbighshire schools if Rhydgaled was to close. Rhydgaled are aware of the importance of the school in keeping the village hall in use. Both sets of stakeholders were worried about losing Welsh language education as rural schools are important to maintain and develop the Welsh language. Both schools were felt to be central to their communities - if you close the schools you are removing the heart of the community. Ysgol Bro Aled school building is used by a number of local organisations.

Affordable housing in the rural area would increase the number of young people living here and pupil numbers in the schools. Not enough co-operation between different departments of the Council. Need to invest in rural communities and provide more services in this area. Education isn't just about buildings - take into consideration the value of educating people in the rural area and in the countryside.

Rural schools are willing to co-operate to save money, share resources etc to secure a future. Need to think more creatively - share the resources of the Education Department, Community Centre, Chapel, and combine the funds to invest in rural services.

Both schools felt strongly that the status quo should be maintained

Community preferred way forward – No change

Mochdre Area: Ysgol Mochdre (Inf) & Ysgol Cystennin (Jun)

Concerns that there may have been options *not* to have a school in Mochdre at all and are reassured this is will not be the case. Small schools are a preference and a local school is essential.

Both schools have received good ESTYN inspections - need to educate parents in the community about the quality of the schools within the community. Flying Start is increasing pupil numbers at Ysgol Mochdre. Infant school is in centre of village and ideal for this type of education – lots of space available. Wrap around care now being offered at the infants' school and this is very valuable as helps parents get back into work and education, increases parental choice and is cheaper than day care.

Areas that could be improved include; Cystennin general site / access / outdoor play area / security and traffic issues, IT upgrade for infants.

Community preferred way forward – New build all through school on one site in Mochdre.

Old Colwyn Area: Ysgol T Gwynn Jones (Inf) & Ysgol Hen Golwyn (Jun)

The two schools serve the community well as they stand. As two separate schools we work extremely efficiently and closely together e.g. sharing of resources – infants use junior ICT suite. Separate infant / juniors allow infant children to gain independence and take on responsibilities (to feel the oldest in their school).

Buildings don't 'make' a school – dedicated teachers & support staff go beyond the 'norm'.

Current benefits include; positive ethos, keen to embrace new initiatives, good parental involvement & satisfaction, committed governors, both schools work exceptionally well together, good leadership in both schools, good value for money, excellent teaching and learning / provision for children with additional learning needs / early years provision (recognised as outstanding in Estyn reports), separate schools focus more on individual pupils, end of key stages in both schools are above cluster / county / national averages, progression is continuous – no dip, good community links, good range of extra-curricular activities – some supported and run by members of local community.

Areas that could be improved at both schools include; all weather facility, breakfast club if possible, enhanced car parking / traffic parking, buildings / facility with a community link i.e. scout link, new community centre, improve playground in T Gwynn, complete replacement of windows in Ty Gwynn, lollypop person / Zebra crossing, boys' toilets / windows at Hen Golwyn, Minafon field development.

Community preferred way forward – No change

Penmaenmawr Area: Ysgol Capelulo & Ysgol Pencae

It is also important to highlight the achievement of good standards.

Current benefits include; (*Capelulo*) great early years unit and outdoor area, Good classrooms – close together – good team spirit, already used by Brownies & Playgroup, local school sustains local shops, bus service, local PO is a governor, good input into the community, (*Pencae*) environmentally friendly & energy efficient, positive learning environment i.e. classroom to stimulate the children, covered areas, dual streaming caters for the whole community, safe & secure environment.

Areas that could be improved include; (*Capelulo*) covered/shady area needed, Improve toilet facilities, Encourage more use with community groups, (*Pencae*) access issues i.e. disability, over ½ of building is old and on the side of a mountain, make more use of the facility at evening & weekends, improve road safety / lighting / pavements / access / parking facilities.

In terms of the buildings, we would welcome investment in both sites. Would ideally want two modernised schools – one in each community – retaining individuality and own sense of community. The Playgroup has got an important part to play in schools. The Playgroup feeds children into schools and is registered with the CSSIW. The Playgroup should be within any new school building.

Community preferred way forward – No change

Penmaenrhos Area: Ysgol Penmaenrhos (Inf) & Ysgol Tan y Marian (Jun)

There might be areas in Conwy where infant and junior amalgamation might work but if you amalgamate here you will lose the family atmosphere of the smaller schools. Smaller class sizes are important. Small class sizes really make a difference to those with special education needs.

Current benefits include; (*Tan y Marian*) community links / involvement, parental involvement, support and well being for the children and parents, breakfast club, caring atmosphere / ethos, staff, improving standards, well resourced, extra curricular activities, developing bilingualism across the school, inclusive – support for A.L.N / more able & talented, good links with Penmaenrhos & Bryn Elan, up-to-date with new teaching styles – sharing good practice with other schools, (*Penmaenrhos*) great atmosphere and ethos and values, always stay within our budget, proper community school, good links across the community, transition links are strong and continue to improve, new foundation phase area is great, on site playgroup, free breakfast club, accessibility.

Areas that could be improved include; (*Tan y Marian*) raise the profile of the school, standards – maintain and improve, continue to develop Welsh language, appearance of the school - update building, security, improve on sustainability, (*Penmaenrhos*) more advertising to promote the school in the community / assistance from L.E.A to attract / persuade local people to use local facilities in the interest of the community.

Community preferred way forward – No change

Pentrefoelas, Penmachno & Ysbyty Ifan Area: Ysgol Pentrefoelas, Ysgol Penmachno & Ysgol Ysbyty Ifan

All feel that current buildings & resources are adequate and that community involvement at all three schools is a strength.

You need to consider the value and contribution of education in the rural area - everyone has an opportunity to participate, the school benefits from the support of the community. Nobody has ever said that cost per pupil has to be the same. Small class sizes are considered good in public schools - the same should be true for rural schools. We can't put 3year olds on a bus to travel 8/9 miles with children they do not know from other areas. There are rural regeneration committees being set up by Conwy to keep the rural areas alive. Close the schools and this is a total waste of money.

Welsh is the language of 100% of the families of pupils attending Ysbyty Ifan, is the school yard language and all families have an agricultural background - this is unique within Conwy and maybe within Wales - must protect this. Important: habitat, a feeling of belonging, heritage, identity, history, culture, community responsibility. The accuracy of the simplified chart of 'resources available on school sites' was questioned.

Community preferred way forward – No change

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Strategy for the Modernisation of Conwy Primary Schools

IMPLEMENTATION PLAN

October 2010

www.conwy.gov.uk



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1. Introduction

Conwy is committed to ensuring that all children have equal opportunity to receive the best possible education.

The Strategy specifies that, before any decision is made about investment in a particular area/school, formal consultation meetings will be held with that area/school to discuss the options put forward and inform the most appropriate solution.

This document refers to the principles set out in the Strategy in the context of each area/school. On the basis of those principles, for those schools within areas for initial review, three or four options for the future have been developed in relation to each of those areas/schools.

There are a number of areas/schools which require further consultation in order to inform and develop options. As this document remains a discussion document, options for those areas will be included in future versions. There are also areas/schools where there is no structural change, and these are highlighted in this document.

In the Strategy each area/school has been placed into a consultation band that spans a one/two year period. Once the Strategy has been adopted, detailed formal consultation meetings will be arranged with each area/school between 2010 and 2014 according to their consultation band (for further details, refer to section 2). At these meetings, the options available for each area/school will be presented and discussed as well as the rationale for the driver-led option.

Within the context of this document, Option A is the driver-led option for each area/school. The chosen option for each school should balance educational aims and gains with deliverability, taking into account costs and site constraints.

Following consultation, Cabinet will consider the responses and will ultimately make the final decision on the way forward for each area/school.

2. The Way Forward for Areas Within Conwy

2.1 Way Forward for Each Area Within the Initial Review – For Public Consultation

Within the 'Areas for Review' document (published in September 2009), 17 areas were highlighted for initial review. Nominated Stakeholder Meetings were held in those areas to discuss the detailed information presented within the document and obtain qualitative feedback from those who represented the schools and communities. All the feedback received contributed to the development of the 'Future Structures for Schools', section 5 of the Strategy.

On the basis of those principles, detailed below are options for change that have been identified and investigated for each of the areas for initial review, highlighting the 'driver-led' and 'community preferred' options. 'Driver-led' refers to the option that impacts strongly on reducing the issues concerning; the number of unfilled place, and equality of access to resources. 'Community preferred' reflects the views gathered from the Nominated Stakeholder meetings and the draft Strategy consultation responses. The potential impact of the driver led option is considered in Section 4 of this document. Meetings in consultation band A will be held between 2010 and 2012, in band B between 2012 and 2013, and in band C between 2013 and 2014. The consultation band is explained in detail in section 3 of this document. Schools may move consultation bands dependant on the approved option for that area.

The various models identified within the plan below are defined as:

Local Authority Models for Structural Change

All Through Primary School

This will involve the amalgamation of a junior and its feeder infant into one Primary school, with one Headteacher and one Governing Body.

Area School on One Site

This refers to one school on a single site for an area. This would mean the closure of all schools in the area and the establishment of one school in a geographical area onto one site (this would be an existing or new site). This school would serve the communities across that area.

Area School on multi-sites

This refers to one school on two or more sites for an area. This would mean the closure of all schools in the area and the establishment of one school in a geographical area on more than one existing site. This school would serve the communities across that area.

Governing Body Models for Organisational Change

Maintain Current Schools

The governors of the school choose the level of collaboration between their school and other schools (see Section 5.2.1 & 5.2.2 of the Strategy). Within these models, it is possible for a group of governing bodies to decide to become a *Federal* school with one Governing Body, and one or more Headteachers. In this arrangement each school will continue to be a separate entity retaining their own name, registered pupils and delegated budget. Alternatively, an internal arrangement of greater collaboration may be agreed.

Overview - Models for Change

	Local Authority Models for Structural Change			Governing Body Models for Organisational Change	
	All Through Primary School	Area School on One Site	Area School on Multi-sites	Formal Federal School Arrangements	Informal School Organisational Models
1 school site	✓	✓			
2 or more school sites	✓		✓	✓	✓
1 Headteacher & 1 Governing Body	✓	✓	✓	✓	
1 Governing Body & 1 or more Headteachers				✓	
Individual Headteacher & Governing Bodies for each school					✓
1 Delegated Budget	✓	✓	✓	Option to pool school budgets	Options for a limited pooled budget
Individual Delegated Budget for each school				✓	✓

Notes:

- *'Driver-led Option (1)' below refers to the options that impacts strongly on reducing the issues concerning; the number of unfilled place, and equality of access to resources.*
- *'Community Preferred Option (2)' below reflects the views gathered from the Nominated Stakeholder meetings and the draft Strategy consultation responses*
- *Options are subject to change following the findings of the full impact assessments carried out in meetings with communities (as set out in the consultation bands - Section 4 of this document), and in response to Cabinet decision on how to proceed (taking into account related factors).*

Area	Schools	Consultation Band	Driver-led Option (1)	Communities Preferred Option (2)	Alternative Options	
					Option (3)	Option (4)
Abergele Area 1	Glan Gele (Inf) St Elfod (Jun)	C	All through school using existing 2 sites.	Maintain Current Schools		
Abergele Area 4	St George	C	Review in second phase from 2012 in light of finalisation of Denbighshire LDP and Conwy LDP for Bodelwyddan and Bontegwel	Maintain Current Schools	Consider Area school arrangement (on one site or multi-sites) with Abergele Schools	
Caerhun Area	Dolgarrog Tal y Bont Rowen Trefriw	A	New build Area School on 1 site (Dolgarrog).	Maintain Current Schools	Area school on one site via remodelling of Ysgol Dolgarrog	Area School on all existing 4 sites.
Colwyn Bay Area 1	Glan Y Mor (Inf) Conway Road (Inf) Pendorlan (Jun)	A	All through school on Glan y Mor and Pendorlan site	Maintain Current Schools	All through school on existing sites	
Hiraethog Area	Cerrigydrudion Llangwm	A	Area school on 1 site (Cerrigydrudion)	Maintain Current Schools	Area school on existing 2 sites.	Area school on existing 5 sites to include; Capel Garmon, Llangwm, Pentrefoelas, Penmachno and Ysbyty Ifan

Area	Schools	Consultation Band	Driver-led Option (1)	Communities Preferred Option (2)	Alternative Options	
					Option (3)	Option (4)
Llandudno Area 1	Ffordd Dyffryn Tudno	A	Area school on 1 site (Tudno) or another site subject to further investigation	Maintain Current Schools	Area school on existing 2 sites.	
Llandudno Junction Area	Maelgwn Nant y Coed	A	Area school on one (new) site	Area school on one (new) site	Maintain Current Schools	Area school on existing 2 sites
Llanfairfechan Area	Llanfairfechan (Inf) Pant Y Rhedyn (Jun)	A	All through school on 1 site (on new site or Pant y Rhedyn Site)	All through school on 1 site (on new site)	All through school on existing 2 sites	Maintain Current Schools
Llanrwst / Capel Garmon Area 1	Bro Gwydir Capel Garmon	A	Area school on 1 site (Bro Gwydir)	Maintain Current Schools	Area school on the 2 sites	Area school on the existing 5 sites to include; Capel Garmon, Llangwm, Pentrefoelas, Penmachno and Ysbyty Ifan
Llansannan Area	Bro Aled Rhydgaed Talhaiarn	B	Area school on 1 site (Bro Aled)	Maintain Current Schools	Area school on the existing 3 sites	
Mochdre Area	Mochdre (Inf) Cystennin (Jun)	C	All through school on 1 site	All through school on 1 site (on new site)	All through school on existing 2 sites	Maintain Current Schools
Old Colwyn Area	T Gwynn Jones (Inf) Hen Golwyn (Jun)	B	All through school on 1 site	Maintain Current Schools	All through school on existing 2 sites	

Penmaenmawr Area	Capelulo Pencae	B	Maintain Current Schools	Maintain Current Schools	Area school on 1 (new) site.	Area school on the existing 2 sites
Penmaenrhos Area	Penmaenrhos (Inf) Tan y Marian (Jun)	A	All through school on 1 site (Tan y Marian)	Maintain Current Schools	All through school on existing 2 sites	
Pentrefoelas, Penmachno & Ysbyty Ifan Area	Pentrefoelas Ysbyty Ifan Penmachno	B	Area school on 1 site (Pentrefoelas)	Maintain Current Schools	Area school on the existing 3 sites	Area school on 5 sites including; Capel Garmon and Llangwm
Towyn Area	Y Foryd (Inf) Maes Owen (Jun)	C	All through school on existing sites	Maintain Current Schools	All through school linked to leisure centre development	

2.2 Areas for Review in 2-5 Years

The 'Areas for Review' document also referred to 12 areas which would be reviewed in 2-5 years. Consequently, in two years time, these areas will be reviewed and options will be developed for them on the basis of the *'Future Structures for Schools'*, section 5 of the Strategy.

The areas for review in two years time are:

Area	School	Consultation Band
Abergele Area 2	Glan Morfa	B
Abergele Area 3	Llanddulas	C
Betws y Coed Area	Betws y Coed	B
Betws yn Rhos Area	Betws yn Rhos	C
Colwyn Bay Area 3	Bod Alaw	B
Conwy Area	Llangelynnin Porth Y Felin	C
Dolwyddelan Area	Dolwyddelan	C
Eglwysbach Area	Eglwysbach	C
Glan Conwy Area	Glan Conwy	C

Llandudno Area 2	Morfa Rhianedd	B
Llanrwst Area 2	Llanddoged	A
Rhos on Sea Area	Llandrillo yn Rhos	B

2.3 Areas Where There is Currently No Requirement for Structural Change

Within the 'Areas for Review' document, the final group of areas are those where there is currently no reason for change. Consequently, options for these areas will not be developed as there are no drivers for structural change to which the 'future structures' contained within section 5 of the Strategy could apply. These areas have therefore not been placed in any of the consultation bands. Bids for investment funding for these areas/schools will still be put forward to the WAG, as these schools will still be required to attain 21st Century Schools standards / be made fit for purpose.

The areas where there is currently no requirement for structural change are:

Area	School
Colwyn Bay Area 2	Pen y Bryn
Craig y Don Area	Craig y Don
Deganwy Area	Deganwy
Llangernyw	Bro Cernyw
Llanefydd Area	Llanefydd
Llysfaen Area	Cynfran
Penrhyn Bay Area	Glanwydden

3. Formal Consultation Timetable and Arrangements

Following adoption of the Strategy by Cabinet, formal consultation meetings with each school within an area for initial review will take place to present the options considered for each area, and the rationale for the driver-led option. These formal consultation meetings will be staggered over a 4-year period. The responses from each formal consultation meeting will be presented to the Cabinet who will consider them in deciding which option to progress and implement for an area/school.

During this period, nominated Stakeholder Meetings will also take place with those areas/schools identified for review in two years time (*).

Each area has been placed into a consultation band (see below), and meetings will be held with areas/schools in band A between 2010 and 2012, in band B between 2012 and 2013 and in band C between 2013 and 2014. Schools may move consultation bands dependant on the approved option for that area.

Band A (2010 – 2012)	Band B (2012 – 2013)	Band C (2013 – 2014)
Caerhun Area: Ysgol Dolgarrog, Ysgol Rowen, Ysgol Tal y Bont & Ysgol Trefriw	Llansannan Area: Ysgol Bro Aled, Ysgol Rhydgaled & Ysgol Talhaiarn	Abergele Area 1: Ysgol Glan Gele & Ysgol St Elfod
Colwyn Bay Area 1: Ysgol Conway Road, Ysgol Glan y Mor & Ysgol Pendorlan	Old Colwyn Area: Ysgol Hen Golwyn & Ysgol T Gwynn Jones	(*)Abergele Area 3: Ysgol Llanddulas
Hiraethog Area: Ysgol Cerrigydrudion & Ysgol Llangwm	Penmaenmawr Area: Ysgol Capelulo & Ysgol Pencae	Abergele Area 4: Ysgol St George
Llandudno Area 1: Ysgol Ffordd Dyffryn & Ysgol Tudno	Pentrefoelas, Penmachno & Ysbyty Ifan Area: Ysgol Penmachno, Ysgol Pentrefoelas & Ysgol Ysbyty Ifan	(*)Betws yn Rhos Area: Ysgol Betws yn Rhos
Llandudno Junction Area: Ysgol Maelgwn & Ysgol Nant y Coed	(*)Betws y Coed Area: Ysgol Betws y Coed	(*)Conwy Area: Ysgol Llangelynnin & Ysgol Porth y Felin
Llanfairfechan Area: Ysgol Llanfairfechan & Ysgol Pant y Rhedyn	(*)Rhos on Sea Area: Ysgol Llandrillo yn Rhos	(*)Dolwyddelan Area: Ysgol Dolwyddelan
Llanrwst / Capel Garmon Area 1: Ysgol Capel Garmon & Ysgol Bro Gwydir	(*)Abergele Area 2: Ysgol Glan Morfa	(*)Eglwysbach Area: Ysgol Eglwysbach
(*)Llanrwst Area 2: Ysgol Llanddoged	(*)Colwyn Bay Area 3: Ysgol Bod Alaw	(*)Glan Conwy Area: Ysgol Glan Conwy
Penmaenrhos Area: Ysgol Penmaenrhos & Ysgol Tan y Marian	(*)Llandudno Area 2: Ysgol Morfa Rhianedd	Mochdre Area: Ysgol Mochdre & Ysgol Cystennin
		Towyn Area: Ysgol Maes Owen & Ysgol Y Foryd

This initial timescale will be reviewed regularly by Cabinet. Options and timescales will be subject to change overtime to meet varying circumstances.

4 Option Appraisal

4.1 Projected Impact of the Driver-led Option on the Number of Unfilled Places

Figures from the January 2010 school census, shows that Conwy currently has around 1900 unfilled places within its primary schools. This equates to; just under half of our schools with more than 25% unfilled places, 12 schools with more than 50% of which, 4 have over 70% of their places unfilled.

If we continue with the current arrangements, we are expecting the number of unfilled places to rise by 9% in 2015 to around 2100.

As one of the initial drivers for this project, and responding to the requirements of the WAG to reduce the number of unfilled places in our Conwy Primary schools, the driver-led option would help us to address this driver.

The table below shows the expected position in 2015 if we maintain our current arrangements, compared to the Driver-led Way Forward.

Summary	2015 Projections			
	No. Unfilled Places	% Unfilled Places	>25% Unfilled Places	>50% Unfilled Places
Current Arrangements	2068	22%	30	11
Driver-led Way Forward (Option 1)	1422	16%	11	4
Reduction of:				
Potential Improvements	646	6%	19	7

It is anticipated that the number of unfilled places will be further reduced once schools scheduled for review in 2-5 years have options developed and a driver-led option agreed.

4.2 Projected Impact of the Driver-led Option on the Equality of Access to Resources

(* Data refers to the September Statistics)

With our current arrangements in Conwy for the 2010/11 financial year, the average amount of money provided to Primary schools per pupil is £3,552.

This ranges from as low as £2,909 (in a school with 317* pupils) to as high as £9,816 (in a school with 15* pupils), a difference of £6,907 (see Appendix 3 – Average Amount of Money Provided to Primary School Pupils 2010/11).

If we apply the changes outlined in the driver-led option to the current 2010/11 budget, this could significantly reduce the difference to £2,940. Projections indicate that the range could be as low as £2,909 (in a school with 317* pupils) to as high as £5,849 (in a school with 30* pupils).

It is anticipated that the range of spend could be further reduced once schools scheduled for review in 2-5 years have options developed and a driver-led option agreed.

4.3 Post Strategy Adoption - Formal Consultation Meetings & Option Appraisal

During the formal consultation meetings to present the options considered for each area identified for initial review, and the rationale for the driver-led option, the following information will be shared (as required by the WAG - *School Organisation Proposals – Circular 021/2009*):

- The effect on the standard of education to be provided in the area
- The effect on accessibility to the school and on journey times to the school
- The extent to which the option will improve efficiency and the match between the number and location of school places and demand
- The cost effectiveness of the option in relation to both capital and recurring costs
- The views of those most directly affected
- The extent to which the option supports the Local Authority's programme to deliver 21st Century Schools capital investment
- A community impact assessment
 - Information on the proportion of pupils from the catchment area that attend the school
 - Information on the proportion of pupils from outside the catchment that attend the school
 - Information about any other facilities the school accommodates
 - Information about any other facilities or services the school provides
 - If accommodation, facilities or services are provided by a schools, where would they be provided in the event of closure
 - Whether other facilities available in the immediate local or wider community will or could be enhanced in the event of a school closure
 - Information about the facilities and services provided at any alternative school
 - How pupils and parents engagement with the alternative school and any facilities it may offer could be supported
- A language impact assessment
 - Information on the language category of the school
 - Information on the language category of any alternative school
 - Information about standards in the Welsh Language in the school and any alternative school
 - Information about after school activities e.g. Urdd
 - Information about whether the schools provides facilities for members of the community to learn Welsh and where any alternative facilities could be provided
 - Whether it might be appropriate to provide additional after school facilities at an alternative school to further secure standards in the Welsh language
 - How pupils and parents engagement with any alternative school and any specific language enhancement it offers could be supported
 - Information on how the proposal fits with the authority's Welsh Language Scheme and any future actions that will be needed as a consequence of the change to continue to comply with the scheme or meet targets
- The extent to which the options contributes to 'A Fair Future for our Children' – WAG's strategy for tackling child poverty
- The extent to which the option would contribute to specific WAF policies for improving education across all phases
- An equality impact assessment
- Data sets – decline in the number of pupils in the school system overall, population projections, birth rates, changes in demand for a particular type of provision and local plans for economic or housing development

9. Bibliography

- *'Developing Education in Ceredigion: Planning Education Provision to 2020 (January 2009)'* – Ceredigion County Council, Directorate of Education and Community Services
- *'Modernisation of Conwy Primary Schools – Areas for Review Document (September 2009)'* – Conwy Education Services
- *'Modernisation of Conwy Primary Schools – Key Priorities for the Future of Primary Education (September 2008)'* – Conwy Education Services
- *'An evaluation of performance of schools before and after moving into new buildings or significantly refurbished premises (Jan 2007)'* – ESTYN
- *'Planning School Places (2007)'* – Welsh Local Government Association
- *'School Effectiveness Framework: Building effective learning communities together (February 2008)'* – National Assembly for Wales
- *'School Organisation Proposals, WAG Circular No: 021/2009 (September 2009)'* – National Assembly for Wales
- *'21st Century Schools Summary (March 2010)'* – National Assembly for Wales