

Complete Agenda



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CABINET

CYNGOR GWYNEDD

DATE	Tuesday, 19th May, 2026
TIME	1.00 pm
LOCATION	Cyfarfod Hybrid / Hybrid Meeting
CONTACT POINT	Gwen Alaw Roberts cabinet@gwynedd.llyw.cymru

GWYNEDD COUNCIL CABINET MEMBERS

Members	
Nia Wyn Jeffreys	Council Leader
Craig ab Iago	Cabinet Member for Environment
Dilwyn Morgan	Cabinet Member for Adults, Health and Wellbeing
Paul John Rowlinson	Cabinet Member for Housing and Property
Menna Trenholme	Deputy Leader and Cabinet Member for Children and Supporting Families
June Jones	Cabinet Member for Highways, Engineering and Ymgynghoriaeth Gwynedd Consultancy
R Medwyn Hughes	Cabinet Member for Economy and Community
Dewi Jones	Cabinet Member for Education
Huw Wyn Jones	Cabinet Member for Finance
Llio Elenid Owen	Cabinet Member for Corporate Services and Legal and the Welsh Language

AGENDA

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THE CABINET, TUESDAY, 10 MARCH 2026

Present -

Councillors: Nia Jeffreys, Menna Trenholme, R. Medwyn Hughes, Craig ab Iago, Huw Wyn Jones, June Jones, Dilwyn Morgan, Llio Elenid Owen, Dewi Jones and Paul Rowlinson.

Also present -

Dafydd Gibbard (Chief Executive), Catrin Thomas (Corporate Director), Dylan Owen (Corporate Director), Iwan Evans (Monitoring Officer), Dewi Morgan (Head of Finance Department), Professor Sally Holland (Chair of the Response Plan Programme Board), Cllr Elwyn Jones (Chair of the Care Scrutiny Committee), Cllr Cai Larsen (Chair of the Education and Economy Scrutiny Committee), Dewi Wyn Jones (Council Business Support Service Manager), Bethan Richardson (Climate Change Manager), Sioned Williams (Head of Economy and Community Department), Dylan Rhys Griffiths (Manager of the North Wales Shared Prosperity Fund), Siwan Evans (Manager of the Gwynedd Shared Prosperity Fund).

1. APOLOGIES

Everyone was welcomed to the meeting, and it was highlighted that it had been International Women's Day earlier in the week, and all female staff and councillors were thanked for their valuable work.

No apologies were received.

2. DECLARATION OF PERSONAL INTEREST

There were no declarations of personal interest.

3. URGENT ITEMS

There were no urgent matters.

4. MATTERS ARISING FROM OVERVIEW AND SCRUTINY

There were no matters arising from overview and scrutiny.

5. MINUTES

The minutes of the meeting held on 10 February 2026 were accepted as a true record.

6. OUR BRAVERY BROUGHT JUSTICE: CYNGOR GWYNEDD'S RESPONSE PLAN

The report was submitted by Cllr Nia Jeffreys.

DECISION

To approve and adopt the revamped Response Plan (Appendix 1).

DISCUSSION

The report was submitted and the opportunity was taken to acknowledge the bravery of the victims, and it was emphasised that they were at the forefront of everyone's minds when discussing this difficult subject.

The background to the report was provided and it was noted that the Plan was live and had evolved over time, particularly since the publication of the Our Bravery Brought Justice report.

Reference was made to the Council's vow to implement all of the recommendations in the Our Bravery Brought Justice report, noting that the Response Plan had been revamped in order to address all of these recommendations. It was explained that the Plan followed seven Work Streams, to correspond with the main themes of the Our Bravery Brought Justice report.

It was confirmed that this Response Plan, in its new form, had been submitted before the Care Scrutiny Committee, the Governance and Audit Committee and the Education and Economy Scrutiny Committee. It was highlighted that the recommendations of these Committees were included in appendix 3 of the pack. In addition, the Response Plan had been submitted before the Full Council last month to ensure that every councillor within the Council had been given the chance to provide their input, and to offer any further suggestions to strengthen the Plan. In thanking all members who had been a part of that, reassurances were given that all members' comments had been considered before this Plan had been submitted to this meeting of the Cabinet.

The Chief Executive highlighted that the response to what happened continued to be a main priority for the Council, and that every effort would be made to ensure the best possible Response Plan. Reference was made to the Quarterly Report by the Chair of the Response Plan Programme Board, and it was acknowledged that the Council was fortunate to receive this input from the Chair, and all agencies and organisations serving on this Board.

It was confirmed that the next steps would be to continue with the achievements that were progressing, and the encouraging progress that continued to be made was acknowledged.

It was noted that the narrative of the Plan explained what would be done by the Council to deliver under all fields identified.

Attention was drawn to the concise version of the Response Plan in the pack, noting that it was a response to the comments within committees for the need to

summarise what had been done, and what continued to be done by the Council in response.

Reference was made to two further documents that were in development, in order to ensure that the information was being seen and understood by all within our society.

It was noted that resources had been allocated within the Council's budget to deliver the improvements identified, drawing attention to the Voice of the Child field in particular.

The Chair of the Care Scrutiny Committee was welcomed to the meeting to present the committee's recommendations to the Cabinet. Pride was expressed that the call for an extraordinary meeting of the Full Council had been met. The recommendations of the Committee, included in appendix 3 of the pack, were considered, and several of those recommendations that had already been addressed and incorporated into the Plan were identified. The full-time appointment of the new Headteacher of Ysgol Friars was welcomed.

The Chair of the Education and Economy Scrutiny Committee was welcomed to the meeting to present the committee's recommendations to the Cabinet. Reference was made to the substantial number of recommendations made by the Committee at its extraordinary meeting, noting that they encompassed a broad range of issues across the 7 Work Streams and broader matters. It was noted that the recommendations submitted to the Cabinet sought to strengthen and expand some elements of the Response Plan, in order to ensure that the lessons were fully reflected in the implementation work. It was acknowledged that the Cabinet report submitted before them reflected several of those changes deriving from the Scrutiny work, including the restructuring of the Plan around clearer systems, and placing more emphasis on monitoring progress. It was emphasised that the genuine test over time will be whether these changes will lead to definitive change in systems, in practice and in organisational culture within the Council.

Observations arising from the discussion:

- The revamped Plan was welcomed, and it was underlined that it was a live Plan. Pride was expressed that the public could see the relationship between the Response Plan and the Our Bravery Brought Justice report as a result of corresponding Work Streams, and that there was a leader for each Stream. Reference was also made to the section of the Council's website which offered information about what had been achieved to date, and what would be achieved in the long-term. It was acknowledged that this contributed towards ensuring that the Council was transparent and open in terms of their response. The pride on the permanent appointment to the Headteacher post at Ysgol Friars was reiterated, and the new Headteacher and the School were wished well.
- Reference was made to the opportunities lost that had been identified in the Our Bravery Brought Justice report, and confirmation was sought that a robust system was now in place to ensure that any concerns were dealt with formally. In response, reassurances were given that several lessons had been learnt as a result of the Report. It was identified that Welsh Government were looking to develop a Low-Level Concerns Policy for the field of Education and County Councils, noting that there was collaboration

between the Council and officers within the Government to discuss how the Policy would be developed. It was confirmed that the Council was in the progress of renewing an internal system to keep a record of concerns, and it was added that two systems were about to be submitted to the Council to enable them to keep a better record of any allegation.

- Attention was drawn to the description of Work Stream 1, and members asked how confident officers were that the Council were satisfying this description. It was identified that the Head of Education Department was leading that Stream, and reassurances were given that the Council listened to every child. It was confirmed that should a Part 5 referral be made, then this child would receive a visit from a social worker. It was highlighted that this theme looks beyond the responses to allegations only, reiterating that it considers how the Council as a corporation considers and listens to the voice of the child. Reference was made to the Youth Forums, and the challenge of being able to measure their effectiveness when ensuring that the voice of the child is heard. It was noted that work was progressing, in order to understand the views of the children. The importance of ensuring that various groups of children from different backgrounds were included in these Forums and Focus Groups was emphasised.
- The high number of members who had an opportunity to provide their input to this Plan, and the importance of that, was acknowledged. Members asked about who the grooming training would be targeted towards, and it was proposed that the training should be a part of the safeguarding training of all of the Council's workforce. In response, it was confirmed that it had been added to the general training for staff, drawing attention to the developments progressing to provide for those people who needed a higher level of training.
- As several children were transported to school in taxis, members asked whether the training was mandatory for the taxi drivers to complete also. It was noted that safeguarding arrangements were in place when awarding contracts for education transport. It was confirmed that it was mandatory for taxi drivers to complete safeguarding training, and that the Council verified that. It was added that the Council were not the ones who provided this training.
- Members asked about the next steps in terms of reporting on progress with the Response Plan, and the arrangements to enable members to challenge that progress. In response, reassurances were given that many arrangements were in place, highlighting the arrangement with the scrutiny committee to report back within 6 months on this progress. The key role of the Response Board when challenging the progress of the work programme was highlighted, reiterating the importance that everything was public also. Attention was drawn to the Ministerial Assurance Group that had been established to report on the progress from the Response Plan.
- By referring to ensuring that training and associated matters remained live within the Council, it was disclosed that the Council's Corporate Safeguarding Policy would be reviewed, and that safeguarding matters were a standing item on the agenda of every department's management team meetings. It was also noted that statistics regarding safeguarding training were now a part of the performance challenge data of every

Council department. It was highlighted that work was also progressing to provide different forms of training in this field to impose across the Council, ensuring the accessibility of the training for all parts of the workforce. It was emphasised that this was ongoing work and the importance of embedding this culture change within the Council was emphasised. Reference was made to long-term projects within the Response Plan such as being a Trauma-informed Council and a Child-friendly county.

7. QUARTERLY REPORT - CHAIR OF THE RESPONSE PLAN PROGRAMME BOARD (MARCH 2025)

The report was submitted by Cllr Nia Jeffreys.

DECISION

To accept the report which is the third quarterly report from the Chair of the Response Plan Programme Board.

DISCUSSION

It was explained that this was the third quarterly report of the Chair of the Response Plan Programme Board, and its purpose was to give the Cabinet an update on the progress of the work programme and implementation of the Response Board.

It was identified that the report raised awareness of the developments, what had been achieved, and what remained to be achieved by the Board.

The Chair of the Response Plan Programme Board was welcomed to the meeting. It was disclosed that the Board now met every two months in order to give officers more time to work on the Plan between meetings. After the publication of the Our Bravery Brought Justice report, it was highlighted that the Board had agreed to publish its papers in order to increase the transparency of the work. It was identified that the Board had moved to a more strategic period.

It was highlighted that the victims and survivors continued to be at the forefront of the Board's minds, and it was added that the Board also continued to offer support and scrutiny for Cyngor Gwynedd.

Attention was drawn to the excellent engagement with the Board by its members and external observers, with full attendance at every meeting. Reference was made to the meetings being held by the Chair with key partners, external observers, and Cabinet members, to note the information deriving from the Board.

It was confirmed that the Chair of the Board continued to receive information and good support from the officers and Cabinet Members of Cyngor Gwynedd.

The key developments made in the last quarter were discussed, with attention drawn to the regular progress made in several key areas, for example, developing and monitoring safeguarding in schools, and including children and young people when developing policies.

Pride was expressed that the new headteacher of Ysgol Friars had been appointed permanently, and it was noted that she was also a member of the Board.

Pride was expressed from seeing more senior officers of the Council becoming a part of the leadership of the Response Plan, and more resources earmarked for the safeguarding field in the Council.

It was reported that new impact measures for the amended Response Plan had now been agreed, and the Board was starting to receive reports on these. When elaborating on the Board's next steps, it was stated that another two reviews were in progress on a national level, which would affect this work. It was declared that there would be further scrutiny of the Response Plan within Cyngor Gwynedd, and it was highlighted that much more work was still to be done to regain the trust of the people of Gwynedd.

Observations arising from the discussion:

- Reference was made to the history of broader bullying at Ysgol Friars, and it was asked whether such bullying was being identified as a matter of concern. It was noted that such behaviour was common in many offenders, therefore it was identified in grooming training. It was hoped that the new training would identify and draw attention to these characteristic behaviours. It was explained that concerns could be raised about these behaviours through the systems within the Council, and if a concern did not receive a suitable response, the Whistleblowing Policy could be used. The importance of the Whistleblowing Policy was reiterated, and the need for staff to understand how to raise concerns across the continuum.
- Attention was drawn to the breadth of training that the Council provided and was about to provide for its workforce, and they listed and detailed many aspects of this training.
- When discussing the Whistleblowing Policy and with whom to raise whistleblowing concerns, it was noted that the Whistleblowing Policies noted that it was appropriate to go outside the corporation you worked for in order to blow the whistle. It was added that there was legal protection for the staff who did so. In addition, it was highlighted that there were external organisations where concerns could be referred in order to see whether a case was suitable.
- It was asked whether the Chair of the Programme Board was satisfied that the progress made in relation to the tasks identified in the Plan, were timely. It was noted that the delay in publishing the Our Bravery Brought Justice report had made it difficult to continue with the work at the same pace for a time. It was identified that the adaptation to the Plan to ensure that additional senior officers led on different parts of the Plan, enabled work to progress more quickly. It was confirmed that important steps forward had been taken in relation to the work on the Voice of the Child, noting that the strategy that had been drafted and input received from the Board thereon, was notable and comprehensive. The fact that the draft strategy included an opportunity for children to contribute to decisions on an individual level and at strategic level, was praised. It was proposed that

being accountable to children and young people would be key, and praise was expressed that this was included in the strategy. It was confirmed that a vast proportion of the feedback on this would be qualitative, but it was explained that quantitative data could also be looked at in various ways.

- Enquiries were made on the future of the Board after the summer period, and questions were asked about what would happen to the scrutiny work once the Board came to an end. It was expressed that discussions had been held on the future of the Board, but that no formal decision had been reached at this point. It was highlighted that the Council would need to make a decision in terms of the role that the Board wished to take, and the Council's confidence in its scrutiny processes.
- When the Board would decide that its work had reached a safe place, it was noted that it would be possible to be proud of what had been achieved. It was added that the Council would have to convince the Board and itself that effective internal arrangements were in place to do this work.

8. CYNGOR GWYNEDD PLAN 2023-28 - 2026/27 REVIEW

The report was submitted by Cllr Nia Jeffreys.

DECISION

To accept the report as a record of the technical changes to date in the review of the Council's Plan requesting further editorial work before submitting the review in its final form to the Full Council.

DISCUSSION

It was recognised that the Cyngor Gwynedd Plan 2023-28 was the Council's public statement of what was intended to achieve for the benefit of the people of the County. It was stated that there was a change to the decision sought from what was noted in the report.

It was highlighted that two workshop sessions had been held for the Cabinet members, and further sessions held for the Elected members and Corporate Management Team, to receive their input on modifications to the Plan.

It was explained that the proposed amendments to the Plan could be seen in Appendix 1. Some of those amendments were expanded upon, and it was noted that there was a new section within the Plan to acknowledge the work of the Response Plan, and that a new priority field was being proposed, namely *An Equal Gwynedd*.

The next steps in terms of adopting the Plan were then referred to, which was to develop milestones for the final two years of the Plan, and then attempt to establish the actual impact on the people of Gwynedd. It was mentioned that departments would be required to place more emphasis on outlining the impact that the projects had on the County's residents when reporting on performance.

Observations arising from the discussion:

- Attention was drawn to the Women in Leadership project, stating that the number of women within the senior team had increased substantially since the beginning of the project. The hope was that this could be extended to include other groups of society that were under-represented in leadership roles.
- Seeing projects developing within the new priority field was eagerly awaited.
- Gratitude was expressed to all who had been involved in the workshops, and attention was drawn to the fact that several of the adaptations named in the report were as a result of the achievements that had taken place in several fields across the year.
- It was explained that the current Plan was a sign of strong strategic planning, and that the report was a record of the technical amendments made. It was noted that there would be an opportunity to expand upon the explanations before being submitted to the Full Council in due course. Pride was also expressed from seeing new matters being included within the Plan.
- Pride was expressed that several people over 55 years of age had responded to the engagement questionnaire. On the other hand, there was concern that only a small number of young people had responded to the questionnaire, and it was suggested that consideration should be given to how to communicate with young people in order to obtain their input. In response, reference was made to the Youth Forum as a way of ensuring that the voices of children and young people were heard and included in decisions across the Council. It was mentioned that the data from this engagement was dated as no public consultation was held on the review. It was highlighted that specific groups of the population could be targeted when engaging, and that the intention was to continue with this, moving forward.

9. ONE-OFF BIDS 2026/27

The report was submitted by Cllr Nia Jeffreys.

DECISION

To approve the one-off bids of £2,870,280 for 2026/27, to be financed from the Transformation Fund.

DISCUSSION

It was reported that the bids listed in the report were to be financed from the transformation fund.

It was further noted that this was temporary funding to respond to temporary matters, which did not need to be financed permanently through the revenue budget. Some of the bids noted in the report were elaborated upon.

Observations arising from the discussion:

- The report was welcomed, noting that the better-than-expected settlement received this year had enabled matters that were not key matters to also be included in the bids, for the first time in a long time.

10.DELEGATION OF EXPENDITURE RESPONSIBILITIES ARRANGEMENTS

The report was submitted by Cllr Craig ab Iago.

DECISION

That the Cabinet approves a change in the right to delegate expenditure of the climate plan fund from the Chief Executive in consultation with the Leader and members of the Climate and Nature Board, to the Cabinet Member leading the climate and nature portfolio, in consultation with the members of the Climate and Nature Board and the Social Services Director (Lead Director of the Climate and Nature Board).

DISCUSSION

It was noted that this was only an operational matter. It was stated that a question had been raised about this matter by a member of the public, questioning how these decisions were delegated. It was disclosed that this had been a part of the consideration in relation to discussing the best way forward.

Observations arising from the discussion:

- Members of the Climate and Nature Board were thanked for their key work in implementing the Climate and Nature Emergency Plan, and ensuring that spending decisions were made in accordance with the Council's priorities.

11.UK LOCAL GROWTH FUND IN WALES: GOVERNANCE AND OPERATING ARRANGEMENTS 2026/27

The report was submitted by Cllr R. Medwyn Hughes.

DECISION

That Cyngor Gwynedd continues to act as the lead local authority for the Shared Prosperity Fund in north Wales until the end of the programme (30 September 2026) and completes its administration (01 January 2027).

That the Gwynedd Shared Prosperity Fund Panel continues until the revised end date of the Fund; with the Economy and Community Cabinet Member, the Finance Cabinet Member, and the Corporate Services and Legal Cabinet Member together with the Chief Executive, Head of Economy and Community, Head of Finance and the Head of Legal Services (or their representatives) as members.

That Cyngor Gwynedd agrees to act as the lead local authority for north Wales on behalf of the UK Local Growth Fund in Wales for the first year of the programme (2026/27).

That Cyngor Gwynedd agrees to continue the regional governance arrangements of the Shared Prosperity Fund for the purposes of the Local Growth Fund for the first year (2026/27), by submitting a plan outlining the intention to the Welsh Government.

The Head of Economy and Community – in consultation with the Head of Finance, Head of Legal Service and Chief Executive subject to 1.6 below was authorised to agree and complete the agreements with the government(s) for the purposes of carrying out the lead authority function.

The Head of Economy and Community Department was authorised - in consultation with the Head of Finance Department and the Head of Legal Services and the Chief Executive – to establish inter-authority legal agreements and funding conditions with the other North Wales authorities to protect Cyngor Gwynedd's interests.

That Cyngor Gwynedd agrees to continue the local governance arrangements for the purposes of the Local Growth Fund in Gwynedd as outlined in the report.

DISCUSSION

Attention was drawn to the two matters at hand, namely to ensure arrangements to bring the Shared Prosperity Fund (SPF) to an end, and to establish new arrangements for the first year of the Local Growth Fund that would replace it.

It was reported that the UK Government had extended the period of the Shared Prosperity Fund for 6 months and Cyngor Gwynedd was required to continue as the lead local authority for the programme for the duration of this extension. Its successor, the Local Growth Fund, would become operational from 1 April 2026.

It was mentioned that Gwynedd had received £8.19 million through the Shared Prosperity Fund this year. It was stated that the UK Government had announced that they would allow SPF-funded activity to continue up to 30 September 2026, but without any additional funding.

It was identified that less money would be received under the Local Growth Fund. Attention was then drawn to the fact that 70% of the funding from the Local Growth Fund would come in the form of capital, and 30% of it would come in the form of revenue. It was highlighted that this was very different to the current

procedure and that it was likely to have a major influence, considering that there was less money as well.

Observations arising from the discussion:

- Clarity was sought about the impact of receiving a higher percentage of money in the form of capital, and a lower percentage in the form of revenue. It was explained that this was a shift away from projects which provided support for people and businesses, offering more money for construction. It was highlighted that this meant a substantial change in the emphasis of the activities that had been happening through the Shared Prosperity Fund. It was identified that jobs within the Council and across north Wales were funded through Shared Prosperity Fund money, and it was noted that it would be difficult to continue with all of these posts as a result of less revenue funding.
- Reference was made to the fact that current projects now had an extra 6 months to wind-down and members questioned what would happen if these projects could not be completed, and how they would be supported. In response, it was acknowledged that several of the projects in Gwynedd had been planned to be concluded by the end of the financial year. It was added that the extra time would be useful for several projects to complete their spending or to gather evidence of the outputs and what had been achieved. It was anticipated that approximately half of the projects within the county would take advantage of this extra time, but there were no concerns in terms of failing to bring the projects to a close. It was disclosed that this extra time gave an opportunity to forward plan, prioritise and restructure some activities to correspond with the new situation.
- It was explained that capital projects needed time to be prepared, which made it challenging to spend an amount in one financial year. Frustration was expressed that the funding was coming to the Welsh Government over three years, but the Council was restricted to year-one funding only at this point. It was disclosed that the challenge anticipated would be how to prioritise projects, knowing that there would be less money, and ensuring that those projects made a difference under the criteria set by the Government. It was highlighted that there were new priorities as a result of the new programme, which would make it difficult to ensure the continuation of some of the activities of the Shared Prosperity Fund in the new programme.
- Reassurance was given that further reports would be submitted on the proposed projects. It was reiterated that these would not be completely new projects as a result of the tight time-frame, but there was a desire to continue with Welsh Government discussions in an attempt to enable some projects to be held over years two and three.
- An explanation was provided that Cyngor Gwynedd currently acted as host authority for the Shared Prosperity Fund and that it would continue to do so for the programme's period of extension. In addition, it was noted that the Council would lead on the Local Growth Fund during its first transitional year, and that the intention after that would be to transfer it to the North Wales Corporate Joint Committee for the programme's second and third year. It was noted that it would be a matter for the Corporate

Joint Committee to decide whether to create a county fund or keep the money regional.

12. ADOPTION OF A NEW ECONOMIC DEVELOPMENT STRATEGY FOR GWYNEDD

The report was submitted by Cllr R. Medwyn Hughes.

DECISION

To approve the content of 'An Economy that Works for All: Gwynedd 2035' as set out in Appendix 1.

It was agreed to recommend the adoption of a 'Working Economy for All': Gwynedd 2035' to the full council of Cyngor Gwynedd.

The Head of Economy and Community was authorised to complete any minor adjustments necessary and agree the design of the Strategy in consultation with the Cabinet Member.

It was agreed to establish a 'Gwynedd Economy Forum' on the basis outlined in sections 4.19 to 4.24 of the report.

DISCUSSION

Reference was made to Section 4 of the Cyngor Gwynedd Constitution which notes that the economic development strategy was a part of the Policy Framework, and that it was required for the Full Council to approve it by means of a Cabinet recommendation. It was emphasised that the Strategy had also been pre-scrutinised.

It was mentioned that the Strategy's form followed a logical order to guide the reader from the case for action, to the priorities and then onwards to the implementation method and measure success.

A report was provided on the Strategy's vision, and reference was made to the themes within the Strategy, namely Enterprise, People and Place.

The Chair of the Education and Economy Scrutiny Committee was welcomed to the meeting to present the committee's recommendations to the Cabinet. He noted that the committee welcomed the work of seeking to set a long-term strategic direction for Gwynedd, at a challenging economic time. The Committee expressed concern regarding the increasing uncertainty in terms of grants, and the potential implications of that to the deprived rural areas of the County. It was noted that Committee members were eager to see a greater emphasis on economic development in the west and south of the County, in order to ensure that opportunities and investment were distributed fairly across the geographical area. The Committee emphasised the importance of ensuring clear progress

monitoring arrangements against the Strategy, including being able to show over time what jobs were created or safeguarded, and the impact of the investment on the communities of Gwynedd.

Observations arising from the discussion:

- It was noted that several local businesses in Gwynedd employed fewer than 10 people, and enquiries were made about the support offered to those businesses. In response, it was confirmed that the vast majority of recent support package grants had gone to small businesses. Reference was made to the uncertainty in terms of the future of support packages, however, assurances were expressed that should there be an opportunity to bring a support package forward under this Strategy, it would be tailored to try to support businesses and small enterprises who employ across the County.
- Pride was expressed in the Strategy, and they eagerly awaited seeing it developing.
- It was noted that an evaluation and monitoring framework, which corresponded with the Strategy, had been developed. It was highlighted that this offered a series of results and outcomes that needed to be achieved through the projects, which would offer a means to measure what proposals actually made a difference. In addition, reference was made to the Gwynedd Economy Forum which would assist with steering and delivering the Strategy.

13. THE CABINET'S FORWARD PROGRAMME

The report was submitted by Cllr Nia Jeffreys.

DECISION

To approve the Forward Work Programme included with the meeting papers.

DISCUSSION

It was noted that the Forward Work Programme could be viewed in the pack for information.

The meeting commenced at 1.00pm and concluded at 2.30pm.

CHAIR

CYNGOR GWYNEDD CABINET



Date of meeting: 19 May 2026
Cabinet Member: Councillor Dewi Jones
Contact Officer: Gwern ap Rhisiart – Head of Education
Title of Item: Ysgol Nebo – Consultation Report

Report to a meeting of Cyngor Gwynedd Cabinet

1. THE DECISION SOUGHT

- 1.1 The Cabinet is requested to consider the contents of the report on the outcome of the statutory consultation (Consultation Report) on the proposal to close Ysgol Nebo on 31 December 2026 and provide a place for learners at Ysgol Llanllyfni from 1 January 2027, and approve the publication of a statutory notice on the proposal, in accordance with the requirements of Section 48 of the School Standards and Organisation (Wales) Act 2013.

2 THE REASON FOR THE NEED FOR A DECISION

- 2.1 The attached consultation report (Appendix A) sets out the outcomes of the statutory consultation held on the proposal to close Ysgol Nebo on 31 December 2026 and provide a place for learners at Ysgol Llanllyfni from 1 January 2027. The Cabinet is asked to consider the contents of the consultation report, and approve the issuing of a statutory notice on the proposal and to hold a 28-day formal objection period, in accordance with the requirements of the School Organisation Code.
- 2.2 The need for a decision derives from the school's vulnerable position, with low number of learners for some time, a high percentage of surplus places, high costs per learner, and reliance on additional protection funding. Projections show that the numbers will remain low over the next few years.

3. INTRODUCTION AND BACKGROUND

- 3.1 Ysgol Nebo is a Welsh-medium Category 3 community primary school, located in the village of Nebo. The school provides education for learners between 3 and 11 years old.
- 3.2 At the January 2026 PLASC census point, there were 11 Reception to Year 6 learners on Ysgol Nebo's register, with a capacity for 51 learners at the school. As a result, there were 40 surplus places in the school, equivalent to 78% of the school's capacity. The school also has capacity for 7 learners in the Nursery class, there was 1 Nursery learner on the register, leaving 6 surplus places in the nursery class.
- 3.3 Since that census, those numbers have decreased further, and by now, there are only 10 learners from Reception to Year 6, and 1 Nursery learner on the school register. It is noted that this report uses the January 2026 census data as a basis for the analysis and comparisons, to ensure consistency throughout the document.

3.4 Due to the current low numbers, the school is in a vulnerable position and is facing numerous increasing challenges, including:

- **Low number of learners** – January 2026 data indicated that there were 11 learners from Reception – Year 6 and 1 nursery learner attending Ysgol Nebo.
- **High percentage of surplus places** - With 11 learners from Reception to Year 6 on the school's register, and a capacity for 51, there are 40 surplus places at the school, which equates to 78% of the school's capacity. The school also has capacity for 7 learners in the Nursery class, therefore with 1 nursery learner on the register, there are a further 6 surplus places in the nursery.
- **Very small class sizes and a broad age range** – There are 2 classes in Ysgol Nebo with 5 learners (Reception – Year 3) and 1 Nursery learner in one class. There are 6 learners (Year 4 - Year 6) in the second class. Therefore, there is an age range of up to 5 years in one class and up to 3 years in the second class.
- **Projected numbers** - Projections for September 2025 suggest that the number of learners will remain low over the next three years, with an estimated 10 learners from Reception to Year 6 and 2 Nursery learners on the register by September 2028.
- **Catchment area learners** - January 2026 data shows that 9 children live in the Ysgol Nebo catchment area. Of these, 22% (2 children) choose to attend Ysgol Nebo, while 78% (7 children) choose to attend schools outside the catchment area.
- **Ysgol Nebo receives an additional sum to the core financial allocation** – Ysgol Nebo receives an additional amount to the usual allocation via the minimum staffing protection policy (which ensures at least a headteacher and teacher at each school, and a headteacher and an assistant in schools with fewer than 15 full-time learners). The total additional funding for the 2026-27 financial year (based on the numbers in September 2025) will be £64,046.
- **Average cost per learner** – The average cost per learner at Ysgol Nebo in 2026-27 will be £16,066 compared with a county average of £5,998.

3.5 During 2025, the Ysgol Nebo School Review Panel (SRP) was established, with representation from the governing body, parents, staff and a Local Member. A series of three SRP meetings were held to discuss the challenges facing the school and to identify options for the school's future. A wide range of options were discussed, which were evaluated and assessed against the factors of the "Excellent Primary Education for the Children of Gwynedd" Strategy and the relevant factors from the School Organisation Code 011/2018.

3.6 On 14 October 2025, a proposal paper was submitted to Cabinet, recommending that a statutory consultation be held on the proposal to close Ysgol Nebo. The Cabinet approved this proposal, noting the need to respond to the vulnerable position regarding low numbers, high costs and the long-term sustainability of the school.

4. THE STATUTORY CONSULTATION

4.1 In accordance with the Cabinet's decision on 14 October 2025, a statutory consultation was held on the proposal to close Ysgol Nebo on 31 December 2026 and provide places for learners at Ysgol Llanllyfni from 1 January 2027 onwards. The consultation was held between 5 December 2025 and 23 January 2026, ensuring compliance with the requirements of the School Organisation code (011/2018).

4.2 A statutory consultation document, an impact assessment pack (including impact assessments on the Welsh language, the community, equality, various transport arrangements, quality and standards of education and the Well-being of Future Generations Act), a background pack, response forms and consultation document and questionnaires for children and young people were published on the Council's website. The documentation was distributed to all relevant consultees via e-mail which included a link to a dedicated page on the Council's website [Statutory Consultation: Ysgol Nebo](#). Hard copies were supplied upon request.

- 4.3 Consultees were invited to respond to the consultation by either completing an on-line response form, a paper or electronic copy (PDF) or via e-mail/letter.
- 4.4 A drop-in session during the consultation period was held for Ysgol Nebo staff, parents and governors. The purpose of the session was to share information about the proposal and the consultation process and provide an opportunity for stakeholders to ask questions about the proposal and the process. 12 people attended the drop-in session.
- 4.5 Separate consultation sessions were held for representatives of learners from Ysgol Nebo and Ysgol Llanllyfni, with an independent facilitator holding the sessions. The purpose of these sessions was to gather the views of the learners about the proposal. A children and young people-friendly version of the consultation document was available on the Council's website to ensure that all learners had the opportunity to contribute, even if they had not attended the session at their school. A report on the matters that arose during the consultation with children and young people has been included in section 3 of the consultation report (Appendix A).
- 4.6 Responses to the Consultation**
- 4.7 A total of 70 written responses were received to the statutory consultation, including a response from Estyn. This figure does not include the feedback gathered from learners during the consultation sessions.
- 4.8 Estyn's full response has been included in the Consultation Report (Appendix A).
- 4.9 Summary of the Consultation's Findings**
- 4.10 The consultation report (Appendix A) provides a full summary of the issues raised by the consultees and the Council's responses to those issues. Listed below are the main issues that arose in the responses to the statutory consultation, and more detailed consideration to each of the issues can be found in the Consultation Report.

1. Objection to the proposal to close Ysgol Nebo

- 1.1 General objection to the proposal to close the school

2. Comments about Ysgol Nebo

- 2.1 Advantages of a small school, quality of education and inclusive admission
- 2.2 Quality of the educational provision and evidence of high standards
- 2.3 Positive relationships, the school's ethos and their impact on pupils' success and wellbeing
- 2.4 Experiences of learners and former pupils
- 2.5 Connection with the community and outdoor learning
- 2.6 Small classes and effective support for pupils with Additional Learning Needs (ALN)
- 2.7 Impact on the Welsh language and Welsh ethos
- 2.8 Social development and empathy
- 2.9 Direct experience of improved wellbeing
- 2.10 High percentage of out-of-catchment learners attending Ysgol Nebo
- 2.11 Comments highlighting recent increases in numbers at Ysgol Nebo
- 2.12 Comments questioning the reliability of the projected numbers
- 2.13 Impact of uncertainty about the school's future on parental choice and learner numbers
- 2.14 Comments about preparing school meals on site and reducing reliance on transporting food from other schools

3. Educational value of a small rural school

3.1 Personalised education, small classes and individual attention

3.2 Mixed-age groups, social development and wellbeing

3.3 Small rural schools: sense of belonging, community, pupil wellbeing and the wider role of the school within the local area

4. Comments in favour of the proposal to close Ysgol Nebo

4.1 Value for money, cost per learner and financial fairness

4.2 Perceived advantages of larger schools and single-age classes

4.3 Rationalising school provision and demographic changes

5. Impact of the proposal on the wellbeing, individual care and educational experience of current Ysgol Nebo pupils

5.1 Respondents' concerns about the impact of changing school and relocating pupils on emotional wellbeing, social adjustment and vulnerable groups

5.2 Respondents' concerns about the disproportionate impact of closure on vulnerable pupils, individual support and ALN provision

5.3 Possible impact on social relationships and learner wellbeing

5.4 Consideration of the child's voice and the wellbeing of current learners

5.5 Possible impact on learners who transferred to Nebo for wellbeing reasons

5.6 Criticism of the wellbeing assessment and the consideration given to the impact of closure on current pupils

5.7 Prioritising financial savings over children's wellbeing and educational experience

6. Impact on the Community

6.1 The school as the heart, social hub and essential community asset for Nebo and Nasareth

6.2 Concerns about loss of community cohesion, inter-generational links, and the impact on health, wellbeing and loneliness if Ysgol Nebo closes

6.3 Concerns about the impact of closure on the village's sustainability, young population and long-term demographic change

6.4 The school as a cultural, historical and linguistic asset: Ysgol Nebo's central role as a community hub, a unique resource for sustaining the Welsh language, and the implications of the proposal for cohesion, wellbeing and long-term community sustainability

6.5 Concerns about undermining rural Welsh-speaking communities: the impact of closure on long-term sustainability, community cohesion, social wellbeing and the Council's duties under the Well-being of Future Generations Act

7. Impact on the Welsh Language

7.1 The school as the main community space for using Welsh / the heart of village life / a local community link

7.2 Impact on natural, everyday use of Welsh

7.3 Welsh immersion, small school environment and development of fluency

7.4 Inter-generational transmission and Welsh as a living language

7.5 Impact of closure on linguistic demographics, attractiveness to families and the sustainability of Welsh

7.6 Identity, culture, sense of place (*cynefin*) and the sustainability of rural Welsh-speaking communities and the continuation of the language

7.7 Language policy and the Council's statutory duties: the status of Welsh, the principle of not treating Welsh less favourably, and the impact on community use, opportunities to use Welsh and compliance with the Welsh Language Standards

- 7.8 Views expressing that alternative Welsh-medium provision is adequate or positive
- 7.9 General views expressed about the potential negative impact of the proposal on the Welsh language
- 7.10 Challenge to the conclusions of the Welsh Language Impact Assessment

8. Transport and Travel

- 8.1 Traffic and parking safety around Ysgol Llanllyfni
- 8.2 Suitability of walking routes between Nebo and Llanllyfni for primary-aged children
- 8.3 School transport costs for the Council and budget sustainability
- 8.4 Suitability of bus transport for young children (4-year-olds)
- 8.5 Environmental impact and the impact on health and wellbeing of transporting pupils rather than walking
- 8.6 Transport accessibility in rural areas and the impact on families already experiencing poverty
- 8.7 Call for clarity on proposed transport arrangements and cost implications

9. Challenges to the Validity, Fairness and Quality of the Statutory Process

- 9.1 General concern about the fairness, quality and validity of the consultation process
- 9.2 Inadequate consultation period and its timing (Christmas, lack of notice, short deadlines)
- 9.3 Concerns about interpretation of Governors' proposals and the consideration given to alternative options within the statutory process
- 9.4 Lack of transparency and supporting evidence regarding school repair costs (£95,000)
- 9.5 Inconsistency or errors in financial data (cost per learner)
- 9.6 Capacity and surplus places over-estimated or unrealistic
- 9.7 Statutory process timeline, impact of mid-year closure and a call to extend the implementation date to ensure fair transition and to consider the September 2026 ALN Report before making a decision
- 9.8 Factually incorrect or outdated statements in the process
- 9.9 Comments relating to non-compliance with the School Organisation Code (2018), especially the duty to consider alternative options
- 9.10 Insufficient consideration of long-term effects, wellbeing and the wider community context
- 9.11 Lack of clarity about the criteria for assessing consultation responses
- 9.12 Lack of appropriate opportunities for the community to participate in the consultation process
- 9.13 Call not to proceed with the consultation until all options have been fully considered and based on accurate facts
- 9.14 Challenging the suitability of the criteria for rural schools

10. Comments about Ysgol Llanllyfni

- 10.1 Concerns about the capacity of Ysgol Llanllyfni, especially the nursery class and adequacy of long-term places
- 10.2 Questions about the accuracy of capacity and surplus place figures at Ysgol Llanllyfni
- 10.3 General comments

11. Impact on Staff

- 11.1 Comments highlighting the impact on staff

12. Home Education

12.1 Comments noting a significant increase in Home Education as a sign of an education system not meeting all learners' needs, and a lack of strategic response to flexibility, wellbeing and emotional needs

13. Additional Learning Needs

13.1 Strategic and financial challenges in supporting children with ALN and complex needs – call for long-term assessment and investment

14. Cross-cutting Comments

14.1 Long-term economic and demographic context: population, jobs and community sustainability

14.2 Call to promote a local admissions policy and a campaign to encourage children to attend their local school

14.3 Comments challenging the prioritisation of financial savings over educational, social and community investment

14.4 Suggestion to consider cross-authority collaboration arrangements to reduce costs and maintain small local schools

14.5 Long-term financial impact on education, health and wellbeing services

14.6 Comments calling for consideration of housing plans and potential population growth

14.7 Comments suggesting reinvesting savings into educational provision or Welsh-language projects

14.8 Supporting families by providing free school uniform

14.9 Post-use (future use of the site)

14.10 Comments about systemic decline in rural education provision, trend towards urbanisation, and long-term implications for Welsh-speaking communities

14.11 Call to invest in local and community-based education rather than closing the school

15. Alternative Options

15.1 "Ysgol Nebo to offer the site as provision to support and nurture children with social and emotional needs, where mainstream education is challenging for them, including pupils with PRUs for social, emotional and behavioural needs and other young people with mental health needs including anxiety and neurodiversity."

15.2 Developing Ysgol Nebo as a Transition Unit to Support Integration of ALN Pupils into Mainstream Education

15.3 Using Ysgol Nebo as additional intake capacity for neighbouring schools facing overcrowding or being over capacity

15.4 Developing Ysgol Nebo as a Specialist Centre for Outdoor Learning and Fieldwork

15.5 Federating Ysgol Nebo and Ysgol Baladeulyn

15.6 A federal governing body across schools in the catchment

15.7 Collaboration and sharing of resources and expertise between Ysgol Nebo and neighbouring schools

15.8 Developing Ysgol Nebo as a Welsh and/or Community Centre

15.9 Including small schools in heritage and regeneration strategies

15.10 Keeping Ysgol Nebo open

15.11 Other alternative suggestions

5. PRESUMPTION AGAINST THE CLOSURE OF RURAL SCHOOLS

5.1 The School Organisation Code 011/2018 introduced new arrangements, in particular in relation to rural schools, thus establishing a procedural presumption against closure. This does not mean that a rural school will never close but the case for closure must be strong and all viable alternatives to closure must have been conscientiously

considered. Ysgol Nebo has been designated as a 'rural school' for the purpose of the Code. This means that a more detailed series of procedures and requirements must be followed when forming a proposal to close.

5.2 As reported to the Cabinet on 14 October 2025, additional specific assessments were held, in accordance with the requirements of the Code, in relation to the option to close a rural school and the other reasonable options that had been identified. The Code also sets out specific requirements in relation to the preparation of the report following a statutory consultation period. It is therefore a requirement to undertake further assessments, specifically on:

- The likely impact on the quality and standards of education
- The likely impact on the community
- The likely impact on different transport arrangements.

5.3 The purpose of this further assessment is to consider any further information that was received as a result of the consultation or otherwise. Following the consultation period, a further assessment of the proposal and other reasonable options was undertaken, taking into account any further information received that related to the responses during the consultation. A summary of these assessments can be seen in section 7 of the Consultation Report (Appendix A) and the full impact assessments in Appendix C.

6. FURTHER CONSIDERATIONS

6.1 In addition to the impact assessments held in accordance with the specific 'a presumption against the closure of rural schools' guidance, several other impact assessments were carried out and updated following the statutory consultation. These assessments are included as part of the Impact Assessments appendix (Appendix C), and their conclusions are summarised below.

6.2 Welsh Language Impact Assessment

6.3 An impact assessment was held on the Welsh Language, and the assessment was revised following the statutory consultation. The full assessment can be found in Appendix C.

6.4 During the consultation, concerns were expressed about the possible impact of the closure of Ysgol Nebo on the community use of the Welsh Language within the village. Numerous respondents emphasised the role of the school as a social and cultural focus that supports the natural, daily use of the Welsh language, not only among pupils but also among families and wider residents, including new speakers and those who are not fluent speakers. A view was expressed that the loss of the school could lead to fewer informal opportunities to use the Welsh language in the community, weakening the inter-generational transmission of the language, and reducing the attractiveness of the village for Welsh-speaking families in the future.

6.5 The Council acknowledges the concerns raised regarding the role of Ysgol Nebo in supporting the community use of the Welsh language within the village and accepts that the comments highlight the possible detrimental impact on local linguistic vitality outside the formal educational provision.

6.6 However, based on the available information, the Council's view is that the proposal is not likely to have a negative impact on the Welsh medium educational provision or on learners' linguistic opportunities, for the following reasons:

- The January 2026 PLASC data shows that 56% of learners at Ysgol Nebo, and 68% of learners at Ysgol Llanllyfni, speak Welsh fluently at home.
- The proposal to close Ysgol Nebo and offer learners a place in a nearby school (Ysgol Llanllyfni) means that learners in the Nebo catchment area would continue to be educated in a Welsh-medium school.
- It is anticipated that the learners would be taught in larger classes and with more children from the same age group, and that the proposal would strengthen the opportunities for the learners to socialise in Welsh with more of their peers.

- 6.7 Given the above, if the proposal were to be implemented, it is anticipated that there would be more opportunities for learners in the Nebo catchment area to use Welsh informally with their peers both inside and outside the classroom, and that the vitality of the Welsh language and informal use of the language would strengthen.
- 6.8 At the same time, given the comments from the consultation, the Council recognises that the proposal to close Ysgol Nebo could have a potential negative impact on the use of Welsh within the local community, particularly in terms of its use as a community language outside the educational context; however, it is noted that consideration could be given to mitigation measures, by promoting the use of Welsh by involving the Nebo community in the alternative school's community activities, as well as considering suitable options for the future use of the school building, taking into consideration the community activities that are currently held there.
- 6.9 In the educational context, given the above, it is anticipated that if the proposal were to be implemented, there would be increased opportunities for learners in the Nebo catchment area to use Welsh informally with their peers both inside and outside the classroom, and that the vitality of the Welsh language would be strengthened.
- 6.10 Equality Impact Assessment
- 6.11 An equality impact assessment was carried out on the proposed option, and the assessment was reviewed following the statutory consultation. The full assessment can be found in Appendix C.
- 6.12 The assessment gives specific consideration to different equality elements such as race, gender, disability, language, religion or belief, and age. The assessment sets out the current situation and shows that policies and arrangements are in place that would ensure the proposal takes account of, and aligns with, equal rights.
- 6.13 As noted in the most recent assessment, during the statutory consultation some specific equality-related concerns were identified, particularly in relation to vulnerable children, learners with additional learning needs, and families experiencing socio-economic disadvantage. Concerns were expressed that moving some learners to a larger school could reduce the level of personal support available to them, and that travel distance, transport costs or lack of access to private transport could disproportionately affect some families. Possible impacts on older people and community cohesion were also raised, noting that the school provides an accessible location for socialising and supporting wellbeing.
- 6.14 The assessment notes that the Council acknowledges the issues raised and emphasises that equality and inclusion policies are already in operation within the current provision and at Ysgol Llanllyfni. In addition, it is noted that the Council is committed to prioritising individual needs, including those of vulnerable children and learners with additional learning needs should the school close. Regarding the concerns about community use of the Welsh language, it is noted that mitigation measures would be considered, including promoting continued links between the Nebo community and the alternative school through community activities, and considering appropriate options for the post-use of the school building in order to support the continued use of Welsh language within the local community, should the proposal be implemented.
- 6.15 After weighing up the relevant factors, including the responses to the statutory consultation, the Council acknowledges that some respondents identified a possible negative impact on certain protected groups, including vulnerable learners, learners with additional learning needs, families experiencing socio-economic disadvantage, and community cohesion. Specific concerns were also raised regarding the potential impact on the use of Welsh within the local community, especially in terms of its informal use outside the educational context. However, based on the overall equality assessment, the evidence set out in the related impact assessments, and the mitigation measures described, the Council remains of the view that the proposal is unlikely to lead to a significant negative impact on equality characteristics. It is noted that policies and procedures are already in place to ensure that there will be no unlawful discrimination or harassment, and that individual needs will be appropriately considered.
- 6.16 The Council remains of the view that implementing the proposal would reduce inequality in cases of socio-economic disadvantage by ensuring that learners have more experiences and access to a wider range of services and activities at the alternative school.
- 6.17 By implementing the proposal, Ysgol Nebo learners would benefit from an improved learning environment and from having more age-appropriate peers in a school with a larger number of learners. This would help ensure that they receive suitable educational and extracurricular experiences, as well as access to a wider range of

extracurricular activities. In addition, it is noted that Ysgol Nebo learners would continue to receive Welsh-medium education in an alternative school where Welsh is strong, with more opportunities to use the language informally with peers, thereby strengthening the vitality and natural use of Welsh among learners.

6.18 The Council would follow its usual processes by providing support and monitoring to ensure that all schools comply with equality characteristics, should the proposal be implemented.

6.19 The Well-being of Future Generations Act

6.20 An assessment was undertaken on the proposal in relation to the Well-being Act, and the assessment was updated after the consultation period ended. The 7 aims of the Well-being Act and the Council's well-being objectives were considered, and it was concluded that the proposal met the requirements. The full assessment can be found in Appendix C.

6.21 The latest assessment notes that during the statutory consultation some specific concerns were raised, particularly in relation to the impact of the proposal on vulnerable children, learners with additional learning needs, the well-being of families experiencing socio-economic disadvantage, and the linguistic and community vitality of the village.

6.22 It is acknowledged that should the Cabinet decide to proceed with this proposal, it could result in the loss of the school in the Nebo community. However, it is noted that a significant proportion of children living within the school's catchment area (78%) already attend other schools, including Ysgol Llanllyfni (44%), suggesting that links with neighbouring communities, including the Llanllyfni community, already exist. Every effort will be made to mitigate the impact on the community by encouraging links between the communities and Ysgol Llanllyfni should the proposal be implemented. Should the proposal be approved, discussions will take place to discuss the possibility that Ysgol Llanllyfni's community activity includes the community, where appropriate.

6.23 It is anticipated that the proposal will ensure that the children of the area are educated on a site that is suitable and in a naturally Welsh-speaking society, thus increasing the opportunities to socialise and collaborate with others, and to give them a fair opportunity to thrive among their peers.

6.24 Compliance with the Welsh Language Standards (Welsh Language (Wales) Measure 2011)

6.25 Building on the findings of the Welsh Language Impact Assessment and the Equality Impact Assessment outlined above, the Council confirms that the entire statutory process in relation to reviewing the future of Ysgol Nebo has been conducted in accordance with the requirements of Welsh Language Standards 88–93 under the Welsh Language (Wales) Measure 2011. In accordance with Standards 88, 89 and 90, due consideration was given to the potential effects that the policy decision could have on opportunities to use the Welsh language and on not treating the Welsh language less favourably than the English language. This included consideration of potential positive and adverse effects, how the proposal could be formulated or amended to secure more positive effects, and how any potential adverse effects could be mitigated. In addition, in accordance with Standards 91, 92 and 93, views were sought and considered through the statutory consultation process in relation to these linguistic effects, including views on how the proposal could be formulated or amended to increase positive effects or reduce adverse effects on the Welsh language. These requirements were supported through the undertaking of a Welsh Language Impact Assessment, alongside related impact assessments, including the Equality Impact Assessment, and it is noted that these assessments were reviewed and updated following consideration of the responses received during the statutory consultation.

6.26 Financial Considerations

6.27 As a result of the low number of learners at Ysgol Nebo, the pupil-led allocation is not sufficient to sustain the school. Consequently, Ysgol Nebo receives an additional sum above the core allocation through the minimum staffing protection policy (which guarantees at least a headteacher and a teacher in every school, and a headteacher and a teaching assistant in schools with fewer than 15 full-time learners). An additional £64,046 has been allocated to Ysgol Nebo this year (2026–27) through the Minimum Staffing Protection Policy.

6.28 The allocations for Ysgol Nebo and Ysgol Llanllyfni for the year 2026–27 are based on the September 2025 pupil numbers, and the amounts allocated to both schools can be seen below:

School	2026–27 Budget Allocation		Minimum Staffing Protection Amount
	Total Financial Allocation	Cost per Learner	
Nebo	£183,793	£16,066	£64,046
Llanllyfni	£404,489	£6,250	-
County Primary School Average	-	£5,998	-

6.29 According to the 2026–27 financial budget, the cost per learner at Ysgol Nebo will be £16,066, and the cost per learner at Ysgol Llanllyfni will be £6,250 (2026–27 budget, based on September 2025 pupil numbers). The County average cost per primary learner for the same period will be £5,998. This means that the cost per learner at Ysgol Nebo will be £10,068 higher than the County average for the same period.

6.30 A total of £588,282 will be allocated to both schools in the 2026–27 financial year. Ysgol Llanllyfni does not receive any additional funding through the minimum staffing protection policy. The school’s current learner numbers attract a sufficient budget to maintain appropriate staffing levels.

6.31 From a revenue-cost perspective, if the proposal were implemented and all Ysgol Nebo learners transferred to Ysgol Llanllyfni, based on the 2026–27 budget (which is based on September 2025 learner numbers):

- it is projected that the proposal would generate an annual saving of £142,000, minus estimated additional transport costs (up to £30,000) — giving a total saving of approximately £112,000 per year.
- it is projected that Ysgol Llanllyfni’s core budget allocation would increase to £466,000, with a cost per learner of £6,121.

6.32 Any savings in revenue costs would be retained within the Gwynedd Schools budget.

7. RECOMMENDATION

7.1 Following the statutory consultation, the Council gave full consideration to the matters raised and an appraisal and further impact assessments were undertaken in relation to the proposal, the alternative options presented in the consultation document, as well as the alternative options noted in response to the consultation. This included an assessment against the relevant factors for rural schools, which included the presumption against the closure rural schools, in accordance with the School Organisation Code.

7.2 Based on the consideration of the above elements, it was concluded that none of the alternative options considered addressed the main challenges facing Ysgol Nebo, as noted in section 3.4 above.

7.3 Following consideration of the comments received during the statutory consultation, together with the evidence presented in the Statutory Consultation Document, and the impact assessments, the Council remains of the opinion that the proposal to close Ysgol Nebo is appropriate, proportionate and in the best interests of learners in the area in the medium and long term.

7.4 The Council acknowledges the concerns expressed by consultees, particularly regarding the role of the school in the local community, and the importance of the Welsh language within the community. However, the evidence set out in the consultation document shows that Ysgol Nebo faces significant challenges which are unlikely to be resolved without a fundamental change to provision.

7.5 The proposal addresses these challenges by:

- Responding to the challenge of low numbers in Ysgol Nebo, as well as projections that remain low, and the high percentage of surplus places;
- Offering classes of a more suitable size and age range;
- Improving opportunities for learners to socialise and work together on a daily basis with peers, in an educational environment with more learners of the same age;
- Reduce the cost per learner for all learners in the County

7.6 Overall, having considered the evidence, the comments received during the statutory consultation, the further evaluation of the proposal and the alternative options, together with the Council's strategic direction, the Council confirms that it is of the view that the proposal to close Ysgol Nebo represents the most appropriate response to the challenges facing the school (as set out in section 3.4) and to the reasons identified for the proposal, and therefore continues to recommend it as the most suitable means of addressing the current challenges faced by the school.

8. NEXT STEPS AND TIMETABLE

8.1 If the Cabinet resolves to support the recommendation submitted in this report, a statutory notice will have to be issued in accordance with the School Standards and Organisation (Wales) Act 2013 and the guidance in the School Organisation Code 011/2018.

8.2 The notice will be published on a school day and there will be a 28-day objection period starting from the date of publishing the notice. During this period, any individual has the right to submit a formal objection to the proposal.

8.3 Following the objection period, a further report will be submitted to Cabinet summarising any objections received, and the recommendation for a final decision. It should be noted that under certain circumstances the Council's final decision could be referred to the Welsh Ministers, in accordance with the School Organisation Code (011/2018).

8.4 Subject to the Cabinet's decision, these are the next steps of the process and an outline timetable:

June 2026	Statutory Notice Published: If the Council decides to proceed with the proposal, a statutory notice will be published, and an objection period of 28 days will be held. Any objection must be submitted within this period.
September 2026	Cabinet: Following the objection period, if objections are received, the Cabinet will discuss the objections report and decide whether the proposal should be confirmed or not. If there are no objections, or if they are all withdrawn, the Cabinet Member can make the decision.
October 2026	Refer the decision to Welsh Ministers: In accordance with section 54 of the 2013 Act, within 28 days of the Cabinet's decision, the following bodies can refer the proposal to Welsh Ministers for a decision: ii. Another Local Authority affected by the proposals; iii. The appropriate religious body for any school affected; iv. The governing body of a voluntary or foundation school subject to proposals; v. A trust holding property on behalf of a voluntary or foundation school subject to proposals; vi. A further education establishment affected by the proposals.
31 December 2026	Implement the proposal: Ysgol Nebo officially closes, subject to the Cabinet's decisions.

9. APPENDICES

Appendix A: Consultation Report

Appendix B: Options Appraisal

Appendix C: Impact Assessments:

- Assessment of the Likely Impact on the Quality and Standards of Education
- Assessment of the Likely impact on travel arrangements
- Assessment of the Likely Impact on the Community
- Welsh Language Impact Assessment
- Well-being Assessment
- Equality Assessment

Appendix D: [Statutory Consultation Document](#) and [Consultation Documentation: Statutory Consultation: Ysgol Nebo](#)

Appendix E: Comments from the Local Member

10. Views of the statutory officers

Monitoring Officer:

“The report follows a period of statutory consultation on the future of Ysgol Nebo. According to the legal principles on consultation, the Cabinet, when considering the decision sought, is required to have regard to the results of the consultation before reaching a decision on the proposal. The report provides comprehensive information for the proper conduct of this exercise. I am therefore satisfied that the Cabinet can properly come to a decision on this matter.”

Head of Finance:

“From a financial perspective, I cannot see that there has been any change in the situation since the Cabinet discussed this matter in October and the process of closing the school was started. Ysgol Nebo's current situation is not sustainable and the previous report showed that an assessment had been carried out of the options available, and I was satisfied with the robustness of the financial estimates contained therein. I support the decision sought.”

Consultation Report - May 2026

Consultation on the proposal to close Ysgol
Nebo

Consultation Report - Statutory consultation on the proposal to close Ysgol Nebo

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Consultation Report - Statutory consultation on the proposal to close Ysgol Nebo

1. OVERVIEW OF THE STATUTORY CONSULTATION

Following the Cabinet's decision on [14 October 2025](#), Cyngor Gwynedd held a statutory consultation on the proposal to close Ysgol Nebo. This is the proposal put forward as part of the consultation:

“To close Ysgol Nebo on 31 December 2026 and provide a place for learners at Ysgol Llanllyfni from 1 January 2027.”

Stakeholders were invited to submit their comments on the above proposal, for consideration by the Council before any further decisions are made regarding the next steps.

The statutory consultation was held between 5 December 2025 and 23 January 2026.

(i) The consultation process

The statutory consultation documentation was published on [the Council's website](#) in accordance with the requirements and guidance of the School Organisation Code (011/2018) (“the Code”).

The consultation documentation published included the following:

- [Statutory consultation document](#)
- [Impact Assessments Pack](#): This pack included comprehensive impact assessments, including the impact on the Welsh language, the local community, equality, travelling arrangements, the quality and standards of education and an assessment against the aims of the Well-being of Future Generations (Wales) Act (2015).
- [Background Pack](#): This pack consisted of supporting documents such as a statistical pack, relevant reports presented to the Cabinet (including the proposal paper dated 14 October 2025), and an overview of the local discussions that took place between March and July 2025.
- [Response Form](#) - PDF version + link to the on-line version
- [Consultation document](#) - version for children and young people
- [Questionnaire](#) - version for children and young people.

The documentation was available on the Council's website throughout the consultation period, and hard copies were provided upon requests received from individual consultees.

The documents were distributed to all relevant consultees, in accordance with the requirements of the Code, via e-mail which included a link to a dedicated page on the Council's website, namely www.gwynedd.llyw.cymru/ysgolneboconsultation.

An e-mail including a link to the consultation documentation was sent to Ysgol Nebo, Ysgol Llanllyfni, and to other neighbouring schools, with a request to headteachers to distribute the message amongst the parents/guardians of the learners, all staff members and all members of the schools' Governing Bodies.

The consultation was open to the relevant consultees and to any other individual or organisation that wished to respond, with the opportunity to do so either by completing an online response form, completing a paper or electronic (PDF) copy of the response form and submitting it to the Modernising Education Team, or by sending an e-mail or letter to the Modernising Education Team.

During the consultation period, a drop-in session was held to give parents, staff and governors an opportunity to ask questions and to discuss the consultation in further detail. 12 people attended the drop-in sessions.

A consultation document was also prepared for children and young people, together with relevant questionnaires. Arrangements were made for an independent facilitator to host the sessions with School Council members in Ysgol Nebo and Ysgol Llanllyfni, to gather their views. The summary of the responses received from the learners during these sessions have been included in section 3 below.

An adapted version of the consultation document and response form for children and young people, was also published on the Council's website. Therefore, there was an opportunity for children and young people who had not attended a session at their school to also present their responses to the consultation.

(ii) Responses to the consultation

70 written responses were received during the statutory consultation period, including a response from Estyn. This figure does not include the feedback gathered from learners during the consultation sessions.

Form	Number
On-line response form	54
Word or PDF response form	5
Response form - hard copy	1
E-mail	10
Total	70

In accordance with the requirements of the Code, Estyn's response to the consultation has been noted in full in section 4 below.

A summary of the issues raised by the consultees along with the Council's response to those issues have been included in section 5 below.

A summary of the responses received from the learners has been included in section 3 below.

(iii) Summary the main issues noted in the responses

Set out below are the main issues raised in responses to the statutory consultation, with more detailed consideration of each of these issues provided in Section 5 below.

1. Objection to the proposal to close Ysgol Nebo

1.1 General objection to the proposal to close the school

2. Comments about Ysgol Nebo

2.1 Advantages of a small school, quality of education and inclusive admissions

2.2 Quality of educational provision and evidence of high standards

2.3 Positive relationships, school ethos and their impact on pupils' success and wellbeing

2.4 Experiences of learners / former pupils

2.5 Community links and outdoor learning

2.6 Small class sizes and effective support for pupils with additional learning needs (ALN)

2.7 Impact on the Welsh language and Welsh ethos

2.8 Social development and empathy

2.9 Direct experience of improved wellbeing

2.10 High percentage of out-of-catchment learners attending Ysgol Nebo

2.11 Comments highlighting a recent increase in pupil numbers at Ysgol Nebo

2.12 Comments questioning the reliability of pupil number projections

2.13 Impact of uncertainty regarding the school's future on parental choice and pupil numbers

2.14 Comments regarding on-site school meal preparation and reduced reliance on food transported from other schools

3. Educational value of a small rural school

3.1 Personalised education, small classes and individual attention

3.2 Mixed-age classes, social development and wellbeing

3.3 Small rural schools: sense of belonging, community, pupil wellbeing and the wider role of the school within the local area

4. Comments in favour of the proposal to close Ysgol Nebo

- 4.1 Value for money, cost per pupil and financial fairness
- 4.2 Perceived advantages of larger schools and single-age classes
- 4.3 Rationalisation of school provision and demographic change

5. Impact of the proposal on the wellbeing, individual care and educational experience of current Ysgol Nebo pupils

- 5.1 Respondents' concerns regarding the impact of changing schools and relocating pupils on emotional wellbeing, social adjustment and vulnerable groups
- 5.2 Respondents' concerns regarding the disproportionate impact of school closure on vulnerable pupils, individual support and ALN provision
- 5.3 Potential impact on learners' social relationships and wellbeing
- 5.4 Consideration given to the child's voice and the wellbeing of current learners
- 5.5 Potential impact on learners who transferred to Nebo for wellbeing reasons
- 5.6 Criticism of the wellbeing assessment and the consideration given to the impact of closure on current pupils
- 5.7 Prioritising financial costs over children's wellbeing and educational experience

6. Impact on the Community

- 6.1 The school as the heart of the community, a social focus and a vital community asset for Nebo and Nasareth
- 6.2 Concerns about the loss of community cohesion, intergenerational links, and the impact on health, wellbeing and loneliness should Ysgol Nebo close
- 6.3 Concerns about the impact of closing Ysgol Nebo on village sustainability, the young population and long-term demographic change
- 6.4 The school as a cultural, historical and linguistic asset: the central role of Ysgol Nebo as a community hub, a unique resource for sustaining the Welsh language, and the proposal's implications for cohesion, wellbeing and long-term community sustainability
- 6.5 Concerns about undermining Welsh-speaking rural communities: the impact of school closure on long-term sustainability, community cohesion, social wellbeing and the Council's duties under the Well-being of Future Generations (Wales) Act

7. Impact on the Welsh Language

- 7.1 The school as a key community space for using Welsh / centre of village life / local community connection
- 7.2 Impact on the natural, everyday use of Welsh
- 7.3 Welsh immersion, small schools and fluency development
- 7.4 Intergenerational transmission and Welsh as a living language
- 7.5 Impact of school closure on linguistic demographics, attractiveness to families and sustainability of the Welsh language
- 7.6 Identity, culture, sense of place and sustainability of Welsh-speaking rural communities and continuity of the language
- 7.7 Language policy and the Council's statutory duties: the status of Welsh, the principle of non-disadvantage, and impacts on community language use, opportunities to use Welsh and compliance with Welsh Language Standards
- 7.8 Views expressing that alternative Welsh-medium provision is sufficient or positive
- 7.9 General views expressed regarding the potential adverse impact of the proposal on the Welsh language
- 7.10 Challenge to the conclusions of the Welsh Language Impact Assessment

8. Transport and Travel

- 8.1 Traffic safety and parking around Ysgol Llanllyfni
- 8.2 Suitability of walking routes between Nebo and Llanllyfni for primary-aged children
- 8.3 School transport costs to the Council and budget sustainability
- 8.4 Suitability of bus transport for young children (aged 4)
- 8.5 Environmental impact and health and wellbeing implications of transporting pupils rather than walking
- 8.6 Accessibility of transport in rural areas and the impact on families already experiencing poverty
- 8.7 Calls for clarity on proposed transport arrangements and associated cost implications

9. Challenges to the Validity, Fairness and Quality of the Statutory Process

- 9.1 General concern about the fairness, quality and validity of the consultation process
- 9.2 Insufficient consultation period and its timing (Christmas period, lack of notice, short deadlines)
- 9.3 Concerns regarding the interpretation of Governors' proposals and the consideration given to alternative options within the statutory process
- 9.4 Lack of transparency and supporting evidence regarding school repair costs (£95,000)
- 9.5 Inconsistencies or errors in financial data (cost per pupil)
- 9.6 Overestimated or unrealistic capacity and surplus place figures
- 9.7 Statutory process timetable, impact of mid-year closure and calls to extend the implementation date to ensure fair transition and to consider the ALN Report of September 2026 before making a decision
- 9.8 Factually incorrect or outdated statements within the process
- 9.9 Comments relating to non-compliance with the School Organisation Code (2018), particularly the duty to consider alternatives
- 9.10 Insufficient consideration of long-term impacts, wellbeing and the wider community context
- 9.11 Lack of clarity regarding the criteria used to assess consultation responses
- 9.12 Lack of appropriate opportunities for the community to engage in the consultation process
- 9.13 Calls not to proceed with the consultation until all options have been fully considered and based on accurate evidence
- 9.14 Challenge to the suitability of criteria for rural schools

10. Comments about Ysgol Llanllyfni

- 10.1 Concerns regarding capacity at Ysgol Llanllyfni, particularly nursery provision and long-term sufficiency of places
- 10.2 Questions regarding the accuracy of capacity figures and surplus places at Ysgol Llanllyfni
- 10.3 General comments

11. Impact on Staff

- 11.1 Comments highlighting the impact on staff

12. Elective Home Education

- 12.1 Comments noting a significant increase in Elective Home Education as an indication of an education system that does not meet the needs of all learners, and a lack of strategic response to flexibility, wellbeing and emotional needs

13. Additional Learning Needs

- 13.1 Strategic and funding challenges in supporting children with ALN and complex needs – calls for long-term assessment and investment

14. Cross-cutting Issues

- 14.1 Long-term economic and demographic context: population, employment and community sustainability
- 14.2 Calls to promote a local admissions policy and campaigns to encourage children to attend their local school
- 14.3 Comments challenging the prioritisation of financial savings over educational, social and community investment
- 14.4 Suggestions to consider cross-authority collaborative arrangements to reduce costs and sustain small local

schools

14.5 Long-term financial impact on education, health and wellbeing services

14.6 Comments calling for consideration of housing plans and potential population growth

14.7 Comments suggesting reinvestment of savings into educational provision or Welsh-language projects

14.8 Supporting families through provision of free school uniforms

14.9 Post-use

14.10 Comments on the systemic decline of rural education provision, trends towards urbanisation, and long-term implications for Welsh-speaking communities

14.11 Calls to invest in local, community-based education rather than closing the school

15. Alternative Options

15.1 Ysgol Nebo to offer a site as a provision to support and nurture children with social and emotional needs, where mainstream education is challenging for them, including pupils with IDPs for social, emotional and behavioural needs and other young people with mental health needs including anxiety and neurodiversity

15.2 Developing Ysgol Nebo as a Transition Unit to Support Integration of ALN Pupils into Mainstream Education

15.3 Using Ysgol Nebo as an additional admission site for neighbouring schools experiencing overcrowding / over-capacity

15.4 Developing Ysgol Nebo as a Specialist Centre for Outdoor Learning and Fieldwork

15.5 Federation of Ysgol Nebo and Ysgol Baladeulyn

15.6 A Federal Governing Body across catchment schools

15.7 Collaboration and sharing of resources and expertise between Ysgol Nebo and neighbouring schools

15.8 Developing Ysgol Nebo as a Welsh-language and/or Community Centre

15.9 Including small schools in heritage and regeneration strategies

15.10 Keeping Ysgol Nebo open

15.11 Other alternative suggestions

2. RESPONSE FORM

Responses were received by means of a response form from 60 respondents (54 through the on-line response form, 6 via e-mail/post).

The answers received to question 1 (a) and (b) from the respondents who completed the response form have been included in the table below. Please note that a summary of the written comments presented in the response forms have been included in section 5 below.

1 (a) I am responding as a:	Number	%
Parent/Guardian	11	18%
School Governor	4	7%
Learner	0	0%
Staff	1	2%
Other	47	78%
No response	3	5%

1 (b) from the following school:	Number	%
Ysgol Nebo	56	93%
Ysgol Llanllyfni	2	3%
Other	3	5%
No response	4	7%

Note that the total figures in the tables do not always correspond to the total number of responses received, as some respondents selected more than one option when responding to the relevant questions. The percentages have been calculated on the basis of 60 individual respondents. As some respondents selected more than one option, the total percentage may exceed 100%.

3. CONSULTATION WITH CHILDREN AND YOUNG PEOPLE

A consultation document and a response form/questionnaire for children and young people was published on the Council's website www.gwynedd.llyw.cymru/YsgolNeboConsultation, so that children and young people who had not attended a session at their school, could also respond to the consultation.

Sessions with learners:

Dedicated sessions were held with a group of learners from Ysgol Nebo and Ysgol Llanllyfni to ensure that we received the views of children and young people.

It was arranged for a facilitator to attend Ysgol Nebo and Ysgol Llanllyfni to discuss the proposal with the children to ensure that they understood what was being proposed and to give the children the opportunity to express their opinion on the proposal. Each session involved explaining the proposal and completing a questionnaire.

It was explained that Cyngor Gwynedd was considering closing Ysgol Nebo and offering learners a place at Ysgol Llanllyfni.

It was explained that the Council wanted to know how they felt about the proposal to close Ysgol Nebo, before they decided on the way forward.

It was explained that should the Cabinet decide to proceed with this proposal, it would mean:

- That Ysgol Nebo would close on 31 December 2026, and
- That Ysgol Nebo learners would transfer to Ysgol Llanllyfni on 1 January 2027.

Please see below the timetable of the consultation sessions, a list of the relevant schools and the number of respondents:

	Date	The session was held with:
Ysgol Nebo	Tuesday, 13 January 2026	Ysgol Nebo School Council Members (6 learners)
Ysgol Llanllyfni	Tuesday, 13 January 2026	Ysgol Llanllyfni School Council Members (11 learners)

The following is a summary of the learners' responses

PLEASE NOTE – The following table includes a summary of the responses from the children and young people.

How do you feel about this?			
School	Happy	Not sure	Unhappy
Ysgol Nebo	0	1	5
Ysgol Llanllyfni	11	0	0

Question 1 – How do you feel about this?

Ysgol Nebo	• I'm very angry (x 2) • I feel it's unfair to close a school that everyone likes. • I'm very sad, and Ysgol Baladeulyn is closing.
Ysgol Llanllyfni	• Getting the children to attend Ysgol Llanllyfni would be a good idea, an opportunity to have new friends.

	• It would be a good opportunity to make new friends and get more children of the same age as them. • It would be a good experience for the children to have new friends. • It would be a good experience for the children to have more children in their year, and it would be good for Llanllyfni to have more children. • Good because Ysgol Nebo doesn't have a lot of children in their year.
Question 2 - What would you like to see happen as part of this proposal?	
Ysgol Nebo	• To not close the school (x 4) • For Ysgol Baladeulyn and Ysgol Nebo to merge so we would get 19 children. • Ysgol Nebo and Ysgol Baladeulyn have had a nice time together and we are great friends.
Ysgol Llanllyfni	• I see this as a good opportunity to have a school that's not empty. • Because they're all alone. A shame. • Ysgol Nebo children would have more friends and discussion partners. • For Ysgol Nebo children to be happy. • I would like to see the children happy as they would have more children to play with. And have more friends. • Ysgol Nebo children to visit the school (Ysgol Llanllyfni) (x4)
Question 3 - Does anything about this worry you?	
Ysgol Nebo	• I enjoy Ysgol Nebo. But when someone says that the school is closing I'm nearly in tears because I don't want to move to Llanllyfni, I want to stay in Nebo. • Closing the school worries me a lot. • Don't close Ysgol Nebo and do not move to another school. • Moving to a school with more people. • I don't want the school to close because I've been here for 5 years and I don't like a large school. • Because Ysgol Llanllyfni is a large school.
Ysgol Llanllyfni	• Children may be afraid to make friends or miss the school in Nebo. • They may be sad having to leave the school. • Nothing (x2) • Nothing! I'm happy for them to come. • No (x3) • Ysgol Nebo children are sad because their school is closing. • No friends
Question 4 - What are the most important things for you in the school?	
Ysgol Nebo	• School friends, the teachers/teacher and things in the school. • Seeing my friends. • Teachers and friends. • Learning friends. • Teachers, friends, new people who come to school. • The friends and the teachers.
Ysgol Llanllyfni	• The most important things are food and working very hard. • Friends, Food - Lunchtime, Free time - Playing outside, Teachers. • Friends, lunchtime, playtime, we get hot chocolate sometimes if we're good! And sometimes, we have film days and we get hot chocolate with popcorn and biscuits! • Friends and school trip (x2) • Friends and being happy! • Football pitch and friends (x2) • Monkey bars, football pitch and friends (x2)

Other observations received verbally from learners of Ysgol Nebo during the consultation session:

- More arguing in a larger school.
- A small school can do much more as there's not a lot of us.
- All my dad's side of the family have attended Ysgol Nebo, dad is sad.
- Don't want to go to Ysgol Llanllyfni, scared of being bullied, we're all friends here in Nebo.
- It feels like one big family here.
- I'm going to miss everyone if I move to Ysgol Llanllyfni.
- We can go for walks, do exercise, swim and go on trips in Ysgol Nebo.
- What if people don't like us in Llanllyfni?
- Cheaper to go on school trips as there are fewer of us.
- I learn more in Ysgol Nebo than I did at my former school.
- Sad and angry that the school will close.
- Why are you closing schools with not many children?
- I don't like being in a large school.
- My friends at the school are important to me.
- Moving to a school with more people worries me.
- I don't want to see the school close.
- The teachers are important to me.

Conclusion/Summary:

The main responses and concerns conveyed by the learners during the consultation sessions are summarised below. The conclusions reflect the main themes and concerns conveyed first hand by the learners in the discussions.

The main views expressed by learners at Ysgol Nebo reflect significant concern regarding the proposal to close the school, noting that the school should not be closed. During the consultation sessions, feelings of sadness and concern were expressed, highlighting the importance of the school and the close connection between friends and teachers. Several learners stated that they would not be happy in a larger school. The reasons for closing small schools were also questioned, with a clear message that learners appreciated the small and supportive environment in Ysgol Nebo.

Amongst Ysgol Llanllyfni learners, a more positive attitude was noted towards the potential change, with Ysgol Llanllyfni learners ready to welcome new learners should Ysgol Nebo close.

In short, the responses received during the consultation sessions have drawn our attention to the concerns of the learners of Ysgol Nebo regarding the proposal to close the school. The main messages from the discussions are being worried about losing the school, fearing moving to a larger school, and a deep appreciation of the relationships that exist between learners, their friends and teachers at Ysgol Nebo.

4. ESTYN'S RESPONSE

In accordance with the requirements of the Code, Estyn's response to the statutory consultation is set out in full below:

“Estyn’s response on the proposal to close Ysgol Nebo on 31 December 2026 and to provide education for learners at Ysgol Llanllyfni, from 1 January 2027”

Introduction

This report has been prepared by His Majesty’s Inspectors of Education and Training in Wales.

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

Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer.

Summary/ Conclusion

The proposal is by Cyngor Gwynedd and is to close Ysgol Nebo on 31 December 2026 and to provide education for learners at Ysgol Llanllyfni, from 1 January 2027, in accordance with the requirements of Section 48 of the School Standards and Organisation Act 2013.

It is Estyn's view that the proposal is likely to, at least, maintain the standard of education provision in the area. However, the proposed travel arrangements may limit opportunities for pupils living in the Ysgol Nebo catchment to attend breakfast clubs and after school activities at Ysgol Llanllyfni should the proposal be implemented.

Description and benefits

The local authority has set out a reasonable rationale for its proposal. The main strength of this proposal appears to lie in the financial advantages of closing Ysgol Nebo and transferring pupils to Ysgol Llanllyfni. The school has been prioritised for a review of the educational provision as it faces a number of challenges. The proposal reports that the number of learners at the school has declined over the past few years, leading to a critical situation with just eleven learners from Reception to Year 6 and one nursery learner on the register in the September 2025 census. Further supporting evidence of the challenges, including the high percentage of surplus places, the small class sizes with a wide age range, and the pupil number projections, provides useful information.

The School Organisation Code identifies Ysgol Nebo as a rural school and the additional requirements for rural schools appear to be addressed. The proposer provides a suitably detailed description of the proposal, including information about the nature and scope of the planned changes and the schools and learners affected. The proposal also sets out an appropriate projected timetable for all statutory procedures. The schedule which begins 14th October 2025 and closes 31st Dec 2026, outlines the key stages of consultation, the publication of statutory notices, the objection period, and the anticipated date for implementation.

The proposal sets out a number of risks and how the council will mitigate against these. The council appears to have outlined the strengths and weaknesses of this proposal alongside several alternatives, including federation with a nearby school well. Overall, the proposal has provided adequate reasons as to why other alternatives have been discounted. It appears that the main advantage identified in the proposal relates to the financial aspects. Importantly, the proposal also highlights the positive impact on pupils from Ysgol Nebo, who would gain increased opportunities to socialise and collaborate with a larger group of peers. This appears to be a reasonable assumption.

The proposal acknowledges that closing Ysgol Nebo appears likely to have some negative impact on the community, as the building is used extensively and there is no dedicated community centre in the village. Residents of both Nebo and Nasareth make frequent use of the school's 'community room' to hold a range of events and activities, including Remembrance Sunday services, local clubs, and Welsh lessons. The loss of this space would present a significant challenge for the community, as these activities currently rely on the school building as their main hub.

The proposer outlines some mitigation, including the need to ensure that the Nebo community is aware of activities taking place at the alternative school and that collaboration between the two communities is encouraged. However, it appears that further detail is required to explain how community activities would be supported in practice, particularly during the transition period and in the longer term.

The proposal also states that Ysgol Nebo learners would benefit from the facilities and after-school activities available at Ysgol Llanllyfni. Despite this, the proposer does not explain how transport for out-of-hours activities, including breakfast club, will support the pupils who depend on this service to be able to take full advantage of these opportunities.

The council identifies three potential risks in relation to the proposal: a lack of decision-making, insufficient transportation for the new arrangements, and the quality of education in the short term while the school's situation is under review. The proposal sets out the possible impact of each risk and outlines appropriate steps to mitigate them.

The council does not anticipate that pupils will need to travel an unreasonable distance if they move to the alternative school. Ysgol Nebo is 1.6 miles from Ysgol Llanllyfni, and the journey takes around five minutes. Transport would be

provided in line with the county's policy, at an estimated annual cost of £17,000. This seems a reasonable approach; however, the information does not address transport for out of-hours or after-school activities.

The council has suitably demonstrated the current and future position of each school in terms of surplus places. Currently both schools have surplus places. Including nursery age pupils, Ysgol Nebo has 46 (79%) surplus places. Ysgol Llanllyfni has 45 surplus places (including 1 nursery place) and therefore provides sufficient capacity for the number of learners from both schools currently and for the next three years. Over the next five years, projections for Ysgol Nebo remain static at an average of 11 pupils. Disaggregated figures for Ysgol Llanllyfni show an average increase in pupil numbers around 13% over the same period. There appears to be a suitable rationale for combining numbers, increasing the number of classes across one school and making financial savings by only operating one school.

The proposal takes good account of the impact of the proposals on Welsh medium provision within the local authority and the extent to which the proposal supports the targets in the local authority's Welsh in Education Strategic Plan (WESP). Both schools are Welsh medium schools thus the proposal would maintain the availability of Welsh language provision. The language policy is the same for all Gwynedd primary schools; therefore, it is reasonable to conclude that the provision would remain consistent, regardless of which school learners choose to attend.

The local authority has provided a Welsh Language Impact Assessment, Equality Impact Assessment, and a Community Impact Assessment as part of this proposal. Estyn comments only on the overall merits of school organisation proposals and does not evaluate these individual impact assessments.

The council has appropriately considered the financial implications of the proposal. The average cost per learner at Ysgol Nebo is £25,867, compared with the average cost per learner in Gwynedd of £5,780. Under the proposal, the projected cost per learner at Ysgol Llanllyfni in 2026–27 is £5,798. This represents a notable saving in the school budget, with anticipated annual savings of around £143,000, reduced to approximately £113,000 after accounting for up to £30,000 in additional transport costs. In addition, in terms of staffing and wider school resources, if the proposal to close Ysgol Nebo is implemented on 31 December 2026, staff posts would end at that point, resulting in redundancies.

Educational aspects of the proposal

The council appropriately considers the impact of the proposals on the quality and standards in education, including pupil standards, wellbeing, teaching and learning experiences, care support and guidance, and leadership and management. The proposal also takes appropriate account of the outcomes of both schools' Estyn inspections. The proposer notes that Estyn judged the quality of education in both schools to be good.

The proposer has considered the likely impact of the proposals on the delivery of the full curriculum. In particular, the council notes that having a Cylch Meithrin on the Ysgol Llanllyfni site is likely to enhance provision for foundation learners. This provision provides Welsh-medium early years education and Flying Start provision. In contrast, aside from the school's nursery class, there is no other early years provision at Ysgol Nebo.

The proposer has adequately considered the impact of the proposals on learners with additional learning needs. It outlines that the Ysgol Llanllyfni building provides facilities equivalent to those at Ysgol Nebo, including suitable specialist provision for pupils with ALN. The proposal states that the needs of vulnerable learners would be assessed and met in line with the authority's policies and procedures.

The proposal acknowledges that school reorganisation can create disruption and uncertainty for learners. It notes that such disruption can usually be reduced through clear communication and meaningful engagement during the consultation process, and it has included opportunities for pupils to contribute their views. The proposal also appears to recognise the need for targeted and positive transition support for pupils at Ysgol Nebo as part of the implementation arrangements. The proposal also acknowledges the potential impact on staff and references a support package that will be available to staff where appropriate, throughout the process."

Summary of the Matters Raised by Estyn and the Council's Response

When considering Estyn's response to the proposal, the Council notes that Estyn has confirmed that the proposal is in accordance with the requirements of the Schools Standards and Organisation (Wales) Act 2013, and has noted that the proposal is likely to at least maintain the provision of education in the area. The Council welcomes this conclusion and notes that maintaining and improving learners' educational experience has been a central consideration when developing the proposal.

Estyn has highlighted the substantial sustainability challenges facing Ysgol Nebo, which include a continuous low number of learners, a high percentage of surplus places, small class sizes with a broad age range, and projected numbers that remain low. The Council notes that all these factors have been considered in detail as part of the options appraisal, along with the associated educational and financial impact. In this context, the Council clearly notes that there is sufficient capacity at Ysgol Llanllyfni, with appropriate surplus places, to receive Ysgol Nebo learners, and that current and future projections show that Ysgol Llanllyfni can provide for these numbers.

Estyn has also recognised the status of Ysgol Nebo as a rural school and has noted that it appears that the proposal addresses the additional requirements for rural schools. The Council confirms that the proposal has been specifically assessed against the relevant factors for rural schools, which include the presumption against closing rural schools, and that the proposal was deemed appropriate only after considering all reasonable alternative options and concluding that none of them addressed the main challenges.

The Council also notes Estyn's observations regarding Welsh-medium provision and confirms that the proposal would maintain constant Welsh provision within the county as both schools, which are the subject of the proposal, are Welsh-medium schools that operate under the same language policy.

Estyn has raised concerns about the potential impact of closing the school on the local community, considering the role of Ysgol Nebo as a key community resource, and has noted that more clarity is needed regarding practical mitigation arrangements, especially during the transition period and the longer term. The Council acknowledges these matters and recognises that the proposal could have a negative impact on the community. If the Cabinet were to decide to proceed with the proposal to close Ysgol Nebo, it is noted that the Authority's Post-use Policy would provide the framework for undertaking further discussions regarding appropriate options for the future use of the school building, including community use where appropriate, in order to seek to mitigate any negative impact on the local community.

In addition, Estyn has noted concerns regarding transport arrangements, especially in terms of learners' access to breakfast clubs and after-school activities. The Council notes the comment. Should the proposal be implemented, school transport arrangements would be made in accordance with Cyngor Gwynedd's Education Transport Policy. Under this Policy, Cyngor Gwynedd provides free home-to-school transport for learners who live within the county and are registered at a school maintained by the Council, namely primary-age learners who live 2 miles or more from their catchment school, or the nearest school (excluding nursery pupils). In addition, where it is assessed that a walking route is not reasonably safe for a primary-age child to use, transport arrangements will be provided in accordance with the provisions of the Policy. The Council recognises the importance of reliable transport for families. However, school transport is not generally provided to facilitate access to additional services such as breakfast clubs, and such arrangements are considered in line with the transport policy and the relevant statutory criteria.

The Council also notes that Estyn has recognised that the proposal gives due consideration to financial implications, the needs of learners with additional learning needs (ALN), and the need for transitional support for learners and staff. The Council confirms that, should a decision be made to implement the proposal, appropriate transition arrangements would be put in place to ensure continuity of provision, support and suitable resources during the process of transferring schools, in accordance with Cyngor Gwynedd's policies and procedures.

5. SUMMARY OF THE ISSUES RAISED BY CONSULTEES

A summary of the main issues raised during the statutory consultation period is provided below, together with the Authority's responses to those issues.

1. Objection to the proposal to close Ysgol Nebo

1.1 General objection to the proposal to close the school

	Comment	Council Response
1.1.1	<i>"It is extremely disappointing that there is consideration of closing the school... Entirely unfair to local young families who had hoped that their children would attend the school."</i>	The Council notes the objections and the significant disappointment expressed in relation to the proposal to close Ysgol Nebo. It was noted that clear opposition to the proposal was expressed, with a number of responses emphasising the historical, community and emotional value of the school, together with the view that the school should remain open despite low pupil numbers.
1.1.2	<i>"I disagree with the proposal to close Ysgol Nebo for a large number of reasons."</i>	
1.1.3	<i>"I disagree with the decision to close Ysgol Nebo."</i>	
1.1.4	<i>"I am extremely disappointed with the Council's approach and with the intention to close Ysgol Nebo."</i>	The Council also notes the comments made which highlighted the central role of Ysgol Nebo in the life of the local community over a very extended period, including specific references to the school's long history and its continuing contribution to village life.
1.1.5	Strong disappointment is expressed at the proposal to close the school, emphasising the value of the school despite low pupil numbers.	
1.1.6	"I don't agree with the proposal to close the school"	
1.1.7	"Keep the school open."	In addition, the views expressed are noted that the school is regarded as a community school offering a small, warm and supportive educational environment, where children have flourished and enjoyed a positive educational experience. The Council also notes the concerns raised that a move to a larger school could present challenges for some learners, particularly in terms of settling in, wellbeing and the personal nature of the educational experience.
1.1.8	<i>"I repeat and reinforce my clear objection to the proposal to close Ysgol Nebo on 31 December 2026."</i>	
1.1.9	The view is expressed that Ysgol Nebo should not be closed.	
1.1.10	Disagreement is expressed with the proposal to close the school, with the view that this position is shared by other parents at the school.	The proposal to close Ysgol Nebo is favoured by the Council as it addresses the significant challenges faced by the school, namely: • very low pupil numbers, which have been consistent over a period of time; • a very high proportion of surplus places; • small class sizes with a wide age range; • low future pupil number projections, which do not indicate a significant improvement in the situation;
1.1.11	"I would like to register my objection to the closure of Ysgol Nebo,"	
1.1.12	<i>"I do not agree with the proposal to close Ysgol Nebo. My children and grandchildren are former pupils of Ysgol Nebo and have received a very high-quality education."</i>	
1.1.13	"As an ex pupil of Ysgol Nebo, I am deeply saddened and disappointed at the proposed closure! The school wasn't just the start of my education; it was the foundation of my life...I hope the proposal to close it is reconsidered so as to allow future generations the chance of a wholesome and complete education experience!!...Ysgol Nebo is a wonderful institute and I believe the locals of Nebo... would benefit from the love, support and reassurances they offer."	

1.1.14	<i>“On behalf of Dolbenmaen Community Council, I would like to express our strong opposition to the proposal to close Ysgol Nebo... We call on Cyngor Gwynedd to reconsider this proposal.”</i>	• a clear pattern of catchment pupil choice, with the majority already attending other schools; and • a cost per pupil that is significantly higher than the county average, raising concerns regarding long-term financial sustainability. In addition, it is important to clarify, as set out in section 9 of the Statutory Consultation Document, that this was a statutory consultation held between 5 December 2025 and 23 January 2026. Comments submitted during the consultation period are not treated as formal objections. A specific opportunity to submit statutory objections would arise should the Cabinet decide to proceed to publish a statutory notice, in accordance with the requirements of the School Organisation Code. Following the statutory consultation period, and in accordance with the requirements of the School Organisation Code 011/2018, a consultation report must be submitted to the Cabinet in order to summarise the issues raised by consultees and to set out the Council’s response to those issues. Having considered the report, the Cabinet will decide whether or not to proceed with the proposal. The Council confirms that all comments received have been fully considered in the preparation of this consultation report (Appendix A – Consultation Report), and that they have informed the further assessments and the evaluation of the proposal and the reasonable alternative options. If the Cabinet decides to proceed after considering the consultation report, the proposal must then be published in the form of a statutory notice. The notice will be published on a school day, and a 28-day objection period will commence from the date of publication of the proposal. Any person may submit an objection to the proposal during this period. Once the objection period has closed, the Council will publish a summary of the statutory objections received together with the Council’s response to those objections in an “Objection Report”.
1.1.15	“It would be a real shame for Ysgol Nebo to close its doors after being the centre of the village for over 150 years. It has provided a warm, friendly educational environment for hundreds of children over the years. former pupils all have very fond memories of their time at the school.”	
1.1.16	<i>“I strongly oppose the closure of the school... It is a community school and the heart of the village.”</i>	
1.1.17	Clear objection is expressed to the closure of the school, with a call for it to be kept open. It is noted that the school is a significant and integral part of local community life.	
1.1.18	Sadness and objections are expressed regarding the closure of a rural school, emphasising that the school is a focal point of the community and has served the area for a long time. It is noted that children have been happy and have benefited from education in a small, homely environment, and that transferring to a larger school could present challenges in terms of settling in and wellbeing. It is emphasised that the school’s location enables children to enjoy and appreciate the history, beauty and natural environment of the local area as part of their educational experience.	
1.1.19	“Schools such as Nebo and Baladeulyn should be saved from closure.”	

		Thereafter, the Cabinet will make the final decision on the basis of the objection report. Once the Cabinet has reached its final decision, the decision will be issued in writing, together with the specific reasons for that decision.

2. Comments about Ysgol Nebo

2.1 Advantages of a small school, quality of education and inclusive admissions

	Comment	Council Response
2.1.1	"The small number of students at Nebo school does not make financial sense. However, the small number of students has many advantages. Students, together with the outstanding teachers and support staff, have created a very safe, secure, supportive and confidence building environment for all those students that attend."	The Council notes the comments expressed which highlight the potential benefits of the educational provision at Ysgol Nebo, including high-quality personalised education, small class sizes, a high level of individual attention, and the close relationships between pupils, staff and the community. Some responses also highlighted the positive impact of the nurturing environment on the confidence, wellbeing, social development and emotional needs of certain learners, particularly those who thrive in small rural settings.
2.1.2	"the fact that there numbers on roll have risen this academic year to 12 is a reflection that it is attracting students to the school"	
2.1.3	"Ysgol Nebo has demonstrated that the quality of teaching and support provided to the learners attending is having significant benefits, as demonstrated by the 50% increase in pupils this year. It is established that investing in children at a young age and addressing any challenges they face will reap benefits as they grow older"	In accordance with the requirements of the School Organisation Code (011/2018), an Assessment of the likely impact of the proposal on the Quality and Standards of Education was undertaken and subsequently updated following consideration of the comments received during the consultation. The revised assessment acknowledges that the current performance of Ysgol Nebo has been evaluated as 'Good' by Estyn, and that the existing provision offers a positive educational experience for the learners currently attending the school.
2.1.4	<i>"In my opinion, the teachers are among the best I have ever encountered and they give more than enough time to every child."</i>	
2.1.5	<i>"Why create large classes that do not give a child a fair chance to receive attention, causing them to fall behind in their academic life? Not to mention creating more pressure on teachers in schools with too many pupils in a class."</i>	In the same context, the Council is of the view that the provision proposed at Ysgol Llanllyfni, as the alternative school, includes classes of a more appropriate size with a narrower age range, which may offer benefits for some learners. These include increased opportunities to learn and socialise with peers of the same age.
2.1.6	"Ysgol Nebo is more like a family, and there is always the feeling of a family there in the school. The children and staff have a very good relationship, and all the staff know the children very well."	
2.1.7	<i>"As someone who was educated at Ysgol Nebo for five years and later left the UK – those formative years in the village nurtured a sense of belonging, culture, language and happiness alongside an excellent foundational education."</i>	However, it is noted that the review of the future of Ysgol Nebo is being undertaken as the school is facing increasing challenges, including, persistently low learner numbers, a very high proportion of surplus places,
2.1.8	<i>"For the children... it is clear that the children receive a good education, so that is not a matter for debate."</i>	

2.1.9	It is noted that the school provides a useful option when another school within the catchment area is not suitable.	small classes with wide age ranges, and enrolment projections that are expected to remain low in the medium and long term. In addition, catchment area patterns show that the majority of learners choose to attend other schools. On the basis of comparing Estyn reports and assessing the options against the relevant criteria, the Quality and Standards of Education Impact Assessment indicates that implementing the proposal to close Ysgol Nebo and transfer learners to Ysgol Llanllyfni would be likely to have a neutral or partially positive impact on the quality and standards of education. It is noted that the provision at the alternative school is at least equivalent to the current provision and enables learners to be taught alongside a greater number of peers of the same age.
2.1.10	“I had first-hand experience on how this school has had a positive impact upon the pupils attending this school. This school is vital in supporting children who need extra support in a relaxed environment connecting with nature and the positive basics of life. This school provides and nurtures all children and this needs to continue”	
2.1.11	The school’s staff are described as experienced, compassionate and dedicated, creating a warm and supportive environment.	
2.1.12	It is stated that the nurturing environment supports pupils’ confidence, wellbeing and personal development.	
2.1.13	It is noted that some pupils thrive in a small rural school where they receive sufficient attention, and that the atmosphere within the school feels safe to them.	
2.1.14	It is noted that the small cohort size supports education, social development and empathy, with stronger relationships between pupils.	
2.1.15	It is noted that small class sizes and mixed-age teaching practices support social development, empathy and positive interaction between pupils. It is emphasised that small class sizes enable more individual time and attention from teachers and support staff.	As above.
2.1.16	“The consultation document claimed (without detailed evidence) that ‘bigger classes are better’ but the evidence from Ysgol Nebo suggests that this is not necessarily the case in all circumstances.”	
2.1.17	“Cyngor Gwynedd claims that ‘bigger classes are better’. Unfortunately, there is no research to support this claim, with the Human Scale Education organisation presenting robust evidence that proves the opposite. I therefore ask for your evidence and sources to support this recommendation.”	

2.2 Quality of educational provision and evidence of high standards

	Comment	Council Response
2.2.1	<i>"Ysgol Nebo provides a very high quality of education for its pupils (5 × 'Good' compared to 3 × 'Good' for Ysgol Llanllyfni in 2017)."</i>	The Council notes the comment regarding the standard of education at Ysgol Nebo, including the findings of Estyn inspections.
2.2.2	<i>"The Impact Assessment Pack confirms that there is no educational failure at Ysgol Nebo. The school was assessed as 'Good' by Estyn."</i>	The Council notes the comment regarding the standard of education at Ysgol Nebo, including the findings of Estyn inspections.
2.2.3	<i>"Ysgol Nebo has provided a consistently high-quality educational service to pupils without interruption."</i>	The Council notes the comment regarding the standard of education at Ysgol Nebo.

2.3 Positive relationships, school ethos and their impact on pupils' success and wellbeing

	Comment	Council Response
2.3.1	<i>"During the pandemic period, Nebo pupils received remote support and care from their teachers... however... some of those who missed their early years education during the pandemic are now, more often than not, struggling with their needs within larger classes."</i>	The Council notes the comment.
2.3.2	"Recently, Ysgol Nebo has been welcoming more children who have found larger, busier schools too overwhelming. The smaller classes and rural location have meant that children who have found returning to school since Covid feel secure in this school...The rural location provides safe places for walks and engaging with nature "	The Council notes the comment.
2.3.3	"The success of educating young people often depends on the relationships developed between students/pupils and teachers / schools. The more positive that relationship, the more the student will achieve; not just academically but in terms of the students' well being, mental health and ability to cope with life as an adult."	The Council notes the comment.

2.4 Experiences of learners / former pupils

	Comment	Council Response
2.4.1	"I have seen that children who attend Ysgol Nebo are being taught so much alongside and beyond facts and figures. They are encouraged to care for nature, their environment and their community, to care for their peers and to respect their elders, all important qualifications towards growing up and becoming good citizens – so much of this can be lost within a larger school environment, due to time and resource restraints."	The Council notes the positive comments regarding learners' experiences and development.
2.4.2	<i>"As a grandmother to two boys... I have seen them benefit from the unique dedication, commitment and care of the teaching staff, and they transitioned to secondary school with complete ease, becoming confident and mature young teenagers."</i>	The Council notes the positive comments regarding the experiences and development of past-learners.

2.5 Community links and outdoor learning

	Comment	Council Response
2.5.1	<i>"Ysgol Nebo is special and unique, and provides education within a safe, nurturing, happy and homely environment due to its location; its close relationship with the community; and the type of education it delivers on a daily basis, which is not possible in other schools because of its setting and the space available there. It offers kinaesthetic education within the natural outdoor environment, and is able to respond to the specific needs of its pupils, whether mainstream learners or those experiencing low confidence, health challenges, anxiety, lower levels of attainment, additional learning needs or neurodiversity, both within the school building and beyond... Pupils are able to express their thoughts, reflect, and discuss the world around them in a relaxed atmosphere... This is the kind of education it provides daily, which is not possible in other schools due to its location and the space available there... It is able to respond to the individual needs of its pupils, whether mainstream pupils or those experiencing low confidence, health challenges, anxiety, lower ability, additional learning needs or neurodiversity. Pupils are able to express their thoughts, their reflections, and to discuss the world around them in a calm and supportive environment."</i>	The Council notes the positive comments submitted regarding the educational experience at Ysgol Nebo, including the value of outdoor learning provision, the supportive environment, and the personalised support associated with the school's size and location. These matters have been taken into account in updating the Quality and Educational Standards Impact Assessment, which concludes, based on a comparison of Estyn inspection findings and the relevant evidence, that the educational provision offered at Ysgol Llanllyfni is at least equivalent to the standard of education currently provided at Ysgol Nebo, with additional benefits, including the opportunity for learners to be taught alongside a greater number of peers of the same age. As a result, the assessment identifies that the likely impact on the quality and standards of education would be neutral or partially positive should the proposal be implemented.
2.5.2	<i>"They are offered opportunities for outdoor learning, which is wonderful for young children, providing excellent opportunities and completely different</i>	As above.

	<i>ways of learning. My [child] loves it there... and it would be a shame to have to move to another school because the Council wants to save money. What about the impact on the children? Losing the best learning opportunities and the one-to-one time with their teachers.”</i>	
2.5.3	It is noted that pupils at Ysgol Nebo behave well and engage positively with their education. Attention is drawn to outdoor learning activities that allow children to appreciate and enjoy the local environment.	As above.
2.5.4	Attention is drawn to the value of the outdoor area as an educational resource that supports emotional regulation and social development.	As above.
2.5.5	It is noted that the school’s location and size facilitate more educational visits and extended learning experiences.	As above.

2.6 Small class sizes and effective support for pupils with additional learning needs (ALN)

	Comment	Council Response
2.6.1	<i>“Ysgol Nebo provides better additional learning needs (ALN) education for pupils than any other school.” “Most other schools provide ALN education separately from the rest of the class – in the hall, in another classroom, even in the corridor – but Ysgol Nebo fully includes pupils with ALN within their classes, and has always done so.”</i>	The Council notes the comments received which emphasise the inclusive support provided for learners with Additional Learning Needs (ALN) at Ysgol Nebo, including the view that the school’s small size in terms of pupil numbers and teaching approach enable a high level of inclusion, personalised attention, and a flexible response to the emotional, social and neurodiverse needs of some learners. The Council also notes the comments which expressed the view that smaller class sizes can be of particular benefit to children who experience difficulties in larger settings, and that Ysgol Nebo may offer an alternative educational model for those learners. In accordance with the requirements of the School Organisation Code 011/2018, a Quality and Standards of Education Impact Assessment was undertaken and included as part of the statutory consultation documentation. Following consideration of the comments received, the assessment was updated.
2.6.2	It is noted that the school is particularly well suited to children with emotional, social or neurodiverse needs who struggle in more traditional, larger settings.	
2.6.3	<i>“There is a unique opportunity here to adapt Ysgol Nebo and create a solution to meet the needs of vulnerable pupils.”</i>	
2.6.4	“Presumption that bigger classes are better, when there has been an acknowledgement by the education officers that smaller classes really help children with special needs, whatever those are. Ysgol Nebo could provide these smaller more focused classes for such children”	
2.6.5	“The presumption that larger classes are better, goes against what is currently being found in other parts of the UK where they are actively trying to reduce class sizes. It has been an acknowledgement by the education	

	officers that smaller classes really help children with special needs, whatever they may be.”	The revised assessment continues to acknowledge that all schools have a statutory duty to provide appropriate support for learners with ALN, and notes that larger schools often have broader provision, more robust support structures, and access to a wider range of interventions and specialist support. Based on a comparison of Estyn inspection findings and the relevant evidence, the assessment concludes that the educational provision offered at Ysgol Llanllyfni is at least equivalent to that currently offered at Ysgol Nebo, including in terms of supporting learners with ALN. As a result, while the Council notes the views expressed in favour of smaller class sizes and the perceived benefits for some learners, the Quality and Standards of Education Impact Assessment, as updated following the consultation, concludes that implementing the proposal would be likely to result in a neutral or partially positive impact on the quality and standards of education, and notes that the provision at the alternative school would be able to meet learners’ needs, including those with ALN, in accordance with statutory requirements and the Authority’s policies.
2.6.6	“Presumption that bigger classes are better, when there has been an acknowledgement by the education officers that smaller classes really help children with special needs, whatever those are... Whilst there is a diagnosis for children with ALN, there are many other children who have difficulties or issues who also need a different kind of support. This is often not possible in bigger schools, whereas Ysgol Nebo can already show the value of the kind of education that is offered for exactly these children, who are flourishing here.”	

2.7 Impact on the Welsh language and Welsh ethos

	Comment	Council Response
2.7.1	“My [child] went to Nebo school for only 1 year, but it was the most amazing year of his young life. We came to Wales from [...], [they] didn’t speak word of Welsh before we left. [They] was fluent after a year.”	The Council notes the positive comments expressed regarding the learner’s educational experience at Ysgol Nebo, including support for language development and the successful integration into the Welsh language within a short period.
2.7.2	“Ysgol Nebo has always adhered to a very even Welsh-English policy so new children from other schools with special needs could integrate easily.”	The Council notes the comment.

2.8 Social development and empathy

	Comment	Council Response
2.8.1	"I was struck by the loving nurturing family atmosphere in Nebo school, and impressed by how much access the pupils had to real-life, community, and outdoor learning experiences. Hence, we were willing to give Nebo school a try. My [child] loves it and quickly settled in to all the wonderful learning opportunities... We have also observed how much our [child] interacts with and supports younger children... We think that small mixed-age classes like this are perfect for more rounded overall social development."	The Council notes the comment.

2.9 Direct experience of improved wellbeing

	Comment	Council Response
2.9.1	"we just decided to give ysgol Nebo a chance for [child].I couldn't have been happier than iam now as [their] mother witnessing my [child] from being a very anti social child to becoming my [child] again..Ysgol Nebo have truly helped in helping my [child] heal and I'm so grateful for the teachers who have truly helped her ...My [child] is so happy now going to school... looks forward going to school something ... learning Welsh and doing so well she's made amazing friends ...I can now sit In my home knowing my [child] is happy in school something I never had .Please I'm begging you as her mother find a way to not close Ysgol Nebo I'm so worried and sad to even imagine my [child] going back to square one again,please don't take my [child's] happiness ...been through so much trauma and I can't bare to see [child] go back if Ysgol Nebo was to close.I would love for [child's sibling] to join the school as well."	The Council notes the comment.

2.10 High percentage of out-of-catchment learners attending Ysgol Nebo

	Comment	Council Response
2.10.1	“Currently 78% of pupils come from outside the catchment area. Surely this indicates that Ysgol Nebo has a good reputation in the local area? This is an additional reason to try to keep the school open.”	The Council notes the comments highlighting that a high proportion of learners attending Ysgol Nebo live outside the catchment area, and the views expressed that this reflects positive educational experiences at Ysgol Nebo. However, it is also noted that there is a consistent pattern whereby a significant proportion of learners residing within the Nebo catchment attend schools outside the catchment. According to January 2026 data, 78% of children living within the Ysgol Nebo catchment attend schools outside the catchment, while 83% of learners attending Ysgol Nebo live outside the catchment.
2.10.2	“The document states 78% attend from outside catchment area, so there must be something attracting learners.”	
2.10.3	“It has been said that some of the learners now at Ysgol Nebo used to dread going to their previous school but now are enthusiastic about attending. Some 78% of these learners travel from outside the school’s catchment area which indicates that the learner experience on offer at Ysgol Nebo has distinctive benefits over other local schools”	
2.10.4	<i>“A number of pupils from outside the catchment area choose to attend the school, due to the friendly and supportive nature of the school, which ensures that pupils thrive regardless of their ability or needs.”</i>	As above.
2.10.5	<i>“a high percentage of out-of-catchment pupils attend the school, which suggests that parents are choosing Ysgol Nebo for specific reasons, such as small class sizes, individual care, and wellbeing.”</i>	As above.
2.10.6	“If 78% attend from outside catchment area, there must be something attracting learners? Ysgol Nebo has a reputation for helping children to flourish especially if they have some needs,”	As above.
2.10.7	<i>“If 78% of pupils attend from outside the catchment area, there must be something attracting learners. Ysgol Nebo has a reputation for helping children to flourish, particularly those with additional needs.”</i>	As above.
2.10.8	“If 78% attend from outside catchment area, there must be something attracting learners?”	As above.
2.10.9	<i>“If 78% attend from outside the catchment area, there must be something attracting learners?”</i>	As above.
2.10.10	“If 78% attend from outside catchment area, there must be something attracting learners? Ysgol Nebo has a reputation for helping children to flourish especially if they have some needs”	As above.

2.10.11	It is noted that a high percentage (75%) of out-of-catchment pupils attend Ysgol Nebo, which suggests that specific qualities are attracting families to the school. A question is raised as to what assessment has been undertaken to determine what is attracting learners to Ysgol Nebo. It is suggested that the small, nurturing nature and community ethos of Ysgol Nebo are the factors attracting learners.	As above.
2.10.12	It is noted that approximately half of the pupils transferred from Ysgol Llanllyfni.	As above.

2.11 Comments highlighting a recent increase in pupil numbers at Ysgol Nebo

	Comment	Council Response
2.11.1	"This September the number of learners at the school increased by 50% to 12."	The Council notes the comments expressed highlighting the recent increase in learner numbers at Ysgol Nebo, including the fact that numbers rose to 12 learners in September 2025. The views expressed that low pupil numbers present a wider challenge affecting schools across the County are also acknowledged. Despite the recent increase, pupil numbers have been low for some time, with only 11 Reception to Year 6 learners and 1 Nursery learner on the register in September 2025, compared with the school's capacity of 51, resulting in a very high proportion of surplus places. The projections suggest that pupil numbers are expected to remain low, with approximately 10 Reception to Year 6 learners and 2 Nursery learners projected by September 2028. While the Council recognises that unforeseen factors may affect pupil numbers in the future, the evidence currently available suggests that a sustainable increase in learner numbers at Ysgol Nebo is not expected in the medium or long term. As a result of persistently low pupil numbers, Ysgol Nebo faces increasing challenges in terms of the sustainability of the provision, including a high level of surplus places, very small classes with wide age ranges, and more limited opportunities for learners to be taught alongside peers of the same age.
2.11.2	<i>"I acknowledge that Ysgol Nebo is in a vulnerable position due to low pupil numbers; however, this is part of a wider pattern across the County and not a situation unique to Ysgol Nebo. The school's pupil numbers have increased by 50% since the previous year, which undermines the conclusion that decline is inevitable."</i>	
2.11.3	<i>"Small schools are also less affected by change (for example, a 10% reduction in the number of children being born would mean two fewer children in a small school with 20 pupils, whereas a school with 200 pupils would lose 20). Small schools are better suited to the future, as pupil numbers are likely to be lower overall and schools therefore smaller in size. The reality is that the County's larger schools want to fill their classes to make up for losses, and therefore seek to prioritise the closure of small schools to plug the gap. The Council is very willing to fund the largest schools in the county, even though pupil numbers are also declining there."</i>	

2.12 Comments questioning the reliability of pupil number projections

	Comment	Council Response
2.12.1	<i>"The 'projected numbers' are not expected to increase, but this is also speculative."</i>	The pupil number projections for Ysgol Nebo have been prepared on the basis of information relating to past trends and relevant data available at the time of the review. Projections for the first three years are provided by the school, while the projections for years four and five are calculated by the authority. It is acknowledged that producing pupil number projections is not an exact science, and that unexpected factors may influence numbers in any community over time. Nevertheless, based on current learner numbers, projected numbers, and admission trends over a number of years, the Education Department is of the view that the evidence suggests learner numbers at Ysgol Nebo are likely to remain low in the medium and long term.
2.12.2	<i>"Demographics can be upset by unforeseen factors."</i>	
2.12.3	<i>"Pupil number forecasts are notoriously unreliable. Many facts are beyond the forecasters' control such as housing policy, refugee situation, planning practice, gentrification and area reputations of schools. Building and opening new schools, soon after the closure of others, may not make much planning sense at all."</i>	
2.12.4	<i>"It is impossible to tell if numbers of pupils will fall or rise in the next ten years."</i>	
2.12.5	<i>"I certainly accept that a decline in birth rates is something that needs to be considered – but of course things can change, and the officers' theories are just that: 'forecasts'. When I was at Ysgol Nebo, there were two pupils in my infant year, whereas there were eight pupils when I left Year 6 (an increase of 300%)."</i>	

2.13 Impact of uncertainty about the school's future on parental choice and pupil numbers

	Comment	Council Response
2.13.1	<i>"Officers have failed in their duty to ensure that local children want to attend these schools. It is no secret that Gwynedd officers have wanted to close the school for years. It is stated that only 29% of children in the catchment area attend the school – this does not surprise me, as the Council's action of hanging this decision over the community for years like a sword of Damocles has had an impact. Of course parents do not want their children to be forced to move part-way through their education – this is entirely natural."</i>	The Council notes the comments received which express concern that ongoing uncertainty regarding the future of Ysgol Nebo has influenced the decisions of some parents to send their children to other schools, and that this may have contributed to current enrolment patterns. It was also expressed that a lack of long-term certainty can undermine parental confidence in the local provision, and that this is unfair on the community and the school. The Council acknowledges that stability and certainty are important factors for parents when making decisions about their children's education, and that prolonged periods of uncertainty can create anxiety for families. In this
2.13.2	<i>"It is noted that ongoing uncertainty about the future of the school has led some parents to send their children to other schools, and that this is unfair."</i>	

2.13.3	<i>“I am responding to this proposal as an individual because of my personal experience – firstly of the closure of a similar village school in my own community, and secondly because of the current battle here in Carmarthenshire to oppose the closure of Ysgol Meidrim, as I believe there are lessons here for deciding the future of Ysgol Nebo.”</i> <i>“There was a proposal to close Ysgol Llanfihangel-ar-arth back in 1986 because the County Council had forecast that there would be only 9 children in the school by 1991. The battle to keep the school open was won, and in 1991 there were 31 pupils, not 9. The lesson is that parents are far more likely to send their children to a school when there is certainty about its future for the years ahead.”</i>	context, it is noted that the Council is reviewing the future of Ysgol Nebo, as the school is facing increasing challenges, including persistently low pupil numbers, a high proportion of surplus places, catchment patterns, and pupil number projections in the medium and long term. As set out in the Statutory Consultation Document, formal discussions regarding the future of Ysgol Nebo commenced following a Cabinet decision on 11 February 2025 to allow the Education Department to engage with the governing body, parents and relevant stakeholders in order to consider a range of possible options. Local meetings were held as part of this process, prior to the Cabinet’s decision on 14 October 2025 to proceed with a statutory consultation, in accordance with the requirements of the School Standards and Organisation (Wales) Act 2013 and the School Organisation Code (011/2018). The Council notes that these discussions were undertaken to consider the challenges facing the school and to gather relevant evidence before moving to the statutory consultation stage. It is acknowledged that a number of different factors and considerations influence parents’ educational choices.

2.14 Comments on on-site school meal preparation and reduced reliance on food transported from other schools

	Comment	Council Response
2.14.1	<i>“There is a kitchen there so that food can be prepared on site rather than being cooked in another school and transported in.”</i>	The Council notes the comment.

3. Educational value of a small rural school

3.1 Personalised education, small classes and individual attention

	Comment	Council Response
3.1.1	<i>“A small school offers high-quality, personalised education, with individual support for every child in a safe and supportive environment.”</i>	The Council notes the comments received which emphasise the benefits of a small school, including high-quality personalised education, small class sizes, and a high level of individual attention for learners within a safe, supportive and inclusive environment. The Council also notes the view expressed by some respondents that teaching approaches and larger class sizes in larger schools can be challenging for some children, potentially reducing opportunities for individual support. In accordance with the requirements of the School Organisation Code 011/2018, an Assessment of the likely impact of the proposal on the Quality and Standards of Education was undertaken and included as part of the statutory consultation documentation. Following consideration of the comments received during the consultation, the Quality and Standards of Education Impact Assessment was updated to reflect the issues raised, including comments regarding the benefits of small class sizes, personalised education, and the positive learning experience currently provided at Ysgol Nebo. However, this update has not resulted in a change to the overall conclusion of the assessment. The revised assessment acknowledges that the current performance of Ysgol Nebo has been evaluated as “Good” in the most recent Estyn inspection. In this context, it is important to note that Ysgol Nebo is under review because it is facing increasing challenges, including persistently low pupil numbers over an extended period, a very high proportion of surplus places, small class sizes with broad age ranges, and enrolment projections that remain low in the medium and long term. In addition, the evidence shows that catchment area patterns have resulted in the majority of pupils attending other schools. The Impact Assessment on the Quality and Standards of Education, as updated following the consultation, concludes, that implementing the proposal to close Ysgol Nebo and transfer pupils to Ysgol Llanllyfni would
3.1.2	“Small rural schools like ours offer a learning environment that is difficult to replicate elsewhere. With smaller class sizes, pupils receive more individual attention, stronger academic support. Teachers are able to know their students well, respond to individual needs, and foster a positive and inclusive school culture.”	
3.1.3	“the small class sizes foster individualized attention and a more personalized learning experience, which is incredibly beneficial for early childhood development.”	
3.1.4	“The small size of classes allowed for a much more personal and relaxed approach to a relatively difficult time in a young persons life.”	
3.1.5	It is noted that the small size of the school enables teachers to provide more personalised attention and to meet individual learning needs.	
3.1.6	Reference is made to teaching experience in a large school to highlight the negative effects of large classes on individual attention. It is emphasised that smaller classes enable personalised education where every child is seen and heard.	
3.1.7	“Much is written in the media and elsewhere about the benefits of small schools, and this often in relation to the private education sector – why therefore are small schools considered to be beneficial to the private sector, but not to the public sector?”	
3.1.8	“Where I live now they closed our village school and moved them to a bigger school... children in these larger classrooms get left behind and struggle a lot more as the teachers are unable to give them any extra help due to the higher work load so the less academic children literally struggle to keep up”	
3.1.9	It is argued that standard teaching approaches in larger schools can be overwhelming for some children.	

3.1.10	“The Consultation Document states that bigger class sizes are preferable. Feedback from former teachers is that the smaller the class sizes, the better.”	be likely to have a neutral or partially positive impact on the quality and standards of education. The assessment notes that the standard of education provided at Ysgol Llanllyfni is at least equivalent to that currently provided at Ysgol Nebo, and that the alternative school is able to offer broader opportunities for learners to be taught alongside a greater number of peers of the same age.
3.1.11	It is noted that the family wishes for their child to attend Ysgol Nebo when they reach school age, as small class sizes and more focused attention from a teacher are considered beneficial. The school’s community interaction and relationships are highlighted as an integral part of a ‘complete’ and balanced educational experience.	

3.2 Mixed-age classes, social development and wellbeing

	Comment	Council Response
3.2.1	The theoretical and educational policy basis of the consultation document is questioned, with the claim that it is founded on an assumption that teaching large groups of learners of the same age provides better learning experiences than those offered by small rural schools with mixed-age classes. It is argued that schools such as Ysgol Nebo offer an alternative educational model with developmental and wellbeing benefits, including stronger cross-age relationships, greater individual support, and increased opportunities for practical learning and community engagement. Specific concern is expressed regarding the conclusions of the educational impact assessment, which suggest a positive effect from transferring learners to a larger school on the basis of access to a greater number of same-age peers. The comment argues that, given that recent inspections of both schools assessed their provision as “Good”, the impact could be neutral or potentially adverse from the perspective of social development and wellbeing. Reference is made to theoretical evidence supporting the view that large single-age settings may weaken connections with adult role models and reinforce an overly peer-focused culture. In addition, it is emphasised that small schools are able to offer broader and more flexible educational experiences, such as more frequent educational visits, outdoor learning, and stronger links with the local community, which are viewed as making a direct contribution to learners’ wellbeing. It is argued that the only clear advantage identified in relation to closing the school is financial savings for the Education Department, and the comment questions whether such a sole focus on savings is compatible with the Council’s duties under the Well-being of Future	The Council notes the comments received which draw attention to the potential benefits of education within a mixed-age setting, particularly in terms of social development, relationships between pupils of different ages, and supporting the wellbeing and confidence of children in small rural schools. The Council also notes the view expressed by some respondents that mixed-age classes can operate as an extended family environment, where older pupils support younger ones and contribute to positive social experiences, and that such models are difficult to replicate in larger schools. In accordance with the requirements of the School Organisation Code 011/2018, an Assessment of the likely impact of the proposal on the Quality and Standards of Education was undertaken and included as part of the statutory consultation documentation. Following consideration of the comments submitted during the consultation, the Impact Assessment was updated to reflect the issues raised. However, this update has not resulted in a change to the overall conclusion of the assessment. The revised assessment acknowledges, based on the most recent Estyn inspection of Ysgol Nebo, that the school was evaluated as “Good” in the area of wellbeing and attitudes to learning. In this context, it is important to note that Ysgol Nebo is under review due to a number of significant and ongoing challenges, including persistently low pupil numbers over an extended period, a very high proportion of surplus

	Generations (Wales) Act, which require consideration of wider social and wellbeing impacts in addition to direct financial costs.	places, small class sizes with wide age ranges, and enrolment projections that remain low in the medium and long term. In addition, the evidence shows that catchment area patterns have resulted in the majority of pupils attending other schools.
3.2.2	<i>“Small schools such as Nebo offer individual attention, smaller classes, and personalised support that are essential to academic progress and emotional wellbeing. Moving to a larger school would reduce these opportunities and could cause stress for children, particularly younger pupils. It is believed that losing this warm and community-based environment would have a negative impact on children’s confidence and social development.”</i>	However, based on a comparison of Estyn reports and an assessment of the options against the relevant criteria, the Impact Assessment shows that implementing the proposal to close Ysgol Nebo and transfer pupils to Ysgol Llanllyfni would be likely to have a neutral or partially positive impact on the quality and standards of education. The assessment notes that the standard of education provided at Ysgol Llanllyfni is at least equivalent to that currently provided at Ysgol Nebo, and that the alternative school is able to offer broader opportunities for learners to be taught alongside a greater number of peers of the same age.
3.2.3	<i>“In addition, children who feel alienated are more likely to feel more confident in a small school where teachers and support staff provide care and support.”</i>	As a result, while the Council notes the views expressed in favour of mixed-age education and the potential benefits for the social development and wellbeing of some learners, the Quality and Standards of Education Impact Assessment, as updated following the consultation, reaches the same conclusion. It is concluded that the standard of education provided at Ysgol Llanllyfni is equivalent to the standard of education provided at Ysgol Nebo. As there are more learners at Ysgol Llanllyfni, should the proposal be implemented, it is anticipated that there would be opportunities for children to be taught in larger groups, alongside age-appropriate peers, thereby broadening their experiences. On this basis, it is concluded that there would be a positive impact on teaching and learning experiences from educating learners from the Nebo catchment area at Ysgol Llanllyfni.

3.3 Small rural schools: sense of belonging, community, pupil wellbeing and the wider role of the school within the local area

	Comment	Council Response
3.3.1	The importance of a sense of belonging for children growing up in rural areas is emphasised.	The Council notes the comments received which emphasise the role of small rural schools in fostering a strong sense of belonging, close-knit communities, and positive relationships between pupils, families and staff. The Council also notes the comments made which highlight the additional opportunities that may be available to pupils in small schools to participate in activities, community projects and outdoor learning, thereby enriching the school experience and supporting the wellbeing and confidence of children growing up in rural areas. In addition, the Council notes the comments expressed by some respondents that small schools play a wider role within the local community, including making use of local resources, supporting local economic activity, and contributing to wider sustainability, such as reducing the need to travel.
3.3.2	It is noted that small rural schools foster a strong sense of community, where pupils, parents and staff know each other well.	
3.3.3	It is highlighted that pupils in small schools have more opportunities to participate in activities and projects, enriching their overall school experience.	
3.3.4	It is noted that rural schools offer strong opportunities for outdoor learning and experiences linked to the natural environment.	
3.3.5	It is noted that small schools often make use of local resources, thereby reducing the carbon footprint and supporting the local economy.	
3.3.6	The view is expressed that it is important for communities to keep small rural schools open in order to secure a better future for children.	In accordance with the requirements of the School Organisation Code 011/2018, the likely impact of the proposal on the quality and standards of education was assessed. Although the Quality and Standards of Education Impact Assessment was updated following consideration of these comments, the additional considerations have not led to any change in the conclusion of the assessment. In this context, it is important to note that Ysgol Nebo is under review due to a number of significant and ongoing challenges, including persistently low pupil numbers over an extended period, a very high proportion of surplus places, small class sizes with wide age ranges, and enrolment projections that remain low in the medium and long term. In addition, the evidence shows that catchment area patterns have resulted in the majority of pupils attending other schools. As a result, while the Council notes the comments received regarding the community and educational value of a small rural school such as Ysgol Nebo, the Quality and Standards of Education Impact Assessment, as updated following the consultation, indicates, if the proposal were to be implemented, the alternative provision at Ysgol Llanllyfni would be able to offer an educational arrangement that continues to support appropriate quality and standards of education for learners in the catchment area.
3.3.7	“My main objective is to raise awareness on how these Schools are vital and much needed in communities that provide, not just a safe haven for children, mental health, happiness, treated fairly and understood, they thrive with the aim of reaching their full potential.”	

4. Comments in favour of the proposal to close Ysgol Nebo

4.1 Value for money, cost per pupil and financial fairness

	Comment	Council Response
4.1.1	<i>"I strongly support the proposal. Continuing to maintain both schools when their numbers are so low, empty place levels are so high and the cost per-pupil so elevated in a challenging financial climate is unfair, unreasonable and unethical. It is outrageous that schools with a per-pupil cost of £5–6k are facing 'redundancy' arrangements, while very small schools with a per-pupil cost three or four times higher are being protected."</i>	The Council notes the comment.
4.1.2	<i>"I agree that the school should be closed as it does not offer value for money. It is completely absurd that so many resources are being allocated to educate such a small group of pupils, at the expense of larger schools... It would be beneficial for the children of Nebo to mix and socialise with more children of the same age."</i>	The Council notes the comment.
4.1.3	Support is expressed for closing the school on the basis that the provision is not considered to offer sufficient value for money, with the view that the loss of the school would not have a significant impact as pupils could be transferred to Ysgol Llanllyfni.	The Council notes the comment.

4.2 Perceived advantages of larger schools and single-age classes

	Comment	Council Response
4.2.1	<i>"Overall, I believe that my children's experience of a 'large school' has been more positive than that of their peers in 'small schools'... having a single-year class means that all lesson content is relevant to them – in contrast to the situation in mixed-age classes where teachers have to divide their time between several age groups (five years in one class that I am aware of!...). They have more peers their own age and a wider choice of friends... they come into contact with and engage with many children from a range of backgrounds, which is a much more representative experience of what awaits them in wider society... Primary schools should prepare pupils for secondary education – I imagine that moving from a primary school with fewer than 20 pupils to a secondary school twenty times the size would be genuinely frightening."</i>	The Council notes the comment.

4.3 Rationalisation of school provision and demographic change

	Comment	Council Response
4.3.1	<i>“There are far more schools than are needed; they are a reflection of the needs of society 100 years or more ago, when population distribution was different and people’s mobility was much more limited. Travel is far easier today and there is no need for so many schools to be located so close together. People are perfectly willing, and choose, to travel to schools other than the nearest one, as evidenced by the numbers of out-of-catchment pupils.”</i>	The Council notes the comment.

5. Impact of the proposal on the wellbeing, individual care and educational experience of current Ysgol Nebo learners

5.1 Respondents’ concerns regarding the impact of changing schools and relocating learners on emotional wellbeing, social adjustment and vulnerable groups

	Comment	Council Response
5.1.1	<i>“The proposal to transfer pupils to Ysgol Llanllyfni raises concerns regarding travel, pupil wellbeing, and the emotional impact of changing schools, particularly for younger children. This could affect their confidence, sense of belonging, and overall educational experience... Changing schools could lead to increased levels of stress and anxiety among pupils, particularly younger children who may find changes to their routine and friendships difficult. An emotional connection with the current school is important for children’s wellbeing and development.”</i>	The Council notes the concerns expressed by respondents regarding the potential impact of relocating current Ysgol Nebo learners to a larger school, particularly in terms of emotional wellbeing, social adjustment and the confidence of younger children and vulnerable learners. The Council also notes the concerns expressed that moving from a small school environment, with small class sizes and personalised support, to a setting with larger classes could make it more difficult for some pupils to adjust, form new friendships and feel part of the school community. This included concerns about the risk of bullying and the potential impact on pupils with additional learning needs. The Council also notes the concerns raised in relation to learners who have already moved school in the past, noting that further relocation, or a return to schools previously attended, could result in a disproportionate impact on their emotional wellbeing. In addition, the Council notes the references made to the potential impact of the proposal on certain specific groups of learners, including children who are not currently in mainstream education, and the way in which appropriate and supportive educational arrangements could play a role in supporting their wellbeing and long-term development.
5.1.2	Concern is raised regarding how children would adapt to a new school with unfamiliar staff and pupils.	
5.1.3	“childrens mental health is deeply concerning... unless the powers that be do not act without delay, then the impact will be felt for generations...It is evident that traditional schooling doesn’t work for everyone, having rigid structure of the classroom—combined one size fits all in the current school curriculum—this poses significant challenges and will have a detrimental effect academically, emotionally, socially and the need to thrive. Public health Wales 2/20 noted that 1/4 of young people in Wales do not feel they have mental health support at school. This is highly likely to be increased–2025 which is hugely concerning.”	

5.1.4	<i>“In the consultation, there is no consideration of the long-term harm to the current pupils who would be relocated from Ysgol Nebo. There is no clear or realistic picture in the consultation of the impact that closing Ysgol Nebo would have if the children were to attend Ysgol Llanllyfni.”</i>	The Council has considered these comments when undertaking and updating the Equality Impact Assessment and the Well-being Impact Assessment.
5.1.5	“Cyngor Gwynedd states that its proposal acts in the best educational interest of the children, but how is it in the best developmental interest of these children to uproot them from the nest in which they have been nurtured since nursery years, at the most impressionable age when they are least able to cope with change, to send them to a larger environment where they are likely to be treated as newcomers by their peers, find it difficult to make new friends and are possibly open to bullying.”	The Council notes that Ysgol Llanllyfni, like Ysgol Nebo, is subject to the same statutory duties in relation to wellbeing, safeguarding and inclusion, and operates policies to support the individual needs of learners, including those with additional learning needs. Should the proposal be implemented, planned and proportionate transition arrangements would be put in place to support individual pupils through the change. These could include opportunities to become familiar with the alternative school, clear communication with parents and carers, and the provision of appropriate support.
5.1.6	<i>“Would some of the current pupils at Ysgol Nebo be able to cope with being placed into another school with a class of 30 or more children?”</i>	
5.1.7	Concern is expressed that transferring current learners into a larger cohort could be detrimental, particularly for pupils with additional learning needs.	While the impact assessments have been updated to note and consider these comments, the comments received have not resulted in a change to the overall conclusions of the assessments. The Quality and Standards of Education Impact Assessment indicates that implementation of the proposal would be likely to have a neutral or partially positive impact on the quality and standards of education, as the provision at the alternative school is at least equivalent to the current provision in terms of educational quality and standards. In addition, the Equality Impact Assessment and the Well-being Impact Assessment identify the need to ensure appropriate transition arrangements and tailored support for individual learners should the proposal be implemented.
5.1.8	“The majority of the children in Ysgol Nebo have transferred there from other schools where their parents were not satisfied with the education. It would affect these children’s wellbeing disproportionately to be in a third school, or to be back in the schools they had left.”	
5.1.9	“In terms of impact on certain groups of people, the comments above about children who currently avoid mainstream schooling definitely apply. If the standard of their current home-schooling isn’t good, the likelihood of them experiencing socio-economic disadvantage later in life will increase. Integration with a school, even on a part-time basis will provide beneficial social interaction with their peers which can only help in later life.”	
5.1.10	It is noted that closing the school would be detrimental to the children and young people of the community, and particularly to those with additional learning needs.	
5.1.11	It is noted that closing the school would undermine family stability and cause emotional distress.	
		As above

5.2 Respondents' concerns regarding the disproportionate impact of school closure on vulnerable learners, individual support and ALN provision

	Comment	Council Response
5.2.1	<i>"Careful consideration should be given to the disproportionate impact that closing the school would have on certain groups of children and families with equality characteristics or those experiencing socio-economic disadvantage. Children with additional learning needs, disabilities or emotional needs may face additional challenges when adjusting to a larger school, with less individual familiarity and increased daily travel. A small rural school often provides an inclusive and supportive environment where children feel safe and are known as individuals, which is particularly important for children who are already at risk of disadvantage. Therefore, closing the school would be likely to exacerbate existing inequalities and fail to support the principle of equal access to suitable education within every community."</i>	The Council notes the concerns raised regarding the potential impact of closing Ysgol Nebo and transferring learners to larger schools on certain groups of learners, particularly those with Additional Learning Needs, emotional or mental health needs, and those experiencing socio-economic disadvantage. The Council also notes the concerns raised that the loss of a small school environment offering individual attention and personalised support could increase the challenges of adjustment and have a disproportionate impact on the wellbeing and confidence of some pupils, especially those who have already experienced difficulties or previous school moves. The Council has considered these comments in undertaking and updating the Equality Impact Assessment and the Well-being Impact Assessment.
5.2.2	"Have the long term damages for present pupils moving to larger schools considered at all? Once the school closes 12 young people will be in strange schools, with much less of the individual attention given to them at Ysgol Nebo. For many who have chosen to come here, this is likely to be extremely damaging to them"	The Education Quality and Standards Impact Assessment concludes that the educational provision at the proposed alternative school is at least equivalent to the current provision in terms of educational quality and standards. It is noted that schools with larger pupil numbers are able to offer a broader provision map, more formalised support structures, and greater capacity to coordinate ALN support and targeted interventions, which may mitigate some of the risks identified by respondents. The assessments also emphasise that any decision to implement the proposal would require careful transition planning, with support tailored to individual learners, particularly those who are most vulnerable. Although the Impact Assessments have been updated to reflect and consider these comments, the comments received have not led to a change in the overall conclusions of the assessments. The Education Quality and Standards Impact Assessment indicates that the likely impact of implementing the proposal would be neutral or partially positive in relation to educational quality and standards, while the Equality Impact
5.2.3	"Once the school closes 12 young people will be in strange schools, with much less of the individual attention given to them at Ysgol Nebo...this is likely to be extremely damaging to them"	
5.2.4	"Are the long term damages for present pupils of moving to larger schools considered at all? Once the school closes 12 young people will be in strange schools, with much less of the individual attention given to them at Ysgol Nebo. For many who have chosen to come here, this is likely to be extremely damaging to them. The reasons for that choice are seriously considered by the teaching team at Ysgol Nebo, and the children accorded specific care and attention to address those reasons."	
5.2.5	<i>"Closing Ysgol Nebo would impact the ALN support provided to pupils, pupils' wellbeing, and the specialist, individualised support and attention currently available for each pupil."</i>	

5.2.6	“Once the school closes 12 young people will be in strange schools, with much less of the individual attention and support given to them at Ysgol Nebo. For many who have chosen to come here, this is likely to be extremely damaging. The reasons for that choice are seriously considered by the teaching team at Ysgol Nebo, and the children accorded specific care and attention to address those reasons.”	Assessment and the Well-being Impact Assessment highlight the need to ensure appropriate mitigation measures, including planned transition arrangements and appropriate support, should the proposal be implemented.
5.2.7	<i>“Closing Ysgol Nebo would impact the ALN support provided to pupils, pupils’ wellbeing, and the specialist, individualised support and attention currently available for each pupil.”</i>	As above.
5.2.8	It is emphasised that a child with ALN benefits from the current school, where adults have a good understanding of their needs, and concern is expressed that a move would disrupt this support.	As above.
5.2.9	<i>“Every pupil has the right to receive a high-quality education – this includes pupils who experience emotional and/or mental health difficulties.”</i> <i>“Closing small schools means that all pupils are forced to attend large classes, which are harmful to a significant number of them.”</i>	As above.
5.2.10	“Whilst there is a diagnosis for children with ALN, there are many other children who have difficulties or issues who also need a different kind of support. This is often not possible in bigger schools...”	As above.
5.2.11	<i>“It is clear that the Council is failing to recognise the opportunity and responsibility to support children who are unable to cope in large classes, who have additional learning needs or who are experiencing bullying in another school, and who may therefore fall out of full-time education.”</i>	As above.
5.2.12	<i>“The children at the school receive the best opportunities that the catchment area primary schools are unable to offer due to their high pupil numbers. The children receive the best possible attention and fair treatment from teachers, which they would not receive in another ‘large’ primary school.”</i>	As above.
5.2.13	Concern is expressed regarding the impact of transferring current pupils to larger schools, due to the loss of individual attention and tailored support provided in a small school setting.	As above.
5.2.14	Concern was expressed that the closure of Ysgol Nebo would have an adverse impact on children with complex needs who do not cope well in larger schools.	As above.

5.3 Potential impact on learners' social relationships and wellbeing

	Comment	Council Response
5.3.1	Concern is expressed that transferring to a larger school could lead to a sense of "us and them" between Nebo pupils and Llanllyfni pupils.	The Council notes the concerns raised regarding the potential impact that transferring learners to a larger school could have on social adjustment, sense of belonging and the wellbeing of some children. These concerns have been noted and considered as part of the process of updating the relevant Impact Assessments, which emphasise the need for planned transition arrangements and appropriate support to facilitate learner integration, should the proposal be implemented.
5.3.2	It is noted that forcing children to move to unfamiliar schools would disrupt their social development and academic progress.	
5.3.3	"quite sad to hear my children and other parents getting upset about other children struggling with big changes and acting out/bad behaviour and disruption constantly in the classrooms"	

5.4 Consideration of the voice of the child and the wellbeing of current learners

	Comment	Council Response
5.4.1	<i>"Is the impact of moving 12 children who wish to remain at Ysgol Nebo to larger schools being considered at all? How important will the children's voices be? As some parents have chosen to send their children to Nebo because of the quality of education, care and the safe, homely environment provided, moving these children is likely to be extremely detrimental."</i>	The Council notes the concerns raised regarding the wellbeing and experience of current learners at Ysgol Nebo, including the importance of the child's voice and the potential impact that transferring to a larger school could have on some learners.
5.4.2	<i>"How important will the voices of the children be? As some parents have chosen to send their children to Nebo because of the quality of education and care and the safe, homely environment provided, moving these children is likely to be extremely detrimental."</i>	In accordance with the requirements of the School Organisation Code (011/2018), specific arrangements were made to ensure that the views of children and young people were gathered as part of the statutory consultation.
5.4.3	Concern is raised that the wellbeing and experiences of current pupils have not been given sufficient consideration in the proposal to close the school.	Designated sessions were held with groups of learners from Ysgol Nebo and Ysgol Llanllyfni, facilitated appropriately, to provide pupils with the opportunity to discuss the proposal, express their views and complete a questionnaire. In addition, a consultation document and response form for children and young people were made available on the Council's website, enabling learners who did not attend a session at their school to submit their views. A summary of the comments received from learners is included in Section 3 of Appendix A – Consultation Report.

5.5 Potential impact on learners who transferred to Nebo for wellbeing reasons

	Comment	Council Response
5.5.1	“Another issue or effect to consider is the impact on the children at the school currently were it to close. In many cases, these are children who previously avoided or disliked schools, who would now be forced into a larger school the like of which they may have previously left. This could result in some leaving the system and reverting to home-schooling, further increasing those numbers. As has been said already, many travel from outside the Ysgol Nebo catchment area, specifically to come to “our” school. Currently, the reasons for that choice are seriously considered by the teaching team at Ysgol Nebo, and the children accorded specific care and attention to address those reasons”	The Council notes the concerns raised regarding the potential impact of the proposal on learners who have transferred to Ysgol Nebo for wellbeing reasons or due to previous negative educational experiences. These matters have been identified and considered through the relevant Impact Assessments. Should the proposal be implemented, planned transition arrangements would be put in place to support the learners affected.
5.5.2	It is noted that a number of pupils transferred to the school for wellbeing reasons and have settled well; concern is expressed that closing the school would have a negative impact on the wellbeing of these learners.	
5.5.3	Attention is drawn to the risk that some pupils attend Ysgol Nebo because, for various reasons, they were unable to attend their catchment school; questions are raised as to what alternative provision would be available for these pupils should the school close, and what the financial implications of this would be for the Council.	

5.6 Criticism of the wellbeing assessment and the consideration given to the impact of closure on current pupils

	Comment	Council Response
5.6.1	“The original paper disregards the pupils in Nebo as individuals worthy of consideration...There is no mention of wellbeing of the individuals whose school would close, disrupting their lives and upturning their communities. In consideration of Option 4 school closure, under wellbeing, he dismisses any impact on pupil wellbeing, on the basis that welfare at Llanllyfni is as good as at Nebo. This completely misses the point – experiencing the disruption of a school closure would clearly have a negative impact on pupil wellbeing.”	The Council notes the concerns raised regarding the possibility that the closure of the school, and the associated potential adverse effects, could have an impact on the wellbeing and experience of current learners. These matters have been considered as part of the review of Impact Assessments, including the Well-being Impact Assessment and the Education Quality and Standards Impact Assessment. While the assessments conclude that the educational provision at the proposed alternative school is at least equivalent to the current provision, they also emphasise the need for planned transition arrangements and appropriate support to minimise any adverse impact on learners’ wellbeing and educational progress should the proposal be implemented.
5.6.2	"we believe it would be beneficial for the assessments to consider in greater detail the impact on the wellbeing and educational progress of current pupils of moving to larger schools”	

5.7 Prioritising financial costs over children's wellbeing and educational experience

	Comment	Council Response
5.7.1	It is questioned whether financial cost should be prioritised above children's wellbeing and educational experience.	The Council notes the comment. The review of the future of Ysgol Nebo has been based on a combination of factors, including persistently low learner numbers, a high proportion of surplus places, small class sizes with broad age ranges, and projections indicating that learner numbers are likely to remain low in the medium and long term. Learners' wellbeing, educational experience have been considered through the relevant Impact Assessments.
5.7.2	It is argued that closing the school could lead to higher costs in terms of the support required for some learners with Additional Learning Needs, rather than resulting in savings. Criticism is expressed regarding the Council placing greater emphasis on financial savings over the needs of vulnerable children. An appeal is made to prioritise the best interests of children, learners with Additional Learning Needs, and the community above financial considerations.	

6. Impact on the Community

6.1 The school as the heart of the community, a social focus and a vital community asset for Nebo and Nasareth

	Comment	Council Response
6.1.1	<i>"...because Nebo and Nasareth are small rural villages that are quite remote from everything else, we feel that having the school in the village is a 'boost' to the village, bringing everyone together. It is a 'lifeline' for many people in the village, a safe and familiar place for everyone. Without the school, I truly feel that Nebo village would not be the same."</i>	The Council notes the comments received which emphasise the value of Ysgol Nebo as a meeting place, a hub for local activities, and a focal point for community identity and cohesion within a rural village that has very limited alternative community facilities.
6.1.2	"The school plays an important role in the community, bringing it together for celebrations, small sporting events and social nights. It's not just a school, it's the heart of the village."	
6.1.3	"These schools also serve as important community hubs, creating a sense of belonging and stability for families."	In line with the requirements of the School Organisation Code (011/2018), the Council has undertaken a Community Impact Assessment to assess the likely impact of the proposal to close Ysgol Nebo on the local community. This assessment has been reviewed and updated following the statutory consultation, taking full account of the comments and issues raised by consultees.
6.1.4	"Would be a great loss to the community as a whole"	
6.1.5	"Closing a small primary school would be a short-sighted decision that overlooks the long-term value this school provides to the community."	As set out in the conclusion of the most recent Community Impact Assessment, the Council's view is that the implementation of the proposal to close Ysgol Nebo would be likely to result in some negative impact on the local community, particularly in terms of the loss of a community focal point within a rural area. This conclusion has been reached on the basis of the relevant evidence, together with the responses received during the statutory consultation.
6.1.6	<i>"Ysgol Gynradd Nebo is central to the life and future of our village... it also functions as the main community space in a village where no other facilities remain – no shop, no post office, no chapel, nor any other social focal point. The school therefore serves as a place where families come together, where Welsh identity and culture are sustained, and where a sense of belonging and community cohesion is fostered. Closing the school would significantly undermine the sustainability of the village, weakening the local</i>	

	<i>community and forcing children to travel further for their education, thereby losing the vital connection between the school, families and the Welsh-speaking rural community it serves.”</i>	The Council notes that any further decision would give due regard to the Community Impact Assessment, together with the mitigation measures identified within it, including consideration of appropriate options for the future use of the school building should a decision be made to close Ysgol Nebo, in order to seek to mitigate any negative impact on the local community.
6.1.7	It is noted that the school is the only meeting place in the village and is crucial in bringing the community together. It is noted that there is no shop or hall in the village, with the school therefore being identified as the heart of the village.	
6.1.8	<i>“The school is the heart of the community and its young children.”</i>	
6.1.9	<i>“The school is the heart of Nebo and Nasareth, and the only public building that is in use... If the school is closed, all of this will be lost forever.”</i>	
6.1.10	“Ysgol Nebo is a local community school and centre. If this was to close, the community would be impacted.”	As above.
6.1.11	“There is a marked difference in Maesllwyn village Nebo children to the lower Llanllyfni area. I think parents have always preferred the small family feel of Nebo and Nebo has proved genuinely warm and friendly children with an effect on the village community. “	As above.
6.1.12	“The school has become a hub for social activities in the village - there is a very active Pwyllgor Ardal who arrange regular activities and events at the school. There have been many interesting talks, both in Welsh and English ...”	As above.
6.1.13	"Nebo Primary School is central to the life and future of our village. Not only does it provide essential education for children locally, but it also functions as the main community hub in a village where no other facilities remain –no shop, no post office, no chapel, nor any other social focal point. The school is therefore a place where families come together, where Welsh identity and culture are sustained, and where a sense of belonging and community cohesion is nurtured. Closing the school would significantly undermine the sustainability of the village, weakening the local community and forcing children to travel further to access education, thereby losing the vital connection between the school, families, and the rural Welsh community it serves. There is far more to consider here than operating costs and financial figures alone.”	As above.
6.1.14	“The school is the heart of the Nebo and Nasareth community and the only public building in use which provides any hope for the future - it is a hub	As above.

	for volunteering and where the community and school can join in events together, allowing the older residents especially to benefit from spending time with the younger ones. It has so much history and links to various local people which helps educate children on their history. If the school closes all this will be lost irretrievably”	
6.1.15	“The communities of Nebo and Nasareth are very supportive of keeping the school open. Effectively the school is the heart of Nebo and Nasareth and the only public building in use which provides any hope for the future. Also it is a building with so much history and links to various local people which helps educate children on history. If the school closes all this will be lost irretrievably.”	As above.
6.1.16	<i>“How important is a community hub to the residents and children of the village...There is nowhere at all in the village for the community other than the school.”</i>	As above.
6.1.17	It is noted that the school is a focal point for local families and an essential place for the community to maintain connections over time; closing the school would tear the community apart.	As above.
6.1.18	<i>“The school also provides a home for the wider community by bringing residents and neighbours together.”</i>	As above.
6.1.19	“Obviously the Union is concerned about the loss of a valuable community asset in a local school for local children, it understands and appreciates the considerations of the local authority and is disappointed that such actions are having to be considered. The Union would wish the Local Authority to ensure that everything that is possible is being done to save the school given the proximity of the school for the Community...”	As above.

6.2 Concerns about the loss of community cohesion, intergenerational links, and the impact on health, wellbeing and loneliness should Ysgol Nebo close

	Comment	Council Response
6.2.1	<i>“There is a vibrant community here in Nebo and Nasareth, and the school is the heart of that community, with strong connections between the school and local residents. Bridging the generations? This happens completely naturally here in Nebo – and all through the medium of Welsh! I am sure that the Council’s Age-Friendly Gwynedd Officer and Age-Friendly Champion, ... would be very pleased to hear about the exceptional work taking place at Ysgol Nebo. The Monday Club provides an opportunity for residents to</i>	The Council notes the numerous comments received which emphasise the important role of Ysgol Nebo in supporting community cohesion, maintaining intergenerational connections, and contributing to the health and wellbeing of residents of Nebo and Nasareth, within a rural village that has very limited alternative community facilities. The Council also notes the comments made which specifically highlight that the school is regarded as an essential meeting place and a focal point for social, cultural and

	<i>meet, and during these sessions they socialise with the children, creating opportunities for interaction, learning and play across generations. In addition, Christmas concerts, carol singing, Macmillan coffee mornings, the St David's Day procession and concert—with the children serving cawl to village residents—include many non-Welsh-speakers who have moved to the area but who appreciate the opportunity to hear the Welsh language and support the school. The social evenings, knitting club, walking groups and collaboration with the school are far more than just social events.”</i>	linguistic activities, providing regular opportunities for children, families and older residents to interact through community activities such as the Monday Club, local events and cultural celebrations.
6.2.2	“Another big issue is how much it effects the community/parents socially... I think it will have negative affects on the community and the children ...”	In accordance with the requirements of the School Organisation Code (011/2018), the Council undertook a Community Impact Assessment to assess the likely impact of the proposal to close Ysgol Nebo on the local community. This assessment has been reviewed and updated following the statutory consultation, giving due consideration to the comments and issues raised by consultees.
6.2.3	<i>“Ysgol Nebo is a community hub that sustains social, cultural and linguistic activities. The school provides a venue for meetings, fundraising events and activities that strengthen the use of the Welsh language. Without the school, these opportunities would be significantly reduced, leading to a loss of local identity and social decline. The council is concerned that closing the school would undermine community cohesion and reduce the attractiveness of the village for young families.”</i>	As set out in the conclusion of the most recent Community Impact Assessment, it is the Council's view that the implementation of the proposal to close Ysgol Nebo would be likely to have some negative impact on the local community.
6.2.4	“Ysgol Nebo is the heart of our villages, with strong ties between the school and residents. In particular, the Monday Club held on alternate Monday afternoons provides the opportunity for residents to meet, during which time they interact with the children...providing important cross generational interactions. Additionally, the social evenings, the knitting club, the walks, the liaison with the school are much more than just social events. They contribute to the health and wellbeing of the residents and the children, and provide an all important community cohesion. Where properties are often far apart, they tackle the issues of isolation and loneliness, particularly for older residents. In addition, the significance of the building is not just for the community but has an historically important war memorial and link to the Bard, Mathonwy Hughes. It cannot be separated from the school. Village activities held at the school will cease once the building has closed. Once closed, it can never be re-opened should circumstances change in the future.”	Should the Cabinet decide to proceed with the proposal to close Ysgol Nebo, it is noted that the Authority's Post-use Policy would provide the framework for undertaking further discussions regarding appropriate options for the future use of the school building, including community use where appropriate, in order to seek to mitigate any negative impact on the local community.

6.2.5	“Ysgol Nebo is not just a school but the only place where many of the residents of Nebo can socialise. There is a very active community group which meets monthly to help support the communities of Nebo and Nazareth. They organise a plethora of events and meetings including; 'The Monday Club' - held on alternate Monday afternoons providing the opportunity for residents to meet, during which time they interact with the children of Ysgol Nebo providing important cross generational interactions. Additionally, they organise social evenings, the knitting club, (both held in the school buildings), village walks, events with the school such as potato growing competitions -the liaison with the school are much more than just social events. They contribute to the health and wellbeing of the residents and the children, and the community cohesion. Where properties are often far apart, they tackle the issues of isolation and loneliness, particularly older residents. Village activities held at the school will cease once the building has closed.”	As above.
6.2.6	“Ysgol Nebo is the heart of our villages, with strong ties between the school and residents. In particular, the Monday Club held on alternate Monday afternoons provides the opportunity for residents to meet, during which time they interact with the children providing important cross generational interactions. Additionally, the social evenings, the knitting club, the walks, the liaison with the school are much more than just social events. They contribute to the health and wellbeing of the residents and the children, and provide an all important community cohesion. Where properties are often far apart, they tackle the issues of isolation and loneliness, particularly for older residents. In addition, the significance of the building is not just for the community but has an historically important war memorial and link to the Bard, Mathonwy Hughes. It cannot be separated from the school. Village activities held at the school will cease once the building has closed.”	As above.
6.2.7	“Ysgol Nebo is the heart of our villages, with strong ties between the school and residents. In particular, the Monday Club held on alternate Monday afternoons provides the opportunity for residents to meet, during which time they interact with the children providing important cross generational interactions. Additionally, the social evenings, the knitting club, the walks, the liaison with the school are much more than just social events. They contribute to the health and wellbeing of the residents and the children,	As above.

	and provide an all important community cohesion. Where properties are often far apart, they tackle the issues of isolation and loneliness, particularly for older residents. In addition, the significance of the building is not just for the community but has an historically important war memorial and link to the Bard, Mathonwy Hughes. It cannot be separated from the school. Village activities held at the school will cease once the building has closed.”	
6.2.8	““Ysgol Nebo is the heart of our villages, with strong ties between the school and residents. In particular, the Monday Club held on alternate Monday afternoons provides the opportunity for residents to meet... providing important cross generational interactions. Additionally, the social evenings, the knitting club, the walks... contribute to the health and wellbeing of the residents and the children, and provide... community cohesion... they tackle the issues of isolation and loneliness, particularly for older residents. In addition, the significance of the building... has an historically important war memorial and link to the Bard, Mathonwy Hughes... Village activities held at the school will cease once the building has closed... to the detriment of the community and... the charities which have benefited from fund raising here in the past.”	As above.
6.2.9	“Ysgol Nebo is a place where kids can bond and play and also do activities for all of Nebo community .It's the only place where the elderly can meet and enjoy a cup of tea and have a laugh.if it is to close not only the kids will loose but also the community around here.”	As above.
6.2.10	“The pupils and the community have also formed strong links and the villagers often read and play games with the children.”	As above.
6.2.11	“Apart from the excellent school, it is a community hub for local residents, who occasionally interact with the children, playing games, talking, interacting and having fun. “	As above.
6.2.12	<i>“Ysgol Nebo regularly opens its doors and provides events that are open to village adults during the school day.” “The village ‘over 50s’ club meets in the building and the pupils often chat and play games with the members.” “Celebratory events are open to village residents.” “They are very proud to hear the pupils working, chatting and performing in Welsh.”</i>	As above.

6.2.13	It is noted that Ysgol Nebo is central to the life of the villages, with strong links between the school and residents through regular community activities. It is noted that the school's activities contribute significantly to health, wellbeing and community cohesion, helping to address isolation and loneliness, particularly among older residents. Important opportunities are noted for children and older residents to engage, fostering positive intergenerational relationships.	As above.
6.2.14	<i>"The residents of Nebo and Nasareth are wholly reliant on Ysgol Nebo to keep the social life and mental wellbeing of our people alive and thriving.... There are a dozen or more different groups that use the school and help to keep our social life active and healthy."</i>	As above.
6.2.15	"In Nebo, the village, language and school are all mixed up together... the Monday club of over 60s (female),... the 'Grow a Potato in a bucket' competition – the village supplies the seed potatoes... The school oversees the growing..... There is quite a high proportion of older and not prosperous people in Nebo, so all the activities associated with the school... the Christmas festivities, Dydd Gwyl Dewi, Diolchgarwch, Coffee morning, makes lives richer."	As above.
6.2.16	<i>"Closing Ysgol Nebo would be a harmful step for pupils, families and the communities of Nebo and Nasareth. Closing the school would lead to disadvantages for the many local residents who use the school as a community hub. This is the only opportunity residents have to come together to meet their needs for companionship and a sense of belonging. Some of these residents may not have access to a car either."</i>	As above.
6.2.17	"2 grandchildren who previously attended and were involved in community activities. Learning life skills which will benefit them greatly in the fast changing world which we are now faced with"	As above.
6.2.18	<i>"Ysgol Nebo is very important as a community place for villagers to come together, and for the invitation from the school to celebrate with the pupils everything from St David's Day to carol evenings, through the medium of Welsh."</i>	As above.
6.2.19	"There are strong ties between the school and the local community. Loss of the school would leave some of the community more isolated."	As above.
6.2.20	<i>"The Nebo and Nasareth Area Committee was established over 50 years ago by the former County Councillor O.P. Huws and it still exists, organising village activities and working closely with the school, teachers and children"</i>	As above.

	<i>as an important part of the social life of the villages. Without the school as a meeting place, village life here would decline relatively quickly.”</i>	
6.2.21	<i>“The fact that the school is able to invite village residents in allows it to host periods where children can learn, talk, nurture and develop exceptional social and moral skills; opportunities to take pride in their Welshness, to be young and proud Welsh people, learning and speaking Welsh, and to invite residents for a chat, a cup of tea and entertainment—whether through celebrating special occasions such as St David’s Day, a Christmas show or Easter bingo. These are examples of events that respond individually to the abilities and interests of the children, helping to make them responsible, happy and kind individuals.”</i>	As above.
6.2.22	<i>“With so many developments and a positive sentiment towards projects such as Yr Orsaf and Gwyrddni, there is the potential to bring the community together and address challenges...”</i>	As above.
6.2.23	It is highlighted that the school is a key community hub in a village with no other community infrastructure (e.g. no church, chapel, shop or post office). The risk of demographic change if the school were to close is noted, with the community ageing and losing the presence of young families. The intergenerational links facilitated by the school (e.g. the Monday Club) and the social benefits for both young and older people are emphasised. Attention is drawn to the use of the school building for regular social activities (e.g. clubs and meetings), and the risk of increased isolation and loneliness—particularly among older people—if this provision were to cease.	As above.
6.2.24	It is noted that the school is also an important community asset that supports the development of vulnerable children.	As above.
6.2.25	<i>“Residents of Nebo have used the school as a community hub for generations. Indeed, the community of Nebo has been cited as an example of good practice in reducing the effects of social exclusion in the report Child Poverty and Social Exclusion in Rural Wales (Child Poverty Action Network, 2009, p.13). The report also received positive attention from an academic in China.”</i>	As above.
6.2.26	It is noted that Ysgol Nebo is a vital community hub, particularly for older people.	As above.

6.3 Concerns about the impact of closing Ysgol Nebo on village sustainability, the young population and long-term demographic change

	Comment	Council Response
6.3.1	<i>“Valuable small schools like these are needed in our areas, and getting rid of them would be an act of social vandalism. Otherwise, another community will be lost under the supervision of Cyngor Gwynedd.”</i>	The Council notes the comments received which express concerns regarding the potential impact of the closure of Ysgol Nebo on the long-term sustainability of the village, its attractiveness to young families, and wider demographic change, as well as the comments that expressed that the presence of a local school is an important element of community life, and that the loss of the school could, in the view of some respondents, lead over time to a weakening of village life and a reduction in the number of families choosing to live in the area.
6.3.2	<i>“How do you expect the village to retain local people in the area? Without a school there, houses will be sold to outsiders to be used as Airbnbs or holiday lets.”</i>	
6.3.3	<i>“If the school closes, the village will be even less attractive to young families looking for somewhere to live.”</i>	
6.3.4	<i>“...Carmel and Y Fron are not being considered because there are no schools or communities there. We would not look to move to Nebo, Nasareth or Nantlle if the Council closes the small schools – there will be no community there, just a collection of houses.”</i>	As part of the statutory process, the Council undertook a Community Impact Assessment in accordance with the requirements of the School Organisation Code (011/2018). This assessment has been reviewed and updated following the statutory consultation, taking into account the comments received during the consultation.
6.3.5	It is noted that proximity to the school is an important factor for families considering moving to Nebo, and that closing the school would make the village less attractive.	
6.3.6	<i>“Closing a small rural school would be a step that would undermine the future of the entire community. Although only 12 children attend the school, its value extends far beyond numbers: it is a social, cultural and linguistic centre that sustains the Welsh language and local identity in the village.”</i>	As set out in the Community Impact Assessment, it is the Council’s view that the closure of Ysgol Nebo could result in some negative impact on the local community. However, the assessment also notes that there is currently no clear evidence that the closure of the school would directly lead to the departure of families or a significant change in the demographic structure of the community given that a significant proportion of children living within the catchment (78%) already attend schools outside the catchment area. Should the Cabinet decide to proceed with the proposal to close Ysgol Nebo, it is noted that the Authority’s Post-use Policy would provide the framework for considering appropriate options for the future use of the school building, including community use where appropriate, in order to seek to mitigate any potential negative impact on the local community.
6.3.7	<i>“Closing the school would kill off the local communities. The idea that young families in Nebo and Nasareth would send their children to Llanllyfni is just silly (I'm not sure with the creche being full in Llanllyfni that the school there could cope anyway). The young families will leave and the villages will be left with an isolated elderly population, holiday homes and some summer B&B establishments. I suspect the buses would stop running too, why would they come to a dead village? The only community facilities are currently provided by the school, which is actually quite vibrant and brings all ages together from across the diverse local population. This would be lost and there will be nothing left.”</i>	
6.3.8	<i>“Closing Ysgol Nebo will be harmful to the local community and this has not been fully considered in the consultation. Ysgol Nebo is the heart of Nebo and Nasareth and the only public building for regular activities beyond its</i>	

	<i>role as an exceptional school. The school has a long and significant history, and there is no recognition or respect for this in the consultation. Without doubt, village activities held at Ysgol Nebo will cease once Cyngor Gwynedd closes the building. The permanent loss of the building will present a potential opportunity for developers from outside Wales to create yet another Airbnb – already a contentious issue in the area, as you know.”</i>	
6.3.9	“I believe that emphasis should be on supporting and recognising the value of a small school, and promoting its excellence so that more young families desire to move into an area because of the reputation of its local community school – and not on ignoring village life altogether and risking rural Wales becoming a wasteland for future generations. The future of a community begins with children and a village school builds that community. I firmly believe that, possibly in the not too distant future, a return to small community life will become necessary. In the current political environment many are beginning to realise that “small is beautiful”, and I fail to understand the lack of vision and ambition being shown by a Plaid Cymru council at a time when Plaid Cymru is aiming for government and change, and especially as the Green Party, currently riding high in the polls particularly among young people, supports the survival of small schools.”	As above.
6.3.10	<i>“The school, with its community room, is the only remaining focal point... and if the building enters the housing market, any community cohesion will be lost within the village, and I fear that Nebo will become another ‘holiday hotspot’.”</i>	As above.
6.3.11	<i>“Very disappointing. Is the Council considering what the future of small villages like Nebo will be when making decisions like this?”</i>	As above.
6.3.12	“Beyond education, the school is a cornerstone of our rural community. It brings families together, supports local events, and helps sustain the population of the area. When a school closes, communities often experience declining enrolments, reduced services, and fewer families choosing to live or remain in the area. While financial considerations are important, it is equally important to consider the long-term social, educational, and community costs of closure. Investing in small rural schools is an investment in children, families, and the future of rural communities.”	As above.

6.3.13	“if the school closes then the demographic of Nebo and Nasareth will change... fewer Welsh families with school age children will choose to live here”	As above.
6.3.14	<i>“Closing the school would remove the village’s only community hub. Experiences from other rural communities in Wales show that visible decline follows school closures within five to six years, as younger families move away, services are reduced, and community life erodes.”</i>	As above.
6.3.15	“This issue is wider than just Ysgol Nebo. There is a dearth of jobs and employment meaning that young people are moving out of Wales (80 a month was the figure suggested) , and therefore the birth rate is diminishing. So where is the government economic strategy to reverse this? If there were an intention to do so, in five years’ time the situation could be very different. But, if the school is closed now, and then young people move back to Wales, the building is lost for good. It could be dramatically different in a few years, but then the loss of the building and the school culture cannot ever be recovered.”	As above.
6.3.16	<i>“It is noted that uncertainty about the future of the school has already led some parents to choose other schools or home education.”</i>	As above.
6.3.17	“It will be a very sad day to close the school & blend the local children into the melting pot of another school. Now younger children have arrived into Nebo and it would be sad for them.”	As above.

6.4 The school as a cultural, historical and linguistic asset: the central role of Ysgol Nebo as a community hub, a unique resource for sustaining the Welsh language, and the proposal’s implications for cohesion, wellbeing and long-term community sustainability

	Comment	Council Response
6.4.1	<i>“The Ysgol Nebo building has been there for centuries and is a treasure for the next generation. The Council should be safeguarding the community of Nebo and the school for the future.” “The legislation confirms that children should be able to live and remain in their local area – will this change have a detrimental impact on that?”</i>	The Council notes the comments received regarding the role of Ysgol Nebo as a cultural, historical and linguistic asset, and as a unique community resource that is central to the social and community life of Nebo and Nasareth. It is noted that respondents emphasised the historical value of the building, its cultural significance and its local connections, together with the view that the building cannot be separated from the active role of the school as a Welsh-language community focal point.
6.4.2	Attention is drawn to the historical value of the building, including local connections and cultural significance, which cannot be separated from the school. It is noted that village activities held at the school would cease if the school were to close.	

6.4.3	"Ysgol Nebo is the heart of our villages, with strong ties between the school and residents. In particular, the Monday Club held on alternate Monday afternoons provides the opportunity for residents to meet, during which time they interact with the children providing important cross generational interactions. Additionally, the social evenings, the knitting club, the walks, the liaison with the school are much more than just social events. They contribute to the health and wellbeing of the residents and the children, and provide an all important community cohesion. Where properties are often far apart, they tackle the issues of isolation and loneliness, particularly for older residents. In addition, the significance of the building is not just for the community but has an historically important war memorial and link to the Bard, Mathonwy Hughes. It cannot be separated from the school. Village activities held at the school will cease once the building has close	As part of the statutory process, the original Community Impact Assessment was published as part of the statutory consultation documentation, in accordance with the requirements of the School Organisation Code. This assessment clearly notes that there is no separate community centre in the village of Nebo, and that the community makes regular use of the school building for community events such as local meetings and social clubs. This assessment has been reviewed and updated following the statutory consultation, giving due consideration to the comments and issues raised by consultees. As set out in the conclusion of the most recent Community Impact Assessment, it is the Council's view that the implementation of the proposal to close Ysgol Nebo would be likely to have some negative impact on the local community. At the same time, the revised Community Impact Assessment also notes that a high proportion of children within the catchment (78%) already attend out-of-catchment schools, including Ysgol Llanllyfni, and that community and educational links with neighbouring communities are therefore already in place. The Welsh Language Impact Assessment also acknowledges the concerns expressed that the presence of the school plays an important role in sustaining Welsh identity, the daily use of the Welsh language within the community. The revised impact assessments notes that, should the option to close Ysgol Nebo be implemented, the Council would seek to mitigate the impact on the community by encouraging and supporting ongoing links between the community of Nebo and the alternative school's community, promoting community collaboration where appropriate, and using the Authority's post-use policy as a framework for discussions on appropriate options for the future of the school building, including community use where practicable.
6.4.4	<i>"Under the Well-being of Future Generations Act, the Council must act in ways that: improve social, cultural, economic and environmental wellbeing; prevent future harm; support cohesive and resilient communities; and involve those affected by decisions. Closing a Welsh-medium rural school directly undermines these goals by reducing the use of Welsh in the community, impacting young families, increasing isolation, and undermining village sustainability. Gwynedd councillors have a duty to consider whether closing Ysgol Nebo would create long-term harm where alternatives exist. The experiences of other rural Welsh communities show visible decline within five to six years following school closures, as younger families move away, services reduce and community life erodes. Closing the school would remove the village's only community hub. The Well-being of Future Generations Act requires the Council to prevent this outcome, not to contribute to it."</i>	
6.4.5	<i>"Nebo, like many rural communities, is experiencing increasing pressure from an ageing population, the loss of local families who can no longer afford to live in the village, and the arrival of predominantly English-speaking retirees. In this context, the presence of the school is essential in maintaining the status and everyday use of the Welsh language."</i>	
6.4.6	<i>"Cyngor Gwynedd has a corporate objective to safeguard and promote the Welsh language and Welsh-speaking communities, and removing a Welsh-</i>	

	<i>medium school from a community such as Nebo clearly has a negative impact. Assurances of ‘discussions’ about future use of the building do not address the problem nor mitigate the harm. Communication and shared concern for their children among young parents (and grandparents!) are part of the fabric of the community and a sign of hope for the future.”</i>	
6.4.7	“The closing of the school would be a huge loss to the community who speak Welsh as a first language and who also encourage learners to contribute.”	As above.
6.4.8	<i>“The school is the heart of Nebo and Nasareth, and the only public building in use that offers any hope for the future. In addition, it is a building with significant history and links to various local people, helping to educate children about history and their roots. If the school is closed, all of this will be lost forever.”</i>	As above.
6.4.9	<i>“I am also concerned about the impact of closing the school on the Welsh language and the community, given that this is the only community resource in the village.”</i>	As above.
6.4.10	“I think the community around here should be given a chance to carry on preserving the history of Nebo school. I’ve seen elderly enjoying just having a chat in Welsh while having tea which is beautiful to see. That is positive, it’s benefiting the elderly as well.”	As above.

6.5 Concerns about undermining Welsh-speaking rural communities: the impact of school closure on long-term sustainability, community cohesion, social wellbeing and the Council’s duties under the Well-being of Future Generations (Wales) Act

	Comment	Council Response
6.5.1	<i>“The Council acknowledges that there will be a negative impact on the community. It states that this impact can be mitigated – even though we know that this is impossible. No funding has been allocated towards this either. Nebo and Llanllyfni are completely different communities, and attempting to suggest that two historic communities can be combined is naïve and doomed to fail.”</i>	The Council notes the concerns expressed regarding the potential impact of closing Ysgol Nebo on the long-term sustainability of the community, community cohesion, social and cultural wellbeing, and the use of the Welsh language within the community. The Council notes the view expressed by some that the community impact of closing the school cannot be effectively mitigated, and that the loss of the school would undermine the future of a rural Welsh-speaking community, running counter to the objectives of the Well-being of Future Generations (Wales) Act 2015 and other national strategies, including the Welsh Government’s Older People’s Strategy.
6.5.2	<i>“The Community Impact Assessment acknowledges that closing the school would undermine the long-term sustainability of the village, as the school is a social, cultural and linguistic focal point. From a local government perspective and in terms of duties under the Well-being of Future Generations (Wales) Act 2015, this is a serious concern.”</i>	

6.5.3	<i>“In the words of Ffred Ffransis of Cymdeithas yr Iaith, ‘We are creating major social problems by turning our rural Welsh-speaking communities into places for older people to retire to, emptied of young people... Where is the research by now to show what the impact of closing small schools actually is?’ A good question. I suspect I know what the answer is.”</i>	As part of the statutory process, the Council undertook a Community Impact Assessment of the proposal in accordance with the requirements of the School Organisation Code, and the original version was published as part of the statutory consultation documentation. This assessment notes the role of Ysgol Nebo as a key community focal point, particularly given the absence of a separate community centre in the village of Nebo, and notes that the school provides space for community meetings and social activities. Following consideration of the comments received during the statutory consultation, the Community Impact Assessment was reviewed and updated, confirming the conclusion that it is anticipated that the closure of Ysgol Nebo could result in some negative impact on the local community. At the same time, the revised Community Impact Assessment also notes that a high proportion of children within the Ysgol Nebo catchment already attend out-of-catchment schools (78%), including Ysgol Llanllyfni, which suggests that wider community and educational links already exist. The assessment further notes that, should the proposal to close Ysgol Nebo be implemented, the Council would seek to mitigate the impact on the community by encouraging and supporting ongoing links between the community of Nebo and the alternative school, promoting community collaboration where appropriate, and using the Authority’s post-use policy as a framework for discussing appropriate options for the future of the school building, including community use where practicable. In addition, as part of the statutory process, a Well-being Impact Assessment was undertaken and published as part of the consultation documentation. This assessment was updated following the consultation, and acknowledges the concerns raised regarding the potential impact of the proposal on the well-being goals of “A Wales of cohesive communities” and “A Wales of vibrant culture and thriving Welsh language”, particularly in relation to reducing community opportunities to socialise, the natural use of Welsh, and support for older people. The most recent Well-being Impact Assessment concludes that the proposal could give rise to a potential negative impact on the local community, but also identifies possible mitigation measures should the proposal be implemented, including:
6.5.4	<i>“Under the Well-being of Future Generations Act, the Council must act in ways that improve social, cultural, economic and environmental wellbeing in the long term and prevent future harm. Closing a Welsh-medium rural school would directly undermine these goals by reducing the use of Welsh in the community, affecting young families, having a harmful effect on the health and wellbeing of pupils and residents, and undermining the sustainability of the village. Do Cyngor Gwynedd councillors really have any alternative choice?”</i>	
6.5.5	<i>“Closing the school would also run counter to the Welsh Government’s Older People’s Strategy, as older residents would no longer be able to meet at the school as a community hub to help reduce isolation.”</i>	
6.5.6	<i>“There is much more to consider here than operating costs and financial figures alone... the survival of rural Welsh-speaking communities should outweigh decisions based purely on economic considerations.”</i>	
6.5.7	<i>“...the proposal is fundamentally flawed and fails to meet the needs of Welsh rural communities.”</i>	
6.5.8	<i>“Ysgol Nebo has proven itself to be a survivor amid the constant erosion of post offices, schools, shops and high streets in Gwynedd, Wales and across Great Britain... Compared with many parts of the world, what we have at a rural level in Wales is something to be envied... and treasured.”</i>	

		• encouraging and supporting ongoing links between the community of Nebo and the alternative school; • promoting community collaboration through community activities at the alternative school; and • considering appropriate options for the future of the school building as part of post-use discussions, taking into account existing community activities.

7. Impact on the Welsh Language

7.1 The school as a key community space for using Welsh / centre of village life / local community connection

	Comment	Council Response
7.1.1	<i>“It would be a great shame to close the school. For us, as a young couple, knowing that there was a school in the village was one of the reasons we chose to move to Nebo. We feel that if the school is closed, fewer young families will move here to live and more people from outside Wales will buy houses here. This would have a major effect on village life and the Welsh language. There is a significant risk that closing the school will discourage young families from moving here and instead bring in many people from outside the area. To keep the Welsh language alive in our community, it will be necessary to keep the school open and to think of ways to attract local people and young families.”</i>	The Council notes the comments in relation to the role of the school as the main community and social focal point for the use of the Welsh language within the village of Nebo and the surrounding area. As part of the statutory consultation process, a Welsh Language Impact Assessment was undertaken, and the original assessment was published as part of the consultation documentation. Following consideration of the comments received during the consultation, the Welsh Language Impact Assessment was reviewed and updated, with the issues raised by consultees considered in preparing the revised assessment.
7.1.2	<i>“It is essential that the Welsh language is considered as a living language within the school and the community, not only as a language of instruction. The Council should ensure that any new arrangements safeguard and sustain the natural, day-to-day use of Welsh, particularly within the reception unit. It is important that the school continues to be a Welsh-language environment by nature, not just formally but also socially.”</i>	The revised Welsh Language Impact Assessment acknowledges the concerns expressed by respondents regarding the potential impact of closing Ysgol Nebo on the community use of the Welsh language. The assessment also recognises that there is currently no alternative community facility in Nebo, and that the loss of the school could have a negative impact on certain aspects of the use of the Welsh-language within the community.
7.1.3	<i>“Nebo is increasingly being filled with non-Welsh-speaking residents who are nevertheless willing to come to the local school to experience Welsh culture and the Welsh language. They would not make the effort to travel to a neighbouring village to do so. Cyngor Gwynedd’s intention to close the school would undoubtedly have a detrimental impact on the Welsh language in the village.” “The school plays a huge role in providing people with a Welsh-language experience.”</i>	At the same time, the revised Welsh Language Impact Assessment concludes that the proposal is not likely to have a negative impact on the provision of Welsh-medium education, as learners from the Nebo catchment area would continue to receive their education in a Welsh-medium primary school (Category 3), namely Ysgol Llanllyfni. The assessment also identifies the potential, within the educational context, to
7.1.4	<i>“Closing Ysgol Nebo will have an impact on the whole village. It is the only place available for villagers to come together and socialise, especially</i>	

	<i>through the medium of Welsh. This is important in order to sustain the Welsh language in Nebo. Closing the school would have a very negative impact on the Welsh language. Meetings and social evenings in Nebo have long been held in English. Keeping the school open is extremely important for the Welsh language in Nebo.”</i>	strengthen opportunities for learners to use Welsh informally through social interaction with a larger group of peers of the same age.
7.1.5	<i>“Ysgol Nebo is a community hub for the village. The school’s events reach out to a wider community, bringing Welsh into the lives of non-Welsh-speaking residents of the village who would not otherwise experience it.”</i>	The updated impact assessment notes that the proposal may have an impact on the Welsh language in relation to the use of Welsh as a community language in Nebo should the school close. However, it also identifies possible mitigation measures, including consideration of appropriate options for the future use of the school building to support the Welsh language, and the promotion of opportunities to involve the Nebo community in Welsh-language activities at the alternative school, should the proposal be implemented.
7.1.6	<i>“Ysgol Nebo provides exposure to the Welsh language for pupils in the area as well as for adults in the village who would not otherwise come into contact with it. Ysgol Nebo is essential in promoting the Welsh language within the village.”</i>	
7.1.7	<i>“The school is the only place in the village where people can socialise in Welsh; non-Welsh-speakers attend these events and gain experience of the language.”</i>	
7.1.8	<i>“The school provides a community hub for the use of Welsh language during meetings and community gatherings. Also the school concerts and other days welcome local community in and here the Welsh spoken. A small village like Nebo needs the school to promote younger families into community and learn or use Welsh language”</i>	
7.1.9	<i>“Closing the school would have a detrimental effect on the use of Welsh in the area. Welsh is embedded in the school. Much less so in the local community. Loss of the school would mean less use of Welsh in the area....I cannot see how closure of the school could have any positive effect on opportunities for people in the local community to use Welsh...Interactions with pupils and staff at school events are occasions when there are opportunities to use Welsh which I have taken.”</i>	As above.
7.1.10	<i>“Closing a rural school such as Ysgol Nebo would pose a significant risk to the sustainability of the Welsh language in the village and the wider area. The school is a natural focal point for Welsh-language life within the community, providing a daily space where the language is used naturally by children, staff and families. For many children, the school is the main social setting where they can use Welsh outside the home, and its closure is likely to lead to a decline in community use of the language. As a result, closing the school would not only be an educational decision, but one that could</i>	As above.

	<i>undermine the vitality and continuity of the Welsh language in the local community for generations to come. Through its community activities, this school is the only place where the vast majority of the village community—many of whom are in-migrants—hear Welsh being spoken. By closing and removing this important resource from the village, this large part of the community would no longer be exposed to the Welsh language at all.”</i>	
7.1.11	<i>“As most of the area’s housing is rural, it is important that the villages work to keep the Welsh language as a living, audible and respected language. The proposal to close Ysgol Nebo (and Ysgol Baladeulyn) would have a significant impact on the state of the language in the Dyffryn. In our village meetings and through working with Ysgol Nebo, we ensure that the Welsh language is given an important place and that it is heard. Almost all correspondence distributed around the villages is bilingual. Most people who have moved into the area tend to be non-Welsh-speaking, but through our efforts, together with the School and the Committee, they respect the language and accept that we live in a vibrant bilingual society. BY CLOSING YSGOL NEBO, OUR VITAL MEETING PLACE, THE IMPACT ON THE USE OF THE WELSH LANGUAGE IN THE AREA WOULD BE COMPLETELY DAMAGING.”</i>	As above.
7.1.12	<i>“Closing the school would, without any doubt, have a major impact on the Welsh language here in Nebo and Nasareth. There is a vibrant community here in Nebo and Nasareth, and the school is the heart of that community. Ysgol Nebo is the heart of our villages, with strong connections between the school and local residents. The Monday Club for village residents over the age of 60, held every other Monday afternoon, provides an opportunity for residents to meet, during which time they mix with the children, providing opportunities for interaction, learning and play across generations. In addition, Christmas concerts, carol singing, Macmillan coffee mornings, the St David’s Day procession and concert—where the children serve cawl to village residents—include many non-Welsh-speakers who have moved to the area but who value the opportunity to hear the Welsh language and support the school. The social evenings, knitting club, walking groups and collaboration with the school are much more than just social events. They contribute to the health and wellbeing of residents and children, and provide essential community cohesion. Where properties are often far apart, they help address issues of isolation and loneliness, particularly for</i>	As above.

	<i>older residents. A decision by Cyngor Gwynedd to close the school would undoubtedly have a detrimental impact on the Welsh language in our village. The Council would be responsible for the decline of the language in this part of Dyffryn Nantlle – one of the strongholds of the Welsh language.”</i>	
7.1.13	<i>“Closing Ysgol Nebo would be a major blow to the community and the village, particularly for those who live there and speak and use the Welsh language on a daily basis. The school hosts events where members of the community are able to visit and socialise through the medium of Welsh.”</i>	As above.
7.1.14	<i>“Closing Ysgol Nebo would have a very negative impact on the Welsh language in Nebo and Nasareth.”</i>	As above.
7.1.15	“The school hosts events which are predominantly conducted through the medium of Welsh which is great for learners and native speakers alike.”	As above.
7.1.16	“The villagers of Nebo who regularly attend the school for various activities won't bother going down to Llanllyfni for activities, therefore most of the villagers who live in Nebo won't hear a word of Welsh.”	As above.
7.1.17	It is noted that the school takes pride in ensuring that all pupils receive Welsh-medium education and strong opportunities to develop the language. It is expressed that there is a need to clearly demonstrate how Welsh-medium education and Welsh-language opportunities would be safeguarded if the school were to close, without any loss of access or increase in hours.	As above.
7.1.18	Concern is expressed that closing the school would be likely to have a detrimental impact on the Welsh language and the wider community, with the school being central to village life.	As above.
7.1.19	The view is expressed that closing the school would reduce opportunities for children to speak Welsh, and would remove a place where people come together to socialise through the medium of Welsh.	As above.
7.1.20	It is emphasised that the school provides social events that encourage the use of Welsh in the village, and that this would be lost if the school were to close.	As above.
7.1.21	“I don't feel Ysgol Llanllyfni would offer the same to our local children as Nebo children still return to Nebo and not Llanllyfni after school.”	As above.
7.1.22	“It will effect the community spirit and lower the chances to practise Welsh”	As above.

7.2 Impact on the natural, everyday use of Welsh

	Comment	Council Response
7.2.1	<i>“The proposal would be likely to reduce opportunities to use Welsh naturally on a day-to-day basis within the community of Nebo, as the school is the main social and community space where Welsh is consistently used... the loss of the local school would weaken community and informal use of Welsh outside the classroom, creating a risk that Welsh would be treated less favourably in practice compared with English in the local community.”</i>	The Council notes the concerns expressed regarding the potential impact of the proposal on the natural, day-to-day use of the Welsh language, particularly the role of Ysgol Nebo in fostering an environment where Welsh is used consistently in the classroom, on the playground and within the wider social life of the community. Respondents highlighted that smaller class sizes, staff supervision and clear linguistic expectations support effective language immersion and the consistent informal use of Welsh.
7.2.2	<i>“...the Council should ensure that any new arrangements safeguard and sustain the natural, day-to-day use of Welsh, particularly within the reception class. It is important that the school continues to be a Welsh-language environment by nature, not only formally but also socially.”</i>	As part of the statutory consultation process, a Welsh Language Impact Assessment was undertaken, and the original assessment was published as part of the consultation documentation. Following consideration of the comments received, the Welsh Language Impact Assessment was reviewed and updated.
7.2.3	The view is expressed that keeping the school open would contribute to preventing the long-term decline of Welsh culture and the Welsh language.	
7.2.4	<i>“As the proposed change comes with bigger classrooms the more likely there will be more pupils that can't speak welsh or understand and will make it harder for teachers to use welsh more favourably the smaller classrooms is what definately helped me grasp the welsh language easier and quicker... children that don't get on well in large groups and struggle to learn would benefit being able to go to a smaller school like Nebo that will help them learn and bring their confidence on with Welsh”</i>	
7.2.5	Ysgol Nebo is a fully Welsh-medium school, with consistent use of Welsh in the classroom and on the playground, and an environment in which pupils thrive linguistically. Concern is expressed that moving pupils to larger schools and larger classes would have a negative impact on the use of Welsh, as the same level of encouragement to use the language would not be available, particularly in informal contexts such as playtime, where pupils are more likely to switch to English.	The revised Welsh Language Impact Assessment acknowledges that the closure of Ysgol Nebo may have an impact on the language in terms of the use of Welsh as a living community language in Nebo, particularly given the school's role as the village's main Welsh-language social space and the absence of an alternative community facility. At the same time, the Assessment concludes that the proposal is not likely to have a negative impact on the language of education or the provision of Welsh-medium education, for the following reasons: • Learners from the Nebo catchment area would continue to be educated in a Welsh-medium primary school (Category 3), namely Ysgol Llanllyfni. • Recent PLASC data (January 2026) indicates a high proportion of learners who speak Welsh fluently at home in both schools (56% of Ysgol Nebo learners and 68% of Ysgol Llanllyfni learners). • Learners would be taught in larger classes alongside a greater number of peers of the same age group, which offers potential to strengthen opportunities to use Welsh socially and informally with fellow pupils.
7.2.6	<i>“Ysgol Nebo provides a natural environment where Welsh is a living, everyday language. This is essential for maintaining children's confidence in using the language and for supporting the objectives of the Cymraeg 2050 strategy. In a larger school, the risk of children switching to English is higher, particularly during informal activities. Closing the school would undermine the natural use of Welsh in the community and put local traditions at risk.”</i>	

7.2.7	“The proposal would have a negative effect on the use of Welsh by the children – smaller schools are more likely to foster a fully Welsh environment, as the playground language is monitored and Welsh is encouraged there too. In larger schools, English is more likely to be the playground language. Regardless of the teaching of Welsh, it is what is spoken on the yard with their friends which fosters a child’s relationship with the language.... After just a few weeks in Nebo, [they] was speaking more Welsh at home... I attribute this to the smaller class sizes and the fact that the teaching staff are present at lunchtime, ie. the playground language is also Welsh.”	• Within the educational context, the arrangement is expected to support increased Welsh-language interaction between peers and to maintain or strengthen the vibrancy of the Welsh language within school life. The revised impact assessment also identifies possible mitigation measures in relation to the community use of Welsh, including promoting opportunities to involve the Nebo community in activities at the alternative school, and considering appropriate options for the future use of the school building in order to continue supporting the Welsh language within the community where feasible, should the proposal be implemented.
7.2.8	“Welsh has always been the day-to-day first language of the children in the school even those who learn it as a second language”	
7.2.9	<i>“It is noted that smaller groups of children are more likely to play together and use Welsh naturally compared with situations involving larger numbers of children. It is expressed that keeping the school small would make the Welsh-language situation easier to manage and would support the continuation of local provision.”</i>	
7.2.10	<i>“It is noted that closing the school would further reduce the number of places where children can come together and socialise through the medium of Welsh.”</i>	
7.2.11	<i>“I do not accept the simplistic argument of head-counting – more pupils does not automatically mean more opportunities to speak Welsh. If it were that simple, the Council would also have to accept the opposite – namely a reduction in the percentage of Welsh speakers in Llanllyfni. The reality is that the most important factor is that pupils – from whatever background – come to ‘own’ the Welsh language, developing it as their natural personal medium within their own environment and community, rather than seeing it merely as a language of education.”</i>	

7.3 Welsh immersion, small schools and fluency development

	Comment	Council Response
7.3.1	“Ysgol Nebo immerses their pupils in the Welsh language, as an integral part of the teaching model...Far from closing the school being a solution, it will contribute to halting the long term demise of Welsh culture and language.The community have used the school buildings for bilingual social	The Council notes the comments regarding the role of Ysgol Nebo in providing full Welsh-language immersion as an integral part of its teaching model, and in particular the view that the school’s small size, close-knit school community and consistent use of Welsh contribute positively to

	events and welsh language classes. Attending school events such as carol services, coffee mornings and the potato competition give non-welsh speakers more opportunities to immerse themselves in the language and learn it.”	pupils’ development of fluency, including for children from non-Welsh-speaking homes. The Council also notes the comments regarding the role of school as a wider community resource was also emphasised, through social events, Welsh-language classes and opportunities for adults and children to immerse themselves in the language outside the classroom.
7.3.2	“Some of the pupils who attend Ysgol Nebo don't speak Welsh at home and the school provides a place for them to learn and use Welsh. Members of the local community who visit the school can speak Welsh with the children too.”	As part of the statutory consultation process, a Welsh Language Impact Assessment was undertaken, and the original assessment was published as part of the consultation documentation with the comments submitted in response to the consultation being taken into account in preparing the revised version.
7.3.3	<i>“Every child who attends this school is fluent in Welsh and English by the time they leave the school... It is important for them to learn the language and to keep the language alive.”</i>	
7.3.4	“Ysgol Nebo immerses their pupils in the Welsh language, as an integral part of the teaching model, so a special Welsh language unit is not necessary. To keep the rural Welsh culture and language alive in this community, the school is an essential part of the long term development of the area. Far from closing the school being a solution, keeping it open will contribute to halting the long term demise of Welsh culture and language”	The revised Welsh Language Impact Assessment notes that the closure of the school may have an impact on the language in terms of the use of the Welsh language within the community. At the same time, the Assessment concludes that the proposal is not likely to have a negative impact on the language of education or the provision of Welsh-medium education, for the following reasons: • Learners from the Nebo catchment area would continue to be educated in a Welsh-medium primary school (Category 3), namely Ysgol Llanllyfni. • Recent PLASC data (January 2026) shows a high proportion of learners who speak Welsh fluently at home in both schools (56% of learners at Ysgol Nebo and 68% of learners at Ysgol Llanllyfni). • Learners would be taught in larger classes alongside a greater number of peers of the same age, offering potential to strengthen opportunities to use Welsh socially and informally with fellow pupils. • Within the educational context, the arrangement is expected to support increased Welsh-language interaction between peers, and to maintain or strengthen the vitality of Welsh within school life.
7.3.5	“I came to live in Wales in the 1970s, and soon settled with my family in a small rural village. From day one we were totally immersed in the village culture and the Welsh language. My child attended firstly the newly-founded Ysgol Feithrin in the village, then from the age of four, at the village school, developed his language in a completely natural way alongside the rest of his education... I believe, therefore, that this is because they attended larger urban schools where they had a choice, and did not experience the complete immersal which we had from living in a small community with a village school.”	
7.3.6	“Ysgol Nebo immerses their pupils in the Welsh language, as an integral part of the teaching model...keeping it open will contribute to halting the long term demise of Welsh culture and language.”	
7.3.7	“I think non Welsh speaking children will pick up the Welsh language much quicker in a small school and be more likely to use the language as they are likely to have less English speaking friends.”	

7.3.8	As the home language is English, it is noted that a small Welsh-medium school with a close-knit community is considered beneficial for their child's language development.	The revised impact assessment also identifies potential mitigation measures should the proposal be implemented, including consideration of appropriate options for the future use of the school building to continue supporting the use of the Welsh language in the local community, and promoting opportunities for the Nebo community to participate in activities at the alternative school, where practicable.
7.3.9	<i>“Mae Ysgol Nebo yn trochi ei disgyblion yn yr iaith Gymraeg fel rhan annatod o'r model addysgu, felly nid oes angen uned iaith Gymraeg arbenigol... bydd cadw'r ysgol ar agor yn cyfrannu at atal dirywiad hirdymor diwylliant a'r iaith Gymraeg.”</i>	
7.3.10	<i>“More schools that teach through the medium of Welsh are better than fewer... closing this school would close yet another school that uses Welsh as its main language.”</i>	
7.3.11	<i>“Ysgol Nebo immerses pupils in the Welsh language as an integral part of its education. The school therefore plays an important role in encouraging and sustaining Welsh in rural areas, especially when English-speaking families move in and send their children to Ysgol Nebo. Regardless of the statistics in the consultation, the reality is that non-Welsh-speaking children who attend Welsh-medium schools are more likely to succeed and learn the language in schools with smaller class sizes. Closing Ysgol Nebo would run counter to this, with an inevitable detrimental effect on the Welsh language in the area.”</i>	
7.3.12	<i>“Ysgol Nebo immerses their pupils in the Welsh language, as an integral part of the teaching model, so a special Welsh language unit is not necessary. To keep the rural Welsh culture and language alive in this community, the school is an essential part of the long term development of the area. Far from closing the school being a solution, keeping it open will contribute to halting the long term demise of Welsh culture and language.”</i>	
7.3.13	<i>“The view is expressed that closing the school would have a catastrophic effect on the Welsh language, as the school has a history of supporting non-Welsh-speaking pupils to become new speakers, with no comparable provision available in the area.”</i>	
7.3.14	<i>“It is emphasised that Ysgol Nebo provides full immersion through the medium of Welsh, developing pupils' fluency, and it is noted that transfer to other schools would be unlikely to replicate this. The school's wider role in promoting community use of Welsh is highlighted, including hosting bilingual village committee meetings that encourage non-Welsh-speakers to use the language. It is also noted that the school has hosted</i>	

	<i>Welsh-language lessons, and that closing the school would lead to the loss of these local learning and usage opportunities.”</i>	
7.3.15	It is noted that the school has helped some children from other areas who did not speak Welsh to learn the language, and that closure would reduce these types of opportunities.	
7.3.16	It is emphasised that Welsh is used consistently within the school, supporting pupils’ linguistic progress in a caring environment. It is noted that the child’s standard of Welsh improved significantly as a result of time spent at Ysgol Nebo compared with previous experiences in other schools. The view is expressed that the only way to ensure a positive impact on the Welsh language is to keep pupils in a small, nurturing, Welsh-medium school.	
7.3.17	<i>“Every child who attends this school is fluent in Welsh and English by the time they leave the school... It is important for them to learn the language and to keep the language alive.”</i>	

7.4 Intergenerational transmission and Welsh as a living language

	Comment	Council Response
7.4.1	“closing nebo school will take away the opportunity from kids like mine who is learning Welsh, the more [child] learns welsh the more [child] teaches me and [cihld's] dad and by doing so it means welsh language will keep growing the more people learn it the more it will stay....I think there should be more welsh speakers to keep the Welsh language going. I myself would love to learn Welsh my kids speak Welsh they get homework in Welsh sometimes I would love to understand how to help with their homework”	The Council notes the comments expressed regarding the role of Ysgol Nebo in supporting the intergenerational transmission of the Welsh language and promoting Welsh as a living language within the community. This includes the contribution the school makes in encouraging children from non-Welsh-speaking homes to become Welsh speakers, and the positive impact this can have on parents, carers and the wider community through family and community interaction. The Council also notes the comments which indicated that Ysgol Nebo, through its immersion model and its community role, provides opportunities for adults and children to hear, use and learn Welsh outside the classroom, including through school events, Welsh-language classes for adults and intergenerational engagement, as well raising concerns that closing the school could lead to a reduction in these opportunities, particularly due to the lack of an alternative community space in Nebo and Nasareth.
7.4.2	<i>“Welsh lessons were also held at the school for village residents; not only does the school immerse pupils in the Welsh language, but villagers also hear and are able to use the language, meaning that the school is essential for safeguarding the language and our culture. Village activities held at the school would cease once the building is closed, having a detrimental impact on the Welsh language in Nebo and Nasareth.”</i>	
7.4.3	“Many of us who learn/have learnt Welsh here have done so because our children were immersed in the Welsh language at school. We also brought in a Welsh tutor a few years ago to encourage more older	

	people to use Welsh and it was hoped we could do this again, but if the school closes there will be nowhere to do this as there is no other 'public'/'community' space available in Nebo and Nasareth. It therefore seems likely that the Welsh language will diminish somewhat in this area...if it (the school) closes some residents will have less opportunity to practice their language skill which will mean that English will dominate more”	As part of the statutory consultation process, a Welsh Language Impact Assessment was undertaken, and the original assessment was published as part of the consultation documentation. Following consideration of the comments received, the Welsh Language Impact Assessment was reviewed and updated. The revised Welsh Language Impact Assessment notes that the closure of the school may have an impact on the language in terms of the use of the Welsh language within the community. At the same time, the Assessment concludes that the proposal is not likely to have a negative impact on the language of education or the provision of Welsh-medium education, for the following reasons: • Learners from the Nebo catchment area would continue to be educated in a Welsh-medium primary school (Category 3), namely Ysgol Llanllyfni. • Recent PLASC data (January 2026) shows a high proportion of learners who speak Welsh fluently at home in both schools (56% of learners at Ysgol Nebo and 68% of learners at Ysgol Llanllyfni). • Learners would be taught in larger classes alongside a greater number of peers of the same age, offering potential to strengthen opportunities to use Welsh socially and informally with fellow pupils. • Within the educational context, the arrangement is expected to support increased Welsh-language interaction between peers, and to maintain or strengthen the vitality of Welsh within school life. The revised impact assessment also identifies potential mitigation measures should the proposal be implemented, including consideration of appropriate options for the future use of the school building to continue supporting the use of the Welsh language in the local community, and promoting opportunities for the Nebo community to participate in activities at the alternative school, where practicable.
7.4.4	<i>“Ysgol Nebo offers an excellent opportunity for all pupils to build confidence in their use of Welsh, whatever the home language. Children have the opportunity to mix with older residents of the area, contributing to a positive and healthy intergenerational relationship through the medium of Welsh. They see the language as living. Without this, they would not have the opportunity to mix with residents in Welsh. In addition, a number of guest speakers visit the school. I myself have had the privilege of visiting them to speak Welsh with them.”</i>	
7.4.5	<i>“Welsh lessons were also held at the school for villagers who have moved here to live. Village activities held at the school would cease once the building is closed, and this would have a detrimental impact on the Welsh language, health and wellbeing in the villages of Nebo and Nasareth.”</i>	
7.4.6	<i>“If Cyngor Gwynedd were to close the school completely, community residents would no longer have the opportunity to practise their Welsh language skills, especially if they are monolingual English-speaking newcomers. This would run counter to the Welsh Government’s target of achieving one million Welsh speakers by 2050. By keeping the school open, everyone—adults as well as children—would be able to live their lives through the medium of Welsh, and Welsh would not be treated less favourably than English. Keeping the school open would also enable villagers to use it as a community hub, where older non-Welsh-speaking residents enjoy speaking Welsh with Welsh-speaking villagers. Once again, this would allow Cyngor Gwynedd to commit to helping the Welsh Government reach the target of one million Welsh speakers by 2050.”</i>	
7.4.7	<i>“Being able to use the school in the evening for Welsh classes with a qualified tutor would help people like me who struggle in their 70's to learn and retain the language, without having to travel for classes.”</i>	

7.5 Impact of school closure on linguistic demographics, attractiveness to families and sustainability of the Welsh language

	Comment	Council Response
7.5.1	“closing school would make the village less attractive to families and thus more likelihood of non-Welsh speaking residents coming in.”	The Council notes the concerns expressed regarding the potential impact of the closure of Ysgol Nebo on the linguistic demography of the village, the attractiveness of the area to Welsh-speaking families, and the sustainability of Welsh as a living community language. The Council also notes the concern expressed regarding how the loss of the school could reduce the attractiveness of Nebo and Nasareth to families with school-aged children, leading to demographic changes that could affect patterns of community use of the Welsh language in the longer term. A Welsh Language Impact Assessment was undertaken, and the original assessment was published as part of the consultation documentation. Following consideration of the comments received during the consultation, the Welsh Language Impact Assessment was reviewed and updated. The revised Welsh Language Impact Assessment acknowledges that the proposal may have an impact on the Welsh language in terms of the community vitality of Welsh, particularly given the role of Ysgol Nebo as the village’s Welsh-language social focal point. At the same time, the Assessment concludes that the proposal is not likely to have a negative impact on the provision of Welsh-medium education, as learners from the Nebo catchment would continue to be educated in a Welsh-medium primary school (Category 3), namely Ysgol Llanllyfni, with continued access to education through the medium of Welsh. Within the educational context, it is also noted that the proposed arrangements would offer opportunities for learners to socialise with a larger group of peers of the same age within a Welsh-medium environment, and that this could contribute positively to maintaining informal use of the Welsh language among learners.
7.5.2	“Regardless of the percentages quoted in the document, in real terms, by 2027, approximately 5/6 non-Welsh speaking children from Nebo would be joining approximately 16 non-Welsh speaking children in Llanllyfni, creating a sizeable group for them to associate together and inhibit their use of Welsh through play, and socially, and altering the demographic of Ysgol Llanllyfni... if the building is allowed to enter the commercial market, there is every likelihood that it will be used for tourism/second home purposes, not in the current interest of Welsh rural communities or the Welsh Language.”	
7.5.3	Concern is expressed that closing the school would reduce the attractiveness of the village to Welsh-speaking families, thereby having a negative impact on the community use of the Welsh language.	
7.5.4	“Closing school would make the village less attractive to families and thus more likelihood of non-Welsh speaking residents coming in. This is contrary to the hopes of the Welsh government...”	
7.5.5	“The village will die, young families will move out potentially into more English speaking areas with the inevitable decline of the Welsh language”	
7.5.6	<i>“Closing the school would make it less attractive for young families to settle in Nebo and Nasareth. As a consequence, this would have a negative effect on the Welsh Government’s target of achieving one million Welsh speakers by 2050.”</i>	
7.5.7	The view is expressed that closing Ysgol Nebo would be a major blow to the future of the Welsh language and to the area’s ability to attract and retain Welsh speakers.	
7.5.8	“closing school would make the village less attractive to families and thus more likelihood of non-Welsh speaking residents coming in. This is contrary to the hopes of the Welsh government.”	

7.5.9	“closing school would make the village less attractive to families and thus more likelihood of non-Welsh speaking residents coming in. This is contrary to the hopes of the Welsh government in establishing the Welsh language?”	The revised impact assessment also identifies potential mitigation measures should the proposal be implemented, including consideration of appropriate options for the future use of the school building to continue supporting the use of the Welsh language in the local community, and promoting opportunities for the Nebo community to participate in activities at the alternative school, where practicable.
7.5.10	“Closing the school will likely reduce the number of Welsh speakers moving to the community especially with school age children.”	

7.6 Identity, culture, sense of place and sustainability of Welsh-speaking rural communities and continuity of the language

	Comment	Council Response
7.6.1	The view is expressed that closing Ysgol Nebo would have a serious impact on the area and its people. It is noted that the community is a strong Welsh-speaking one, with a deep local history linked to previous generations.	The Council notes the concerns expressed regarding the potential impact of the closure of Ysgol Nebo on cultural identity, the sense of place (<i>cynefin</i>), and the sustainability of a rural Welsh-speaking community within the village and the surrounding area, as well as noting the comments regarding the central role of the school as the heart of the community, supporting not only education but also the intergenerational transmission of culture, identity and the Welsh language. The Council notes that some respondents consider Ysgol Nebo to contribute to the use and transmission of the Welsh language in the community through its Welsh-medium education and associated activities. It also notes concerns raised that the closure of the school could reduce the area’s attractiveness to young families, with potential implications for the long-term sustainability of the local Welsh-speaking population. As part of the statutory consultation process, a Welsh Language Impact Assessment was undertaken, and the original assessment was published as part of the consultation documentation. Following consideration of the comments received in response to the statutory consultation, the Welsh Language Impact Assessment was reviewed and updated. The revised Linguistic Impact Assessment acknowledges that the closure of Ysgol Nebo could have an impact on the vitality of the Welsh language in the local community, particularly considering the role of the school as the village’s primary Welsh-language focal point and the lack of alternative community provision. At the same time, the Assessment concludes that
7.6.2	It is noted that Ysgol Nebo plays a central role in sustaining the Welsh language, local culture and the sense of identity (‘ <i>cynefin</i> ’) in Nebo and Nazareth. Concern is expressed that closing the school would damage the sustainability of a rural Welsh-speaking community and undermine the area’s attractiveness to young families. Attention is drawn to the school’s role as a foundation for passing culture and identity between generations, supporting the continued use of Welsh in the community.	
7.6.3	<i>“Closing the school would be a huge blow to the pupils, not to mention the village residents and the Welsh language. The school is the heart of this special community and provides the foundation for the Welsh language and its traditions to thrive.”</i>	
7.6.4	<i>“It is likely that the proposal to close Ysgol Nebo would have significant negative effects on people’s opportunities—especially those of children and families—to use Welsh on a daily basis. As a Welsh-medium school embedded in the community, the school is central not only to education but also to the cultural and linguistic identity of the village. Its closure would reduce both formal and informal use of the Welsh language and risk undermining the principle of not treating Welsh less favourably than English. Removing the school would accelerate linguistic and cultural decline and erode the Welsh character of the community. The school also plays an important role in sustaining Welsh beyond the classroom through events, parental engagement and community activities. In a community</i>	

	<i>already experiencing demographic change, its closure would weaken one of the few remaining natural spaces for the Welsh language.”</i>	the proposal is not likely to have a negative impact on the provision of Welsh-medium education, as learners from the Nebo catchment would continue to be educated in a Welsh-medium primary school (Category 3), namely Ysgol Llanllyfni, with continued access to education through the medium of Welsh. Within the educational context, it is also noted that the proposed arrangements could offer learners opportunities to socialise with a larger number of peers of the same age within a Welsh-medium environment, which could support the continued informal use of Welsh among learners. However, the Council acknowledges the concerns raised regarding the wider impact on the Welsh language with the local community. The revised impact assessment also identifies potential mitigation measures should the proposal be implemented, including consideration of appropriate options for the future use of the school building to continue supporting the use of the Welsh language in the local community, and promoting opportunities for the Nebo community to participate in activities at the alternative school, where practicable.
7.6.5	<i>“Closing rural schools is a decision to abandon those communities forever and to accept that they will no longer be Welsh-speaking areas. There are numerous examples where the loss of a school has had a detrimental effect on the position of the Welsh language in a village. One need only look at areas such as Carmel and Y Fron to see how school closures have harmed Welsh in the Dyffryn Nantlle, and therefore the dismissive attitude towards the loss of communities is deeply disappointing. There must be very careful consideration of the full impact of school closures on the Welsh language in villages. Valuable small schools like Ysgol Nebo are needed in our areas, and removing them would be an act of social vandalism.”</i>	
7.6.6	<i>“Without doubt, if the school closes, Cyngor Gwynedd will be responsible for the decline of the Welsh language in this part of Dyffryn Nantlle—one of the strongholds of the Welsh language.”</i>	
7.6.7	The view is expressed that keeping the school open (particularly for pupils who struggle in larger schools) would help sustain the Welsh-language focus of the community.	
7.6.8	<i>“Just being in the school with all the Welsh on the walls is helping to keep the village Cymreig a Chymraeg... Families with children looking to settle in the area often consider the type of community they want their children to grow up in... The school makes a difference as to whether bilingual is thought to be the character of the place... Both English and Welsh families can and do want their children to grow up bilingual... Only by keeping the school open... Without the school to back us up, it would be a losing battle.”</i>	
7.6.9	<i>“There is a need to continue supporting small Welsh-medium community schools for the future of the language and to ensure strong communities in rural areas.”</i>	

7.7 Language policy and the Council’s statutory duties: the status of Welsh, the principle of non-disadvantage, and impacts on community language use, opportunities to use Welsh and compliance with Welsh Language Standards

	Comment	Council Response
7.7.1	<i>“The proposal could be formulated or adapted by ensuring that local Welsh-medium educational provision continues to operate within the community, with clear arrangements in place to sustain and promote the</i>	The Council notes the concerns raised regarding the Authority’s statutory duties under the Welsh Language Standards (Welsh Language (Wales) Measure 2011), in particular the principle of not treating the Welsh

	<i>everyday use of Welsh in both educational and community contexts. This would help to comply with the duty not to treat the Welsh language less favourably than English, and to mitigate any potential adverse impacts on opportunities to use Welsh, while also contributing positively to the Welsh Government's objective of achieving one million Welsh speakers by 2050."</i>	language less favourably than the English language, and the need to ensure that Welsh is central to the decision-making process.
7.7.2	<i>"The impact assessments are laughably poor, and the suggestion that closing a Welsh-medium rural school could have a positive effect on the Welsh language is shameful. The impact assessments focus only on a very small section of society (children aged 4–11). There has been no attempt by the Council to assess the impact of closing this school on the Welsh language in the Nebo and Nasareth area. Nor is there any impact assessment of transferring children (including, as noted, children from non-Welsh-speaking families) to ostensibly more Welsh-medium schools such as Llanllyfni. There has been no attempt to examine the wider impact that closing rural schools has on the Welsh language in general. The impact assessment is self-serving and appears to have been created solely to support officers' intention to close the school. An independent, fair assessment is required, or this process becomes a farce."</i>	As part of the Equality Impact Assessment, Question 10 asks how the proposal complies with the Welsh Language Standards, ensures that Welsh is not treated less favourably than English, and maintains or increases opportunities to use Welsh within the community. In response, it is noted that continuity of Welsh-medium education would be secured, as learners from the Nebo catchment would continue to be educated in a Welsh-medium primary school (Category 3), namely Ysgol Llanllyfni.
7.7.3	<i>"The Council must acknowledge and be honest that closing the school will have a negative impact on the Welsh language." "I urge the Council to acknowledge honestly that closing the school will have a negative impact on the Welsh language and to undertake a detailed impact assessment of this issue, rather than a whitewash such as this."</i>	A Welsh Language Impact Assessment and an Equality Impact Assessment were undertaken, and both were published as part of the consultation documentation. Following consideration of the comments received during the consultation, both assessments were reviewed and updated.
7.7.4	<i>"Removing a local Welsh-language institution is a blow to Welsh speakers and conflicts with Cymraeg 2050, the Well-being of Future Generations Act, and wider national policies."</i>	The revised Equality Impact Assessment concludes that the proposal complies with the Welsh Language Standards by ensuring continuity of Welsh-medium education, and therefore that Welsh would not be treated less favourably than English within the educational provision. At the same time, the Council acknowledges that the closure of Ysgol Nebo could reduce community-based and informal opportunities to use Welsh, and mitigation measures have therefore been identified to seek to maintain and promote the use of Welsh within the community should the proposal be implemented, as noted below.
7.7.5	<i>"The Welsh Language and Education (Wales) Act 2025 sets out clear expectations for local authorities in relation to supporting all pupils, across all educational settings, to become independent Welsh speakers."</i>	The revised Welsh Language Impact Assessment similarly concludes that the proposal is not likely to have a negative impact on the language of education or on the provision of Welsh-medium education. However, it recognises some potential effect on the language associated with the loss of community-based and informal opportunities to use Welsh in Nebo, particularly given the lack of alternative community provision.
7.7.6	<i>"Closing Ysgol Nebo would represent a permanent loss for the Welsh language locally. The school has been an asset to the language and culture for 150 years, and losing it would undermine the daily community use of Welsh. While Welsh-medium provision may continue in another school, Ysgol Nebo provides daily, informal and community-based opportunities to use Welsh which are essential to linguistic confidence and intergenerational transmission of the language. Closing the school would</i>	As a result, the revised impact assessments identify possible mitigation measures should the proposal be implemented, including:

	<i>reduce these opportunities and undermine the status of Welsh as a community language.”</i>	• considering appropriate options for the future use of the Ysgol Nebo building to continue supporting community and cultural use of Welsh; • promoting opportunities to involve the communities of Nebo and Nasareth in Welsh-language activities at the alternative school; • encouraging community collaboration to maintain opportunities to use and develop Welsh beyond formal educational provision.
7.7.7	<i>“The removal of a local Welsh-language institution places a disproportionate burden on Welsh speakers and conflicts with Cymraeg 2050, the Well-being of Future Generations Act, the Welsh Language Standards, and wider national policy.”</i>	
7.7.8	Concern is raised about the perceived inconsistency between aims to increase the use of Welsh and the proposal to close a community location where Welsh is spoken and learned naturally.	
7.7.9	<i>“In my view, the proposal should be formulated or adapted in a way that places the Welsh language at the heart of the decision and ensures that Welsh is not treated less favourably than English. The Council should ensure that any new arrangements strengthen opportunities to use Welsh rather than reducing them.”</i>	

7.8 Views expressing that alternative Welsh-medium provision is sufficient or positive

	Comment	Council Response
7.8.1	<i>“The view is expressed that Welsh-medium provision is adequate in local schools and that the proposal does not give rise to any significant linguistic concern, noting also that Welsh is not being treated less favourably than English.”</i>	The Council notes the view expressed by some respondents that the alternative Welsh-medium provision is sufficient or positive, and that the proposal, in their view, does not give rise to significant linguistic concern.
7.8.2	<i>“...the alternative schools are within the same communities... it is fair to say that the communities of the alternative schools are more Welsh in character.”</i>	
7.8.3	<i>“Very positive in terms of the Welsh language... moving them would improve their Welsh language skills, as they would use the language more naturally.”</i>	

7.9 General views expressed regarding the potential adverse impact of the proposal on the Welsh language

	Comment	Council Response
7.9.1	<i>“School closure could have no positive effect on the Welsh language.”</i>	The Council notes the comment.
7.9.2	<i>“I strongly believe that the proposal would have a detrimental impact on the Welsh language, on the community, and would reduce opportunities for people to use Welsh.”</i>	The Council notes the comment.

7.9.3	<i>“The assessments show that maintaining the school or reshaping provision would be neutral in terms of educational standards, whereas closure would lead to clear negative impacts on the community and the Welsh language.”</i>	The Council notes the comment.
7.9.4	It is argued that having more schools increases the range of Welsh-language expertise, enables the sharing of good practice, and strengthens local linguistic networks; closing the school would reduce the village’s Welsh-medium educational representation.	The Council notes the comment.
7.9.5	A critical view is expressed regarding the way in which the Welsh language is promoted, with the view that this could have negative consequences for some individuals.	The Council notes the comment.
7.9.6	<i>“Damaging the Welsh language.”</i>	The Council notes the comment.
7.9.7	<i>“It is impossible to put a ‘positive spin’ of any kind on the impact of closing Ysgol Nebo on the Welsh language. It is shameful that Cyngor Gwynedd believes we should respond to such patronising questions.”</i>	The Council notes the comment.

7.10 Challenge to the conclusions of the Welsh Language Impact Assessment

	Comment	Council Response
7.10.1	<i>“The first thing that struck me was the Council’s statement that it is ‘unable to foresee a negative impact on the Welsh language as a result of implementing the proposed option’. I simply could not believe this when reading the report – how on earth did Council officers reach such a conclusion? The self-serving conclusions of the Welsh language impact assessment are shameful, as the Council has made no attempt whatsoever to assess the impact of closing the school on the Welsh language in the Nebo and Nasareth area. Nor is there any impact assessment of transferring children from non-Welsh-speaking families in Nebo to more Welsh-medium schools such as Llanllyfni. There has been no attempt to examine the long-term impact that closing rural schools has on the Welsh language more generally.</i> <i>The findings clearly focus only on the impact on current pupils (children aged 4–11). If the school closes, it is a permanent decision. It cannot be reversed, nor can its impact on the Welsh language be mitigated. Can the Council genuinely claim that this decision ‘promotes and safeguards culture, heritage and the Welsh language’ in the area under the Act? The</i>	The Council notes the comments and the challenges raised by some respondents regarding the conclusions of the Welsh Language Impact Assessment, including the view that the original assessment did not adequately assess the potential impact of closing Ysgol Nebo on the Welsh language in Nebo and Nasareth, or on the longer-term and community use of the language beyond the impact on current pupils. Following considering the responses received during the statutory consultation, the Welsh Language Impact Assessment was reviewed and updated. The revised Welsh Language Impact Assessment acknowledges that there may be a potential linguistic impact associated with the loss of community opportunities to use the Welsh language in Nebo and Nasareth, particularly as there is no alternative community provision or location available in Nebo for holding community events. At the same time, the revised assessment

	<i>Council has clearly not properly considered the Act or its implications. A proper Welsh language assessment is required—one that acknowledges the negative impact on the language and examines mitigation measures. A community that has lost its school cannot be restored, and there are no possible mitigation measures. The Welsh language will be poorer if this decision is approved.”</i>	concludes that the proposal is not likely to have a negative impact on the language of education or on the provision of Welsh-medium education, as learners from the Nebo catchment would continue to be educated in a Welsh-medium primary school (Category 3), namely Ysgol Llanllyfni.
7.10.2	<i>“The Welsh language impact assessment is shamefully inadequate, as the Council has made no attempt to assess the impact of closing this school on the Welsh language in the Nebo and Nasareth area (focusing only on current school pupils). Nor is there any impact assessment of transferring children (including, as noted, children from non-Welsh-speaking families) to more Welsh-medium schools such as Llanllyfni. There has been no attempt to examine the wider impact that closing rural schools has on the Welsh language in general.”</i>	The Welsh Language Impact Assessment identifies possible mitigation measures, should the proposal be implemented, including: • consideration of appropriate options for the future use of the Ysgol Nebo building to continue supporting community and cultural use of Welsh; • promoting opportunities to involve the communities of Nebo and Nasareth in Welsh-language activities at the alternative school; • encouraging community collaboration to maintain opportunities to use and develop Welsh beyond formal educational provision.

8. Transport and Travel

8.1 Traffic safety and parking around Ysgol Llanllyfni

	Comment	Council Response
8.1.2	<i>“Llanllyfni is already having problems with parking at all times, much worse during drop off and pick up times, with dangerous parking and pulling up occurring this would increase if the children from Nebo were being brought in”</i>	The Council notes the concerns raised by consultees regarding the current traffic and parking situation around Ysgol Llanllyfni, particularly during pupil drop-off and collection times, as well as concerns that hazardous parking and stopping occur at times, with potential implications for the safety of pedestrians, pupils and other road users, and that an increase in pupil numbers could affect this situation. In considering these concerns, the Council notes that school travel arrangements, including the provision of school transport, are made in accordance with the County’s School Transport Policy. Where pupils are eligible for transport, this will be provided in line with the relevant criteria. The Council notes the concerns raised and acknowledges that there have been historical challenges regarding drop-off arrangements at Ysgol Llanllyfni. However, it is noted that appropriate arrangements have now been developed by the school and the Integrated Transport Unit to facilitate the drop-off of learners travelling by taxi. Any further implications in relation to traffic and parking would continue to be considered as part of any transport arrangements should the proposal be implemented.
8.1.3	<i>“Also consider the extra cars in Llanllyfni during these times.”</i>	
8.1.4	<i>“There is no consideration in the consultation of health and safety outside Ysgol Llanllyfni should pupils from Nebo also attend. At times when parents are dropping off and collecting their children from Ysgol Llanllyfni, the situation can at times be extremely dangerous, with traffic through the village having to avoid parents parking cars on pavements, double yellow lines and on several occasions in the middle of the road in order to escort their children to school. This is in addition to the chaos of children and parents attempting to walk to and from Ysgol Llanllyfni on foot. This is a clear indication that Ysgol Llanllyfni is overcrowded, has insufficient facilities, and that there are health and safety concerns about accepting more pupils.”</i>	
8.1.5	<i>“Travelling further to Ysgol Llanllyfni will increase road safety risks and add costs for families and the authority.”</i>	

		Should the proposal be implemented, it is not anticipated that the increase in learner numbers at Ysgol Llanllyfni arising from the implementation of the proposal to close Ysgol Nebo would be significant, and therefore it is not anticipated that implementing the proposal would have a significant impact on existing traffic and parking arrangements. Nevertheless, should the proposal be implemented, and should any issues or concerns arise following implementation of the proposal, these would be considered through the Council's usual arrangements and processes, in collaboration with the relevant services, in accordance with the Council's statutory roles and responsibilities. The Council acknowledges that increased travel distances can give rise to concerns regarding road safety and costs to families. In this context, it is reiterated that any transport arrangements would be made in accordance with the County's current policies.

8.2 Suitability of walking routes between Nebo and Llanllyfni for primary-aged children

	Comment	Council Response
8.2.1	<i>"I was surprised by the Council's report stating that it is safe to walk from Nebo to Llanllyfni... There are no pavements on the road or any walking path between the areas!"</i>	The Council notes the concerns raised by consultees regarding the suitability and safety of walking routes between Nebo and Llanllyfni for primary-age learners.
8.2.2	<i>"Using the public rights of way outlined in the consultation document could put children's lives at risk. For example, the path near the Crychddwr River is narrow, slippery and stony in many places, and requires crossing stiles and passing through livestock gates to access it. A parent would have to accompany the children in all weathers, including with four-year-old children. It would not be possible for parents to take a pram along these routes if pupils have younger siblings. In addition, the road near Crychddwr Bridge is very dangerous. It would not be possible to send young children to Ysgol Llanllyfni on their own, as this could raise safeguarding concerns, given that it is not known who may be present along the public rights of way."</i>	As part of the statutory consultation process, a Travel Impact Assessment was undertaken and included within the consultation documentation, and it was updated in response to the comments received. It is noted that Ysgol Llanllyfni is 1.6 miles from Ysgol Nebo and, if the proposal were to be implemented, school transport arrangements would be provided for eligible learners in accordance with Cyngor Gwynedd's Education Transport Policy. Under the Policy, free transport is provided for primary school learners who live 2 miles or more from their catchment school or the nearest school, and this provision does not apply to nursery class pupils. Based on the current learner numbers at Ysgol Nebo, it is anticipated that an 8-seat bus would be required to transport those learners who are eligible for transport, at an estimated cost of up to £17,000 per year, should the proposal be implemented. It is also noted that an increase in numbers in the future could mean that a larger bus would be required, with potential costs of up to £30,000 per year.

		In accordance with the Policy, learners are not expected to walk routes that are considered dangerous, and where a route is assessed as not being reasonably safe for a primary-age child to use, it is not taken into account for the purposes of walking eligibility. Consequently, the revised assessment confirms that travel arrangements would be made in accordance with the Policy, and therefore it is not anticipated that any learner from the Nebo catchment area would be required to walk along dangerous routes or to travel an unreasonable distance to school if the proposal were to be implemented.

8.3 School transport costs to the Council and budget sustainability

	Comment	Council Response																																																																																																																																	
8.3.1	“Costings - it has been argued that travel would cost a lot but one minibus would be enough to collect all the children from the catchment area.”	The Council notes the comments received regarding the costs of school transport and the impact on budget sustainability, including the views expressed concerning the scale of transport provision and the increasing demand on the Council’s school transport budget. As part of the statutory consultation process, a Travel Impact Assessment was undertaken. This assessment identified, based on the numbers at the time, that school transport would be required for eligible learners in accordance with the Council’s School Transport Policy. It was anticipated that an 8-seat minibus would be sufficient to meet the needs of those learners at this stage, with an estimated annual cost of up to £17,000. It was also noted that changes in learner numbers in the future could result in the need for increased transport provision, with associated higher costs. The Council acknowledges that school transport costs have increased significantly in recent years, as is the case across Wales, and that this is not a challenge unique to Gwynedd. However, the Council is required to meet its statutory duties in relation to the provision of transport for eligible learners.																																																																																																																																	
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8.3.5	“The issue of transport costs is a pressing one, with the transport to school budget having increased dramatically over recent years, as can be seen in the table below. <table><tr><th></th><th colspan="3">Taxis and trains</th><th colspan="3">Buses</th><th colspan="3">Total</th></tr><tr><th></th><th>Budget</th><th>Actual</th><th>Over/under expenditure</th><th>Budget</th><th>Actual</th><th>Over/under expenditure</th><th>Budget</th><th>Actual</th><th>Over/under expenditure</th></tr><tr><td>2016/17</td><td>2,064,210</td><td>2,038,424</td><td>-25,786</td><td>2,554,540</td><td>2,582,690</td><td>28,150</td><td>4,618,750</td><td>4,621,113</td><td>2,363</td></tr><tr><td>2017/18</td><td>2,021,500</td><td>2,223,188</td><td>201,688</td><td>2,558,770</td><td>2,545,402</td><td>-13,368</td><td>4,580,270</td><td>4,768,590</td><td>188,320</td></tr><tr><td>2018/19</td><td>2,335,140</td><td>2,471,024</td><td>135,884</td><td>2,609,570</td><td>2,805,616</td><td>196,046</td><td>4,944,710</td><td>5,276,606</td><td>331,940</td></tr><tr><td>2019/20</td><td>2,342,810</td><td>2,516,348</td><td>173,538</td><td>2,821,950</td><td>2,884,972</td><td>63,022</td><td>5,164,760</td><td>5,401,321</td><td>236,561</td></tr><tr><td>2020/21</td><td>2,323,850</td><td>1,969,468</td><td>-354,382</td><td>2,931,910</td><td>2,560,678</td><td>-371,232</td><td>5,255,760</td><td>4,530,145</td><td>-725,615</td></tr><tr><td>2021/22</td><td>2,615,480</td><td>2,790,864</td><td>175,384</td><td>3,149,730</td><td>3,092,720</td><td>-57,010</td><td>5,765,210</td><td>5,883,585</td><td>118,375</td></tr><tr><td>2022/23</td><td>2,841,050</td><td>3,147,025</td><td>305,975</td><td>3,279,400</td><td>3,521,664</td><td>242,264</td><td>6,120,510</td><td>6,668,690</td><td>548,180</td></tr><tr><td>2023/24</td><td>2,743,340</td><td>3,427,763</td><td>684,423</td><td>3,646,240</td><td>4,457,345</td><td>811,105</td><td>6,389,580</td><td>7,885,109</td><td>1,495,529</td></tr><tr><td>2024/25</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>estimated 2025/26</td><td>3,907,490</td><td>3,752,712</td><td>-154,778</td><td>4,182,150</td><td>4,758,976</td><td>576,826</td><td>8,089,610</td><td>8,511,688</td><td>422,078</td></tr><tr><td>estimated</td><td>3,461,290</td><td>3,718,067</td><td>256,807</td><td>4,246,210</td><td>4,801,060</td><td>554,850</td><td>7,707,470</td><td>8,519,127</td><td>811,657</td></tr></table> To the lay eye, this level of expenditure is shocking. Instead of requests to government for more funding, why are local councils not lobbying for an amendment to school transport legislation which requires the council to offer free transport to any primary pupil more than two miles away from the			Taxis and trains			Buses			Total				Budget	Actual	Over/under expenditure	Budget	Actual	Over/under expenditure	Budget	Actual	Over/under expenditure	2016/17	2,064,210	2,038,424	-25,786	2,554,540	2,582,690	28,150	4,618,750	4,621,113	2,363	2017/18	2,021,500	2,223,188	201,688	2,558,770	2,545,402	-13,368	4,580,270	4,768,590	188,320	2018/19	2,335,140	2,471,024	135,884	2,609,570	2,805,616	196,046	4,944,710	5,276,606	331,940	2019/20	2,342,810	2,516,348	173,538	2,821,950	2,884,972	63,022	5,164,760	5,401,321	236,561	2020/21	2,323,850	1,969,468	-354,382	2,931,910	2,560,678	-371,232	5,255,760	4,530,145	-725,615	2021/22	2,615,480	2,790,864	175,384	3,149,730	3,092,720	-57,010	5,765,210	5,883,585	118,375	2022/23	2,841,050	3,147,025	305,975	3,279,400	3,521,664	242,264	6,120,510	6,668,690	548,180	2023/24	2,743,340	3,427,763	684,423	3,646,240	4,457,345	811,105	6,389,580	7,885,109	1,495,529	2024/25										estimated 2025/26	3,907,490	3,752,712	-154,778	4,182,150	4,758,976	576,826	8,089,610	8,511,688	422,078	estimated	3,461,290	3,718,067	256,807	4,246,210	4,801,060	554,850	7,707,470	8,519,127
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	nearest school? Surely this policy disproportionately affects a rural county like Gwynedd. Not all parents actually need this service – could it not be dependent upon need? The figures for 2023-2024 are particularly striking: a budget overspend of almost £1.5 million – an overspend in one year of an amount of money which would keep an ‘unviable’ school like Nebo or Baladeulyn open for a decade.”	

8.4 Suitability of bus transport for young children (aged 4)

	Comment	Council Response
8.4.1	<i>“It does not make sense to put young children aged four on a school bus, which is very expensive to operate.”</i>	The Council notes the concerns raised. Should the proposal be implemented, transport arrangements would be made in accordance with Gwynedd Council’s School Transport Policy. In line with this policy, nursery learners (including four-year-old children who are not in statutory primary education) are not eligible for school transport. Where a four-year-old child is a full-time pupil in the reception class, eligibility for transport is assessed in line with the same criteria as for other primary learners.

8.5 Environmental impact and health and wellbeing implications of transporting pupils rather than walking

	Comment	Council Response
8.5.1	<i>“The environmental impact is also a factor – putting children on school buses and taking them away from their local community does not align with the objectives of the Act. Travelling by bus instead of walking to school would also have an impact on children’s health and runs counter to the Act.”</i>	The Council notes the concerns raised regarding the environmental and health impacts of travel arrangements, including references to carbon footprint and the objectives of the Well-being of Future Generations (Wales) Act 2015. As part of the statutory consultation process, an Impact Assessment against this Act was undertaken and included within the consultation documentation and was updated following the consultation. Should the proposal be implemented, travel arrangements would be made in accordance with the Council’s Education Transport Policy.
8.5.2	<i>“The school is close enough for children to be able to walk to it safely.”</i>	
8.5.3	<i>“This also increases the carbon footprint, which is contrary to sustainability objectives.”</i>	

8.6 Accessibility of transport in rural areas and the impact on families already experiencing poverty

	Comment	Council Response
8.6.1	<i>“As Nebo is quite rural, the ability to travel for those unable to do so will prove very challenging!”</i>	The Council notes the concerns raised regarding the accessibility of transport in a rural area such as Nebo, and the potential impact on families experiencing poverty, including concerns about reliance on limited public transport and the financial and practical implications for parents and carers. The Council also notes the comments in regard to car ownership and access to public transport in rural areas.
8.6.2	<i>“Forcing families to pay for public transport would contribute to worsening the effects of child poverty and social exclusion, particularly for families already experiencing poverty. This would be contrary to the Welsh Government’s child poverty strategy. Car ownership is lower in rural areas,</i>	

	<i>meaning families are forced to rely on public transport, which is limited in Nebo—especially when a parent is required to travel with their children for safeguarding reasons and return twice a day.”</i>	Should the proposal be implemented, school transport arrangements would be made in accordance with Gwynedd’s Education Transport Policy. There would be no cost associated with transport for learners who are eligible for free transport under the policy.

8.7 Calls for clarity on proposed transport arrangements and associated cost implications

	Comment	Council Response
8.7.1	“The Union would ... like reassurance given possible costs of transport in moving the children further away from home.”	The Council notes the call for clarity and reassurance regarding the arrangements and potential cost implications of transport should the proposal be implemented. Should the proposal be implemented, school transport arrangements would be made in accordance with Gwynedd’s Education Transport Policy. Under this Policy, Cyngor Gwynedd provides free school transport for learners who live in the county and who are enrolled at a school run by the Council—namely primary school learners who live 2 miles or more from their catchment school, or the nearest school (excluding nursery class pupils). In addition, where a walking route is assessed as not being reasonably safe for a primary-age child to use, transport arrangements will be provided in line with the provisions of the Policy. The Council recognises the importance of reliable transport for families. However, school transport is not normally provided to facilitate access to additional services such as breakfast clubs, and such arrangements are considered in line with the School Transport Policy and the relevant statutory criteria.
8.7.2	The need for free and reliable transport for pupils between Nebo and Llanllyfni is emphasised, including arrangements that support access to services such as breakfast clubs.	

9. Challenges to the Validity, Fairness and Quality of the Statutory Process

9.1 General concern about the fairness, quality and validity of the consultation process

	Comment	Council Response
9.1.1	<i>"I am concerned that the reports have only been produced to justify the closure of the school."</i>	The Council notes the concerns expressed regarding the perception that the consultation process was undertaken to justify a predetermined outcome. The Council notes that the statutory consultation on the proposal to close Ysgol Nebo was conducted in accordance with the requirements of the School Organisation Code (011/2018), including the publication of a detailed consultation document, a comprehensive package of impact assessments, and the provision of a specified statutory period for stakeholders to submit their views.
9.1.2	"I do not feel that this whole process has been instigated to look at the feasibility of whether the school could stay open. Rather, Cyngor Gwynedd need to reduce financial expenditure and shutting small schools will do just that. "	
9.1.3	"the consultation documents gave almost identical reasons for every single option considered to be unfeasible...It looked like a copy and paste job...simply a decision already made to close the school, with no carefully reasoned arguments as to why each option would not work. It appeared to have been lazy work."	In line with the requirements of the Code, specific arrangements were put in place to consult with children and young people as part of the statutory process, including designated sessions with learners from Ysgol Nebo and Ysgol Llanllyfni, as well as the provision of purpose-designed documents and questionnaires. A summary of the views expressed by learners is included in Section 3 of Appendix A – the Consultation Report. A summary of learners' views, alongside a summary of all other responses received during the statutory consultation period, has been included in the Consultation Report that will be presented to the Council's Cabinet for consideration prior to any further decision being made.
9.1.4	"...I deplore the cynicism in presenting a simplification of this form, at this late stage, for the pupils to give their opinion – this could have been done at an earlier stage in the process and not at the point when the decision of Cyngor Gwynedd to close their school appears to be presented as a 'fait accompli'. If and when the closure goes ahead these children will learn at an early stage in their life that their opinion counts for nothing."	In line with the requirements of the School Organisation Code, the next steps will be for the Council's Cabinet to carefully consider all responses received during the consultation period, alongside the evidence presented through the impact assessments. A consultation report will then be prepared and submitted to Cyngor Gwynedd's Cabinet for consideration. Subject to the Cabinet's decision, this could lead to the next stage of the statutory process, namely the publication of a statutory notice and the holding of a formal objection period, before any final decision is made, or the process being brought to an end.
9.1.5	"I was concerned to see the same negative reasons for closing the school used for every option considered."	
9.1.6	<i>"I do not agree under any circumstances that Ysgol Nebo should be closed on the basis of the weak and misleading evidence presented in your consultation. It is all too easy for Cyngor Gwynedd to follow 'fait accompli' policies without fully considering the long-term impact of your irresponsible decisions."</i>	

9.1.7	“The proposal to close Ysgol Nebo is filled with inaccuracies and unsupported figures and smacks of a decision that has already been made contrary to the rules the council is supposed to follow”	
9.1.8	Concern is expressed that the consultation appears to be a box-ticking exercise rather than a genuine engagement with real options.	
9.1.9	<i>“We should have had more time to respond to the consultation, as the timing over Christmas and poor weather did not allow the community sufficient opportunity to discuss it properly and respond in full. It must be remembered that this consultation is extremely important to the learners and residents of Nebo and the surrounding area.”</i>	
9.1.10	“I am concerned about the quality of the consultation and proposal currently being put forward by the Education Department. “	As above.
9.1.11	“There has been a general lack of clarity and understanding which has also fed into general apprehension: it was not been made clear to stakeholders that the initial discussions were not a statutory consultation. One parent commented that she thought there would be an announcement in the May meeting that the school would be closing. She was so upset that she could not be persuaded to attend the meeting. It has also not been made explicit that the current discussions need not necessarily result in a statutory consultation: this is clear from the ‘next steps’ published in the meeting notes and presentations. This adds to an increasing negative feeling of spiralling downwards to closure, again evidencing subtle bias.”	As above.
9.1.12	A question is raised as to whether a decision to close the school has already been made, based on information shared with staff.	As above.

9.2 Insufficient consultation period and its timing (Christmas period, lack of notice, short deadlines)

	Comment	Council Response
9.2.1	"The time line of consultation and closure works against a result of keeping Ysgol Nebo open. The consultation documents were put on the website just prior to the Christmas break. The response form deadline is 23rd January, giving little time for staff, parents, residents and interested parties to discuss the implications fully and provide feedback. Almost like it is being set up with a timeline to reduce feedback.....The release of the consultation document just before Christmas gave all parties concerned, teachers, governors, parents, residents little opportunity to meet to discuss the implications and the way forward."	The Council notes the concerns expressed regarding the length and timing of the consultation period. The statutory consultation on the proposal to close Ysgol Nebo was conducted in accordance with the requirements of the School Organisation Code (011/2018), which stipulates that a consultation period of at least 42 days must be held, with a minimum of 20 school days within that period. The Code does not prohibit consultations from taking place during school holiday periods, provided these requirements are met. In this case, these statutory requirements were complied with, and the consultation documents made available to the public throughout the consultation period and opportunities provided for stakeholders to submit comments. All responses received during the consultation period will be fully considered as part of the next stages of the statutory process.
9.2.2	"The consultation period was curtailed significantly by being over the Christmas and New Year period, which delayed village meetings. Also bad weather meant we had to reschedule...The consultation period should be extended"	As above.
9.2.3	"Additionally the consultation period has been curtailed due to holidays and bad weather."	As above.
9.2.4	"The consultation period was curtailed significantly by being over the Christmas and New Year period, which delayed village meetings."	As above.
9.2.5	"It is of some concern that the 6 week consultation period commenced in the run-up to Christmas which has made organising village meetings and discussions very difficult."	As above.
9.2.6	<i>"Extremely disappointing that the Education Department conducted the statutory consultation over the Christmas period. After weeks of delay, the consultation was announced— with little notice— to begin on 5 December, two weeks before the Christmas holidays during the school's busiest period. The consultation period was significantly curtailed as it ran over Christmas and New Year, delaying community meetings. Our request to</i>	As above.

	<i>extend the consultation period was refused by the Head of Education, resulting in significant disadvantage to governors and staff.”</i>	
9.2.7	<i>“I was extremely disappointed that the Education Department conducted the statutory consultation over the Christmas period. The consultation was announced to begin on 5 December, two weeks before the Christmas holidays during the school’s busiest period. As a result, the consultation period was significantly curtailed, delaying community meetings. A request by the Governors to extend the consultation period was refused by the Head of Education, resulting in significant disadvantage to governors and staff.”</i>	As above.
9.2.8	“the consultation period was curtailed significantly by being over the Christmas and New Year period, which delayed village meetings. Also bad weather meant meetings were rescheduled for safety of the attendees. The consultation period should be extended as this has created very tight deadlines.”	As above.
9.2.9	“The consultation period was curtailed significantly by being over the Christmas and New Year period, which delayed village meetings. Also bad weather meant we had to reschedule for safety of the attendees. The consultation period should be extended as this has created very tight deadlines.”	As above.
9.2.10	It is noted that the consultation period was significantly curtailed because it took place over Christmas and New Year, with a call to extend the consultation period.	As above.

9.3 Concerns regarding the interpretation of Governors’ proposals and the consideration given to alternative options within the statutory process

	Comment	Council Response
9.3.1	"Notes from the March 2025 Cabinet meeting, Section 5 (a) someone asked: "Would the authority consider keeping the school open for children who are unhappy in a larger school due to subtle bullying as a result of some of their needs?.... And the response was ... ‘It was suggested that this could be an option... and the Authority could evaluate...’ Has Cyngor Gwynedd done this?... Often people’s ... response ... is ‘we can’t do that’... defined by a legal requirement... but limits the outcomes... maybe the challenge is to drill down until the root cause is found..."	The Council notes the comments referring to previous discussions, including the questions raised at meetings held during 2025 regarding the possibility of keeping Ysgol Nebo open or developing the school as a specialist provision for learners experiencing social and emotional difficulties or negative experiences in larger educational settings.
9.3.2	“notes from the March 2025 meeting. Section 5 (a) someone asked: “Would the authority consider keeping the school open for children who are unhappy in a larger school due to subtle bullying as a	As part of the development work undertaken prior to the statutory consultation, the Council considered a wide range of alternative options for the future of Ysgol Nebo, including an option for the school to provide a specialist unit to support children with additional learning needs. This option emerged through local discussions, including direct contributions

	result of some of their needs? Children can feel more comfortable in a small school.” And the response was: “It was suggested that this could be an option for stakeholders to propose, and the Authority could evaluate the advantages and disadvantages of the option.”Has Cyngor Gwynedd done this?”	from the school’s Governing Body, and was interpreted at the time as a model whereby Ysgol Nebo would continue to operate as a school, alongside the provision of an ALN unit on site to support learners with additional needs.
9.3.3	“In the notes from the March 2025 meeting. Section 5 (a) someone asked "Would the authority consider keeping the school open for children who are unhappy in a larger school due to subtle bullying..."... And the response was... “the Authority could evaluate the advantages and disadvantages of the option. "Has Cyngor Gwynedd done this?"	It is noted that a number of responses to the consultation clearly expressed that this was not the original intention of the Governors; rather, the intention was to explore the possibility of Ysgol Nebo operating solely as a specialist provision to support children with social and emotional needs for whom mainstream education is challenging. As a result of this clarification, and following the comments received during the statutory consultation, the Council has since included this option as a separate reasonable alternative option, and a further assessment of this option has been undertaken. A further assessment of this option is included in Sections 6 and 7 of the Consultation Report. All reasonable alternative options, including those put forward by stakeholders, will be given consideration as part of the statutory process prior to any further decision being made.
9.3.4	“At the October 2025 Cabinet meeting at which the closure proposal was passed, the chair praised the Governors for “thinking outside the box”. Accepting this innovative proposal would indicate that Cyngor Gwynedd can do just that. In the notes from the March 2025 meeting with parents, governors and teachers, (Section 5 (a)) someone asked: “Would the authority consider keeping the school open for children who are unhappy in a larger school due to subtle bullying as a result of some of their needs? Children can feel more comfortable in a small school.” And the response was: “It was suggested that this could be an option for stakeholders to propose, and the Authority could evaluate the advantages and disadvantages of the option.” It’s not clear yet whether Cyngor Gwynedd has done this"	
9.3.5	<i>“Several options have already been presented to Cyngor Gwynedd, and the option favoured by the Governors, parents and the school community is to keep the school open for children with social and emotional difficulties or who are unhappy in a larger school due to bullying, etc. Cyngor Gwynedd has not presented this option in the consultation, despite the Governors clearly submitting it to them. Instead, the Education Department has misinterpreted it as an ALN Unit and has dismissed the idea. I would like to receive Cyngor Gwynedd’s response on this matter.”</i>	As above.
9.3.6	<i>“We believe that some matters have not been fully considered within the current impact assessments. In particular, the potential for the school to operate as a model or innovative pilot scheme should be adequately explored, supporting children who are struggling in larger schools or who are partially home-educated, as a preventative and cost-effective response</i>	As above.

	<i>to a growing challenge that has already been acknowledged by the Council.”</i>	
9.3.7	<i>“It is extremely disappointing that the option favoured by the Governing Body of Ysgol Nebo has not been fully considered nor properly developed within the documents.”</i>	As above.
9.3.8	<i>“The document does consider other options, but not the one proposed by the schools' governors and teachers. Instead you have reinterpreted their suggestion as wanting to add an ALN unit to the school, which you know would be expensive and that any pupils attending from other schools would be credited against their old schools and not Nebo, conveniently supporting you decision to close.”</i>	As above.
9.3.9	<i>“In my view, the officers deliberately misinterpreted the proposals put forward by the Governors. One proposal from the Governors was to provide a service for pupils with emotional and/or mental health difficulties. The officers described this as ALN provision, stating that the building was unsuitable without significant alterations. This was NOT the proposal.”</i>	As above.
9.3.10	<i>“An alternative was proposed by the Governors but this was misinterpreted by the council as ‘adding an ALN Unit’ which is a lose-lose as far as Ysgol Nebo is concerned.”</i>	As above.
9.3.11	<i>“The Governing body proposal to enable the school to support more learners struggling with wellbeing issues is being dismissed on the basis of the costs of creating a new ALN unit on site. The proposal as put forward does not require any additional building, merely making use of the classroom space as it stands. He states this option as being to provide a ‘specialist unit’, which it was not.”</i>	As above.
9.3.12	<i>“On the same point with regards to dismissiveness on the part of the council, option 5 (development of a specialist location for fieldwork) has hardly been explored at all. For example, stated under ‘threats’ is the comment, ‘Depending on the exact model, it may be necessary to close the current school and reopen as a specialist school’. Outdoor learning as a strategy to enhance pupil outcomes should be standard within all schools: the idea that a specialist school is required to showcase outdoor learning is simply ludicrous – the suggestion relates to curriculum areas, not extreme sports.”</i>	The Council notes the comment regarding Option 5, which relates to the development of a specialist site for outdoor learning. It is noted that this option was considered as part of the development work undertaken prior to the statutory consultation, and was included in the Statutory Consultation Document in accordance with the requirements of the School Organisation Code (011/2018). Following the comments received during the consultation, this option, along with other reasonable alternative options, has been included in the consultation report and has been subject to further assessment as part of the statutory process.

9.4 Lack of transparency and supporting evidence regarding school repair costs (£95,000)

	Comment	Council Response
9.4.1	"A figure of £95,000 for repairs to the school has been mentioned. This figure came as a big surprise to the staff and governors of the school. This is another instance of how information seems to have been deliberately withheld from all necessary interested parties so that it could later be used as a negative situation with regard to keeping the school open."	The Council notes the comments expressed regarding the figure of £95,000 referred to in the consultation documentation in relation to the backlog maintenance costs of the Ysgol Nebo building, including concerns raised about transparency, the basis of the figure and the level of detail provided.
9.4.2	"A figure of £95000 for repairs to the school has been mooted, with only with a sketchy outline in the document."	The Council notes that the building maintenance costs have not been identified as a key challenge facing the school nor as a reason for the proposal. The figure of £95,000 has been included in order to provide contextual information about the condition of the building as part of the wider picture of the provision.
9.4.3	"A figure of £95,000 has been quoted as a sum required for maintenance of the building but the components of this figure are not made clear in the document."	
9.4.4	"A figure of £95,000 for repairs to the school has been mooted, and the community would like to have sight of the detailed costings for that figure."	
9.4.5	"Figure of £95,000 for repairs to the school has been mooted, and the community would like to have sight of the detailed costings for that figure."	It is noted that this figure is based on a condition survey undertaken by the Council, as part of the regular condition surveys carried out across the County's school estate. These surveys contribute to the Authority's Asset Management Plan and support the prioritisation of the school maintenance programme.
9.4.6	"A figure of £95,000 for repairs to the school has been mooted, and the community would like to have sight of the detailed costings"	
9.4.7	"I would like to receive a detailed list and estimates for the repair work, as the high figure of £95,000 came as a surprise to the Governors."	In the case of Ysgol Nebo, the building has been assessed as condition category 'B' (satisfactory – minor deterioration), with areas of deterioration requiring maintenance. The condition survey identifies the need for the following works: • Roof and gutter repairs – £35,000 • Toilet upgrades – £25,000 • Re-rendering external walls – £30,000 • Replacement of some windows – £5,000 • Total estimated cost – £95,000
9.4.8	"Are there estimates for the repair work required at the school? The figure of £95,000 is high and could be described as 'misleading', given that there is clearly no urgent need to carry out this work, otherwise there would be a risk to staff and pupils."	
9.4.9	"The sum of £95,000 for repairs to the school is without foundation, evidence or justification and is misleading. Where are the estimates? Was the report prepared by professional builders or surveyors?"	

9.4.10	<i>“There is insufficient supporting evidence to justify the £95,000 maintenance figure stated in the consultation documents. When the Modernising Education team was asked for details of these costs, the following information was provided by email:</i> ▪ <i>Roof and gutter repairs – £35k</i> ▪ <i>Toilet upgrades – £25k</i> ▪ <i>Re-rendering external walls – £30k</i> ▪ <i>Replacement of some windows – £5k</i> <i>Total – £95k</i> <i>In a matter as serious as the closure of a rural school, a full, transparent and documented cost analysis is expected, including details of the scope of works, timescales, and which elements of this work would be required regardless of any decision on the school’s future. It is disappointing and unfair that such a significant figure is included in statutory documents without any written supporting evidence, quotations or technical assessment, and therefore it should not be relied upon as a robust basis for a decision of this importance.”</i>	maintenance needs over a period of time, and not all elements represent urgent works or works that would be required immediately. The Council notes that building maintenance costs have not been identified as a key challenge facing the school, nor as a reason for the proposal. Instead, the review of the future of Ysgol Nebo was undertaken because the school is facing other increasing challenges, including persistently low learner numbers, a very high proportion of surplus places, small classes with a broad age range, and pupil number projections that remain low in the medium and long term.
9.4.11	“A figure of £95,000 has been stated for repairs to the school. As no detailed inspection of the school infrastructure has been undertaken this is clearly a figure generated by your Estates department for long term budgetary planning purposes, and as such this should be clearly stated as an estimate rather than being presented as an actual real cost relating to the school. You are deliberately misleading the public in this document to support the decision you have already made”	As above.
9.4.12	<i>“It would be helpful to see how the £95,000 figure for repairs to the school was arrived at. I would like to see what the repair costs have been over the past five years and a breakdown of the £95,000. Were more than one company asked to provide quotations?”</i>	As above.

9.5 Inconsistencies or errors in financial data (cost per pupil)

	Comment	Council Response
9.5.1	“In the consultation document the Finance Allocation for Ysgol Nebo 2025-26 was £206,936 with a cost per learner 2025-26 of £25,867 – This was not based on the current 12 pupils and should be £17,245?”	The Council notes the comments received which question the accuracy of the financial figures set out in the Statutory Consultation Document, particularly in relation to Ysgol Nebo’s financial allocation for the 2025–26 financial year and the published cost per learner.
9.5.2	“The document acknowledged that the number of learners had increased to 12, but retained a cost per learner of £25,867 which is based on only 8 learners. The correct figure should be £17,245 which is significantly less.”	
9.5.3	<i>“In the consultation document, the financial allocation for Ysgol Nebo 2025–26 was £206,936 with a cost per learner of £25,867 – this was not based on the current 12 pupils and should be £17,245?”</i>	As stated in the Statutory Consultation Document, Ysgol Nebo’s financial allocation for 2025–26 was £206,936, with a cost per learner of £25,867. The Council explains that the cost-per-learner figure was calculated on the basis of learner numbers on the school register in September 2024, as this is the official data used when setting budget allocations for the following financial year.
9.5.4	<i>“In the consultation document, the financial allocation for Ysgol Nebo 2025–26 was £206,936 with a cost per learner of £25,867 – this was not based on the current 12 pupils.”</i>	
9.5.5	<i>“The figures for the financial allocation and cost per learner for Ysgol Nebo 2025–26 are inaccurate and misleading.”</i>	In the case of Ysgol Nebo, learner numbers at that time were lower than the current numbers, which explains the difference between the figure published in the consultation document and the figures suggested by some respondents based on more recent learner numbers.
9.5.6	“In the consultation document, the Finance Allocation for Ysgol Nebo 2025-26 was £206,936 with a cost per learner 2025-26 of £25,867 –This was not based on the current 12 pupils and should be £17,245?”	
9.5.7	“in the consultation document, the Finance Allocation for Ysgol Nebo 2025-26 was £206,936 with a cost per learner 2025-26 of £25,867 –This was not based on the current 12 pupils and should be £17,245?”	The Council notes that learner numbers can vary over time and, although an increase has been recorded since September 2024, this change is not reflected in the 2025–26 budget allocation, as that allocation had already been determined in accordance with the standard budget-setting cycle. Changes in learner numbers are considered through the Council’s normal budgetary processes for subsequent financial years, including 2026–27.
9.5.8	“Pupil numbers are in fact 12 and not 8, so your cost per pupil calculation is wrong and misleading.”	
9.5.9	The calculation of the cost per learner is challenged as being incorrect, as it is not based on the current number of pupils.	

9.5.10	“ensuring that the data on capacity, costs and local provision is up to date and reflects the practical situation in the medium and long term.”	In relation to references to the average cost of education per learner at county level, the Council explains that this figure represents an average across all primary schools in the county. The Council confirms that the financial information presented in the Statutory Consultation Document was based on the most up-to-date data available at the time, namely the financial information for 2025–26.
9.5.11	“...In quoting the cost per pupil, he uses the September 2024 figure of 8 pupils. This is misleading – the more recent PLASC data point was 10 pupils, and the current figure is 12. (Notably, it would have been 14 – two pupils left after the discussions were announced in the spring of 2025, assuming the school would close).”	
9.5.12	“There was a distinct lack of attention to detail evident in the council presentations and SWOT analyses. For example, there remains an unanswered question about the average cost per pupil of education, which is quoted at £5223, a figure which doesn’t appear to match published government data.”	

9.6 Overestimated or unrealistic capacity and surplus place figures

	Comment	Council Response
9.6.1	“Surplus places have been assessed on full capacity being 58 pupils. But there is no way to accommodate 58 –the number that is being considered is 25, but if some of those were part time, for example partly home schooled, then it could support about 40 children”	The Council notes the comments received which question the accuracy of the capacity figures and the number of surplus places noted for Ysgol Nebo. The Council confirms that the school’s capacity has been determined in accordance with the standard statutory method, as set out in the Welsh Government Circular Measuring School Capacity in Wales. On the basis of this assessment, Ysgol Nebo’s capacity is noted as 51 places for Reception to Year 6 learners, with additional capacity for 7 learners in the Nursery class. With 11 Reception to Year 6 learners on the school roll, there are 40 surplus places for that age range, representing approximately 78% of the school’s capacity. In addition, with 1 learner in the Nursery class, there are a further 6 vacant Nursery places. Consequently, when considering provision from Nursery to Year 6 as a whole, Ysgol Nebo has a total of 46 surplus places, equating to approximately 79% of the school’s capacity. As a result, the Council confirms that the capacity and surplus place figures set out in the Statutory Consultation Document are accurate, and reflect the capacity determined following the most recent review of the school’s capacity, calculated in accordance with the appropriate statutory method.
9.6.2	“Ysgol Nebo currently has 12 pupils – with an estimated current capacity of 25 pupils per day, 13-20 extra pupils could benefit from full time or part-time education.”	
9.6.3	“Gwynedd Council estimated there are 58 places at Ysgol Nebo... it is hard to justify that figure and is more likely to be nearer 30.”	
9.6.4	“The full capacity figure of 58 is a nonsense... you would be struggling to fit in more than half this number.”	
9.6.5	“the high number of surplus places claimed is based on a capacity of 58 learners... to maintain the excellent learning experience... a maximum of 25 would be more realistic.”	
9.6.6	<i>“The surplus places have been identified on the basis of a full capacity of 58 pupils. This would not be possible given the limited accommodation resources and the size of the classrooms.”</i>	

9.6.7	<i>“The surplus places have been identified on the basis of a full capacity of 58 pupils. This would not be possible given the accommodation resources and the size of the classrooms.”</i>	As above.
9.6.8	“Surplus places have been assessed on full capacity being 58 pupils. But there is no way to accommodate 58 –the number that is being considered is 25, but if some of those were part time, for example partly home schooled, then it could support about 40 children. Previously when my child attended the school we were advised that the maximum capacity was 32 due to classroom space etc, even that seems a little large for the facilities”	As above.
9.6.9	“Surplus places have been assessed on full capacity being 58 pupils. But there is no way to accommodate 58 –the number that is being considered is 25, but if some of those were part time, for example partly home schooled, then it could support about 40 children. “	As above.
9.6.10	<i>“The number of surplus places at Ysgol Nebo assessed by Cyngor Gwynedd is also misleading. It would be completely impossible to accommodate 58 children given the lack of space and facilities at the school.”</i>	As above.
9.6.11	It is argued that a capacity of 58 is not realistic, and that the school could support more children through flexible arrangements (e.g. part-time provision).	As above.
9.6.12	It is argued that the stated capacity is unrealistic, and that a lower but realistic capacity would result in much lower costs per pupil.	As above.
9.6.13	<i>“I would like to know how Cyngor Gwynedd reached the conclusion that there is capacity for 58 pupils... I believe the figure is closer to 25.”</i>	As above.

9.7 Statutory process timetable, impact of mid-year closure and calls to extend the implementation date to ensure fair transition and to consider the ALN Report of September 2026 before making a decision

	Comment	Council Response
9.7.1	“No actual Cabinet decision until at least March...statutory notice with 28 day objection period...Final decision... within 16 weeks... likely to be September only 3 months before closure?” “The closing date should be extended to the end of the academic year to July 2027. Otherwise, any parents will be taking their children out of the school for the start of the academic year in September 2026. Also the report for how Cyngor Gwynedd will deliver for ALN is only coming out in September 2026, and were that to consider these ideas, it would be too late to action them if the decision had already been made to close the school in December 2026”	The Council notes the concerns expressed regarding the proposed timetable for the statutory process, including the fact that no final decision has yet been made by the Cabinet, and the suggestion that any potential closure should be deferred until the end of the 2026/27 academic year rather than December 2026. Comments are also noted which raise concerns about the impact of a mid-year closure on learners’ well-being and educational experience, particularly for pupils in Year 6, and the possibility that some parents may choose to move their children prior to that point.
9.7.2	“No actual Cabinet decision until at least March... ‘Final decision... within 16 weeks...’ likely to be September only 3 months before proposed closure... delaying any decision until the end of the 2026/27 academic year would be more realistic...” “Also the report on how Cyngor Gwynedd will deliver for ALN is only coming out in September 2026, and were that to consider these ideas, it would be too late to action them if the decision had already been made to close the school in December 2026” “Potentially closing the school in December 2026, part way through the academic year, makes no sense at all; parents would presumably move their children to start in a new school in September.”	The Council confirms that the timetable set out in the Statutory Consultation Document reflects the statutory requirements of the School Organisation Code, including the formal stages for decision-making, the publication of a statutory notice (should the Cabinet decide to proceed with the proposal), the objection period, and the requirement to reach a final decision within the timescales specified in the Code.
9.7.3	<i>“There is no consideration in the consultation of Cyngor Gwynedd’s ALN Report, which is due to be published in September 2026 to address the needs of children with additional learning needs – an issue taken seriously by Estyn. I ask the Education Department to delay the decision to close Ysgol Nebo until this report has been published.”</i>	In relation to comments concerning the Council’s report on Additional Learning Needs (ALN) provision, it is noted that consideration of ALN provision is an ongoing matter for the Local Authority, and that the needs of individual learners continue to be considered through existing statutory arrangements. The consultation process on the future of Ysgol Nebo has been undertaken on the basis of the information and evidence available at the time, and any final decision, should one be made, would include consideration of appropriate transition arrangements and suitable support for all learners, including those with ALN.
9.7.4	“Why does the consultation suggest that closure would happen in December 2026 part way through a school year; if it were extended until the end of the 2026/27 academic year this would give much more time for people (Council and community) to consider alternative options. It seems a very rushed timetable for making such a monumental decision.... the ‘Final decision...’ is likely to be September only three months before closure?” “There was a suggestion that the closing date should be extended to the end of the academic year to July 2027. Otherwise, parents will be taking their children out of the school for the start of the	

	academic year in September 2026. Also the report for how Cyngor Gwynedd will deliver for ALN is only coming out in September 2026, and were that to consider these ideas, it would be too late to action them if the decision had already been made to close the school in December 2026”	
9.7.5	<i>“We ask the Council to delay the closure until Cyngor Gwynedd’s ALN Strategy Report is published in September 2026.”</i>	
9.7.6	"The proposed closure of the school is December 2026. Why then rather than the end of an academic year? Most students would be better to move at the end of one academic year and the beginning of the next. Setting a date of December 2026 will probably lead to parents moving their children early - resulting in lower school numbers, reinforcing the councils proposal to shut schools with lowering numbers on roll."	
9.7.7	“No actual Cabinet decision until at least March. Then statutory notice with 28 day objection period. “Final decision on the proposal within 16 weeks of the end of the objection period”–likely to be September only 3 months before closure?” “There was a suggestion that the closing date should be extended to the end of the academic year to July 2027. Otherwise, any parents will be taking their children out of the school for the start of the academic year in September 2026. Also the report for how Cyngor Gwynedd will deliver for ALN is only coming out in September 2026, and were that to consider these ideas, it would be too late to action them if the decision had already been made to close the school in December 2026”... “Is the risk about delaying the decision that : “It could harm the Council's reputation.”Perhaps more importantly is the consideration for the harm to children and the community of Nebo and Nasareth?”	As above.
9.7.8	“Another big point of concern for me is the proposed closing date which is mid-way through the school term? Regardless of the merits or otherwise of closing the school, a school would always be closed at the end of the academic year as this would clearly be in the best interests for the children. The only explanation for this mid school year proposed closure is to get parents to take their kids out of Nebo before the start of the academic year so you can portray Nebo as a failing school to support your decision to close?”	As above.

9.7.9	"Why close it half way through academic year ."	As above.
9.7.10	"I would have thought that the best time for the closure would be at the end of the academic year."	As above.
9.7.11	<i>"We also feel that closing the school in December 2026, in the middle of the school year, would be completely unfair to children who will be in Year 6. What sense is there in moving children to an unfamiliar school for only two terms before they then transition to secondary school?"</i>	As above.
9.7.12	It is noted that any closure should take place at the end of an academic year (e.g. July 2027), as moving mid-year is harmful to children.	As above.
9.7.13	<i>"I believe that closing the school in December 2026, in the middle of the school year, would be completely unfair to children who will be in Year 6. Does the Education Department really believe this would be fair? Is there any sense in moving children to an unfamiliar school for only two terms before they then have to move again to secondary school?"</i>	As above.

9.8 Factually incorrect or outdated statements within the process

	Comment	Council Response
9.8.1	"The May 2025 meeting stated that "The number of pupils at the school is the lowest in the county"... but Baladeulyn is now the lowest."	The Council notes the comment.
9.8.2	"The May 2025 council meeting stated that "The number of pupils at the school is the lowest in the county"—this was correct at the time but Baladeulyn is now the lowest;"	The Council notes the comment.
9.8.3	"I can't make suggestions about the council options because they've been based on inaccurate information. E.G Ysgol Nebo has no cae chwarae. It does, on the left handside of Lon Cerrig."	The Council notes the comment and confirms that this information has been considered and incorporated into the revised impact assessments.
9.8.4	"The cost of running the school per pupil was calculated before the increase of 50%."	The Council notes the comment.
9.8.5	"Nebo has a 'children's playing field' but this has not been acknowledged in the document."	The Council notes the comment and confirms that this information has been considered and incorporated into the revised impact assessments.

9.8.6	"Nebo has a 'children's playing field' but this has not been acknowledged"	
9.8.7	"Nebo has a "children's playing field" but this has not been acknowledged"	
9.8.8	"Nebo indeed has a playing field which somehow has been omitted"	
9.8.9	"In a table of local amenities, the presence of a 'Children's Playing Field' near the school has been overlooked."	
9.8.10	"Nebo has a 'children's playing field' but this has not been acknowledged..."	

9.9 Comments relating to non-compliance with the School Organisation Code (2018), particularly the duty to consider alternatives

	Comment	Council Response
9.9.1	<i>"The School Organisation Code (2018) requires County Councils to consider alternatives, consult on other options, and ensure that the impact on learners and their outcomes is central to any decision. This creates a legal duty to demonstrate that closing a school would deliver better outcomes for pupils than the alternatives available. We do not believe that Cyngor Gwynedd has fully considered all options."</i>	The Council notes the comment. The Council confirms that a range of alternative options has been considered as part of the statutory process for Ysgol Nebo, as set out in Section 6 of the Statutory Consultation Document. In addition, a further assessment of these options has been undertaken following the consultation, together with an assessment of the reasonable alternative options proposed by consultees during the consultation process.
9.9.2	<i>"Cyngor Gwynedd is not assessing the criteria correctly, because Government guidance requires rural schools to be assessed differently from large urban schools. There is no consideration given to allowing innovation or better, creative solutions for the benefit of those children who do not fit within the existing education system in Gwynedd."</i>	The Council notes the comment. The Council confirms that the statutory process has been undertaken in accordance with the requirements of the School Organisation Code (011/2018), including the specific requirements for rural schools.
9.9.3	<i>"At the Cabinet meeting on 03/10/2025, I submitted formal representations to Gwynedd Council's Cabinet opposing the proposed option. Those concerns remain entirely relevant and, in my view, they have not been adequately addressed through the consultation document or the impact assessments published subsequently. I therefore continue to believe that the case for closure does not satisfy the 'procedural presumption against the closure of rural schools' set out in the School Organisation Code 011/2018.</i> <i>The current documents do not clearly demonstrate that all other practical options have been conscientiously considered, nor that a full and</i>	The Council notes the comments submitted, including the concerns previously raised to Cabinet regarding the proposed option. The Council confirms that the statutory process in relation to Ysgol Nebo has been conducted in accordance with the requirements of the School Organisation Code (011/2018), including the specific requirements relating to the procedural presumption against the closure of rural schools. As set out in the Statutory Consultation Document and in the Ysgol Nebo Proposal Paper presented to Cabinet on 14 October 2025, a structured

	<i>up-to-date impact assessment was undertaken prior to selecting closure as the preferred option. I am therefore not convinced that the current proposal meets the high threshold required to justify the closure of a rural school that continues to provide high-quality education and is essential to its community.”</i>	process was followed to evaluate a range of reasonable alternative options, together with an assessment of their impact against specified factors. The relevant impact assessments were undertaken, as outlined in Section 6 of the consultation document, and were updated following consideration of the responses received during the statutory consultation.
9.9.4	<i>“It appears that Gwynedd County Council has not given due consideration to this option when proposing the closure of the school, as the option of establishing a specialist education unit within the building is a different concept. You will of course be aware that the 2018 edition of the School Organisation Code confirms that ‘case law’ has established the need for careful consideration of all options while proposals remain at a formative stage. It would therefore be appropriate to delay a decision until this option has been discussed with the governors, who would be willing partners, with a view to providing certainty about the school’s future at least until the end of the decade, at which point the situation could be reviewed. This could provide sufficient reassurance to local parents and to those who would wish, given the school’s ethos, to send their children there.”</i>	The Council notes the comment. It is noted that the option under consideration was originally considered as part of the options discussed prior to the statutory consultation, including an option relating to provision on the Ysgol Nebo site to support learners with additional needs. However, following the responses received and the clarification provided that the intention of the option put forward differs in scope and purpose from the original Additional Learning Needs option, this option is now being treated as a separate alternative option and is subject to further assessment as part of the consultation report.
9.9.5	“There has been no ‘conscientious consideration’ (as required by the Code) of the option to establish a specialist outdoor learning facility. This has been dismissed in one line, without any consideration of the merits of this proposal. I put forward more detail on this, attached here as Appendix 1 for your consideration. The paper on the assessment of likely impacts on learning repeats the same one-line sentence in each box for this option – this has clearly been given no thought.” “The bias shown throughout the process of discussions has been palpable, and the fact that the discussions have proceeded to the statutory consultation follows that thread. This contravenes the legal presumption against the closure of rural schools.” “The Code states that: The aim is to ensure that when an option to close a rural school is proposed, the decision to consult on that option is only taken after very careful consideration, and after all other reasonable alternatives have been considered and a clear assessment undertaken of their merits and viability. The proposal as it stands does not amount to ‘very careful consideration’ – various options having been dismissed prematurely by reliance on sweeping statements. Such dismissals without evidence does not	The Council notes the comment. It is noted that the suggestion relating to the development of a specialist site for outdoor learning and fieldwork has already been included within the options appraisal as Option 5 (developing Ysgol Nebo as a specialist site for fieldwork/outdoor learning). As outlined in the Statutory Consultation Document, a range of options were considered prior to forming the proposal, through a structured process which included local meetings / the School Review Panel (SRP) in 2025 to discuss and evaluate options to respond to the key challenges facing the school. This was undertaken in accordance with the requirements of the School Organisation Code, including the procedural presumption against the closure of rural schools and the expectation that “all other practical options have been conscientiously considered”. In addition, the Statutory Consultation Document explains that consultees were able to comment on both the main proposal and the other options identified (see Section 6), and to suggest other options that could address the reasons for the proposal.

	constitute a clear assessment undertaken of merits and viability, and will not pass muster in a legal challenge.”	
9.9.6	“In addition to not having carefully and conscientiously considered the options in the paper, there remain others which have not been considered at all: this is in breach of the Code which puts the onus on the proposer: It is important to ensure that all reasonable alternatives identified are properly explored before the proposer decides to proceed to consult on closure. Most notably, but not exhaustively, there has been no consideration of: - o How housing policies will impact upon numbers of people relocating to villages (it being hoped that any success in reducing numbers of second homes and holiday homes may lead to an increase in young families); - o Links with community regeneration strategies, in this instance but not limited to, the current expenditure into community projects related to the UNESCO world heritage designation. What honestly is the point of another art project in Penygroes, when the villages at the heart of the slate landscape are being stripped of community assets. It should be noted that consideration of the above is required by the Code”	The Council notes the comment. The Council confirms that the process leading to the statutory consultation was carried out in accordance with the requirements of the School Organisation Code (011/2018), including the requirement to consider reasonable alternative options. A range of alternative options were considered as part of this process, and appropriate impact assessments were undertaken on the reasonable alternative options, in accordance with the requirements of the Code.
9.9.7	“In terms of community regeneration and community planning, what has not been considered at all is the extent to which the council’s planning strategy in respect of housing affordability, second home ownership, and holiday lets will lead to an increased demand for affordable homes for young families. Evidently there is a changing demographic within rural villages, with an increasingly older population and less young people: a holistic approach to planning at a council level could promote the regeneration of these communities.”	The Council notes the comment. While the Council acknowledges that housing policies, community regeneration and demographic changes are important factors for rural communities more broadly, this consultation is not a forum for making wider policy decisions beyond the scope of school organisation. As part of the statutory process, the Council has assessed the wider impact of the proposal by undertaking a series of impact assessments, including a Community Impact Assessment, a Well-being Impact Assessment, and an Equality Impact Assessment. The findings of these assessments have informed the Council’s considerations in evaluating the proposal.
9.9.8	Concern was expressed that a perception of bias in favour of closing Ysgol Nebo existed prior to the commencement of the statutory consultation process and continued throughout it. It is alleged that comments made by elected members in informal contexts outside the school suggested at an early stage that the school would close, and that this may be contrary to the procedural presumption against the closure of rural schools as set out in the School Organisation Code. Concern was expressed that such	The Council notes the comment. The Council notes that informal comments made outside of the statutory process do not form part of the formal arrangements for considering school organisation proposals and are not within the Council’s direct control in this context.

	comments created an impression of a predetermined outcome, thereby undermining confidence in the process and affecting families' perceptions regarding the future of the school. It was also suggested that this may have contributed to individual family decisions to withdraw children from the school, reinforcing a perception of a self-fulfilling process.	
9.9.9	A comment was received raising concerns regarding the fairness, openness and lawfulness of the pre-consultation process in relation to Ysgol Nebo. It was alleged that statements made during a meeting with stakeholders in October 2024 suggested that a decision to close the school had already been taken, prior to the formal assessment of alternative options or the commencement of the full statutory process. In particular, concern was expressed that this may be contrary to the requirements of the School Organisation Code for a rural school with fewer than 10 pupils, including the procedural presumption against closure, the requirement to clearly identify the reasons for the proposal, and the duty to fully and conscientiously assess all reasonable alternative options before progressing with a proposal to close.	The Council notes the comment. As set out in the Consultation Document, the statutory process commenced with the publication of the proposal paper in October 2025, with the statutory consultation taking place between 5 December 2025 and 23 January 2026, in accordance with the requirements of the School Organisation Code (011/2018). The Code requires the Council to apply the procedural presumption against the closure of rural schools and to consider reasonable alternatives to closure, including federation, before any further steps may be considered. These requirements have been met through the statutory process, with the relevant options and reasons clearly set out in the Consultation Document along with the associated impact assessments.
9.9.10	The comment raises concerns regarding alleged conduct and actions prior to the statutory consultation process, and the possible impact on the future of Ysgol Nebo. It is alleged that a parent received advice from a Council officer which may have suggested that a decision regarding the future of Ysgol Nebo had already been made, by indicating that the school was likely to close. It is suggested that this may have influenced the family's decision regarding transferring children to the school, thereby undermining the procedural presumption against the closure of rural schools. It is further noted that an increase in pupil numbers by the time of the official January 2025 school census meant that the simplified procedure for closing very small schools was no longer applicable. Concern is expressed that a continued misinterpretation of this procedure may have occurred during this period. In essence, the comment raises issues relating to perceived bias, the accuracy of interpretation of the School Organisation Code, and the potential impact on family decision-making and on the fairness of the initial stages of the process.	The Council notes the comments expressed. The Council is unable to comment on individual cases or to confirm the content of any personal communications, having regard to duties relating to confidentiality and data protection; however, it would be expected that any information provided to parents regarding school arrangements would be accurate, neutral and reflective of the formal position at the time. In relation to the process, it is noted that Ysgol Nebo is designated as a rural school for the purposes of the School Organisation Code, and that the Code sets out the "procedural presumption against the closure of rural schools" and the expectation that the case for closure must be strong and that all other practical options have been conscientiously considered. In the case of Ysgol Nebo, the documentation notes that Cabinet approved the commencement of formal discussions in February 2025 in response to low pupil numbers, and following those discussions, Cabinet resolved on

		14 October 2025 to undertake a statutory consultation on a proposal to close the school, in accordance with the statutory process. Consequently, the Council confirms that the formal steps taken to date have been carried out in compliance with the requirements of the School Organisation Code (011/2018), and that the comments received will be considered as part of the statutory process.
9.9.11	Concern was expressed that discussions were held by officers of the Education Department with headteachers of other schools regarding their capacity to accommodate pupils should Ysgol Nebo (and Baladeulyn) close, prior to the statutory consultation process. It is alleged that such discussions give rise to a perception of bias in favour of closure, rather than prioritising the exploration of alternative options such as federation, as expected under the School Organisation Code. Concern was also raised regarding the reliability and use of surplus places data when assessing the capacity of other schools, and the extent to which this data informed the discussions that took place.	The Council notes the comment. The Council is not aware of the discussions described. However, discussions were held with some local schools to consider potential federation options, as part of the statutory requirement to consider reasonable alternative options in accordance with the School Organisation Code (011/2018).
9.9.12	Concerns were expressed regarding the tone and focus of official presentations delivered to staff, parents, governors and the Review Panel during meetings held in 2025. It was alleged that these presentations were predominantly negative in tone and created an impression that the future of the school had already been narrowed to the option of closure, without clearly referencing the procedural presumption against the closure of rural schools or exploring potential creative solutions to support the school's viability. Concern was also expressed that the SWOT analyses presented were unbalanced in favour of closure, lacked clear supporting evidence, and focused primarily on financial considerations, with limited attention given to learners' wellbeing. Questions were raised as to whether the presentations and analyses shared enabled a fair and comprehensive discussion of alternative options, or whether they contributed to a perception that short-term financial savings were prioritised over wider educational and community considerations.	The Council notes the comment and the concerns expressed regarding the presentations and discussions held with staff, parents and governors during meetings of the Ysgol Nebo School Review Panel. It is noted that the purpose of the School Review Panel meetings was to share relevant information on the educational, demographic and financial context, and to explain the challenges facing the school as part of engagement work undertaken prior to and during the consultation process. The Council emphasises that discussions or assessments shared at these meetings do not constitute a decision, and that any consideration of the school's future was undertaken within the statutory process governed by the requirements of the School Organisation Code (011/2018), including the procedural presumption against the closure of rural schools. That presumption has been taken into account throughout the process. The Council also acknowledges the need to consider financial matters as part of its duty to manage public funds responsibly. However, financial considerations do not operate in isolation, and the proposal has been assessed in the round against the specified criteria.

		Any decision relating to the future of the school will be made having considered all relevant evidence, including the responses to the statutory consultation, and the requirements set out in the School Organisation Code (011/2018).
9.9.13	It was noted that the minutes of the meeting held in May 2025 did not fully or accurately reflect the discussions that took place, and that they may portray the Head of Education in a more neutral or favourable light than was experienced by some of those present. It is alleged that certain relevant questions and comments were not recorded, and concern was raised regarding the tone of some responses during the discussion, calling into question the accuracy, appropriateness and fairness of the official minutes.	The Council notes the comment. The Council notes that meeting minutes are prepared as a summary of the key points raised rather than as a word-for-word transcript of the discussion, and are compiled in accordance with standard practice.
9.9.14	A comment was received challenging the suggestion that the process could be limited to a set number of proposals before progressing further, claiming that this is contrary to the requirements of the School Organisation Code in relation to rural schools. Concern was expressed that such an approach does not reflect the requirement to identify, consider and fully explore all reasonable alternative options capable of addressing the reasons for developing a proposal, prior to deciding to consult on a proposal to close. It was emphasised that the Code requires particularly careful consideration and clear evaluation of the merits and feasibility of each alternative option, and the comment questions whether the process has fully complied with these statutory expectations.	The Council notes the comment. It is noted that the School Organisation Code (011/2018) requires local authorities to consider and assess all reasonable alternative options to closing a rural school before deciding to proceed to consultation on such a proposal. In accordance with the Code, the statutory process requires an evaluation of the relevant alternative options, including a clear assessment of their merits, prior to considering any specific proposal. The Council confirms that this procedure has been followed, with a range of reasonable alternative options identified and assessed as part of the work outlined in the Proposal Paper (October 2025), the subsequent Consultation Document, and the accompanying supporting documents.

9.10 Insufficient consideration of long-term impacts, wellbeing and the wider community context

	Comment	Council Response
9.10.1	"The future Wellbeing act does not seem to be considered in the Consultation Document."	The Council notes the comments and the concerns raised regarding the consideration given to wellbeing, the Welsh language, the community, the environment and the long-term sustainability of the proposal. The Council notes that the Consultation Document clearly sets out the requirement to have regard to the Council's duties under the Well-being of Future Generations (Wales) Act 2015, and that these considerations have
9.10.2	<i>"A detailed impact assessment must be undertaken to measure the impacts and mitigation measures – it is not sufficient to ask ordinary members of the public. A thorough, independent impact assessment is required to examine the real impact of closing this school on the Welsh language and on communities."</i>	

9.10.3	<i>“We believe it would be beneficial for the assessments to consider in more detail the impact on the wellbeing and educational progress of current pupils from moving to larger schools, as well as ensuring that the data on capacity, costs and local provision are up to date and reflect the practical situation in the medium and long term... Considering these points positively could contribute to developing a more sustainable, flexible and innovative solution that benefits children, families and the wider community.”</i>	been incorporated through the undertaking of a range of related impact assessments. These include a Wellbeing Impact Assessment, a Community Impact Assessment, a Welsh Language Impact Assessment, an Educational Impact Assessment and a Travel Arrangements Impact Assessment.
9.10.4	<i>“The environmental impact of putting children on a school bus should be considered.” “There should be more detailed consideration of the impact this decision will have on the future and on the next generation.” “There should be detailed consideration of the impact on the Welsh language in the area and in the future (not only children aged 4–11 today).”</i>	These impact assessments consider a broad range of factors, including the effect on learners’ wellbeing and educational progress, the impact on the Welsh language, impact on the community, travel arrangements, as well as the medium- and long-term sustainability of the provision. It is also noted that the assessments have been carried out in accordance with the relevant statutory arrangements, and that there is no statutory requirement to commission separate independent assessments.
9.10.5	<i>“Although the assessments are detailed, I believe they do not place sufficient emphasis on: • The cumulative impact of losing a school on the long-term viability of a rural community. • The impact on families without easy access to private transport, increasing socio-economic disadvantage. • The impact on the wellbeing of young children as a result of longer travel distances and the loss of a sense of local belonging. • The risk that closing the school will accelerate rural depopulation and reduce the attractiveness of the area to young families. There has been a very concerning increase in home education in the County (269 children – an increase of 134 in one year). Local evidence shows that some learners have thrived at Ysgol Nebo after mainstream education proved unsuitable for them. This undermines the assumption that a larger school will provide an appropriate educational solution for everyone.”</i>	The Council acknowledges the concerns regarding the potential cumulative impact of school closure on a rural community, the effect on families without easy access to private transport, and the wider considerations relating to children’s wellbeing and the future of communities. These matters have been taken into account in reviewing the relevant impact assessments. It is noted that the views of respondents, including concerns relating to home education, flexibility of educational provision and the positive experiences of some learners in small schools, have been recorded and will be considered alongside the other evidence presented.

9.11 Lack of clarity regarding the criteria used to assess consultation responses

	Comment	Council Response
9.12.1	“The Consultation document fails to make clear the criteria on which the responses to the consultation will be assessed.”	The Council notes the comment. The Council confirms that the statutory process has been conducted in accordance with the requirements of the School Organisation Code (011/2018), including the procedural presumption against the closure of rural schools.

9.12 Lack of appropriate opportunities for the community to engage in the consultation process

	Comment	Council Response
9.12.1	<i>“It is also disappointing that no public meeting was held during the consultation, where members of the community who were not parents or governors would have had the opportunity to discuss the matter with the Education Department. Given the detrimental impact that closing the school would have on the future of the village and on local residents, the very least that could have been done was to meet those residents and listen to their concerns.”</i>	The Council notes the comment. The Council confirms that the statutory consultation process has been conducted in accordance with the requirements of the School Organisation Code (011/2018). Organising public meetings is not a statutory requirement, nevertheless, drop-in sessions were held for parents, staff and governors as part of the engagement process, to provide an opportunity to discuss the proposal and the statutory process.
9.12.2	<i>“There are a number of reasons why people responding to the consultation are at a disadvantage. Unfortunately, it is not possible to write everything within the consultation, as the format of the consultation does not allow for this. This is surprising, particularly given the length of the consultation. In fact, I have had to seek assistance from a specialist in order to type this response, as the PDF did not allow me to write on it.”</i>	The Council notes the comment. As set out in the Consultation Document and on the consultation website, various methods to respond to the consultation were available, including online, by email, by letter, or in an alternative format upon request. The consultation process was conducted in accordance with the requirements of the School Organisation Code (011/2018).
9.12.3	<i>“I understand that at least one person was not provided with hard copies of the Consultation, despite contacting Galw Gwynedd to request them. They were told to contact the Welsh Government, even though the document states that copies can be obtained from Cyngor Gwynedd.”</i>	The Council notes the comment. The Council confirms that the Council’s Modernising Education Team responded to all requests received to provide hard copies of the Consultation Document, in accordance with the arrangements set out in the document. The Council is not aware of the specific situation described in this comment.

9.13 Calls not to proceed with the consultation until all options have been fully considered and based on accurate evidence

	Comment	Council Response
9.13.1	<i>“In light of the points outlined above, I feel that Cyngor Gwynedd’s consultation is misleading at times and unfair, with several errors. Therefore, Cyngor Gwynedd should not proceed with this consultation until all options have been considered, without any misrepresentation and with accurate facts.”</i>	The Council notes the comments. The Council confirms that the statutory consultation process has been conducted in accordance with the requirements of the School Organisation Code (011/2018). The responses received during the consultation will be considered as part of the relevant evidence prior to making any further decision, in accordance with the statutory process.

9.14 Challenge to the suitability of criteria for rural schools

	Comment	Council Response
9.14.1	“What are the criteria to which Cyngor Gwynedd are beholden?” / “Are the long term benefits and cost savings anywhere considered?”	The Council notes the comments. The Council confirms that the statutory process is being undertaken in accordance with the requirements of the School Organisation Code issued by the Welsh Government. The Code specifically sets out the procedural presumption against the closure of rural schools and requires local authorities to assess such schools in accordance with the relevant additional requirements. These considerations have been applied throughout the process, with the options appraisal summarised in the Consultation Document and the associated impact assessments published as appendices. The Council acknowledges the challenges associated with assessing matters such as wellbeing, long-term community benefits and social impact, and notes that these have been considered through the impact assessments undertaken, including consideration of reasonable alternative options where appropriate. An appraisal of the reasonable alternative options was completed in order to summarise the main strengths, weaknesses, opportunities and threats of the options under consideration, assessing them against the factors set out in the <i>Excellent Primary Education for Children in Gwynedd</i> strategy, with due regard to the requirements of the School Organisation Code (011/2018) and other relevant considerations. The appraisal also considered the specific challenges facing Ysgol Nebo which the Council is seeking to address. In particular, the options were assessed against factors including class sizes and age range, pupil numbers and surplus places, leadership and staffing, the role of the community, financial resources, the Welsh language and geographical factors, along with other factors. In accordance with the requirements of the School Organisation Code, all comments received during the statutory consultation will be taken into account before any further decision is made.
9.14.2	“What are the criteria to which Cyngor Gwynedd are beholden? Are the long term benefits and cost savings anywhere considered?”	
9.14.3	“In the October 2025 Cyngor Gwynedd Cabinet meeting, the chair praised “thinking outside the box” but do the eligibility criteria allow for such thinking?... The process of matching the needs, benefits, advantages and disadvantages of a small rural school will always be disadvantaged when comparing it to a set of National and standard criteria for school viability and value for money going forward. It is difficult to match the mental well being of students to a national set of criteria. There are many many instances in this county and others in North Wales (such as Conwy), where the support and needs of children of school age are not value for money - but nevertheless, they are supported because 'it is the right thing to do'.”	
9.14.4	“In the October 2025 Cabinet meeting the chair praised “thinking outside the box” but do the eligibility criteria allow for such thinking?” / “a rural school must be assessed differently from a big urban school.”	
9.14.5	“In the October 2025 Cabinet meeting the chair praised “thinking outside the box” but do the eligibility criteria allow for such thinking? If not , why not? The government dictate these criteria, but a rural school must be assessed differently from a big urban school.” “What are the criteria to which Cyngor Gwynedd are beholden? Are the long term benefits and cost savings anywhere considered? Is there opportunity to say “yes, but on the other hand? Where is there a gap in the system to allow for innovation and imaginative solutions that much better realise the best for the children involved in the Gwynedd education system?”	
9.14.6	“The Welsh Government criteria for closing a school appear to err on the negative rather than considering positives as well... There is also a presumption against closing rural schools...Are those criteria suitable for a rural school?...A rural school must be assessed differently from a big urban school... think beyond the criteria and consider the positive aspects...”	

10. Comments about Ysgol Llanllyfni

10.1 Concerns regarding capacity at Ysgol Llanllyfni, particularly nursery provision and long-term sufficiency of places

	Comment	Council Response
10.1.1	“Llanllyfni nursery almost full already so does it really have room for any pupils from Nebo/Nasareth in the long term?”	The Council notes the concerns expressed regarding the capacity of Ysgol Llanllyfni, particularly in relation to the nursery class. As set out in the Statutory Consultation Document, the school’s capacity is based on recent official data, and this confirms that there is sufficient space to accommodate learners from Ysgol Nebo in the nursery class and from Reception to Year 6, should the proposal be implemented. Ysgol Llanllyfni has an official capacity for 117 learners, with 71 currently on the register (PLASC January 2026), meaning that 46 places are available, representing approximately 39% spare capacity. In relation to the nursery class specifically, there is capacity for 14 children, with 13 on the register in January 2026, meaning that 1 place is currently available. The pupil number projections for the next three years also indicate that sufficient capacity will remain available at Ysgol Llanllyfni in the medium and longer term, should the proposal be implemented.
10.1.2	“Considering this overestimation, are the places at Ysgol Llanllyfni similarly overestimated? Llanllyfni nursery almost full already so does it really have room for any pupils from Nebo/Nasareth in the long term?”	
10.1.3	“the Llanllyfni nursery class is almost full... so the suggestion that any nursery children from Nebo/Nasareth can be accommodated in the long term seems questionable.”	
10.1.4	<i>“Llanllyfni nursery is almost full already, so is there really capacity there for any pupils from Nebo/Nasareth in the long term?”</i>	
10.1.5	“Llanllyfni nursery is almost full already so does it really have room for any pupils from Nebo/Nasareth in the longer term?”	
10.1.6	<i>“Llanllyfni nursery is almost full already, so is there really capacity there for any pupils from Nebo/Nasareth in the long term?”</i>	
10.1.7	<i>“The empty places at Ysgol Llanllyfni assessed in the consultation are misleading. It is a fact that Llanllyfni nursery is already full and therefore there is no genuine capacity there for pupils from Ysgol Nebo.”</i>	
10.1.8	“Llanllyfni nursery almost full already so does it really have room for any pupils from Nebo/Nasareth in the long term?”	
10.1.9	It is questioned whether there is sufficient long-term capacity at Ysgol Llanllyfni given that the nursery is almost full. It is also questioned whether the capacity figures stated for Ysgol Llanllyfni have been overestimated.	
10.1.10	“Is there room for the children in Llanllyfni .”	As above.
10.1.11	It is questioned whether there is genuine capacity at Ysgol Llanllyfni to accommodate pupils from Nebo.	As above.
10.1.12	<i>“Although Ysgol Llanllyfni provides Welsh-medium education, it does not have the capacity to accommodate these children.”</i>	As above.

10.2 Questions regarding the accuracy of capacity figures and surplus places at Ysgol Llanllyfni

	Comment	Council Response
10.2.1	"Has this overestimation also been applied to Llanllyfni school? Or are these figures making the real situation false?"	The Council confirms that the capacity data and figures relating to available places at Ysgol Llanllyfni, as set out in the Statutory Consultation Document, are accurate and based on recent official data. In assessing the school's capacity, the provision has been considered in its entirety, including the Nursery Class and Reception to Year 6, together with consideration of future pupil number trends. On the basis of this evidence, it is confirmed that sufficient capacity is available at Ysgol Llanllyfni in both the short term and the longer term to accommodate learners from Ysgol Nebo, should the proposal be implemented.
10.2.2	<i>"Has this overestimation also been applied to Llanllyfni school? Or are these figures creating a misleading picture of the real situation?"</i>	
10.2.3	<i>"Has this overestimation also been applied to Llanllyfni school?"</i>	
10.2.4	"Has this overestimation also been applied to Llanllyfni school? Or are these figures making the real situation false?"	
10.2.5	It is questioned whether there is sufficient long-term capacity at Ysgol Llanllyfni given that the nursery is almost full. It is also questioned whether the capacity figures stated for Ysgol Llanllyfni have been overestimated.	

10.3 General comments

	Comment	Council Response
10.3.1	<i>"...the character of the alternative schools is very similar to that of the school proposed for closure, and they serve the same community."</i>	The Council notes the comment.

11. Impact on Staff

11.1 Comments highlighting the impact on staff

	Comment	Council Response
11.1.1	<i>"There is no consideration in the consultation of the future of the two very experienced members of staff at Ysgol Nebo. Teachers of this kind are scarce, especially those with such dedication. There is a huge risk of losing your staff."</i>	The Council notes the concerns expressed regarding the potential impact of the proposal on the staff of Ysgol Nebo. Should the proposal to close Ysgol Nebo be implemented, it is anticipated that the staffing implications would result in redundancies, as posts would cease when the school closes. Staff and Trade Union representatives were consulted specifically as part of the statutory consultation period. Any redundancies arising from the proposal would be required to comply with relevant employment legislation and the Gwynedd Redundancy Scheme. During the consultation, drop-in sessions were held at which officers from the Council's Human Resources service were present, should any member
11.1.2	<i>"...it will also mean that 1 headteacher, 2 full-time teachers, 1 part-time teacher, 3 teaching assistants, a part-time clerical officer, and a part-time lunchtime supervisor will lose their jobs – which of course means that our communities will be poorer."</i>	
11.1.3	Concern was noted that the proposal would result in the loss of jobs and the expertise of dedicated staff.	

		of staff wish to discuss their individual circumstances. Staff were also informed that they were welcome to contact the Human Resources service directly should they wish to hold further discussions.

12. Home Education

12.1 Comments noting a significant increase in Home Education as an indication of an education system that does not meet the needs of all learners, and a lack of strategic response to flexibility, wellbeing and emotional needs

	Comment	Council Response
12.1.1	Widespread concerns were expressed regarding the suitability, flexibility and responsiveness of the Council's education system to the diverse needs of learners. Specific reference was made to the significant increase in Elective Home Education (EHE) in recent years, with the assertion that this trend has not been sufficiently reflected in strategic or budgetary analyses. Concern was expressed that a lack of detailed understanding of the reasons for deregistration (including cases recorded as "other" or "unknown") limits the Council's ability to effectively evaluate and improve its educational services. In addition, the comment questions a uniform approach to education, asserting that a lack of flexible options (such as flexi-schooling) contributes to family frustration and to decisions to withdraw children from the mainstream education system. Reference is made to the tone of statements made during official discussions, raising concerns regarding attitudes towards parental choice, legal rights in relation to the provision of suitable education, and potential compliance with equality duties. The comment also draws attention to increasing pressure on attendance and wellbeing services, with reference to high numbers of young people receiving support, suggesting that a significant proportion of learners are struggling to cope with the current system. It is noted that hidden secondary costs (for example, support from external agencies) are overlooked in financial analyses that focus primarily on direct savings. Finally, concern is expressed regarding the Council's response to an Estyn recommendation (June 2023) relating to strengthening provision for learners	The Council notes the comments expressed regarding the increase in Elective Home Education, educational flexibility, learner well-being and emotional needs, as well as the views expressed on educational provision more broadly across the County. However, it is noted that the focus of the consultation process and the associated assessments in this case is to review the future of Ysgol Nebo, in accordance with the requirements of the School Organisation Code (011/2018). The review is based on specific challenges facing Ysgol Nebo, including persistently low learner numbers, a high proportion of surplus places, small classes with a wide age range, and projections indicating that learner numbers are expected to remain low in the medium and long term. The impact of the proposal on learners' well-being, educational experience and progress has been considered through the relevant Impact Assessments, including consideration of mitigation measures should the proposal be implemented.

	with social, emotional and behavioural difficulties (SEBD). It is alleged that there is a lack of clarity regarding the scope of the recommendation and its implementation across all stages of education. The comment questions whether the strategic measures identified have led to practical improvements, and highlights the interrelationship between SEBD, Additional Learning Needs (ALN), and the long-term sustainability of educational provision.	
12.1.2	“There needs to be an assessment of why parents have taken to home schooling...2 teachers for the whole of Gwynedd and Ynys Môn is clearly insufficient”	As above.
12.1.3	<i>“Cyngor Gwynedd is very rigid in offering one type of education that is not suitable for a large number of learners.”“They are not willing to adapt to the world as it is now and to changes in society.... [Cyngor Gwynedd] does not consider that investing in education which promotes positive mental health would ultimately reduce the burden on adult mental health services.... Cyngor Gwynedd, and the Head of Education in particular, are missing an opportunity here to offer innovative education to learners in Gwynedd.”</i>	As above.
12.1.4	“There needs to be an assessment of why parents have taken to home schooling their children. For some it is a choice due to disillusion with the education system generally, and they often get together with other parents to provide excellent tuition and broad education with great success and good results. For some it is children who are now too anxious about going to school, or are themselves disinterested in attending, but may not have parents with the capacity to home school properly. 2 teachers for the whole of Gwynedd and Ynys Môn is clearly insufficient to properly support and monitor all those who are part of this increase. This is NOT a criticism of those teachers, but of a system that is creaking under the strain of limited resources. The proposal for Ysgol Nebo to pick up some of those children is a way of using already in place resources to much better effect. Both economically and in terms of outcome, this would be far more effective and efficient”	As above.
12.1.5	“There needs to be an assessment of why parents have taken to home schooling... children who are now too anxious about going to school... 2 teachers for the whole of Gwynedd and Ynys Môn is clearly insufficient...”	As above.

12.1.6	“There needs to be an assessment of why parents have taken to home schooling their children. For some it is a choice due to disillusion with the education system generally, and they often get together with other parents to provide excellent tuition and broad education with great success and good results. For some it is children who are now too anxious about going to school, or are themselves disinterested in attending, but may not have parents with the capacity to home school properly. Two teachers for the whole of Gwynedd and Ynys Môn is clearly insufficient to properly support and monitor all those who are part of this increase. This is NOT a criticism of those teachers, but of a system that is creaking under the strain of limited resources. The proposal for Ysgol Nebo to pick up some of those children is a way of using already in place resources to much better effect. Both economically and in terms of outcome, this would be far more effective and efficient.”	As above.
12.1.7	“There are only two teachers for the whole of Gwynedd and Ynys Môn looking after all the home-schooled children.”	As above.

13. Additional Learning Needs

13.1 Strategic and funding challenges in supporting children with ALN and complex needs – calls for long-term assessment and investment

	Comment	Council Response
13.1.1	<i>“Is there additional funding from the Welsh Government to develop ways of addressing the huge and evidenced problem of the significant increase in the number of children experiencing difficulties across Wales, and if so, has Cyngor Gwynedd received any funding for that purpose?”</i>	The Council notes the comments and questions raised regarding funding from the Welsh Government, the increase in the number of children experiencing difficulties, Elective Home Education, and the suggestion that Ysgol Nebo could be used to support learners with wider wellbeing, emotional or educational needs.
13.1.2	"What are the processes to accurately identify the real long term costs and benefits of the suggestion that Ysgol Nebo is used to support children with difficulties or needs that are not necessarily identified as ALN? The long term savings and the benefit on health grounds of helping a child at a young age, means that they will start secondary school confident and happy that they know how to manage their lives. This is beyond a purely financial argument as the purpose of any education system should be to help and nurture children to become the best they can possibly be. Is there additional funding from Welsh Government to develop ways to deal with the huge and evidenced problem in all schools throughout Wales of the large	However, it is noted that the focus of this statutory process is the future of Ysgol Nebo, and that the process is being undertaken in accordance with the requirements of the School Organisation Code (011/2018). The current review is based on the challenges facing the school, including persistently low learner numbers, a high proportion of surplus places, small class sizes with broad age ranges, and projections indicating that learner numbers are likely to remain low. The relevant Impact Assessments have considered the potential impact of the proposal on the wellbeing and experience of current

	increase in numbers of struggling and ALN children, and if so has Cyngor Gwynedd received any such funding?"	learners, as well as appropriate mitigation measures should the proposal be implemented.
13.1.3	“Are there any processes to accurately identify the real long term costs and benefits of the suggestion that Ysgol Nebo is used to support children with difficulties or needs that are not necessarily identified as ALN? The long term savings and the benefit on health grounds of helping a child at a young age, means that they will start secondary school confident and happy that they know how to manage their lives. This is beyond a purely financial argument as the purpose of any education system should be to help and nurture children to become the best they can possibly be. Is there additional funding from Welsh Government to develop ways to deal with the huge and evidenced problem in all schools throughout Wales of the large increase in numbers of struggling and ALN children, and if so has Cyngor Gwynedd received any such funding?”	While the Council recognises that issues such as flexible education, early support and provision for learners with social, emotional and behavioural needs are important, these matters do not alter the scope or purpose of this specific statutory process. In addition, as part of the statutory process, any reasonable alternative options proposed by consultees will be considered further in accordance with the requirements of the School Organisation Code, including assessment against the relevant criteria and the presumption against the closure of rural schools.
13.1.4	“Are there any processes to accurately identify the real long term costs and benefits of the suggestion that Ysgol Nebo is used to support children with difficulties or needs that are not necessarily identified as ALN? The long term savings and the benefit on health grounds of helping a child at a young age, means that they will start secondary school confident and happy that they know how to manage their lives. This is beyond a purely financial argument as the purpose of any education system should be to help and nurture children to become the best they can possibly be. Is there additional funding from Welsh Government to develop ways to deal with the huge and evidenced problem in all schools throughout Wales of the large increase in numbers of struggling and ALN children, and if so has Cyngor Gwynedd received any such funding? There are only 2 teachers for the whole of Gwynedd and Ynys Môn looking after all the home schooled children. It would benefit some of those children much more to attend school, at least part time, and be much more closely monitored by the teachers at the school. It would also be a much more cost (and outcome) effective process as any difficulties would be picked up immediately by the teachers.”	As above.
13.1.5	“Are there any processes to accurately identify the real long term costs and benefits of the suggestion that Ysgol Nebo is used to support children with difficulties or needs that are not necessarily identified as ALN? The long term savings and the benefit on health grounds of helping a child at a young	As above.

	age, means that they will start secondary school confident and happy that they know how to manage their lives. This is beyond a purely financial argument - the purpose of any education system should be to help and nurture children to become the best they can possibly be.” “Is there additional funding from Welsh Government to develop ways to deal with the huge and evidenced problem in all schools throughout Wales of the large increase in numbers of struggling and ALN children, and if so has Cyngor Gwynedd received any such funding?”	

14. Cross-cutting Issues

14.1 Long-term economic and demographic context: population, employment and community sustainability

	Comment	Council Response
14.1.1	“There is a dearth of jobs and employment meaning that young people are moving out of Wales (80 a month was the figure suggested) , and therefore the birth rate is diminishing. So where is the government economic strategy to redress this? If there were an intention to do so, in five years time the situation could be very different. But, if the school is closed now, and then young people move back to Wales, the building is lost for good. It could be dramatically different in a few years, but then the loss of the building and the school culture can never be recovered”	The Council notes the comments raised regarding the wider socio-economic context, demographic change, community sustainability and the potential long-term implications for Nebo and the surrounding area. It is noted that these matters have been noted and considered as part of the Equality Impact Assessment and the Well-being Impact Assessment, which have been updated following consideration of the responses to the statutory consultation. These assessments consider a wide range of relevant factors, including socio-economic disadvantage, impacts on community cohesion, demographic change, and medium- to long-term sustainability.
14.1.2	“There is a dearth of jobs and employment meaning that young people are moving out of Wales (80 a month was the figure suggested), and therefore the birth rate is diminishing. So where is the government economic strategy to reverse this? If there were an intention to do so, in five years’ time the situation could be very different. But, if the school is closed now, and then young people move back to Wales, the building is lost for good. It could be dramatically different in a few years, but then the loss of the building and the school culture cannot ever be recovered”	The evidence and comments submitted will be considered alongside the relevant impact assessments as part of the statutory process before any further decision is made, in accordance with the requirements of the School Organisation Code (011/2018).
14.1.3	“We need highly paid jobs in Gwynedd... which can only be achieved through a good educational structure.”	As above.
14.1.4	It is noted that closing the school would cause significant socio-economic disadvantage to the residents of Nebo and the surrounding area.	As above.

14.2 Calls to promote a local admissions policy and campaigns to encourage children to attend their local school

	Comment	Council Response
14.2.1	<i>“A campaign should be undertaken to declare support for children to remain at and attend their local school, and to explain that it is possible to save the school if more pupils attend. Of course, the officers will never agree to this.”</i>	The Council notes the comments and the suggestions made. School admissions arrangements are administered in accordance with the Council’s School Admissions Policy and the relevant national statutory framework. Within this framework, parents and carers have the right to express a preference regarding the school they wish their child to attend, subject to school capacity and the eligibility criteria set out in the policy. These arrangements are applied consistently across the county.
14.2.3	It is suggested that arrangements/policy should be reconsidered so that children attend their local school from the outset rather than travelling to other schools.	

14.3 Comments challenging the prioritisation of financial savings over educational, social and community investment

	Comment	Council Response
14.3.1	“Apart from saving money there do not appear to be any real reasons for the proposal to close the school as it will obviously harm the community and children”	The Council notes the comments which suggest that the proposal has been developed primarily on the basis of financial considerations. As set out in the Consultation Document, the proposal was developed because Ysgol Nebo is facing a number of ongoing challenges. In particular, low and fragile learner numbers, a very high proportion of surplus places, and pupil number projections indicating that this fragile position is likely to continue in the medium to long term are noted, together with a wide age range within small mixed-age classes which presents educational challenges. These factors have led to consideration of whether sustainable educational provision can be maintained in the long term within the current arrangements.
14.3.2	“If it is a matter of cost, then how can the Senedd find an additional 2.9 million pounds for the additional 36 Senedd members (from May 2026 onwards)?...Scotland has a population of 5.5 million; Cymru has a population of 3.2 million... hence, the Cymru Senedd should have a maximum number of Senedd members of 75...Schools are more important than Senedd members, as they are the future of Cymru. Please think again and invest in the future of Cymru.”	
14.3.3	It is acknowledged that there are financial challenges, but there is a call to consider the wider educational, social and community benefits of retaining the school.	
14.3.4	<i>“Is the Council prioritising short-term financial savings over the long-term wellbeing of children?”</i>	

14.3.5	"I can only assume that this is a cost saving measure."	All comments received during the statutory consultation will be considered before any further decision is made, in accordance with the requirements of the School Organisation Code (011/2018).
14.3.6	"Whilst I appreciate difficult decisions have to be made, year on year, about council budgets and value for money, some decisions cannot and should not be made on financial considerations alone."	
14.3.7	<i>"The money the Council saves by closing the school is very small and I fail to understand the justification for this. I am happy to pay Council Tax in order to keep schools open, and that is what Plaid Cymru's priority should be (over other services)."</i>	
14.3.8	"There seems to be a lack of long-term and innovative thinking... rather than only considering the money potentially saved by closing the school."	
14.3.9	It is expressed that closing the school represents a short-sighted response to a long-term problem of underfunding, rather than a strategic solution.	

14.4 Suggestions to consider cross-authority collaborative arrangements to reduce costs and sustain small local schools

	Comment	Council Response
14.4.1	It is suggested that broader solutions should be considered, such as combining Anglesey, Gwynedd and Conwy to reduce costs in order to sustain small local schools. Investment in local and community-based education should be prioritised rather than closing small schools.	The Council notes the comments. However, it is noted that the current process relates to school organisation within the administrative boundaries of Cyngor Gwynedd and is being undertaken in accordance with the requirements of the School Organisation Code (011/2018). Wider structural arrangements across other local authorities do not fall within the scope of the proposal under consideration.

14.5 Long-term financial impact on education, health and wellbeing services

	Comment	Council Response
14.5.1	"Future costs of supporting struggling children have not been considered... How much does it cost to support a struggling child through senior education and into adulthood."	The Council notes the comments. The needs and well-being of pupils, including potential long-term implications for learners, have been considered through the relevant impact assessments as part of the statutory process.
14.5.2	"I note the council's responsibility to make sustainable decisions in line with the Well-being of Future Generations (Wales) Act 2015. Whilst school	The Council notes the comment.

	closures might make marginal short-term financial savings, the long-term outlook for an educational system which meets individual pupil needs is one of financial saving, as pressure is reduced on services in the future, e.g. specialist educational provision, involvement with Mental Health Services.”	

14.6 Comments calling for consideration of housing plans and potential population growth

	Comment	Council Response
14.6.1	<i>“Schools do not have a duty to sustain communities – on the contrary, the community should sustain and the school should serve. The need to close a school is a symptom of a lack of children in a community, not a cause. Numbers are low because people of child-rearing age choose not to, or are unable to, live there. Communities are selling out to second homes and holiday lets (see sales on Victoria Terrace, Nantlle), or opposing affordable housing developments, and then seeking to turn ‘school closure’ into a battle or a scapegoat.”</i>	The Council notes the comment.
14.6.2	““Due to the housing formula, a large number of houses would need to be built in Nebo to increase the school numbers; it would require building 15 houses to gain 1 child at the school.”Where does this calculation come from??”	The Council notes the comments.
14.6.3	“In the same meeting (d) the possibility of building additional social housing was raised. The response was: “Due to the housing formula, a large number of houses would need to be built in Nebo to increase the school numbers; it would require building 15 houses to gain 1 child at the school.”Where does this calculation come from?”	It is noted that any consideration of the potential for an increase in pupil numbers arising from housing developments is based on the relevant planning formula set out in Cyngor Gwynedd’s Supplementary Planning Guidance. This approach estimates the number of pupils that may result from residential development by multiplying the number of specific types of dwellings proposed by the relevant factors.
14.6.4	<i>“It is disappointing that the documents give no proper consideration to Cyngor Gwynedd’s Housing Action Plan, which targets the provision of 700 social houses by 2029. At present, housing associations and developers are building affordable social housing across Gwynedd on a scale not seen for a generation. In light of this, it is entirely reasonable and appropriate to consider the possibility that this programme could lead to growth in the local population, including in the Nebo area. Therefore, without a transparent demographic model that incorporates these housing developments, the conclusion that pupil numbers will remain low is neither</i>	The Council notes the comments regarding Cyngor Gwynedd’s Housing Action Plan and the potential for housing developments, including the target to deliver 700 affordable homes, to influence demographic patterns over time. However, based on the projections, pupil numbers at Ysgol Nebo are expected to remain low over the coming years. As noted in the consultation document, there were 11 Reception to Year 6 pupils and 1 Nursery pupil on roll in September 2025, with a projection of 10 Reception to Year 6 pupils and 2 Nursery pupils by September 2028.

	<i>robust nor sufficient as a basis for such a significant decision as closing a rural school.”</i>	The Council recognises that housing developments can influence pupil numbers over the longer term; however, it is not possible to assume a direct impact on a specific catchment area without robust local evidence regarding the scale and timing of relevant developments.

14.7 Comments suggesting reinvestment of savings into educational provision or Welsh-language projects

	Comment	Council Response
14.7.1	It is proposed that a proportion of the savings from closing Ysgol Nebo should be reinvested to improve or strengthen provision at Ysgol Llanllyfni.	The Council notes the suggestions.
14.7.2	“What about committing a share of the savings to projects that promote the Welsh language?”	As set out in the Statutory Consultation Document (Section 7.7 – Financial Resources), any savings in revenue costs, should the proposal be implemented, would be retained within the schools sector in Gwynedd.

14.8 Supporting families through provision of free school uniforms

	Comment	Council Response
14.8.1	It is suggested that arrangements should be considered to support families by providing free school uniforms.	The Council notes the comment.

14.9 Post-use

	Comment	Council Response
14.9.1	<i>“With only 250 people on the Electoral Register here, we doubt that the villages would be able to raise enough money and afford to run the school after it has closed.”</i>	The Council notes the comment.

14.10 Comments on the systemic decline of rural education provision, trends towards urbanisation, and long-term implications for Welsh-speaking communities

	Comment	Council Response
14.10.1	“The systematic dismantling of small supportive rural schools creates a long-term impact on rural life, such that the proposal contravenes Wellbeing of Future Generations legislation.” “I also have concerns about the standards of education more generally across the county, and the evident fiscal drive towards urbanisation and centralisation of education, which changes the nature of the county, in diminishing the benefits of rural	The Council notes the comments expressed regarding the long-term impact of closing rural schools on rural life, communities, well-being and the Welsh language, including reference to the duties of the Well-being of Future Generations (Wales) Act 2015.

	living, contributing to reduced community, wellbeing and the Welsh language. The people of Gwynedd, which is predominantly a rural county, deserve better. The history of the decline of rural schools, with 25 having already been lost in recent years, is testament to a shocking lack of support from the council.”	However, it is noted that the focus of this statutory process is the future of Ysgol Nebo, and that the process is being undertaken, in accordance with the requirements of the School Organisation Code (011/2018). The current review is based on the challenges facing the school, including persistently low learner numbers, a high proportion of surplus places, small class sizes with broad age ranges, and projections indicating that learner numbers are likely to remain low. It is noted that a package of impact assessments was published as part of the consultation documentation, including assessments in relation to the Welsh language, the community, equality, travel arrangements, the quality and standards of education, and a wellbeing assessment, together with other background documents. These impact assessments have been updated following consideration of the comments received during the consultation. It is also noted that, in accordance with the statutory process, the comments received during the consultation, together with any additional relevant information, will be considered as part of the formal process prior to any further decision being made.
14.10.2	Concern was expressed that the lack of meaningful engagement with the ideas put forward by the school and the community reflects a broader crisis within the education system, which is not limited solely to small rural schools. It is asserted that serious systemic challenges include staff shortages and pressures related to recruitment and retention, a significant increase in additional learning needs without sufficient resources, and ongoing financial pressures which are perceived to result in narrow solutions focused on immediate cost savings rather than sustainable strategic responses. The comments draw attention to hidden secondary costs that arise when learners’ needs are not adequately met, such as increased reliance on support from external agencies, and contend that these costs are not fully reflected within financial analyses. A lack of accountability for previous failures in provision models is also noted. In addition, concern is raised regarding a significant increase in Elective Home Education (EHE) as an indication that a growing number of families are losing confidence in the mainstream system, and that there is no sufficiently robust mechanism in place to evaluate the service in this context. The comments question whether the current standardised	The Council notes the comments and concerns raised regarding wider issues facing the education service, including staffing, additional learning needs, financial pressures and the experiences of some families. However, it is noted that the focus of this statutory process is the future of Ysgol Nebo, and that the process is being undertaken, in accordance with the requirements of the School Organisation Code (011/2018). The current review is based on the challenges facing the school, including persistently low learner numbers, a high proportion of surplus places, small class sizes with broad age ranges, and projections indicating that learner numbers are likely to remain low. The Council acknowledges that wider pressures exist across the education system, and these matters are considered through separate processes, strategies and service plans. All comments submitted in response to this consultation will be noted and considered appropriately as part of the statutory process before any further decision is made.

	education model is able to meet the diverse needs of all learners, linking this to pressures on attendance, learner wellbeing, and the capacity of support services.	
14.10.3	“The presentation of the challenges faced by rural schools is mainly one of demographic change, one which is inevitable, and one for which the council is not responsible. This is clearly not the case: there is at work an active policy of consolidation for financial reasons which acts de facto as a policy of urbanisation. The Dyffryn Nantlle catchment area, of which Nebo forms a part, is a classic example: As recently as 2014, there were 9 primary schools in the Dyffryn Nantlle school catchment area, catering in that year for 621 pupils. The closure of two of those schools, Carmel and Bronyfoel, in 2015 was necessary to allow for the building of a new school serving the Groeslon area. If the current Gwynedd Council discussion / consultation on the futures of Nebo and Baladeulyn Schools results in the closure of these two schools, there will be only 5 primary schools serving the area. But there has not overall across the catchment been a significant drop in pupil numbers. At the last recorded data point for 2024, there were 594 pupils across the 7 schools. Going back in ten-year increments, the data is as follows: 2015 635 pupils in 7 schools 2005 645 pupils in 9 schools 1995 603 pupils in 9 schools In the 30 years between 1995 and the current day, there is a total reduction in pupil numbers of a mere 9 pupils. This would not seem to justify the closure of four of the nine schools, which is the result if possible consultations on the future of Nebo and Baladeulyn result in closure. Certainly the closure of Carmel and Y Fron schools to support the financing of a new build in Groeslon points to a more strategic policy of urbanisation. Children in those outlying villages are now taken in taxis and buses to a different village, at the expense of the public purse in covering their transport costs. Individuals in Carmel and Y Fron have commented upon the fact that the closure of their village school has ripped the heart out of their village, that there is now nothing to attract families to move there. You need only to drive through Carmel in particular to see the sorry state of that resource, reduced to a shell of a building, and feel the sadness at its loss.”	The Council notes the comments and the wider context expressed regarding school organisation in parts of the Nantlle Valley over an extended period. However, it is noted that the focus of this statutory process is the future of Ysgol Nebo, and that the process is being undertaken, in accordance with the requirements of the School Organisation Code (011/2018). The current review is based on the challenges facing the school, including persistently low learner numbers, a high proportion of surplus places, small class sizes with broad age ranges, and projections indicating that learner numbers are likely to remain low. The comments submitted will be noted and considered as part of the process, alongside the relevant statutory considerations, before any further decision is made.

14.11 Calls to invest in local, community-based education rather than closing the school

	Comment	Council Response
14.11.1	Investment in local and community-based education should be prioritised rather than closing small schools.	The Council notes the comment.
14.11.2	“The knock on effect for closing a local school is can not be measured.As a proud nation we must invest in our children at all cost. If we do not support our children then what is the future for Cymru?”	The Council notes the comment.
4.11.3	“Schools are about 'investing in the future' - the council need to have a more long term view of the education establishments and types of education provided. All young people are individual, with individual requirements and considerations.”	The Council notes the comment.

15. Alternative Options

15.1 “Ysgol Nebo to offer a site as a provision to support and nurture children with social and emotional needs, where mainstream education is challenging for them, including pupils with IDPs for social, emotional and behavioural needs and other young people with mental health needs including anxiety and neurodiversity.”

	Comment	Council Response
15.1.1	<i>“The option that we would like the Council to consider, and the preferred option of parents, teachers, governors and the school community, is to keep the school open as a mainstream school and to develop the school as an innovative pilot project to support pupils with social and emotional needs... The long-term savings and health benefits of supporting a child at a young age mean that they will begin secondary school confident and happy. This goes beyond a purely financial argument, as the purpose of any education system should be to support and nurture children to become the best they can be...The proposal seeks to welcome children who struggle within mainstream education and to help the significant number of children who are currently being home educated to return to the education system. Ysgol Nebo already has extensive experience and expertise in doing this. By building on the expertise and care that already exist, this presents an opportunity for the Education Department of Cyngor Gwynedd to launch a new and innovative pilot project. This option has already been presented to the Council, but has been interpreted as a specialist ALN Unit under option 6. We believe that the Education Department has deliberately misinterpreted our proposal. The proposal has been discussed with the</i>	The Council notes the significant number of responses supporting the suggestion to keep Ysgol Nebo open as a mainstream primary school, while developing an extended role or innovative pilot to support pupils experiencing emotional, social and wellbeing difficulties. This includes children who are not coping in larger schools or who are currently being educated at home. Following consideration of the comments, the Council considers that the proposal submitted by the governors and the community — namely, to develop Ysgol Nebo to provide provision to support and nurture children with social and emotional needs where mainstream education is challenging for them — represents a reasonable alternative option. Although ALN provision has already been considered as part of the original options (Option 6), a number of consultees indicated that this proposal is not identical in scope or intent. As a result, this option has been formally included in the consultation report as Option 15.1, an additional alternative option, and is subject to further assessment later in the report.

	<i>Head of Education, and a document has been completed by the Governing Body clearly outlining the impact assessments of this idea. In line with the “procedural presumption against the closure of rural schools” (School Organisation Code), it must be demonstrated that every option has been conscientiously considered. We do not believe that this has happened sufficiently. There is no intention on the part of the Governing Body to include an ALN unit. Instead, the intention is to offer a school that would provide vulnerable pupils with the opportunity to remain within mainstream education and potentially avoid further increases in the number of children receiving home education. We wish for the option put forward by the Governing Body of Ysgol Nebo to be fully considered – this is the proposal: “Ysgol Nebo to offer a site as a provision to support and nurture children with social and emotional needs, where mainstream education is challenging for them, including pupils with IDPs for social, emotional and behavioural needs, and other young people with mental health needs including anxiety and neurodiversity.” The governors’ preferred option is for Ysgol Nebo to continue operating as a mainstream primary school, while also becoming an innovative pilot scheme to support pupils who face social and emotional challenges. This pilot would make Ysgol Nebo a suitable place for children who struggle in larger schools for a variety of reasons that do not necessarily mean they would be officially identified as having Additional Learning Needs (ALN). This could provide Cyngor Gwynedd with an opportunity to develop and implement an effective strategy, and to demonstrate a new model of innovative thinking to other authorities across Wales. It would be possible to assess how the style of education provided at Ysgol Nebo could better serve these children at primary age. Economically, this is likely to be far more cost-effective in both the short and long term, financially and in terms of the children’s mental health. The impact could be assessed through the implementation of a pilot scheme at Ysgol Nebo... We know that over 200 children are currently being home educated... This is a real opportunity... to return to mainstream education – even if only for a few days a week.”</i>	Full details of this assessment are set out in Section 7 of this report. However, following the evaluation process, it was concluded that this option does not adequately respond to the challenges facing Ysgol Nebo. Under this option, it is anticipated that the admission arrangements and criteria would continue in line with the current arrangements, with no change to the admission process or the school’s status. Given that the existing admission arrangements would remain unchanged, it is not anticipated that this option would lead to a meaningful increase in learner numbers or a significant reduction in the high level of surplus places. As a result, it is anticipated that the current challenges in relation to small classes with wide age ranges, low future pupil number projections, and the associated financial pressures, including high costs per learner, would remain unresolved.
15.1.2	“preferred option from the governors is that Ysgol Nebo should continue running as a mainstream primary school but also become an innovative pilot scheme, This pilot scheme would make Ysgol Nebo the place for children who are struggling in bigger schools for a variety of reasons that	

	would not necessarily deem them to be identified officially as having Additional Learning Needs (ALN). These children's needs have been acknowledged by Cyngor Gwynedd, so it is a known situation that needs a resolution...Adding an ALN Unit is a "lose-lose" as base school gets the numbers and Nebo has to build a unit. The suggestion is to increase the numbers through an active policy to find children who are struggling at larger schools, and as a pilot project assess how much better they do in a smaller school, with a different culture and smaller classes....There are only 2 teachers for the whole of Gwynedd and Ynys Môn looking after all the home schooled children...It would benefit some... to attend school, at least part time"	
15.1.3	<i>"The governors proposed opening the doors of Ysgol Nebo to pupils who are currently receiving home education for a variety of reasons (this links to the previous point), by offering them flexible educational provision."</i>	As above.
15.1.4	<i>"I would like the Council to consider our original proposal to offer a full-time and flexible educational provision for pupils who experience emotional difficulties when attending school. A large number of parents (I am speaking from personal experience here) struggle greatly to get their children to school," "being concerned that they have forced their children to attend an environment that is harmful to their mental health." "A large number of pupils struggle in large classes due to social anxiety." "At present, the options are very limited – attending school or home education." "If smaller class provision, flexible education and better emotional support were available, a large number of pupils would survive and experience success." "Keeping the school open by considering alternative forms of education that would attract pupils." "An innovative vision of this kind would be sufficient to keep the school open and therefore continue to offer Welsh-language experiences to the wider community."</i>	As above.
15.1.5	<i>"If the Council were to consider the original proposal for Ysgol Nebo to provide education for children who find it difficult to attend school due to anxiety or mental health difficulties. Not every child is able to cope in a large, busy classroom, but every child has the right to receive an education."</i>	As above.
15.1.6	<i>"As all of the options shown in the consultation document's impact assessment seem to suggest a neutral or partially positive impact, and the only mention of 'negative' is for the proposal to close the school, I would</i>	As above.

	ask that Cyngor Gwynedd reconsiders the other options, with an eye to the future, and to retain Ysgol Nebo by using one of these. The preferred option seems to be Option 6.”	
15.1.7	“We currently have a children’s mental health crisis in schools – and also many teachers off with stress-related illnesses. The number of children being home educated has grown phenomenally the most common reasons for withdrawing children from schools are: Anxiety/mental breakdown Having unmet learning needs Lack of support.....and dissatisfaction with school Bullying by other pupils..... Schools being too big and relationships with education staff too impersonal.” “This all fits perfectly with Option 6 as an alternative to closure – “Ysgol Nebo to offer a specialist unit for supporting children with additional learning needs” Although the Council has categorised this as ‘Additional Learning Needs’, the actual proposal from the governors and the community is for the school to become a comforting and safe hub for the generation of children, now of primary school age, who missed out on their early years social development as a result of the Covid pandemic, some of whom are now known to be struggling to integrate into a larger school environment. ...Ysgol Nebo, with its exceptionally caring staff, is ideally suited to be used for a visionary pilot scheme to attempt to deal with these problems at an early age before they become out of hand as a child progresses through his/her education journey. This would require very little change to the present function of the school, if any. The excellent teachers would be retained, no alterations to the building would be required as there is no mention of disability, and the cost of transport equals out the cost of transport for children from their home to another school further away, this ongoing well into the future.”	As above.
15.1.8	“Why can't the school be used for children with educational needs , the school is the hear of community .”	As above.
15.1.9	“The option favoured by the governors should be given further consideration. There is a need for a specialist unit to help children struggling in larger schools, and to help those being educated at home.”	As above.

15.1.10	"The Govenors' proposal to keep the school open is to become a place where young children struggling in mainstream primary education can flourish alongside other pupils. This would also include welcoming children currently being home schooled to experience small class sizes, even on a part time basis. This option has been rejected in the Consultation Document.... There are around 200 children in Gwynedd and Anglesey being home schooled, with only two teachers to monitor and provide teaching.... Use the excellent resources at Ysgol Nebo to improve this situation and help suitable pupils return to mainstream Education... please consider all the benefits for children current and future who are struggling with mainstream education..." "The proposal... is a way of using already in place resources to much better effect. Both economically and in terms of outcome, this would be far more effective and efficient."	As above.
15.1.11	<i>"I am very supportive of the idea that has been proposed by the school's governors, namely that the school should become a school for vulnerable children with social and emotional needs."</i>	As above.
15.1.12	<i>"This represents an opportunity for Cyngor Gwynedd to lead once again in demonstrating how to strengthen rural schools, support the Welsh language, and respond to contemporary educational challenges in a positive and innovative way."</i>	As above.
15.1.13	<i>"The Council needs to confront the challenge of formal education for the 250 or more children who have fallen out of formal education, and to take positive action to reduce these figures. The Council could develop a plan by keeping Ysgol Nebo open and supporting these children to return to formal education on a part-time basis (which is already happening there), or, in time, on a full-time basis. In addition, Ysgol Nebo's resources extend beyond the school building itself, with surrounding land and locations providing outdoor classroom opportunities that enhance learning through wildlife studies of the local marshland and mountains."</i>	As above.
15.1.14	"the Governors have proposed that Ysgol Nebo be a Pilot Scheme for a small rural school providing places for children who are struggling in bigger schools, or currently being schooled at home...Economically it is likely to be much more cost effective in short and long term savings, both financially and in terms of the mental health of the children....the number of children being home-schooled in Gwynedd is well over 200 and rising quickly. The reasons for this doubtless vary but it is conceivable that some are due to	As above.

	unhappiness or bullying at larger schools, or the epidemic of anxiety in the nation following on from the pandemic. It would be in the interests of both the council and the children if some of these could attend such an innovative and supportive school, even for just a few days a week. This would allow the professional teachers at Ysgol Nebo to monitor and assess the children in a way which must be impossible for the current 2 teachers attempting to do so across the whole of Gwynedd and Ynys Môn. Adding in a number of part-time, home-schooled learners could increase the capacity of Ysgol Nebo towards 40, with appropriate scheduling.”	
15.1.15	“Children from other mainstream schools that are struggling and finding it increasingly difficult to cope within a large group environment could also benefit significantly by having at least some of their lessons in a smaller group setting such as at Ysgol Nebo if the size and pace of their current school setting appears to be overwhelming and is having an impact on their confidence, engagement, and ability to access learning effectively.”	As above.
15.1.16	“I believe that Ysgol Nebo should continue running as a mainstream primary school but also become an pilot scheme, that would make Ysgol Nebo the place for children who are struggling in bigger schools for a variety of reasons that would not necessarily deem them to be identified officially as having Additional Learning Needs (ALN).These children’s needs have been acknowledged by Cyngor Gwynedd, so it is a known situation that needs a resolution.I believe that Ysgol Nebo should continue running as a mainstream primary school but also become an pilot scheme, that would make Ysgol Nebo the place for children who are struggling in bigger schools for a variety of reasons that would not necessarily deem them to be identified officially as having Additional Learning Needs (ALN).These children’s needs have been acknowledged by Cyngor Gwynedd, so it is a known situation that needs a resolution...Economically it is likely to be much more cost effective in short and long term savings, both financially and in terms of the mental health of the children.”	As above.
15.1.17	<i>“The option that I would like the Council to consider, and the preferred option of parents, teachers, governors and the school community, is to keep the school open as a mainstream school and to develop the school as an innovative pilot project to support pupils with social and emotional needs. We wish for the option put forward by the Governing Body of Ysgol Nebo to be fully considered – this is the proposal: ‘Ysgol Nebo to offer a site</i>	As above.

	<i>as a provision to support and nurture children with social and emotional needs, where mainstream education is challenging for them, including pupils with IDPs for social, emotional and behavioural needs, and other young people with mental health needs including anxiety and neurodiversity.’ This option has already been presented to the Council and discussed with the Head of Education, but has been ‘misinterpreted’ as a specialist ALN unit under Option 6. In accordance with the “procedural presumption against the closure of rural schools” (School Organisation Code), it must be demonstrated that all options have been conscientiously considered. We do not believe that this has happened sufficiently. There is no intention by the Governing Body to include an ALN unit. Instead, the intention is to offer a school that would provide vulnerable pupils with the opportunity to remain within mainstream education and potentially avoid further increases in the number of children receiving home education. The governors’ preference is for Ysgol Nebo to continue operating as a mainstream primary school, while also becoming an innovative pilot project to support every child to flourish academically, emotionally and socially. The staff of Ysgol Nebo are caring, able to give each child the attention they deserve because of smaller class sizes, inspire a love of learning, encourage personal growth, and help every child to realise their true potential. This represents an opportunity for Cyngor Gwynedd to develop and implement a new strategy, and to demonstrate a new model of innovative thinking to other authorities across Wales. The impact could be assessed through the implementation of a pilot scheme at Ysgol Nebo. I would encourage the Council to consider the long-term costs and benefits of the suggestion that Ysgol Nebo be used to support children with difficulties or needs that are not necessarily identified as Additional Learning Needs (ALN). The long-term savings and health benefits of supporting children at a young age mean that they will begin secondary school confident and happy.”</i>	
15.1.18	<i>“Developing Ysgol Nebo as a specialist site to support and nurture children with social and emotional needs, where mainstream education is challenging for them, including pupils with IDPs, anxiety, neurodiversity, and mental health needs. This option aligns with the Council’s strategies on wellbeing and inclusion, builds on the school’s strengths (small class sizes, individualised care), and offers a positive alternative to closure. The School</i>	As above.

	<i>Organisation Code requires the Council to consider such options conscientiously before closing a rural school.”</i>	
15.1.19	<i>“There is a unique opportunity here to adapt Ysgol Nebo and create a solution for the needs of vulnerable pupils.”</i>	As above.
15.1.20	“Can you make it a school for children from llanllyfni who benefit from a smaller group? ”	As above.
15.1.21	“Ysgol Nebo could help provide a unique type of provision for some of the challenges some students have faced post COVID. The intimate environment provided by a school with low student numbers could help support students who have struggled to return to school and schooling over the last few years.” “I understand that there are approximately 200 students who are home schooled in Gwynedd and Anglesey at present... Ysgol Nebo seems to have an ideal environment to help students who are home schooled due to issues such as anxiety. Their small numbers and family orientated environment are ideal to help nurture such students. Home schooled children in Gwynedd must require a financial commitment to the council. Helping find a suitable school to support these students would help offset some of that financial commitment.” "The school should be given time, maybe until at lease the end of the education school year 2028, to develop their forward thinking approach to raising numbers on roll."	As above.
15.1.22	“Adding an ALN Unit is a “lose-lose”as base school gets the numbers and Nebo has to build a unit. The suggestion is to increase the numbers through an active policy to find children who are struggling at larger schools, and as a pilot project assess how much better they do in a smaller school, with a different culture and smaller classes. Ysgol Nebo should continue running as a mainstream primary school but also become an innovative pilot scheme. This pilot scheme would make Ysgol Nebo the place for children who are struggling in bigger schools for a variety of reasons that would not necessarily deem them to be identified officially as having Additional Learning Needs (ALN). These children’s needs have been acknowledged by Cyngor Gwynedd, so it is a known situation that needs a resolution. It could be the opportunity for Cyngor Gwynedd to develop and implement an effective strategy and demonstrate to other Welsh Authorities a new model to lead the way in such thinking. It	As above.

	could assess how the style of education provided at Ysgol Nebo can better serve such children at primary age. Economically it is likely to be much more cost effective in short and long term savings, both financially and in terms of the mental health of the children. This could be assessed in the pilot scheme were it to be at Ysgol Nebo.”	
15.1.23	“I think considering the actual proposal presented to you is professionally the minimum you should be doing, indeed enhancing that proposal if you can, before evaluating it as an option. The school clearly has something going for it with such a high percentage of pupils coming from outside the catchment area. You should be building on this success rather than dismissing something that doesn't quite fit into your existing educational boxes, especially as it is addressing some of your ALN and home schooling pressures that are probably only going to increase”	As above.
15.1.24	<i>It is proposed that Ysgol Nebo be developed as a centre to support pupils who are struggling in mainstream schools but who do not fall within the ALN framework. It is suggested that the number of pupils supported could be increased through part-time arrangements, thereby improving financial viability. It is noted that Ysgol Nebo presents an opportunity for the Council to adopt an innovative and alternative approach rather than closing the school, by using surplus capacity to expand provision. In particular, it is suggested that the school could be developed as a centre to support vulnerable pupils who are not in formal education, including those who experience difficulty attending school due to mental health issues or other reasons that do not fall within the ALN framework. Emphasis is placed on the school's existing experience of supporting pupils from outside the catchment area, the benefits of routine and socialisation for young pupils, and the potential to provide a more cost-effective solution than current models such as home visits. It is noted that this approach could benefit pupils, parents, the local community and the future of Ysgol Nebo itself.</i>	As above.
15.1.25	<i>It is suggested that the school could be used to support children with additional needs, noting that the natural and peaceful environment is particularly well suited for this purpose.</i>	As above.
15.1.26	<i>Attention is drawn to the proposal to use Ysgol Nebo to support and nurture children who are struggling in other schools.</i>	As above.

15.1.27	<i>The idea of keeping the school open to support pupils who are struggling in larger schools for any reason is supported, with the view that this would represent a valuable opportunity.</i>	As above.
15.1.28	<i>“Turning to the situation at Ysgol Meidrim in Carmarthenshire, the evidence of its value to the community and to the Education Authority as a school that is welcoming to pupils with Additional Learning Needs (ALN) has been very compelling. Evidence has been provided by medical professionals and others involved with the children, demonstrating the importance of a homely and stable learning environment where education is child-centred. This experience reinforces the desire of the Governing Body of Ysgol Nebo to see the future of their school as a combination of serving children from the local community and children from the area with ALN, within a caring and personal environment. I believe that such an arrangement could be of significant value both to the pupils themselves and to the wider area, should such a resource be made available.”</i>	As above.
15.1.29	<i>“In my opinion, I feel that Ysgol Nebo could be an asset in Gwynedd– a flagship for Education, Alternative Provisions to support children that are struggling in larger Schools, that may have had negative, traumatic experiences in other schools. I would urge the Committee to consider saving the School from closure, focus on the wishes of the children and making it widely available to other children, who would most definitely thrive in this superb school, the location alone is therapeutic for the children and the quality of teaching staff who are exceptional... Let’s do something positive for our young people in Gwynedd and offer this brilliant service for those who are struggling, no matter how small. Don’t fail our future.”</i>	As above.
15.1.30	<i>“Of the options presented, I maintain that the best option for Ysgol Nebo and the community is to keep it open and to develop a pilot scheme to provide education for children who have become disengaged from mainstream education in the Nantlle Valley and surrounding areas for a variety of reasons, including anxiety. A small rural school that knows the needs of each pupil thoroughly can offer both education and a place of refuge, helping to build the confidence of children who are currently out of education and enabling them to become individuals who are happy to contribute to everyday life and to their wider environment.....</i>	As above.

	<i>Children who are educated at home would also benefit from this option... Offering education to those who have become disengaged from the world of education, and to those who are currently being home educated should they wish to attend on a part-time basis, would enable Cyngor Gwynedd to take a child-centred approach...It would be possible to ensure that the Welsh language is treated equally and not less favourably than English by keeping the school open and by offering places to children who are not currently attending school for a variety of reasons, including anxiety. In addition, children who are educated at home could also be offered the opportunity to attend the school on a part-time basis if they wished. This would ensure that they, the children of the village, and children with Additional Learning Needs are given the opportunity to become familiar with and use the Welsh language, and to develop confidence in using it, particularly if they come from non-Welsh-speaking homes. This would ensure positive impacts on opportunities for children and members of the community to use Welsh, and on ensuring that it is not treated less favourably than English. This would also support the Welsh Government's policy of achieving one million Welsh speakers by 2050. Children who speak Welsh are more likely to continue speaking Welsh as adults and to raise their own children through the medium of Welsh. They are also more likely to use Welsh when interacting with adults in the village through intergenerational interactions and when seeing family members attending community events when the school is used as a community hub.... As a result, Cyngor Gwynedd, through Ysgol Nebo, would be helping the Welsh Government to achieve the target of one million Welsh speakers by 2050."</i>	
15.1.31	"Ysgol Nebo would provide the perfect place for children who are feeling unsure about attending school full time and are currently home-schooled. This would mean that they are immersed in the Welsh language at school."	As above.
15.1.32	"To miss out on the way Nebo school prepares the children for senior school life. As numbers are low at the moment, would this be a good opportunity to take in children with learning difficulties that could be easier to manage in a more close knit situation...I feel option 3 is the very best policy for the Council to take."	As above.

15.1.33	<i>“Perhaps the preferred option of the Nebo Governors could be given serious consideration at that point? This is a unique opportunity for Ysgol Nebo to adapt and be part of an innovative new project for the future. The resources are already in place. There would be no need to make staff redundant, nor to close a rural school. I feel that Cyngor Gwynedd is making no effort to think ‘outside the box’.”</i>	As above.
15.1.34	“My preferred option is to encourage more children who would benefit from a big family rather than a bigger school... those with difficulties who would benefit emotionally and educationally as well as home-schooled children who could attend part-time... They would benefit from mixing a couple of days a week with others of their own age. Plus the county has only 2 teachers for these children. They can’t possibly build up the type of relationship that enables them to know the real child... Better result for these children, with no extra cost to the council... Surely a Pilot at Ysgol Nebo, which already has a good track record in this area, would be backed for proving and disproving its worth. This is not a special unit, just a school doing more than it’s already doing.”	As above.
15.1.35	<i>“Working more closely with local small schools such as Llanllyfni and Penygroes, where pupils are unsettled or struggling – a smaller school provides an excellent opportunity for these pupils to receive more attention and to thrive.” “There is a need to work with other schools to ensure that children receive the best possible education, rather than focusing on cramming 30 pupils into a classroom.”</i>	As above.
15.1.36	<i>It is proposed to increase pupil numbers by attracting children who are struggling in larger schools, and to use Ysgol Nebo as a pilot project to assess the benefits of a small school.</i>	As above.
15.1.37	The view is expressed that the Council should give full and detailed consideration to the option of using Ysgol Nebo as a specialist provision to support learners experiencing social, emotional and mental health difficulties, including those with Additional Learning Needs, as well as learners who find it difficult to cope within larger mainstream provision. It is suggested that such provision could operate either on a short-term basis as a transitional arrangement to support learners dealing with anxiety, distress or mental health difficulties, or on a longer-term basis for some learners who require a smaller, more supportive educational environment.	As above.

Reference is made to evidence of a continued increase in social, emotional and developmental needs among children and young people, noting that a significant proportion of learners in Gwynedd now have an Individual Development Plan. Attention is drawn to the increasing pressure on existing specialist ALN provision, including overcrowding in specialist schools, increasing complexity of learner needs, and significant challenges in recruiting and retaining staff, which in turn creates difficulties in meeting the needs of some learners within the current system.

The comments refer specifically to the work of the Council's Education and Economy Scrutiny Committee, noting that a report and a unanimous decision of the committee in April 2025 highlighted the growing pressures on the ALN system, the challenges of tailoring provision to meet learners' needs, and the need to consider alternative ways of improving provision for the cohort of children with complex needs who do not meet the threshold for specialist schools. It is also noted that the committee called for consideration to be given to the possibility of satellite or supplementary provision within some schools. In this context, the comments challenge the way in which Option 3 (federation with a neighbouring school with the addition of a specialist ALN unit on the Ysgol Nebo site) and Option 6 (Ysgol Nebo offering a specialist unit for learners with Additional Learning Needs) were assessed and rejected within the consultation document. It is argued that the reasons given for not progressing these options do not fully reflect the current reality of demand for additional provision, nor the systemic pressures on both specialist ALN and mainstream provision.

It is emphasised, however, that the proposal put forward by the governors and the community is not viewed as a direct repetition of Option 6 nor as a simple variation of Option 3, but rather as an alternative option of a different scope and intent, with a specific focus on flexible, integrated nurture-based provision for learners with social and emotional challenges, rather than traditional specialist ALN provision.

In addition, it is argued that the characteristics of Ysgol Nebo — such as small class sizes, a family-like environment, and surplus capacity on the site — are considered potential strengths in supporting this type of provision, and that the school could offer a more personalised and inclusive model for some learners. Reference is also made to the Council's strategic objectives in relation to inclusion, every learner's right to

	appropriate education, and the promotion of children's and young people's emotional and mental wellbeing, with the argument that this proposal represents an opportunity to respond to long-term challenges within the education system in a more creative and integrated way.	

15.2 Developing Ysgol Nebo as a Transition Unit to Support Integration of ALN Pupils into Mainstream Education

	Comment	Council Response
15.2.1	<i>"There is an opportunity to develop Ysgol Nebo as a transition unit for pupils coming from additional needs units, to support their integration into mainstream education within local schools. This could help relieve pressure on other schools."</i>	The Council notes the comments received which suggest developing Ysgol Nebo as a transition unit to support pupils moving from specialist Additional Learning Needs (ALN) provision, in order to facilitate their reintegration into mainstream education within local schools. In this context, this option is considered to be a reasonable alternative option and, as a result, has been formally included in this report as Option 15.2, and is subject to further assessment later in this report. However, following evaluation of this option, it is concluded that developing Ysgol Nebo as an ALN transition unit would not provide a solution to the core challenges facing the school. Learners accessing such transitional provision would remain officially registered at other schools, and therefore this option would not lead to an increase in registered learner numbers at Ysgol Nebo nor to a meaningful reduction in the high proportion of surplus places.

15.3 Using Ysgol Nebo as an additional admission site for neighbouring schools experiencing overcrowding / over-capacity

	Comment	Council Response
15.3.1	<i>“Schools such as Llanllyfni and Penygroes are full to capacity. Why not use the school as an additional site, not only for pupils from Nebo but also to allow children from neighbouring schools to come and undertake some lessons? This would help relieve pressure on larger schools.”</i>	The Council notes the comments received which suggest that Ysgol Nebo should be considered as an additional intake site to support neighbouring schools that are operating at or over capacity. This includes suggestions that learners from schools such as Llanllyfni and Penygroes could attend Ysgol Nebo, either to undertake specific lessons or on a more permanent basis, with the intention of relieving pressure on larger schools and making more effective use of the existing capacity at Ysgol Nebo. However, the Council does not consider this option to be a reasonable alternative option. Implementing such a model would result in a significant change to the role and nature of Ysgol Nebo, transforming it from a mainstream community school into a part-time or supplementary provision without a clear basis in terms of organisation or governance. It would also give rise to significant complexities in relation to admissions arrangements, transport, pupil wellbeing and continuity of educational experience, particularly for younger children. Furthermore, this option would not address the key challenges facing Ysgol Nebo in terms of pupil numbers, long-term sustainability. Consequently, it is concluded that this option does not represent a reasonable alternative and is not subject to further assessment within this report.
15.3.2	“Move other children from overflowing schools to nebo school”	

15.4 Developing Ysgol Nebo as a Specialist Centre for Outdoor Learning and Fieldwork

	Comment	Council Response
15.4.1	A comment was received arguing that the proposal to develop Ysgol Nebo as a specialist centre for outdoor learning and fieldwork represents a reasonable alternative option that merits more careful and detailed consideration. Attention is drawn to the educational, wellbeing, environmental and economic potential of the model, noting its strong alignment with the Curriculum for Wales. This includes supporting learners’ holistic development, physical and mental health, inclusion (particularly for learners with ASD/ADHD), and strengthening local and cultural identity.	The Council notes the reasons presented in support of developing Ysgol Nebo as a specialist centre for outdoor learning and fieldwork, including references to the Curriculum for Wales, the physical and mental wellbeing benefits, the connection to the local landscape, and the potential to support other schools across the County. The Council also notes the links made between this proposal and wider priorities such as local regeneration, sustainable tourism and cultural identity.

	It is stated that the proposal could provide a shared facility for other schools across the county, reducing the costs associated with educational visits and offering a more accessible alternative to commercial provision. The comment also highlights opportunities to generate income and to contribute to local regeneration initiatives, sustainable tourism and climate resilience objectives. It is further emphasised that the capital and revenue requirements would be relatively modest, and that relevant training and climate education opportunities exist. More broadly, the comment argues that developing creative models within small rural schools supports the procedural presumption against closure and offers the Council an opportunity to develop innovative educational provision that could be extended to other schools (including in different settings), in response to growing demand for wellbeing programmes and nature-based learning.	However, this option is considered to correspond directly with original Option 5, namely the development of Ysgol Nebo as a specialist location for specific subjects with a focus on fieldwork and outdoor learning. As a result, this proposal is not treated as an additional alternative option, and the issues raised through this option are incorporated within the consideration and assessment of Option 5. The Council is of the view that developing Ysgol Nebo as a specialist location for individual subjects, such as outdoor learning or fieldwork, does not adequately respond to the core challenges facing Ysgol Nebo, particularly in relation to learner numbers and long-term sustainability. It is not anticipated that this option would lead to a meaningful increase in registered learner numbers or a significant reduction in the high proportion of surplus places at the school. Consequently, the current arrangement of small classes with a broad age range would continue, alongside low projected numbers, the existing pattern of catchment choice, and the associated financial challenges, including high costs per pupil.

15.5 Federation of Ysgol Nebo and Ysgol Baladeulyn

	Comment	Council Response
15.5.1	“A further option which has not been considered properly is the issue of federation: this was looked at by the Education Department through the lens of attaching these smaller schools with a larger one. Why could they not be federated with each other? Nebo has a 0.2 Headteacher, whilst Baladeulyn has now lost theirs: what consideration has been given to combining the two schools? It may well be that it would not be feasible on any number of grounds, but that does not mean that it should be dismissed without consideration, it being a reasonable alternative.”	The Council notes the comments received which suggest that consideration should be given to federating Ysgol Nebo with Ysgol Baladeulyn, including through the sharing of staff and resources, and exploring the potential to combine leadership and governance arrangements. This option is considered to be a reasonable alternative and, as a result, is subject to further consideration and assessment within Section 7 below. However, following evaluation of this option in terms of its ability to address the challenges facing Ysgol Nebo, it is concluded that federation with Ysgol Baladeulyn, in itself, would not provide a sufficient response to the fundamental challenges facing the school. While such an arrangement could result in some sharing of resources or management capacity, there is no evidence that it would lead to a meaningful increase in registered learner
15.5.2	<i>“I would recommend federation (sharing staff) and also opening the ALN unit as set out in the consultation document.”</i>	
15.5.3	It is suggested that consideration should be given to merging Ysgol Nebo and Ysgol Baladeulyn, noting that this would result in approximately 19 pupils.	

		numbers or a reduction in the high level of surplus places at Ysgol Nebo. As a result, the existing arrangements of small classes with a broad age range, low future enrolment projections, and the challenges associated with financial sustainability and high per-learner costs would remain unaddressed.

15.6 A Federal Governing Body across catchment schools

	Comment	Council Response
15.6.1	<i>“A single federal governing board across all schools within the secondary school catchment area to take strategic decisions regarding the use of resources, potentially designate sites for pupils with Additional Learning Needs (ALN), coordinate budgets, and with Parent and Community Liaison Committees operating within individual schools. Dyffryn Nantlle is a sufficiently compact area for this model to operate effectively. Under the current arrangements, it is possible to establish a federation between primary school(s) and a secondary school (though not a further education college), but permission must be sought to include more than five schools within a federation. Once a ‘federation of the willing’ is established, creating such a culture of collaboration could encourage progress in this direction.</i> <i>It would then be possible to coordinate social and cultural initiatives within the scope of responsibility of the individual school committees (for example, the integration of new arrivals), freeing them from ongoing disputes about budgets and fundamental strategic issues. This, in turn, would provide an additional purpose for a small community school such as Nebo.</i> <i>Significant savings could be achieved by establishing a single federal governing board of this nature, allowing local committees to focus instead on promoting a wellbeing-focused ethos within schools and strengthening engagement with and influence over their local communities.”</i>	The Council notes the comments received which suggest establishing a Federal Governing Board across schools within the catchment, with the intention of strengthening strategic collaboration between schools, coordinating the use of resources and budgets, considering specialist arrangements such as provision for learners with Additional Learning Needs (ALN), and enabling individual schools to focus more fully on their community roles and on promoting wellbeing ethos and strong links with their local communities. This option is considered to be a reasonable alternative option and, as a result, is subject to further consideration and assessment within Section 7 below. However, following evaluation of this option in terms of its ability to address the challenges facing Ysgol Nebo, it is concluded that establishing a Federal Governing Board across schools within the catchment would not provide a sufficient response to the fundamental challenges facing the school. It is not anticipated that this governance arrangement would lead to an increase in registered learner numbers or a meaningful reduction in the high level of surplus places at Ysgol Nebo. As a result, the existing arrangements of small classes with a broad age range, low future enrolment projections, and the challenges associated with financial sustainability and high per-learner costs would remain unaddressed.

15.7 Collaboration and sharing of resources and expertise between Ysgol Nebo and neighbouring schools

	Comment	Council Response
15.7.1	<i>“Yes, I believe that there are a number of alternative options that the Council could consider instead of closing Ysgol Nebo. One option would be to increase collaboration between Ysgol Nebo and neighbouring schools, such as sharing resources, staff or specific areas of expertise, in order to reduce costs and strengthen educational provision.”</i>	The Council notes the comments which suggest that alternative options to closing Ysgol Nebo should be considered, including increasing collaboration with neighbouring schools through the sharing of resources, staff or specific areas of expertise, with the intention of reducing costs, strengthening educational provision and promoting new admissions to the school.
15.7.2	<i>“Collaborative arrangements with neighbouring schools could also be considered, such as sharing resources or staff... or initiatives to promote new admissions by highlighting the benefits of local Welsh-medium education in a supportive rural environment.”</i>	
15.7.3	“collaborative arrangements with neighbouring schools, sharing resources or staff” / “initiatives to promote new admissions”	Arrangements for collaboration and the sharing of resources and expertise between Ysgol Nebo and neighbouring schools have been considered as part of the federation model, rather than as a standalone alternative option. As a result, these arrangements are regarded as an integral element of the federation option itself and have therefore not been assessed separately within this report. From the perspective of the federation option, following evaluation of this option in terms of its ability to address the challenges facing Ysgol Nebo, it is considered that federation with a neighbouring school or schools would not respond to the fundamental challenges facing the school. There is no evidence that such collaborative arrangements would result in a meaningful increase in learner numbers or a reduction in the high proportion of surplus places, and therefore the existing arrangements of small classes with a broad age range would continue. In addition, there is no evidence that this option would lead to a change in the low enrolment projections for the future or a significant change in the existing pattern of parental and learner choice within the catchment area, despite suggestions to promote new admissions. As a result, the ongoing financial challenges, including high per-learner costs and a lack of long-term financial sustainability, would remain unresolved.
15.7.4	<i>“We believe that alternative solutions, such as sharing resources or collaboration between schools, are better.”</i>	

15.8 Developing Ysgol Nebo as a Welsh-language and/or Community Centre

	Comment	Council Response
15.8.1	"Ysgol Nebo would provide an ideal place to hold Welsh learner classes."	The Council notes the comments. The Council has already considered the options of using the school as a community hub to host and support local services, and to co-locate services within the school in order to offset maintenance and running costs. Following consideration of these options, it was concluded that it would not provide a sustainable solution to the key challenges facing Ysgol Nebo, as set out in section 5.1 of the consultation document. In particular, such options would not address the persistently low learner numbers, small class sizes, or the associated implications for the financial sustainability and educational provision of the school as a mainstream primary school. In addition, it is noted that extensive community use of the Ysgol Nebo building already takes place as part of the current arrangements; this suggests that certain elements of what is described within this option already exist within the current situation, namely the "do nothing" option. Option 15.8, as described, is considered to be fundamentally similar to options that have already been considered and discounted, as it focuses on expanding or re-purposing the role of the site for community use rather than addressing the educational challenges facing the school. As a result, it is concluded that Option 15.8 does not represent a reasonable alternative option, and therefore it is not being taken forward for further consideration or assessment within this report.
15.8.2	"Or to give extra Welsh training for the English speakers?"	
15.8.3	<i>"Rather than closing the school, a more flexible and multi-purpose model should be explored that strengthens the school's role as a broader educational and community hub."</i> <i>"One option would be to develop the school as a community learning centre, including an adult Welsh-language learning element, making use of local teaching skills and the growing demand for opportunities to learn Welsh within the community. This could increase use of the building outside school hours, attract additional income or funding, and strengthen links between the school, parents and the wider community."</i> <i>"...to develop Ysgol Nebo as an innovative Welsh-language centre serving the whole community, strengthening its role as a natural place to use the Welsh language on a daily basis. Including an element of adult Welsh-language learning alongside primary education would be an excellent opportunity to increase the use of Welsh across generations, nurture new speakers, and create a positive and sustainable model that could be shared more widely."</i>	
15.8.4	"a more flexible and multi-purpose model should be explored....develop the school as a community learning centre, including an adult Welsh-language learning element...This could increase use of the building outside school hours, for example for adult Welsh language classes, attract additional income or funding, and strengthen links between the school, parents, and the wider community"	
15.8.5	<i>"...Ysgol Nebo could be developed as a language centre for children and young people of Dyffryn Nantlle... outdoor courses... with an emphasis on learning and/or improving the use of the Welsh language, as well as pupils' health and wellbeing..."</i> <i>"It would be beneficial if Bangor University were to hold Welsh-language classes on a regular basis in the community room... Possibly, having a language unit within the school would encourage both learners and</i>	

	<i>speakers to use their Welsh with members of the community who are learning the language.”</i>	
15.8.6	“I would love to respond to my friends in Welsh which I find it difficult but if nebo school was to remain open and maybe get a Welsh teacher for parents like me who can't speak Welsh to learn that would be amazing .”	As above.
15.8.7	“Community school , special educational needs school . Also community hub . .”	As above.
15.8.8	<i>“Open another consultation on how the village could use the building as a hub to generate more revenue for the school... There is an opportunity to run evening classes... classes, clubs, a shop, anything... I would be very happy to be part of some kind of committee to brainstorm how to maximise revenue for the school.”</i>	As above.
15.8.9	“can the school be used for Community Purposes also to provide additional income to supplement the education”	As above.

15.9 Including small schools in heritage and regeneration strategies

	Comment	Council Response
15.9.1	“Other reasonable alternatives relating to broader planning and local regeneration need to be considered.” “I call on the council to actively include not just Nebo and Baladeulyn schools, but all small schools, in local community regeneration strategies. For example, I note the additional budgets being used to fund community heritage projects around the designation of the slate landscapes of North Wales as a UNESCO World Heritage Site. I note a number of projects and investment in the Penygroes community, and call on the council to ensure an equitable spread of this funding, considering that the slate community of Dyffryn Nantlle includes the small outlying villages in this area and not just the main town. Again, I am willing to work with determination alongside the council to enrich the community and maintain its resources.” “I have knowledge of the extensive ‘Ardal Ni’ plan for the Bro Lleu and Nantlle area, and observe that there is no mention of this local regeneration plan in the council’s consultation. This should be considered, in light of the Code.”	The Council notes the comments received which suggest that Ysgol Nebo, together with other small schools within the catchment, should be included within wider strategies relating to heritage and community regeneration, including initiatives linked to the slate landscapes of North Wales as a UNESCO World Heritage Site. The comments also highlight investment in heritage and community projects within the wider area, and call for equitable consideration of smaller communities, such as the villages of Dyffryn Nantlle, within local regeneration plans and strategies such as “Ardal Ni”. While these comments have been noted, the Council does not consider the inclusion of Ysgol Nebo within wider heritage or community regeneration strategies to be a reasonable alternative option within the context of the current process. As a result, this option is not subject to further assessment within the report.

15.9.2	<i>It is suggested that the role of the school could be developed as a learning centre linked to the area's slate heritage (UNESCO).</i>	In particular, this option does not propose a change to the school's educational organisation in a way that would seek to address the challenges facing Ysgol Nebo, including low pupil numbers, a high level of surplus places, the wide age range within small classes, pupil number projections in the medium and long term, or the challenges associated with financial sustainability. Consequently, it is concluded that this suggestion, on its own, does not provide a sustainable educational solution for Ysgol Nebo.

15.10 Keeping Ysgol Nebo open

	Comment	Council Response
15.10.1	"I'm writing this letter of support in keeping Ysgol Nebo open."	The Council notes the significant number of comments received calling for Ysgol Nebo to remain open.
15.10.2	Strong support is expressed for keeping Ysgol Nebo open, based on the respondent's professional experience as a teacher.	
15.10.3	"Keeping Ysgol Nebo open is going to prevent ALL the negative effects that closing it will have."	The Council confirms that this option —namely, continuing with the existing provision by keeping the school open—has already been considered as part of the original options, and specifically as the "do nothing" option (Option 1). This option has been fully assessed against the relevant criteria, alongside the other reasonable alternative options outlined in this section.
15.10.4	"I am writing to express my strong support for keeping Ysgol Nebo open and to outline the important benefits this small rural school provides to our students, families, and wider community."	
15.10.5	<i>"Keeping the school open while giving serious consideration to our proposal for an alternative form of education to increase pupil numbers... Young families would consider moving to the area to live and raise families through the medium of Welsh."</i>	While the Council acknowledges the support expressed for keeping the school open, it is concluded that continuing with the existing arrangements does not provide a sufficient response to the challenges facing Ysgol Nebo. These include low pupil numbers, a high level of surplus places, future enrolment projections, and the associated financial challenges.
15.10.6	"Maybe Cyngor Gwynedd needs to take a leap of faith and support the students at Ysgol Nebo, and any future vulnerable students that may attend, for a few more years. Such an approach may not be financial sense now but it makes absolute sense to the students involved, supporting them through appropriate education and preparing them well for the future." "Keep the school open for at least two more years, to see if their proposals to continue to educate existing pupils but extend their welcoming school to children who do not attend school at present."	
15.10.7	<i>"The most important thing is that the school should not close, but perhaps change and adapt over time."</i>	

15.10.8	A strong call is made not to close the school.	
15.10.9	“The proposal should be rejected, and the council instead should actually listen to local communities and come up with creative suggestions to support services in rural areas, rather than allowing them to fail. The example of what has happened in Y Garreg is another current example of the failings of the Education department... I object to the closure of the school.”	
15.10.10	“Please consider our plea to not close the school and in time it will grow more kids will join it just needs a chance please.Iam writing this with so much sadness but with so much hope too because I believe this message will be considered and hopefully get a positive response. I want to say thank you from deep down my heart .”	As above.
15.10.11	<i>“In my view, the impact of closing a Welsh-medium rural school cannot be fully mitigated. The most effective way of ensuring a positive impact on the Welsh language is not to close the school, but to develop its role in an innovative way.”</i>	As above.
15.10.12	<i>“Do not close Ysgol Nebo.”</i>	As above.
15.10.13	“Keep the school open and let Welsh continue to thrive”	As above.
15.10.14	<i>“To continue with the same arrangements, ensuring that the school remains part of the vibrancy and life of the village and the surrounding area.”</i>	As above.
15.10.15	“Keep the school open for social gatherings and events.”	As above.
15.10.16	“The proposal to close the school can only have a negative effect on the use of Welsh in the villages of Nebo and Nasareth. The only way to ensure a positive effect is to move forward with the alternative proposal made by the Governors.”	As above.
15.10.17	<i>“Rather than closing, the school should be invested in as an essential community asset that sustains rural vitality and nurtures future generations.”</i>	As above.
15.10.18	“First and foremost the preferred option from the governors is that Ysgol Nebo should continue running as a mainstream primary school.”	As above.
15.10.19	It is proposed that Ysgol Nebo should be kept open.	As above.
15.10.20	The Council is encouraged to reconsider closure and instead explore ways of retaining and developing the valuable work currently being undertaken.	As above.

15.11 Other alternative suggestions

15.11.1 Organising Educational Holiday Weeks during School Breaks

	Comment	Council Response
15.11.1	"Or maybe organise educational holiday weeks for children during summer or school breaks?"	The Council notes the suggestion to organise educational holiday weeks during school holiday periods. However, as this option would not impact learner numbers, the high level of surplus places, or the long-term financial sustainability of the provision, it does not address the core challenges facing the school. Consequently, it is not considered to be a reasonable alternative option and is therefore discounted.

15.11.2 Restoring the Practice of Attending the Local/Catchment School

	Comment	Council Response
15.11.2	<i>"The old arrangement should be that children from the local area attend the local school, rather than going to another school – returning to the previous system."</i>	The Council notes the suggestion that children should be required to attend their local school rather than choosing to attend another school. However, the Council does not have the powers to enforce such arrangements, as the current statutory framework for education in Wales provides parents with the right to express a preference regarding the school their child attends, subject to capacity and admissions criteria. As a result, this suggestion is not considered to be a viable or reasonable alternative option for addressing the challenges facing Ysgol Nebo.

15.11.3 Initiatives to promote the school

	Comment	Council Response
15.11.3	"initiatives to promote new admissions by highlighting the benefits of local Welsh-medium education in a supportive rural environment."	The Council notes the suggestion to promote new admissions by emphasising the benefits of local Welsh-medium education within a supportive rural environment. However, it is recognised that promotional initiatives of this nature, in themselves, are not within the Council's direct control to implement in a way that would secure an increase in registered learner numbers, as the final decision regarding school choice remains a matter for parents, in accordance with the statutory framework.

		In addition, there is no evidence that promotional initiatives alone lead to a sufficient and sustainable increase in learner numbers to address the high level of surplus places or the underlying financial challenges facing the school. Consequently, this suggestion is not considered to be a reasonable alternative option nor a viable solution to respond to the challenges facing Ysgol Nebo.

15.11.4 Establishing a local Cylch Meithrin

	Comment	Council Response
15.11.4	<i>It is suggested that establishing a local Cylch Meithrin would be beneficial, noting personal experience of the difficulty of having to travel to another area.</i>	The Council notes the suggestion to establish a local Cylch Meithrin, acknowledging the personal experience shared regarding the difficulty of having to travel outside the area to access nursery provision. However, it is considered that the establishment of a Cylch Meithrin is not directly related to statutory primary education provision, nor does it address the core challenges facing Ysgol Nebo, as it would not impact registered learner numbers at the school, the high level of surplus places, or the long-term financial sustainability of primary education provision. In addition, it is noted that Cylch Meithrin provision operates as an independent service outside the Council's direct control in terms of establishment and funding. As a result, this suggestion is not considered to be a reasonable alternative option nor to offer a viable solution to the challenges facing Ysgol Nebo, and is therefore discounted.

6. ALTERNATIVE OPTIONS PROPOSED BY CONSULTEES

In accordance with the requirements of the Schools Organisation Code 011/2018, consultees were given the opportunity to suggest alternative options during the statutory consultation.

The following table lists the additional options suggested from consultees and notes those deemed as reasonable alternative options that are subject to further assessment in accordance with the requirements of the Schools Organisation Code, including an options appraisal and assessment against the presumption factors against closing rural schools.

	Option	Initial Consideration
15.1	"Ysgol Nebo to offer a site as provision to support and nurture children with social and emotional needs, where mainstream education is challenging for them, including pupils with IDP for social, emotional and behavioural needs and other young people with mental health needs including anxiety and neurodiversity."	This option involves strengthening and/or extending the focus of ALN-associated provision. Although ALN provision has already been considered as part of the original options (Option 6), many consultees noted that this proposal is not exactly the same in terms of scope or intention. As a result, Option 15.1 is treated as a separate additional option, rather than a direct variation of the original ALN option, and therefore, it is the subject of further assessment.
15.2	Develop Ysgol Nebo as a Transition Unit to Support the Integration of ALN Pupils into Mainstream Education	This option is subject to a further assessment
15.3	Use Ysgol Nebo as Ancillary Provision to Reduce Pressures on Neighbouring Schools	The Council is not of the opinion that this option is a reasonable alternative. Implementing such a model would lead to a substantial change in the role and nature of Ysgol Nebo, changing it from a mainstream community school to a part-time or ancillary provision without clear foundation in terms of organisation, governance or belonging to a specific school community. It would also raise substantial complexities in relation to admission arrangements, transport, pupil well-being and continuation of educational experience, especially for younger children. Also, this option does not address the key challenges that face Ysgol Nebo in terms of pupil numbers, long-term sustainability and cohesive educational provision. Consequently, it is concluded that this option does not represent a reasonable alternative option and it is not subject to a further assessment within this report.
15.4	Develop Ysgol Nebo as a Specialist Centre for Outdoor Learning and Fieldwork	This option directly corresponds with the original Option 5, namely developing Ysgol Nebo as a specialist location for some individual subjects with a focus on fieldwork. As a result, it is not treated as an additional alternative option, and it is not subject to a further assessment that is separate from the original option.
15.5	Federalisation/Federalisation of Ysgol Nebo and Ysgol Baladeulyn	This option is subject to a further assessment
15.6	Federal Governing Body across Catchment Area Schools	This option is subject to a further assessment

15.7	Collaborate and Share Resources and Expertise between Ysgol Nebo and Neighbouring Schools	Arrangements to collaborate and share resources and expertise between Ysgol Nebo and neighbouring schools have been included within the broader considerations that are associated with the federalisation model. As a result, these arrangements are considered as an element of the federalisation model, rather than an independent alternative option, and therefore, this option is not the subject of a separate assessment within this report.
15.8	Develop Ysgol Nebo as a Welsh and/or Community Centre	The Council notes that the option to develop Ysgol Nebo as a Welsh-language and/or community hub was not identified or assessed as a separate option in the proposal paper published in October 2025, nor in the subsequent Consultation Document. However, options of a similar nature and intent were considered at that time, in accordance with the guidance in the School Organisation Code (011/2018), including using the school as a community hub to host and support local services, and co-locating services within the school to offset maintenance costs. Following consideration of those similar options, it was concluded that they did not offer a sustainable solution to the key challenges facing Ysgol Nebo, as set out in section 5.1 of the consultation document. In particular, such options would not address persistently low learner numbers, small class sizes, or the associated implications for the financial sustainability and educational provision of the school as a mainstream primary school. In addition, it is noted that extensive community use is already being made of the Ysgol Nebo building as part of the current arrangements; from the Council's perspective, this suggests that some elements of what is described in this option already exist within the current situation, namely the "do nothing" option. Option 15.8, as described, is considered to be similar in essence to those options that have already been considered and discounted, as it focuses on expanding or repurposing the role of the site for community use rather than addressing the educational challenges facing the school. Consequently, it is concluded that Option 15.8 does not represent a reasonable alternative option in the context of the School Organisation Code, and therefore it is not considered further nor subject to further assessment within this report.
15.9	Include Small Schools in Heritage and Regeneration Strategies	Following consideration of this option, it is concluded that this option does not represent a reasonable alternative in accordance with the School Organisation Code, as it does not address the challenges facing Ysgol Nebo. As a result, it is not subject to further assessment within this report.

		In particular, this option does not propose a change to the school's educational organisation in a way that would seek to address the challenges facing Ysgol Nebo, including low pupil numbers, a high level of surplus places, the wide age range within small classes, pupil number projections in the medium and long term, or challenges relating to financial sustainability. Consequently, it is concluded that this suggestion, on its own, does not provide a sustainable educational solution for Ysgol Nebo.
15.10	Keep Ysgol Nebo open	This option is considered the “no change” option, i.e. continuing with the current provision by keeping Ysgol Nebo open. This option has already been considered as one of the original options and has been fully assessed as part of the statutory consultation process, and it is considered further under Option 1 – No change. Consequently, Option 15.10 is not treated as a separate alternative option and is not subject to further assessment in its own right within this report.
15.11	Other alternative suggestions	After considering the matters raised under this heading, it is concluded that they do not represent reasonable alternatives in accordance with the Schools Organisation Code, as they do not address the key challenges that face Ysgol Nebo, and therefore they are not subject to further assessment.

7. FURTHER ASSESSMENT OF THE PROPOSAL AND OTHER REASONABLE OPTIONS

In accordance with the requirements of the School Organisation Code, and because Ysgol Nebo meets the definition of a rural school, a further assessment of the proposal and the reasonable alternative options identified in the Consultation Document has been undertaken, with particular regard to the likely impact on the quality and standards of education, the likely impact on the community, and the impact of different travel arrangements.

In undertaking this further assessment, any additional relevant information received through responses submitted during the statutory consultation period, or otherwise, has been considered, in line with the intention of the Code to ensure that new views and information are taken into account before a decision is made on the way forward.

Although the comments and suggestions received through the consultation—including reasonable alternative options proposed by consultees—have been considered as part of this review process, the additional information did not lead to any change in the conclusions of any of the impact assessments in relation to the proposal or the reasonable alternative options.

The two tables below set out the further assessment of the anticipated impacts: the first table summarises the assessment of the proposal and the reasonable alternative options identified in the Consultation Document, while the second table sets out the impact assessment of the reasonable alternative options proposed by consultees during the consultation period. The full impact assessments are available in Appendix C.

Option	Assessment of the likely impact on the quality and standards of education	Assessment of the likely impact on different transport arrangements	Assessment of the likely impact on the community
Option 1 - No change - continue with the current situation	Neutral - No change	Neutral - No change No learner in the Nebo catchment area will need to travel an unreasonable distance to school.	Neutral - No change Keep the school and its potential as a community resource in the village of Nebo.
Option 2 - Federalisation with a nearby school	Neutral/Partly positive - No impact on the provision at Ysgol Nebo Opportunity to share good practices between both schools and the possibilities of making better use of resources.	Neutral The learners would continue to be educated at Ysgol Nebo and the learners' travel arrangements would remain the same. No learner in the Nebo catchment area will need to travel an unreasonable distance to school.	Neutral Possibility of community collaboration between both schools. Keep the school and its potential as a community resource in the village of Nebo.
Option 3 - Federalisation with a nearby school adding a specialist unit for children with additional learning needs at Ysgol Nebo	Neutral/Partly positive - No impact on the provision at Ysgol Nebo Opportunity to share good practices between both schools and the possibilities of making better use of resources. Opportunity to develop an additional resource to support learners with ALN. It is anticipated that it would have a positive impact on the 'Vulnerable groups, including children with Additional Learning Needs' criteria.	Neutral The learners would continue to be educated at Ysgol Nebo and the learners' travel arrangements would remain the same. No learner in the Nebo catchment area will need to travel an unreasonable distance to school. The authority would need to provide transport for learners in the ALN unit.	Neutral Possibility of community collaboration between both schools. Keep the school as a community resource in the village of Nebo.
Option 4 - Close Ysgol Nebo and offer a place for the learners in a nearby school	Partly positive The assessment notes that the standard of education provided at Ysgol Llanllyfni is equivalent to the standard of education provided at Ysgol Nebo. As there are more learners at Ysgol Llanllyfni, it is anticipated that there will be an opportunity to teach children in larger groups, with age-relevant peers to	Negative Transport would need to be provided for Ysgol Nebo catchment area learners to Ysgol Llanllyfni, in line with Cyngor Gwynedd's Transport policy. Additional transport costs are anticipated - estimated cost of £17,000-£30,000 a year. Some of the learners will need to travel further to	Neutral/Partly Negative Leads to the loss of a school and a community resource in the village of Nebo. Extensive community use of Ysgol Nebo building by the community. To mitigate the impact on the community, opportunities are noted to ensure that the community of Nebo is aware of the activities of the alternative school, and community

	expand their experiences. Based on this, it is concluded that there would be a positive impact on teaching and learning experiences by teaching the learners of Nebo catchment area at Ysgol Llanllyfni.	school than they currently do. No learner in the Nebo catchment area will need to travel an unreasonable distance to school.	collaboration will be encouraged between Ysgol Llanllyfni and the community of Nebo, where appropriate. It is noted that a vast proportion of the children who live in the school's catchment area already attend other schools, including Ysgol Llanllyfni therefore it is concluded that there is an existing link between Ysgol Llanllyfni and the community of Ysgol Nebo.
Option 5 - Ysgol Nebo developed as a specialist location for some individual subjects (unique opportunities to carry out fieldwork)	Neutral It is anticipated that the standard of education at Ysgol Nebo would continue, but as no similar model exists in the primary sector in terms of a specialist site for some individual subjects, it is not possible to assess its impact against education standard, therefore the impact is neutral.	Neutral The learners would continue to be educated at Ysgol Nebo and the learners' travel arrangements would remain the same. No learner in the Nebo catchment area will need to travel an unreasonable distance to school. There would be broader travel considerations should Ysgol Nebo be a specialist location for some subjects.	Neutral Keep the school and its potential as a community resource in the village of Nebo.
Option 6 - Ysgol Nebo offering a specialist unit to support children with additional learning needs	Neutral/Partly positive No impact on the provision at Ysgol Nebo Opportunity to develop an additional resource to support learners with ALN. It is anticipated that it would have a positive impact on the 'Vulnerable groups, including children with Additional Learning Needs' criteria.	Neutral The learners would continue to be educated at Ysgol Nebo and the learners' travel arrangements would remain the same. The authority would need to provide transport for learners in the ALN unit. No learner in the Nebo catchment area will need to travel an unreasonable distance to school.	Neutral - No change to the provision at Ysgol Nebo. Keep the school and its potential as a community resource in the village of Nebo.
Option 7 - Ysgol Nebo offering a	Neutral - No impact on the provision at Ysgol Nebo	Neutral	Neutral - Keep the school and its potential as a community

Language Unit/Centre for the Dyffryn Nantlle catchment area	Opportunity to develop an additional resource to provide specific support for latecomers in a Language Centre on the school's site.	The learners would continue to be educated at Ysgol Nebo and the learners' travel arrangements would remain the same. No learner in the Nebo catchment area will need to travel an unreasonable distance to school. The authority would need to provide transport for learners in the language unit.	resource in the village of Nebo.
Option 8 - Multi-site school - by continuing with the Ysgol Nebo site	Neutral/Partly positive - No impact on the provision on the Ysgol Nebo site Opportunity to share good practices between the school sites and the possibilities of making better use of resources.	Neutral The learners would continue to be educated at Ysgol Nebo and the learners' travel arrangements would remain the same. No learner in the Nebo catchment area will need to travel an unreasonable distance to school. There is a possibility that transport between schools will need to be arranged, depending on the structure of the new school.	Neutral - no impact on the provision on the Ysgol Nebo site Keep the school and its potential as a community resource in the village of Nebo.

Assessment of the other reasonable options suggested by consultees:

Option	Assessment of the likely impact on the quality and standards of education	Assessment of the likely impact on different transport arrangements	Assessment of the likely impact on the community
15.1 - "Ysgol Nebo to offer a site as provision to support and nurture children with social and emotional needs, where mainstream education is challenging for them, including pupils with IDP for social,	Neutral/Partly positive - No negative impact on the current provision at Ysgol Nebo. Potential opportunity to develop specific expertise to support learners with social, emotional and mental health needs, which support mainstream provision.	Neutral - Learners in the Nebo catchment area would continue to be taught locally.	Neutral - Keep the presence of an operational school in the village and its potential as a community resource in the village of Nebo.

emotional and behavioural needs and other young people with mental health needs including anxiety and neurodiversity."			
15.2 - Develop Ysgol Nebo as a Transition Unit to Support the Integration of ALN Pupils into Mainstream Education	Neutral/Partly positive - Opportunity to support the integration of ALN learners to mainstream education, without undermining the standard provision at Ysgol Nebo.	Neutral - No change is anticipated to the transport arrangements of local learners; transport may be required for learners attending the unit from other areas.	Neutral - Keep the presence of an operational school in the village and its potential as a community resource in the village of Nebo.
15.5 - Federalisation of Ysgol Nebo and Ysgol Baladeulyn	Neutral/Partly positive - Continuity in the provision on the site of Ysgol Nebo, with opportunities to share expertise, resources and good practice.	Neutral The learners would continue to be educated at Ysgol Nebo and the learners' travel arrangements would remain the same. No learner in the Nebo catchment area will need to travel an unreasonable distance to school.	Neutral - Keep the presence of an operational school in the village, with an opportunity to strengthen community connections between both schools.
15.6 - Federal Governing Body across Catchment Area Schools	Neutral/Partly positive - Continuity in the provision on the site of Ysgol Nebo, with opportunities to strengthen strategic and collaboration arrangements (share expertise, resources and good practice).	Neutral The learners would continue to be educated at Ysgol Nebo and the learners' travel arrangements would remain the same. No learner in the Nebo catchment area will need to travel an unreasonable distance to school.	Neutral - Keep the presence of an operational school in the village, with an opportunity to strengthen community connections between the schools.

An appraisal of the options:

Following the consultation, the Authority carried out a further assessment of the proposal and the alternative options included in the original proposal paper, along with an evaluation of the additional reasonable alternatives noted by consultees, using the same assessment framework that was used for the original options. A detailed comparison of all the options is included in Appendix B - Options Appraisal, and the following table summarises the main conclusions of the appraisal and explains the reasons for not proceeding with the alternative options.

Option	Reasons for rejecting the option
Option 1 - No change - continue with the current situation	Following the assessment, it is concluded that continuing with the current situation is not a sufficient response to the challenges facing Ysgol Nebo, namely a low number of learners, a very high proportion of surplus places, small classes with a broad age range, continuous low

	projected numbers, a catchment area pattern where the majority of learners choose other schools, and a substantially higher cost per learner than the county average. This option does not offer a solution to change any of these factors and, therefore, it is not considered as a reasonable choice to ensure a sustainable primary provision in the medium or long term.
Option 2 - Federalisation with a nearby school	It is considered that federalisation with a neighbouring school is insufficient to address the fundamental challenges that face Ysgol Nebo. There is no evidence that the option would lead to a meaningful increase in the number of learners nor to a reduction in the high proportion of surplus places and, therefore, the current form of small classes with a broad age range would continue. Also, the low projected numbers and the unchanging current pattern of catchment learners' choice, with the financial challenges and high cost per learner would continue.
Option 3 - Federalisation with a nearby school adding a specialist unit for children with additional learning needs at Ysgol Nebo	It is concluded that this option does not address the core challenges that face Ysgol Nebo. Learners in the specialist provision would continue to be registered at their original schools and, therefore, the option would not increase the school's registered numbers nor reduce the high level of surplus places. As a result, the current form of small classes, the broad age range and the current financial challenges would continue, without providing a sustainable solution to the current situation.
Option 4 - Close Ysgol Nebo and offer a place for the learners in a nearby school	<i>Note: This is the preferred option submitted in the statutory consultation.</i>
Option 5 - Ysgol Nebo developed as a specialist location for some individual subjects (unique opportunities to carry out fieldwork)	It is concluded that developing Ysgol Nebo as a specialist location for specific subjects would not respond to the challenges that face Ysgol Nebo. It is not anticipated that the option would lead to a meaningful increase in the number of learners nor to a reduction in the high proportion of surplus places and, therefore, the current form of small classes with a broad age range would continue. Also, the low projected numbers and the unchanging current pattern of catchment learners' choice, with the financial challenges and high cost per learner would continue.
Option 6 - Ysgol Nebo offering a specialist unit to support children with additional learning needs	It is concluded that this option does would not address the core challenges that face Ysgol Nebo as a community primary school. Establishing a specialist unit would not increase the registered numbers in the mainstream provision or reduce the high level of surplus places and, therefore, the organisation of small classes, the broad age range and the current financial challenges would continue, without providing a sustainable solution to the current situation.
Option 7 - Ysgol Nebo offering a Language Unit/Centre for the Dyffryn Nantlle catchment area	Following the assessment, it is concluded that this option does not offer a solution to the challenges that face Ysgol Nebo. Although the language centre could partly use the site, learners of the centre would continue to be registered at their original schools and, therefore, the option would not increase the school's registered numbers. As a result, the high level of surplus places, the small classes with a broad age range and the current financial challenges would continue without being addressed.
Option 8 - Multi-site school - by continuing with the Ysgol Nebo site	It is concluded that the multi-site school model would not sufficiently respond to the fundamental challenges that face Ysgol Nebo. There is no evidence that the arrangement would lead to a meaningful increase in the number of learners nor to a change in the current pattern of high surplus places on the Ysgol Nebo site. As a result, the organisation of

	small classes, the low projected numbers and the associated financial challenges would continue, without ensuring the long-term sustainability of the provision.
Options suggested during the consultation:	
15.1 - Ysgol Nebo to offer a site as provision to support and nurture children with social and emotional needs, where mainstream education is challenging for them, including pupils with IDP for social, emotional and behavioural needs and other young people with mental health needs including anxiety and neurodiversity.	It is concluded that developing Ysgol Nebo as a school that offers specialist provision of this type does not sufficiently respond to the challenges that face the school. It is not anticipated that the option would lead to a meaningful increase in learner numbers or a substantial reduction in the high level of surplus places. As a result, it is anticipated that the organisation of small classes with a broad age range, the low projected numbers and the associated financial challenges would continue, meaning that this option does not ensure the long-term sustainability of primary education provision at Ysgol Nebo.
15.2 - Develop Ysgol Nebo as a Transition Unit to Support the Integration of ALN Pupils into Mainstream Education	It is concluded that developing Ysgol Nebo as an ALN transition unit offers a solution to the core challenges that face the school. Learners using the transition provision would continue to be registered at other schools and, therefore, the option would not lead to an increase in registered numbers nor reduce the high proportion of surplus places. Consequently, the challenges related to low numbers, small classes with a broad age range, low projected numbers and financial sustainability would continue.
15.5 - Federalisation of Ysgol Nebo and Ysgol Baladeulyn	It is concluded that federalisation with Ysgol Baladeulyn would not address the fundamental challenges that face Ysgol Nebo. There is no evidence that the option would lead to a meaningful increase in the number of learners nor to a reduction in the high proportion of surplus places and, therefore, the current form of small classes with a broad age range would continue. Also, the low projected numbers and the unchanging current pattern of catchment learners' choice, with the financial challenges and high cost per learner would continue.
15.6 - Federal Governing Body across Catchment Area Schools	It is concluded that this option is not a sufficient response to the challenges that face Ysgol Nebo. It is not anticipated that this governance arrangement would lead to an increase in the number of registered learners nor to a reduction in the high level of surplus places and, therefore, the current organisation of small classes with a broad age range, the low projected numbers and the financial sustainability challenges would still not be addressed.

8. FURTHER CONSIDERATIONS

In addition to the impact assessments undertaken in line with the specific guidance relating to the ‘presumption against the closure of a rural school’, numerous other impact assessments were undertaken and updated following the statutory consultation. These assessments are included within the Impact Assessments appendix (Appendix C) and their conclusions are summarised below.

Welsh Language Impact Assessment

An assessment of the impact of the proposal on the Welsh language was undertaken, and the assessment was reviewed following the statutory consultation. The full assessment can be found in Appendix C.

During the consultation, concerns were expressed regarding the impact that closing Ysgol Nebo could have on the community’s use of Welsh language within the village. A large number of respondents emphasised the school’s role as a social and cultural hub that supports the natural, day-to-day use of Welsh, not only among pupils but also among families and the wider community, including new speakers and people who do not speak Welsh fluently. The view was expressed that losing the school could lead to fewer informal opportunities to use Welsh within the community, weaken inter-generational transmission of the language, and reduce the village’s attractiveness to Welsh-speaking families in the future.

The Council acknowledges the concerns raised regarding the role of Ysgol Nebo in supporting the community’s use of the Welsh language within the village, and accepts that the comments highlight a possible adverse impact on local linguistic vitality outside the formal educational provision.

However, on the basis of the information available, the Council’s view is that the proposed proposal is not likely to have a negative impact on Welsh-medium educational provision or on pupils’ language opportunities, for the following reasons:

- PLASC (Pupil Level Annual School Census) data for January 2026 shows that 56% of Ysgol Nebo’s learners speak Welsh fluently at home and 68% of learners at Ysgol Llanllyfni speak Welsh fluently at home.
- The proposal to close Ysgol Nebo and offer places for learners at a nearby school (Ysgol Llanllyfni) means that learners from the Nebo catchment would continue to be taught in a Welsh-medium school.
- It is anticipated that learners would be taught in larger classes with more children in the same age group; it is therefore expected that the proposal would strengthen opportunities for learners to socialise in Welsh with a greater number of peers.

On that basis, if the proposal was implemented, it is anticipated that learners from the Nebo catchment would have more opportunities to use Welsh informally with peers in and out of the classroom, and that the vitality of Welsh and informal use of the language would be stronger.

At the same time, taking into account the responses of the consultation, the Council acknowledges that the proposal to close Ysgol Nebo could lead to a potentially negative impact on the use of the Welsh language within the local community, particularly in terms of its use as a community language outside of the educational context; however, it is noted that mitigation measures could be considered by promoting the use of Welsh by including the community of Nebo in the activities of the community of the alternative school, as well as considering appropriate options for the future use of the school building, taking into account the community activities currently held there.

In the educational context, on the basis of the above, it is anticipated that, if the proposal were implemented, learners from the Nebo catchment would have more opportunities to use the Welsh language informally with peers both within and outside of the classroom, and that the vitality of the Welsh language and informal use of the language would be stronger.

Equality Impact Assessment

An equality impact assessment was carried out on the proposed option, and the assessment was reviewed following the statutory consultation. The full assessment can be found in Appendix C.

The assessment gives specific consideration to different equality elements such as race, gender, disability, language, religion or belief, and age. The assessment sets out the current situation and shows that policies and arrangements are in place that would ensure the proposal takes account of, and aligns with, equal rights.

As noted in the most recent assessment, during the statutory consultation some specific equality-related concerns were identified, particularly in relation to vulnerable children, learners with additional learning needs, and families experiencing socio-economic disadvantage. Concerns were expressed that moving some learners to a larger school could reduce the level of personal support available to them, and that travel distance, transport costs or lack of access to private transport could disproportionately affect some families. Possible impacts on older people and community cohesion were also raised, noting that the school provides an accessible location for socialising and supporting wellbeing.

The assessment notes that the Council acknowledges the issues raised and emphasises that equality and inclusion policies are already in operation within the current provision and at Ysgol Llanllyfni. In addition, it is noted that the Council is committed to prioritising individual needs, including those of vulnerable children and learners with additional learning needs should the school close. Regarding the concerns about community use of the Welsh language, it is noted that mitigation measures would be considered, including promoting continued links between the Nebo community and the alternative school through community activities, and considering appropriate options for the post-use of the school building in order to support the continued use of Welsh language within the local community, should the proposal be implemented.

After weighing up the relevant factors, including the responses to the statutory consultation, the Council acknowledges that some respondents identified a possible negative impact on certain protected groups, including vulnerable learners, learners with additional learning needs, families experiencing socio-economic disadvantage, and community cohesion. Specific concerns were also raised regarding the potential impact on the use of Welsh within the local community, especially in terms of its informal use outside the educational context. However, based on the overall equality assessment, the evidence set out in the related impact assessments, and the mitigation measures described, the Council remains of the view that the proposal is unlikely to lead to a significant negative impact on equality characteristics. It is noted that policies and procedures are already in place to ensure that there will be no unlawful discrimination or harassment, and that individual needs will be appropriately considered.

The Council remains of the view that implementing the proposal would reduce inequality in cases of socio-economic disadvantage by ensuring that learners have more experiences and access to a wider range of services and activities at the alternative school.

By implementing the proposal, Ysgol Nebo learners would benefit from an improved learning environment and from having more age-appropriate peers in a school with a larger number of learners. This would help ensure that they receive suitable educational and extracurricular experiences, as well as access to a wider range of extracurricular activities. In addition, it is noted that Ysgol Nebo learners would continue to receive Welsh-medium education in an alternative school where Welsh is strong, with more opportunities to use the language informally with peers, thereby strengthening the vitality and natural use of Welsh among learners.

The Council would follow its usual processes by providing support and monitoring to ensure that all schools comply with equality characteristics, should the proposal be implemented.

An assessment against the Well-being Act was undertaken for the proposal and the assessment was updated after the consultation period ended. The seven well-being goals and the Council's well-being objectives were considered, and it is concluded that the proposed proposal meets the requirements. The full assessment can be found in Appendix C.

In the latest assessment, it is noted that responses to the consultation expressed specific concerns about the impact of the proposal on vulnerable children and learners with additional learning needs, on the well-being of families experiencing socio-economic disadvantage, and on the linguistic and community vitality of the village.

It is acknowledged that, if the Cabinet decided to proceed with this proposed proposal, it would result in the loss of a school within the community of Nebo. However, it is noted that a significant proportion of children living within the school's catchment area (78%) already attend other schools, including Ysgol Llanllyfni (44%), which suggests that links with neighbouring communities, including the Llanllyfni community, already exist. Every effort would be made to mitigate the impact on the community by encouraging connections between the communities and Ysgol Llanllyfni, should the proposed proposal be implemented. If the proposed proposal were approved, discussions would be held to explore the possibility of community activity at Ysgol Llanllyfni including the community where appropriate.

It is anticipated that the proposal would ensure that children in the area are educated on a suitable site and within a naturally Welsh-speaking community, increasing opportunities to socialise and collaborate with others and giving them a fair opportunity to thrive among their peers.

9. RECOMMENDATION

Following the statutory consultation, the Council gave full consideration to the issues raised and an appraisal and further impact assessments of the proposal were undertaken, and the alternative options submitted in the consultation document, as well as the alternatives noted during the consultation. This included an assessment against the relevant factors for rural schools, which include the presumption against closing rural schools, in accordance with the Schools Organisation Code.

Based on consideration to the above elements, it was concluded that none of the alternatives considered addressed the main challenges facing Ysgol Nebo, namely:

- **Low pupil numbers** – January 2026 data shows that 11 Reception–Year 6 learners and 1 nursery learner attend Ysgol Nebo.
- **High percentage of surplus places** – With 11 Reception–Year 6 learners on the roll and a capacity of 51, there are 40 surplus places, equivalent to 78% of the school's capacity. The school also has capacity for 7 nursery learners; with 1 nursery learner on the roll, there are a further 6 surplus places in the nursery. Consequently, when including Nursery–Year 6 capacity and numbers, Ysgol Nebo has 46 (79%) surplus places.
- **Small class sizes and a broad age range** – There are 2 classes at Ysgol Nebo (September 2025): one class with 5 learners (Reception–Year 3) and 1 nursery learner, and a second class with 6 learners (Year 4–Year 6). This means an age range of up to 5 years in one class and up to 3 years in the other.
- **Projected numbers** – September 2025 projections suggest that Ysgol Nebo's learner numbers will remain low over the next three years, with a projection of 10 Reception–Year 6 learners and 2 nursery learners on the roll by September 2028.
- **Learners in the catchment area** – January 2026 data shows that 9 children live within Ysgol Nebo's catchment. Of these, 22% (2 children) attend Ysgol Nebo, while 78% (7 children) attend schools outside the catchment.
- **Ysgol Nebo receives an additional sum to the core financial allocation** – Ysgol Nebo receives an additional amount to the usual allocation via the minimum staffing protection policy (which ensures at least a

headteacher and a teacher at each school, and a headteacher and an assistant in schools with fewer than 15 full-time learners). The total additional sum in 2026–27 (based on September 2025 numbers) will be £64,046.

- **Average cost per learner** – The average cost per learner at Ysgol Nebo in 2026–27 will be £16,066 compared with the county average for the same period of £5,780.

Following consideration of the observations received during the statutory consultation, together with the evidence presented in the Statutory Consultation Document, and the impact assessments, the Council is still of the view that the proposal to close Ysgol Nebo is appropriate, proportionate and in the best interests of learners in the area in the medium and long term.

The Council recognises the concerns expressed by consultees, particularly regarding the role of the school in the local community, and the importance of the Welsh language within the community. However, the evidence set out in the consultation document shows that Ysgol Nebo faces significant challenges which are unlikely to be resolved without a fundamental change to provision.

The proposal addresses these challenges by:

- Respond to the challenge of low learner numbers at Ysgol Nebo, together with projections that remain low, and the high proportion of surplus places;
- Provide classes of a more appropriate size and age range;
- Improve opportunities for learners to socialise and collaborate daily with peers, within an educational environment with more learners of the same age;
- Reduce the cost per learner across the County.

Overall, having considered the evidence, the comments received during the statutory consultation, the further evaluation of the proposal and the alternative options, together with the Council's strategic direction, the Council confirms that it is of the view that the proposal to close Ysgol Nebo represents the most appropriate response to the challenges facing the school (as set out above) and the reasons identified for the proposal, and therefore continues to recommend it as the most suitable way of addressing the current challenges facing the school.

Appendix B – Options Appraisal

Options Appraisal – Ysgol Nebo				
Key: Blue - advantages Red - disadvantages Black – comments				
Considerations	No change – continue with the current situation	Federate with a nearby school	Federalise with a nearby school adding a specialist unit for children with additional learning needs at Ysgol Nebo	Close Ysgol Nebo and offer the learners a place in a nearby school, Ysgol Llanllyfni.
Learner numbers and surplus places	Number of learners remain low at Ysgol Nebo (Numbers January 2026: 11 learners in Reception - Year 6 and 1 learner in Nursery). Number of surplus places remain high (40 surplus spaces (78%) Reception – Year 6; 46 surplus spaces (79%) Nursery – Year 6). The school's projections suggest that numbers will remain low over the next few years.	Number of learners remain low at Ysgol Nebo (Numbers January 2026: 11 learners in Reception - Year 6 and 1 learner in Nursery). Number of surplus places remain high (40 surplus spaces (78%) Reception – Year 6; 46 surplus spaces (79%) Nursery – Year 6). The school's projections suggest that numbers will remain low over the next few years. There is no clear evidence that forming a federation would lead to an increase in numbers.	There is no clear evidence that a federation would lead to an increase in the number of learners at the school. It is predicted that low numbers would continue at Ysgol Nebo. As the learners of the ALN unit would continue to register as learners in their original school, it is not anticipated that the inclusion of an ALN unit on a school site would affect the numbers. As a result, it is predicted that numbers would remain low. (Numbers January 2026: 11 learners in Reception - Year 6 and 1 learner in Nursery). As the building would need to be adapted to provide a location for the specialist unit, the school's capacity would likely be reduced and therefore there would be fewer empty places The school's projections suggest that numbers will remain low over the next few years.	Ysgol Llanllyfni's numbers are stable with 58 Reception - Year 6 learners and 13 Nursery learners on the register (January 2026). A lower percentage of surplus places in the catchment area.
Class size and range	There are 2 classes at Ysgol Nebo (January 2026) with 5 learners (Reception – Year 3) and 1 Nursery	There are 2 classes at Ysgol Nebo (January 2026) with 5 learners (Reception – Year 3) and 1 Nursery	There are 2 classes at Ysgol Nebo (January 2026) with 5 learners (Reception – Year 3) and 1 Nursery	Learners to be taught in classes that are more suitable in size. Ysgol Llanllyfni learners are taught in classes of a more

	learner in one class. There are 6 learners (Year 4 - Year 6) in the second class. According to projections no increase in numbers is foreseen. Ysgol Nebo's class sizes are therefore likely to remain small. There is an age range of up to 5 years in one class and 3 years in the second class.	learner in one class. There are 6 learners (Year 4 - Year 6) in the second class. According to projections no increase in numbers is foreseen. There is no clear evidence that forming a federation would lead to an increase in numbers. Ysgol Nebo's class sizes are therefore likely to remain small. There is an age range of up to 5 years in one class and 3 years in the second class.	learner in one class. There are 6 learners (Year 4 - Year 6) in the second class. According to projections no increase in numbers is foreseen. There is no clear evidence that locating an ALN unit on the school site, or forming a federation, would lead to an increase in numbers. Ysgol Nebo's class sizes are therefore likely to remain small. There is an age range of up to 5 years in one class and 3 years in the second class.	suitable size of between 18 and 22 learners in each class (September 2025). There are 3 classes with mixed ages at Ysgol Llanllyfni, together with a Nursery class.
Financial Resources	Ysgol Nebo will receive a minimum staffing protection allocation amount of £64,046 in 2026-27 from the Authority to ensure appropriate staffing levels. Forecast numbers suggest that the need for a significant protection allocation will continue. The average cost per learner remains high (£16,066 per learner) - significantly higher than the county average of £5,998.	Ysgol Nebo will receive a minimum staffing protection allocation amount of £64,046 in 2026-27 from the Authority to ensure appropriate staffing levels. Forecast numbers suggest that the need for a significant protection allocation will continue. The average cost per learner remains high (£16,066 per learner) - significantly higher than the county average of £5,998. An opportunity to make savings by sharing resources and employing staff across the federation when appointing in the future.	There would be transport costs associated with locating an ALN Unit at Ysgol Nebo. A significant capital cost is anticipated to adapt the building An additional financial source (revenue) would be needed to fund the ALN Unit. Ysgol Nebo will receive a minimum staffing protection allocation amount of £64,046 in 2026-27 from the Authority to ensure appropriate staffing levels. The average cost per learner remains high (£16,066 per learner) - significantly higher than the county average of £5,998.	Removing a school from the minimum staffing protection and no need for protection allocation in the alternative school Cost per learner will be closer to the county average. It is likely to lead to an increase in transport costs for the Authority.

			Forecast numbers suggest that the need for a significant protection allocation will continue. It is not anticipated that locating an ALN unit on the school site or federation would respond to this financial challenge.	
Leadership and Staffing	Current jobs at Ysgol Nebo to continue The school has received a reduced allocation for 2025/26 as the numbers in September 2024 were below 15 full-time learners. This situation will also apply in 2026/27, as learner numbers in September 2025 also remained below 15 full-time learners. The allocation is to ensure the ability to employ a headteacher and an assistant. Due to the school's staffing structure, the Headteacher is required to spend most of their time teaching. Projected numbers suggest that this will continue.	An opportunity to share good practices between the two schools and possibilities of making better use of resources. The school has received a reduced allocation for 2025/26 as the numbers in September 2024 were below 15 full-time learners. This situation will also apply in 2026/27, as learner numbers in September 2025 also remained below 15 full-time learners. The allocation is to ensure the ability to employ a headteacher and an assistant. Due to the school's staffing structure, the Headteacher is required to spend most of their time teaching. Projected numbers suggest that this will continue.	An opportunity to share good practices between the two schools and possibilities of making better use of resources. The school has received a reduced allocation for 2025/26 as the numbers in September 2024 were below 15 full-time learners. This situation will also apply in 2026/27, as learner numbers in September 2025 also remained below 15 full-time learners. The allocation is to ensure the ability to employ a headteacher and an assistant. Due to the school's staffing structure, the Headteacher is required to spend most of their time teaching. Projected numbers suggest that this will continue. Additional responsibility on the headteacher, as they would be responsible for the management of the unit's site.	The staffing structure of Ysgol Llanllyfni ensures teachers in all classes and allows more non-contact time for the Headteacher compared to Ysgol Nebo. It would lead to the dismissal of staff at Ysgol Nebo.
Geographical Factors	No change. The school is within a reasonable distance of the homes of learners in the catchment area.	No change. The school is within a reasonable distance of the homes of learners in the catchment area	No change for the learners of Ysgol Nebo The school is within a reasonable distance of the homes of learners in the catchment area Transport would be offered to the learners attending the ALN unit.	Transport will need to be offered to learners in Ysgol Nebo's catchment area. Some learners will travel further to school than they would at present. No learner in the Nebo catchment area will need to travel an unreasonable distance to school.

The Community	Retain the school and its potential to be a community resource in the village of Nebo. Majority of learners from Ysgol Nebo's catchment area already attend out of-catchment schools. Uncertainty continues regarding the sustainability of education provision at Ysgol Nebo.	Possibility of community collaboration between the 2 schools. Retain the school and its potential to be a community resource in the village of Nebo. Majority of learners from Ysgol Nebo's catchment area already attend out of-catchment schools. Uncertainty continues regarding the sustainability of education provision at Ysgol Nebo.	Retain the school and its potential to be a community resource in the village of Nebo. Majority of learners from Ysgol Nebo's catchment area already attend out of-catchment schools. Possibility of community collaboration between the 2 schools. Uncertainty continues regarding the sustainability of education provision at Ysgol Nebo.	The village of Nebo would lose a school. A wider community where the children and parents can benefit from creating stronger links between 2 neighbouring communities.
The Welsh Language	No change - Learners continue to receive Welsh medium education.	No change - Learners continue to receive Welsh medium education.	No change – both schools are Welsh medium schools.	No change – Ysgol Llanllyfni is a Welsh medium school.
Additional comments offered by stakeholders during/ following SRP1 and SRP2	Strengths/Opportunities: • Staff to learner ratio working well at Ysgol Nebo • A robust inclusive approach at Ysgol Nebo • The health and well-being of Ysgol Nebo learners is central to everything • Small classes are an opportunity/strength • A wide age range is an opportunity to work with their peers (helping each other) • Community activities between the school and the community.	Strengths/Opportunities: • Staff to learner ratio working well at Ysgol Nebo • A robust inclusive approach at Ysgol Nebo • The health and well-being of Ysgol Nebo learners is central to everything • Community activities between the school and the community.	Strengths/Opportunities: • Staff to learner ratio working well at Ysgol Nebo • A robust inclusive approach at Ysgol Nebo • The health and well-being of Ysgol Nebo learners is central to everything • Additional grants to address improvements for learners with ALN • Community activities between the school and the community.	Weaknesses: • Learners to be taught in larger class sizes • Losing the robust inclusive approach that Ysgol Nebo offers to support health and well-being • Negative impact on the well-being of the current learners at Ysgol Nebo

Considerations	Ysgol Nebo developing into a specialist location for some individual subjects (unique opportunities to carry out fieldwork)	Ysgol Nebo to offer a specialist unit for supporting children with additional learning needs	Ysgol Nebo to offer a Welsh Language Unit/Centre for the Dyffryn Nantlle catchment area	A multi-site school continuing with the site of Ysgol Nebo
Learner numbers and surplus places	Number of learners remain low at Ysgol Nebo (Numbers January 2026: 11 learners in Reception - Year 6 and 1 learner in Nursery). Number of surplus places remain high (40 surplus spaces (78%) Reception – Year 6; 46 surplus spaces (79%) Nursery – Year 6) The school's projections suggest that numbers will remain low over the next few years.	As the learners of the ALN unit would continue to register as learners in their original school, it is not anticipated that the inclusion of a specialist unit on a school site would affect the numbers. As a result, it is predicted that numbers would remain low. (Numbers January 2026: 11 learners in Reception - Year 6 and 1 learner in Nursery). As the building would need to be adapted to provide a location for the specialist unit, the school's capacity would likely be reduced and therefore there would be fewer surplus places. The school's projections suggest that numbers will remain low over the next few years.	As the building would need to be adapted to provide a location for the Welsh Language Unit/Centre, the school's capacity would likely be reduced and therefore there would be fewer surplus places. As the learners of the Welsh Language Unit/Centre would continue to register as learners in their original school, it is not anticipated that the inclusion of a language centre on a school site would affect the numbers. As a result, it is predicted that numbers would remain low. The school's projections suggest that numbers will remain low over the next few years.	With only 11 Reception - Year 6 learners, and 1 Nursery age learner attending Ysgol Nebo (January 2026), it is anticipated that the establishment of a multi-site school would not lead to an increase in numbers at the Ysgol Nebo site. As no increase in numbers is anticipated, it is anticipated that the large number of surplus places, space for 46 learners (79%), would continue. The school's projections suggest that numbers will remain low over the next few years.
Class size and age range	There are 2 classes at Ysgol Nebo (January 2026) with 5 learners (Reception – Year 3) and 1 Nursery learner in one class. There are 6 learners (Year 4 - Year 6) in the second class. According to projections no increase in numbers is foreseen. Ysgol Nebo's class sizes are therefore likely to remain small. There is an age range of up to 5 years in one class and 3 years in the second class.	There is no clear evidence that locating an ALN unit on the school site, or forming a federation, would lead to an increase in numbers. Ysgol Nebo's class sizes are therefore likely to remain small. There is an age range of up to 5 years in one class and 3 years in the second class.	As the learners of the Welsh Language Unit/Centre would continue to register as learners in their original school, it is not anticipated that the inclusion of a language centre on a school site would affect the numbers. As a result, it is predicted that numbers would remain low. Ysgol Nebo's class sizes are therefore likely to remain small. There is an age range of up to 5 years in one class and 3 years in the second class.	As it is not anticipated that this option would lead to an increase in numbers, it is anticipated that class sizes on the Ysgol Nebo site would remain small, with a broad age range.

Financial Resources	Ysgol Nebo will receive a minimum staffing protection allocation amount of £64,046 in 2026-27 from the Authority to ensure appropriate staffing levels. Forecast numbers suggest that the need for a significant protection allocation will continue. The average cost per learner remains high (£16,066 per learner) - significantly higher than the county average of £5,998.	There would be transport costs associated with locating an ALN Unit at Ysgol Nebo. A significant capital cost is anticipated to adapt the building. An additional financial source (revenue) would be needed to fund the ALN Unit. Ysgol Nebo will receive a minimum staffing protection allocation amount of £64,046 in 2026-27 from the Authority to ensure appropriate staffing levels. The average cost per learner remains high (£16,066 per learner) - significantly higher than the county average of £5,998. Forecast numbers suggest that the need for a significant protection allocation will continue. It is not anticipated that locating an ALN unit on the school site or federation would respond to this financial challenge.	There would be transport costs associated with locating a Language Unit at Ysgol Nebo. A significant capital cost is anticipated to adapt the building. An additional financial source (revenue) would be needed to fund the Language Unit. Ysgol Nebo will receive a minimum staffing protection allocation amount of £64,046 in 2026-27 from the Authority to ensure appropriate staffing levels. The average cost per learner remains high (£16,066 per learner) - significantly higher than the county average of £5,998. Forecast numbers suggest that the need for a significant protection allocation will continue. It is not anticipated that locating a Language Unit on the school site would respond to this financial challenge.	Merging schools will mean establishing one multi-site school, with one allocation for all the sites. It is anticipated that the Nebo site would continue to receive an additional amount to the core allocation through the minimum staffing protection policy as the numbers of learners at the Nebo site would continue to be low.
Leadership and Staffing	Ysgol Nebo current positions continue. The school has received a reduced allocation for 2025/26 as the numbers in September 2024 were below 15 full-time learners. This position will also apply in 2026/27, as learner numbers in September 2025 also remained below 15 full-time learners. The allocation is to ensure the ability to employ a headteacher and an assistant.	Ysgol Nebo current positions continue. The school has received a reduced allocation for 2025/26 as the numbers in September 2024 were below 15 full-time learners. This position will also apply in 2026/27, as learner numbers in September 2025 also remained below 15 full-time learners. The allocation is to ensure the ability to employ a headteacher and an assistant.	Ysgol Nebo current positions continue. The school has received a reduced allocation for 2025/26 as the numbers in September 2024 were below 15 full-time learners. This position will also apply in 2026/27, as learner numbers in September 2025 also remained below 15 full-time learners. The allocation is to ensure the ability to employ a headteacher and an assistant.	There would be a rationalisation of leadership with this option, but as there would be no effect on the numbers of learners at the sites, the current staffing structure of Ysgol Nebo would continue, with a site head (rather than a head) and an assistant.

	Due to the school's staffing structure, the Headteacher must teach most of the time. Projected numbers suggest that this will continue.	Due to the school's staffing structure, the Headteacher must teach most of the time. Projected numbers suggest that this will continue. Additional responsibility for the headteacher, as they would be responsible for the management of the unit located on the site.	Due to the school's staffing structure, the Headteacher must teach most of the time. Projected numbers suggest that this will continue. Additional responsibility for the headteacher, as they would be responsible for the management of the unit located on the site.	
Geographical Factors	No change. School within a reasonable distance of the homes of the learners in the catchment area.	No change for the learners of Ysgol Nebo. School within a reasonable distance of the homes of the learners in the catchment area. Transport would need to be arranged for children to attend the ALN Unit.	No change for the learners of Ysgol Nebo. School within a reasonable distance of the homes of the learners in the catchment area. Transport would need to be arranged for children to attend the Language Unit.	School site within a reasonable distance of the homes of the learners in the catchment area. Depending on the structure of the new school there is a possibility that it will be necessary to arrange transport between school sites.
The Community	Retain the school and its potential to be a community resource in the village of Nebo. Majority of learners from Ysgol Nebo's catchment area already attend out-of-catchment schools. Uncertainty continues regarding the sustainability of education provision at Ysgol Nebo.	Retain the school and its potential to be a community resource in the village of Nebo. Majority of learners from Ysgol Nebo's catchment area already attend out-of-catchment schools. Uncertainty continues regarding the sustainability of education provision at Ysgol Nebo.	Retain the school and its potential to be a community resource in the village of Nebo. Majority of learners from Ysgol Nebo's catchment area already attend out-of-catchment schools. Uncertainty continues regarding the sustainability of education provision at Ysgol Nebo.	Retain a school site and its potential to be a community resource in the village of Nebo. A wider community where the children and parents can benefit from creating stronger links between neighbouring communities. Uncertainty continues regarding the sustainability of education provision at Ysgol Nebo site.
The Welsh Language	No change - Learners continue to receive Welsh medium education.	No change - Learners continue to receive Welsh medium education.	No change – Ysgol Nebo learners continue to receive Welsh medium education.	No change - It is anticipated that Welsh-medium education would be offered as is the current situation.
Additional comments offered by stakeholders during/ following SRP1 and SRP2	Strengths/Opportunities: - Staff to learner ratio working well at Ysgol Nebo - A robust inclusive approach at Ysgol Nebo - The health and well-being of Ysgol Nebo learners is central to everything	Strengths/Opportunities: - Staff to learner ratio working well at Ysgol Nebo - A robust inclusive approach at Ysgol Nebo - The health and well-being of Ysgol Nebo learners is central to everything	Strengths/Opportunities: - Small class sizes - Community activities between the school and the community.	

	• Small classes are an opportunity/strength • A unique model which is an opportunity to learn in an outdoor environment • Contribute positively to the mental and emotional well-being of the learners. • Potential to improve health and well being • Support the new Curriculum for Wales • Other schools throughout Gwynedd taking advantage of the offer • Potential to develop a facility that is open to the public outside of school hours - would generate income - link with regeneration plans for the local area • Many benefits to outdoor learning including (i) supporting holistic and academic development (ii) increasing levels of physical activity (iii) raising mental wellbeing (promoting inclusion, equality, and better learning.	• Small classes are an opportunity/strength • Contribute positively to the mental and emotional well-being of the learners • Community activities between the school and the community • Up-skilling of Ysgol Nebo's current staff • Raise pupil health and well being • Increase educational opportunities for young people fully engage in school • Smaller class sizes facilitate personalised educational attention and progress • Relieve pressure on other schools that are struggling to meet the needs of learners across the county • Relatively lower cost compared to supporting young people in specialist provision • School and community resources remains open • School within reasonable distance of homes of learners in the catchment area of Dyffryn Nantlle. Also quite central to other local catchment areas • Learners receiving Category 3 Welsh-medium education in a small school which leads to confident language acquisition. • Reduced incidents of negative behaviours such as bullying, owing to strong family ethos, and presence of teaching staff in social times such as lunchtimes and playtimes • Ties in with strategic planning at council level to meet the needs of learners in the mainstream, as noted		

		in the Education and Economy Scrutiny meeting on 10th April 2025 • Overall financial savings compared to 1:1 support in specialist provision • Effective provision to meet pupils' needs at an early stage reduces future costs and dependency on other services which are ultimately more expensive • Mixed age classes support better social and emotional development • No significant expenditure on staff training • Exciting opportunity for Cyngor Gwynedd to lead on an innovative wellbeing project which can be rolled out to other areas as example of exemplary practice. • Potential to link with research department at Bangor University to recruit a PhD student to undertake a piece of research to highlight the success of the project e.g. Cheme Project measuring social return on investment • Potential to roll out as a solution which rejuvenates not just Ysgol Nebo but other small schools across the county but also Wales as a whole • Collaborate working with support agencies such as CAMHS and school counsellors to provide therapies – to support young people and parents • Effective provision that meets pupil needs reduces the number of families choosing to de-register their children, and has the potential to reduce the trend of increasing numbers on the Elective Home Education register • Increase use of a building Disadvantages:		

		• Transport arrangements		

Reasonable Alternative Options Suggested by Consultees

Considerations	"Ysgol Nebo to provide a site as a provision to support and nurture learners with social and emotional needs, where mainstream education is challenging for them, including learners with statements for social, emotional and behavioural needs and other young people with mental health needs, including anxiety and neurodiversity."	Develop Ysgol Nebo as a Transition Unit to Support the Integration of Learners with ALN	Federate Ysgol Nebo and Ysgol Baladeulyn	Federal Governing Body Across Catchment Schools
Learner numbers and surplus places	There is currently no clear evidence that developing Ysgol Nebo as a school providing specialist provision would lead to a sufficient and sustainable increase in registered learner numbers. As a result, it is anticipated that learner numbers at Ysgol Nebo would remain low (January 2026 numbers: 11 learners in Reception to Year 6 and 1 Nursery learner), with a high level of surplus places continuing (40 surplus places (78%) in Reception to Year 6; 46 surplus places (79%) in Nursery to Year 6). School projections suggest that learner numbers would continue to remain low over the coming years.	As learners attending the Transition Unit would be likely to remain registered at their original schools, there is no clear evidence that this option would lead to an increase in registered learner numbers at Ysgol Nebo. As a result, it is anticipated that learner numbers would remain low (January 2026 numbers: 11 learners in Reception to Year 6 and 1 Nursery learner), with a continued high level of surplus places (40 surplus places (78%) in Reception to Year 6; 46 surplus places (79%) in Nursery to Year 6). School projections suggest that learner numbers would remain low over the coming years.	There is no clear evidence that federation with Ysgol Baladeulyn would lead to an increase in learner numbers at Ysgol Nebo. As a result, it is anticipated that learner numbers at Ysgol Nebo would remain low (January 2026 numbers: 11 learners in Reception to Year 6 and 1 Nursery learner), with a continued high level of surplus places (40 surplus places (78%) in Reception to Year 6; 46 surplus places (79%) in Nursery to Year 6). School projections suggest that learner numbers would continue to remain low over the coming years.	There is no clear evidence that the establishment of a federal governing body would lead to an increase in learner numbers at Ysgol Nebo. It is anticipated that low learner numbers would continue at Ysgol Nebo (January 2026 numbers: 11 learners in Reception to Year 6 and 1 Nursery learner), with a high level of surplus places remaining (40 surplus places (78%) in Reception to Year 6; 46 surplus places (79%) in Nursery to Year 6). School projections indicate that learner numbers would continue to remain low over the coming years.
Class size and age range	There are two classes at Ysgol Nebo (January 2026), with one class comprising of five learners (Reception	There are two classes at Ysgol Nebo (January 2026), with one class comprising of five learners (Reception to Year 3) and one Nursery learner,	There are two classes at Ysgol Nebo (January 2026), with one class comprising of five learners (Reception to Year 3) and one	There are two classes at Ysgol Nebo (January 2026), with one class comprising of five learners (Reception to Year 3) and one

	to Year 3) and one Nursery learner, and a second class comprising of six learners (Year 4 to Year 6). As there is no certainty that this option would lead to a significant increase in learner numbers, it is anticipated that class sizes at Ysgol Nebo would continue to remain small. A wide age range within classes would also continue, with up to five year groups within one class and up to three year groups within the second class, comparable to the current situation.	and a second class comprising of six learners (Year 4 to Year 6). As it is not anticipated that this option would lead to an increase in registered learner numbers, it is anticipated that class sizes at Ysgol Nebo would continue to remain small. A wide age range within classes would also continue, with up to five year groups within one class and up to three year groups within the second class, comparable to the current situation.	Nursery learner, and a second class comprising of six learners (Year 4 to Year 6). As it is not anticipated that this option would lead to an increase in learner numbers, it is anticipated that class sizes at Ysgol Nebo would continue to remain small. A wide age range within classes would also continue, with up to five year groups within one class and up to three year groups within the second class, comparable to the current situation.	Nursery learner, and a second class comprising of six learners (Year 4 to Year 6). As no increase in learner numbers is anticipated, it is expected that class sizes at Ysgol Nebo would remain small, with wide age ranges within classes, similar to the current situation.
Financial Resources	Ysgol Nebo will receive a minimum staffing protection allocation of £64,046 in 2026-27 from the Authority to ensure appropriate staffing levels. Learner number projections indicate that the need for a significant level of protection funding would continue. The average cost per learner remains high (£16,066 per learner) - significantly higher than the county average of £5,998. This option could result in additional revenue costs to support the specialist provision for learners from across the county, and it is likely that additional transport costs would arise to enable access to the provision. There is no evidence that this option would lead to a significant increase in	Ysgol Nebo will receive a minimum staffing protection allocation of £64,046 in 2026-27 from the Authority to ensure appropriate staffing levels. Learner number projections indicate that the need for a significant level of protection funding would continue. The average cost per learner remains high (£16,066 per learner) - significantly higher than the county average of £5,998. This option could result in additional revenue costs to support the transition provision, and it is likely that additional transport costs would arise to enable access to the specialist provision.	Ysgol Nebo will receive a minimum staffing protection allocation of £64,046 in 2026-27 from the Authority to ensure appropriate staffing levels. Learner number projections indicate that the need for a significant level of protection funding would continue. The average cost per learner remains high (£16,066 per learner) - significantly higher than the county average of £5,998. There is an opportunity to achieve savings through the sharing of resources and the employment of staff across the	Ysgol Nebo will receive a minimum staffing protection allocation of £64,046 in 2026-27 from the Authority to ensure appropriate staffing levels. Learner number projections indicate that the need for a significant level of protection funding would continue. The average cost per learner remains high (£16,066 per learner) which is significantly higher than the county average of £5,998. There is no evidence that this option would address this financial challenge in the medium or long term. Opportunities to achieve savings through sharing resources and employing staff across the

	learner numbers and, therefore, it is not anticipated that the option would address this financial challenge in the medium or long term.	It is not anticipated that this option would lead to a significant increase in registered learner numbers or reduce the cost per learner and, therefore, it would not address this financial challenge in the medium or long term.	federation when making future appointments.	federation when making future appointments.
Leadership and Staffing	Existing posts at Ysgol Nebo would remain in place. The school received a reduced allocation for 2025/26 as pupil numbers in September 2024 were below 15 full-time learners. This position will also apply in 2026/27, as learner numbers in September 2025 also remained below 15 full-time learners. The allocation is intended to ensure the capacity to employ a headteacher and a support assistant. As a result of the school's staffing structure, the Headteacher is required to teach for most of the time. Learner number projections indicate that this situation would continue. Additional specialist staffing expertise would be required to support the specialist provision operating as a school.	Existing posts at Ysgol Nebo would remain in place. The school received a reduced allocation for 2025/26 as learner numbers in September 2024 were below 15 full-time learners. This position will also apply in 2026/27, as learner numbers in September 2025 were also below 15 full-time learners. The allocation is intended to ensure the capacity to employ a headteacher and a support assistant. As a result of the school's staffing structure, the Headteacher is required to teach for most of the time. Learner number projections indicate that this would continue. Additional specialist staffing expertise would be required to support the transition provision and to meet the specific needs of learners with ALN.	There is an opportunity to share good practice between the two schools and to make more effective use of resources. The school received a reduced allocation for 2025/26 as learner numbers in September 2024 were below 15 full-time learners. This will also apply in 2026/27, as learner numbers in September 2025 were also below 15 full-time learners. The allocation is intended to ensure the capacity to employ a headteacher and a support assistant. As a result of the school's staffing structure, the Headteacher is required to teach for most of the time. Learner number projections indicate that this will continue.	There is an opportunity to share good practice between the schools and potential to make more effective use of resources. The school received a reduced allocation for 2025/26 as learner numbers in September 2024 were below 15 full-time learners. This will also apply in 2026/27, as learner numbers in September 2025 were also below 15 full-time learners. The allocation is intended to ensure the capacity to employ a headteacher and a support assistant. As a result of the school's staffing structure, the Headteacher is required to teach for most of the time. Learner number projections indicate that this will continue.
Geographical Factors	Ysgol Nebo would be within a reasonable distance for learners from the current catchment area; however, the specialist provision could mean that some learners would travel from wider parts of the County, giving rise to additional considerations in relation to transport arrangements.	Ysgol Nebo would be within a reasonable distance for learners from the current catchment area ; however, transport arrangements would be required for learners attending the Transition Unit from wider areas of the County.	No change. The school is within a reasonable distance of learners' homes within the catchment area.	No change. The school is within a reasonable distance of learners' homes within the catchment area.

The Community	Retaining the school as a community resource within the village of Nebo. The majority of learners within Ysgol Nebo's catchment area already attend schools outside the catchment. The specialist provision would offer potential to strengthen community links; however, there is no certainty that the option would secure the long-term sustainability of education provision on the site. Uncertainty therefore would remain regarding the sustainability of education provision at Ysgol Nebo.	Retaining the school as a community resource within the village of Nebo. The majority of learners within Ysgol Nebo's catchment area already attend schools outside the catchment. The transition provision would offer potential to strengthen community links; however, there is no certainty that the option would secure the long-term sustainability of education provision on the site. Uncertainty therefore would remain regarding the sustainability of education provision at Ysgol Nebo.	There is potential for community collaboration between the two schools. Retaining the school as a community resource within the village of Nebo. The majority of learners within Ysgol Nebo's catchment area already attend schools outside the catchment. Uncertainty would remain regarding the sustainability of education provision at Ysgol Nebo.	There is potential for community collaboration between the schools forming part of the federation. Retaining the school as a community resource within the village of Nebo. The majority of learners within Ysgol Nebo's catchment area already attend schools outside the catchment. Uncertainty would remain regarding the sustainability of education provision at Ysgol Nebo.
The Welsh Language	No change – learners would continue to receive Welsh-medium education.	No change – learners would continue to receive Welsh-medium education.	No change – learners would continue to receive Welsh-medium education.	No change – learners would continue to receive Welsh-medium education.

Appendix C

Impact Assessment Ysgol Nebo

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**ASSESSMENT OF THE LIKELY IMPACT ON THE QUALITY
AND STANDARDS OF EDUCATION –
YSGOL NEBO**

May 2026

1. INTRODUCTION

Ysgol Nebo is a community school located in the village of Nebo, which is about three miles from Penygroes, and provides education for learners between the ages of 3-11. There has been a significant reduction in the numbers of learners at Ysgol Nebo over the past few years, from 27 pupils in 2014 to 11 pupils today, which causes uncertainty about the future of the school.

At its meeting on 11 February 2025, Cyngor Gwynedd's Cabinet gave permission to the Education Department to *"Initiate formal discussions with the governing body and other relevant stakeholders of Ysgol Nebo due to concerns about the school's numbers, to enable the formulation of a range of possible options relating to the school's future."*

In accordance with the decision of the Cabinet (11 February 2025), the Nebo School Review Panel (SRP) was established by inviting the Governing Body, parents and staff and the Local Member to join the panel and take part in the discussion. Three SRP meetings were held between March 2025 and July 2025 to discuss a range of options to try to respond to the main challenges facing the school.

On 14 October 2025, the Cyngor Gwynedd Cabinet decided to undertake a statutory consultation process on a proposal to close Ysgol Nebo on 31 December 2026, and to provide a place for learners at Ysgol Llanllyfni from 1 January 2027 onwards, in accordance with the requirements of Section 48 of the School Standards and Organisation (Wales) Act 2013.

In accordance with the requirements of the School Organisation Code 011/2018, which includes a 'Presumption against the closure of rural schools', an assessment needs to be made on the likely impact on the quality and standards of education on any reasonable option that can resolve the main challenges the school is facing. In accordance with the Code, Ysgol Nebo is designated as a 'Rural School'.

Cyngor Gwynedd is committed to providing education of the best possible quality which will give the children of the County the experiences, skills and confidence to develop to be bilingual, successful and complete citizens.

It remains a high priority to provide the best possible learning experiences - for all learners within the County, ensuring an exciting and broad curriculum, as well as extracurricular activities that stimulate them to learn and understand, which will lead to improving standards.

The consultation was held between 5 December 2025 and 23 January 2026, and 70 responses to the consultation were received.

2. SUMMARY

Ysgol Nebo was last inspected by Estyn in 2017 where it was concluded that the school's current performance was 'Good'.

Below is a summary of the latest inspection of Ysgol Nebo, the neighbouring schools, or schools that are subject to any of the options under consideration for the future of Ysgol Nebo.

School	Inspection year	Standards	Well-being and attitudes to learning	Teaching and learning experiences	Care, support and guidance	Leadership and management
Nebo	2017	Good	Good	Good	Good	Good
Baladeulyn	2017	Good	Good	Good	Good	Good
Bro Llifon	2018	Good	Good	Good	Good	Good
Bro Lleu	2023	New inspection framework				
Brynaerau	2025	New inspection framework				
Talysarn	2025	New inspection framework				
Llanllyfni	2025	New inspection framework				

3. THE OPTIONS UNDER CONSIDERATION

- *Do nothing - continue with the school's current structure.*

Note that although the case for change has been established, the 'Do nothing' model has been included in the assessment for comparison purposes.

- *Federate with a neighbouring school*

This option would ensure continuity in the school's presence in the village of Nebo through a collaborative arrangement with a nearby school or schools, led by a head or heads and one governing body. The identity of the school in question (including name, ethos, and school uniform) would continue, and it would enable the possibility of sharing staff, resources, buildings, and expertise.

The possibility of federating with neighbouring schools was considered, specifically Ysgol Llanllyfni and Ysgol Bro Lleu.

- *Federate with a neighbouring school adding a specialist unit for children with additional learning needs at Ysgol Nebo*

This option would ensure continuity in the school's presence in the village of Nebo through a collaborative arrangement with a nearby school or schools, led by a head or heads and one governing body. The identity of the school in question (including name, ethos, and school uniform) would continue, and it would enable the possibility of sharing staff, resources, buildings, and expertise.

The possibility to federate with neighbouring schools was considered, specifically Ysgol Llanllyfni and Ysgol Bro Lleu.

In addition to federalisation, this option would also mean adding a location for a ALN unit at Ysgol Nebo.

- *Closing Ysgol Nebo and offering the learners a place in a nearby school (Ysgol Llanllyfni)*

This option would mean closing Ysgol Nebo and offering a place to learners from the catchment area at Ysgol Llanllyfni.

- *Ysgol Nebo developing into a specialist location for some individual subjects (unique opportunities to carry out fieldwork)*

This option would mean that Ysgol Nebo would continue and develop into a specialist location for some individual subjects.

- *Ysgol Nebo to offer a specialist unit for supporting children with additional learning needs, where mainstream education is challenging for them.*

This option would mean adding an area for an ALN unit on the school site in order to offer provision to the children who would need additional support.

- *Ysgol Nebo to offer a language unit for the Dyffryn Nantlle catchment area*

This option would mean adding a language immersion unit on the school site in order to offer an immersion service in Welsh to new speakers.

- *Establishing a school on more than one site - Multi-site School*

This option would mean merging a number of local schools, by closing the schools and establishing one multi-site school which would include the Nebo school site. The option would enable the possibility of sharing resources, buildings, and expertise.

This model would ensure continuity in the presence of a school site in the village of Nebo by establishing a multi-site school, led by a headteacher and one governing body.

Reasonable alternative options considered following the statutory consultation:

- *"Ysgol Nebo to offer a site as provision to support and nurture children with social and emotional needs, where mainstream education is challenging for them, including pupils with IDP for social, emotional and behavioural needs and other young people with mental health needs including anxiety and neurodiversity."*

This option would involve retaining Ysgol Nebo and developing it as a site to provide specialist provision for children and young people for whom mainstream education is challenging. The provision would support pupils with Additional Learning Needs, including social, emotional and behavioural needs, as well as young people with mental health needs such as anxiety and neurodiversity.

- *Develop Ysgol Nebo as a Transition Unit to Support the Integration of ALN Pupils into Mainstream Education*

This option would involve retaining Ysgol Nebo and developing it as a Transition Unit to provide temporary support for pupils with Additional Learning Needs before or during their integration into mainstream education. The provision would focus on structured support to facilitate an effective transition.

- *Federalisation of Ysgol Nebo and Ysgol Baladeulyn*

This option would ensure the continued presence of Ysgol Nebo through a federation arrangement with Ysgol Baladeulyn. The schools would operate under the leadership of a single headteacher or leadership team and one federal governing body. The identity of each school, including name, ethos and uniform, would remain, with the possibility of sharing staff, resources and expertise.

- *Federal Governing Body across Catchment Area Schools*

This option would involve establishing a federal governing body across the schools in the catchment area to strengthen collaboration and strategic oversight. The arrangement would enable the sharing of expertise and a common strategic direction while maintaining the presence and identity of individual schools.

4. ASSESSMENT OF THE LIKELY IMPACT ON EDUCATION STANDARDS AND QUALITY

We have used Estyn's latest inspections on the relevant schools for assessing the different options for the future of education for Ysgol Nebo's catchment area.

OPTION 1: DO NOTHING - CONTINUE WITH THE CURRENT SITUATION

This option would mean no change and Ysgol Nebo will continue as it is.

Impact Criteria	Description	Status of the impact and the work
Standards and general progress of specific groups and in terms of skills	No change.	Neutral
Well-being and attitudes to learning	No change.	Neutral
Learning and teaching experiences	No change.	Neutral
Care, support and guidance	No change.	Neutral
Leadership and management	No change.	Neutral
Vulnerable groups, including children with Additional Learning Needs (ALN)	No change.	Neutral
Provision that is at least equivalent to what is available to the learners at the time (including those with ALN)	No change.	Neutral

OPTION 2: FEDERATE WITH A NEARBY SCHOOL

Impact Criteria	Description	Status of the impact and the work
Standards and general progress of specific groups and in terms of skills	A negative impact on these criteria is not foreseen through federalisation with a nearby school. The result of the latest Estyn inspection for the indicators of Ysgol Nebo's standards was 'Good'. In addition, it was noted in the main findings of Ysgol Llanllyfni's latest Estyn inspection report that <i>"good progress in developing knowledge, understanding and skills that are appropriate to their age and stage of development stage"</i> . The latest Estyn inspection of Ysgol Bro Lleu stated that <i>"educational standards are sound across the school"</i> As a result, it is concluded that the effect on standards of federating Ysgol Nebo with a nearby school such as Ysgol Llanllyfni or Ysgol Bro Lleu would be neutral.	Neutral
Well-being and attitudes to learning	The result of Ysgol Nebo's latest Estyn inspection for the inspection area 'Well-being and attitudes to learning' was 'Good'. In addition, it was noted in the main findings of Ysgol Llanllyfni's latest Estyn inspection report that <i>"the school is an inclusive learning community that fosters the values of Welshness, courtesy and respect successfully, by supporting pupils to achieve well"</i> . Ysgol Bro Lleu's latest Estyn survey stated that <i>"Pupils praise the positive relationship between themselves and the school's staff. As a result, nearly all pupils have firm trust in the school's inclusive ethos."</i> As a result, it is concluded that the effect on well-being and attitudes to learning from federating Ysgol Nebo with a nearby school such as Ysgol Llanllyfni or Ysgol Bro Lleu would be neutral.	Neutral
Learning and teaching experiences	The result of the indicator 'Learning experiences'/'Teaching and learning experiences' for Ysgol Nebo was 'Good', in addition, it was noted in the main findings of Ysgol Llanllyfni's latest Estyn inspection report that the school <i>"collaborative projects, contributing ideas and building on each other's work confidently. In general, teachers offer regular opportunities for pupils to work independently and work together"</i> . Ysgol Bro Lleu's latest Estyn inspection stated that the school <i>"provide learning experiences that inspire pupils and this has a positive effect on pupils' attitudes to learning"</i> As a result, it is anticipated that the implementation of this option would have a neutral effect on learning and teaching experiences.	Neutral
Care, support and guidance	The result of the 'Care, support and guidance' indicator for Nebo School was good, in addition, it was noted in the main findings of Ysgol Llanllyfni's latest Estyn inspection report that <i>"staff are committed to maintaining high standards of care and wellbeing in a homely and supportive learning environment"</i> The latest Estyn inspection of Ysgol Bro Lleu stated that the school <i>"provide learning experiences that inspire pupils and this has a positive effect on pupils' attitudes to learning"</i> . As a result, it is anticipated that the implementation of this option would have a neutral effect on care, support and guidance.	Neutral
Leadership and management	Ysgol Nebo has been assessed as 'Good' in Estyn's latest inspection for 'Leadership and management'. It was noted in the main findings of Ysgol Llanllyfni's extension survey that <i>"the headteacher provides clear and wise guidance, valuing everyone's contribution. Arrangements for self-evaluation and ensuring the quality of leaders are thorough and effective"</i> In addition, Ysgol Bro Lleu's most recent Estyn survey stated that <i>"The headteacher's strong, intelligent and effective leadership sets a clear strategic direction for the school"</i> . Based on the findings of these surveys, and as the federating model with nearby school/schools would offer opportunities to strengthen Ysgol Nebo's leadership position, it is concluded that leadership and management would have a positive or at least neutral effect from implementing the federating option.	Positive/Neutral

Vulnerable groups, including children with Additional Learning Needs (ALN)	Support is provided to vulnerable groups including children with additional learning needs in accordance with the Authority's policy, and the requirements of the Additional Learning Needs (Wales) Act 2018 in all schools in Gwynedd. As a result, it is predicted that the effect of this option on this criterion would be neutral.	Neutral
Provision that is at least equivalent to what is available to the learners at the time (including those with ALN)	It is anticipated that the impact would be neutral as Ysgol Nebo would continue. In addition, the result of the Estyn inspection for Ysgol Nebo's 'Standards' was 'Good', as were the main findings of Ysgol Llanllyfni's inspection. Based on this information, no impact on learners' standards is anticipated from implementing this option.	Neutral

OPTION 3: FEDERATE WITH A NEARBY SCHOOL ADDING A SPECIALIST UNIT FOR CHILDREN WITH ADDITIONAL LEARNING NEEDS AT YSGOL NEBO

Impact Criteria	Description	Status of the impact and the work
Standards and general progress of specific groups and in terms of skills	A negative impact on these criteria is not foreseen through federalisation with a nearby school. The result of the latest Estyn inspection for the indicators of Ysgol Nebo's standards was 'Good'. In addition, it was noted in the main findings of Ysgol Llanllyfni's latest Estyn inspection report that <i>"Most pupils make good progress in developing knowledge, understanding and skills that are appropriate to their ages and development stage"</i> . Ysgol Bro Llew's latest Estyn inspection stated that <i>"standards of teaching are sound across the school"</i> . As a result, it is concluded that the effect on standards of implementing this option would be neutral.	Neutral
Well-being and attitudes to learning	The result of Ysgol Nebo's latest Estyn inspection for the inspection area 'Well-being and attitudes to learning' was 'Good'. In addition, it was noted in the main findings of Ysgol Llanllyfni's latest Estyn inspection report that <i>"the school is an inclusive learning community that fosters the values of Welshness, courtesy and respect. Pupils are happy to attend the school and feel safe there"</i> . Ysgol Bro Llew's latest Estyn survey stated that <i>"Pupils praise the positive relationship that exists between them and the school staff. As a result, almost every pupil has firm trust in the school's inclusive atmosphere"</i> . As a result, it is concluded that the effect on well-being and attitudes to learning from implementing this option would be neutral.	Neutral
Learning and teaching experiences	The result of the indicator 'Learning experiences'/'Teaching and learning experiences' for Ysgol Nebo was 'Good', in addition, it was noted in the main findings of Ysgol Llanllyfni's latest Estyn inspection report that <i>"effective collaboration between staff leads to the planning of stimulating learning and play experiences... In general, teachers offer regular opportunities for pupils to work independently and work together"</i> . Ysgol Bro Llew's latest Estyn inspection stated that the school <i>"provide learning experiences that inspire pupils and this has a positive effect on pupils' attitudes to learning"</i> . As a result, it is anticipated that the implementation of this option would have a neutral effect on learning and teaching experiences.	Neutral
Care, support and guidance	The result of the 'Care, support and guidance' indicator for Nebo School was 'Good', in addition, it was noted in the main findings of Ysgol Llanllyfni's latest Estyn inspection report that <i>"staff are committed to maintaining high standards of care and wellbeing in a homely and supportive learning environment"</i> . The latest Estyn inspection of Ysgol Bro Llew found that the school is <i>"an inclusive and homely community. Staff promote the importance of good behaviour, courtesy and respect successfully."</i> As a result, it is anticipated that implementing this option would have a neutral impact on care, support, and guidance.	Neutral
Leadership and management	Ysgol Nebo has been assessed as 'Good' in Estyn's latest inspection for 'Leadership and management'. It was noted in the main findings of Ysgol Llanllyfni's extension survey that <i>"the headteacher provides clear and wise guidance, valuing everyone's contribution. Arrangements for self-evaluation and ensuring the quality of leaders are thorough and effective"</i> . Based on the findings of these surveys, it is concluded that leadership and management would have a neutral effect from teaching learners in the Nebo catchment area at Ysgol Llanllyfni.	Positive/ Neutral

Vulnerable groups, including children with Additional Learning Needs (ALN)	Support is provided to vulnerable groups including children with additional learning needs in accordance with the Authority's policy, and the requirements of the Additional Learning Needs Act (Wales) 2018 in all schools in Gwynedd. It is anticipated that the option would have a positive effect on this criterion as it would extend ALN provision in the area.	Positive
Provision that is at least equivalent to what is available to the learners at the time (including those with ALN)	It is anticipated that the impact would be neutral as Ysgol Nebo would continue. In addition, the result of the Estyn inspection for Ysgol Nebo's 'Standards' was 'Good', as were the main findings of Ysgol Llanllyfni's inspection. Based on information here, no impact on learners' standards is anticipated from implementing this option. In addition, it is anticipated that the option would have a positive effect on this criterion as it would extend the ALN provision in the area.	Positive/ Neutral

OPTION 4: CLOSE YSGOL NEBO AND OFFER THE LEARNERS A PLACE IN A NEARBY SCHOOL (YSGOL LLANLLYFNI)

Impact Criteria	Description	Status of the impact and the work
Standards and general progress of specific groups and in terms of skills	The result of the latest Estyn inspection for the Ysgol Nebo standards indicators was 'Good'. In addition, it was noted in the main findings of Ysgol Llanllyfni's latest Estyn inspection report that " <i>Most pupils make good progress in developing knowledge, understanding and skills that are appropriate to their ages and development stage</i> ". Based on this, it is concluded that there would be a neutral effect on this criterion by teaching the learners at Llanllyfni school. During the statutory consultation, some respondents indicated concern that closing the school could mean the loss of good quality educational provision, drawing attention to the fact that Ysgol Nebo has been assessed as 'Good' by Estyn. When assessing the likely impact, the relevant inspection evidence for both schools is considered, and it is not anticipated that learners' standards or progress would decline as a result of teaching at Ysgol Llanllyfni.	Neutral
Well-being and attitudes to learning	The result of Ysgol Nebo's latest Estyn inspection for the inspection area 'Well-being and attitudes to learning' was 'Good'. In addition, it was noted in the main findings of Ysgol Llanllyfni's latest Estyn inspection report that " <i>the school is an inclusive learning community that fosters the values of Welshness, courtesy and respect. Pupils are happy to attend the school and feel safe there</i> ". Based on the findings of these surveys, it is concluded that there would be a neutral effect on this area by teaching the learners at Ysgol Llanllyfni. Concerns were expressed during the consultation about the possible negative impact of changing schools on the well-being, confidence and attitudes to learning of some learners. The Council recognizes that transition is a sensitive period, however, it is anticipated that carefully planned transition arrangements, with appropriate support, can mitigate any potential negative effects on well-being and learning.	Neutral
Learning and teaching experiences	The result of the indicator 'Learning experiences'/'Teaching and learning experiences' for Ysgol Nebo was 'Good', in addition, it was noted in the main findings of Ysgol Llanllyfni's latest Estyn inspection report that " <i>effective collaboration between staff leads to the planning of stimulating learning and play experiences. In general, teachers offer regular opportunities for pupils to work independently and work together</i> ". However, as there are more learners at Ysgol Llanllyfni it is anticipated that there will be an opportunity to teach children in larger groups and with age-related peers to expand on their experiences. Based on this, it is concluded that there would be a positive impact on teaching and learning experiences from teaching learners in the Nebo catchment area at Ysgol Llanllyfni. During the statutory consultation, the benefits of small classes were noted, including individual attention and close relationships between staff and learners. Although the Council notes these advantages, it is also noted that larger schools can offer a wider range of learning experiences, access to staff resources and expertise, and opportunities to learn with age-appropriate peers, which supports the assessment of a positive impact on this area.	Positive
Care, support and guidance	The outcome for "Care, support and guidance" at Ysgol Nebo was 'Good', in addition, the main findings of the latest Estyn inspection report for Ysgol Llanllyfni noted that " <i>staff are committed to maintaining high standards of care and wellbeing in a homely and supportive environment.</i> " As a result, it is considered that the option would have a neutral impact.	Neutral

Leadership and management	It was noted in the last Estyn report that the leadership and management of Ysgol Nebo and Ysgol Llanllyfni were 'Good'. Based on the findings of these inspections, it is concluded that there would be a neutral effect on leadership and management from teaching learners from the Nebo catchment area at Ysgol Llanllyfni.	Neutral
Vulnerable groups, including children with Additional Learning Needs (ALN)	Support is provided to vulnerable groups including children with additional learning needs in accordance with the Authority's policy, and the requirements of the Additional Learning Needs (Wales) Act 2018 in all schools in Gwynedd. When planning staffing (e.g. the role of the ALN co-ordinator) and the provision map, the demand on schools is challenging, and that becomes more evident when considering the demand on smaller schools. In larger schools the conditions of the additional needs coordinator are better, and meeting the statutory requirement is easier as a result. In addition, responding to the needs of the learners is also easier in larger schools as they could perhaps host an intervention group to target specific needs. The provision map is more extensive in larger schools in order to respond to demand. As a result, as the learners would be offered a place in a school with a higher number of learners, it is anticipated that the effect of this option on this criterion would be positive. Specific concerns were raised during the consultation regarding the impact of transferring to a larger school on vulnerable learners, including learners with Additional Learning Needs or emotional needs. The Council recognizes these concerns. As noted in the Gwynedd Parents' Handbook 2025/26, learners with Additional Learning Needs (ALN) have the right to continue receiving the support set out in their Individual Development Plan, and it is the Authority's duty to ensure that this provision continues even when school arrangements change. If Ysgol Nebo were to close, the authority and the alternative school would work closely with the closing school, with the learners and their families, to ensure a smooth transition and to support learners as they settle into their new schools. The Council is committed to ensuring that any transition arrangements prioritise individual needs, including those of vulnerable learners and learners with additional learning needs, and to continuously monitor the impact of the change on protected groups, should the school close.	Positive
Provision that is at least equivalent to what is available to the learners at the time (including those with ALN)	The result of the Estyn inspection for Ysgol Nebo's 'Standards' was 'Good', as were the main findings of Ysgol Llanllyfni's inspection. Based on the information from these surveys, no impact on learners' standards is anticipated from teaching learners from the catchment area of Ysgol Nebo at Ysgol Llanllyfni. As a result, it is anticipated that the provision in the alternative school would correspond to what is currently available to the learners at Ysgol Nebo, at least. Although some respondents have expressed concerns about the loss of quality educational provision, the latest inspection evidence for both schools shows that strong standards and educational provision are in place, with positive findings in the latest inspection of Ysgol Nebo and in the inspection of Ysgol Llanllyfni. Based on this, it is assessed that the provision at Ysgol Llanllyfni would at least be equivalent to what is currently being offered to Ysgol Nebo learners.	Neutral

**OPTION 5: YSGOL NEBO DEVELOPING INTO A SPECIALIST LOCATION FOR SOME INDIVIDUAL SUBJECTS
(UNIQUE OPPORTUNITIES TO CARRY OUT FIELD WORK)**

Impact Criteria	Description	Status of the impact and the work
Standards and general progress of specific groups and in terms of skills	As Ysgol Nebo would continue to provide statutory primary education, as it currently does at present, no impact on this criterion is anticipated.	Neutral
Well-being and attitudes to learning	As Ysgol Nebo would continue to provide statutory primary education, as it currently does at present, no impact on this criterion is anticipated.	Neutral
Learning and teaching experiences	As Ysgol Nebo would continue to provide statutory primary education, as it currently does at present, no impact on this criterion is anticipated.	Neutral
Care, support and guidance	As Ysgol Nebo would continue to provide statutory primary education, as it currently does at present, no impact on this criterion is anticipated.	Neutral
Leadership and management	As Ysgol Nebo would continue to provide statutory primary education, as it currently does at present, no impact on this criterion is anticipated.	Neutral
Vulnerable groups, including children with Additional Learning Needs (ALN)	As Ysgol Nebo would continue to provide statutory primary education, as it currently does at present, no impact on this criterion is anticipated.	Neutral
Provision that is at least equivalent to what is available to the learners at the time (including those with ALN)	As Ysgol Nebo would continue to provide statutory primary education, as it currently does at present, no impact on this criterion is anticipated.	Neutral

OPTION 6: YSGOL NEBO TO OFFER A SPECIALIST UNIT FOR SUPPORTING CHILDREN WITH ADDITIONAL LEARNING NEEDS, WHERE MAINSTREAM EDUCATION IS CHALLENGING FOR THEM

Impact Criteria	Description	Status of the impact and the work
Standards and general progress of specific groups and in terms of skills	As the specialist unit would operate independently from Ysgol Nebo, no change to the current operation of Ysgol Nebo is anticipated from the implementation of this option. As a result, it is anticipated that the impact on this criterion would be neutral.	Neutral
Well-being and attitudes to learning	As the specialist unit would operate independently from Ysgol Nebo, no change to the current operation of Ysgol Nebo is anticipated from the implementation of this option. As a result, it is anticipated that the impact on this criterion would be neutral.	Neutral
Learning and teaching experiences	As the specialist unit would operate independently from Ysgol Nebo, no change to the current operation of Ysgol Nebo is anticipated from the implementation of this option. As a result, it is anticipated that the impact on this criterion would be neutral.	Neutral
Care, support and guidance	As the specialist unit would operate independently from Ysgol Nebo, no change to the current operation of Ysgol Nebo is anticipated from the implementation of this option. As a result, it is anticipated that the impact on this criterion would be neutral.	Neutral
Leadership and management	As the specialist unit would operate independently from Ysgol Nebo, no change to the current operation of Ysgol Nebo is anticipated from the implementation of this option. As a result, it is anticipated that the impact on this criterion would be neutral.	Neutral
Vulnerable groups, including children with Additional Learning Needs (ALN)	As the specialist unit would operate independently from Ysgol Nebo, no change to the current operation of Ysgol Nebo is anticipated from the implementation of this option. As a result, it is anticipated that the impact on this criterion would be neutral. However, although it is not anticipated that the specialist unit would affect the school, it is anticipated that the new resource could have a positive impact on the provision available to ALN learners in the area.	Positive
Provision that is at least equivalent to what is available to the learners at the time (including those with ALN)	As the specialist unit would operate independently from Ysgol Nebo, no change to the current operation of Ysgol Nebo is foreseen from the implementation of this option. As a result, it is anticipated that the impact on this criterion would be neutral. However, although it is not anticipated that the specialist unit would affect the school, it is anticipated that the new resource could have a positive impact on the provision available to ALN learners in the area.	Positive

OPTION 7: YSGOL NEBO TO OFFER A LANGUAGE UNIT FOR DYFFRYN NANTLLE CATCHMENT AREA

Impact Criteria	Description	Status of the impact and the work
Standards and general progress of specific groups and in terms of skills	As the language unit would operate independently of Ysgol Nebo, no change to the current operation of Ysgol Nebo is foreseen by implementing this option. As a result, it is anticipated that the impact on this criterion would be neutral.	Neutral
Well-being and attitudes to learning	As the language unit would operate independently of Ysgol Nebo, no change to the current operation of Ysgol Nebo is foreseen by implementing this option. As a result, it is anticipated that the impact on this criterion would be neutral.	Neutral
Learning and teaching experiences	As the language unit would operate independently of Ysgol Nebo, no change to the current operation of Ysgol Nebo is foreseen by implementing this option. As a result, it is anticipated that the impact on this criterion would be neutral.	Neutral
Care, support and guidance	As the language unit would operate independently of Ysgol Nebo, no change to the current operation of Ysgol Nebo is foreseen by implementing this option. As a result, it is anticipated that the impact on this criterion would be neutral.	Neutral
Leadership and management	As the language unit would operate independently of Ysgol Nebo, no change to the current operation of Ysgol Nebo is foreseen by implementing this option. As a result, it is anticipated that the impact on this criterion would be neutral.	Neutral
Vulnerable groups, including children with Additional Learning Needs (ALN)	As the language unit would operate independently of Ysgol Nebo, no change to the current operation of Ysgol Nebo is foreseen by implementing this option. As a result, it is anticipated that the impact on this criterion would be neutral.	Neutral
Provision that is at least equivalent to what is available to the learners at the time (including those with ALN)	As the language unit would operate independently of Ysgol Nebo, no change to the current operation of Ysgol Nebo is foreseen by implementing this option. As a result, it is anticipated that the impact on this criterion would be neutral.	Neutral

OPTION 8: ESTABLISH A MULTI-SITE SCHOOL

Impact Criteria	Description	Status of the impact and the work
Standards and general progress of specific groups and in terms of skills	The result of the latest Estyn inspection for the Ysgol Nebo standards indicators was 'Good', while the result of the latest Estyn inspections for other nearby primary schools (Dyffryn Nantlle catchment area primary schools) were 'Good'. In addition, it was noted in the main findings of Ysgol Llanllyfni's latest Estyn inspection report that " <i>good progress in developing knowledge, understanding and skills that are appropriate to their ages and development stage</i> ". The main findings of Ysgol Brynaerau and Ysgol Talysarn (Talaerau federation) were noted that " <i>provides purposeful opportunities for almost all to apply their literacy, numeracy and digital skills in meaningful ways</i> ". Ysgol Bro Lleu's main findings noted that " <i>most pupils speak confidently, listen well to each other and adults and respond enthusiastically to their work</i> ". Based on this, it is concluded that there would be a neutral effect on this criterion. The multi-site school model could offer a more effective context for leaders, thereby offering an opportunity to improve the provision in relation to this criterion. Opportunities are foreseen to share good practices between the school's sites and possibilities of making better use of resources.	Neutral/Positive
Well-being and attitudes to learning	The result of the latest Estyn survey for the indicators of well-being and attitudes to learning at Ysgol Nebo was 'Good', while the result of the latest Estyn inspections for the nearby schools (Dyffryn Nantlle catchment area) were also 'Good'. In addition, the main findings of the Ysgol Llanllyfni inspection were noted that " <i>The school is an inclusive learning community that fosters the values of Welshness, courtesy and respect successfully. Pupils are happy to attend the school and feel safe there</i> " with the main findings of the Ysgol Brynaerau and Ysgol Talysarn (Talaerau federation) being "a warm and caring community in which pupils' wellbeing and progress is at the core of its ethos". Ysgol Bro Lleu's main findings were noted " <i>Across the school, most pupils develop into ambitious learners and show maturity in the way they overcome challenges and develop resilience</i> ". Based on this, it is concluded that there would be a neutral effect on this criterion as Estyn's assessment is consistent for the majority of the schools. The multi-site school model could offer a more effective context for leaders, thereby offering an opportunity to improve the provision in relation to this criterion. Opportunities are foreseen to share good practices between the school's sites and possibilities of making better use of resources.	Neutral/Positive
Learning and teaching experiences	The result of the latest Estyn survey for the indicators of Ysgol Nebo's teaching and learning experiences was 'Good', while the result of the latest Estyn inspections for the nearby schools (Dyffryn Nantlle catchment area) were also 'Good'. In addition, the main findings of the Ysgol Llanllyfni inspection noted that " <i>effective collaboration between staff leads to the planning of stimulating learning and play experiences. In general, teachers offer regular opportunities for pupils to work independently and work together</i> " with the main findings of Ysgol Brynaerau and Ysgol Talysarn (Talaerau federation) stating " <i>Teachers provide a broad and rich curriculum that engages with the pupils' interests</i> ". Ysgol Bro Lleu's main findings were noted " <i>provides a rich curriculum that reflects its local nature and context. Teachers gather ideas from pupils, parents and the local community in creating a relevant curriculum for pupils</i> ". Based on this, it is concluded that there would be a neutral effect on this criterion as Estyn's assessment is consistent for the majority of the schools. The multi-site school model could offer a more effective context for leaders, thereby offering an opportunity to improve the provision in relation to this	Neutral/Positive

	criterion. Opportunities are foreseen to share good practices between the school's sites and possibilities of making better use of resources.	
Care, support and guidance	The result of the latest Estyn inspection for the guidance and care support indicators of Ysgol Nebo was 'Good', while the result of the latest Estyn inspection for nearby schools (Dyffryn Nantlle catchment area) was also 'Good'. In addition, it was noted in the main findings of Ysgol Llanllyfni's latest Estyn inspection report that "<i>staff are dedicated to maintaining high standards of care and well-being in a homely and supportive learning environment.</i>" With the inspection of Brynaerau school and Talysarn school (Talaerau federation) stating " <i>The relationship of respect and kindness between staff and pupils is strong, which contributes to a safe and stimulating environment in which pupils are ready to learn</i> ". The main findings of Ysgol Bro Lleu were noted "<i>The school is an inclusive and homely community. Staff promote the importance of good behaviour, courtesy and respect successfully</i> ". Based on this, it is concluded that there would be a neutral effect on this criterion as Estyn's assessment is consistent for the majority of the schools. The multi-site school model could offer a more effective context for leaders, thereby offering an opportunity to improve the provision in relation to this criterion. Opportunities are foreseen to share good practices between the school's sites and possibilities of making better use of resources.	Neutral/Positive
Leadership and management	The result of the latest Estyn survey for the leadership and management indicators of Ysgol Nebo was 'Good', while the result of the latest Estyn inspection for nearby schools (Dyffryn Nantlle Catchment) was also 'Good'. In addition, it was noted in the main findings of the Ysgol Llanllyfni report that " <i>The headteacher provides clear and wise leadership, appreciating everyone's contribution to providing a complete education for pupils... Self-evaluation and quality assurance arrangements are thorough</i> " with the Ysgol Brynaerau and Ysgol Talysarn survey (Talaerau federation) stating, " <i>The headteacher provides clear and inspiring leadership, and staff share and implement her vision effectively</i>". Ysgol Bro Lleu's main findings were noted " <i>The headteacher's strong, intelligent and effective leadership sets a clear strategic direction for the school</i>". Based on this, it is concluded that there would be a neutral effect on this criterion as Estyn's assessment is consistent for the majority of the schools. The multi-site school model could offer a more effective context for leaders, thereby offering an opportunity to improve the provision in relation to this criterion. Opportunities are foreseen to share good practices between the school's sites and possibilities of making better use of resources.	Neutral/Positive
Vulnerable groups, including children with Additional Learning Needs (ALN)	Support is provided for vulnerable groups including children with additional learning needs in accordance with the Authority's policy, and the requirements of the Additional Learning Needs Act (Wales) 2018 as in all schools in Gwynedd. The multi-site school model could offer a more effective context for leaders, thereby offering an opportunity to improve the provision in relation to this criterion. Opportunities are foreseen to share good practices, expertise and experiences between the school's sites and possibilities of making better use of resources.	Neutral/Positive
Provision that is at least equivalent to what is available to the learners at the time (including those with ALN)	The result of the Estyn inspection for Ysgol Nebo's 'Standards' was 'Good', and the result of the inspections of the nearby schools in the Dyffryn Nantlle Catchment Area also corresponded to Ysgol Nebo's standards. Based on the information from these surveys, no impact on learners' standards is anticipated from the implementation of this option. The multi-site school model could offer a more effective context for leaders, thereby offering an opportunity to improve provision in relation to this criteria. Opportunities are foreseen to share good practices between the school's sites and possibilities of making better use of resources.	Neutral/Positive

OPTION 15.1: “Ysgol Nebo to offer a site as provision to support and nurture children with social and emotional needs, where mainstream education is challenging for them, including pupils with IDP for social, emotional and behavioural needs and other young people with mental health needs including anxiety and neurodiversity.”

Impact Criteria	Description	Status of the impact and the work
Standards and general progress of specific groups and in terms of skills	It is anticipated that this option could have a neutral or partially positive impact on the standards of provision, as a result of the specialist provision that the school would offer.	Neutral/Positive
Well-being and attitudes to learning	A neutral or partially positive impact on the quality of provision is anticipated in terms of supporting wellbeing and attitudes to learning, as a result of developing specialist provision within the school.	Neutral/Positive
Learning and teaching experiences	It is anticipated that this option could strengthen teaching and learning experiences within the provision by introducing specialist approaches to complement mainstream provision.	Neutral/Positive
Care, support and guidance	A neutral impact is anticipated on this criterion.	Neutral/Positive
Leadership and management	A neutral impact is anticipated on this criterion.	Neutral/Positive
Vulnerable groups, including children with Additional Learning Needs (ALN)	A neutral or partially positive impact on provision for vulnerable groups is anticipated, as a result of the specialist provision that would be offered as part of the school’s operation.	Neutral/Positive
Provision that is at least equivalent to what is available to the learners at the time (including those with ALN)	It is anticipated that this option would ensure provision at least equivalent to current arrangements, with potential benefits in terms of the proposed specialist provision.	Neutral/Positive

OPTION 15.2: Develop Ysgol Nebo as a Transition Unit to Support the Integration of ALN Pupils into Mainstream Education

Impact Criteria	Description	Status of the impact and the work
Standards and general progress of specific groups and in terms of skills	As the unit would operate independently of Ysgol Nebo, no change to the current operation of Ysgol Nebo is foreseen by implementing this option. As a result, it is anticipated that the impact on this criterion would be neutral.	Neutral
Well-being and attitudes to learning	As the unit would operate independently of Ysgol Nebo, no change to the current operation of Ysgol Nebo is foreseen by implementing this option. As a result, it is anticipated that the impact on this criterion would be neutral.	Neutral
Learning and teaching experiences	As the unit would operate independently of Ysgol Nebo, no change to the current operation of Ysgol Nebo is foreseen by implementing this option. As a result, it is anticipated that the impact on this criterion would be neutral.	Neutral
Care, support and guidance	As the unit would operate independently of Ysgol Nebo, no change to the current operation of Ysgol Nebo is foreseen by implementing this option. As a result, it is anticipated that the impact on this criterion would be neutral.	Neutral
Leadership and management	As the unit would operate independently of Ysgol Nebo, no change to the current operation of Ysgol Nebo is foreseen by implementing this option. As a result, it is anticipated that the impact on this criterion would be neutral.	Neutral
Vulnerable groups, including children with Additional Learning Needs (ALN)	As the unit would operate independently of Ysgol Nebo, no change to the current operation of Ysgol Nebo is foreseen by implementing this option. As a result, it is anticipated that the impact on this criterion would be neutral. However, although it is not anticipated that the unit would affect the school, it is anticipated that the new resource could have a positive impact on the provision available to learners with ALN in the area.	Positive
Provision that is at least equivalent to what is available to the learners at the time (including those with ALN)	As the unit would operate independently of Ysgol Nebo, no change to the current operation of Ysgol Nebo is foreseen by implementing this option. As a result, it is anticipated that the impact on this criterion would be neutral. However, although it is not anticipated that the unit would affect the school, it is anticipated that the new resource could have a positive impact on the provision available to learners with ALN in the area.	Positive

OPTION 15.5: *Federalisation of Ysgol Nebo and Ysgol Baladeulyn*

Impact Criteria	Description	Status of the impact and the work
Standards and general progress of specific groups and in terms of skills	No negative impact is foreseen on this criterion through federating with Ysgol Baladeulyn. The result of the latest Estyn inspection for the indicators of Ysgol Nebo's standards was 'Good'. In addition, the result of the latest Estyn inspection for Ysgol Baladeulyn's indicators of standards was also 'Good'. As a result, it is concluded that the effect on standards of the federation of Ysgol Nebo with Ysgol Baladeulyn would be neutral.	Neutral
Well-being and attitudes to learning	The result of Ysgol Nebo's latest Estyn inspection for 'Well-being and attitudes to learning' was 'Good'. In addition, the result of the latest Estyn inspection for Ysgol Baladeulyn was also 'Good'. Based on the findings of this inspection, and as Ysgol Nebo would continue as a separate entity under this option, it is concluded that there is a predicted neutral effect on this area from the federating of Ysgol Nebo with Ysgol Baladeulyn.	Neutral
Learning and teaching experiences	'Good' was the result of the 'Teaching and learning experiences' indicator for Nebo School. In addition, the result of the latest Estyn inspection for Ysgol Baladeulyn was also 'Good'. As a result, it is anticipated that the implementation of this option would have a neutral effect on learning and teaching experiences.	Neutral
Care, support and guidance	The result of the 'Care, support and guidance' indicator at Ysgol Nebo was 'Good' in their last inspection. The Estyn inspection result of Ysgol Baladeulyn was also 'Good' under the same indicator. Based on the findings of these reports, and as Ysgol Nebo would continue as a separate entity under this option, it is concluded that there is a predicted neutral effect on this area of federating with Ysgol Baladeulyn.	Neutral
Leadership and management	It was noted in Ysgol Nebo's last Estyn report that the leadership in the school was 'Good'. The result of Ysgol Baladeulyn's latest Estyn inspection was also 'Good' under the same indicator. Based on the findings of these reports, and as the federating option with Ysgol Baladeulyn would offer opportunities to strengthen the leadership position of Ysgol Nebo, such as non-contact time for the headteacher, it is concluded that leadership and management would have a partially positive or at least neutral effect from implementing the federating option.	Neutral / Positive
Vulnerable groups, including children with Additional Learning Needs (ALN)	Support is provided to vulnerable groups including children with additional learning needs in accordance with the Authority's policy, and the requirements of the Additional Learning Needs (Wales) Act 2018 in all schools in Gwynedd. As a result, it is predicted that the effect of this option on this criterion would be neutral.	Neutral
Provision that is at least equivalent to what is available to the learners at the time (including those with ALN)	It is anticipated that the impact would be neutral as Ysgol Nebo would continue. In addition, the result of the Estyn inspection for the 'Standards' of Ysgol Nebo and Ysgol Baladeulyn was 'Good'. Based on information here, no impact on learners' standards is anticipated from implementing this option.	Neutral

OPTION 15.6: *Federal Governing Body across Catchment Area Schools*

Impact Criteria	Description	Status of the impact and the work
Standards and general progress of specific groups and in terms of skills	The result of the latest Estyn inspection for the Ysgol Nebo standards indicators was 'Good', while the result of the latest Estyn inspections for other nearby primary schools (Dyffryn Nantlle catchment area primary schools) were 'Good'. In addition, it was noted in the main findings of Ysgol Llanllyfni's latest Estyn inspection report that " <i>good progress in developing knowledge, understanding and skills that are appropriate to their ages and development stage</i> ". The main findings of Ysgol Brynaerau and Ysgol Talysarn (Talaerau federation) were noted that " <i>provides purposeful opportunities for almost all to apply their literacy, numeracy and digital skills in meaningful ways</i> ". Ysgol Bro Llew's main findings noted that " <i>most pupils speak confidently, listen well to each other and adults and respond enthusiastically to their work</i> ". As a result, it is concluded that establishing a Federated Governing Body across the catchment schools would have a neutral impact on standards.	Neutral
Well-being and attitudes to learning	The result of the latest Estyn survey for the indicators of well-being and attitudes to learning at Ysgol Nebo was 'Good', while the result of the latest Estyn inspections for the nearby schools (Dyffryn Nantlle catchment area) were also 'Good'. In addition, the main findings of the Ysgol Llanllyfni inspection were noted that " <i>The school is an inclusive learning community that fosters the values of Welshness, courtesy and respect successfully. Pupils are happy to attend the school and feel safe there</i> " with the main findings of the Ysgol Brynaerau and Ysgol Talysarn (Talaerau federation) being "a warm and caring community in which pupils' wellbeing and progress is at the core of its ethos". Ysgol Bro Llew's main findings were noted " <i>Across the school, most pupils develop into ambitious learners and show maturity in the way they overcome challenges and develop resilience</i> ". As a result, it is concluded that establishing a Federated Governing Board across the catchment schools would have a neutral impact on wellbeing and attitudes to learning.	Neutral
Learning and teaching experiences	The result of the latest Estyn survey for the indicators of Ysgol Nebo's teaching and learning experiences was 'Good', while the result of the latest Estyn inspections for the nearby schools (Dyffryn Nantlle catchment area) were also 'Good'. In addition, the main findings of the Ysgol Llanllyfni inspection noted that " <i>effective collaboration between staff leads to the planning of stimulating learning and play experiences. In general, teachers offer regular opportunities for pupils to work independently and work together</i> " with the main findings of Ysgol Brynaerau and Ysgol Talysarn (Talaerau federation) stating " <i>Teachers provide a broad and rich curriculum that engages with the pupils' interests</i> ". Ysgol Bro Llew's main findings were noted " <i>provides a rich curriculum that reflects its local nature and context. Teachers gather ideas from pupils, parents and the local community in creating a relevant curriculum for pupils</i> ". As a result, it is anticipated that implementing this option would have a neutral impact on learning and teaching experiences.	Neutral

Care, support and guidance	The result of the latest Estyn inspection for the guidance and care support indicators of Ysgol Nebo was 'Good', while the result of the latest Estyn inspection for nearby schools (Dyffryn Nantlle catchment area) was also 'Good'. In addition, it was noted in the main findings of Ysgol Llanllyfni's latest Estyn inspection report that "<i>staff are dedicated to maintaining high standards of care and well-being in a homely and supportive learning environment.</i>" With the inspection of Brynaerau school and Talysarn school (Talaerau federation) stating " <i>The relationship of respect and kindness between staff and pupils is strong, which contributes to a safe and stimulating environment in which pupils are ready to learn</i> ". The main findings of Ysgol Bro Lleu were noted "<i>The school is an inclusive and homely community. Staff promote the importance of good behaviour, courtesy and respect successfully</i> ". Based on this, it is concluded that there would be a neutral effect on this criterion as Estyn's assessment is consistent for the majority of the schools. As a result, it is anticipated that implementing this option would have a neutral impact on care, support and guidance.	Neutral
Leadership and management	The result of the latest Estyn survey for the leadership and management indicators of Ysgol Nebo was 'Good', while the result of the latest Estyn inspection for nearby schools (Dyffryn Nantlle Catchment) was also 'Good'. In addition, it was noted in the main findings of the Ysgol Llanllyfni report that " <i>The headteacher provides clear and wise leadership, appreciating everyone's contribution to providing a complete education for pupils... Self-evaluation and quality assurance arrangements are thorough</i> " with the Ysgol Brynaerau and Ysgol Talysarn survey (Talaerau federation) stating, " <i>The headteacher provides clear and inspiring leadership, and staff share and implement her vision effectively</i>". Ysgol Bro Lleu's main findings were noted " <i>The headteacher's strong, intelligent and effective leadership sets a clear strategic direction for the school</i>". Based on the findings of these inspections, and as this federation option would offer opportunities to strengthen the leadership position at Ysgol Nebo, such as providing non-contact time for the headteacher, it is concluded that leadership and management would experience a partially positive or at least neutral impact from implementing this option.	Neutral / Positive
Vulnerable groups, including children with Additional Learning Needs (ALN)	Support is provided for vulnerable groups including children with additional learning needs in accordance with the Authority's policy, and the requirements of the Additional Learning Needs Act (Wales) 2018 as in all schools in Gwynedd. As a result, it is anticipated that the impact of this option on this criterion would be neutral.	Neutral
Provision that is at least equivalent to what is available to the learners at the time (including those with ALN)	The result of the Estyn inspection for Ysgol Nebo's 'Standards' was 'Good', and the result of the inspections of the nearby schools in the Dyffryn Nantlle Catchment Area also corresponded to Ysgol Nebo's standards. Based on the information from these surveys, no impact on learners' standards is anticipated from the implementation of this option.	Neutral

4. CONCLUSION

The latest assessment of the likely impact on the quality and standards of education has considered the comments raised during the statutory consultation, together with an assessment of the full range of reasonable alternative options, including the additional options proposed by consultees. The Council notes the concerns expressed regarding the current strengths of Ysgol Nebo, the advantages of small class sizes, and the support provided to some vulnerable learners.

When considering reasonable alternative options such as developing specialist or transition provision for learners with Additional Learning Needs, federation arrangements, and alternative approaches to the use of the site, the assessment shows that these could have a neutral or partially positive impact on the quality and standards of education in specific contexts.

Based on a comparison of Estyn inspection findings and the evidence presented through the assessment, it is concluded that the educational provision offered at Ysgol Llanllyfni is at least equivalent to the standard of education currently provided at Ysgol Nebo. In addition, it is noted that the school's learner numbers enable wider opportunities to teach learners in age-appropriate groups, with peers, thereby broadening learning experiences and offering potential benefits to teaching and learning experiences.

As a result, the assessment indicates that the likely impact on the quality and standards of education of implementing the proposed option to close Ysgol Nebo and provide education for the learners at Ysgol Llanllyfni is neutral or partially positive.

**ASSESSMENT OF THE LIKELY IMPACT ON TRAVEL
ARRANGEMENTS –
YSGOL NEBO**

May 2026

1. INTRODUCTION

1.1 Background

Ysgol Nebo is a community school located in the village of Nebo, about three miles from Penygroes, providing education for learners aged 3-11. There has been a decline in the number of learners at Ysgol Nebo over recent years. By January 2026, there were 11 learners from Reception to Year 6 and 1 nursery pupil attending the school.

At their meeting on 11 February 2025, the Cabinet supported a recommendation to begin formal discussions with stakeholders of Ysgol Nebo to consider options for the future. Between March and July 2025, three local meetings were held with Ysgol Nebo School where a number of options were proposed and discussed.

On 14 October 2025, Cyngor Gwynedd's Cabinet decided to undertake a statutory consultation process on a proposal to close Ysgol Nebo on 31 December 2026, and to provide a place for learners at Ysgol Llanllyfni from 1 January 2027 onwards, in accordance with the requirements of Section 48 of the School Standards and Organisation (Wales) Act 2013.

The consultation was held between 5 December 2025 and 23 January 2026, and 70 responses to the consultation were received.

1.2 Cyngor Gwynedd Transport Policy

The *'Excellent Primary Education for the Children of Gwynedd' Strategy* aims to limit travel from home to school to a one-way journey that is no longer than 30 minutes.

Cyngor Gwynedd provides free transport for learners who live two or more miles from the school in their catchment area, or the nearest school (not including nursery pupils). Learners who receive primary education are expected (with the exception of learners with additional learning needs or disabilities), to walk up to two miles to meet any modes of transport provided by Cyngor Gwynedd. The transport policy can be seen in the parents' handbook: [Information for parents](#)

2. ASSESSMENT OF THE POTENTIAL IMPACT OF ALL OPTIONS ON TRAVEL ARRANGEMENTS

2.1 The potential impact of each option on travel arrangements is set out below:

- No change - continue with the current situation

This model would mean no change to the existing provision in the Ysgol Nebo catchment area.

This option would not have any impact on the current travel arrangements of Ysgol Nebo learners, as the learners would continue to be educated at Ysgol Nebo. No learner in the Nebo catchment area would need to travel an unreasonable distance to school.

- Federalisation with a nearby school

This option would ensure continuity in the school's presence in the village of Nebo through a collaborative arrangement with a nearby school or schools, led by a head or head teachers and one governing body. The governing bodies of the individual schools would be dissolved, and a (new) federal governing body would be formed.

The identity of the school in question (including name, ethos, and school uniform) would continue, and it would enable the possibility of sharing staff, resources, buildings, and expertise.

This option would not have any impact on the current travel arrangements of Ysgol Nebo learners, as the learners would continue to be educated at Ysgol Nebo, and the learners' travel arrangements would continue in the same way. No learner in the Nebo catchment area would need to travel an unreasonable distance to school.

- Federalisation with a nearby school adding a specialist unit for children with additional learning needs at Ysgol Nebo.

This option would ensure the continuation of the school's presence in the village of Nebo through a collaborative arrangement with a neighbouring school or schools, under the leadership of a headteacher or headteachers and a single governing body. The governing bodies of the individual schools would be dissolved, and a (new) federal governing body would be formed. The identity of the school in question (including its name, ethos, and school uniform) would continue, and it would allow the possibility of sharing staff, resources, buildings, and expertise.

In addition to federalisation, this option would also mean adding a location for an ALN unit at Ysgol Nebo.

This option would not have any impact on the current travel arrangements of Ysgol Nebo learners, as the learners would continue to be educated at Ysgol Nebo, and the learners' travel arrangements would continue as they are. No learner in the Nebo catchment area will need to travel an unreasonable distance to school. The authority would need to provide transport for the ALN unit learners.

- Close Ysgol Nebo and offer the learners a place in a nearby school (Ysgol Llanllyfni)

This option would mean closing Ysgol Nebo and offering the learners a place at Ysgol Llanllyfni.

Ysgol Llanllyfni is located 1.6 miles from Ysgol Nebo. This is the geographically closest school to Ysgol Nebo.

This option would have an impact on travel arrangements, as the learners would be educated at Ysgol Llanllyfni. It would be necessary to provide transport for learners from the catchment area of Ysgol Nebo to Ysgol Llanllyfni, in accordance with Cyngor Gwynedd's transport policy. Additional transport costs are anticipated - estimated cost, approximately between £17,000-£30,000 per year. Some learners will travel further to school than they would currently. No learner in the Nebo catchment area would need to travel an unreasonable distance to school

- *Ysgol Nebo to develop into a specialist location for some individual subjects (unique opportunities to carry out fieldwork)*

This option would not have an impact on the current travel arrangements of Ysgol Nebo learners, as the learners would continue to be educated at Ysgol Nebo. No learner in the Nebo catchment area would need to travel an unreasonable distance to school.

- *Ysgol Nebo to offer a specialist unit for supporting children with additional learning needs, where mainstream education is challenging for them.*

This option would mean continuing with Ysgol Nebo and adding an area for an ALN unit on the school site to offer provision for children who would need additional support. There would be no change to the school element.

This option would not have an impact on the current travel arrangements of Ysgol Nebo learners, as the learners would continue to be educated at Ysgol Nebo. The learners would continue to be taught at Ysgol Nebo and the learners' travel arrangements would continue in the same way. The authority would need to provide transport for the ALN unit learners. No learner in the Nebo catchment area would need to travel an unreasonable distance to school.

- *Ysgol Nebo to offer a language unit for the Dyffryn Nantlle catchment area*

This option would mean adding a language unit on the school site in order to offer the children a Welsh language immersion service that is needed before joining their chosen school full time. There would be no change to the school element.

This option would not have any impact on the current travel arrangements of Ysgol Nebo learners, as the learners would continue to be educated at Ysgol Nebo. The learners would continue to be taught at Ysgol Nebo and the learners' travel arrangements would continue in the same way. No learner in the Nebo catchment area would need to travel an unreasonable distance to school. The local authority would need to provide transport for the learners of the language unit.

- *Establishing a School on more than one site (Multi-site School)*

This option would mean merging a number of local schools, by closing the schools and establishing one multi-site school which would include the Ysgol Nebo site.

This option would not have an impact on the current travel arrangements of Ysgol Nebo learners, as the learners would continue to be educated at the Ysgol Nebo school site. The learners would continue to be taught at the Ysgol Nebo site and the learners' travel arrangements would continue in the same way. No learner in the Nebo catchment area would need to travel an unreasonable distance to school. Depending on the structure of the new school, there is a possibility that it would be necessary to organise transport between school sites.

Reasonable alternative options considered following the statutory consultation:

- *"Ysgol Nebo to offer a site as provision to support and nurture children with social and emotional needs, where mainstream education is challenging for them, including pupils with IDP for social, emotional and behavioural needs and other young people with mental health needs including anxiety and neurodiversity."*

This option would mean retaining Ysgol Nebo and developing it as a site offering specialist provision for children and young people for whom mainstream education is challenging. The provision would support pupils with Additional Learning Needs, including social, emotional and behavioural needs, as well as young people with mental health needs such as anxiety and neurodiversity.

This option would not have any effect on the current travel arrangements of Ysgol Nebo learners, as the learners would continue to be taught at Ysgol Nebo and the learners' travel arrangements would continue in the same way, and no learner would be expected to travel an unreasonable distance to the school. Given that the admissions procedure would remain unchanged, the normal transport arrangements would continue to apply, in accordance with the County's School Transport Policy. Transport arrangements linked to ALN provision would also be provided and considered in accordance with the same policy, where appropriate.

- *Develop Ysgol Nebo as a Transition Unit to Support the Integration of ALN Pupils into Mainstream Education*

This option would mean retaining Ysgol Nebo and developing it as a Transition Unit to provide temporary support for pupils with Additional Learning Needs before or during their integration into mainstream education. The provision would focus on structured support to facilitate an effective transition.

This option would not have any effect on the current travel arrangements of Ysgol Nebo learners, as the learners would continue to be taught at Ysgol Nebo and the learners' travel arrangements would continue in the same way, and no learner would be expected to travel an unreasonable distance to the school. Depending on the nature of the specialist provision, the authority may need to consider transport arrangements for learners who attend the provision from other catchment areas.

- *Federalisation of Ysgol Nebo and Ysgol Baladeulyn*

This option would ensure the continued presence of Ysgol Nebo through a federation arrangement with Ysgol Baladeulyn. The schools would operate under the leadership of a single headteacher or headteachers and one federal governing body. The identity of each school, including name, ethos and uniform, would remain, with the possibility of sharing staff, resources and expertise.

This option would have no impact on the current travel arrangements of Ysgol Nebo learners, as they would continue to be educated on the Ysgol Nebo site. Travel arrangements would remain the same, and no learner from the Nebo catchment would need to travel an unreasonable distance to school.

- *Federal Governing Body across Catchment Area Schools*

This option would involve establishing a federal governing body across the schools in the catchment to strengthen collaboration and strategic oversight. The arrangement would enable the sharing of expertise and a common strategic direction while maintaining the presence and identity of individual schools.

This option would have no impact on current learner travel arrangements, as it would not lead to changes in the location of school provision. Learners would continue to attend their current schools and no changes to transport arrangements would be required.

2.2 Free transport options

In accordance with Cyngor Gwynedd's transport policy, learners receiving primary education (excluding learners with additional learning needs or disabilities) are expected to walk up to 2 miles to meet any transport provided by Cyngor Gwynedd along the shortest route.

The shortest route available is the one that the Council does not consider particularly dangerous, after assessing the other routes that could be used, and these routes would be assessed in accordance with Cyngor Gwynedd's transport policy.

It is noted that a number of school buses operate in the area. It is noted that there is currently no primary school bus operating between Nebo and Llanllyfni; however, a secondary school bus does travel between Nebo and Dyffryn Nantlle, and possible options for sharing transport could be considered, in line with arrangements that exist in other parts of the County.

2.3 Summary of the likely impact on travel arrangements

Below is a summary of the impact on travel arrangements of the options under consideration:

Options	The likely impact on travel arrangements for learners	The likely annual financial impact on travel arrangements for the Authority
No change - Continue with the current situation	Neutral – No change No learner in the Nebo catchment area would need to travel an unreasonable distance to school.	£0
Federating with a nearby school (Ysgol Llanllyfni)	Neutral The learners would continue to be taught at Ysgol Nebo and the learners' travel arrangements would continue in the same way. No learner in the Nebo catchment area would need to travel an unreasonable distance to school.	£0
Federating with a nearby school and adding a specialist unit for children with additional learning needs at Ysgol Nebo.	Neutral The learners would continue to be taught at Ysgol Nebo and the learners' travel arrangements would continue in the same way. No learner in the Nebo catchment area would need to travel an unreasonable distance to school. The authority would need to provide transport for the ALN unit learners.	£0 The authority would need to provide transport for the learners of the ALN unit.
Close Ysgol Nebo and offer the learners a	Negative Ysgol Llanllyfni is located 1.6 miles from Ysgol Nebo, the authority would need to provide transport for learners in the current catchment area of	£17,000 - £30,000

place in a nearby school (Ysgol Llanllyfni)	Ysgol Nebo who attend Ysgol Llanllyfni and live more than 2 miles from the school, in accordance with the Authority's Transport Policy. Having considered current numbers (September 2025), it is anticipated that an 8-seater bus would need to be arranged to transport learners of the catchment area of Ysgol Nebo (that would be eligible for transport in accordance with Cyngor Gwynedd's transport policy) to Ysgol Llanllyfni. It is anticipated that this would be at a cost of up to £17,000 per year. If there was an increase in the numbers of learners in the catchment area in the future, then it may mean that it would be necessary to provide a school bus in order to transport the learners of the current catchment area of Ysgol Nebo which would be eligible for transport (in accordance with Cyngor Gwynedd's transport policy). It is anticipated that this would be at a cost of up to £30,000 per year. Some learners will travel further to school than they would at the moment. No learner in the Nebo catchment area will need to travel an unreasonable distance to school. <i>During the statutory consultation, concerns were raised regarding the potential impact of the proposal on travel arrangements should the proposal be implemented, particularly in terms of traffic safety and parking around Ysgol Llanllyfni at peak times. It was noted that drop-off arrangements and traffic flow are already challenging at certain times, and that there is concern that an increase in pupil numbers could exacerbate these risks. Cyngor Gwynedd notes these concerns and acknowledges that there have been historic challenges in relation to drop-off arrangements at the site; however, it is also noted that appropriate arrangements have now been put in place, including organised transport arrangements, and that any further implications would continue to be considered as part of the planning of transport arrangements should the proposal be implemented.</i> <i>Concerns were also raised regarding the suitability and safety of walking routes between Nebo and Llanllyfni, particularly in respect of the lack of pavements and the potential risks to primary-aged children. Cyngor Gwynedd notes these concerns and confirms that, should the proposal be implemented, the suitability of walking routes is assessed in accordance with Cyngor Gwynedd's Education Transport Policy. Under this Policy, free home-to-school transport is provided for primary pupils who live 2 miles or more from their catchment school, or the nearest school, ensuring that no pupil would be required to use unsafe walking routes.</i> <i>Concerns were also expressed regarding the suitability of bus transport for young children, including four-year-old learners, in terms of wellbeing and safety. Cyngor Gwynedd notes these comments and confirms that all school transport arrangements are provided in accordance with Cyngor Gwynedd's Education Transport Policy, and that appropriate transport arrangements would be considered based on the individual needs of eligible learners, in line with the same criteria applied to all other learners across the county, should the proposal be implemented. It is noted that nursery class pupils are not eligible for free home-to-school transport under the Policy.</i> <i>A call was also made for greater clarity and reassurance regarding transport arrangements should the proposal be implemented. Cyngor Gwynedd notes this need and confirms that, should the proposal be implemented, school transport would be provided in accordance with Cyngor Gwynedd's Education Transport Policy, which provides free home-</i>	

	<i>to-school transport for eligible primary learners who live 2 miles or more from their catchment school or the nearest school. It is noted that the Policy does not include transport for the purpose of accessing additional services, such as breakfast clubs.</i>	
Ysgol Nebo to develop into a specialist location for some individual subjects (unique opportunities to carry out fieldwork)	Neutral The learners would continue to be taught at Ysgol Nebo and the learners' travel arrangements would continue in the same way. No learner in the Nebo catchment area would need to travel an unreasonable distance to school.	£0
Ysgol Nebo to offer a specialist unit for supporting children with additional learning needs, where mainstream education is challenging for them.	Neutral The learners would continue to be taught at Ysgol Nebo and the learners' travel arrangements would continue in the same way. The authority would need to provide transport for the ALN unit learners. No learner in the Nebo catchment area would need to travel an unreasonable distance to school	£0 The authority would need to provide transport for the learners of the ALN unit.
Ysgol Nebo offers a language unit for the Dyffryn Nantlle catchment area	Neutral The learners would continue to be taught at Ysgol Nebo and the learners' travel arrangements would continue in the same way. No learner in the Nebo catchment area would need to travel an unreasonable distance to school. The authority would need to provide transport for the learners of the language unit.	£0 The authority would need to provide transport for the learners of the Language unit.
Establishing a School on more than one site	Neutral The learners would continue to be taught at Ysgol Nebo site and the learners' travel arrangements would continue in the same way. No learner in the Nebo catchment area would need to travel an unreasonable distance to school. Depending on the structure of the new school, there is a possibility that it would be necessary to arrange transport between school sites.	£0

2.4 Reasonable alternative options considered following the consultation:

Options	The likely impact on learner travel arrangements	The likely annual financial impact on the Authority's travel arrangements
"Ysgol Nebo to offer a site as provision to support and nurture children with social and emotional needs, where mainstream education is	Neutral. The provision would continue on the Ysgol Nebo site, and there would be no impact on the current travel arrangements of learners in the Nebo catchment.	£0

challenging for them, including pupils with IDP for social, emotional and behavioural needs and other young people with mental health needs including anxiety and neurodiversity."		
Develop Ysgol Nebo as a Transition Unit to Support the Integration of ALN Pupils into Mainstream Education	Neutral. There would be no change to the current travel arrangements of Ysgol Nebo learners. Learners attending the Transition Unit may come from wider areas, and transport may need to be provided for them	£0 for learners in the Nebo catchment. Possible costs depending on the need to provide transport for Transition Unit learners from other areas.
Federalisation of Ysgol Nebo and Ysgol Baladeulyn	Neutral. Learners would continue to be educated at Ysgol Nebo and travel arrangements would remain the same. No learner from the Nebo catchment would need to travel an unreasonable distance to school.	£0
Federal Governing Body across Catchment Area Schools	Neutral. Learners would continue to be educated at Ysgol Nebo and travel arrangements would remain the same. No learner from the Nebo catchment area would need to travel an unreasonable distance to school.	£0

3. CONCLUSION

When considering all the options under review, the impact assessment concludes that the majority of the options assessed are unlikely to have a negative effect on the current travel arrangements of Ysgol Nebo learners, as the educational provision would continue on the school site, and no learner from the Nebo catchment would be required to travel an unreasonable distance to school.

However, it is clearly acknowledged, as noted in the consultation responses, that the proposal to close Ysgol Nebo and offer places for learners at Ysgol Llanllyfni is different in nature, as it would lead to changes in travel arrangements. Specifically, consultees expressed concerns regarding traffic safety and parking around Ysgol Llanllyfni, the suitability of walking routes for primary-aged children, the suitability of bus transport for young children, school transport costs, and the impact on families in a rural area. These concerns have been considered as part of this impact assessment, which evaluates the effect of the possible changes to travel arrangements if the proposal were implemented.

Should the option of closing Ysgol Nebo and offering education to the pupils at Ysgol Llanllyfni be implemented, then it is anticipated that there would be an impact on travel arrangements for the children. However, it is not anticipated that any learner in the Nebo catchment area would need to travel an unreasonable distance to school. It is noted that school transport to the school would be provided in accordance with Gwynedd Council's Transport Policy where applicable, and it is not anticipated that any learner from the Nebo catchment would be required to travel an unreasonable distance to the school or use routes to the school that are considered unsafe.

When considering the latest pupils numbers' data from January 2026, it is anticipated that 8 seat transport would need to be arranged to transport learners from the current catchment area of Ysgol Nebo who would be eligible for transport (in accordance with Cyngor Gwynedd's transport policy) to Ysgol Llanllyfni. The transport costs are estimated to be around £17,000 per year.

If there was an increase in the number of learners in the catchment area in the future, then it may mean that it would be necessary to provide a school bus to transport learners from the current catchment area of Ysgol Nebo who would be eligible for transport (in accordance with Cyngor Gwynedd transport policy). These transport costs are estimated to be around £30,000 per year.

As a result, it is anticipated that the option to close Ysgol Nebo and transfer learners to Ysgol Llanllyfni would lead to additional transport costs for the Authority. These costs are estimated to be around £17,000 - £30,000 per year to provide transport should all the learners in the Ysgol Nebo catchment area chose to attend Ysgol Llanllyfni.

ASSESSMENT OF THE LIKELY IMPACT ON THE COMMUNITY –

YSGOL NEBO

May 2025

1. INTRODUCTION

When developing proposals for the organisation of schools, the Authority is required to assess the likely impact on the community, in accordance with the School Organisation Code (011/2018).

Background

Ysgol Nebo is a community school located in the village of Nebo, which is about three miles from Penygroes, and which provides education for learners between the ages of 3-11. There has been a reduction in the numbers of learners at Ysgol Nebo over the past few years. By now, January 2026, only 11 Reception to Year 6 learners and 1 Nursery learner attend the school.

At their meeting on 11 February 2025, the Cabinet supported a recommendation to begin formal discussions with Ysgol Nebo stakeholders to consider options for the future. Between March and July 2025, 3 local meetings were held with Ysgol Nebo's stakeholders where several options were proposed and discussed.

On 14 October 2025, the Cyngor Gwynedd Cabinet decided to undertake a statutory consultation process on a proposal to close Ysgol Nebo on 31 December 2026, and to provide a place for learners at Ysgol Llanllyfni from 1 January 2027 onwards, in accordance with the requirements of Section 48 of the School Standards and Organisation (Wales) Act 2013.

2. THE OPTIONS

The Authority considered and discussed several options for the future of Ysgol Nebo, including:

- *Do nothing - continue with the school's current structure*
- *Federate with a neighbouring school*

This option would ensure continuity in the school's presence in the village of Nebo through a collaborative arrangement with a nearby school or schools, led by a headteacher or headteachers and one governing body. The identity of the school in question (including name, ethos, and school uniform) would continue, and it would enable the possibility of sharing staff, resources, buildings, and expertise.

The possibility of federating with neighbouring schools was considered, specifically Ysgol Llanllyfni and Ysgol Bro Lleu.

- *Federating with another school adding a specialist unit for children with additional learning at Ysgol Nebo.*

This option would ensure continuity in the school's presence in the village of Nebo through a collaborative arrangement with a nearby school or schools, led by a headteacher or headteachers and one governing body. The identity of the school in question (including name, ethos, and school uniform) would continue, and it would enable the possibility of sharing staff, resources, buildings, and expertise.

The possibility of federating with neighbouring schools was considered, specifically Ysgol Llanllyfni and Ysgol Bro Lleu.

In addition to federating, this option would also include adding a location for a ALN unit on the school site.

- *Close Ysgol Nebo and offer the learners a place in a nearby school (Ysgol Llanllyfni)*

This option would mean that Ysgol Nebo would close, and that learners from the current catchment area of Ysgol Nebo would be offered a place at Ysgol Llanllyfni (the alternative school).

- *Ysgol Nebo to develop into a specialist location for some individual subjects (unique opportunities to carry out fieldwork)*

This option would mean that Ysgol Nebo would continue and develop into a specialist location for some individual subjects.

- *Ysgol Nebo to offer a specialist unit for supporting children with additional learning needs, where mainstream education is challenging for them.*

This option would mean adding an area for an ALN unit on the school site to offer provision for children with ALN.

- *Ysgol Nebo to offer a language unit for the Dyffryn Nantlle catchment area*

This option would mean adding a language immersion unit on the school site in order to offer an immersion service in Welsh to new speakers

- *Establishing a school on more than one site - Multi-site School*

This option would mean merging a number of local schools, by closing the schools and establishing one multi-site school which would include the Ysgol Nebo site. The option would enable the possibility of sharing resources, buildings, and expertise.

This model would ensure continuity in the presence of a school site in the village of Nebo by establishing a multi-site school, led by a headteacher and one governing body.

Reasonable alternative options considered following the statutory consultation:

- *"Ysgol Nebo to offer a site as provision to support and nurture children with social and emotional needs, where mainstream education is challenging for them, including pupils with IDP for social, emotional and behavioural needs and other young people with mental health needs including anxiety and neurodiversity."*

This option would mean retaining Ysgol Nebo and developing it as a site offering specialist provision for children and young people for whom mainstream education is challenging. The provision would support pupils with Additional Learning Needs, including social, emotional and behavioural needs, as well as young people with mental health needs such as anxiety and neurodiversity.

- *Develop Ysgol Nebo as a Transition Unit to Support the Integration of ALN Pupils into Mainstream Education*

This option would mean retaining Ysgol Nebo and developing it as a Transition Unit to provide temporary support for pupils with Additional Learning Needs before or during their integration into mainstream education. The provision would focus on structured support to facilitate an effective transition.

- *Federalisation of Ysgol Nebo and Ysgol Baladeulyn*

This option would ensure the continued presence of Ysgol Nebo through a federation arrangement with Ysgol Baladeulyn. The schools would operate under the leadership of a single headteacher or leadership team and a single federal governing body. The identity of each school—including name, ethos and uniform—would remain, with the possibility of sharing staff, resources and expertise.

- *Federal Governing Body across Catchment Area Schools*

This option would involve establishing a federal governing body across the schools in the catchment to strengthen collaboration and strategic oversight. The arrangement would enable the sharing of expertise and a common strategic direction while maintaining the presence and identity of individual schools.

3. SUMMARY OF THE CATCHMENT AREA

3.1 The Area

Ysgol Nebo is located in the rural village of Nebo, which is about three miles from Penygroes in Gwynedd within Clynnog Ward. According to the 2021 census, 1,300 people live in Clynnog ward. The catchment area of Ysgol Nebo includes part of the Clynnog ward as well as part of the Llanllyfni ward.

3.2 The Economy

According to the 2021 census, there are 55.1% of people aged between 16 and 74 within the Clynnog ward are economically active, and 1.1% of these are unemployed. There are 43.4% of people in the same age group are economically inactive with 3.4% of these ill or disabled for a long period.

According to the 2021 census, there are 52.8% of people aged between 16 and 74 within the Llanllyfni ward are economically active, and 3.8% of these are unemployed. There are 43.4% of people in the same age group are economically inactive with 3.4% of these ill or disabled for a long period.

The type of industry in which the population is active is varied in the area, with the highest rate (16.5%) working in the health and social work field. (2021 Census)

According to data from the 'Index of Multiple Deprivation Wales (2025)' the employment rate of Llanllyfni and Clynnog ward compared to other wards in Wales gives a rank of 1152 out of 1917 wards. Therefore, Llanllyfni and Clynnog ward is within the 50% least deprived in Wales.

3.3 Deprivation

Llanllyfni and Chlynnog Ward is ranked within the most deprived 20%-30% in Wales (rank 546 out of 1917 wards).

A number of areas make up this overall index, including income, employment, health, education, access to services, community safety, physical environment, and housing.

It is noted that Llanllyfni and Chlynnog ward is within the 10% most deprived areas in Wales in the 'Housing' field. The indicators in this area are the proportion of people living in overcrowded homes (use of bedrooms), and the proportion of people living in homes without central heating.

In addition, the ward of Llanllyfni and Chlynnog is within the 10% of the most deprived areas in Wales in the area of 'access to services', i.e. deprivation because people are unable to access a variety of services that are considered essential for day-to-day living. The indicators include average public and private travel times to a number of services such as food shops, doctor's surgery, primary and secondary schools, post office, public library, pharmacy, leisure centre and private travel time to a petrol station.

Below is a summary of how the Llanllyfni and Clynnog area is situated in the context of other areas in Wales according to the Welsh Index of Multiple Deprivation (2025):

Area	Rank in Wales, out of 1909 areas. (1 = most deprived and 1909 = least deprived)	Most deprived % in Wales
Employment	1152	
Income	778	
Health	1247	
Education	835	
Housing	47	Within the most deprived 10%

Physical environment	448	
Access to services	86	Within the most deprived 10%
Community safety	767	

3.4 The Community

There is no community center in the village of Nebo. The residents of Nebo and Nasareth regularly make use of the 'community room' located at Ysgol Nebo to hold community events and occasions. Here are some of the social events and occasions held in the community room at Ysgol Nebo:

- Monthly meetings of the Nebo and Nasareth Area Committee
- Local Clubs (Monday Club, Knitting and Crochet Club, Social Evenings, Gardening Club)
- First Aid with St John Ambulance: Training on CPR and the use of defibrillators at the School and Nasareth Chapel
- Welsh lessons for learners
- Refreshments after local trips and the Craig Goch Mountain Race
- Remembrance Sunday service
- Protecting the environment: Organising litter-picking sessions and taking action to prevent dog fouling

4. YSGOL NEBO AND NEARBY SCHOOLS

4.1 The context of the schools according to the Estyn Inspection Reports

As part of Estyn's reports, the schools are placed in context, and their community relations are detailed. This is the context given to Ysgol Nebo, Ysgol Llanllyfni and Ysgol Bro Lleu by Estyn inspectors.

Ysgol Nebo

"Ysgol Nebo is about three miles from Penygroes in Gwynedd. Welsh is the main medium and life of the school."

Source: Estyn Report, November 2017

Ysgol Llanllyfni

"The school is an inclusive learning community that fosters the values of Welshness, courtesy and respect successfully, by supporting pupils to achieve well. Staff use the Welsh language purposefully which has a positive effect on the development of pupils' oral skills from an early age."

Source: Estyn Report, October 2025

Ysgol Bro Lleu

"Ysgol Bro Lleu is a happy, friendly and inclusive school that places a strong emphasis on respecting every member of the community. Its vision of giving every pupil the best opportunity permeates all the school's activities. As a result, the pupils' attitudes to their learning are firm and their behaviour is excellent."

Source: Estyn Report, April 2023

4.2 Statistical information

The table below shows the numbers of Ysgol Nebo and the other schools within the catchment area of Ysgol Dyffryn Nantlle. This table also shows the school's capacity and number on the roll in January 2026. All schools teach through the medium of Welsh.

School	Full Capacity (N – BI6)	Number on the register January 2026 (N – BI6)	Legal Category	Language Category
Baladeulyn	62	8	Community School	Welsh Medium, Category 3
Talysarn	104	98	Community School	Welsh Medium, Category 3
Bro Llew	207	189	Community School	Welsh Medium, Category 3
Llanllyfni	117	71	Community School	Welsh Medium, Category 3
Nebo	58	12	Community School	Welsh Medium, Category 3
Brynaerau	81	54	Community School	Welsh Medium, Category 3
Bro Llifon	196	149	Community School	Welsh Medium, Category 3

Source: PLASC January 2026 Census

4.3 Catchment information and learners' choice of schools

Each school has a specific catchment area which it serves, and which is important in terms of the Council's access and transport policy. Learners do not have to attend their catchment area school; the choice is up to parents (in accordance with the admission policy).

The latest data (January 2026 data) shows that 78% of children who live in Ysgol Nebo's catchment area attend schools outside the catchment area. The table below indicates the proportion of learners (Nursery – Yr. 6) who live in the catchment area and attend the catchment area school, and the proportion of learners from outside the catchment area who attend the school.

School	Proportion of catchment area learners who attend the catchment area school	Proportion of the school's learners who live within the school catchment area	Proportion of learners from outside the catchment area who attend the school
Nebo	22%	17%	83%
Llanllyfni	55%	73%	27%

Source: January 2026 GIS Data

4.4 Summary of the various facilities in the community of Nebo and Llanllyfni (September 2025)

	Nebo	Llanllyfni
Village Hall / Community Centre		
Chapel/Church		✓
Public Transport	✓	✓
Shop		
Café/Pub		
Post Office		
Pharmacy		
Library		
Children's Playing Field	✓	
Bank		
Residential Home for the Elderly		
Leisure Centre		

Garage		
Tourism Attraction	✓	
Cylch Ti a Fi + Cylch Meithrin		✓

*Added as a result of the responses received to the consultation

4.5 A summary of the schools' use outside the school's core hours:

A summary of community or extra-curricular use of the local school buildings is provided below:

	Nebo	Llanllyfni	Baladeulyn	Bro Lleu	Bro Llifon	Brynaerau	Talysarn
Playgroups (School Holidays)							
Aelwyd yr Urdd		✓					
Plays							
Voluntary Groups	✓	✓					
Morning/Evening Coffee	✓	✓	✓			✓	✓
Community Auction							
Choir Practice							
Welsh for Adults							
Town/Community Council Meeting							
Nursery School		✓					
Club/Sports Activity		✓			✓		
After School Club		✓		✓	✓	✓	✓
Local Interest Club	✓						

As there is no community center in the village of Nebo, the residents of Nebo and Nasareth make regular use of Ysgol Nebo's 'community room' for community occasions and events (as noted in 3.4 above).

A Cylch Meithrin is located on the site of Ysgol Llanllyfni, providing early years care and education through the medium of Welsh for pre-school children. The collaboration with Ysgol Llanllyfni ensures a smooth transition for children from the Cylch to the nursery class. The Cylch provides places for children aged 2 to 4, and offers 'Dechrau'n Deg' provisions, the 10-hour Early Years Education (Foundation Learning) program, along with wraparound care for nursery-aged children of Ysgol Llanllyfni and nearby schools. The Cylch Meithrin is also part of the Childcare Scheme, a program offering up to 30 hours per week of free early years childcare. Children can take advantage of the Childcare Offer from the start of the term following their third birthday until September after they turn 4.

There are no early years provisions at Ysgol Nebo, except for the school's nursery class.

4.6 Summary of activities or groups that the schools are regularly involved with:

	Nebo	Llanllyfni
Cylch Meithrin/Ti a Fi		✓
Eisteddfodau (Local/County/National)	✓	✓
Urdd	✓	
Other activities (sports/clubs)		✓

4.7 If buildings, rooms, facilities or services are provided by a school on behalf of the community, where would they be provided if the school is closed?

School	Where will facilities be provided if it closes
Nebo	A number of community events are held in the Ysgol Nebo building. If the Cabinet decided to proceed with the proposal to close Ysgol Nebo, options for the post-use of the school building would have to be considered, taking into account the community activities that are currently being held at the school.

4.8 Information about distance and travel time to other schools in the catchment area

The table below indicates the distance and travel time between schools in the area. We see that Ysgol Llanllyfni is the closest to Ysgol Nebo. The journey times below consider the nature of the lanes and the effect this can have on journey times in a rural area.

Ysgol		Nebo
Llanllyfni	Miles	1.6
	Minutes	5
Bro Lleu	Miles	2.6
	Minutes	9
Talsarn	Miles	3.8
	Minutes	11
Baladeulyn	Miles	5.8
	Minutes	14
Brynaerau	Miles	5.3
	Minutes	14
Bro Llifon	Miles	5.5
	Minutes	11

Source: Google Maps 2025

5. ASSESSMENT OF THE LIKELY IMPACT ON THE COMMUNITY

In order to assess the community impact of the possible models, it was decided to create criteria in accordance with the recommendations of the community assessment considerations of the School Organisation Code 011/2018.

OPTION 1: NO CHANGE – CONTINUE WITH THE CURRENT STRUCTURE

Impact Criteria	Description	Status of the impact and the work
Impact on Health and well-being	There would be no change to the current provision – as a result no impact is anticipated on health and well-being.	Neutral
The implications of the change on public transport provisions	As there would be no change to the current provision no impact on public transport provision is anticipated. Any transport required to Ysgol Nebo for eligible catchment area learners would continue in accordance with the County's Transport Policy.	Neutral
Impact on other facilities / services provided at the school	There would be no change to the provision, therefore no impact on the current use of the school is anticipated.	Neutral
Impact on wider community safety	There would be no change to the provision, therefore no impact is anticipated on wider community safety.	Neutral
Would the option encourage families and school age children to leave the community, or that young families are less likely to move into the community	There would be no change to the provision. As a result, it is not expected that the option would encourage families with school-age children to leave the community, or that young families are less likely to move into the community.	Neutral
Impact on other services provided locally	There would be no change to what is currently provided, therefore no impact on other local services is anticipated.	Neutral
Adverse effect on the wider economy of the community	There would be no change to what is currently being provided therefore no adverse impact on the wider economy of the community is anticipated.	Neutral
General impact on the local community	There would be no change to what is currently provided therefore no impact on the local community is anticipated.	Neutral

OPTION 2: FEDERATING WITH A NEARBY SCHOOL

Impact Criteria	Description	Status of the impact and the work
Impact on Health and well-being	As federation would mean that Ysgol Nebo would remain open there would be no change to the current provision, as a result, no impact on health and well-being is anticipated.	Neutral
The implications of the change on public transport provisions	As federation would mean that Ysgol Nebo would remain open, no impact on the provision of public transport is anticipated. Any transport required to Ysgol Nebo for eligible catchment area learners would continue in accordance with the County's Transport Policy.	Neutral
Impact on other facilities / services provided at the school	As federation would mean that Ysgol Nebo would remain open, no change to the current use of the school is foreseen.	Neutral
Impact on wider community safety	As federation would mean that Ysgol Nebo would remain open no change is anticipated to impact on wider community safety.	Neutral
Would the option encourage families and school age children to leave the community, or that young families are less likely to move into the community	As federation would mean that Ysgol Nebo would remain open, no impact is foreseen on how parents choose a school for their children or affect the choice of living in the catchment area or not. A high proportion of children in the catchment area already attend schools outside the catchment area (78%). As a result, it is not expected that the option would encourage families with school-age children to leave the community, or that young families are less likely to move into the community.	Neutral
Impact on other services provided locally	As federation would mean that Ysgol Nebo would remain open, no impact is foreseen to what is currently being provided, therefore no impact on other local services is foreseen.	Neutral
Adverse effect on the wider economy of the community	As federation would mean that Ysgol Nebo would remain open, no impact is foreseen on what is currently being provided, therefore no adverse effect on the wider economy of the community is anticipated.	Neutral
General impact on the local community	As federation would mean that Ysgol Nebo would remain open, no impact is foreseen to what is currently being provided, as a result no impact on the local community is anticipated. However, opportunities are identified for the community of Nebo and the communities of the schools that would be part of the federation to come together.	Neutral

OPTION 3: FEDERATING WITH A NEARBY SCHOOL ADDING A SPECIALIST UNIT FOR CHILDREN WITH ADDITIONAL LEARNING NEEDS AT YSGOL NEBO

Impact Criteria	Description	Status of the impact and the work
Impact on Health and well-being	It is not anticipated that this option would have an impact on health and well-being, as Ysgol Nebo School would continue, but as part of a federation with a neighbouring school, with an additional learning needs unit also being located on the site.	Neutral
The implications of the change on public transport provisions	This option is not expected to effect public transport provision as Ysgol Nebo would continue, but as part of a federation with a neighbouring school, with a unit for additional learning needs also located on the site. Any transport required to Ysgol Nebo for eligible catchment area learners will continue in accordance with the County's Transport Policy.	Neutral
Impact on other facilities / services provided at the school	As federating would mean that Ysgol Nebo would remain open, there would be no change to the current provision, therefore no impact on this criterion is anticipated.	Neutral
Impact on wider community safety	It is not anticipated that this option would have an impact on wider community safety as Ysgol Nebo would continue, with provision for an additional learning needs unit also being located on the site.	Neutral
Would the option encourage families and school age children to leave the community, or that young families are less likely to move into the community	It is not anticipated that this option would encourage families and school-aged children to leave the community, or that young families are less likely to move into the community, as Ysgol Nebo would continue, with an ALN unit also located on site. A high proportion of catchment area children already attend out-of-catchment schools (78%).	Neutral
Impact on other services provided locally	It is not anticipated that this option would have an impact on other services provided locally, as Ysgol Nebo would continue, with an additional learning needs unit also located on the site.	Neutral
Adverse effect on the wider economy of the community	It is not anticipated that this option would have an impact on the wider community economy, as Ysgol Nebo would continue, with an additional learning needs unit also being located on the site.	Neutral
General impact on the local community	It is not expected that this option would have an impact on the community, as Ysgol Nebo would continue, with an additional learning needs unit also being located on site. However, opportunities are noted for the Nebo community and the communities of the schools that would be part of the federation to come together.	Neutral

OPTION 4: CLOSE YSGOL NEBO AND OFFER THE LEARNERS A PLACE IN A NEARBY SCHOOL (YSGOL LLANLYFNI)

Impact Criteria	Description	Status of the impact and the work
Impact on Health and well-being	As the alternative school is located about a mile and a half from Ysgol Nebo, and further from the homes of learners in the catchment area, we do not anticipate that Ysgol Nebo learners would be likely to walk to the alternative school. It is anticipated that being in a larger school such as Ysgol Llanllyfni would offer more opportunities to play and participate in team sports and therefore contribute positively towards the health and well-being of learners.	Neutral
The implications of the change on public transport provisions	It is not anticipated that there will be any impact on public transport provision as any transport to an alternative school as a result of any change will be arranged specifically for learners in the catchment area who are eligible in accordance with the County's Transport Policy.	Neutral
Impact on other facilities / services provided at the school	The community makes regular use of the Ysgol Nebo building in order to host community events. If the school were to close, these provisions would need to be considered when discussing the future use of the school building, should the proposal be implemented. <i>During the statutory consultation, attention was drawn to the regular and significant use made of Ysgol Nebo's building by the local community as a venue for meetings, activities and community events. Concerns were raised that losing this use, if the proposal were implemented and the school were to close, could affect opportunities for the community to meet and hold local activities. The Council notes these concerns and acknowledges that community use would need to be considered when discussing any options for the future use of the school building, should the proposal be implemented.</i>	Negative
Impact on wider community safety	No impact is anticipated to impact on wider community safety.	Neutral
Would the option encourage families and school age children to leave the community, or that young families are less likely to move into the community	<i>During the statutory consultation, some respondents expressed concern that closing the school, if the proposal were implemented, could influence the decisions of young families about whether to remain in the community or move into it, given the importance of the school as a local asset. The Council notes this concern; however, considering the current patterns of school choice, including the fact that a substantial proportion of children in the catchment already attend out-of-catchment schools, there is no clear evidence that the proposal, if implemented, would directly lead to families leaving or to a significant reduction in families moving into the community.</i> Based on the available evidence, the Council's view is that a high proportion of children in the catchment already attend out-of-catchment schools (78%), with 44% of primary-aged children from the Ysgol Nebo catchment already attending Ysgol Llanllyfni. As a result, the Council does not anticipate that families and young children would leave the community if the school were to close. In addition, given that the alternative school is located 1.6 miles from Ysgol Nebo, the Council does not foresee that the option would encourage school-aged children and families to leave the community, nor that it would make young families less likely to move into the area.	Neutral
Impact on other services provided locally	<i>During the statutory consultation, some respondents expressed concern that closing the school, given its role as a community asset and focal point, could have a wider impact on local activities and services, particularly in a rural village with very limited alternative facilities.</i> Based on the available evidence, the Council's view is that a high proportion of children in the catchment already attend out-of-catchment schools. As a	Neutral

	result, the Council cannot conclude that closing the school would have a direct impact on other services provided locally.	
Adverse effect on the wider economy of the community	As the majority of children in the catchment area attend schools outside the catchment area, it is not anticipated that the closure of Ysgol Nebo would have an impact on the wider economy of the community.	Neutral
General impact on the local community	During the local discussions, stakeholders highlighted the importance of the school to the community in the village of Nebo, noting the regular use made of the school building by the community. <i>During the statutory consultation, further concerns were expressed regarding the community implications should the school close, with several responses emphasising that Ysgol Nebo is currently the only place in the village where members of the community can meet and hold social activities. It was noted that losing the school as a community focal point could weaken community cohesion, reduce opportunities for social interaction, and have a negative impact on the long-term vitality and sustainability of the rural community.</i> The Council acknowledges that there would likely be some negative impact on the community if the option to close Ysgol Nebo were implemented, as this would result in the loss of a school within the Nebo community as a community hub. The concerns raised during the consultation regarding the implications for community vitality are recognised. In addition, if Ysgol Nebo were to close, it is acknowledged that the nearest local school would be further from homes within the current Ysgol Nebo catchment, and from a deprivation perspective, this would mean that one of the 'access to services' indicators would move further away from residents in the area. As a result, it is anticipated that there would be some negative impact on the local community if the school were to close. However, it should be noted that a high percentage of children from the catchment already attend out-of-catchment schools (78%). Should the Cabinet decide to proceed with the closure of Ysgol Nebo, the Council would seek to mitigate the impact on the community by encouraging and supporting continued links between the Nebo community and the alternative school, promoting community collaboration where appropriate, and ensuring that residents and families are aware of the opportunities, facilities and activities available at the alternative school. In addition, it is noted that if a decision were made to close the school, the Authority's Post-Use Policy would act as a framework for further discussions regarding appropriate options for the future use of the school building, including community use where appropriate, in order to help mitigate any negative impact on the local community.	Negative

OPTION 5: YSGOL NEBO TO DEVELOP INTO A SPECIALIST LOCATION FOR SOME INDIVIDUAL SUBJECTS (UNIQUE OPPORTUNITIES TO CARRY OUT FIELD WORK)

Impact Criteria	Description	Status of the impact and the work
Impact on Health and well-being	As the provision on the Ysgol Nebo site would continue, it is not anticipated that this option would have a negative impact on health and well-being.	Neutral
The implications of the change on public transport provisions	As the provision on the Ysgol Nebo site would continue, no impact on public transport provision is anticipated if this option were to be implemented. Any transport required to Ysgol Nebo for eligible catchment area learners would continue in accordance with the County's Transport Policy.	Neutral
Impact on other facilities / services provided at the school	As the provision on the Ysgol Nebo site would continue, it is not anticipated that this option would affect this criteria.	Neutral
Impact on wider community safety	It is not anticipated that this option would have an impact on wider community safety as Ysgol Nebo would continue.	Neutral
Would the option encourage families and school age children to leave the community, or that young families are less likely to move into the community	It is not anticipated that this option would encourage families and school aged children to leave the community, or that young families are less likely to move into the community, as Ysgol Nebo would continue.	Neutral
Impact on other services provided locally	It is not anticipated that this option would have an impact on other services provided locally, as Ysgol Nebo would continue.	Neutral
Adverse effect on the wider economy of the community	It is not anticipated that this option would have an impact on the wider economy of the community, as Ysgol Nebo would continue.	Neutral
General impact on the local community	It is not anticipated that this option would have an impact on the community, as Ysgol Nebo would continue.	Neutral

OPTION 6: YSGOL NEBO TO OFFER A SPECIALIST UNIT FOR SUPPORTING CHILDREN WITH ADDITIONAL LEARNING NEEDS, WHERE MAINSTREAM EDUCATION IS CHALLENGING

Impact Criteria	Description	Status of the impact and the work
Impact on Health and well-being	It is not anticipated that this option would have an impact on health and well-being as Ysgol Nebo would continue, with a specialist unit for supporting children with additional learning needs also located on the site.	Neutral
The implications of the change on public transport provisions	It is not anticipated that this option would have an impact on public transport provision as Ysgol Nebo would continue, with a specialist unit for supporting children with additional learning needs also located on site.	Neutral
Impact on other facilities / services provided at the school	It is not anticipated that this option would have an impact on this criteria as Ysgol Nebo would continue, with a specialist unit for supporting children with additional learning needs also located on the site.	Neutral
Impact on wider community safety	It is not anticipated that this option would have an impact on wider community safety as Ysgol Nebo would continue, with a specialist unit for supporting children with additional learning needs also located on site.	Neutral
Would the option encourage families and school age children to leave the community, or that young families are less likely to move into the community	It is not anticipated that this option would encourage families and school aged children to leave the community, or that young families are less likely to move into the community, as Ysgol Nebo would continue, with a specialist unit for supporting children with additional learning needs also located on the site.	Neutral
Impact on other services provided locally	It is not anticipated that this option would have an impact on other services provided locally, as Ysgol Nebo would continue, with a specialist unit for supporting children with additional learning needs also located on site.	Neutral
Adverse effect on the wider economy of the community	It is not anticipated that this option would have an impact on the wider economy of the community, as Ysgol Nebo would continue, with a specialist unit for supporting children with additional learning needs also located on site.	Neutral
General impact on the local community	It is not anticipated that this option would have an impact on the community, as Ysgol Nebo would continue, with a specialist unit for supporting children with additional learning needs also located on the site.	Neutral

OPTION 7: YSGOL NEBO TO OFFER A LANGUAGE UNIT FOR DYFFRYN NANTLLE CATCHMENT AREA

Impact Criteria	Description	Status of the impact and the work
Impact on Health and well-being	It is not anticipated that this option would have an impact on health and well-being as Ysgol Nebo would continue, with the provision of a language unit also located on the site.	Neutral
The implications of the change on public transport provisions	It is not anticipated that this option would have an impact on the provision of public transport as Ysgol Nebo would continue, with the provision of a language unit also located on the site.	Neutral
Impact on other facilities / services provided at the school	It is not anticipated that this option would have an impact on this criterion as Ysgol Nebo would continue, with the provision of a language unit also located on the site.	Neutral
Impact on wider community safety	It is not anticipated that this option would have an impact on wider community safety as Ysgol Nebo would continue, with the provision of a language unit also located on the site.	Neutral
Would the option encourage families and school age children to leave the community, or that young families are less likely to move into the community	It is not anticipated that this option would encourage families and school aged children to leave the community, or that young families are less likely to move into the community, as Ysgol Nebo would continue, with the provision of a language unit also located on the site.	Neutral
Impact on other services provided locally	It is not anticipated that this option would have an impact on other services provided locally, as Ysgol Nebo would continue, with the provision of a language unit also located on site.	Neutral
Adverse effect on the wider economy of the community	It is not anticipated that this option would have an impact on the wider economy of the community, as Ysgol Nebo would continue, with the provision of a language unit also located on the site.	Neutral
General impact on the local community	It is not anticipated that this option would have an impact on the community, as Ysgol Nebo would continue, with the provision of a language unit also located on the site.	Neutral

OPTION 8: ESTABLISH A SCHOOL ON MORE THAN ONE SITE – A MULTI-SITE SCHOOL

Impact Criteria	Description	Status of the impact and the work
Impact on Health and well-being	As the provision on the Ysgol Nebo site would continue, it is not anticipated that this option would have a negative impact on health and well-being.	Neutral
The implications of the change on public transport provisions	As the provision on the Ysgol Nebo site would continue, no impact on public transport provision is anticipated if this option were to be implemented. Any transport required to the Ysgol Nebo school site for eligible catchment area learners would continue in accordance with the County's Transport Policy.	Neutral
Impact on other facilities / services provided at the school	As the Ysgol Nebo site would continue as part of the multi-site school, it is not anticipated that the implementation of this option would have an impact on other facilities/services provided at the school.	Neutral
Impact on wider community safety	No impact on wider community safety is anticipated, as education provision would continue on the Ysgol Nebo site.	Neutral
Would the option encourage families and school age children to leave the community, or that young families are less likely to move into the community	No impact is foreseen on these criteria, as education provision would continue on the Ysgol Nebo site.	Neutral
Impact on other services provided locally	As the Ysgol Nebo site would continue as part of the multi-site school, no impact on other local services is anticipated.	Neutral
Adverse effect on the wider economy of the community	It is not anticipated that this option would affect what is currently provided so no adverse impact on the wider economy of the community is anticipated.	Neutral
General impact on the local community	As the Ysgol Nebo site would continue, it is anticipated that the general impact on the local community would be neutral if this option were to be implemented.	Neutral

OPTION 15.1: "Ysgol Nebo to offer a site as provision to support and nurture children with social and emotional needs, where mainstream education is challenging for them, including pupils with IDP for social, emotional and behavioural needs and other young people with mental health needs including anxiety and neurodiversity."

Impact Criteria	Description	Status of the impact and the work
Impact on Health and well-being	It is not anticipated that this option would have an impact on health and wellbeing, as Ysgol Nebo would remain open, providing provision to support and nurture children with social and emotional needs, where mainstream education is challenging for them, including pupils with ALN for social, emotional and behavioural needs and other young people with mental health needs including anxiety and neurodiversity.	Neutral
The implications of the change on public transport provisions	It is not anticipated that this option would have an impact on the provision of public transport, as Ysgol Nebo would remain open, providing provision to support and nurture children with social and emotional needs, where mainstream education is challenging for them, including pupils with ALN for social, emotional and behavioural needs and other young people with mental health needs including anxiety and neurodiversity.	Neutral
Impact on other facilities / services provided at the school	It is not anticipated that this option would have an impact on this criterion, as Ysgol Nebo would remain open, providing provision to support and nurture children with social and emotional needs, where mainstream education is challenging for them, including pupils with ALN for social, emotional and behavioural needs and other young people with mental health needs including anxiety and neurodiversity.	Neutral
Impact on wider community safety	It is not anticipated that this option would encourage families and school-aged children to leave the community, nor that young families would be less likely to move into the area, as Ysgol Nebo would remain open, providing provision to support and nurture children with social and emotional needs, where mainstream education is challenging for them, including pupils with ALN for social, emotional and behavioural needs and other young people with mental health needs including anxiety and neurodiversity.	Neutral
Would the option encourage families and school age children to leave the community, or that young families are less likely to move into the community	It is not anticipated that this option would have an impact on the wider community economy, as Ysgol Nebo would remain open, providing provision to support and nurture children with social and emotional needs, where mainstream education is challenging for them, including pupils with ALN for social, emotional and behavioural needs and other young people with mental health needs including anxiety and neurodiversity.	Neutral
Impact on other services provided locally	It is not anticipated that this option would have an impact on other services provided locally, as Ysgol Nebo would remain open, providing provision to support and nurture children with social and emotional needs, where mainstream education is challenging for them, including pupils with ALN for social, emotional and behavioural needs and other young people with mental health needs including anxiety and neurodiversity.	Neutral
Adverse effect on the wider economy of the community	It is not anticipated that this option would have an impact on the wider community economy, as Ysgol Nebo would remain open, providing provision to support and nurture children with social and emotional needs, where mainstream education is challenging for them, including pupils with ALN for social, emotional and behavioural needs and other young people with mental health needs including anxiety and neurodiversity.	Neutral
General impact on the local community	It is not anticipated that this option would have an impact on the community, as Ysgol Nebo would remain open, providing provision to support and nurture children with social and emotional needs, where mainstream education is challenging for them, including	Neutral

	pupils with ALN for social, emotional and behavioural needs and other young people with mental health needs including anxiety and neurodiversity.	

OPTION 15.2: Develop Ysgol Nebo as a Transition Unit to Support the Integration of ALN Pupils into Mainstream Education

Impact Criteria	Description	Status of the impact and the work
Impact on Health and well-being	It is not anticipated that this option would have an impact on health and wellbeing, as Ysgol Nebo would remain open, providing provision to support and nurture children with social and emotional needs, where mainstream education is challenging for them, including pupils with ALN for social, emotional and behavioural needs and other young people with mental health needs including anxiety and neurodiversity.	Neutral
The implications of the change on public transport provisions	It is not anticipated that this option would have an impact on the provision of public transport, as Ysgol Nebo would remain open, providing provision to support and nurture children with social and emotional needs, where mainstream education is challenging for them, including pupils with ALN for social, emotional and behavioural needs and other young people with mental health needs including anxiety and neurodiversity.	Neutral
Impact on other facilities / services provided at the school	It is not anticipated that this option would have an impact on this criterion, as Ysgol Nebo would remain open, providing provision to support and nurture children with social and emotional needs, where mainstream education is challenging for them, including pupils with ALN for social, emotional and behavioural needs and other young people with mental health needs including anxiety and neurodiversity.	Neutral
Impact on wider community safety	It is not anticipated that this option would have an impact on wider community safety, as Ysgol Nebo would remain open, providing provision to support and nurture children with social and emotional needs, where mainstream education is challenging for them, including pupils with ALN for social, emotional and behavioural needs and other young people with mental health needs including anxiety and neurodiversity.	Neutral
Would the option encourage families and school age children to leave the community, or that young families are less likely to move into the community	It is not anticipated that this option would encourage families and school-aged children to leave the community, nor that young families would be less likely to move into the area, as Ysgol Nebo would remain open, providing provision to support and nurture children with social and emotional needs, where mainstream education is challenging for them, including pupils with ALN for social, emotional and behavioural needs and other young people with mental health needs including anxiety and neurodiversity.	Neutral
Impact on other services provided locally	It is not anticipated that this option would have an impact on other services provided locally, as Ysgol Nebo would remain open, providing provision to support and nurture children with social and emotional needs, where mainstream education is challenging for them, including pupils with ALN for social, emotional and behavioural needs and other young people with mental health needs including anxiety and neurodiversity.	Neutral
Adverse effect on the wider economy of the community	It is not anticipated that this option would have an impact on the wider community economy, as Ysgol Nebo would remain open, providing provision to support and nurture children with social and emotional needs, where mainstream education is challenging for them, including pupils with ALN for social, emotional and behavioural needs and other young people with mental health needs including anxiety and neurodiversity.	Neutral

General impact on the local community	It is not anticipated that this option would have an impact on the community, as Ysgol Nebo would remain open, providing provision to support and nurture children with social and emotional needs, where mainstream education is challenging for them, including pupils with ALN for social, emotional and behavioural needs and other young people with mental health needs including anxiety and neurodiversity.	Neutral

OPTION 15.5: *Federalisation of Ysgol Nebo and Ysgol Baladeulyn*

Impact Criteria	Description	Status of the impact and the work
Impact on Health and well-being	As federation would mean that Ysgol Nebo would remain open, with no change to the current provision, no impact on health and wellbeing is anticipated.	Neutral
The implications of the change on public transport provisions	As federation would mean that Ysgol Nebo would remain open, no impact on the provision of public transport is anticipated. Any transport required for eligible learners within Ysgol Nebo's catchment area would continue in accordance with the Council's Transport Policy.	Neutral
Impact on other facilities / services provided at the school	As federation would mean that Ysgol Nebo would remain open, no change to the school's current use is anticipated.	Neutral
Impact on wider community safety	As federation would mean that Ysgol Nebo would remain open, no impact on wider community safety is anticipated.	Neutral
Would the option encourage families and school age children to leave the community, or that young families are less likely to move into the community	As federation would mean that Ysgol Nebo would remain open, no impact is anticipated on how parents choose a school for their children, nor on decisions about whether to live within the catchment area. A high proportion of children from the catchment already attend out-of-catchment schools (78%). As a result, it is not anticipated that this option would encourage families and school-aged children to leave the community, nor make young families less likely to move into the area.	Neutral
Impact on other services provided locally	As federation would mean that Ysgol Nebo would remain open, no impact is anticipated on what is currently provided, and therefore no impact is expected on other local services.	Neutral
Adverse effect on the wider economy of the community	As federation would mean that Ysgol Nebo would remain open, no impact is anticipated on what is currently provided, and therefore no adverse impact on the wider community economy is expected.	Neutral
General impact on the local community	As federation would mean that Ysgol Nebo would remain open, no impact is anticipated on what is currently provided, and therefore no impact is expected on the local community. However, opportunities are identified for the Nebo community and the Baladeulyn school community to come together.	Neutral

OPTION 15.6: *Federal Governing Body across Catchment Area Schools*

Impact Criteria	Description	Status of the impact and the work
Impact on Health and well-being	As the provision on the Ysgol Nebo site would continue, no negative impact on health and wellbeing is anticipated.	Neutral
The implications of the change on public transport provisions	As the provision on the Ysgol Nebo site would continue, no impact on the provision of public transport is anticipated if this option were implemented. Any transport required to the Ysgol Nebo site for eligible learners within the catchment area would continue in accordance with the Council's Transport Policy.	Neutral
Impact on other facilities / services provided at the school	As the Ysgol Nebo site would continue as part of the multi-site school, it is not anticipated that implementing this option would have any impact on other facilities or services currently provided at the school.	Neutral
Impact on wider community safety	No impact on wider community safety is anticipated, as educational provision would continue on the Ysgol Nebo site.	Neutral
Would the option encourage families and school age children to leave the community, or that young families are less likely to move into the community	No impact is anticipated on these criteria, as educational provision would continue on the Ysgol Nebo site.	Neutral
Impact on other services provided locally	As the Ysgol Nebo site would continue as part of the multi-site school, no impact on other local services is anticipated.	Neutral
Adverse effect on the wider economy of the community	It is not anticipated that this option would affect what is currently provided, and therefore no adverse impact on the wider community economy is expected.	Neutral
General impact on the local community	As the Ysgol Nebo site would remain in use, the overall impact on the local community is anticipated to be neutral if this option were implemented.	Neutral

6. CONCLUSION

This Community Impact Assessment has been prepared as a further assessment following the statutory consultation, and it has fully considered all the original options set out in the consultation document, together with all reasonable alternative options proposed by consultees as part of the statutory consultation.

The assessment indicates that the likely impact on the local community would be neutral if those options that involve maintaining an operational school presence on the Ysgol Nebo site were implemented. This includes developing the school as a specialist provision to support children and young people with social and emotional needs or mental health needs, developing it as a Transition Unit for learners with Additional Learning Needs, or implementing federated or joint governance arrangements. In these cases, an operational school presence would be retained in the village, with the potential to maintain or strengthen the school's role as a community resource and asset.

The assessment indicates that there would likely be some negative impact on the community if the option to close Ysgol Nebo were implemented, as this would result in the loss of a school within the Nebo community as a community focal point. The concerns raised during the consultation regarding the implications for community vitality are acknowledged; however, it is noted that a significant proportion of children from the catchment area (78%) already attend other schools, including Ysgol Llanllyfni (44%), suggesting that community and educational links with neighbouring communities, including Llanllyfni community already exist.

If the Cabinet were to decide to proceed with the closure of Ysgol Nebo, the Council would seek to mitigate the impact on the community by encouraging and supporting ongoing links between the Nebo community and the alternative school, promoting community collaboration where appropriate, and ensuring that residents and families are aware of the opportunities, facilities and activities available at the alternative school. In addition, it is noted that if a decision to close the school were made, the Authority's Post-Use Policy would act as a framework for further discussions regarding appropriate options for the post-use of the school building, including community use where appropriate, in order to help mitigate any negative impact on the local community.

LANGUAGE IMPACT ASSESSMENT – YSGOL NEBO

May 2026

1. INTRODUCTION

Supporting and developing Gwynedd's children's ability to learn and use their language skills is essentially important to the education strategies of the County.

Ysgol Nebo is a community school, Welsh-medium, Category 3, located in the village of Nebo, about three miles from Penygroes, and provides education for learners aged 3-11. There has been a decline in learner numbers at Ysgol Nebo over the past few years. By January 2026, there were only 11 learners from Reception to Year 6 and 1 Nursery learner attending the school.

At their meeting on 11 February 2025, the Cabinet supported a recommendation to start formal discussions with Ysgol Nebo School stakeholders to consider options for the future. Between March and July 2025, three local meetings were held with Ysgol Nebo stakeholders where several options were proposed and discussed.

On 14 October 2025, the Cyngor Gwynedd Cabinet decided to undertake a statutory consultation process on a proposal to close Ysgol Nebo on 31 December 2026, and to provide a place for learners at Ysgol Llanllyfni from 1 January 2027 onwards, in accordance with the requirements of Section 48 of the School Standards and Organisation (Wales) Act 2013.

1.1 The situation in Gwynedd

Figures in the 2021 Census indicate that 66% of people over the age of three can speak, read or write in Welsh. The 2021 census also states that 64% speak Welsh which is a decrease since the previous census, when the figure was 65%.

In Gwynedd, as in many other Local Authorities in Wales, there is a considerable variation in the percentage of Welsh speakers across different wards. In wards where Welsh is less commonly spoken, such as Aberdyfi, Tywyn, and central Bangor, between 26% and 44% of the population speak Welsh, while as many as 86% speak Welsh in the most Welsh-speaking areas e.g Hendre and Llanrug.

1.2 Welsh in Education Strategic Plan (WESP)

The Welsh in Education Strategic Plan is the Local Authority's statutory document and accompanies the Welsh Government's priorities for the development of Welsh-medium education (in line with the targets of *Cymraeg 2050*).

There are 7 outcomes that local authorities are expected to implement to achieve the vision, namely:

1. More nursery children/ three-year-olds receive their education through the medium of Welsh
2. More reception class children/ five-year-olds receive their education through the medium of Welsh
3. More children continue to improve their Welsh-language skills when transferring from one stage of their statutory education to another
4. More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh
5. More opportunities for learners to use Welsh in different contexts in school
6. An increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN) in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018
7. Increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh

1.3 Language Policy

Primary

The aim of the language policy across all primary schools in the county is the same, which is to develop the ability of all pupils to be proficient in both languages by the end of KS2. Welsh is the official language of assessment at the school at the end of a foundation phase. In Key Stage 2, efforts continue to develop pupils' grasp of Welsh while focusing on enhancing their skills in both languages.

Secondary

In the secondary, it is expected for all pupils who have reached the required level, Level 3+ at the end of the KS2, to follow Welsh first language in KS3 to ensure appropriate progression and continuity. The hope is that these pupils can study Welsh and English as subjects up to the end of year 11.

The secondary schools build on the foundation established in the primary by ensuring that all pupils continue to develop skills in both English and Welsh.

1.4 One million speakers by 2050

Cymraeg 2050 is the latest Welsh Government strategy for the Welsh language and covers the next three decades. This document sets out specific targets for increasing the numbers that speak the language as well as the Welsh use.

The aims of *Cymraeg 2050* include:

	Aim	Target
1.	Increase the number of Welsh speakers	1 million speakers by 2050
2.	Increase the use of the Welsh language	Daily users of Welsh increasing from 10% to 20%

The *Cymraeg 2050: A million Welsh Speakers* document emphasises the importance of increasing the numbers of Welsh speakers but it is also emphasised that increasing the daily use of the Welsh language is just as important.

‘Moving towards the position where we have a million speakers is one aspect of our vision for a thriving Welsh language. However, a thriving Welsh language is a language that is used. We want the use of Welsh to be a routine part of everyday life, so that speakers at all levels feel confident in its use in formal and informal situations.....The Welsh Language Use Survey 2013–15 (Welsh Government and Welsh Language Commissioner 2015) shows that there is a clear link between fluency and frequency of Welsh language use – 84 per cent of fluent Welsh speakers speak Welsh daily’.

Source: Cymraeg 2050: A million Welsh speakers (2017)

1.5 Welsh Language Strategy 2022-2032

The Welsh Language Standards imposed on Cyngor Gwynedd by the Welsh Language (Wales) Measure 2011 impose an expectation on the Council to produce a 5 year strategy which will demonstrate how it is intended to promote the Welsh language and facilitate the use of Welsh across the county. Cyngor Gwynedd’s latest strategy for the Welsh language is the Gwynedd Language Strategy 2023-2033. This document sets out specific targets for increasing the numbers speaking the language:

	How will we increase the number of speakers?	How will we measure at a local level, and during the strategy period?
1.	Provide opportunities for children and young people who are not yet Welsh speakers (e.g newcomers, children who do not receive mainstream education), to learn and become confident Welsh speakers.	The number of children receiving Welsh medium education. The number of children who are supported through the Education Department's immersion regime.
2.	Providing opportunities for adults to become new speakers through the authority's learners support schemes and partners community provision.	The number of council workers receiving Welsh learning lessons. Provision of community Welsh learning courses.

The strategy also contains a commitment to increase the use of Welsh in the following areas of work:

- Language of the early years
- Language of learning
- Language of Work and Service
- Language of the Community
- Technology and Research

2. LINGUISTIC PROFILE OF THE NEBO CATCHMENT AREA

2.1 Gwynedd Language Profile Background

64.4% of the county's population aged over three are Welsh speakers — significantly higher than the figure for Wales as a whole, which is 17.8%. In Gwynedd, the ability to speak Welsh is highest in the Hendre ward (86% speak Welsh), and lowest in the Bangor Central area (25.6%).

2.2 Wards

Ysgol Nebo is located in the Clynog ward, and the school's catchment area includes part of the Clynog ward and part of the Llanllyfni ward. Ysgol Llanllyfni is located in the Llanllyfni ward, and the school's catchment area includes part of the Llanllyfni ward and part of the Clynog ward. The linguistic profile of the wards of these schools is summarised in the table below:

	Clynog	Llanllyfni	Gwynedd	Cymru
Welsh identity only	783 (60.2%)	1,316 (67.1%)	69,560 (59.3%)	1,715,975 (55.2%)
No Welsh identity	36%	28.2%	36.3%	36.7%
3+ year old population	1,275	1,876	114,308 (100%)	3,018,172 (100%)
Can speak Welsh	864 (67.8%)	1,373 (73.2%)	73,560 (64.4%)	538,296 (17.8%)
No Welsh skills	307 (24.1%)	315 (16.8%)	29,977 (26.2%)	2,259,017 (74.8%)
Able to understand only verbal Welsh	71 (5.6%)	137 (7.3%)	8,166 (7.1%)	156,762 (5.2%)
Able to speak Welsh but can't read or write Welsh	47 (3.7%)	124 (6.6%)	6,142 (5.4%)	68,391 (2.3%)

Able to speak and read Welsh but can't write Welsh	37 (2.9%)	56 (3%)	3,170 (2.8%)	33,971 (1.1%)
Able to speak, read and write Welsh	774 (60.7%)	1,157 (61.7%)	63,256 (55.3%)	429,313 (14.2%)
Able to write Welsh but can't speak or read Welsh	7 (0.5%)	8 (0.4%)	387 (0.3%)	4,970 (0.2%)
Able to read and write Welsh but can't speak Welsh	9 (0.7%)	14 (0.7%)	1004 (0.9%)	17,560 (0.6%)
Another combination of Welsh language skills	6 (0.5)	36 (1.9%)	993 (0.9%)	6,621 (0.2%)

Source: Census 2021, Office for National Statistics

2.3 Ysgol Nebo

Ysgol Nebo is a Category 3, Welsh medium school.

The table below shows that most Ysgol Nebo learners speak Welsh fluently.

School	Speaks Welsh fluently at home	Speaks Welsh at home but not fluent	Doesn't speak Welsh at home but fluent	Doesn't speak Welsh at home and not fluent	Doesn't speak Welsh at all
Nebo	56%	0%	22%	11%	11%

Source: Percentage of the number of respondents January 2026

2.4 Nearby schools

Llanllyfni, Baladeulyn, Brynaerau, Bro Llew, Talysarn and Bro Llifon schools are Category 3, Welsh medium schools.

Linguistic data for the nearby schools can be found below:

School	Speaks Welsh fluently at home	Speaks Welsh at home but not fluent	Doesn't speak Welsh at home but fluent	Doesn't speak Welsh at home and not fluent	Doesn't speak Welsh at all
Baladeulyn	29%	57%	14%	0%	0%
Brynaerau	64%	11%	2	11%	12%
Llanllyfni	68%	8%	2%	11%	11%
Bro Llew	69%	4%	1%	9%	17%
Talysarn	37%	15.5%	3%	19%	25.5%
Bro Llifon	85%	2%	2%	3%	8%

Source: Percentage of the number of respondents January 2026

2.5 After school activities

Here is a summary of what Ysgol Nebo and the other schools in Dyffryn Nantlle's secondary catchment area offer on the school sites.

	Baladeulyn	Talysarn	Bro Lleu	Llanllyfni	Brynaerau	Bro Llifon	Nebo
Playgroups (school holidays)			✓				
Aelwyd yr Urdd				✓		✓	✓
Morning/Evening Coffee	✓	✓		✓	✓	✓	
Cylch/Nursery			✓	✓		✓	
Club/After school club/Sports Activity		✓	✓	✓	✓	✓	✓

It can be seen in the table above that a number of schools in the area, including Ysgol Nebo offer clubs with the Urdd after school. This means that the pupils could continue to take advantage of these activities as an additional opportunity to use and develop the Welsh language.

2.6 Community Activities

As there is no community centre/building in Nebo, residents of Nebo and Nasareth make regular use of the school's 'community room' for community occasions and events. These are some of the occasions and social events that take place in the School's Community Room:

- Monthly meetings of the Nebo and Nasareth Area Committee
- Local Clubs (Monday Club, Knitting and Crochet Club, Social Evenings, Gardening Club)
- First Aid with St John Ambulance: Training on CPR and the use of defibrillators at the School and Nasareth Chapel
- Welsh lessons for learners
- Refreshments after local trips and the Craig Goch Mountain Race
- Remembrance Sunday service
- Protecting the environment: Organising litter-picking sessions and taking action to prevent dog fouling

2.7 Additional Evidence

Ysgol Nebo

Estyn's 2017 report says:

“Welsh is the main medium of the school’s life and work. Approximately 58% of pupils come from Welsh-speaking homes and there are no pupils from ethnic minority backgrounds.”

[Ysgol Nebo Estyn inspection report October 2017](#)

Ysgol Llanllyfni

Estyn's 2025 report says:

“Leaders and staff place a clear emphasis on developing the Welsh language. Staff are effective language models who encourage and support pupils to develop and use the language in all aspects of the school's work. Pupils respond positively and are extremely proud of their ability to communicate in Welsh and English confidently with their peers and adults by the time they reach the top of the school.”

[Ysgol Llanllyfni Estyn inspection report 2025](#)

2.8 Statutory Consultation – Summary of Issues Relating to the Impact on the Welsh Language

The main issues raised through the responses to the statutory consultation, specifically regarding the potential impact of the proposal on the Welsh language, are outlined below.

In this context, respondents expressed strong concerns about the role of Ysgol Nebo in maintaining Welsh as a living language within the community. It was noted that the school provides a natural environment where Welsh is used formally and informally by children, families and local residents, and that it is the main social space where Welsh is heard daily in the village. As a result, concerns were raised that closing the school could lead to a significant reduction in community use of Welsh, particularly outside the classroom.

It was also noted that the environment of a small Welsh-medium school supports linguistic immersion, confidence and fluency, especially for children from non-Welsh-speaking homes, with Welsh strengthened as the language of the classroom and the playground. Consequently, concerns were expressed that transferring learners to larger schools could increase the risk of turning to English in social contexts, weakening the natural use of Welsh. At the same time, some respondents acknowledged positive elements of the proposal from an educational perspective, including the continuation of Welsh-medium education and the potential to maintain informal use of Welsh among learners.

In addition, attention was drawn to the wider role of the school in promoting Welsh beyond formal education, including through community activities, social events, Welsh-for-adults classes, and intergenerational interaction. Concerns were raised that closing the school could result in the complete loss of these opportunities, affecting the long-term sustainability of Welsh in Nebo and the surrounding areas.

The Council acknowledges these concerns and notes that the Welsh Language Impact Assessment has evaluated the likely linguistic impact based on the available background evidence. The assessment indicates that the options involving the continuation of educational or community presence on the Ysgol Nebo site are unlikely to have a negative impact on the Welsh language, and in some cases there is potential for a positive impact, particularly where the site is developed to promote community use of Welsh.

Regarding the option to close the school, the Council recognises that this presents a linguistic risk in terms of the use of Welsh as a living community language within the village. At the same time, the Council does not anticipate that the proposal would have an adverse impact on Welsh as the language of instruction, as learners from the Nebo catchment would continue to receive education in a Welsh-medium school. In this educational context, it is expected that teaching learners in larger age-group cohorts, with more peers, would maintain and potentially strengthen opportunities to use Welsh informally both within and outside the classroom.

Should a decision be made to close the school, the Authority's Post-Use Policy would act as a framework for further discussions on appropriate options for the future use of the building, including uses that support the Welsh language where appropriate, in order to mitigate any potential adverse impact on the Welsh language within the community

3. Assessment of the impact on the Welsh language

3.1 The Options

- *Do nothing – continue with the current situation*

Continuing with the current situation would mean that Ysgol Nebo continues in the same way, with the same staffing structure.

Although the case for change has been established, the Do nothing model has been included in the assessment for comparison purposes.

- *Federate with a nearby school*

This option would ensure continuity in the school's presence in the village of Nebo through a collaborative arrangement with a school, or nearby schools, led by a head or heads, and one governing body. These schools would share one governing body, but at the same time retain their legal status as separate entities, their financial allocation, name and school uniform, and continue to have their own Estyn inspection.

It is not anticipated that forming a federation would have an impact on the Welsh language as Ysgol Nebo would continue, with opportunities for the school to strengthen the leadership position, and collaborate.

- *Federalise with a nearby school adding a specialist unit for children with additional learning needs at Ysgol Nebo*

This option would mean federalising with a nearby school and adding a ALN unit on the Ysgol Nebo school site in order to offer provision for children who would need additional support. There would be no change to the school element.

It is not anticipated this option would have an impact on the Welsh language as Ysgol Nebo would continue, with opportunities for the school to strengthen the leadership position, and collaborate.

- *Close Ysgol Nebo and offer the learners a place in a nearby school (Ysgol Llanllyfni)*

This option would mean that Ysgol Nebo would close, and that learners from the current catchment area of Ysgol Nebo would be offered a place at Ysgol Llanllyfni (the alternative school).

The table in section 3.2 contains an assessment of the impact of closing Ysgol Nebo and teaching the learner at Ysgol Llanllyfni, on the Welsh language compared to the current situation. The table also outlines the additional opportunities for strengthening the Welsh language, and methods of mitigating any negative impact that may arise from the proposal.

- *Ysgol Nebo to develop into a specialist location for some individual subjects (unique opportunities to carry out fieldwork)*

Continuing the current situation would mean that Ysgol Nebo would continue in the same way, with the same staffing structure.

It is not anticipated that this option would have an impact on the Welsh language as Ysgol Nebo would continue.

- *Ysgol Nebo to offer a specialist unit for supporting children with additional learning needs, where mainstream education is challenging for them.*

This option would mean continuing with Ysgol Nebo and adding an ALN Unit on the school site to offer provision for children with additional learning needs.

It is not anticipated that this option would have an impact on the Welsh language as Ysgol Nebo would continue.

- *Ysgol Nebo to offer a language unit for the Dyffryn Nantlle catchment area*

This option would mean continuing with Ysgol Nebo and locating a language unit on the school site.

It is not anticipated that this option would have an impact on the Welsh language in the school as there would be no change to the education provision provided by Ysgol Nebo. However, it is likely that it would have a positive effect on the Welsh language of the learners who would attend the language unit.

- *Establishing a School on more than one site*

This option would mean closing local schools, including Ysgol Nebo, and establishing a new school across several sites, including the current site of Ysgol Nebo.

It is not anticipated that this option would have a negative impact on the Welsh language. Depending on the structure of the multi-site school, there may be opportunities for learners to have access to a wider range of suitable resources, a higher supply in terms of staffing, and they could be part of a larger group of peers.

3.2 Reasonable Alternative Options Proposed by Consultees in Response to the Consultation

- ***"Ysgol Nebo to offer a site as provision to support and nurture children with social and emotional needs, where mainstream education is challenging for them, including pupils with IDP for social, emotional and behavioural needs and other young people with mental health needs including anxiety and neurodiversity."***

This option would involve retaining Ysgol Nebo and developing it as a site offering specialist provision for children and young people for whom mainstream education is challenging. The provision would support learners with Additional Learning Needs, including social, emotional and behavioural needs, as well as young people with mental health needs such as anxiety and neurodiversity.

It is not anticipated that this option would have a negative impact on the Welsh language, as Ysgol Nebo would continue as a Welsh-medium school.

- **Develop Ysgol Nebo as a Transition Unit to Support the Integration of ALN Pupils into Mainstream Education**

This option would involve retaining Ysgol Nebo and developing it as a Transition Unit to provide temporary support for learners with Additional Learning Needs before or during their integration into mainstream education. The provision would focus on structured support to facilitate an effective transition.

It is not anticipated that this option would have a negative impact on the Welsh language, as Ysgol Nebo would continue as a Welsh-medium school.

- **Federalisation of Ysgol Nebo and Ysgol Baladeulyn**

This option would ensure the continued presence of Ysgol Nebo through a federation arrangement with Ysgol Baladeulyn. The schools would operate under the leadership of a single headteacher or leadership team and a single federated governing body. Each school's identity—including name, ethos and uniform—would remain, with the potential to share staff, resources and expertise.

It is not anticipated that this option would have a negative impact on the Welsh language, as Ysgol Nebo would continue as a Welsh-medium school. There is also potential to strengthen leadership and linguistic collaboration between the two schools.

- **Federal Governing Body across Catchment Area Schools**

This option would involve establishing a federated governing body across schools in the catchment area to strengthen collaboration and strategic oversight. The arrangement would enable the sharing of expertise and a common strategic direction while maintaining the presence and identity of individual schools.

It is not anticipated that this option would have a negative impact on the Welsh language, as there would be no change to the provision or linguistic status of Ysgol Nebo. The arrangement could strengthen Welsh-language planning and strategy across the catchment.

3.2 Assessment of the impact on the Welsh Language

Assessment of the impact on the Welsh language – Proposal to close Ysgol Nebo and offer the learners a place in a nearby school (Ysgol Llanllyfni)

Part 1				
Impact Criteria	Description	Status of the impact and work	Have any measures been identified to mitigate any negative impact or to create more positive opportunities	Final impact (following mitigation measures)
School language (formal)	<i>In the consultation responses, the importance of maintaining Welsh-medium education as the primary language of instruction for local learners was highlighted. Respondents to the consultation emphasised the role of Ysgol Nebo in fostering a natural use of the Welsh language.</i> Ysgol Nebo is a Welsh-medium school. As Ysgol Llanllyfni is also a Welsh-medium school, it is concluded that the proposal would not have an impact on the children's language of education.	Neutral	Irrelevant	Irrelevant
School language (informal)	<i>Respondents to the consultation emphasised the role of Ysgol Nebo in fostering the natural use of Welsh as the language of the playground and social interaction between pupils. It was noted that small class sizes, staff supervision and clear linguistic expectations encourage consistent use of Welsh in informal contexts. Concerns were expressed that education in larger settings could lead to increased use of English in social situations.</i> PLASC January 2026 statistics show that 56% of Ysgol Nebo learners speak Welsh fluently at home and 68% of Ysgol Llanllyfni learners. As the learners would be taught in larger classes with more children of the same age group, the proposal could strengthen the opportunity for learners to socialise in Welsh with their peers. On that basis, if the proposal is realised, it is anticipated that there would be more opportunities for learners in the Nebo catchment area to use Welsh informally with their peers inside and outside the classroom, and that the level of vitality of the Welsh language and the informal use of the language would be stronger.	Positive	Irrelevant	Irrelevant
Access to Welsh	Ysgol Llanllyfni is a Welsh-medium school, like Ysgol Nebo. It is therefore not anticipated that the proposal would affect this criterion.	Neutral	Irrelevant	Irrelevant

medium education				
Non-statutory provision	Learners would have access to a higher supply in terms of staffing and would be part of a larger group of peers of the same age.	Positive	The local authority and the Governing Body of Ysgol Llanllyfni could discuss methods to ensure that pupils can participate in extracurricular activities.	Positive
Activities before/after school	Ysgol Llanllyfni is a larger school in terms of numbers of learners, and therefore the peer groups are larger. The school also offers a range of clubs and activities before and after school which provide opportunities to use the Welsh language outside of school hours. As stated in Section 2.5 of the Impact Assessment, these include Aelwyd yr Urdd, coffee mornings and evenings, Cylch Meithrin, and play/after school club activities.	Positive	The Local Authority and Ysgol Llanllyfni Governing Body could consider any additional opportunities for arranging activities after school, ensuring that arrangements are in place to include learners in the Nebo catchment area.	Positive
Use of the Welsh Language in the community	<i>From the point of view of the responses to the consultation, it was strongly noted that Ysgol Nebo is the main social place where the Welsh language is used on a daily basis by many residents of the village. Attention was drawn to the school's role in holding community events, Welsh lessons for adults and international opportunities that support regular use of the Welsh language. Concern was expressed that closing the school could lead to a significant reduction in opportunities to use Welsh as a living community language.</i> If the proposal to close Nebo School were to come true, then it is anticipated that some elements of community events will be affected. It is anticipated that there may be some negative impact arising from the realisation of the proposal, e.g. as parents/guardians/families will not meet daily in the Nebo community when dropping off/collecting children from school. However, it is also noted that a significant percentage of children in the catchment area (78%) already attend other schools, including Ysgol Llanllyfni (44%), which suggests that the level of daily involvement with the school as a social or linguistic space varies among families in the Nebo community. As there is no other building/community centre in the village of Nebo, the residents of Nebo and Nasareth make regular use of the school's 'community room' for community occasions and events including Welsh lessons for learners. As a result, if the proposal to close Ysgol Nebo were to be realised, then it is anticipated that some elements of community events will be affected, and that this could lead to a negative impact on the use of the Welsh language in the community. Impact on the local economy:	Negative	The Local Authority and the Governing Body of Ysgol Llanllyfni can consider methods of promoting the use of the Welsh language by including the Nebo community in the school's community activities. To mitigate the impact on the Welsh language within the community, opportunities are identified to ensure that the Nebo community is aware of the alternative school's activity, and community collaboration between Ysgol Llanllyfni and the Nebo community is encouraged, where appropriate. In addition, if the proposal were implemented, the Authority will have to consider options for the post-use of the school building, taking into account the community activities that are currently being held at the school. It is noted that there is no alternative community space in the village of Nebo and therefore preserving or facilitating appropriate community use of the building would be an important consideration, especially in order to mitigate any possible negative impact on the use and vitality of the Welsh language within the community.	Negative

	Although it is not anticipated that the proposal would have a significant negative impact on the local economy in Nebo, it is recognised that if Ysgol Nebo were to close, it could lead to a reduction in Welsh-medium employment opportunities in the village of Nebo.			

Part 2 - How will the proposal affect/contribute towards/comply with the Welsh Language Standards, language policies, strategies and other relevant guidelines regarding the Welsh language

Gwynedd Welsh Language Strategy 2023	Below is a summary of the anticipated impact on the Language Strategy's areas of action: Early years language: As the Cylch Meithrin is located on the site of Ysgol Llanllyfni (the alternative school), it is anticipated that the proposal would have a positive effect on early years language. Learning Language: Ysgol Nebo is a Welsh-medium school, Category 3. As Ysgol Llanllyfni is also a Welsh-medium school (Category 3), it is concluded that the proposal would not have an effect on the language of the children's education. Work and Service Language: Respondents to the consultation raised that Ysgol Nebo provides a prominent local Welsh service in the village, including Welsh-medium employment opportunities. Concern was expressed that closing the school could lead to the loss of the presence of a daily Welsh language service within the local community, and to a reduction in the number of jobs that operate through the medium of Welsh. Reference was also made to the role of the school staff as Welsh language models, who contribute to strengthening the use of the Welsh language in the everyday life of the community. It is acknowledged that, if the proposal is implemented, there would be some negative impact on the language due to the loss of the presence of a Welsh-medium school, category 3 in the village of Nebo which services the area, and as it would lead to the dismissal of the school's staff/workforce. However, it is noted that the alternative school (Ysgol Llanllyfni) which would serve the Nebo area if the proposal were implemented, is also a Category 3 Welsh medium school. It is not anticipated that the proposal would affect the language of work and service provided in the alternative school. Community Language:

	Strong opinions were expressed through the responses to the consultation that the proposal would have a negative impact on the Welsh language, as Ysgol Nebo is the main Welsh-speaking social place in the village, and in some cases the only place where Welsh is used naturally by residents. Attention was drawn to the school's role in holding Welsh community events, Welsh lessons for adults, and international opportunities to use the Welsh language. Concern was expressed that closing the school could lead to a significant reduction in the everyday use of Welsh as a living community language. It was also noted that there is no alternative community centre in Nebo/Nasareth that could replace this Welsh and social function. The Council acknowledges that if the proposal to close Ysgol Nebo were to be realised, then it is anticipated that some elements of community events will be affected. It is anticipated that there may be some negative impact on the language within the community resulting from the realisation of the proposal, e.g. as parents/guardians/families will not meet daily in the Nebo community when dropping off/collecting children from school. As there is no building/community centre in the village of Nebo, the residents of Nebo and Nasareth make regular use of the school's 'community room' for community occasions and events including Welsh lessons for learners. If the proposal to close Nebo School were to come true, then it is anticipated that some elements of community events will be affected. In order to mitigate any negative effects, the Local Authority and the Governing Body of Ysgol Llanllyfni can consider methods of promoting the use of the Welsh language by including the Nebo community in the school's community activities. In addition, if the proposal is implemented, the Authority will have to consider options for the post-use of the school building, taking into account the community activities that are currently being held at the school.
Cymraeg 2050, Welsh Government	<i>Through the responses to the consultation, a concern was expressed that closing a rural Welsh-medium school could work against the objectives of Welsh 2050, especially from the point of view of increasing community and natural use of the Welsh language. Attention was drawn to the importance of ensuring that the Welsh language is heard, used and transmitted informally from day to day, not just taught within the classroom. The opinion was expressed that small schools play a key role in creating new speakers in rural communities.</i> It is noted that any discussions relating to organisation need to note the Welsh Government's effort to reach the goal of one million Welsh speakers by 2050. The Council acknowledges that if the proposal to close Ysgol Nebo were to be realised, then it is anticipated that some elements of community events will be affected. In order to mitigate any negative effects, the Local Authority and the Governing Body of Ysgol Llanllyfni can consider methods of promoting the use of the Welsh language by including the Nebo community in the school's community activities. In

	addition, if the proposal is implemented, the Authority will have to consider options for the post-use of the school building, taking into account the community activities that are currently being held at the school. In terms of the educational provision, it is noted that Ysgol Nebo and Ysgol Llanllyfni are Welsh-medium primary schools, Category 3. As a result, if the proposal to close Ysgol Nebo and transfer learners to Ysgol Llanllyfni is implemented, learners would continue to be educated in a Welsh-medium school, Category 3. It is not anticipated that the proposal would have a negative impact on the Welsh language, mainly because: - that the January 2026 CYLD statistics show that 56% of Ysgol Nebo learners speak Welsh fluently at home and 68% of Ysgol Llanllyfni learners - that the proposal to close Nebo School and offer the learners a place in a nearby school (Ysgol Llanllyfni) would mean that learners in the Nebo catchment area would continue to be educated in a Welsh-medium school, category 3. - that the learners would be taught in larger classes and with more children of the same age group, it is anticipated that the proposal will strengthen the opportunity for learners to socialise in Welsh with more of their peers. Based on the above, if the proposal is implemented, it is anticipated that there would be more opportunities for learners in the Nebo catchment area to use Welsh informally with their peers inside and outside the classroom, and that the level of vitality of the Welsh language and the informal use of the language would be stronger.
To what extent the proposal would support the targets in the Welsh in Education Strategic Plan approved (Welsh in Education Strategic Plan (2022-2032))	Ysgol Nebo and Ysgol Llanllyfni are Welsh-medium primary schools, Category 3. Ysgol Nebo and Ysgol Llanllyfni implement the objectives of the Welsh Language in Education Strategic Plan 2022-2032 of Cyngor Gwynedd. This includes: • That all pupils in the county have appropriate linguistic skills in Welsh and English, and that this expectation is consistent across all of the schools. • That there is suitable provision to enable all pupils to develop proficiently bilingually. In this context, schools are expected to continue to nurture the skills of those pupils who are Welsh speakers, and to introduce the Welsh language to those who are learners. • That all the county's education institutions reflect and reinforce the Language Policy in their administration, their social life and their pastoral order, as well as in their curricular provision. As a result, if the proposal to close Ysgol Nebo and transfer learners to Ysgol Llanllyfni is implemented, learners would continue to be educated in a Welsh-medium school, Category 3, which implements the objectives and supports the targets of the CSGA.

	Based on the above, it is not anticipated that the implementation of the proposal would have a negative impact on the achievement of Outcomes 1, 2, 3, 5 and 6 of the Welsh Language in Education Strategic Plan 2022-2032, Gwynedd Council, namely: Outcome 1: More nursery/3-year-olds receiving a Welsh-medium education. Outcome 2: More reception class/5-year-old children receiving a Welsh-medium education. Outcome 3: More children continue to improve their Welsh skills when transferring from one education phase of their statutory education to another. Outcome 5: More opportunities for learners to use Welsh in different contexts at school. Outcome 6: An increase in the provision of Welsh-medium education for pupils with additional learning needs ("ALN") (in accordance with the duties set out by the Additional Learning Needs Act and the Education Tribunal (Wales) 2018) As a result, it is concluded that the implementation of the proposal would be in line with the objectives of the Strategic Plan for the Welsh Language in Education 2022-32, and the targets approved in the Strategic Plan for the Welsh Language.
How the proposal would expand or reduce Welsh-language provision, and in cases where it would reduce provision, explain why the provision would be reduced	The proposal would mean that a Welsh-medium school, Category 3 (Ysgol Nebo), would close. However, if the proposal is implemented, learners would be offered a place in an alternative school, which is also a Welsh-medium, Category 3 school, namely Ysgol Llanllyfni. Ysgol Llanllyfni has enough capacity for learners from both schools.
<u>Compliance with Welsh Language Standards (Welsh Language Measure (Wales) 2011)</u>	The Council confirms that the entire statutory process in relation to reviewing the future of Ysgol Nebo has been carried out in accordance with the requirements of Welsh Language Standards 88-93 under the Welsh Language (Wales) Measure 2011. In accordance with Standards 88, 89 and 90, conscientious consideration was given to the possible effects that the policy decision could have on opportunities to use the Welsh language and on not treating the Welsh language less favourably than English, including consideration of the positive and adverse effects possible, how the proposal could be formulated or modified in order to ensure more positive effects, and how any potential adverse effects could be reduced. In addition, in accordance with Standards 91, 92 and 93, an opinion was considered and sought through the statutory consultation process regarding these linguistic effects, including an opinion on how the proposal could be formulated or modified in order to increase positive effects or reduce adverse effects on the Welsh language. These requirements were supported by carrying out this Linguistic Impact Assessment, together with related impact assessments, including the Equality Impact Assessment, and it is noted that these assessments have been reviewed and updated following consideration of the responses received during the statutory consultation.

5. CONCLUSION

Our expectations are that all learners in the County have a balanced, age-relevant bilingualism so that they can be complete members of the bilingual society they are part of. The proposals for reorganisation will need to take full account of all the linguistic effects. Maintaining and improving the use of Welsh as an educational and social language among children will be a key consideration when drawing up proposals within the area.

Responses to the statutory consultation have drawn attention to a wide range of views regarding the potential impact of the proposal on the Welsh language. Strong concerns were expressed, especially from the point of view of Ysgol Nebo's role as a linguistic and community hub, with many respondents emphasising the school as the main social place where the Welsh language is used on a daily basis by children, families and local residents. It was noted that the school makes an important contribution to the natural use of the Welsh language outside the classroom, including through community events, social activities, Welsh lessons for adults and inter-national interaction. Concern was expressed that closing the school could lead to a significant reduction in the daily use of Welsh as a living community language, especially in a village where there is no alternative community centre available.

The Council acknowledges the concerns raised regarding the role of Ysgol Nebo in supporting community use of the Welsh language within the village and accepts that the comments draw attention to a possible adverse effect on local linguistic vitality outside of the formal educational provision.

However, based on the information available, the Council's opinion is that the proposed proposal is not likely to have a negative impact on the provision of Welsh language education or pupils' linguistic opportunities, for the following reasons:

- PLASC January 2026 data shows that 56% of Ysgol Nebo learners speak Welsh fluently at home and 68% of Ysgol Llanllyfni learners.
- The proposal to close Nebo School and offer the learners a place in a nearby school (Ysgol Llanllyfni) means that learners in the Nebo catchment area would continue to be educated in a Welsh-medium school, Category 3.
- It is anticipated that the learners would be taught in larger classes and with more children of the same age group, it is anticipated that the proposed proposal will strengthen the opportunities for learners to socialise in Welsh with more of their peers.

Based on the above, if the proposed proposal is implemented, it is anticipated that there would be more opportunities for learners in the Nebo catchment area to use Welsh informally with their peers inside and outside the classroom, and that the level of vitality of the Welsh language and the informal use of the language would be stronger.

At the same time, taking into account the comments of the consultation, the Council recognises that the option to close Ysgol Nebo could lead to a possible negative impact on the use of the Welsh language within the local community, especially from the point of view of its use as a community language outside the educational context; however, it is noted that mitigating measures could be considered by promoting the use of the Welsh language by including the Nebo community in the community activities of the alternative school, as well as considering appropriate options for the future use of the school building, taking into account the community activities that are currently being held there.

In the educational context, based on the above, it is anticipated that, if the proposal is implemented, there would be more opportunities for learners in the Nebo catchment area to use Welsh informally with their peers inside and outside the classroom, and that the level of vitality of the Welsh language and the informal use of the language would be stronger.

**WELL-BEING AND FUTURE GENERATIONS ACT
IMPACT ASSESSMENT -
YSGOL NEBO**

May 2026

1. INTRODUCTION

We as a Council are committed to the principles within the Well-being of Future Generations Act (2015) to improve the economic, social, environmental, and cultural well-being of Gwynedd's communities.

The Council's vision is:

Our vision as a Council is to support all the people of Gwynedd to flourish and to live a complete life in their community in a county that is one of the best counties to live in.

The Council has adopted well-being objectives which complement the national well-being goals ensuring that the residents of Gwynedd are:

- Giving our children and young people the best possible start in life
- Strengthening the economy and supporting the people of Gwynedd to earn a decent salary
- Supporting Gwynedd residents to live in suitable and affordable homes in their communities
- Supporting the residents of Gwynedd to live full and safe lives in our communities
- Ensuring that we give our residents every possible opportunity to use the Welsh language in the community
- Protecting the county's natural beauty, and responding positively to the climate change crisis
- Putting the residents of Gwynedd first and treating them fairly and ensuring that the Council performs effectively and efficiently

The table below outlines the link between our well-being objectives and the national well-being goals.

	Prosperous	Resilient	Healthier	Equal	Cohesive Communities	A vibrant culture and thriving Welsh language	Globally responsible
TOMORROW'S GWYNEDD Giving our children and young people the best possible start in life							
A PROSPEROUS GWYNEDD Strengthening the economy and supporting the people of Gwynedd to earn a decent salary							
A HOMELY GWYNEDD Supporting Gwynedd residents to live in suitable and affordable homes in their communities							
A CARING GWYNEDD Supporting the residents of Gwynedd to live full and safe lives in our communities							
A WELSH GWYNEDD Ensuring that we give our residents every possible opportunity to use the Welsh language in the community							
A GREEN GWYNEDD Protecting the county's natural beauty, and responding positively to the climate change crisis							
AN EFFICIENT GWYNEDD Putting the residents of Gwynedd first and treating them fairly and ensuring that the Council performs effectively and efficiently							

The Education Department has a role to promote the well-being goals of the Act among learners through their activities and projects. The Act places a duty on public bodies in Wales to improve economic, social, environmental, and cultural well-being. As part of the duty the Council has published well-being objectives which outline how it will improve in the "Gwynedd Plan 2023-2028"

2. HOW DOES THE PROPOSAL MEET CYNGOR GWYNEDD'S WELL-BEING OBJECTIVES?

The proposal:

On 14 October 2025, the Cyngor Gwynedd Cabinet decided to undertake a statutory consultation process on a proposal to close Ysgol Nebo on 31 December 2026, and to provide a place for learners at Ysgol Llanllyfni from 1 January 2027 onwards, in accordance with the requirements of Section 48 of the School Standards and Organisation (Wales) Act 2013.

The consultation was held between 5 December 2025 and 23 January 2026.

Objectives	Details:
Giving our children and young people the best possible start in life	In the consultation responses, concerns were expressed about the impact of the proposal on vulnerable children, particularly those with additional learning needs or emotional difficulties. It was noted that Ysgol Nebo is seen as an inclusive environment offering small classes, personal support, and close relationships between staff and learners, and that this support is essential for the development, confidence and wellbeing of some learners. Concerns were raised that moving to a larger school would reduce opportunities for individual attention, targeted support and wellbeing, leading to a risk of educational disengagement or a return to home education. The Council recognises that there may be some negative impact on learners' wellbeing during the transition period. Should Ysgol Nebo close, the authority and the receiving school would work closely with the closing school, with the learners and their families, to ensure a smooth transition and to support learners as they settle into their new schools. It is anticipated that carefully planned transition arrangements, with appropriate support, can mitigate negative effects and support the continuity of educational progress. As noted in the Gwynedd Parents' Handbook, learners with Additional Learning Needs (ALN) have the right to continue receiving the provision specified in their Individual Development Plan, and the Authority has a duty to ensure that this provision continues even when school arrangements change. The Council is committed to prioritising individual needs, including vulnerable children and/or those with ALN, and to continuously monitoring the impact of the change on protected groups should the school close. The Council remains of the view that the proposal would ensure that children in the area develop experiences through socialising with a wider range of peers of a similar age, while receiving quality education in a school that can offer a learning environment and experiences suitable for a broader range of learners.
Strengthening the economy and supporting the people of Gwynedd to earn a decent salary	It is anticipated that implementing this proposal would be likely to have a negative impact on this objective, as it could lead to staff redundancies. A detailed staffing policy was developed by Cyngor Gwynedd in collaboration with Trade Unions and head teachers. The policy will form the basis of any change to staff employment resulting from any proposal. Clear and open communication will be central to the successful implementation of any proposals.
Supporting Gwynedd residents to live in suitable and affordable homes in their communities	No effect.
Supporting the residents of Gwynedd to live full and safe lives in our communities	Ensuring that the learners receive a first class education will be at the core of the proposal, ensuring that they will receive an education of the same quality and standard in the alternative school.
Ensuring that we give our residents every possible opportunity to use the Welsh language in the community	During the statutory consultation, respondents expressed strong concerns, particularly regarding the role of Ysgol Nebo as a linguistic and community hub. Many respondents emphasised the school as the main social space where Welsh is used daily by children, families, and local residents. It was noted that the school makes an important contribution to the natural use of Welsh outside the classroom, including through community events, social activities, Welsh-language lessons for adults, and

	intergenerational interaction. Concern was expressed that closing the school could lead to a significant reduction in the day-to-day use of Welsh as a living community language, especially in a village where no alternative community centre is available. As part of the statutory process, the Authority carried out an assessment of the impact of the proposal on the Welsh language. This assessment was updated after considering the comments received during the statutory consultation. In its conclusion, it notes that the Council recognises the concerns raised regarding the role of Ysgol Nebo in supporting community use of Welsh within the village, and accepts that the comments highlight a possible adverse impact on local linguistic vitality outside formal educational provision. However, based on the information available, the Council's view is that the proposed scheme is unlikely to have a negative impact on Welsh-medium education provision or pupils' language opportunities, for the following reasons: - January 2026 PLASC data shows that 56% of Ysgol Nebo learners speak Welsh fluently at home, compared with 68% of learners at Ysgol Llanllyfni. - The proposal to close Ysgol Nebo and offer places for the learners in a nearby school (Ysgol Llanllyfni) means that learners from the Nebo catchment area would continue to be educated in a Welsh-medium, Category 3 school. - It is anticipated that learners would be taught in larger classes and alongside more children of the same age group. The proposed changes are expected to strengthen opportunities for learners to socialise in Welsh with a greater number of their peers. On this basis, if the proposal were implemented, it is anticipated that learners from the Nebo catchment area would have more opportunities to use Welsh informally with their peers both inside and outside the classroom, and that the level of linguistic vitality and informal use of the language would be stronger. At the same time, having considered consultation responses, the Council acknowledges that the option of closing Ysgol Nebo could have a potential negative impact on the use of Welsh within the local community, particularly in terms of its use as a community language outside the educational context. However, it is noted that mitigation measures could be considered by promoting the use of Welsh through involving the Nebo community in the community activities of the alternative school, as well as considering appropriate options for the future use of the school building, taking into account the community activities currently held there. In the educational context, based on the above, it is anticipated that if the proposal were implemented, learners from the Nebo catchment area would have more opportunities to use Welsh informally with their peers both inside and outside the classroom, and that the level of linguistic vitality and informal use of the language would be stronger.
Protecting the county's natural beauty, and responding positively to the climate change crisis	No effect.
Putting the residents of Gwynedd first and treating them fairly and ensuring that the Council performs effectively and efficiently	No effect.

3. DOES THE PROPOSAL MEET THE WELL-BEING AIMS OF THE ACT?

Aim	Does the proposal contribute to this aim?	Measures to mitigate negative effects on this aim:
A prosperous Wales An innovative society that uses resources prudently, educated people, that create wealth and work.	The implementation of the proposal to close Ysgol Nebo and teach the children in a nearby alternative school would mean that the learners build experiences by socialising with a wider range of peers, age-related and receiving a quality education in a school that can offer a learning environment and experiences to a wider range of learners. Introducing this proposal could lead to staff losing their jobs.	Staff and Union representatives will be consulted specifically as part of the statutory consultation period. Cyngor Gwynedd has developed a detailed staffing policy, jointly with Trade Unions and headteachers. Any redundancies as a result of this proposal will have to be in line with that policy. Clear and open communication will play a key role in implementing any proposals.
A resilient Wales A nation that maintains and enhances biodiversity and healthy ecosystems that support resilience and adaptability to change (for example climate change).	It is not anticipated that the proposal would be likely to have an impact on this aim.	No effect
A healthier Wales A society where people's physical and mental well-being is as good as possible, and people understand what affects their health.	It is not anticipated that the proposal would be likely to have an impact on this aim.	No effect
A more equal Wales A society that enables people to achieve their potential regardless of their background or circumstances (including their socio-economic background and circumstances).	In the consultation responses, concerns were expressed about the impact of the proposal on vulnerable children, including learners with additional learning needs or emotional difficulties. It was noted that Ysgol Nebo is seen as an inclusive environment offering small classes, personal support, and close relationships between staff and learners, and that this support is essential for the development, confidence and wellbeing of some learners. Concerns were raised that moving to a larger school would reduce opportunities for individual attention, targeted support and wellbeing, leading to a risk of educational disengagement or a return to home education. In addition, respondents expressed concern that closing Ysgol Nebo could have a disproportionate impact on families facing socio-economic disadvantage, particularly in terms of transport costs and accessibility, thereby increasing the risk of social	Although concerns have been expressed regarding the potential impact on vulnerable children, including learners with additional learning needs and emotional difficulties, specific mitigation measures are in place to ensure that the proposal would not lead to exclusion or disproportionate discrimination. In accordance with the Additional Learning Needs and Education Tribunal (Wales) Act 2018 and the ALN Code for Wales, the Local Authority has a duty to ensure that every learner with additional learning needs continues to receive the provision set out in their Individual Development Plan, regardless of any change in school arrangements. If the proposal were to be implemented, transition arrangements would be carefully planned, with appropriate support for learners and families, including early engagement with the receiving school, relevant support staff, and support services.

	exclusion. The school's central role within the community was also emphasised, including its contribution to community cohesion, reducing loneliness, and creating opportunities to engage with the Welsh language across different age groups. The Council remains of the view that the proposal would improve the Authority's ability to "offer the highest possible quality of education that will give the experiences, skills and confidence to the children of the County and enable them to develop into successful, bilingual and fulfilled citizens," in line with the vision of the Best Quality Primary Education Strategy for the Children of Gwynedd	If the proposal were to be implemented, it is anticipated that provision at Ysgol Llanllyfni would include access to a wider range of expertise, peers and professional support, with the aim of maintaining or improving learners' wellbeing, inclusion and educational experience. In relation to families from socio-economically disadvantaged backgrounds, it is noted that school transport arrangements would be administered in accordance with the Council's statutory policy, ensuring that the cost or accessibility of transport is not a barrier to equal access to education. Potential impacts on individual families would be considered where relevant. Following consideration of the comments submitted during the statutory consultation, the equality impact assessment has been updated to reflect the concerns raised and their potential impact on protected characteristics and broader equality. This assessment states that the proposal could give rise to potential partially negative impacts on some groups, including in relation to Disability, Age, the Welsh Language and Socio-economic Considerations. However, the further assessment also identifies potential positive impacts if the proposal were implemented, including in relation to access to broader educational provision, additional social and educational opportunities, and access to extended expertise and support. To mitigate any potential negative impacts, it is noted that robust policies and procedures are already in place within the Authority, applicable to all schools in the county, to ensure compliance with equality duties, prevent unlawful discrimination, and promote equal opportunities for all learners. In addition, it is noted that strong policies and arrangements are in place to ensure that the proposal takes account of and aligns with equal rights. It is also stated that measures are already in place to ensure that unlawful discrimination or harassment will not occur.
A Wales of cohesive communities Attractive, viable and safe communities that are well connected.	During the local discussions (Summer Term 2025), stakeholders highlighted the importance of the school to the community in the village of Nebo, noting the regular use made of the school building by the community. During the statutory consultation, further concerns were expressed regarding the community implications should the school close, with a number of responses emphasising that Ysgol	As part of the statutory process, the Authority carried out an assessment of the impact of the proposal on the community. This assessment was updated following consideration of the comments received during the statutory consultation. In the latest assessment, it is noted that the Council acknowledges that there would likely be some negative impact on the community if the option to close Ysgol Nebo were implemented, as this would result in the loss of a school within the Nebo community as a

	Nebo is currently the only place in the village where community members can meet and hold social activities. It was noted that the loss of the school as a community hub could lead to a weakening of community cohesion, reduce opportunities for social interaction, and have a negative impact on the vitality and long-term sustainability of the rural community. The community of Nebo is strong and active, and it is recognised that closing Ysgol Nebo could have some negative impact on the community.	community hub. The concerns raised during the consultation regarding the implications of this for the vitality of the community are recognised. In addition, if Ysgol Nebo were to close, it is acknowledged that the local school would be further from homes within the current Ysgol Nebo catchment area, and from a deprivation perspective this means that one of the indicators of “access to services” would be reduced for residents of the area. As a result, it is anticipated that there would be some negative impact on the local community if the school were to close. However, it is noted that a significant proportion of children in the catchment area (78%) already attend other schools, including Ysgol Llanllyfni (44%), suggesting that community and educational links with neighbouring communities, including Llanllyfni, already exist. If the Cabinet were to decide to proceed with closing Ysgol Nebo, the Council would seek to mitigate the impact on the community by encouraging and supporting ongoing links between the Nebo community and the alternative school, promoting community collaboration where appropriate, and ensuring that residents and families are aware of the opportunities, facilities and activities at the alternative school. In addition, it is noted that if a decision were made to close the school, the Authority’s After-use Policy would provide a framework for undertaking further discussions regarding appropriate options for the future use of the school building, including community use where appropriate, in order to seek to mitigate any negative impact on the local community.
Wales and a vibrant culture where the Welsh language flourishes An association that promotes and protects culture, heritage and the Welsh language and encourages people to participate in the arts, sports and leisure activities.	Through the responses to the statutory consultation, concerns were raised that closing the school could reduce the regular use of the Welsh language, as well as opportunities for children from non-Welsh-speaking homes to develop fluency. The need to ensure that Welsh-medium education remains central to any future arrangements was emphasised, along with the importance of actively promoting opportunities to use the Welsh language. The school was described as an important linguistic and cultural focal point, and concern was expressed that losing the school could weaken the community’s local identity. The Council acknowledges the concerns regarding the potential impact of closing Ysgol Nebo on the linguistic vitality of the local community. However, if the proposal were to be implemented,	As part of the statutory process, the Authority carried out an assessment of the impact of the proposal on the Welsh language. This assessment was updated following consideration of the comments received during the statutory consultation. In the latest assessment, it is noted that the Council acknowledges the concerns raised regarding the role of Ysgol Nebo in supporting community use of Welsh within the village, and accepts that the comments highlight a possible adverse impact on local linguistic vitality outside formal educational provision. However, based on the information available, the Council’s view is that the proposed scheme is unlikely to have a negative impact on Welsh-medium education provision or pupils’ language opportunities, for the following reasons:

	based on the latest data and the fact that learners from the Nebo catchment would continue to be educated in a Welsh-medium school with broader opportunities to socialise in Welsh, it is anticipated that the proposal would maintain or even strengthen informal use of the Welsh language among learners. Nevertheless, the Council recognises that, should a decision be made to close the school, the change could lead to a negative impact on the use of Welsh as a community language outside the school, and is considering mitigation measures such as involving the Nebo community in activities at the alternative school and exploring options for the future use of the building.	- January 2026 PLASC data shows that 56% of learners at Ysgol Nebo speak Welsh fluently at home, compared with 68% of learners at Ysgol Llanllyfni. - The proposal to close Ysgol Nebo and offer places for the learners in a nearby school (Ysgol Llanllyfni) means that learners from the Nebo catchment area would continue to be educated in a Welsh-medium, Category 3 school. - It is anticipated that learners would be taught in larger classes and alongside more children of the same age group. The proposed changes are expected to strengthen opportunities for learners to socialise in Welsh with a greater number of their peers. On this basis, if the proposal were implemented, it is anticipated that learners from the Nebo catchment area would have more opportunities to use Welsh informally with their peers both inside and outside the classroom, and that the level of linguistic vitality and informal use of the language would be stronger. At the same time, having considered the consultation responses, the Council acknowledges that the option of closing Ysgol Nebo could have a potential negative impact on the use of Welsh within the local community, particularly in terms of its use as a community language outside the educational context. However, it is noted that mitigation measures could be considered by promoting the use of Welsh through involving the Nebo community in the community activities of the alternative school, as well as considering appropriate options for the future use of the school building, taking into account the community activities currently held there, if the proposal were to be implemented. In the educational context, based on the above, it is anticipated that, if the proposal were implemented, learners from the Nebo catchment area would have more opportunities to use Welsh informally with their peers both inside and outside the classroom, and that the level of linguistic vitality and informal use of the language would be stronger.
Wales responsible at a global level A nation that, as it does anything to improve the economic, social, environmental, and cultural well-being of Wales, considers whether doing such a thing could contribute positively to global well-being.	It is not anticipated that the proposal would be likely to have an impact on this aim.	No effect.

4. PRINCIPLES OF SUSTAINABLE DEVELOPMENT

Principles of Sustainable Development	Does the proposal consider the principle?
Long Term Balancing short-term needs with long-term ones and planning for the future.	The pattern of decreasing learner numbers has been consistent for a number of years, with projections showing that Ysgol Nebo learner numbers will continue to be vulnerable over the next few years and therefore shows that the current challenges facing the school will be long-term ones, and therefore the case for change is clear.
Prevent Allocate resources for preventing problems from occurring or getting worse. We will address problems by preventing and intervening early rather than by reacting.	Should the Cabinet decide to take further action, the needs of the learners will be a priority during every stage of any process.
Integration Have a positive impact on people, the economy, the environment, and culture.	The authority decided to start the process of looking at the future of Ysgol Nebo due to a critical situation facing the school.
Cooperation Work with other partners to provide services.	Collaboration with other relevant departments and the alternative school will be an important part of achieving the objectives for the benefit of the school and the children of the catchment area.
Content (Communication and Engagement) Involve the people of Gwynedd in trying to complete our plan and ensure that those people reflect the diversity of the area.	This proposal has been the subject of a public consultation, as well as a consultation for children. The process to date has included local review meetings to engage with relevant school stakeholders. These meetings have included the Governing Body, staff and parents of Ysgol Nebo.

5. CONCLUSION

Following consideration and assessment in accordance with the requirements of the well-being act, the 7 aims of the well-being act and the Council's well-being objectives were considered, and it is concluded that the proposal meets the requirements.

In the consultation responses, specific concerns were raised about the impact of the proposal on vulnerable children and learners with additional learning needs, on the wellbeing of families facing socio-economic disadvantage, and on the linguistic and community vitality of the village.

It is recognised that, this proposal would lead to the loss of a school in the Nebo community, however many of the children who live within the school's catchment area already attend the nearby alternative schools, and therefore there is already a link between the school and the Nebo community. Every effort will be made to mitigate the impact on the community by encouraging links between the communities. Should the proposal be approved, discussions will be held to discuss the possibility that the alternative school community activity includes the Nebo community where appropriate.

The Council is committed to ensuring that any transition arrangements prioritise individual needs, including those of vulnerable children and learners with additional learning needs (ALN), should the school close.

The proposal will ensure that the children of the area are educated on a site that is suitable and in a natural Welsh language society, increasing opportunities to socialise and collaborate with others and give them a fair chance to flourish among their peers.

Assessment of the Impact on the People of Gwynedd

This document assesses what impact the policy, procedure, plan, etc. will have on the county's population and operates based on a number of legislations.

- **Equality Act 2010.** It places a duty on public organisations to give due attention to the impact of any new policy, procedure or plan, etc. (or as they are adapted) on persons with protected characteristics. We are required to
 - eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act.
 - advance equality of opportunity between people who share a relevant protected characteristic and those who do not.
 - foster good relations between people who share a protected characteristic and those who do not.

In Wales, the specific duty notes the need to undertake an impact assessment following specific guidelines to consider the impact that any changes in any policy or procedure (or the creation of a new policy or procedure), will have on persons with protected equality characteristics. A timely assessment should be made before any decision is taken on any relevant change (i.e. that affects people with protected equality characteristics).

- **Socio-economic Duty.** Wales has implemented this further duty, which is part of the Equality Act 2010, and places a duty to address socio-economic disadvantages in strategic decisions.
- **Welsh Language Standards (Section 44 Welsh Language Measure (Wales) 2011).** The Council is required to consider the impact that any change in any policy or procedure (or the creation of a new policy or procedure), will have on opportunities for people to use the Welsh language and to ensure that the Welsh language is not treated less favourably than English. This document therefore ensures that these decisions safeguard and promote the use made of the Welsh language.
- **Well-being of Future Generations Act 2015.** The Council has a duty to put the five ways of working in place and to respond to the seven national well-being goals.
- **Armed Forces Act 2021.** Councils must give due attention to the impact of this proposal on those who serve or who have served in the Armed Forces, as well as their families.

Ysgol Nebo

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Date: May 2026

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STEP 1 - Main Aims and Objectives of the Policy or Practice

1. What kind of document or procedure is being assessed?

- New and revised policies, practices or procedures (which modify service delivery or employment practices)

2. What are the overall aims, objectives and intended outcomes of the policy or practice?

On 14 October 2025, the Cyngor Gwynedd Cabinet decided to undertake a statutory consultation process on a proposal to close Ysgol Nebo on 31 December 2026, and to provide a place for learners at Ysgol Llanllyfni from 1 January 2027 onwards, in accordance with the requirements of Section 48 of the School Standards and Organisation (Wales) Act 2013.

The consultation was held between 5 December 2025 and 23 January 2026, and 70 responses to the consultation were received.

Ysgol Nebo has been prioritised for a review of the educational provision as the school is facing a number of challenges. Pupil numbers at the school have fallen consistently in recent years and have been fragile for some time. Consequently, it is likely that the school is facing increasing challenges, including:

- **Number of learners** – Census PLASC data from January 2026 shows that only 11 pupils from Reception to Year 6 were attending the school, and 1 child was in the Nursery Class. The school has capacity for 51 learners from Reception to Year 6 (+7 in the Nursery Class).
- **Learners in the catchment area**– Data from January 2026 shows that only 22% of learners in the Ysgol Nebo catchment area choose to attend the school. A total of 78% of learners in the catchment choose to attend out-of-catchment schools.
- **Projected numbers** - Projected numbers suggest that numbers will continue to be fragile for the future: September 2026 = 12; September 2027 = 11; September 2028 = 10
- **High percentage of surplus places** - Based on January 2026 figures, approximately 79% of places at the school are vacant (46 in number).
- **Small class sizes** - There are 2 classes at Ysgol Nebo (January 2026) with 5 learners (Reception - Year 3) and 1 nursery learner in one class, and 6 learners (year 4 to year 6) are in the second class.
- **Broad age ranges within classes** - An age range of up to 5 years is in one class and 3 years in the second class.

- **Additional funding to the usual allocation** – Ysgol Nebo receives an additional amount to the usual allocation through the Staffing Minimum Policy (which guarantees at least a headteacher and a teacher in each school, and a headteacher and assistant in schools with less than 15 full -time learners). The total additional amount during the financial year 2026-27 (based on September 2025) will be £ 64,046.
- **Cost per learner** - An average cost per learner at Ysgol Nebo in 2026-27 is £ 16,066 compared to the county average of £ 5,998.

3. Who are the main consultative groups (stakeholders)?

- Staff, Governors and Parents/Guardians of Ysgol Nebo
- A statutory consultation was held on the proposal, consulting with all consultees specified in the School Organization Code.
- Education Department and Officers from other Cyngor Gwynedd departments.

STEP 2 - Engagement Data and Assessing the Impact

4. Has any effort been made to comply with the duty to engage in accordance with what is described above and has enough information been gathered to move forward?

Yes

The engagement details. Note any consultation or engagement you have conducted or intend to conduct.

Action	Dates	Information
Ysgol Nebo Review Panel 1	18 March 2025	The Ysgol Nebo School Review Panel (SRP) was established in March 2025 and a series of meetings were held between March and July 2025, with the last of these held on 14 July 2025. The SRP members included the school's headteacher and staff, governors, the Local Member, parents and guardians. During the meetings, a number of options were considered for primary education in the Ysgol Nebo catchment area to ensure a sustainable provision for the future and respond specifically to the small numbers of learners.
Ysgol Nebo Review Panel 2	12 May 2025	
Ysgol Nebo Review Panel 3	14 July 2025	
Statutory Consultation	December 2025 – January 2026	A statutory consultation was held on the proposal, in accordance with the School Organisation Code. The consultation was held between 5 December 2025 and 23 January 2026, and 70 responses to the consultation were received.

5. What information is available about the impact on each of the following characteristics and subjects?

	Evidence, Information and Relevant Data	Potential Positive and/or Negative Impact
Race	Gwynedd schools have relevant policies in place to protect individuals from any discrimination based on race, such as Equality, Inclusion and Anti-bullying Policies. The Anti-bullying Policy provided by Cyngor Gwynedd states anti-bullying guidelines and procedures based on factors such as race in the school. Also, it is states in the Equality policy that is implemented by Gwynedd primary schools that schools <i>"... are opposed to all types of prejudice and discrimination and acknowledge that pupils have different needs, requirements and objectives."</i> Therefore, it is not anticipated that this proposal would have a negative impact on this characteristic.	None
Disability	During the consultation, several respondents expressed concern that the proposal could have a negative impact on vulnerable children, including those with ALN, due to the loss of the benefits associated with small class environments, personalised support, and the sense of inclusion identified at Ysgol Nebo. Specific concerns were raised regarding wellbeing, mental health, and the risk that some learners may find it difficult to transition to a larger school, with potential implications for their educational experience. The Council notes these concerns and notes that equality, inclusion and anti-discrimination policies are in place within the current provision and at the alternative school. Should the proposal be implemented, transition arrangements would place emphasis on individual needs, ensuring that the child's voice is taken into account. However, the change is not anticipated to have an impact on this characteristic. An assessment of any relevant alternative schools would be carried out on the basis of accessibility, and we would ensure that any transport provided (in accordance with the Education Department's transport policy) is suitable for the individual's needs. The needs of any disabled child would be considered in line with the Education Department's Accessibility and Equality policies.	As a result of the comments received during the consultation, a potential negative impact was identified for some learners due to concerns that moving to a larger school could reduce individual attention and targeted support, increasing the risk of transition difficulties or educational disengagement. However, the Council's assessment is that the impact on this characteristic would be neutral or positive were the proposal to be implemented, as the alternative school would be able to offer classes with more age-appropriate peers. An assessment of any relevant alternative schools would be undertaken on the basis of accessibility, and we would ensure that any transport provided (in accordance with the Education Department's transport policy) is suitable for the individual's needs. The needs of any disabled child would be considered in line with the Education Department's Accessibility and Equality policies.

Sex	Implementing the proposal would not have an impact on this characteristic. Implementing the proposal will mean that everyone will be treated according to their need, whatever their gender. Every school implements an Equality Policy stating that the school: <i>"... is opposed to all types of prejudice and discrimination and acknowledges that pupils have different needs, requirements and objectives."</i>	None
Age	During the consultation, several respondents expressed concern that the proposal could have a negative impact on vulnerable children, including those with ALN, due to the loss of the benefits associated with small class environments, personalised support, and the sense of inclusion identified at Ysgol Nebo. Specific concerns were raised regarding wellbeing, mental health, and the risk that some learners may find it difficult to transition to a larger school, with potential implications for their educational experience. The Council notes these concerns and notes that equality, inclusion and anti-discrimination policies are in place within the current provision and at the alternative school. Should the proposal be implemented, transition arrangements would place emphasis on individual needs. Should the proposal be implemented, it is anticipated that the children of Ysgol Nebo would benefit from having more age-related peers in their class as there are more learners at Ysgol Llanllyfni, which will be a way to ensure age-appropriate educational and extra-curricular experiences, as well as access to additional extra-curricular activities. We believe that learners will receive more age-appropriate experiences at the nearby alternative school since the learners will have learning experiences in collective groups, smaller groups, partner work and individually within their specific age range, along with lessons that have been appropriately differentiated for the age range in question. It is anticipated that implementing the proposal would mean that people of any age would be treated fairly and according to their need. Ysgol Nebo and Ysgol Llanllyfni implement an equality policy stating that the schools: <i>"... are opposed to all types of prejudice and discrimination and acknowledge that pupils have different needs, requirements and objectives."</i>	As a result of the comments received during the consultation, a potential negative impact was identified for some learners due to concerns that moving to a larger school could reduce individual attention and targeted support, increasing the risk of transition difficulties or educational disengagement. However, the Council's assessment is that the impact on this characteristic would be neutral or positive were the proposal to be implemented, as the alternative school would be able to offer classes with more age-appropriate peers. An assessment of any relevant alternative schools would be carried out on the basis of accessibility, and we would ensure that any transport provided (in accordance with the Education Department's transport policy) is suitable for the individual's needs. The needs of any disabled child would be considered in line with the Education Department's Accessibility and Equality policies.
Religion and Belief	Ysgol Nebo and the alternative school noted in the proposal (Ysgol Llanllyfni) are community schools. Every school has an Inclusion Policy that would deal with any discriminatory incident that may occur at the school, which is associated with religion or belief. Therefore, it is not anticipated that this proposal would have an impact on this characteristic.	None
Sexual Orientation	Relationships and sexuality education (RSE) is a statutory requirement in the Curriculum for Wales framework that was published under section 71 of the Curriculum and Assessment (Wales) Act 2021 and is mandatory for all learners aged between 3 and 16. RSE has a positive	None

	and empowering role to play in learners' education and it is essential to form and maintain a range of relationships, that are all based on respect and trust on both sides, which is core to relationships and sexuality education. These relationships are crucial to developing emotional well-being, resilience and empathy. An understanding of sexuality with an emphasis on rights, health, equality and fairness empowers the learners to understand themselves, to take responsibility for their own decisions and behaviours and to form relationships. We believe that learners will receive more opportunities to develop relationships and learn collaboratively as part of a larger class in an alternative school. It is not anticipated that the proposal would have an impact on people on the grounds of sexual orientation. Ysgol Nebo and Ysgol Llanllyfni, the proposed alternative school, implement an equality policy stating that the school: <i>"... is opposed to all types of prejudice and discrimination and acknowledges that pupils have different needs, requirements and objectives."</i>	
Gender reassignment	It is not anticipated that implementing the proposal would have an impact on people on the grounds of gender reassignment. It is stated in the Equality policy that is implemented by Gwynedd primary schools including Ysgol Nebo and Ysgol Llanllyfni that the schools <i>"... are opposed to all types of prejudice and discrimination and acknowledge that pupils have different needs, requirements and objectives."</i>	None
Marriage and Civil Partnership	It is not anticipated that the proposal would have an impact on anyone who is married or in a civil partnership, as both schools who are a part of the proposal implement the same policies.	None
Pregnancy and Maternity	It is not anticipated that the proposal would have an impact on anyone who is pregnant, whether staff or parents, as both schools which are a part of the proposal implement the same policies.	None
The Welsh Language	Through responses to the statutory consultation, concerns were expressed that the closure of Ysgol Nebo could lead to a reduction in community use of the Welsh language, even though Welsh-medium educational provision would continue. Respondents emphasised that the school contributes to the natural, everyday social use of Welsh, and that losing the school could reduce such opportunities within the local community. It was also noted that Ysgol Nebo plays an important role in promoting the use of Welsh beyond the classroom, through community and intergenerational activities, and that closing the school could weaken the status of Welsh as a living community language, particularly as there is no alternative community centre in the village. In addition, concerns were raised that closing the school could affect the sustainability of the local community, including community cohesion, community use of Welsh, and the attractiveness of the village to young families, highlighting the school's role as a social and linguistic focal point in an area without an alternative community facility.	Negative (Welsh within the community) / Positive (Educational) The Council notes the concerns expressed regarding the potential impact of closing the school on the linguistic vitality of the local community outside formal educational provision. However, based on the available evidence, the Council's view is that the proposal is unlikely to have a negative impact on Welsh-medium education provision or on learners' language opportunities. The aim of Gwynedd's Education Language Policy is the same for all primary schools in the county. This means that, if the proposal were to be

	The Council acknowledges the concerns expressed regarding the potential impact of the school's closure on the linguistic vitality of the local community outside formal educational provision. However, based on the evidence available, the Council's view is that the proposal is unlikely to have a negative impact on Welsh-medium education provision or on learners' linguistic opportunities. Gwynedd's Education Language Policy is the same for all primary schools in the county. This means that, if the proposal were implemented, learners from Ysgol Nebo would continue to receive their education in Welsh and bilingually in accordance with the Language Policy at Ysgol Llanllyfni. If the proposal were implemented, it is anticipated that it would have a positive impact on the Welsh language from an educational perspective, as Ysgol Nebo learners would benefit from more opportunities to use Welsh with a wider range of age-appropriate peers, both in class and socially. The alternative school, Ysgol Llanllyfni, serves areas that are strongholds of the Welsh language.	implemented, learners from Ysgol Nebo would be able to continue to receive their education in Welsh and bilingually in accordance with the Education Language Policy at Ysgol Llanllyfni. If the proposal were to be implemented, it is anticipated that it would have a positive impact on the Welsh language from an educational perspective, as learners from Ysgol Nebo would benefit from increased opportunities to use Welsh with a wider range of peers in the classroom and socially. The alternative school, Ysgol Llanllyfni, serves areas that are strongholds of the Welsh language. At the same time, the Council acknowledges that there is a risk of a possible negative impact on the use of Welsh from a community perspective, and it is anticipated that some elements of community events may be affected, and consequently the use of Welsh within the community. It is anticipated that there could be some negative impact arising from implementing the proposal, as parents/guardians/families would no longer meet daily within the Nebo community when dropping off/collecting children from school. It is therefore noted that mitigation measures could be considered, including promoting links between the Nebo community and activities at the alternative school, as well as considering appropriate options for the future use of the school building, taking into account its current community use.
Socio-economic Considerations	During the consultation, respondents expressed concern that the closure of Ysgol Nebo could have a disproportionate impact on families experiencing socio-economic disadvantage, particularly in relation to transport costs and accessibility, potentially increasing the risk of social exclusion. Respondents also emphasised the central role of the school within the community, contributing to community cohesion, reducing loneliness, and creating opportunities to engage with the Welsh language across age groups.	Partially negative / Positive

	The Council notes these concerns and notes that, should the proposal be implemented, free transport would be provided for eligible learners in accordance with the county's school transport policy, including consideration of safe walking routes and individual needs where relevant. It is envisaged that the proposal would reduce social disadvantage by ensuring more experiences and diversity of learning, more resources and access to more services and activities.	
Those Who Serve or Who Have Served in the Armed Forces, As Well As Their Families	It is not anticipated that the proposal would have an impact on those who serve or who have served in the armed forces, as well as their families. Children from military or ex-military families will get the same fair play whichever school they attend.	None
Human Rights	It is not anticipated that implementing the proposal would have an impact on human rights.	None
Other	-	-

6. Are there any data or information gaps, and if so, what are they and how do you intend to address them?

All assessments were updated following consideration of the responses to the statutory consultation.

7. When considering other key decisions that affect these groups, is there an increasing impact (cumulative impact)?

We are not aware of any proposed policies that would impact on the children and young people of the area.

8. What does the proposal include to demonstrate you have given due regard to the Public Sector Equality Duty (to promote equality of opportunity; help to eliminate unlawful discrimination, harassment, or victimisation and foster good relations and wider community cohesion) as covered by the three aims of the General Duty in the Equality Act 2010?

It is not anticipated that the proposal would have an impact on the school's statutory duty to protect learners from any discrimination, harassment or victimisation.

The aim is to promote equal opportunities and encourage the alternative school to continue to follow equality policies and procedures. Should the proposal be realised, it is anticipated that learners would receive more equal opportunities when placed in Ysgol Llanllyfni since the learners would have learning experiences that are based on national learning principles, with a range of methods, including working in collective groups, smaller groups, partner work and individually within their specific age range, along with lessons that have been appropriately differentiated for the age range in question.

As a number of the learners living in the catchment area of Ysgol Nebo already attend Ysgol Llanllyfni, therefore a link between the school and the community already exists. Nevertheless, should the proposal be implemented, opportunities for the school to build on its existing links with the catchment area of Ysgol Nebo will be promoted.

Relationships and sexuality education (RSE) is a statutory requirement in the Curriculum for Wales framework that was published under section 71 of the Curriculum and Assessment (Wales) Act 2021 and is mandatory for all learners aged between 3 and 16. RSE has a positive and empowering role to play in learners' education and it is essential to form and maintain a range of relationships, that are all based on respect and trust on both sides, which is core to relationships and sexuality education. These relationships are crucial to developing emotional well-being, resilience and empathy. An understanding of sexuality with an emphasis on rights, health, equality and fairness empowers the learners to understand themselves, to take responsibility for their own decisions and behaviours and to form relationships. By implementing the proposal, it is anticipated that learners would receive more opportunities to develop relationships and learn collaboratively as part of a larger class.

During the statutory consultation, consultees raised concerns about the impact of the proposal on vulnerable children, particularly those with additional learning needs, emotional or social difficulties, or those who have experienced bullying or challenges in larger schools. It was noted that Ysgol Nebo provides an inclusive environment, small class sizes, and personalised support that are essential to the wellbeing and development of some learners. Concerns were expressed that moving to a larger school could reduce opportunities for individual attention, targeted support and wellbeing, increasing the risk of educational disengagement or a return to home education. It was also raised that longer travel distances, transport costs, and lack of access to private transport were likely to disproportionately affect poorer families or those without a car, increasing social exclusion.

In terms of community cohesion, respondents emphasised that the school is a focal point for the community, providing opportunities for the whole community—including older residents—to socialise, reduce loneliness and engage with the Welsh language. Several responses called for the child's voice to be taken into account, and for the impact on the wellbeing, mental health and educational experience of vulnerable children to receive specific attention.

The Council notes these issues and emphasises that equality, inclusion and anti-discrimination policies are in place both within the current provision and at Ysgol Llanllyfni. The Council is committed to ensuring that any transition arrangements prioritise individual needs, particularly for vulnerable children, including learners with ALN, should the school close.

9. How does the proposal show that due regard has been given to the need to address inequality due to socio-economic disadvantage? (Note that this relates to closing the inequality gap, rather than just improving outcomes for everyone.)

It is envisaged that implementing the proposal would reduce socio-economic inequality by ensuring that the learners have more experiences and access to more services and activities in the alternative school. It is anticipated that learners would receive more equal opportunities since the learners would have learning experiences that are based on national learning principles, with a range of methods, including working in collective groups, smaller groups, partner work and individually within their specific age range, along with lessons that have been appropriately differentiated for the age range in question.

In the consultation responses, concerns were raised that the closure of Ysgol Nebo would have a disproportionate impact on families experiencing socio-economic disadvantage, particularly in relation to transport costs and accessibility, and the risk of increasing social exclusion for children from poorer households or those without

access to a car. It was also noted that longer travel distances, lack of access to extracurricular activities, and the need for parents to accompany young children on public transport could create additional barriers for families already facing disadvantage.

The Council notes these issues and notes that, should the school close, free transport would be provided for eligible learners in accordance with the county's school transport policy, which ensures that all primary learners living two miles or more from the catchment school or the nearest school are entitled to free transport. The policy also includes consideration of safe walking routes and individual needs where relevant.

By implementing the proposal, the learners of Ysgol Nebo would have a better learning environment at a school with more learners of the same age, and it would ensure that they make the most of their education. It is anticipated that learners would benefit from having more age-related peers at a school with more learners, which will be a way to ensure suitable educational and extra-curricular experiences for them, as well as access to additional extra-curricular activities.

10. How does the proposal show implementation in line with the requirements of the Welsh Language Standards (Welsh Language Measure (Wales) 2011), to ensure that the Welsh language is not treated less favourably than the English language, and to ensure opportunities for people to use the Welsh language? Also, how does the proposal operate in accordance with the requirements of the Council's Welsh Language Strategy to take advantage of every opportunity to promote the Welsh language (beyond providing bilingual services) and increase opportunities to use and learn the language in the community?

Our expectation is that all learners in the county will develop balanced bilingualism and the relevant skills to enable them to be full members of the bilingual society of which they are a part. Any proposals to change local arrangements must therefore give full consideration to all linguistic impacts. Maintaining and increasing the use of Welsh as an educational and social language among learners will be a key consideration in developing the proposal.

Gwynedd's Education Language Policy is the same for all primary schools in the county, and all primary schools (with the exception of one) fall into Category 3 in accordance with the Welsh Government's school categorisation guidance for Welsh-medium provision. This means that, if the proposal were implemented, learners from Ysgol Nebo would continue to receive their education in Welsh and bilingually in line with the Language Policy at Ysgol Llanllyfni.

Through the consultation responses, strong concerns were expressed that closing Ysgol Nebo could lead to Welsh being treated less favourably than English, even though Welsh-medium educational provision would continue. Respondents emphasised that Ysgol Nebo provides an environment where Welsh is used naturally and socially on a daily basis, not only as a language of instruction, and that losing the school could significantly reduce such opportunities within the local community.

It was also noted that the school plays a key role in ensuring active opportunities to use Welsh, including through community events, social activities, Welsh-for-adults classes, and interaction between Welsh speakers and non-Welsh-speaking or newly arrived residents. Concerns were raised that closing the school could lead to the loss of these opportunities, weakening the status of Welsh as a living community language and potentially undermining the principle of not treating Welsh less favourably.

Attention was drawn to the risk that losing the school would reduce this type of active promotion of Welsh in the community, particularly as there is no alternative community centre in the area.

The Council notes the concerns raised regarding the role of Ysgol Nebo in supporting community use of Welsh within the village and accepts that the comments highlight a potential adverse impact on local linguistic vitality outside formal educational provision.

However, based on the information available, the Council's view is that the proposed option is unlikely to have a negative impact on Welsh-medium education provision or on learners' linguistic opportunities, for the following reasons:

- CYBLD data from January 2026 shows that 56% of Ysgol Nebo learners speak Welsh fluently at home, compared with 68% of learners at Ysgol Llanllyfni.
- The proposal to close Ysgol Nebo and offer places to learners at a nearby school (Ysgol Llanllyfni) means that learners from the Nebo catchment would continue to be educated in a Welsh-medium school.

As learners would be taught in larger classes with more children of the same age group, it is anticipated that the proposal would strengthen opportunities for learners to socialise in Welsh with a wider range of peers. On this basis, if the proposal were implemented, it is expected that learners from the Nebo catchment would have more opportunities to use Welsh informally with their peers both inside and outside the classroom, and that the level of linguistic vitality and informal use of Welsh would be stronger.

At the same time, taking into account the consultation comments, the Council acknowledges that the option to close Ysgol Nebo could lead to a potential negative impact on the use of Welsh within the local community, particularly in terms of its use as a community language outside the educational context. However, it is noted that mitigation measures could be considered, including promoting the use of Welsh by involving the Nebo community in the alternative school's community activities, as well as considering appropriate options for the post-use of the school building, taking into account the community activities currently held there. Nevertheless, in the educational context, based on the above, it is anticipated that, if the proposal were implemented, learners from the Nebo catchment would have more opportunities to use Welsh informally with their peers both inside and outside the classroom, and that the level of linguistic vitality and informal use of the language would be stronger.

The community impact assessment indicates that some negative impact on the community is anticipated if the option to close Ysgol Nebo were implemented. It is acknowledged that closing Ysgol Nebo would result in the loss of a school within the Nebo community; however, the assessment notes that a significant proportion of children living within the school's catchment already attend other schools, including Ysgol Llanllyfni, and therefore a link between Ysgol Llanllyfni and the Ysgol Nebo community already exists.

If the proposal to close Ysgol Nebo were implemented, every effort would be made to mitigate the impact on the community by encouraging links between the communities and Ysgol Llanllyfni. To mitigate the impact on the community, opportunities would be identified to ensure that the Nebo community is aware of activities at the alternative school, and community collaboration between Ysgol Llanllyfni and the Nebo community would be encouraged where appropriate. In addition, the Local Authority and the Governing Body of Ysgol Llanllyfni could consider ways of promoting the use of the Welsh language by involving the Nebo community in the school's community activities, as well as considering appropriate options for the future use of the school building, taking into account the community activities currently taking place there, should the proposal be implemented.

11. How does this proposal meet the requirements of the Well-being of Future Generations Act by implementing the five ways of working, and respond to the seven national well-being goals, including creating a More Equal Wales?

Through the responses to the statutory consultation, concerns were expressed that the closure of Ysgol Nebo could have a long-term impact on the sustainability of the local community, particularly in terms of community cohesion, the use of Welsh within the community, and the attractiveness of the village to young families. Respondents emphasised the school's role as a social and linguistic focal point that supports social wellbeing, prevents loneliness, and facilitates collaboration and inclusion across the

community, especially in an area without an alternative community centre. Attention was also drawn to the way in which the school contributes to several wellbeing goals by providing local access to education, community activities, and the natural, everyday use of Welsh for people of all ages and backgrounds.

Following consideration and assessment in accordance with the requirements of the well-being act, the 7 well-being act goals and the Council's well-being objectives were considered, and it is concluded that the proposal meets the requirements.

It is acknowledged that should the Cabinet decide to proceed with this proposal, it may result in the closure of a school in the community, however a large number of the children living within the school's catchment area already attend other schools, including Ysgol Llanllyfni, and therefore there is already a link between the schools and the community of that school. Every effort will be made to mitigate any negative impact on the community by encouraging links between the communities and Ysgol Llanllyfni. Should the proposal be approved, discussions will take place to discuss the possibility that Ysgol Llanllyfni community activity includes the community, where appropriate.

The proposal would ensure that the children of the area are educated on a site that is suitable and in a naturally Welsh-speaking society, thus increasing the opportunities to socialise and collaborate with others, and to give them a fair opportunity to thrive among their peers.

STEP 3 - Procurement and Partnerships

12. Will this policy or practice be carried out wholly or partly by contractors or in partnership with another organisation(s)?

No

STEP 4 - Dealing with Negative or Unlawful Impact and Strengthening the Policy or Practice

13. When considering proportionality, does the policy or practice have a significantly positive or negative impact or create unequal outcomes?

Significant Positive Impact:

Should the proposal be implemented, it is anticipated that learners would receive more equal opportunities when placed in an alternative school since the learners will have learning experiences that are based on national learning principles, with a range of methods, including working in collective groups, smaller groups, partner work and individually within their specific age range, along with lessons that have been appropriately differentiated for the age range in question.

By implementing the proposal, the learners of Ysgol Nebo would have a better learning environment at a school with more learners of the same age, and it would ensure that they make the most of their education and allow access to more activities that are appropriate for their ability level. The learners would benefit from having more age-related peers at a school with more learners, which will be a way to ensure suitable educational and extra-curricular experiences for them, as well as access to additional extra-curricular activities.

Significant Negative Impact:

It is recognised that the options proposed may have an impact on organisations within the community and on community cohesion, and it is anticipated that this will need to be mitigated by fostering links between the school and the community.

As a result of the comments submitted during the consultation, a potential negative impact was also identified for some vulnerable learners, including learners with ALN or emotional/social needs, due to concerns about losing the benefits of small class environments and personalised support, as well as the challenges of transitioning to a larger school if the proposal were implemented. In response to these concerns, the Council notes that, should the proposal be implemented, transition arrangements would focus on individual needs and the child's voice, with inclusion and equality policies in place at the alternative school, if the proposal were to be implemented.

The school (and its Governing Body) is responsible for implementing its equality policy, and the Authority, through its routine support and monitoring procedures, will ensure compliance.

14. Explain any intentional negative impact and why it is believed that there is justification for operating in this way (for example, on the grounds of improving equal opportunities or developing good relationships between those who share a protected characteristic and those who do not or due to objective justification or positive action)

No

15. Will any of the negative impacts identified count as unlawful discrimination but they are unavoidable (e.g. budget cuts)?

Not applicable.

Note the reason for stating this and the justification for proceeding

Not applicable.

16. What other measures or changes could be included to strengthen or change the policy/practice to demonstrate that due regard has been given to equal opportunity; help to eliminate unlawful discrimination, harassment, or victimisation; and foster good relations and wider community cohesion; as covered by the improvement aim of the General Duty in the Equality Act 2010?

Following the statutory consultation, the Council has considered the comments received and has updated the Equality Impact Assessment in accordance with the requirements of the Equality Act 2010. Should the proposal proceed, the impact will continue to be monitored as part of the Council's ongoing statutory duties.

17. What measures or other changes could be included to strengthen or change the policy/practice to demonstrate that due regard has been given to the need to reduce inequalities of outcome as a result of socio-economic disadvantage?

It is envisaged that the proposal would reduce socio-economic disadvantage by ensuring that the learners have more experiences and access to more services and activities in the alternative school. Learners would receive more equal opportunities since the learners would have learning experiences that are based on national learning principles, with a range of methods, including working in collective groups, smaller groups, partner work and individually within their specific age range, along with lessons that have been appropriately differentiated for the age range in question.

By implementing the proposal, the learners of Ysgol Nebo would have a better learning environment at a school with more learners of the same age, and it would ensure that they make the most of their education. The learners would benefit from having more age-related peers at a school with more learners, which will be a way to ensure suitable educational and extra-curricular experiences for them, as well as access to additional extra-curricular activities.

18. What other measures or changes could be included to strengthen or change the policy/practice to demonstrate that due regard has been given to the need to increase opportunities for people to use the Welsh language and in treating the Welsh language no less favourably than the English language as set out in the Welsh Language (Wales) Measure 2011 and to reduce or prevent any adverse effects that the policy/practice may have on the Welsh language?

It is anticipated that the proposal would have a positive impact on the Welsh language, as learners from Ysgol Nebo would benefit from increased opportunities to use Welsh with a wider range of peers both in class and socially.

The proposal to close Ysgol Nebo and offer places to learners at Ysgol Llanllyfni would ensure the continuation of Welsh-medium education in a school where the Welsh language is strong, with CYBLD data from January 2026 showing that 68% of learners at Ysgol Llanllyfni (compared with 56% at Ysgol Nebo) speak Welsh fluently at home. While the Council acknowledges concerns about the potential impact on community use of Welsh in Nebo, mitigation measures could be considered by strengthening community links with the alternative school and by exploring appropriate options for the post-use of the school building, should the proposal be implemented.

If the school were to close, the Local Authority and the Governing Bodies of the alternative schools could consider ways of promoting the social use of the Welsh language through extracurricular and community activities.

19. Is there enough information to make a balanced judgement and to proceed?

Yes

STEP 5 - Decision to Proceed

**20. Given the information gathered in Steps 1–4 above, is it possible to move forward with the policy or practice or not, and if so, on what basis?
Choice of:**

Continue with policy or practice in its current form.

STEP 6 - Actions and Arrangements for Monitoring Outcomes and Reviewing Data

The EqlA process is an ongoing one that doesn't end when the policy/practice and EqlA is agreed and implemented. There is a specific legal duty to monitor the impact of policies/practices on equality on an ongoing basis to identify if the outcomes have changed since you introduced or amended this new policy or practice. If you do not hold relevant data, then you should be taking steps to rectify this in your action plan. To review the EHRC guidance on data collection you can review their [Measurement Framework](#)

21. What actions noted in Steps 1-5 or any additional data collection work would help to monitor the policy/practice when implemented:

Action	Dates	Timetable	Lead Responsibility	Add to the Service Plan
-	-	-	-	-

22. What arrangements to monitor and review the ongoing impact of this policy or practice will be implemented, including timeframes for when it should be formally reviewed:

Monitoring and Review Arrangements (including where outcomes will be recorded)	Timeframe and Frequency	Lead Responsibility	Add to the Service Plan
Should the proposal be realised, we will monitor the impact of the closure of the school and endeavour to assist with any negative impact that may derive from the policy.	Continuous	Education Department	No

Appendix E – Comments from the Local Member

Comments from the Local Member on Ysgol Nebo Cabinet Report

11/05/26

I would like to thank the officers, school staff, the Governing Body, the community, parents and especially the pupils for their commitment and contribution to this process over recent months. While I acknowledge the work that has been done in conducting the statutory consultation and summarising the responses, I remain very clear in my opposition to the proposal to close Ysgol Nebo. This report itself demonstrates the scale of local opposition, with a large number of responses highlighting the educational, community and linguistic value of the school. It also recognises the school's role as the heart of the community, its contribution to the vitality of the Welsh language, and the possible impact on the wellbeing of children and vulnerable pupils should the school close. In my view, these are not secondary matters that can simply be mitigated later, but fundamental considerations that should be at the core of this decision.

The School Organisation Code sets a clear procedural presumption against the closure of rural schools, and I am not convinced that this high threshold has been met in the case of Ysgol Nebo. I remain of the view that not every alternative option has been fully or creatively explored. This is particularly true in the context of the option presented by the Governing Body to develop Ysgol Nebo as a specialist provision to support children with social, emotional and wellbeing needs. Rather than seeing this as a strategic opportunity, the report continues to assess it almost entirely on the basis of enrolment numbers and cost per learner. But at a time of significant growth in home education, increasing mental health concerns among children and young people, and more families seeking flexible and supportive provision, we must ask whether small schools like Ysgol Nebo could be part of the solution, rather than viewed as a problem to be removed.

Concerns still exist regarding the £95,000 maintenance figure noted in the consultation, with no detailed technical evidence published to date other than a visual site survey by Council officers. The report acknowledges that closing the school could have a negative impact on community use of the Welsh language and on the cohesion of the village. As a Council that consistently declares its commitment to the sustainability of Welsh-speaking communities, we must ask what message we send if we close a rural Welsh-medium school that continues to provide good education and is central to its community.

I do not deny that challenges exist at Ysgol Nebo, but I do not accept that closure is the only possible response, nor necessarily the best long-term response.

I urge the Cabinet not to proceed to the statutory notice stage, but instead to reconsider the alternative options in a genuinely open manner and give full consideration to a sustainable future for Ysgol Nebo and the community it serves.

Yours sincerely,
Councillor Dafydd Davies

Local Member for the Clynnog Ward

CABINET CYNGOR GWYNEDD



Meeting Date: 19 May 2026
Cabinet Member: Cllr. Dewi Jones
Relevant Officer: Gwern ap Rhisiart – Head of Education
Item Title: Ysgol Baladeulyn – Consultation Report

Report to Cyngor Gwynedd Cabinet Meeting

1. THE DECISION SOUGHT

- 1.1 The Cabinet is requested to consider the contents of the report on the outcome of the statutory consultation (Consultation Report) on the proposal to close Ysgol Baladeulyn on 31 December 2026 and provide a place for learners at Ysgol Talysarn from 1 January 2027, and approve the publication of a statutory notice on the proposal, in accordance with the requirements of Section 48 of the School Standards and Organisation (Wales) Act 2013.

2 THE REASON FOR THE NEED FOR A DECISION

- 2.1 The attached consultation report (Appendix A) sets out the outcomes of the statutory consultation held on the proposal to close Ysgol Baladeulyn on 31 December 2026 and provide a place for learners at Ysgol Talysarn from 1 January 2027 onwards. The Cabinet is asked to consider the contents of the consultation report, and approve the issuing of a statutory notice on the proposal and to hold a 28-day formal objection period, in accordance with the requirements of the School Organisation Code.
- 2.2 The need for a decision derives from the school's vulnerable position, with low learner numbers for some time, a high percentage of surplus places, high costs per learner, and reliance on additional protection funding. Projections show that the numbers will remain low over the next few years.

3. INTRODUCTION AND BACKGROUND

- 3.1 Ysgol Baladeulyn is a Category 3 Welsh-medium primary school, located in the village of Nantlle. The school provides education for learners between 3 and 11 years old.
- 3.2 At the January 2026 PLASC census point, there were 6 Reception to Year 6 learners on Ysgol Baladeulyn's register, with a capacity for 55 learners at the school. As a result, there were 49 surplus places in the school, equivalent to 89% of the school's capacity. The school also has capacity for 7 learners in the Nursery class, and there were 2 Nursery learners on register, leaving 5 surplus places in the Nursery class.
- 3.3 Due to the current low numbers, the school is in a vulnerable position and is facing numerous increasing challenges, including:
- **Low number of learners** – January 2026 data indicated that there were 6 full-time learners and 2 Nursery learners attending Ysgol Baladeulyn.
 - **High percentage of surplus places** – With 6 learners (Reception to Year 6) on the school's register, and a capacity for 55, there are 49 surplus places at the school, which equates to 89% of the

school's capacity. The school also has capacity for 7 learners in the Nursery class; therefore with 2 Nursery class learners on the register, there are also a further 5 surplus places in the Nursery class. Consequently, when combining Nursery - Year 6 capacity and numbers, Ysgol Baladeulyn has 54 surplus places (87%).

- **Very small class sizes and a broad age range** – In Ysgol Baladeulyn (September 2025), there is one single class that includes every learner at the school – namely 6 learners from Reception to Year 6 (Reception, Yr.1 and 2, and Yr. 4 and 5) together with 2 Nursery class learners. Within this class, different groups are formed at various times of the day, with teaching assistants leading activities for the youngest learners. Therefore, this means there is an age range of up to 8 years within the whole class.
- **Projected numbers** – Projections from September 2025 suggest that the number of learners will remain low over the next three years, with an estimated 7 learners from Reception to Year 6 and 1 Nursery learner on the register by September 2028.
- **Catchment-area learners** – January 2026 data shows that 8 children live within the Baladeulyn catchment area. Of these, 25% (2 children) choose to attend Ysgol Baladeulyn, while 75% (6 children) choose to attend schools outside the catchment area.
- **Ysgol Baladeulyn receives an additional sum to the core financial allocation** – Ysgol Baladeulyn receives an additional amount to the usual allocation via the minimum staffing protection policy (which ensures at least a headteacher and a teacher at each school, and a headteacher and an assistant in schools with fewer than 15 full-time learners). The total additional funding for the 2026–27 financial year (based on the numbers in September 2025) will be £74,446.
- **Average cost per learner** – The average cost per learner at Ysgol Baladeulyn in 2026–27 will be £25,123, compared with a county average of £5,998.

3.4 During 2025, the Ysgol Baladeulyn Review Panel (SRP) was established, with representation from the governing body, parents, staff and a Local Member. A series of three SRP meetings were held to discuss the challenges facing the school and to identify options for the school's future. A wide range of options were discussed, which were evaluated and assessed against the factors of the "Excellent Primary Education for the Children of Gwynedd" Strategy and the relevant factors from the School Organisation Code 011/2018.

3.5 On 14 October 2025, a proposal paper was submitted to Cabinet, recommending that a statutory consultation be held on the proposal to close Ysgol Baladeulyn. The Cabinet approved this proposal, noting the need to respond to the school's vulnerable position regarding low numbers, high costs and long-term sustainability of the school.

4. THE STATUTORY CONSULTATION

4.1 In accordance with the Cabinet's decision on 14 October 2025, a statutory consultation was held on the proposal to close Ysgol Baladeulyn on 31 December 2026 and provide places for learners at Ysgol Talysarn from 1 January 2027 onwards. The consultation was held between 10 December 2025 and 28 January 2026, ensuring compliance with the requirements of the School Organisation Code (011/2018).

4.2 A statutory consultation document, an impact assessment pack (including impact assessments on the Welsh language, the community, equality, various travel arrangements, quality and standards of education, and the Well-being of Future Generations Act), a background pack, response forms, and consultation document and questionnaires for children and young people were published on the Council's website. The documentation was distributed to all relevant consultees via e-mail, which included a link to a dedicated page on the Council's website: [Statutory Consultation: Ysgol Baladeulyn](#). Hard copies were supplied upon request.

4.3 Consultees were invited to respond to the consultation by either completing an on-line response form, a paper or electronic copy (PDF), or via e-mail/letter.

4.4 A drop-in session during the consultation period was held for Ysgol Baladeulyn staff, parents, and governors. The purpose of the session was to share information about the proposal and the consultation process, and provide an opportunity for stakeholders to ask questions about the proposal and the process. 12 people attended the drop-in session.

4.5 Separate consultation sessions were conducted for representatives of learners from Ysgol Baladeulyn and Ysgol Talysarn, with an independent facilitator holding the sessions. The purpose of these sessions was to gather the views of the learners about the proposal. A children and young people-friendly version of the consultation document was available on the Council's website to ensure that every learner had the opportunity to contribute, even if they had not attended the session at their school. A report on the matters that arose during the consultation with children and young people has been included in Section 3 of the consultation report (Appendix A).

4.6 Responses to the Consultation

4.7 A total of 30 written responses to the statutory consultation were received, including a response from Estyn. This figure does not include the feedback gathered from learners during the consultation sessions.

4.8 Estyn's full response has been included in the Consultation Report (Appendix A).

4.9 Summary of the Consultation Findings

4.10 The consultation report (Appendix A) provides a full summary of the issues raised by the consultees and the Council's response to those issues. Listed below are the main issues that arose in the responses to the statutory consultation, and a more detailed consideration of each issue can be found in the Consultation Report.

1. COMMENTS ABOUT THE SCHOOL

- 1.1 Quality of Education
- 1.2 Support for learners with Additional Learning Needs (ALN)
- 1.3 A Welsh ethos
- 1.4 Behaviour and Inclusion
- 1.5 Experiences beyond the classroom
- 1.6 Developing Responsibility and Confidence
- 1.7 The advantages of a small school (such as Ysgol Baladeulyn)
- 1.8 Family support

2. COMMENTS ON THE PROPOSAL

- 2.1 Objections to the Proposal
- 2.2 A call to keep the school open
- 2.3 In favour of the proposal
- 2.4 A call to reconsider the proposal
- 2.5 Comments on the legal status and ownership of the school

3. IMPACT ON LEARNERS

- 3.1 Emotional and well-being impact
- 3.2 Impact of moving to a larger school
- 3.3 Impact on education
- 3.4 Social Opportunities
- 3.5 Losing small school benefits
- 3.6 Impact on vulnerable learners

4. THE WELSH LANGUAGE

- 4.1 Positive comments about the current Welsh language provision
- 4.2 Concern that the proposal would have a negative impact on Welsh education
- 4.3 Impact of the proposal on Welsh in the community
- 4.4 Concern when comparing the number of Welsh-speaking learners in Talysarn and Nantlle
- 4.5 Mitigation measures to safeguard the Welsh language and reduce detrimental impacts
- 4.6 Positive Impact of the Proposal on the Welsh language

5. ADDITIONAL LEARNING NEEDS

- 5.1 Staff continuity and ALN support
- 5.2 The impact of a larger school on children with ALN
- 5.3 Well-being, confidence and safety of ALN learners
- 5.4 Increasing demand for ALN provision

6. TRANSPORT, TRAVEL AND SAFETY IMPLICATIONS

- 6.1 Walking, cycling and learners' independence
- 6.2 Transport to Ysgol Talysarn
- 6.3 Concerns regarding travel safety
- 6.4 The impact of further travel on learners' well-being
- 6.5 Lack of public transport
- 6.6 Challenges for families who do not drive
- 6.7 Transport for children under 5 years old
- 6.8 General comments about transport

7. THE LOCAL COMMUNITY AND FAMILIES

- 7.1 Family and multi-generational connections
- 7.2 Community Identity and Local Pride
- 7.3 Impact of the proposal on the viability of the community
- 7.4 Community life and social connections
- 7.5 Attracting young families to the village
- 7.6 Comments about the school's role in the village
- 7.7 Impact on families in the community

8. CAPACITY, LOCAL DEMOGRAPHY AND CATCHMENT ARRANGEMENT

- 8.1 Current capacity and impact of developments
- 8.2 Local demography
- 8.3 Catchment arrangements

9. FINANCIAL IMPLICATIONS

- 9.1 Argument against the proposal based on cost
- 9.2 Financial and Cost per Head Inconsistencies across County Schools

10. COMMENTS ON THE CONSULTATION DOCUMENTATION AND THE STATUTORY PROCESS

- 10.1 Sufficiency of impact assessments in general
- 10.2 Community Impact Assessment
- 10.3 Welsh Language Impact Assessment
- 10.4 Engaging and communicating with parents as part of the statutory process
- 10.5 Equality Impact Assessment

11. ALTERNATIVE OPTIONS

- 11.1 Keeping the school open (status quo)

- 11.2 Promote and strengthen small schools
- 11.3 Federalisation with ALN provision
- 11.4 Shared leadership
- 11.5 Modify the proposal for the benefit of the Welsh Language
- 11.6 ALN specialist provision
- 11.7 Other alternative options received

5. PRESUMPTION AGAINST THE CLOSURE OF A RURAL SCHOOL

- 5.1 The School Organisation Code 011/2018 introduced new arrangements, in particular in relation to rural schools, thus establishing a procedural presumption against closure. This does not mean that a rural school can never close, but that the case for closure must be strong and all viable alternatives to closure must have been conscientiously considered. Ysgol Baladeulyn is designated as a 'rural school' for the purposes of the Code. This means that a more detailed series of procedures and requirements must be followed when developing a proposal to close.
- 5.2 As reported to the Cabinet on 14 October 2025, additional specific assessments were held, in accordance with the requirements of the Code, in relation to the option to close a rural school and the other reasonable options that have been identified. The Code also sets out special requirements in relation to the preparation of the report following a statutory consultation period. It is therefore a requirement to undertake further assessments, specifically on:
- The likely impact on the quality and standards of education
 - The likely impact on the community
 - The likely impact on different transport arrangements.
- 5.3 The purpose of this further assessment is to consider any additional information that came to light as a result of the consultation or otherwise. Following the consultation period, a further assessment of the proposal and other reasonable options was undertaken, taking into account any further information received that related to the responses during the consultation. A summary of these assessments can be found in Section 7 of the Consultation Report (Appendix A), and the full impact assessments in Appendix C.

6. FURTHER CONSIDERATIONS

- 6.1 In addition to the impact assessments held in accordance with the specific 'a presumption against the closure of rural schools' guidance, several other impact assessments were carried out and updated following the statutory consultation. These assessments are included as part of the Impact Assessments appendix (Appendix C), and their conclusions are summarised below.
- 6.2 Welsh Language Impact Assessment
- 6.3 An impact assessment was held on the Welsh language, and the assessment was revised following the statutory consultation. The full assessment can be found in Appendix C.
- 6.4 During the consultation, concerns were expressed about the possible impact of the closure of Ysgol Baladeulyn on the community use of the Welsh language within the village. Numerous respondents emphasised the role of the school in integrating new families, including some from English speaking backgrounds, into the Welsh-speaking life of the village. It was emphasised that the school contributes significantly to the use of the Welsh language in informal contexts, such as social meetings, play after school and interaction between parents and residents. Concern was expressed that the loss of the school could undermine the local linguistic ecosystem, leading to a gradual reduction in community use of the Welsh language.

6.5 The Council acknowledges the concerns raised regarding the role of Ysgol Baladeulyn in supporting the community use of the Welsh language within the village, and accepts that the comments highlight the possible detrimental impact on local linguistic vitality outside the formal educational provision.

6.6 However, based on the information available, the Council's view is that the proposal is not likely to have a negative impact on Welsh-medium educational provision or on learners' linguistic opportunities, for the following reasons:

- The January 2026 PLASC data shows that 29% of learners at Ysgol Baladeulyn speak Welsh fluently at home, compared with 37% of learners at Ysgol Talysarn.
- The proposal to close Ysgol Baladeulyn and offer learners a place in a nearby school (Ysgol Talysarn) means that learners in the Nantlle catchment area would continue to be educated in a Welsh-medium school.
- It is anticipated that the learners would be taught in larger classes and with more children from the same age group, and that the proposal would strengthen opportunities for learners to socialise in Welsh with a wider group of peers.

6.7 Given the above, if the proposal were to be implemented, it is anticipated that there would be more opportunities for learners in the Nantlle catchment area to use Welsh informally with their peers inside and outside the classroom, and that the vitality of the Welsh language and informal use of the language would strengthen.

6.8 At the same time, given the comments from the consultation, the Council recognises that the proposal to close Ysgol Baladeulyn could have a potential negative impact on the use of Welsh within the local community, particularly in terms of its use as a community language outside the educational context; however, it is noted that consideration could be given to mitigation measures, by promoting the use of Welsh by involving the Nantlle community in the alternative school's community activities, as well as considering suitable options for the future use of the school building, taking into consideration the community activities currently held there.

6.9 In the educational context, given the above, it is anticipated that if the proposal were to be implemented, there would be increased opportunities for learners in the Nantlle catchment area to use Welsh informally with their peers both inside and outside the classroom, and that the vitality of the Welsh language would be strengthened.

6.10 Equality Impact Assessment

6.11 An equality impact assessment was carried out on the proposal, and the assessment was revised following the statutory consultation. The full assessment can be found in Appendix C.

6.12 The assessment gives specific consideration to different equality elements such as race, gender, disability, language, religion or belief, and age. The assessment sets out the current situation and shows that policies and arrangements are in place that would ensure that the proposal takes account of and aligns with equal rights.

6.13 As noted in the most recent assessment, during the statutory consultation, several specific equality-related concerns were identified, particularly in relation to vulnerable children, learners with additional learning needs, and families experiencing socio-economic disadvantage. Concerns were expressed that moving some learners to a larger school could reduce the level of personal support available to them, and that travel distance, transport costs or lack of access to private transport could disproportionately affect some families. It was also noted that the loss of the school could undermine opportunities for people to use Welsh as a living, practical language in the everyday life of the community.

6.14 The assessment notes that the Council acknowledges the issues raised and emphasises that equality and inclusion policies are already in operation within the current provision and at Ysgol Talysarn. In addition, it is noted that the Council is committed to ensuring that any transition arrangements prioritise individual needs, including those of vulnerable children and learners with additional learning needs should the school close. Regarding concerns about the community use of the Welsh language, it is noted that mitigation measures would be considered, including promoting ongoing links between the Nantlle community and the alternative school through community

activities, and considering appropriate options for the post-use of the school building in order to support continued use of the Welsh language in the local community.

6.15 After weighing up the relevant factors, including the responses to the statutory consultation, the Council acknowledges that some respondents identified a possible negative impact on certain protected groups, including vulnerable learners, learners with additional learning needs, families experiencing socio-economic disadvantage, and community cohesion. Specific concerns were also raised regarding the potential impact on the use of the Welsh language within the local community, especially in terms of its informal use outside of the educational context. However, based on the overall equality assessment, the evidence set out in the related impact assessments, and the mitigation measures described, the Council remains of the view that the proposal is unlikely to lead to a significant negative impact on equality characteristics. It is noted that policies and procedures are already in place to ensure that there is no unlawful discrimination or harassment, and that individual needs will be appropriately considered.

6.16 The Council remains of the view that implementing the proposal would reduce inequality in cases of socio-economic disadvantage by ensuring that learners have more experiences and access to a wider range of services and activities at Ysgol Talysarn.

6.17 By implementing the proposal, learners at Ysgol Baladeulyn would benefit from an improved learning environment and from having more age-appropriate peers in a school with a larger number of learners, which would help ensure that they receive suitable educational and extracurricular experiences, as well as access to a wider range of extracurricular activities.

6.18 The Council would follow its usual processes of support and monitoring to ensure that all schools comply with equality characteristics, should the proposal be implemented.

6.19 Well-being of Future Generations Act

6.20 An assessment was undertaken on the proposal in relation to the the Well-being of Future Generations Act, and the assessment was updated after the consultation period ended. The 7 aims of the Well-being Act and the Council's well-being objectives were considered, and it concluded that the proposal met the requirements. The full assessment can be found in Appendix C.

6.21 The latest assessment notes that during the consultation, some specific concerns were raised, particularly in relation to the impact of the proposal on vulnerable children, learners with additional learning needs, the well-being of families facing socio economic disadvantage, and the linguistic and community vitality of the village.

6.22 It is acknowledged that should the Cabinet decide to proceed with the proposal, it could result in the loss of a school within the Nantlle community. However, it is noted that a significant proportion of children living within the school's catchment area (75%) already attend other schools, including Ysgol Talysarn (50%), suggesting a link between the schools, and the community of the school already exist. Every effort would be made to mitigate the impact on the community by encouraging links between the communities and Ysgol Talysarn, should the proposal be implemented. Should the proposal be approved, discussions would take place to discuss the possibility that Ysgol Talysarn's community activities would include the Nantlle community where appropriate.

6.23 It is anticipated that the proposal would ensure that children in the area are educated on a site that is suitable and in a naturally Welsh-speaking society, increasing opportunities for socialising and collaborating with others and giving them a fair chance to thrive among their peers.

6.24 Compliance with the Welsh Language Standards (Welsh Language (Wales) Measure 2011)

6.25 Building on the findings of the Welsh Language Impact Assessment and the Equality Impact Assessment outlined above, the Council confirms that the entire statutory process in relation to reviewing the future of Ysgol Baladeulyn has been conducted in accordance with Welsh Language Standards 88–93 under the Welsh Language

(Wales) Measure 2011. In accordance with Standards 88, 89 and 90, due consideration was given to the potential effects that the policy decision could have on opportunities to use the Welsh language and on not treating the Welsh language less favourably than the English language, including consideration of potential positive and adverse effects, how the proposal could be shaped or adapted to ensure more positive effects, and how any possible adverse effects could be mitigated. In addition, in accordance with Standards 91, 92 and 93, views were sought and considered through the statutory consultation process in relation to these linguistic effects, including views on how the proposal could be formulated or amended to increase positive effects or reduce adverse effects on the Welsh language. These requirements were supported through the undertaking of a Welsh Language Impact Assessment, alongside related impact assessments, including the Equality Impact Assessment, and it is noted that these assessments were reviewed and updated following consideration of the responses received during the statutory consultation.

6.26 Financial Considerations

6.27 As a result of the low number of learners at Ysgol Baladeulyn, the pupil-led allocation is not sufficient to sustain the school. Consequently, Ysgol Baladeulyn receives an additional sum to the core allocation through the minimum staffing protection policy (which guarantees at least a headteacher and a teacher in every school, and a headteacher and a teaching assistant in schools with fewer than 15 full-time learners). An additional £74,446 has been allocated to Ysgol Baladeulyn this year (2026–27) through the Minimum Staffing Protection Policy.

6.28 The allocations for Ysgol Baladeulyn and Ysgol Talysarn for the year 2026–27 are based on the September 2025 numbers, and the amounts allocated to both schools can be seen below:

School	Budget 2026-27		Core allocation Additional Funding (Minimum Staffing Protection Policy)
	Core Allocation Funding	Cost per Pupil	
Baladeulyn	£ 172,848	£25,123	£74,446
Talysarn	£ 539,420	£5,897	-
Cyfartaledd Ysgolion Cynradd y Sir	-	£5,998	-

6.29 The cost per learner at Ysgol Baladeulyn will be £25,123 and the cost per learner at Ysgol Talysarn will be £5,897 (2026–27 budget, based on September 2025 pupil numbers). The county average cost per primary pupil for the same period will be £5,998, meaning that the cost per pupil at Ysgol Baladeulyn will be £19,128 higher than the county average for the same period.

6.30 A total of £712,268 will be allocated to the two schools in the 2026–27 financial year. Ysgol Talysarn does not receive any additional funding through the Minimum Staffing Protection Policy, as the school's current pupil numbers attract a sufficient budget to sustain appropriate staffing levels.

6.31 From a revenue cost perspective, if the proposal were to be implemented and all Ysgol Baladeulyn learners transferred to Ysgol Talysarn, based on the 2026–27 budget (which is based on September 2025 pupil numbers):

- It is anticipated that the proposal would generate an annual saving of £150,000, minus the estimated additional transport-related needs (up to £30,000) — giving a total saving of approximately £120,000 per year.
- It is anticipated that the core budget allocation for Ysgol Talysarn would increase to £579,000, with a cost per learner of £5,883.

6.32 Any savings in revenue costs would be retained within the Gwynedd Schools budget.

7. RECOMMENDATION

- 7.1 Following the statutory consultation, the Council gave full consideration to the matters raised and an appraisal and further impact assessments of the proposal were undertaken in relation to the proposal, the alternative options presented in the consultation document, as well as the alternative options noted in response to the consultation. This included an assessment against the relevant factors for rural schools, which included the presumption against the closure of rural schools, in accordance with the requirements of the School Organisation Code.
- 7.2 Based on consideration of the above elements, it was concluded that none of the alternative options considered addressed the main challenges facing Ysgol Baladeulyn, as outlined in section 3.3 above.
- 7.3 Following consideration of the comments received during the statutory consultation, together with the evidence presented in the Statutory Consultation Document, and the impact assessments, the Council remains of the opinion that the proposal to close Ysgol Baladeulyn is appropriate, proportionate, and in the best interests of learners in the area in the medium and long term.
- 7.4 The Council acknowledges the concerns expressed by consultees, particularly regarding the role of the school within the local community, and the importance of the Welsh language within the community. However, the evidence set out in the consultation document shows that Ysgol Baladeulyn faces significant challenges which are unlikely to be resolved without a fundamental change to the provision.
- 7.5 The proposal addresses these challenges by:
- Responding to the challenge of low learner numbers at Ysgol Baladeulyn, as well as projections that remain low, and the high percentage of surplus places;
 - Offering classes of a more suitable size and age range;
 - Improving opportunities for learners to socialise and work together daily with peers, in an educational environment with more learners of the same age;
 - Reducing the cost per learner for all learners in the county
- 7.6 Overall, having considered the evidence, the comments received during the statutory consultation, the further evaluation of the proposal and the alternative options, together with the Council's strategic direction, the Council confirms that it is of the view that the proposal to close Ysgol Baladeulyn is the most appropriate response to the challenges facing the school (as outlined in section 3.3) and to the reasons identified for the proposal, and therefore continues to recommend it as the most suitable way of addressing the current challenges facing the school.

8. NEXT STEPS AND TIMELINE

- 8.1 If the Cabinet decides to support the recommendation submitted in this report, a statutory notice will need to be published in accordance with the requirements of the School Standards and Organisation (Wales) Act 2013 and the guidance of the School Organisation Code (011/2018).
- 8.2 The statutory notice will be published on a school day, and a 28-day objection period starting from the date of publishing the notice. During this period, any individual will have the right to submit a formal objection to the proposal.
- 8.3 Following the objection period, a further report will be submitted to Cabinet summarising any objections received, along with a recommendation for a final decision. It should be noted that under certain circumstances the Council's final decision may be referred to Welsh Government Ministers, in accordance with School Organisation Code (011/2018).

8.4 Subject to the Cabinet’s decision, the next steps in the process and an outline timetable are set out below.

June 2026	Statutory Notice Published: If the Council decides to proceed with the proposal, a statutory notice will be published, and a 28-day objection period will be held. Any objection must be submitted within this period.
September 2026	Cabinet: Following the objection period, if objections are received, the Cabinet will discuss the objections report and decide whether the proposal should be confirmed or not. If there are no objections, or if all are withdrawn, the Cabinet Member may make the decision.
October 2026	Refer the decision to Welsh Ministers: In accordance with Section 54 of the 2013 Act, within 28 days of the Cabinet’s decision, the following bodies may refer the proposal to Welsh Ministers for decision: i. Another local authority affected by the proposals; ii. The appropriate religious body for any school affected; iii. The governing body of a voluntary or foundation school subject to the proposals; iv. A trust holding property on behalf of a voluntary or foundation school subject to the proposals; v. A further education institution affected by the proposals.
31 December 2026	Implementation of the Proposal: Ysgol Baladeulyn officially closes, subject to the Cabinet’s decisions.

9. APPENDICES

Appendix A: Consultation Report

Appendix B: Options Appraisal

Appendix C: Impact Assessments:

- Likely Impact Assessment on the Quality and Standards of Education
- Likely Impact Assessment on Travel Arrangements
- Likely Impact Assessment on the Community
- Impact Assessment on the Welsh Language
- Well-being Assessment
- Equality Assessment

Appendix D: [Statutory Consultation Document](#) and Consultation Documentation: [Statutory Consultation: Ysgol Baladeulyn](#)

Appendix E: Comments from the Local Member

10. Statutory Officers Comments

The Monitoring Officer:

“The report follows a period of statutory consultation on the future of Ysgol Baladeulyn. According to the legal principles on consultation, the Cabinet, when considering the decision sought, is required to have regard to the results of the consultation before reaching a decision on the proposal. The report provides comprehensive information for the proper conduct of this exercise. I am therefore satisfied that the Cabinet can properly come to a decision on this matter.”

The Head of Finance:

“From a financial perspective, I cannot see that there has been any change in the situation since the Cabinet discussed this matter in October and the process of closing the school was started. Ysgol Baladeulyn's current situation is not sustainable and the previous report showed that an assessment had been carried out of the options available, and I was satisfied with the robustness of the financial estimates contained therein. I support the decision sought.”

Consultation Report – May 2026

Consultation on the proposal to close
Ysgol Baladeulyn

Consultation Report - Statutory consultation on the proposal to close Ysgol Baladeulyn

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Appendices:

Appendix B: Options Appraisal

Appendix C: Impact Assessments:

- Assessment of the likely impact on the quality and standards of education
- Assessment of the likely impact on travel arrangements
- Assessment of the likely impact on the community
- Welsh Language Impact Assessment
- Well-being Assessment
- Equality Impact Assessment

Consultation Report - Statutory consultation on the proposal to close Ysgol Baladeulyn

1. OVERVIEW OF THE STATUTORY CONSULTATION

Following the Cabinet's decision on [14 October 2025](#), Cyngor Gwynedd held a statutory consultation on the proposal to close Ysgol Baladeulyn. This is the proposal put forward as part of the consultation:

“To close Ysgol Baladeulyn on 31 December 2026 and provide a place for learners at Ysgol Talysarn from 1 January 2027.”

Stakeholders were invited to submit their comments on the above proposal, for consideration by the Council before making any further decisions about the next steps.

The statutory consultation was held between 10 December 2025 and 28 January 2026.

(i) The consultation process

The statutory consultation documentation was published on [the Council's website](#) in accordance with the requirements and guidance of the School Organisation Code (011/2018) (“the Code”).

The consultation documentation published included the following:

- [Statutory consultation document](#)
- [Impact Assessments Pack](#): This pack included comprehensive impact assessments, including the impact on the Welsh language, the local community, equality, travelling arrangements, the quality and standards of education and an assessment against the aims of the Well-being of Future Generations (Wales) Act (2015).
- [Background Pack](#): This pack consisted of supporting documents such as a statistical pack, relevant reports presented to the Cabinet (including the proposal paper dated 14 October 2025), and an overview of the local discussions that took place between March and July 2025.
- [Response Form](#) - PDF version + link to the on-line version
- [Consultation document](#) – version for children and young people
- [Questionnaire](#) – a children and young people's version.

The documentation was available on the Council's website throughout the consultation period, and hard copies were provided upon request from individual consultees.

The documents were distributed to all relevant consultees, in accordance with the requirements of the Code, via e-mail which included a link to a dedicated page on the Council's website, namely www.gwynedd.llyw.cymru/ConsultationYsgolBaladeulyn.

An e-mail was sent with a link to the consultation documentation to Ysgol Baladeulyn, Ysgol Talysarn, as well as other nearby schools, with a request to headteachers to distribute the message amongst parents/guardians of the learners, all staff members and all members of the schools' Governing Bodies.

The consultation was open to the relevant consultees and to any other individual or organisation that wished to respond, with the opportunity to do so either by completing an online response form, completing a paper or electronic (PDF) copy of the response form and submitting it to the Modernising Education Team, or by sending an e-mail or letter to the Modernising Education Team.

During the consultation period, a drop-in session was held in Llys Llywelyn Centre to give staff and governors an opportunity to ask questions and to discuss the consultation in further detail. 12 people attended the drop-in sessions. A drop-in session was also held in the school for staff where they had the opportunity to discuss with officers from the Human Resources Department.

A consultation document was also prepared for children and young people, together with related questionnaires. Arrangements were made for an independent facilitator to host the sessions with learners from Ysgol Baladeulyn and Ysgol Talysarn, to gather their views. The summary of the responses received during these sessions has been included in Section 5 below.

An adapted version of the consultation document and response form for children and young people was also published on the Council's website. Therefore, there was an opportunity for children and young people who had not attended a session at their school to also present their responses to the consultation.

(ii) Responses to the consultation

30 written responses were received to the statutory consultation, including a response from Estyn. This figure does not include the feedback collected from learners during the consultation sessions.

Format	Number Responses
On-line response form	25
Word or PDF response form	0
Response form - hard copy	1
E-mail	4
Total	30

In accordance with the requirements of the Code, Estyn's response to the consultation has been noted in full in Section 4 below.

A summary of the issues raised by consultees along with the Council's response to those issues have been included in Section 5 below.

A summary of the responses received from the learners has been included in Section 3 below.

(iii) Summary of the main matters noted in the responses

Set out below are the main issues raised in responses to the statutory consultation, with more detailed consideration of each of these issues provided in Section 5 below.

1. COMMENTS ABOUT THE SCHOOL

- 1.1 Quality of Education
- 1.2 Support for learners with Additional Learning Needs (ALN)
- 1.3 A Welsh ethos
- 1.4 Behaviour and Inclusion
- 1.5 Experiences beyond the classroom
- 1.6 Developing Responsibility and Confidence
- 1.7 The advantages of a small school (such as Ysgol Baladeulyn)
- 1.8 Family support

2. COMMENTS ON THE PROPOSAL

- 2.1 Objections to the Proposal
- 2.2 A call to keep the school open
- 2.3 In favour of the proposal
- 2.4 A call to reconsider the proposal
- 2.5 Legal comments regarding the status and ownership of the school

3. IMPACT ON LEARNERS

- 3.1 Emotional and well-being impact
- 3.2 Impact of moving to a larger school
- 3.3 Impact on education

- 3.4 Social Opportunities
- 3.5 Losing small school benefits
- 3.6 Impact on vulnerable learners

4. THE WELSH LANGUAGE

- 4.1 Positive comments about the current Welsh language provision
- 4.2 Concern that the proposal would have a negative impact on Welsh education
- 4.3 Impact of the proposal on Welsh in the community
- 4.4 Concern when comparing the number of Welsh-speaking learners in Talysarn and Nantlle
- 4.5 Mitigation measures to safeguard the Welsh language and reduce detrimental impacts
- 4.6 Positive Impact of the Proposal on the Welsh language

5. ADDITIONAL LEARNING NEEDS (ALN)

- 5.1 Staff continuity and ALN support
- 5.2 The impact of a larger school on children with ALN
- 5.3 Well-being, confidence and safety of ALN learners
- 5.4 Increasing demand for ALN provision

6. TRANSPORT, TRAVEL AND SAFETY IMPLICATIONS

- 6.1 Walking, cycling and learners' independence
- 6.2 Transport to Ysgol Talysarn
- 6.3 Concerns regarding travel safety
- 6.4. The impact of further travel on learners' well-being
- 6.5 Lack of public transport
- 6.6 Challenges for families who do not drive
- 6.7 Transport for children under 5 years old
- 6.8 General comments about transport

7. THE LOCAL COMMUNITY AND FAMILIES

- 7.1 Family and multi-generational connections
- 7.2 Community Identity and Local Pride
- 7.3 Impact of the proposal on the viability of the community
- 7.4 Community life and social connections
- 7.5 Attracting young families to the village
- 7.6 Comments about the school's role in the village
- 7.7 Impact on families in the community

8. CAPACITY, LOCAL DEMOGRAPHY AND CATCHMENT ARRANGEMENT

- 8.1 Current capacity and impact of developments
- 8.2 Local demography
- 8.3 Catchment arrangements

9. FINANCIAL IMPLICATIONS

- 9.1 Argument against the proposal based on cost
- 9. 2 Financial and Cost per Head Inconsistencies across County Schools

10. COMMENTS ON THE CONSULTATION DOCUMENTATION AND THE STATUTORY PROCESS

- 10.1 Sufficiency of impact assessments in general
- 10.2 Community Impact Assessment
- 10.3 Welsh Language Impact Assessment
- 10.4 Engaging and communicating with parents as part of the statutory process

10.5 Impact Assessment on Equality

11. ALTERNATIVE OPTIONS

- 11.1 Keeping the school open (status quo)
- 11.2 Promote and strengthen small schools
- 11.3 Federalisation with ALN provision
- 11.4 Share leadership
- 11.5 Modify the proposal for the benefit of the Welsh Language
- 11.6 ALN specialist provision
- 11.7 Other alternative options received

2. RESPONSE FORM

Responses were received by means of a response form from 26 respondents (25 through the on-line response form, 1 via e-mail/post).

The answers received to question 1 (a) and (b) from the respondents who completed the response form have been included in the table below. Please note that a summary of the written comments presented in the response forms have been included in Section 5 below.

1 (a) I am responding as a:	Number	%
Parent/Guardian	12	43%
School Governor	3	11%
Learner	1	4%
Staff	0	0
Other	12	43%

1 (b) from the following school:	Number	%
Ysgol Baladeulyn	23	88%
Ysgol Talysarn	1	4%
Other	1	4%
No response	1	4%

Note that the totals shown in the tables do not always correspond to the total number of responses received, as some respondents chose more than one option when responding to the relevant questions.

3. CONSULTATION WITH CHILDREN AND YOUNG PEOPLE

A consultation document and a response form/questionnaire for children and young people was published on the Council's website www.gwynedd.llyw.cymru/ConsultationYsgolBaladeulyn, so that children and young people who had not attended a session at their school, could also respond to the consultation.

Sessions with learners:

Dedicated sessions were held with a group of learners from Ysgol Baladeulyn and Ysgol Talysarn to ensure that we obtained the views of children and young people.

It was arranged for a facilitator to attend Ysgol Baladeulyn and Ysgol Talysarn to discuss the proposal with the children to ensure that they understood what was being proposed and to give the children an opportunity to express their opinion on the proposal. Each session involved explaining the proposal and completing a questionnaire.

It was explained that Cyngor Gwynedd was considering closing Ysgol Baladeulyn and offering learners a place at Ysgol Talysarn.

It was explained that the Council wanted to know how they felt about the proposal for closing Ysgol Baladeulyn, before they decided on the way forward.

It was explained that should the Cabinet decide to proceed with this proposal, it would mean:

- That Ysgol Baladeulyn would close on 31 December 2026, and
- That Ysgol Baladeulyn learners would transfer to Ysgol Talysarn on 1 January 2027.

Please see below the timetable of the consultation sessions, a list of the relevant schools and the number of respondents:

	Date	The session was held with:
Ysgol Baladeulyn	Thursday, 15 January 2026	Members of Ysgol Baladeulyn School Council (3 learners)
Ysgol Talysarn	Thursday, 15 January 2026	Learners of Year 5 and 6 in Ysgol Talysarn (22 learners)

See below a summary of the learners' responses

PLEASE NOTE – The following table includes a summary of the responses from the children and young people.

How do you feel about this?			
School	Happy	Not sure	Unhappy
Ysgol Baladeulyn	0	0	3
Ysgol Talysarn	13	10	0

Question 1 – How do you feel about this?	
Ysgol Baladeulyn	• I'm anxious and sad (x2). • I like my teacher and friends, and I don't want to leave them. • My school is safe and special to me. • I feel heartbroken and scared about the situation.
Ysgol Talysarn	• I feel happy and confident. • I want the children to make friends with us, it would be nice to have new friends. • We will have more friends to go to secondary school. • I feel half and half, but more happy than sad. • I chose the middle option as the little children won't have the confidence to walk to the school. • I want Ysgol Baladeulyn to close and the children to come to a better school (Ysgol Talysarn). • What if the teachers don't get another opportunity to get a job?
Question 2 - What would you like to see as part of this proposal?	
Ysgol Baladeulyn	• I want the school to stay open. • I would like to keep in touch with old friends (x2) and make new friends. • I want things to stay the same. • I would like to have help to make new friends and visit the new school.

	• I want my teacher to help me to be happy not sad.
Ysgol Talysarn	• I want to meet the children of Ysgol Baladeulyn and have a taster day before they come to our school (x2). • I would like the children to come to our school. • I want to get to know the children and teachers. • I would like the children to be welcomed at Ysgol Talysarn (x5). • I would like to see the children of Ysgol Baladeulyn making new friends (x2). • I want more chromebooks for the children (x2). • I want a new desk. • I'm not sure.
Question 3 – Does anything about this worry you?	
Ysgol Baladeulyn	• I won't be able to see my friends anymore and I will miss the friendliness of my teachers. • We won't be able to meet in the park because we will be travelling home from school. • I might lose a few of my closest friends and I don't want to go to a new school. • If things won't be the same at Ysgol Talysarn.
Ysgol Talysarn	• Nothing (x7). • Not worried (x3). • Nothing apart from bullying worries me, there's no bullying here. • We will need to buy more things. • There will be more cars here (x2). • I'm happy about this. • It's sad for the children who will be moving. • I'm worried about the children of Ysgol Baladeulyn. • We won't know the children. • The children might not like our school. • Perhaps another school will think about closing. • Perhaps there won't be any room in our school.
Question 4 - What are the most important things for you in the school?	
Ysgol Baladeulyn	• Friends, staff and fairness • My friends and teachers, because they are kind to me (x2). • Feeling safe and happy. • Having fun lessons and playtimes.
Ysgol Talysarn	• Seeing and playing with my friends (x12). • Teachers (x6). • Doing work and learning new things (x8). • Enough room in the class. • Having a good education. • Keeping the children safe (x2). • Having enough room to play. • Sports e.g. football.

Other observations received verbally from learners of Ysgol Baladeulyn during the consultation session:

- How many children make up a suitable size class?
- We have a good education now.
- What if a child has a learning difficulty?
- When playing with older children, young ones build confidence.
- At this school, we play with little children, we aren't afraid to go with them.
- It's a good opportunity to learn patience by playing with little children.

- There are enough resources in the school.
- The size of the class is fine.
- I get to know children quicker.
- You can get the teacher's attention quicker in a smaller class.
- All the children receive the same attention.
- We have a quiet corner where we can go if we are sad.
- Everyone can take part in the Christmas concert, and this helps our confidence when performing.
- The School Council has made a presentation to the school governors.
- We enjoy sports sessions with the children of Ysgol Nebo.

Conclusion/Summary:

The main responses and concerns conveyed by the learners during the consultation sessions are summarised below. The conclusions reflect the main themes and concerns conveyed first hand by the learners in the discussions.

The learners of Ysgol Baladeulyn express feelings of concern, sadness and uncertainty about the situation and particular concern about the possibility of having to leave their current school, which they see as being a safe and special place. Losing friends and teachers, together with the uncertainty around how things will be in a new school, are causing significant concern. The learners of Ysgol Baladeulyn question how many learners are required to create a suitable sized class, and some express concern about children with individual learning needs.

Learners clearly state that they want the school to remain open, drawing attention to the strengths of the current school, such as smaller classes that enable them to have more attention from teachers, plenty of resources, opportunities to build confidence by playing with younger children, and quiet spaces to support well-being. They appreciate the opportunities to participate in activities such as the Christmas concert, sports sessions with learners from another school, and the work of the School Council. Should the school close, learners would be eager to keep in touch with their current friends, get support to make new friends, and ensure that their teachers support them to feel happy. The things that are most important to them in the school are friends, the staff, feeling safe and happy, and enjoying fun lessons and play time.

Amongst Ysgol Talysarn learners, positive feelings were expressed in regard to the proposal, with many feeling happy and confident, and looking forward to the possibility of making new friends. Although some felt a bit unsure, the majority noted that there was nothing worrying them. Some of the learners expressed concern about an increased number of cars and traffic near the school, as well as if there will be enough space in the school for learners from Ysgol Baladeulyn. Several learners also expressed empathy towards the children of Ysgol Baladeulyn and worry about how they would cope.

In terms of their wishes, the learners of Ysgol Talysarn would be eager to welcome the new children, including organising meetings, taster days and opportunities to get to know them. They would wish to see the children settling in well and making new friends. Some also asked for more resources such as *chromebooks*.

In short, the responses received during the consultation sessions have drawn our attention to the concerns of the learners of Ysgol Baladeulyn regarding closing the school and they have underlined the importance of community and belonging. The main messages from the discussions are being worried about losing the school, being scared of moving to a larger school, and a deep appreciation of the relationships that exist between learners, their friends and teachers.

4. ESTYN RESPONSE

In accordance with the requirements of the Code, Estyn's response to the statutory consultation has been noted in full here:

“Estyn’s response to the proposal to close Ysgol Baladeulyn on 31st December 2026 with pupils transferring to Ysgol Talysarn on 1st January 2027”.

Introduction

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

Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer.

Summary/Conclusion

Cyngor Gwynedd is consulting on the proposal to close Ysgol Baladeulyn from 31st December 2026, with pupils transferring to Ysgol Talysarn. The information that is part of the consultation is clear and thorough and provides the public with detailed information. A beneficial range of options is considered, responding to the educational advantages and disadvantages in a balanced manner. Estyn is of the opinion that this proposal is likely to maintain the standard of education provision for pupils in the area.

Description and benefits

The Council has provided a clear rationale for the consultation. It provides clear information about the assumption against closing rural schools. The proposal is in line with achieving the Council’s current strategic aim. This is based on its vision to:

1. Provide education of the best possible quality that will provide the county’s children with the experiences, skills and confidence to develop into bilingual, successful and well-rounded citizens.
2. Maintain the Gwynedd Welsh Language Strategy
3. Realise the objectives of the Cyngor Gwynedd Plan 2023-28

The Council has provided a clear and detailed description of the proposal. It has presented useful background information and included a timetable for completing statutory procedures.

The Council has identified clearly the main advantages and disadvantages of the proposal when compared to the status quo. It provides a detailed outline of the current situation in the area of Ysgol Baladeulyn, setting the geographical context of the area within the catchment area of Ysgol Uwchradd Dyffryn Nantlle. Detailed attention is given to maintaining robust provision for the Welsh language in the area, in line with the Council’s policies.

The proposal provides information about the numbers currently attending schools in the area. The current numbers at Ysgol Baladeulyn are low, with only 6 full-time and 2 part-time pupils in September 2025. There is only one class in the school. Only two pupils live in the school's catchment area. The Council has considered the financial effect of the proposal, with additional funding being allocated to the school in accordance with the Council’s guidelines. Information is provided about Ysgol Talysarn, which is part of the proposal, and it is noted that the school is already federated with Ysgol Brynaerau. The proposal also provides useful information about

other nearby schools in order to consider the possible effect on them. Attention is given to the definitions of the Council's schools, noting that Ysgol Baladeulyn and Ysgol Talysarn are Welsh-medium 'community' schools.

An outline is provided of the strengths and weaknesses of the current situation, providing clear guidance that the Council is of the opinion that the disadvantages outweigh the advantages. The proposal outlines seven different options that were considered as part of the process. This gives due attention to the School Organisation Code 2018 in considering the future of rural schools. The proposal includes details of the other elements that were considered. This includes class sizes and surplus places, the effect on leadership and staffing, financial resources and geographical factors. Attention is also given to the effect on the community and the Welsh language.

The proposal gives careful consideration to seven options:

- maintaining the status quo
- federation with Ysgol Talysarn
- federation with another school adding a specialist unit for children with additional learning needs at Ysgol Baladeulyn
- close Ysgol Baladeulyn and offer learners a place at a nearby school (Ysgol Talysarn)
- merge local schools to support and maintain Ysgol Baladeulyn
- add a specialist area for children with additional learning needs at Ysgol Baladeulyn
- include a language unit at Ysgol Baladeulyn.

The advantages and disadvantages of the options are identified. Consideration is given to the financial effect of the proposal, along with the beneficial opportunities for pupils to be educated in classes of a more suitable size. Elements such as redundancy and transport costs are considered in a balanced and fair manner. It is noted that the average cost per learner at Ysgol Baladeulyn is £14,953, compared to the county average of £5,780. It is also noted that Ysgol Baladeulyn has received a staffing protection allocation of £56,781 during the 2025-26 financial year. The proposal also considers the effect of the change of the leadership of Ysgol Talysarn and ensuring non-contact time for the headteacher.

It is considered that these changes are unlikely to have any effect on the Welsh language as the schools are Welsh-medium schools. The proposal gives attention to a wide range of factors, for example in scrutinising projected pupil numbers, alongside the costs of maintaining the buildings.

Educational aspects of the proposal

The Council has considered the impact of the proposal on the quality and standards of learning. It refers to information from the most recent Estyn reports, during 2017, where it was identified that all aspects at Ysgol Baladeulyn were good. Ysgol Talysarn received an 'excellent' judgement for well-being and care, support and guidance, along with leadership and management. Ysgol Talysarn was inspected during November 2025, but the report has not been published prior to the proposal and this response.

The consultation has considered the impact of the proposal in separate sections, such as standards and progress; well-being and attitudes to learning; teaching and learning experiences; care, support and guidance, and leadership and management. It considers the likely effect of the proposal on ensuring the delivery of a full and balanced curriculum.

The proposal scrutinises in detail the possible effect on the standard of provision for learners. Balanced attention is given to the effect on pupils' standards and progress. It is noted that the effect of the proposal on pupils' learning experience is likely to be positive, as pupils will be taught with more of their peers, benefitting from wider opportunities to work together. The proposal suggests that the effect on vulnerable pupils and pupils with

additional learning needs would likely be positive as a result of attending a school with higher staffing levels.

The Council has given due consideration to a full range of factors in considering school closures and the presumption against the closure of rural schools.

Summary of the Matters Raised by Estyn and the Council's Response

In considering Estyn's response to the proposal to close Ysgol Baladeulyn and transfer the learners to Ysgol Talysarn, the Council notes that Estyn has confirmed that the proposal complies with the requirements of the School Standards and Organisation (Wales) Act 2013, and has indicated that the proposal is likely to maintain the standard of educational provision in the area. The Council welcomes this conclusion and notes that maintaining and improving learners' educational experience has been a primary consideration in developing the proposal.

Estyn has highlighted the significant sustainability challenges facing Ysgol Baladeulyn, including very low learner numbers, a high percentage of surplus places, a single mixed-age class, and projected numbers that remain low. The Council notes that all these factors were considered in detail as part of the options appraisal process, along with the associated educational and financial impacts. In this context, the Council notes that Ysgol Talysarn has sufficient and appropriate capacity to accommodate learners from Ysgol Baladeulyn.

Estyn has also acknowledged Ysgol Baladeulyn's status as a rural school and has noted that the proposal appears to address the additional requirements for rural schools. The Council confirms that the proposal has been thoroughly assessed against the factors relevant to rural schools, including the presumption against the closure of rural schools, and that only after considering all reasonable alternative options, and concluding that none would address the key challenges, was it determined that the proposal is appropriate and proportionate. In addition, Estyn notes that the Council has considered the impact on the community and on the Welsh language.

The Council also notes that Estyn has recognised that the proposal carefully examines the potential impact on the quality of provision for learners, giving attention to the effect on learner standards and progress. As a result, the Council considers that the proposal's impact on pupils' learning experiences is likely to be positive, as learners would be taught alongside more of their peers and benefit from broader opportunities to collaborate.

The Council further notes that Estyn has acknowledged that the proposal takes into account learners who are vulnerable and learners with additional learning needs (ALN), and that the proposal suggests the impact is likely to be positive due to attending a school with higher staffing levels.

Considering the matters raised by Estyn, the Council has given appropriate consideration to the full range of factors when assessing the closure of Ysgol Baladeulyn and the presumption against the closure of rural schools as a whole. While there are local impacts, the Council remains of the view that the proposal is appropriate, proportionate, and compliant with the requirements of the School Organisation Code, and is in the best interest of learners in the area in the medium and long term.

5. SUMMARY OF THE KEY MATTERS RAISED BY CONSULTEES

A summary of the main issues raised during the statutory consultation period is provided below, along with the Authority's responses to those matters.

1. COMMENTS ABOUT THE SCHOOL

1.1 Quality of Education

Ref	Comment	Cyngor Gwynedd's Response
1.1.1	"The school's quality of education has been exceptional". "The sense of community and the fact that every child is accepted is vitally important."	Cyngor Gwynedd notes these positive comments about the provision at Ysgol Baladeulyn. In accordance with the requirements of the School Organisation Code (011/2018), an Assessment of the likely Impact of the proposal on the Quality and Standards of Education was carried out, and it was updated following consideration of the comments received during the consultation. The assessment acknowledges that the current performance of Ysgol Baladeulyn has been evaluated as 'Good' by Estyn Inspection, and that the current provision offers a positive educational experience for the learners who currently attend the school.
1.1.2	"We chose to keep our children in Ysgol Baladeulyn because of the level of education they receive, their friends and our childcare being their grandparents in the village."	
1.1.3	It is noted that the children thrive and are happy at school, and receive very valuable experiences.	
1.1.4	"Ysgol Baladeulyn provides a small, nurturing environment where children feel safe, known, and supported"	
1.1.5	"The education is excellent through the medium of welsh and the curriculum values our national identity and heritage"	In the same context, the Council is of the view that the provision offered at Ysgol Talysarn, as the proposed alternative school, includes classes of a more suitable size with a narrower age range, which may offer benefits to some learners. These include more opportunities to learn and socialise with peers of the same age and facilitating more specific teaching planning for developmental stages, contributing positively to the wellbeing and personal development of some children. However, it is noted that the review of the future of Ysgol Baladeulyn has been based on broader evidence relating to the long-term sustainability of the provision, including persistently low learner numbers, a very high percentage of empty places, small classes with a wide age range, and projections of numbers that remain low in the medium and long term. In addition, catchment-area choice patterns show that the majority of learners attend other schools.

1.2 Support for learners with Additional Learning Needs (ALN)

Ref	Comments	Cyngor Gwynedd's Response
1.2.1	“my Son had learning difficulties and the school helped a lot and built his confidence up.” “I don't think they would have had that support in a bigger school.”	The Council notes the comments received which emphasise the inclusive support provided to learners with Additional Learning Needs (ALN) at Ysgol Baladeulyn, including personal attention and a flexible response to the emotional needs of some learners.
1.2.2	Ysgol Baladeulyn provides a small, calm and predictable environment, with a close relationship between staff and pupils – something that is vital to the emotional wellbeing and learning of my child, who has ALN.	In accordance with the requirements of the School Organisation Code 011/2018, an Impact Assessment on the Quality and Standards of Education was carried out, and this was included as part of the statutory consultation documentation. Following consideration of the comments received, the assessment was updated. The revised assessment continues to acknowledge that all schools have a statutory duty to provide appropriate support for learners with ALN, and notes that larger schools often have broader provision, more robust support structures, and access to a wider range of interventions and specialist support. Based on a comparison of Estyn inspection findings and the relevant evidence, the assessment concludes that the educational provision offered at Ysgol Talysarn is at least equivalent to the provision currently offered at Ysgol Baladeulyn, including in terms of supporting learners with ALN. As a result, although the Council acknowledges these viewpoints, the updated Quality and Standards of Education Impact Assessment concludes that implementing the proposal would likely lead to a neutral or partly positive effect on the quality and standards of education, as the provision at the alternative school is able to meet learners’ needs, including those with ALN, in accordance with statutory requirements and the Authority’s policy.

1.3 A Welsh ethos

Ref	Comments	Cyngor Gwynedd's Response
1.3.1	<i>"A small Welsh speaking school that continues to be open, in a Welsh speaking area, there is no school like Ysgol Baladeulyn!"</i>	Cyngor Gwynedd notes the comment.
1.3.2	<i>"Ysgol Baladeulyn has received a gold award for work with the Language Charter." "The current headteacher, Mrs Myrddin has worked tirelessly on this." "This is the strength of a small school with incredible staff."</i>	Cyngor Gwynedd notes these positive comments about the Welsh language provision at Ysgol Baladeulyn.

1.4 Behaviour and Inclusion

Ref	Comments	Cyngor Gwynedd's Response
1.4.1	<i>"In a school like Baladeulyn bullying is not a problem." Children learn to be inclusive."</i>	Cyngor Gwynedd notes these positive comments about the provision at Ysgol Baladeulyn.

1.5 Experiences beyond the classroom

Ref	Comments	Cyngor Gwynedd's Response
1.5.1	It is emphasised that the school conducts regular outdoor sessions in the community e.g. in the forest and near the lake.	Cyngor Gwynedd notes these positive comments about the provision at Ysgol Baladeulyn.

1.6 Developing Responsibility and Confidence

Ref	Comments	Cyngor Gwynedd's Response
1.6.1	<i>"I've scratched my head about this comment ... when reflecting on all the special and various experiences Ysgol Baladeulyn children currently have." "the responsibilities they inevitably have to shoulder as ambitious and able learners ...and healthy and confident individuals."</i>	Cyngor Gwynedd notes the concerns expressed about the use of the term 'fair experiences' and recognises that Ysgol Baladeulyn learners currently benefit from valuable and varied experiences within their school. The statement does not try to undermine the current provision, but reflects the intention to ensure that every learner, regardless of their background, gain access to consistent education opportunities. It is considered that the proposal would be able to maintain and develop the principles of the Curriculum for Wales by providing broader resources, staffing and peer groups, supporting learners' development as confident individuals, ethical citizens, enterprising contributors and ambitious learners.

1.6.2	Ysgol Baladeulyn gives vulnerable and naturally shy learners an opportunity to gain confidence, develop life skills and undertake school duties.	Cyngor Gwynedd notes these positive comments about the provision at Ysgol Baladeulyn.

1.7 The advantages of a small school (such as Ysgol Baladeulyn)

Ref	Comments	Cyngor Gwynedd's Response
1.7.1	"I disagree, contrary to the suggestions of several persons that it is a disadvantage to be in a small school. "There has been excellent joint working between the schools of Nebo and Nantlle for years." "Children get more opportunity to be part of every Christmas service, games teams and every trip and opportunity." "There is no selection process and everyone has the honour of participating in everything."	The Council notes the comments received regarding the strengths of small schools and the opportunities they provide for participation in activities and events. In accordance with the requirements of the School Organisation Code 011/2018, the likely impact of the proposal on the quality and standards of education was assessed, including specific consideration of wellbeing, social experience and sense of belonging. Although the Quality and Standards of Education Impact Assessment was updated following consideration of these comments, the additional considerations did not lead to a change in the assessment's conclusion. The assessment continues to show that implementing the proposal would be likely to have a neutral or partly positive effect on the quality and standards of education, as the provision at the alternative school is at least equivalent to the current provision and is able to offer broader opportunities for learners in terms of relevant age groups, social interaction and the range of learning experiences. In this context, it is important to note that Ysgol Baladeulyn faces significant and ongoing challenges which have formed the basis of the review of the provision. These include low learner numbers over an extended period, a very high percentage of empty places, small classes with a wide age range, and projections indicating that numbers will remain low in the medium and long term. In addition, the evidence shows that choice patterns within the catchment area have resulted in the majority of learners attending other schools, and that the cost per learner at Ysgol Baladeulyn is significantly higher than the county average. As a result, although the Council notes the comments received regarding the educational value of a small rural school such as Ysgol Baladeulyn, the updated Quality and Standards of Education Impact Assessment shows that the current arrangements present challenges in ensuring the
1.7.2	Support in a small rural school is invaluable, where all the learners know each other, get individual attention, and are not lost in large classes.	
1.7.3	<i>"The consultation emphasises what the learners would gain from joining a larger school but what about what the learners would lose?" "Specifically vulnerable learners with their parents having chosen a small school such as Baladeulyn for them." "The proposal will definitely have more of a negative impact on the school's vulnerable learners."</i>	
1.7.4	<i>"A few examples are the attention and time the teacher and assistants at Baladeulyn are able to give to the learners" "responsibilities such as roles on the School Council, playtime duties etc and important roles to play in public presentations" "no child is excluded and each one has gained pride and confidence in themselves as a result of this."</i>	
1.7.5	<i>"a smaller school gives an excellent opportunity for these pupils to get more attention and to thrive." "Small schools are perfect for these pupils and everyone does not work well in large schools."</i>	

		long-term sustainability of the provision. Similarly, should the proposal be implemented, it is noted that the alternative provision at Ysgol Talysarn would be able to offer an educational arrangement that continues to support appropriate quality and standards of education for learners in the catchment area.

1.8 Family support

Ref	Comments	Cyngor Gwynedd's Response
1.8.1	"They also supported the children through difficult times family wish."	Cyngor Gwynedd notes these positive comments about Ysgol Baladeulyn's provision.
1.8.2	"Ysgol Baladeulyn has never failed their students no matter the problem" "they would and will support the family instead of thinking about numbers they care unlike most schools"	

2. COMMENTS ON THE PROPOSAL

2.1 Objections to the Proposal

Ref	Comments	Cyngor Gwynedd's Response
2.1.1	<i>"Ysgol Baladeulyn's Governing Body strongly disagrees with the statement to close Ysgol Baladeulyn on the 31st of December 2026."</i>	The Council notes the objections and the significant disappointment expressed in relation to the proposal to close Ysgol Baladeulyn. Clear opposition to the proposal was expressed, emphasising the value of the school and the view that it should remain open.
2.1.2	An objection is expressed to the proposal to close Ysgol Baladeulyn.	
2.1.3	An objection is expressed to the proposal to close Ysgol Baladeulyn at the end of 2026 and to transfer learners to Ysgol Talysarn from 1st January 2027.	The proposal to close Ysgol Baladeulyn is preferred as it responds directly to the significant challenges the school is facing, namely: • very low learner numbers, which have been declining in recent years; • a very high percentage of empty places, which undermines the sustainability of the provision; • small classes with a wide age range, which present challenges in terms of organisation and the quality of educational experiences; • low projected numbers for the future, which do not suggest any significant improvement in the situation; • a clear pattern of choice among learners in the catchment, with the majority already attending other schools;
2.1.4	<i>"I disagree with the proposal to close Ysgol Baladeulyn"</i>	
2.1.5	Do not close our school, this is my child's school and this is our local village where we would like to stay.	
2.1.6	<i>"I disagree with this statement as I have attended the school from when I was three until eleven."</i>	
2.1.7	A definitive objection is expressed to the proposal to close Ysgol Baladeulyn and transfer the education provision to Ysgol Talysarn.	
2.1.8	<i>"I disagree with the proposal to close Ysgol Baladeulyn and favour any of the alternative options more."</i>	

2.1.9	"There is no way to close the village school can be positive"	a cost per learner that is significantly higher than the county average, raising concerns about long-term financial sustainability. Following the statutory consultation period, and in accordance with the requirements of the School Organisation Code 011/2018, the consultation report must be presented to the Cabinet in order to summarise the issues raised by consultees and to set out the Council's response to those issues. After considering the report, the Cabinet will decide whether or not to proceed with this proposal. The Council confirms that all comments received have been fully considered in preparing this consultation report (Appendix A – Consultation Report), and that they have informed the further assessments and the evaluation of the proposal and the reasonable alternative options. If the Cabinet decides to proceed after considering the consultation report, the proposal must be published in the form of a statutory notice. The notice will be published on a school day and there will be a 28-day "objection period" from the date the proposal is published. Anyone may object to the proposal. Once the objection period has ended, the Council will publish a summary of the statutory objections and the Council's response to those objections in an "Objection Report". Following this, the Council's Cabinet will make the final decision on the objection report. When the Cabinet has reached its final decision, the decision will be issued in writing, together with the specific reasons for the decision.
2.1.10	"Don't close a good small school"	
2.1.11	"I believe that closing Ysgol Baladeulyn is an unfavourable crisis for the pupils and staff." "A small school that gives individual attention to pupils dealing with learning disabilities, 1:1 and favouritism." "Closing this school would be a completely stupid choice!"	
2.1.12	"A huge shock to the village, a completely bonkers idea to close such a fantastic school!"	
2.1.13	"The school is very old, and it would be a shame for it to close."	
2.1.14	"I strongly oppose and disagree with the proposal to close Ysgol Baladeulyn, Nantlle."	
2.1.15	Strong opposition is expressed to the proposal to close the school at the end of 2026, based on personal experience as well as the specific needs of their children.	

2.2 A call to keep the school open

Ref	Comments	Cyngor Gwynedd's Response
2.1	"But it would not be a problem if the small school would stay open." "No it will effect the children either way."	The Council notes the comments expressed regarding the possible impact of closing Ysgol Baladeulyn.

2.2.2	“Keep Baladeulyn open as they always speak fluent welsh” “No, either way it will have negative effect on the children”	The revised Community Impact Assessment notes that a high percentage of children from the Ysgol Baladeulyn catchment already attend out-of-catchment schools (75%), including Ysgol Talysarn, which suggests that wider community and educational links already exist. At the same time, the revised Welsh Language Impact Assessment concludes that the proposal is unlikely to have a negative effect on Welsh-medium educational provision, as learners from the Baladeulyn catchment would continue to receive their education in a Welsh-medium primary school (Category 3), namely Ysgol Talysarn. It is also noted that, in the educational context, there is potential to strengthen opportunities for learners to use Welsh informally by socialising with more peers of the same age.
2.2.3	<i>"The school needs to be kept open for the benefit of all the learners!"</i> <i>"The school needs to be kept open!!!"</i>	Cyngor Gwynedd notes the comment. Ysgol Baladeulyn has been prioritised for a review of its educational provision because it is facing a number of challenges. Learner numbers at the school have declined over recent years, leading to a critical situation with 6 full-time learners from Reception to Year 6 and 2 nursery learners on roll in January 2026. As a result of the current low numbers, the school is in a vulnerable position and faces an increasing number of challenges, including: • Low learner numbers – In January 2025, 13 learners from Reception to Year 6 and 0 nursery learners attended Ysgol Baladeulyn. Numbers have fallen further since then, with 6 full-time learners and 2 nursery learners on roll in January 2026. • A very high percentage of empty places – With 6 learners (Reception to Year 6) on roll and a capacity of 55, there are 49 empty places at the school, equivalent to 89% of its capacity. The school also has capacity for 7 nursery learners, so with 2 nursery learners on roll, there are 5 empty nursery places. Taking Nursery to Year 6 capacity and numbers together, Ysgol Baladeulyn has 54 empty places (87%). • Small class sizes and a wide age range – At Ysgol Baladeulyn (September 2025) there is one class containing all learners in the school – 6 learners from Reception to Year 6 (Reception, Years 1 and 2, and Years 4 and 5) together with 2 nursery learners. Within this class, different groups are formed at different times of the day,

		with teaching assistants leading activities for the youngest learners. This means the age range within the class spans up to 8 years. • Projected numbers – Projections for September 2025 suggest that numbers will remain low over the next three years, with an estimated 7 learners from Reception to Year 6 and 1 nursery learner on roll by September 2028. • Catchment learners – According to Geographic Information Systems (GIS) data from January 2026, only 25% of learners from the Ysgol Baladeulyn catchment choose to attend the school. 75% choose to attend out-of-catchment schools. • Additional funding above the core allocation – Ysgol Baladeulyn receives additional funding beyond the standard allocation through the minimum staffing policy (which guarantees at least a headteacher and teacher in every school, and a headteacher and assistant in schools with fewer than 15 full-time learners). The total additional amount during the 2026–27 financial year (based on September 2025 numbers) will be £74,446. • Average cost per learner – The average cost per learner at Ysgol Baladeulyn in 2026–27 will be £25,123, compared with the county average of £5,998 for the same period. Following the statutory consultation period, and in accordance with the requirements of the School Organisation Code 011/2018, the consultation report must be presented to the Cabinet in order to summarise the issues raised by consultees and set out the Council’s response to those issues. After considering the report, the Cabinet will decide whether or not to proceed with the proposal. If the Cabinet decides to proceed after considering the consultation report, the proposal must be published in the form of a statutory notice. The notice will be published on a school day and there will be a 28-day “objection period” from the date the proposal is published. Anyone may object to the proposal. Once the objection period has ended, the Council will publish a summary of the statutory objections and the Council’s response to them in an “Objection Report”.

		Following this, the Council's Cabinet will make the final decision on the objection report. When the Cabinet has reached its final decision, the decision will be issued in writing, together with the specific reasons for the decision.

2.3 In favour of the proposal

Ref	Comments	Cyngor Gwynedd's Response
2.3.1	Support is expressed for the proposal for pupils to transfer to Ysgol Talysarn, where there is a higher number of children.	Cyngor Gwynedd notes the comments.
2.3.2	"I believe that the proposal in its existing form will have a positive impact." "Supporting and maintaining situations as in Baladeulyn does no good to the Welsh language."	
2.3.3	"I strongly support the proposal." "Continuing to maintain the two schools whilst their numbers are so low, their surplus places so much and the cost per head so high in a challenging financial climate is unfair, unreasonable and immoral."	
2.3.4	"they come into contact and engage with many children from various backgrounds... and it better prepares them to be full members of that community."	
2.3.5	<i>"I imagine that moving from a primary school of fewer than 20 to a secondary school 20 times the size is truly daunting."</i>	

2.4 A call to reconsider the proposal

Ref	Comments	Cyngor Gwynedd's Response
2.4.1	The Council is called to reconsider the proposal and work closely with the local community to ensure an answer that safeguards the provision of primary education in the Baladeulyn area.	The Council notes the comment, recognising the importance of primary education provision in the Baladeulyn area and valuing the concerns expressed by residents. See Section 7 and Section 8 of the consultation document, which outline the options that were considered during the process. The Council also notes that a more detailed Options Appraisal is available in Appendix B, which provides further analysis of the strengths and weaknesses of each option.

		Following the statutory consultation period, in accordance with the requirements of the School Organisation Code 011/2018, the consultation report must be presented to the Cabinet in order to summarise the issues raised by consultees and to set out the Council's response to those issues. After considering the report, the Cabinet will decide whether or not to proceed with this proposal. The Council confirms that all comments received have been fully considered in preparing this consultation report (Appendix A – Consultation Report), and have informed the further assessments and the evaluation of the proposal and the reasonable alternative options. If the Cabinet decides to proceed after considering the consultation report, the proposal must be published in the form of a statutory notice. The notice will be published on a school day and there will be a 28-day "objection period" from the date the proposal is published. Anyone may object to the proposal. Once the objection period has ended, the Council will publish a summary of the statutory objections and the Council's response to those objections in an "Objection Report". Following this, the Council's Cabinet will make the final decision on the objection report. When the Cabinet has reached its final decision, the decision will be issued in writing, along with specific reasons for the decision.

2.5 Legal comments regarding the status and ownership of the school

Ref	Comments	Cyngor Gwynedd's Response
2.5.1	"Baladeulyn school was classified under the Education Act 1944 as a 'voluntary school'... Gwynedd Council should consult Welsh Gov. for additional funding"	Cyngor Gwynedd confirms that Ysgol Baladeulyn is a community school, not a voluntary school.
2.5.2	"This declaration of trust may be at Penmaenmawr Museum (currently closed) or Conwy County Archives. 'Kinmel Estates' Breach may have legal implications for Gwynedd Council.	It is noted that full title of the property was transferred to Caernarfonshire County Council in 1972. Cyngor Gwynedd holds no record of any trust associated with the site within the title deeds.

3. IMPACT ON LEARNERS

3.1 Emotional and well-being impact

Ref	Comments	Cyngor Gwynedd's Response
3.1.1	"Closing the school risks disrupting pupils' emotional wellbeing, their sense of belonging, and the continuity of their learning"	The Council notes the concerns expressed about the possibility that closing the school, and any associated negative impact, could affect the wellbeing and experience of current learners. These matters have been considered when reviewing the Wellbeing Impact Assessment and the Quality and Standards of Education Impact Assessment, which examine the potential impact of changing schools on individual learners, as well as the appropriate mitigation measures. The Council anticipates that the proposal would ensure that learners in the area benefit from experiences gained through socialising with a wider range of peers of a similar age, while receiving quality education in a school able to offer a learning environment and experiences suitable for a broader range of learners. Although the assessments conclude that the educational provision at the alternative school is at least equivalent to the current provision, they also emphasise the need for planned transition arrangements and appropriate support to minimise any negative impact on learners' wellbeing and educational progress should the proposal be implemented.
3.1.2	"It would cause great upset for our children to move away from their friends now, on top of moving to a new school in a unknown village"	

3.2 Impact of moving to a larger school

Ref	Comments	Cyngor Gwynedd's Response
3.2.1	<i>"In general, I believe that my children's experience of a 'large school' is more positive than the experience of their peers in 'smaller schools'."</i>	Cyngor Gwynedd notes the comment. In accordance with the requirements of the School Organisation Code 011/2018, an assessment was undertaken of the likely impact of the proposal on the quality and standards of education, and this was included as part of the statutory consultation documentation. Following consideration of the comments submitted during the consultation, the Impact Assessment was updated to reflect the issues raised, including views relating to mixed-age education, pupils' social development, and the

		wellbeing of learners in small schools. However, this update did not result in any change to the overall conclusion of the assessment. The Impact Assessment indicates that implementing the proposal to close Ysgol Baladeulyn and transfer learners to Ysgol Talysarn would be likely to have a neutral or partly positive effect on the quality and standards of education. The assessment notes that the standard of education provided at Ysgol Talysarn is at least equivalent to that currently offered at Ysgol Baladeulyn, and that a larger school could offer additional opportunities for learners in terms of age-appropriate peer groups, broader social interaction, and a wider range of teaching and learning experiences.
3.2.2	"The children can withdraw in a bigger school as the staff wouldn't be able to support the children in a larger school" "it could cause more possible problems for the child"	The Council notes the comments expressed by respondents regarding the potential impact of relocating current Ysgol Baladeulyn learners to a larger school, particularly in relation to emotional wellbeing, social adjustment, and the needs of vulnerable learners. The Council has taken these concerns into account when undertaking and updating the Equality Impact Assessment and the Wellbeing Impact Assessment, which consider respondents' views on the importance of personal support, small class sizes, and an inclusive environment for the wellbeing of some learners. The Council notes that Ysgol Talysarn, like Ysgol Baladeulyn, is subject to the same statutory duties in relation to wellbeing, safeguarding, and inclusion, and operates policies to support the individual needs of learners, including those with additional learning needs. Should the proposal be implemented, planned and proportionate transition arrangements would be put in place to support individual learners through the change, including opportunities to familiarise themselves with the alternative school, clear communication with parents and carers, and targeted support where required. Although the impact assessments have been updated to record and consider these concerns, the comments received have not resulted in a change to the overall conclusions of the assessments. The Quality and Standards of Education Impact Assessment indicates that implementing the proposal would be likely to have a neutral or partly positive effect on the
3.2.3	"It could have more impact on some groups." "it could cause the child to withdraw into themselves as a bigger school could be overwhelming." "some problems could go unnoticed."	
3.2.4	"One-year classes mean that all the lesson content is relevant to them."	

		quality and standards of education, as the provision at the alternative school is at least equivalent to the current provision. In addition, the Equality Impact Assessment and the Wellbeing Impact Assessment highlight the need to ensure appropriate transition arrangements and tailored support for individual learners should the proposal be implemented.

3.3 Impact on education

Ref	Comments	Cyngor Gwynedd's Response
3.3.1	<i>"There are 5 other schools within a 15-minute car journey to Ysgol Baladeulyn." "The experience will be very similar."</i>	Cyngor Gwynedd notes the comment.

3.4 Social Opportunities

Ref	Comments	Cyngor Gwynedd's Response
3.4.1	<i>"They have more peers and a broader choice of friends of their age."</i>	Cyngor Gwynedd notes the comment.

3.5 Losing small school benefits

Ref	Comments	Cyngor Gwynedd's Response
3.5.1	<i>"The consultation emphasises what the learners would gain from joining a larger school but what about what the learners would lose?" "Specifically vulnerable learners with their parents having chosen a small school such as Baladeulyn for them." "A few examples are the attention and time the teacher and assistants at Baladeulyn are able to give to the learners." "responsibilities such as roles on the School Council, playtime duties etc and important roles to play in public presentations" "no child is excluded and each one has gained pride and confidence in themselves as a result of this."</i>	Cyngor Gwynedd notes the comment. These matters have been taken into account when reviewing the Wellbeing Impact Assessment and the Quality and Standards of Education Impact Assessment, both of which consider the potential impact of changing school on learners, as well as the appropriate mitigation measures. Although the assessments conclude that the educational provision at the alternative school is at least equivalent to the current provision, they also emphasise the need for planned transition arrangements and appropriate support to minimise any adverse impact on learners' wellbeing and educational progress should the proposal be implemented.
3.5.2	Concern is expressed that the consultation focuses on the potential advantages for learners, without giving enough attention to what they would lose, e.g. individual time and	

	attention, accepting responsibilities such as being part of the School Council, and taking part in activities such as public presentations. It is clear that every learner plays a central role due to the smaller numbers, and nurtures their pride, confidence and their life skills.	Based on a comparison of Estyn reports and an assessment of the options against the relevant criteria, the Quality and Standards of Education Impact Assessment indicates that implementing the proposal to close Ysgol Baladeulyn and transfer learners to Ysgol Talysarn would be likely to have a neutral or partly positive effect on the quality and standards of education. It is noted that the provision at the alternative school is at least equivalent to the current provision and would enable some learners to be educated alongside a greater number of peers of the same age.

3.6 Impact on vulnerable learners

Ref	Comments	Cyngor Gwynedd's Response
3.6.1	"The transition to a larger school may be challenging for many children, particularly those with additional learning needs or those who thrive in smaller settings"	Cyngor Gwynedd notes the comments. The Council recognises that Ysgol Talysarn, like Ysgol Baladeulyn, is subject to the same statutory duties in relation to wellbeing, safeguarding and inclusion, and operates policies to support the individual needs of learners, including those with additional learning needs (ALN). Should the proposal be implemented, planned and proportionate transition arrangements would be put in place to support individual learners through the change. These would include opportunities to familiarise themselves with the alternative school, clear communication with parents and carers, and targeted support where required. In accordance with the requirements of the School Organisation Code 011/2018, an Impact Assessment on the Quality and Standards of Education was undertaken and included as part of the statutory consultation documentation. After taking the comments received into account, the assessment was updated. The revised assessment continues to acknowledge that all schools have a statutory duty to provide appropriate support for learners with ALN, and notes that larger schools often have broader provision, more robust support structures, and access to a wider range of interventions and specialist support. Based on a comparison of Estyn inspection findings and the relevant evidence, the assessment concludes that the educational provision offered at Ysgol Talysarn is at least equivalent to that currently provided at Ysgol Baladeulyn.
3.6.2	"This will make my children loose themselves as one is struggling into a bigger school" "The school has always supported them"	

		As a result, while the Council acknowledges the views expressed, the updated Quality and Standards of Education Impact Assessment concludes that implementing the proposal would be likely to have a neutral or partly positive effect on the quality and standards of education. This is because the provision at the alternative school is capable of meeting learners' needs, including those with ALN, in line with statutory requirements and the Authority's policies.

4. THE WELSH LANGUAGE

4.1 Positive comments about the current Welsh language provision

Ref	Comments	Cyngor Gwynedd's Response
4.1.1	"The school has taught kids from being fluent in, French, English, German to full Welsh" "Welsh is getting forgotten about and needs to be carried on"	Cyngor Gwynedd notes the comment.
4.1.2	"Ysgold Talysarn and Ysgold Baladeulyn both have excellent Welsh provisions."	Cyngor Gwynedd notes the comment.
4.1.3	"Ysgol Baladeulyn keeps the welsh language alive and the children is happy to talk welsh confidently"	Cyngor Gwynedd notes the comment.
4.1.4	"The school delights in giving a high status to the Welsh language in every aspect of their provision and is proud of running Welsh-only activities that welcome the whole community." "Every assembly and concert - Christmas, Thanksgiving, St David's Day - every child presentation and every celebratory occasion... they are all completely Welsh-speaking." "Without the school, there is genuine risk that the community use of Welsh will weaken."	Cyngor Gwynedd notes the comment. As part of the statutory process, the Council undertook an assessment of the impact of the proposal in accordance with the requirements of the School Organisation Code, and the original version was published as part of the statutory consultation documentation. The revised Community Impact Assessment notes that a high proportion of children living in the Ysgol Baladeulyn catchment area already attend out-of-catchment schools (75%), including Ysgol Talysarn, which suggests that wider community and educational links are already in place. At the same time, the revised Language Impact Assessment concludes that the proposal is unlikely to have a negative impact on Welsh-medium educational provision, as learners from the Baladeulyn catchment would continue to receive their education in a Welsh-medium primary school (Category 3), Ysgol Talysarn. The assessment also highlights the potential, in an educational context, to

		strengthen opportunities for learners to use Welsh informally through socialising with a greater number of peers of the same age.

4.2 Concern that the proposal would have a negative impact on Welsh education

Ref	Comments	Cyngor Gwynedd's Response	
4.2.1	"It will have detrimental impacts on the language and there will be less opportunities for people to use the Welsh language."	Cyngor Gwynedd notes the comment. The revised Language Impact Assessment concludes that the proposal, if implemented, is unlikely to have a negative impact on Welsh-medium educational provision, as learners from the Baladeulyn catchment would continue to receive their education in a Welsh-medium primary school (Category 3), Ysgol Talysarn. The assessment also highlights the potential, in an educational context, to strengthen opportunities for learners to use Welsh informally through socialising with a greater number of peers of the same age.	
4.2.2	"The impact would be significant as more speak English in bigger schools but Baladeulyn is fully Welsh."	Cyngor Gwynedd notes the comment. The revised Language Impact Assessment concludes that the proposal is unlikely to have a negative impact on Welsh-medium educational provision, as learners from the Baladeulyn catchment would continue to receive their education in a Welsh-medium primary school (Category 3), Ysgol Talysarn. January 2026 data shows that 37% of learners at Ysgol Talysarn speak Welsh fluently at home, compared with 29% of learners at Ysgol Baladeulyn. The assessment also highlights the potential, in an educational context, to strengthen opportunities for learners to use Welsh informally through socialising with a greater number of peers of the same age.	
4.2.3	"most children speak English in bigger school"	The Council notes the comment.	
4.2.4	"significant detriment to welsh language as school situated on the boundary of Eryri National Park"	Cyngor Gwynedd notes the comment.	

		The revised Language Impact Assessment concludes that the proposal is unlikely to have a negative impact on Welsh-medium educational provision, as learners from the Baladeulyn catchment would continue to receive their education in a Welsh-medium primary school (Category 3), Ysgol Talysarn. January 2026 data shows that 37% of learners at Ysgol Talysarn speak Welsh fluently at home, compared with 29% of learners at Ysgol Baladeulyn. The assessment also highlights the potential, in an educational context, to strengthen opportunities for learners to use Welsh informally through socialising with a greater number of peers of the same age.
4.2.5	The proposal could reduce opportunities to use the Welsh language, particularly for vulnerable learners who rely on a small and stable environment to develop and maintain their language skills. The Council must consider how the transfer could place Welsh at a disadvantage compared with English for children with additional learning needs, and how these effects would be mitigated.	The Council notes the comment. These matters have been taken into account when reviewing the Wellbeing Impact Assessment and the Quality and Standards of Education Impact Assessment, both of which consider the potential impact of a school change on learners, as well as the appropriate mitigation measures. Although the assessments conclude that the educational provision at the alternative school is at least equivalent to the current provision, they also emphasise the need for planned transition arrangements and appropriate support to minimise any adverse impact on learners' wellbeing and educational progress should the proposal be implemented. The Gwynedd Parents' Handbook 2025/26 is an official document published by Gwynedd Council's Education Department to provide parents with details about various educational arrangements, including provision for learners with Additional Learning Needs (ALN). The handbook is available here: Parents' Handbook. As noted in the handbook, learners with ALN are entitled to continue receiving the support set out in their Individual Development Plan, and the Authority has a duty to ensure that this provision continues even when school arrangements change.

4.3 Impact of the proposal on Welsh in the community

Ref	Comments	Cyngor Gwynedd's Response
4.3.1	Serious concern is expressed regarding the impact of closing the school on the Welsh language and community life. It is noted that the school and its events have been an important method of integrating new residents, including some from English-speaking backgrounds, to the Welsh life of the village. It is felt that losing the school would undermine this process.	Cyngor Gwynedd notes the comments received which highlight the important role of Ysgol Baladeulyn. As part of the statutory consultation process, a Welsh Language Impact Assessment was undertaken, and the original assessment was published as part of the statutory consultation documentation. Following consideration of the comments received during the consultation, the Language Impact Assessment was reviewed and updated, with the issues raised by respondents taken into account in preparing the revised assessment. At the same time, the revised Language Impact Assessment concludes that the proposal is unlikely to have a negative impact on Welsh-medium educational provision, as learners from the Baladeulyn catchment would continue to receive their education in a Welsh-medium primary school (Category 3), Ysgol Talysarn. The assessment also notes the potential, in an educational context, to strengthen opportunities for learners to use Welsh informally through socialising with a greater number of peers of the same age. The Council also undertook a Community Impact Assessment to consider the likely impact of the proposal to close Ysgol Baladeulyn on the local community. This assessment was reviewed and updated following the statutory consultation, giving due consideration to the comments and issues raised by respondents, including concerns about the loss of the school as a community focal point. As noted in the conclusions of the updated Community Impact Assessment, the Council recognises that there would likely be some negative impact on the local community if the proposal to close Ysgol Baladeulyn were implemented, and that the loss of the school could undermine opportunities for people to use Welsh in a natural, everyday context within the community. This conclusion acknowledges the concerns expressed regarding social wellbeing, but is also based on the wider evidence considered within the assessment.
4.3.2	"Ysgol Baladeulyn serves a community where Welsh is the natural, everyday language."	
4.3.3	Losing the school would have a significant impact on the Welsh language in the area.	
4.3.4	<i>"Once the school goes, the Welsh language will be at a loss in this area forever."</i>	
4.3.5	The school's direct contribution to maintain the Welsh language in the local school is noted, with the view that the proposal could undermine the linguistic ecosystem in the area.	
4.3.6	<i>"I believe that closing Ysgol Baladeulyn would have a significant and harmful impact on the use of the Welsh language in the village."</i>	
4.3.7	Serious concern is expressed regarding the impact of closing the school on the Welsh language and community life. It is noted that the school and its events have been an important method of integrating new residents, including some from English-speaking backgrounds, to the Welsh life of the village. It is felt that losing the school would undermine this process.	

		The Council further acknowledges in the Welsh Language Impact Assessment that the option to close Ysgol Baladeulyn could lead to a potential negative impact on the use of Welsh within the local community, particularly in terms of its use as a community language outside the educational context. However, the assessment notes that mitigation measures could be considered, such as promoting the use of Welsh by involving the Nantlle community in the activities of the alternative school, as well as exploring appropriate options for the future use of the school building, taking into account the community activities currently held there.

4.4 Concern when comparing the number of Welsh-speaking learners in Talysarn and Nantlle

Ref	Comments	Cyngor Gwynedd's Response
4.4.1	“Moving children to a larger, less welsh environment could weaken Welsh immersion.” “Talysarn has a larger portion of english speaking families” “This will mean that our children will be less exposed to welsh language in school and around the community”	Cyngor Gwynedd notes the comment. The revised Language Impact Assessment concludes that the proposal is unlikely to have a negative impact on Welsh-medium educational provision, as learners from the Baladeulyn catchment would continue to receive their education in a Welsh-medium primary school (Category 3), namely Ysgol Talysarn. The latest PLASC data (January 2026) shows that 37% of learners at Ysgol Talysarn speak Welsh fluently at home, compared with 29% of learners at Ysgol Baladeulyn. The assessment also highlights the potential, in an educational context, to strengthen opportunities for learners to use Welsh informally through socialising with a greater number of peers of the same age. In addition, a high proportion of children from the catchment already attend out-of-catchment schools (75%), with 50% of primary-aged learners from the Ysgol Baladeulyn catchment already attending Ysgol Talysarn. The revised Community Impact Assessment also notes this pattern, concluding that wider community and educational links with neighbouring communities already exist. However, it acknowledges the concerns expressed that the presence of the school plays an important role in sustaining Welsh identity and the everyday use of the language within the community.

		The revised impact assessments note that, should the option to close Ysgol Baladeulyn be implemented, the Council would seek to mitigate the impact on the community by encouraging and supporting continued links between the Baladeulyn community and the alternative school, promoting community collaboration where appropriate, and using the Authority's Post-Use Policy as a framework for discussing suitable options for the future of the school building, including potential community use where feasible.
4.4.2	"The current school provides learning almost exclusively in the medium of Welsh" "ysgol talysarn uses more English"	Cyngor Gwynedd notes the comment. However, the revised Language Impact Assessment concludes that the proposal is unlikely to have a negative impact on Welsh-medium educational provision, as learners from the Baladeulyn catchment would continue to receive their education in a Welsh-medium primary school (Category 3), namely Ysgol Talysarn. In addition, PLASC data from January 2026 shows that a higher proportion of learners at Ysgol Talysarn (37%) speak Welsh fluently at home compared with Ysgol Baladeulyn (29%). The assessment also highlights the potential, in an educational context, to strengthen opportunities for learners to use Welsh informally through socialising with a greater number of peers of the same age.
4.4.3	"Closing the school would be a devastating blow to the Welsh language and the community of Nantlle." "Especially given that the Welsh-language levels are 55% at Baladeulyn and 37% at Talysarn."	Cyngor Gwynedd notes the comment. The revised Language Impact Assessment concludes that the proposal is unlikely to have a negative impact on Welsh-medium educational provision, as learners from the Baladeulyn catchment would continue to receive their education in a Welsh-medium primary school (Category 3), Ysgol Talysarn. January 2026 data shows that 37% of learners at Ysgol Talysarn speak Welsh fluently at home, compared with 29% of learners at Ysgol Baladeulyn. The assessment also highlights the potential, in an educational context, to strengthen opportunities for learners to use Welsh informally through socialising with a greater number of peers of the same age.
4.4.4	The view that closing the school would have a devastating blow on the Welsh language and the community was expressed, given that the use of speaking Welsh in percentages is 55% at Baladeulyn and 37% at Talysarn.	
4.4.5	<i>"Closing the school would be a devastating blow to the Welsh language and the community of Nantlle." "Especially given that the Welsh-language levels are 55% at Baladeulyn and 37% at Talysarn."</i>	
4.4.6	<i>"As a former pupil, I can confidently say that Welsh was the only language spoken at Baladeulyn." "At Talysarn, pupils were more likely to use English." "This creates a serious impact on the Welsh language."</i>	
4.4.7	"Welsh language is important to the council, indeed the every day business of the Council is conducted in Welsh as are all	

	public meeting” “Ysgol Baladeulyn is a very Welsh school. It is amongst the top in Gwynedd 55% I think, the highest being 80%.” “But the Council are happy to propose moving the pupils to Talysarn school that has only 37% the lowest in Gwynedd”
4.4.8	<i>"Closing the school would be a devastating blow to the Welsh language and the community of Nantlle." "Especially given that the Welsh-language levels are 55% at Baladeulyn and 37% at Talysarn."</i>

4.5 Mitigation measures to safeguard the Welsh language and reduce detrimental impacts

Ref	Comments	Cyngor Gwynedd's Response
4.5.1	“the Council should guarantee that Ysgol Talysarn maintains a strong first language Welsh ethos.” “Transition arrangements should prioritise Welsh medium support.” “The Council should also take steps to preserve Welshlanguage community life in Nantlle.”	The revised Language Impact Assessment concludes that the proposal is unlikely to have a negative impact on Welsh-medium educational provision, as learners from the Baladeulyn catchment would continue to receive their education in a Welsh-medium primary school (Category 3), Ysgol Talysarn. January 2026 data shows that 37% of learners at Ysgol Talysarn speak Welsh fluently at home, compared with 29% of learners at Ysgol Baladeulyn. The assessment also highlights the potential, in an educational context, to strengthen opportunities for learners to use Welsh informally through socialising with a greater number of peers of the same age. Nevertheless, the Council acknowledges the concerns raised regarding the use of the Welsh language and notes that the local authority and the governing body of the alternative school could explore ways of encouraging and fostering opportunities for learners to use Welsh informally and to build confidence in doing so.
4.5.2	<i>"Ensure that Welsh is encouraged more than anything."</i>	As above.
4.5.3	“Redirect savings to support the Welsh language”	The Council notes the comment. Any savings in revenue costs would be retained in the Gwynedd Schools department.

4.5.4	<i>"It would be possible to draw up or amend the proposal to ensure that it does not have detrimental impacts, or it has a less detrimental impact on the opportunities for people to use Welsh." "By choosing one of the alternative options proposed in the consultation."</i>	Cyngor Gwynedd notes the comments. Ysgol Baladeulyn has been prioritised for a review of its educational provision due to a number of significant challenges. Learner numbers have declined in recent years, resulting in a critical situation with 6 full-time learners (Reception to Year 6) and 2 nursery learners on roll in January 2026. As a result of the current low numbers, the school is in a vulnerable position and faces a range of challenges, including: • Low learner numbers – In January 2025, 13 learners (Reception to Year 6) and 0 nursery learners attended Ysgol Baladeulyn. Numbers have fallen further, with 6 full-time learners and 2 nursery learners on roll in January 2026. • High proportion of surplus places – With 6 learners (Reception to Year 6) on roll and a capacity of 55, there are 49 surplus places, equivalent to 89% of the school's capacity. The school also has capacity for 7 nursery learners; with 2 currently on roll, there are 5 surplus nursery places. Taking Reception–Year 6 and nursery capacity together, Ysgol Baladeulyn has 54 surplus places (87%). • Very small class sizes and a wide age range – In September 2025, the school operated a single class containing all learners: 6 learners from Reception to Year 6 (Reception, Years 1–2, and Years 4–5) plus 2 nursery learners. Within this class, different groups are formed at various times of the day, with teaching assistants leading activities for the youngest learners. This means the age range within the class spans up to 8 years. • Projected numbers – Projections for September 2025 indicate that numbers will remain low over the next three years, with an estimated 7 learners (Reception to Year 6) and 1 nursery learner on roll by September 2028. • Catchment learners – According to Geographic Information Systems (GIS) data from January 2026, only 25% of learners living in the Ysgol Baladeulyn catchment attend the school. The remaining 75% attend out-of-catchment schools. • Additional funding above the core allocation – Ysgol Baladeulyn receives additional funding beyond the standard allocation through the minimum staffing policy (which guarantees at least a headteacher and teacher in every school, and a headteacher and assistant in schools with fewer than 15 full-time learners). The additional amount for the 2026–27 financial year (based on September 2025 numbers) will be £74,446.
4.5.5	<i>"by considering one of the alternative options in the consultation instead of closing the school on 31 December 2026."</i>	
4.5.6	<i>"by considering one of the alternative options in the consultation instead of closing the school on 31 December 2026."</i>	

		• Average cost per learner – The average cost per learner at Ysgol Baladeulyn in the 2026–27 financial year will be £25,123, compared with the county average of £5,998 for the same period. Following an assessment of the advantages and disadvantages of the alternative options for Ysgol Baladeulyn, it is concluded that they would not adequately address the main challenges facing the school, as outlined above. The reasonable alternative options are considered further in Section 7 of this report.
4.5.7	If retaining the language is important, then there is a need to keep local schools open ... this is the best way to learn Welsh, particularly for children from English-speaking families.	Cyngor Gwynedd notes the objections raised in relation to the proposal to close Ysgol Baladeulyn. The preferred option is to close Ysgol Baladeulyn, as it directly addresses the significant challenges facing the school, namely: • Very low learner numbers, which have been declining over recent years. • A very high proportion of surplus places, undermining the sustainability of the provision. • Very small classes with a wide age range, creating challenges in terms of organisation and the quality of educational experiences. • Low projected numbers for the future, with no indication of a substantial improvement in the situation. • A clear pattern of parental choice, with the majority of catchment learners already attending other schools. • A significantly higher cost per learner compared with the county average, raising concerns about long-term financial sustainability. Following the statutory consultation period, and in accordance with the requirements of the School Organisation Code 011/2018, the consultation report must be presented to the Cabinet to summarise the issues raised by consultees and to set out the Council's response to those issues. After considering the report, the Cabinet will decide whether or not to proceed with the proposal. The Council confirms that all comments received have been fully considered in preparing this consultation report (Appendix A – Consultation Report), and have

		informed the further assessments and the evaluation of the proposal and the reasonable alternative options. If the Cabinet decides to proceed after considering the consultation report, the proposal must then be published in the form of a statutory notice. The notice will be published on a school day and will trigger a 28-day “objection period” from the date of publication, during which anyone may object to the proposal. Once the objection period has ended, the Council will publish a summary of the statutory objections received and the Council’s response to them in an “Objection Report”. Following this, the Council’s Cabinet will make the final decision on the proposal. Once the Cabinet has reached its final decision, the decision will be issued in writing, together with the specific reasons for that decision.

4.6 Positive Impact of the Proposal on the Welsh language

Ref	Comments	Cyngor Gwynedd's Response
4.6.1	"No negative impact." "If something, an improvement based on the fact that there will be an opportunity to use the Welsh language in a more accessible way with more children." "In a larger school, the impact is therefore much less significant."	The Council notes the comment. The revised Language Impact Assessment concludes that the proposal is unlikely to have a negative impact on Welsh-medium educational provision, as learners from the Baladeulyn catchment would continue to receive their education in a Welsh-medium primary school (Category 3), Ysgol Talysarn. January 2026 data shows that 37% of learners at Ysgol Talysarn speak Welsh fluently at home, compared with 29% of learners at Ysgol Baladeulyn.

		The assessment also highlights the potential, in an educational context, to strengthen opportunities for learners to use Welsh informally through socialising with a greater number of peers of the same age.

5. ADDITIONAL LEARNING NEEDS (ALN)

5.1 Staff continuity and ALN support

Ref	Comments	Cyngor Gwynedd's Response
5.1.1	"The school funds ... [an assistant for an]...ALN learner, will these hours be transferred to the new school?" "In order to ensure continuity and stability for the learner, will the same assistant continue their job to support the learner?"	The Council notes the comments. The Council acknowledges this concern, and while continuity of support staff at the alternative school cannot be guaranteed should the proposal be implemented, it is noted that each request is assessed on an individual basis. The Gwynedd Parents' Handbook 2025/26 is an official document published by Gwynedd Council's Education Department to provide parents with information on a range of educational arrangements, including provision for learners with ALN. The handbook is available here: Parents' Handbook As stated in the handbook, learners with ALN are entitled to continue receiving the support set out in their Individual Development Plan, and the Authority has a duty to ensure that this provision continues even when school arrangements change. In relation to the comments concerning the Council's Additional Learning Needs (ALN) provision, it is noted that wider consideration of ALN provision is an ongoing responsibility of the Local Authority, and that the individual needs of learners are continually considered through existing statutory processes. The consultation process regarding the future of Ysgol Baladeulyn has been conducted on the basis of the information and evidence available at the time, and any final decision, should one be made, would include consideration of appropriate transition arrangements and suitable support for all learners, including learners with ALN.
5.1.2	Question whether the current teachers and assistants would remain to ensure progression and stability, and whether the ALN funding for Ysgol Baladeulyn's current learners continues should the school close.	
5.1.3	"28.75 hours have been allocated for a level 3 assistant as required to provide one to one care for a nonverbal pupil with a severe learning disability." "Will the person providing the care at present be transferred to Ysgol Talysarn to provide continuity of care to this very vulnerable pupil. Or will this child be forced to endure not only a change of school from the nice quiet one attended now to one which will nearly be at full capacity 95 pupils. But also a new assistant, a stranger" "How could this possibly be in the interest of the child?"	
5.1.4	It is noted that a forced move to a larger or unfamiliar school is likely to cause significant distress and disrupt the progress of children with Additional Learning Needs (ALN), particularly those who rely heavily on routine, consistency and familiar staff.	

5.1.5	“Cabinet must consider cost implications of closure on redundancy costs, loss of SEN expertise and medical knowledge.”	The Council notes the comment. If the proposal to close Ysgol Baladeulyn were to be implemented, it is anticipated that the staffing implications would lead to redundancies, as posts would come to an end when the school closes. Staff and Trade Union representatives were specifically consulted as part of the statutory consultation period. Any redundancies arising from the proposal would be required to comply with the relevant employment legislation and the Gwynedd Redundancy Scheme. During the consultation, drop-in sessions were held at which officers from the Council’s Human Resources service were available for any staff member who wished to discuss their situation. Staff were also informed that they were welcome to contact the Human Resources service directly should they wish to have further discussions.

5.2 The impact of a larger school on children with ALN

Ref	Comments	Cyngor Gwynedd's Response
5.2.1	<i>"The proposal will certainly have more impact on those learners from a more vulnerable background, learners who are naturally shy" "learners who are naturally shy who have had an opportunity to gain confidence and flourish in a small school and on ALN learners."</i>	The Council notes the comments received which highlight the inclusive support provided to learners with Additional Learning Needs (ALN) at Ysgol Baladeulyn, including personalised attention and a flexible response to the emotional needs of some learners.
5.2.2	We have previously experienced a situation where my child’s needs were not identified for a long period while attending a larger school. Since moving to Ysgol Baladeulyn, those needs have been recognised and the school has provided appropriate support. I wish to express strong confidence in Ysgol Baladeulyn’s ability to understand and support children with additional learning needs, in contrast with concerns about whether larger schools are able to do so as effectively. Closing Ysgol Baladeulyn would remove a safe and supportive environment that has proven its ability to understand and meet the needs of children with additional learning needs.	In accordance with the requirements of the School Organisation Code 011/2018, a Quality and Standards of Education Impact Assessment was undertaken and included as part of the statutory consultation documentation. Following consideration of the comments received, the assessment was updated. The revised assessment continues to recognise that all schools have a statutory duty to provide appropriate support for learners with ALN, and notes that larger schools often have broader provision, more robust support structures, and access to a wider range of interventions and specialist support. Based on a comparison of Estyn inspection findings and the relevant evidence, the assessment concludes that the educational provision offered at Ysgol

Talysarn is at least equivalent to that currently offered at Ysgol Baladeulyn, including in relation to supporting learners with ALN.

The Council has considered these concerns when reviewing and updating the Equality Impact Assessment and the Wellbeing Impact Assessment. The Council notes that Ysgol Talysarn, like Ysgol Baladeulyn, is subject to the same statutory duties regarding wellbeing, safeguarding and inclusion, and operates policies to support the individual needs of learners, including those with additional learning needs. Should the proposal be implemented, planned and proportionate transition arrangements would be put in place to support individual learners through the change, including opportunities to familiarise themselves with the alternative school, clear communication with parents and carers, and the provision of targeted support where required.

Although the impact assessments have been updated to record and consider these concerns, the comments received have not led to a change in the overall conclusions of the assessments. The Quality and Standards of Education Impact Assessment indicates that implementing the proposal would be likely to have a neutral or partially positive impact on the quality and standards of education, as the provision at the alternative school is able to meet learners' needs, including those with ALN, in line with statutory requirements and the Authority's policies. In addition, the Equality Impact Assessment and the Wellbeing Impact Assessment highlight the need to ensure appropriate transition arrangements and tailored support for individual learners should the proposal be implemented.

As a result, while the Council acknowledges the views expressed, the updated Quality and Standards of Education Impact Assessment concludes that implementing the proposal would be likely to lead to a neutral or partially positive impact on the quality and standards of education, as the provision at the alternative school is able to meet learners' needs, including those with ALN, in accordance with statutory requirements and the Authority's policy.

5.3 Well-being, confidence and safety of ALN learners

Ref	Comments	Cyngor Gwynedd's Response
5.3.1	It is emphasised that parents made a conscious choice to send their children to a small, homely school where learners feel safe and comfortable, and this choice deserves the same respect as the decisions of other parents in the catchment area to send their children to other schools.	The Council notes the comment. In accordance with the School Admissions Policy, parents have the right to express a preference for a school for their child, and there is no requirement for them to attend the school in their village or home catchment area. The Authority considers each application in line with the statutory admissions criteria and allocates places where capacity allows. It is also noted that parents make educational choices based on a range of factors, including personal experience, the individual needs of their children, and family preferences.
5.3.2	It is emphasised that the Council must consider the serious impact of forced transfers on children with severe additional learning needs, and the risks associated with a sudden change in educational placement. Concern is expressed that the proposal would have a negative impact on disabled learners, particularly autistic children and those with communication difficulties.	The Council notes the comment. The Council has taken these concerns into account when reviewing and updating the Equality Impact Assessment and the Wellbeing Impact Assessment. The Council notes that Ysgol Talysarn, like Ysgol Baladeulyn, is subject to the same statutory duties in relation to wellbeing, safeguarding and inclusion, and operates policies to support the individual needs of learners, including those with additional learning needs. Should the proposal be implemented, planned and proportionate transition arrangements would be put in place to support individual learners through the change, including opportunities to familiarise themselves with the alternative school, clear communication with parents and carers, and the provision of targeted support where required. The Gwynedd Parents' Handbook 2025/26 is an official document published by Gwynedd Council's Education Department to provide parents with information on a range of educational arrangements, including provision for learners with ALN. The handbook is available here: Parents' Handbook As stated in the handbook, learners with ALN are entitled to continue receiving the support set out in their Individual Development Plan, and

		the Authority has a duty to ensure that this provision continues even when school arrangements change. In relation to the comments concerning Additional Learning Needs (ALN) provision, it is noted that wider consideration of ALN provision is an ongoing responsibility of the Local Authority, and that the individual needs of learners are continually considered through existing statutory processes. The consultation process regarding the future of Ysgol Baladeulyn has been conducted on the basis of the information and evidence available at the time, and any final decision, should one be made, would include consideration of appropriate transition arrangements and suitable support for all learners, including learners with ALN. Although the impact assessments have been updated to record and consider these concerns, the comments received have not led to a change in the overall conclusions of the assessments. The Quality and Standards of Education Impact Assessment indicates that implementing the proposal would be likely to have a neutral or partially positive impact on the quality and standards of education, as the provision at the alternative school is at least equivalent to the current provision in terms of quality and standards. In addition, the Equality Impact Assessment and the Wellbeing Impact Assessment highlight the need to ensure appropriate transition arrangements and tailored support for individual learners should the proposal be implemented.

5.4 Increasing demand for ALN provision

Ref	Comments	Cyngor Gwynedd's Response
5.4.1	“the current intake of pupils at SEN Pendalar and Hafon y Lon is nearing capacity despite record numbers of children being home educated with SEN”	The Council notes the comment. The Gwynedd Parents' Handbook 2025/26 is an official document published by Gwynedd Council's Education Department to provide parents with details about a range of educational arrangements, including provision for learners with Additional Learning Needs (ALN). The handbook is available here: Parents' Handbook.

		As stated in the handbook, learners with ALN have the right to continue receiving the support set out in their Individual Development Plan, and it is the Authority's duty to ensure that this provision continues even when school arrangements change. With regard to the comments relating to the provision, it is noted that broader consideration of ALN provision is an ongoing matter for the Local Authority, and that individual learners' needs are continually considered through the existing statutory arrangements. The consultation process on the future of Ysgol Baladeulyn has been undertaken on the basis of the information and evidence available at the time, and any final decision, should one be made, would include consideration of appropriate transition arrangements and suitable support for every learner, including learners with ALN.

6. TRANSPORT, TRAVEL AND SAFETY IMPLICATIONS

6.1 Walking, cycling and learners' independence

Ref	Comments	Cyngor Gwynedd's Response
6.1.1	"Year 4 pupils are permitted to walk or cycle home from school." "This has been a popular choice for Baladeulyn pupils over the years and still is today on nice dry days." "This gives the children a little independence and helps them build confidence."	Cyngor Gwynedd notes the comment. In accordance with the requirements of the School Organisation Code 011/2018, an assessment was completed of the impact of the proposal to close Ysgol Baladeulyn and educate the learners at Ysgol Talysarn on travel arrangements. As the alternative school is located 2.5 miles from Ysgol Baladeulyn, and further from some homes within the catchment, it is not anticipated that learners from Ysgol Baladeulyn would walk to the alternative school. On this basis, the Authority has identified that there would be a negative impact should the proposal be implemented, as learners would be educated at Ysgol Talysarn and the Authority would be required to provide transport for learners from the Ysgol Baladeulyn catchment to Ysgol Talysarn, in accordance with the Gwynedd Education Transport Policy.
6.1.2	"It takes about 10 - 15 mins for them to walk from Ysgol Baladeulyn to the park." "All playing happily outdoors, exercising if you prefer." "It's a big thing I believe in trying to get more children playing outdoors."	

Additional transport costs are anticipated, with an estimated cost of between £17,000 and £30,000 per year, and some learners would travel further to school than they do at present. No learner from the Baladeulyn catchment would be required to travel an unreasonable distance to school.

6.2 Transport to Ysgol Talysarn

Ref	Comments	Cyngor Gwynedd's Response
6.2.1	"All the current children regardless of catchment area attending the school need transport to ysgol talysarn as a priority"	Cyngor Gwynedd notes the comment. In accordance with the requirements of the School Organisation Code 011/2018, an assessment of the impact of the proposal to close Ysgol Baladeulyn and educate the learners at Ysgol Talysarn on travel arrangements was completed. As stated in the assessment, Ysgol Talysarn is located approximately 2.5 miles from Ysgol Baladeulyn. If the proposal to close Ysgol Baladeulyn and offer a place to those learners at Ysgol Talysarn was implemented, the revised catchment area of Ysgol Talysarn would include the current catchment area of Ysgol Talysarn and the current catchment area of Ysgol Baladeulyn combined. Current learners of Ysgol Baladeulyn who live within that catchment area would be offered transport to Ysgol Talysarn where that is relevant, in accordance with the Gwynedd Education Transport Policy. Under the Policy, free transport is provided to primary learners who live 2 miles or further from the school in their catchment area or the nearest school, or where the walking route is assessed as unsafe. In accordance with the Gwynedd Education Transport Policy, it is noted that learners who live outside that revised catchment area would not be eligible to receive free school transport to Ysgol Talysarn. However, the Council considers individual applications in unique circumstances. Should the proposal be implemented, it is anticipated that some learners would travel further to school than they do at present, however, no learner from the Baladeulyn catchment would be required to travel an unreasonable distance to school.
6.2.2	"Will transport to Talysarn be offered to every child who is currently on the Baladeulyn register, including those children who are out of the Nantlle village catchment area?"	
6.2.3	"Arrange transport for ALL current children of Ysgol Baladeulyn to Ysgol Talysarn" "transport should be arranged for ALL children regardless of their catchment area"	
6.2.4	"Transportation would need to be a priority for ALL pupils currently attending Ysgold Baladeulyn, including children currently attending outside of the catchment area to allow them to remain with their peers."	
6.2.5	"Is there assurance that EVERY child who is currently on the Ysgol Baladeulyn register will receive transport to Ysgol Talysarn?" "Is there assurance that nursery children living in the village will receive transport to Ysgol Talysarn's nursery sessions?"	
6.2.6	It was asked whether there would be additional costs for parents/guardians to transport their children to the alternative school.	

6.3 Concerns regarding travel safety

Ref	Comments	Cyngor Gwynedd's Response
6.3.1	“there are no safe ways for children to travel on foot as the road is dangerous due to a lack of pavements and fast moving traffic”	Cyngor Gwynedd notes the comment. In accordance with the requirements of the School Organisation Code 011/2018, an assessment was completed of the impact of the proposal to close Ysgol Baladeulyn and educate the learners at Ysgol Talysarn on travel arrangements. As noted in the assessment, Ysgol Talysarn is located approximately 2.5 miles from Ysgol Baladeulyn. Should the proposal be implemented, the current catchment area of Ysgol Baladeulyn would be incorporated into the catchment area of Ysgol Talysarn. Learners currently attending Ysgol Baladeulyn who are eligible for transport would be offered transport to Ysgol Talysarn, where applicable, in accordance with the Gwynedd Education Transport Policy. In line with the Gwynedd Education Transport Policy, Cyngor Gwynedd provides free transport for learners who live 2 miles or more from their catchment school, the closest school, or where learners must travel along a route that the Council considers to be highly dangerous. A dangerous route is defined as one where the nature of the road (including public footpaths) means it would not be reasonable to expect learners (taking account of their age and with escorts where necessary) to walk in relative safety. When assessing the relative safety of a route, the Council considers the hazards a learner may face along the designated route (including, for example, rivers, ditches, traffic speed on adjacent roads, previous accidents, overhanging trees or branches that may obstruct visibility for pedestrians or drivers, etc.). The assessment must be carried out at the time of day and on the days of the week when learners would be expected to use the route. In accordance with the Gwynedd Education Transport Policy, primary-age learners (excluding those with additional learning needs or disabilities) are expected to walk up to 2 miles to meet any transport provided by Cyngor Gwynedd, along the shortest available route. The shortest available route is one that the Council does not consider to be particularly dangerous, following an assessment of other possible routes. These routes would be assessed in line with the Gwynedd Education Transport Policy. The Policy can be found in the parents' handbook: Information for Parents.
6.3.2	Concern is expressed regarding travel safety should children have to attend a school further away. It is noted that the potential footpaths between the communities are unsuitable and unsafe to walk, including footpaths through industrial areas or along speeding highways.	
6.3.3	“as there is NO SAFE footpath walking is not a option”	
6.3.4	It is noted, should Ysgol Baladeulyn close, that the learners would lose the ability to walk to school safely, as there are no suitable footpaths or roads. It was asked whether the Council would fund the creation of purposeful footpaths?	

		Nursery-age learners are not eligible for transport under the policy, and the policy does not assume that parents are responsible for providing transport where a child is eligible for statutory transport. Should the proposal be implemented, it is anticipated that some learners would travel further to school than they do at present; however, no learner from the Baladeulyn catchment would be required to travel an unreasonable distance to school.
6.3.5	<i>"Would the Council consider funding a purposeful footpath to connect the two villages, passing the Bro Silyn housing estate, to enable Nantlle and Talysarn children and residents to walk between the two villages?"</i>	Cyngor Gwynedd notes the comment regarding new transport provision, such as a dedicated walking route linking the two villages. Any consideration of developing or funding such a route would fall outside the scope of this statutory proposal and would need to be assessed separately through the appropriate planning and funding arrangements. With regard to travel safety, it is noted that the Gwynedd Education Transport Policy provides for school transport where a walking route is deemed dangerous or unsuitable, regardless of distance. Should the proposal be implemented, learners' eligibility for school transport would be assessed in accordance with that policy, ensuring that appropriate transport arrangements are available where applicable.
6.3.6	"Then as now, the road connecting the two villages has no foot or cycle path. Just an overgrown grass verge." "The road speed limit has now been lowered to 50mph, but it remains dangerous to walk along. Especially with the hgv wagons from the Quarries, and the farm traffic. Not to mention the flooding when it rains." "Can the Council assure us that they will make provision for an adequate footpath and cycle path between Talysarn and Nantlle, something they have refused to consider, during the consultation before embarking on improving the road and turning it into a flooded race track."	
6.3.7	"No public pavement on 50mph zone... poor street lighting and liable to flooding."	

6.4. The impact of further travel on learners' well-being

Ref	Comments	Cyngor Gwynedd's Response
6.4.1	There is concern that learners will have to travel further, noting the narrow and uncertain nature of the roads, and the potential impact on learners' safety and well-being.	The Council notes the concerns expressed regarding the possibility that learners may have to travel further, including worries about the narrow and uncertain nature of some local roads, and the potential impact on learners' safety and wellbeing. As part of the statutory process, an assessment of the impact of the proposal on travel arrangements was completed, in accordance with the requirements of the School Organisation Code (011/2018). This

		assessment has been updated following consideration of the comments submitted during the statutory consultation, and takes into account distances, route safety and potential implications for learners. Should the proposal be implemented, any school transport arrangements would be provided for learners who are eligible for transport in accordance with the Gwynedd Education Transport Policy, where transport is provided if a walking route is deemed dangerous or unsuitable, regardless of distance. Walking routes are assessed in detail in line with the policy, taking into account factors such as the nature of the road, traffic volume and speed, and overall safety at relevant times of day. While the Council acknowledges, that should the proposal be implemented, some learners may travel further than they do at present, but it is not anticipated that any learner would be required to travel an unreasonable distance to school. Transport arrangements, where applicable, would be planned to minimise potential safety risks and to mitigate any negative impact on learners' wellbeing.

6.5 Lack of public transport

Ref	Comments	Cyngor Gwynedd's Response
6.5.1	We do not drive, and buses would be an extremely challenging way to travel to and from school every day.	Cyngor Gwynedd notes the comments and acknowledges the concerns expressed regarding the suitability and reliability of public transport, as well as the practical challenges that may arise for families who do not drive. As part of the statutory process, an assessment was completed on the impact of the proposal to close Ysgol Baladeulyn and transfer learners to Ysgol Talysarn on travel arrangements, in accordance with the requirements of the School Organisation Code (011/2018). This assessment has been updated following consideration of the comments submitted during the statutory consultation. Should the proposal to close Ysgol Baladeulyn and offer places to those learners at Ysgol Talysarn be implemented, any school transport arrangements would be provided for learners who are eligible for transport in accordance with the Gwynedd Education Transport Policy, and families would not be expected to rely on public transport in order for learners to attend school.
6.5.2	"the public transport is not adequate"	
6.5.3	"the bus schedule can be unreliable."	
6.5.4	"with the transport situation with buses ect we need a school in the village"	
6.5.5	"there is also no public transport available at suitable times"	

		Cyngor Gwynedd School Transport Policy provides free school transport for learners who live 2 miles or more from their catchment school, the nearest school, or where the shortest suitable walking distance between a learner's home and the school exceeds 2 miles, or where a walking route is deemed dangerous or unsuitable, regardless of distance. Walking routes are assessed in accordance with the policy. If the proposal were implemented, the current catchment area of Ysgol Baladeulyn would be incorporated into the revised catchment area of Ysgol Talysarn. Given that Ysgol Talysarn is located approximately 2.5 miles from Ysgol Baladeulyn, learners from the current Baladeulyn catchment who are eligible under the policy would be offered school transport arranged by the Council. While it is acknowledged that some learners would travel further than they do at present, it is not anticipated that any learner from the Baladeulyn catchment would be required to travel an unreasonable distance to school. Transport arrangements would be planned to minimise any potential negative impact on learners and families.

6.6 Challenges for families who do not drive

Ref	Comments	Cyngor Gwynedd's Response
6.6.1	"If the closer of Baladeulyn was to go ahead and placed offered in Talysarn, how the children would get to the school would need to be seriously considered." "given that some of the parents and family members who provide care for the students do not drive"	Cyngor Gwynedd notes the comments and acknowledges that travel arrangements are an important consideration for families, particularly where increased travel distances may place additional practical or financial pressures on households. In accordance with the requirements of the School Organisation Code 011/2018, an assessment was completed of the impact of the proposal to close Ysgol Baladeulyn and educate the learners at Ysgol Talysarn on travel arrangements. As noted in the assessment, Ysgol Talysarn is located approximately 2.5 miles from Ysgol Baladeulyn. Should the proposal be implemented, the current catchment area of Ysgol Baladeulyn would be incorporated into the catchment area of Ysgol Talysarn. Learners currently attending Ysgol Baladeulyn who are eligible for transport would be offered
6.6.2	"Not providing transport would increase pressure on family members / parents who don't drive due to the additional costs involved especially when care givers live local to the current school and have disabilities restricting their mobility"	
6.6.3	There would be a need to sit outside for a significant period, without any facilities... I cannot stand for half the time that would be required for me to take my child to the school.	
6.6.4	"These are questions that families with young children need an answer to before deciding to reside in the village of Nantlle."	

6.6.5	It is asked whether any financial support would be available for families who would face additional transport costs, especially when public transport will have to be used several times a day. It could mean that some parents will have to take the bus to and from the alternative school twice a day - would there be support to fund this?	transport to Ysgol Talysarn, where applicable, in accordance with the Gwynedd Education Transport Policy.
6.6.6	"It would ease a lot of our stress if the council could agree to transport for our children [<i>from a village outside of the catchment area to Talysarn</i>] to help us make this transition easier for all of us."	In line with the Gwynedd Education Transport Policy, Cyngor Gwynedd provides free transport for learners who live 2 miles or more from their catchment school, the nearest school, or where learners must travel along a route that the Council considers to be highly dangerous. The Policy can be found in the parents' handbook: Information for Parents. Nursery-age learners are not eligible under the policy, and the policy does not assume that parents are responsible for providing transport where a learner is eligible for statutory transport. Should the proposal be implemented, it is anticipated that some learners would travel further to school than they do at present; however, no learner from the Baladeulyn catchment would be required to travel an unreasonable distance to school. However, should the proposal be implemented, parents or carers with specific concerns about travel arrangements would be encouraged to contact the Education Department to discuss their circumstances.

6.7 Transport for children under 5 years old

Ref	Comments	Cyngor Gwynedd's Response
6.7.1	Practical and financial concerns are raised regarding transport for children under 5 years old (who are not yet in statutory education). It is noted that this could be a significant challenge for families without access to a car, leading to complex arrangements and costs from day to day.	Cyngor Gwynedd notes the comments and acknowledges the call for clarity and assurance regarding transport arrangements and potential transport costs should the proposal be implemented.
6.7.2	<i>"Having considered that education is not statutory for children until the term after they turn 5 years old, will this transport be offered to 3- and 4-year-old learners?" "Will there be suitable arrangements in terms of safety for young learners travelling in the cars with car seats?"</i>	If the proposal were to be implemented, school transport arrangements would be made in accordance with the Gwynedd Education Transport Policy. Nursery-age learners are not eligible under the policy, and the policy does not assume that parents are responsible for providing transport where a learner is eligible for statutory transport.
6.7.3	"Children are permitted to start school at age 3 in Wales, but are only legally obliged to start at age 5." "Will there be transport provided to take 3 year olds and parent/ guardian to school in the mornings and return the parent/guardian home again." "Will this be by taxi, can you provide costings for this."	The Council recognises the importance of reliable transport for families. However, school transport is not generally provided to facilitate access to additional services, and such arrangements are considered in line with the transport policy and the relevant statutory criteria.

6.7.4	<i>"Is there assurance being given that nursery-age children who live in the village will receive transport to Ysgol Talysarn nursery sessions?"</i>
6.7.5	Will there be safe seats, and an adult present to ensure the safety of Nursery and Reception learners?

6.8 General comments about transport

Ref	Comments	Cyngor Gwynedd's Response
6.8.1	<i>"There are many more schools than needed...travelling is much easier today and there's no need for so many schools close together."</i>	Cyngor Gwynedd notes the comment.

7. THE LOCAL COMMUNITY AND FAMILIES

7.1 Family and multi-generational connections

Ref	Comments	Cyngor Gwynedd's Response
7.1.1	<i>"Ysgol Baladeulyn is the heart of the community." "Both of my daughters were taught at the school as well as my mother and her sisters." "My grandmother was also a cook at the school so the school means a lot."</i>	Cyngor Gwynedd notes the comment.
7.1.2	"My 3 children went to Baladeulyn" "And now my grandchildren are there and they are giving the same support to them."	Cyngor Gwynedd notes the comment.
7.1.3	"I've lived in the village for 15 years and both my daughters went to the school and it was a really good school for the local people"	Cyngor Gwynedd notes the comment.

7.2 Community Identity and Local Pride

Ref	Comments	Cyngor Gwynedd's Response
7.2.1	It is noted that school learners nurture pride in their school and small community, that the school is the heart of the community, close to homes and an integral part of local culture.	Cyngor Gwynedd notes the comment.
7.2.2	Concern is expressed that moving the children's education to another village would lead to a loss of knowledge about their local area, as they would be in another village every day.	Cyngor Gwynedd notes the comment.

7.2.3	“the children have a close connection to the village and the welsh language and history of the village”	Cyngor Gwynedd notes the comment.

7.3 Impact of the proposal on the viability of the community

Ref	Comments	Cyngor Gwynedd's Response
7.3.1	“The biggest negative effect will be closing the school.” “It will irreparably damage our community.”	In accordance with the requirements of the School Organisation Code 011/2018, an assessment was completed of the impact of the proposal to close Ysgol Baladeulyn and educate the learners at Ysgol Talysarn on the community.
7.3.2	The school is a central element of village life, with concern that closing it would have a substantial community impact, undermining the sustainability and vitality of the local community.	On this basis, the Council anticipates that, if implemented, the proposal would have some negative impact on the community, as closing Ysgol Baladeulyn would result in the loss of a school within the Nantlle community. However, the assessment notes that a significant proportion of learners living within the school’s catchment area already attend other schools (75%), including Ysgol Talysarn (50%). It is therefore concluded that a link between Ysgol Talysarn and the Ysgol Baladeulyn community already exists.
7.3.3	Losing the school would undermine village life.	Should the proposal to close Ysgol Baladeulyn be implemented, every effort would be made to mitigate the impact on the community by encouraging connections between the communities and Ysgol Talysarn. To help reduce the impact, opportunities would be identified to ensure that the Baladeulyn community is aware of activities taking place at the alternative school, and community collaboration between Ysgol Talysarn and the Baladeulyn community would be encouraged where appropriate. If the proposal were implemented, it would also be essential to encourage discussions between the alternative school (Ysgol Talysarn) and the parents of Ysgol Baladeulyn learners, to ensure that parents and learners are able to benefit from the school’s facilities and any after-school activities. In addition, should the Cabinet decide to proceed with the proposal to close Ysgol Baladeulyn, options for the future use of the school building would need to be considered, taking into account the community activities currently held there.

7.4 Community life and social connections

Ref	Comments	Cyngor Gwynedd's Response
7.4.1	“They are usually joined by parents, grandparents, villagers just passing by stopping for a chat and some gossip.” “It's not just a school you are trying to erase.” “The gatherings at the park will stop, the arrangements to meet at the lake for swimming on the hotter days become more difficult.”	Cyngor Gwynedd notes the comment. In accordance with the requirements of the School Organisation Code 011/2018, an assessment was completed of the impact of the proposal to close Ysgol Baladeulyn and educate the learners at Ysgol Talysarn on the community. The Council acknowledges within the assessment that the loss of the school could have a negative impact on certain local social and community aspects. Should the proposal to close Ysgol Baladeulyn be implemented, it is anticipated that some elements of community activity may be affected, for example the loss of daily opportunities for parents, carers and families to meet within the community when dropping off or collecting children from the school. However, the assessment also notes that a substantial proportion of learners living within the school's catchment area already attend other schools (75%), including Ysgol Talysarn (50%). It is therefore concluded that a link between Ysgol Talysarn and the Ysgol Baladeulyn community already exists. If the proposal to close Ysgol Baladeulyn were implemented, every effort would be made to mitigate the impact on the community by encouraging connections between the communities and Ysgol Talysarn. Opportunities would be identified to ensure that the Baladeulyn community is aware of activities taking place at the alternative school, and community collaboration between Ysgol Talysarn and the Baladeulyn community would be encouraged where appropriate. Should the proposal be implemented, it would also be essential to encourage discussions between the alternative school (Ysgol Talysarn) and the parents of Ysgol Baladeulyn learners, to ensure that parents and learners are able to benefit from the school's facilities and any after-school activities. In addition, should the Cabinet decide to proceed with the proposal to close Ysgol Baladeulyn, options for the future use of the school building would need to be considered, taking into account the community activities currently held there.

7.5 Attracting young families to the village

Ref	Comments	Cyngor Gwynedd's Response
7.5.1	"I've realised how important small schools are to the community." "Without a school in Nantlle, it does not attract new families."	Cyngor Gwynedd notes the comment.
7.5.2	"Without a school in Nantlle, it does not attract young families to the village. As a result, the village is transforming into a glum village."	In accordance with the requirements of the School Organisation Code 011/2018, an assessment was completed on the impact of the proposal to close Ysgol Baladeulyn and educate the learners at Ysgol Talysarn on the community. The assessment concludes that, as a high proportion of learners within the catchment area already attend out-of-catchment schools (75%), with 50% of primary-age learners from the Ysgol Baladeulyn catchment already attending Ysgol Talysarn, it is not anticipated that families and young children would leave the community if the school were to close. Furthermore, given that the alternative school is located 2.5 miles from Ysgol Baladeulyn, the proposal is not expected to encourage families with school-age children to move away from the community, nor to make the area less attractive to young families considering moving in.

7.6 Comments about the school's role in the village

Ref	Comments	Cyngor Gwynedd's Response
7.6.1	"Precious schools like these are needed in our areas and getting rid of them would be social vandalism."	Cyngor Gwynedd notes the comment.
7.6.2	The view is expressed that Ysgol Baladeulyn is needed, and that the school's learners help to sustain the village.	In accordance with the requirements of the School Organisation Code 011/2018, an assessment was completed of the impact of the proposal to close Ysgol Baladeulyn and educate the learners at Ysgol Talysarn on the community. The assessment indicates that some negative impact on the community is anticipated should the option to close Ysgol Baladeulyn be implemented. It is acknowledged that closing Ysgol Baladeulyn would result in the loss of a school within the Nantlle community. However, the assessment also notes
7.6.3	"It will demoraliz the community if they close the school."	
7.6.4	"Schools have no duty to sustain communities...having to close a school is a symptom of a lack of children and not a cause."	

		that a substantial proportion of children living within the school's catchment area already attend other schools (75%), including Ysgol Talysarn (50%). It is therefore concluded that a link between Ysgol Talysarn and the Ysgol Baladeulyn community already exists. Should the proposal to close Ysgol Baladeulyn be implemented, every effort would be made to mitigate the impact on the community by encouraging connections between the communities and Ysgol Talysarn. Opportunities would be identified to ensure that the Baladeulyn community is aware of activities taking place at the alternative school, and community collaboration between Ysgol Talysarn and the Baladeulyn community would be encouraged where appropriate. If the proposal were implemented, it would also be essential to encourage discussions between the alternative school (Ysgol Talysarn) and the parents of Ysgol Baladeulyn learners, to ensure that parents and learners are able to benefit from the school's facilities and any after-school activities. In addition, should the Cabinet decide to proceed with the proposal to close Ysgol Baladeulyn, options for the future use of the school building would need to be considered, taking into account the community activities currently held there.

7.7 Impact on families in the community

Ref	Comments	Cyngor Gwynedd's Response
7.7.1	"Closing ysgol Baladeulyn will have a negative effect on the children, families and community of Nantlle"	Cyngor Gwynedd notes the comment. In accordance with the requirements of the School Organisation Code 011/2018, an assessment was completed of the impact of the proposal to close Ysgol Baladeulyn and educate the learners at Ysgol Talysarn on the community. The assessment indicates that some negative impact on the community is anticipated should the option to close Ysgol Baladeulyn be implemented. It is acknowledged that closing Ysgol Baladeulyn would result in the loss of a

		school within the Nantlle community. However, the assessment also notes that a substantial proportion of learners living within the school's catchment area already attend other schools (75%), including Ysgol Talysarn (50%). It is therefore concluded that a link between Ysgol Talysarn and the Ysgol Baladeulyn community already exists. Should the proposal to close Ysgol Baladeulyn be implemented, every effort would be made to mitigate the impact on the community by encouraging connections between the communities and Ysgol Talysarn. Opportunities would be identified to ensure that the Baladeulyn community is aware of activities taking place at the alternative school, and community collaboration between Ysgol Talysarn and the Baladeulyn community would be encouraged where appropriate. If the proposal were implemented, it would also be essential to encourage discussions between the alternative school (Ysgol Talysarn) and the parents of Ysgol Baladeulyn learners, to ensure that parents and learners are able to benefit from the school's facilities and any after-school activities. In addition, should the Cabinet decide to proceed with the proposal to close Ysgol Baladeulyn, options for the future use of the school building would need to be considered, taking into account the community activities currently held there.
7.7.2	"It would also be extremely difficult for us to arrange childcare for after school if they were not in a school near to Nantlle."	Cyngor Gwynedd notes the comment.

8. CAPACITY, LOCAL DEMOGRAPHY AND CATCHMENT ARRANGEMENT

8.1 Current capacity and impact of developments

Ref	Comments	Cyngor Gwynedd's Response
8.1.1	"If all the pupils were transferred to Talysarn school now, I believe the school would be one pupil short of capacity." "A new housing estate is under development at Penygroes at present, it is not unreasonable to believe that possibly one or two families with primary aged children may well move in." "Are the Council 100%	Cyngor Gwynedd notes the comment. Based on the information currently available, it is anticipated that there would be sufficient capacity at Ysgol Talysarn to accommodate the learners from

	certain that after closing Baladeulyn and Nebo schools they will indeed have enough capacity moving forward”.	Ysgol Baladeulyn who live within the Baladeulyn catchment area, should the school close.
8.1.2	<i>"Ysgol Bro Lleu and Ysgol Bro Llifon are filling up with additional classes being erected on the yard of Bro Lleu." "More and more houses are being constructed in our valley and this is when our small schools will be needed."</i>	The Council recognises that factors such as housing developments can influence future demand, and ongoing monitoring of school capacity would continue as part of the Council's long-term education planning arrangements.
8.1.3	<i>"With the valley's overcrowded schools, is Ysgol Baladeulyn and Ysgol Nebo not an excellent solution?" "If you're going to spend on transport for children, how about taxis from Penygroes to Nantlle?"</i>	Cyngor Gwynedd notes the comment. Current Education Department data indicates that there is sufficient capacity across all primary schools within the Dyffryn Nantlle catchment area. The percentage of surplus places in neighbouring schools ranges from 9% to 44%, and therefore no school is currently oversubscribed. It is noted that the review of the future of Ysgol Baladeulyn has been based on a broader range of evidence relating to the long-term sustainability of the provision. This includes persistently low learner numbers, a very high proportion of surplus places, small classes with wide age ranges, and projections indicating that numbers are likely to remain low in the medium and long term. In addition, patterns of parental choice within the catchment show that the majority of learners attend other schools. In accordance with the Gwynedd Education Transport Policy, Cyngor Gwynedd provides free transport for learners who live 2 miles or more from their catchment school, or where the walking route to the school is considered too dangerous. The Authority's policy does not provide transport to schools outside the designated catchment school under this policy.

8.2 Local demography

Ref	Comments	Cyngor Gwynedd's Response
8.2.1	<i>"Communities are selling out to second homes and holiday homes...or objecting to affordable home developments."</i>	The Council notes the comment.
8.2.2	Several children within the village attend other schools.	The Council notes the comment.
8.2.3	Children should attend the school in their own village.	The Council notes the comment. Parents have the right to express a preference for a school for their child, and there is no requirement for children to attend the school in their village or

		within their home catchment area. The Authority considers all applications in accordance with statutory admission criteria and allocates places where capacity allows. It is also noted that parents make educational choices based on a range of factors, including personal experience, the individual needs of children, and family preferences.

8.3 Catchment arrangements

Ref	Comments	Cyngor Gwynedd's Response
8.3.1	"It's a huge disappointment for us that the new catchment doesn't cover the area considering it is one of Dyffryn Nantlle's 21 villages." "It seems there is no consistency with catchment areas."	Cyngor Gwynedd notes the comment. Each school has a designated catchment area which it serves, and these areas are important in relation to the Council's admissions and transport policies. School catchment areas are defined in order to enable effective planning of education provision, places and resources across the county. These boundaries are not based on community boundaries, but on the official criteria used to allocate places and maintain provision. Parents have the right to express a preference for a school for their child, and there is no requirement for children to attend the school in their village or within their home catchment area. The Authority considers all applications in accordance with statutory admission criteria and allocates places where capacity allows. It is also noted that parents make educational choices based on a range of factors, including personal experience, the individual needs of children, and family preferences.
8.3.2	Disappointment is expressed that there was no opportunity for parents to participate in early discussions about pupil admission arrangements, should Ysgol Baladeulyn close. It is felt that taking for granted that every child would transfer to Ysgol Talysarn is unfair, considering that some learners live out-of-catchment and they could have alternative options.	

9. FINANCIAL IMPLICATIONS

9.1 Argument against the proposal based on cost

Ref	Comments	Cyngor Gwynedd's Response
9.1.1	It is recognised that financial pressures currently exist but the value of the happiness, well-being and health of a child cannot be measured.	The Council notes the comment.

9.2 Financial and Cost per Head Inconsistencies across County Schools

Ref	Comments	Cyngor Gwynedd's Response
9.2.1	"It's disgraceful that schools with a cost per head of £5-6k are facing 'redundancy' arrangements while very small schools with a cost per head of 3 or 4 times that are being protected."	Cyngor Gwynedd notes the comment.

10. COMMENTS ON THE CONSULTATION DOCUMENTATION AND THE STATUTORY PROCESS

10.1 Sufficiency of impact assessments in general

Ref	Comments	Cyngor Gwynedd's Response
10.1.1	"The impact assessment nor the future community impact assessment are insufficient."	Cyngor Gwynedd notes the comment. As part of the statutory process, the original Community Impact Assessment was published as part of the statutory consultation documentation, in accordance with the requirements of the School Organisation Code. Following consideration of the responses to the statutory consultation, the Community Impact Assessment was reviewed and updated, strengthening the acknowledgement that the loss of the school is likely to have a negative impact on the local community. At the same time, the revised Community Impact Assessment also notes that a high proportion of children within the catchment area already attend out-of-catchment schools, including Ysgol Talysarn, and therefore that community and educational links with neighbouring communities already exist. However, it also recognises the concerns expressed that the presence of the school plays an important role in sustaining Welsh identity and the daily use of the Welsh language. The revised assessment states that, should the option to close Ysgol Baladeulyn be implemented, the Council would seek to mitigate the impact on the community by encouraging and supporting ongoing links between the Baladeulyn community and the alternative school, promoting community collaboration where appropriate, and using the Authority's Post-Use Policy as a framework for discussing suitable options for the future of the school building, including potential community use where feasible.
10.1.2	"I would really like the council consider the children in this as it them that would suffer"	The Consultation Document clearly sets out the requirement to consider the Council's duties under the Well-being of Future Generations (Wales) Act 2015, and these considerations have been embedded through the completion of a series of related impact assessments, including a Well-being Impact Assessment, Community Impact Assessment, Language Impact Assessment, Educational Impact Assessment and Transport Impact Assessment. These impact assessments consider a wide range of factors, including the effect on learners' well-being and educational progress.

		The Council acknowledges the concerns regarding the potential impact of a school closure on a rural community and the broader considerations relating to children’s well-being. These matters have been taken into account when reviewing the relevant impact assessments.

10.2 Community Impact Assessment

Ref	Comments	Cyngor Gwynedd's Response
10.2.1	“Single perants or the lack of work in this area”	Cyngor Gwynedd notes the comment. As part of the statutory process, a Community Impact Assessment was published as part of the statutory consultation documentation, in accordance with the requirements of the School Organisation Code. Within this assessment, reference is made to information on the local ward’s economy and levels of deprivation, which provides context regarding employment conditions and the socio-economic profile of the area: <i>In the 2021 Census, 55.5% of people aged between 16 and 74 years old within the Llanllyfni ward are economically active, 3.7% of whom are unemployed. 43.2% of people in the same age group are economically inactive, with 5.9% of these being long-term ill or disabled.</i> <i>The type of industry in which the population is active varies in the area, with the highest rate (19.9%) working in the health and social work field (2021 Census).</i> <i>According to the 'Welsh Index of Multiple Deprivation (2025)', the employment rate of the Llanllyfni and Clynnog wards, compared to other wards in Wales, is ranked 1152 out of 1917 wards. Therefore, the Llanllyfni and Clynnog ward is rated within the 50% least deprived wards in Wales.</i> <i>The Llanllyfni and Clynnog ward is in the 20-30% most deprived wards in Wales (ranked 546 out of 1917 wards).</i> <i>A number of fields draw up these general indexes, including income, employment, health, education, access to services, community safety,</i>

		<i>physical environment and housing. Note that the Llanllyfni and Clynnog ward is within the 10% most deprived wards in Wales in the 'Housing' field. The indicators of this field are the proportion of people who live in an overcrowded home (bedroom use), and the proportion of people living in homes that do not have central heating.</i> <i>In addition, the Llanllyfni and Clynnog ward is within the 10% most deprived areas in Wales in the 'access to services' field, i.e. deprivation as people are unable to access the various services considered essential for daily living. The indicators include the average public transport and private travel times to a number of services such as supermarkets, surgeries, primary and secondary schools, post office, public library, pharmacy, leisure centre and private travel time to a petrol station.</i>
10.2.2	“Talysarn is a ‘deprived area’, additional travel costs... will have a detrimental impact on household income”	Cyngor Gwynedd notes the call for clarity and assurance regarding transport arrangements and potential transport costs should the proposal be implemented. If the proposal were to be implemented, school transport arrangements would be made in accordance with the Gwynedd Education Transport Policy. Under the Policy, free transport is provided to primary learners who live 2 miles or further from the school in their catchment area or the nearest school, or where the walking route is assessed as unsafe. Nursery-age learners are not eligible under the policy, and the policy does not assume that parents are responsible for providing transport where a child is eligible for statutory transport. The Council recognises the importance of reliable transport for families.
10.2.3	Concern is expressed that the proposal would have a negative impact on families facing socio-economic disadvantage.	It is noted that the Consultation Document clearly sets out the requirement to consider the Council’s duties under the Well-being of Future Generations (Wales) Act 2015, and these considerations have been embedded through the completion of a series of related impact assessments, including the Well-being Impact Assessment, Community Impact Assessment, Language Impact Assessment, Educational Impact Assessment and Transport Impact Assessment. It is noted that these matters have been recorded and considered as part of the Equality Impact Assessment and the Well-being Impact Assessment, both of which have been updated following consideration of the responses to the

		statutory consultation. These assessments take into account a wide range of relevant factors, including socio-economic disadvantage, the impact on community cohesion, demographic changes, and medium- and long-term sustainability.

10.3 Welsh Language Impact Assessment

Ref	Comments	Cyngor Gwynedd's Response
10.3.1	<i>"The self-complementary results of the impact assessment on the Welsh language are shameful." "No effort has been made by the Council to assess the impact of closing the school on the Welsh language in the area."</i>	As part of the statutory consultation process, a Welsh Language Impact Assessment was undertaken, and the original assessment was published as part of the consultation documentation. Following consideration of the comments received during the consultation, the Language Impact Assessment was reviewed and updated, with the issues raised by consultees taken into account in preparing the revised assessment. The revised Language Impact Assessment concludes that the proposal is not likely to have a negative impact on Welsh-medium educational provision, as learners from the Baladeulyn catchment would continue to receive their education in a Welsh-medium primary school (Category 3), Ysgol Talysarn. It also notes the potential, in an educational context, to strengthen opportunities for learners to use Welsh informally by socialising with a larger number of peers of the same age. The Council also undertook a Community Impact Assessment to evaluate the likely effect of the proposal to close Ysgol Baladeulyn on the local community. This assessment has been reviewed and updated following the statutory consultation, giving due consideration to the comments and issues raised by consultees, including concerns about the loss of the school as a community focal point. As stated in the conclusion of the latest Community Impact Assessment, the Council's view is that there would be some likely negative impact on the local community if the proposal to close Ysgol Baladeulyn were implemented. This conclusion is also informed by the wider evidence assessed within the report. The revised assessment notes that there is some potential linguistic risk in terms of the use of Welsh as a living community language in Baladeulyn

		should the school close. However, it also identifies possible mitigation measures, including considering appropriate options for the post-use of the school building to support the Welsh language, and promoting opportunities for the Nantlle community to be involved in Welsh-medium activities at Ysgol Talysarn.
10.3.2	<i>"There is no impact assessment either on sending children from Nantlle's non-Welsh speaking families to more Welsh-speaking schools."</i>	The revised Language Impact Assessment concludes that the proposal is not likely to have a negative impact on Welsh-medium educational provision, as learners from the Baladeulyn catchment would continue to receive their education in a Welsh-medium primary school (Category 3), Ysgol Talysarn. January 2026 data shows that 37% of learners at Ysgol Talysarn speak Welsh fluently at home, compared with 29% of learners at Ysgol Baladeulyn.
10.3.3	<i>"There is no attempt to see the long-term impact that closing rural schools is having on the language in general." "The results seem to focus on the impact on current pupils only (4-11-year-old children)."</i>	As noted above. The Council's response is provided in sections 10.3.1 and 10.3.2.

10.4 Engaging and communicating with parents as part of the statutory process

Ref	Comments	Cyngor Gwynedd's Response
10.4.1	The view is expressed that more engagement with parents, including visits to the <i>cylch meithrin</i> and provision of clear information about educational options, would have been beneficial. It is noted that some parents in the village had taken for granted that attending the <i>cylch meithrin</i> in Talysarn meant that their children had to attend the associated school.	Cyngor Gwynedd notes the comment. The statutory consultation process has been carried out in accordance with the requirements of the School Organisation Code (011/2018). Although holding public meetings is not a statutory requirement, drop-in sessions for parents, staff and governors were held as part of the engagement process to provide an opportunity to discuss the proposal and the statutory process.

10.5 Impact Assessment on Equality

Ref	Comments	Cyngor Gwynedd's Response
10.5.1	I question whether the impact on disabled children has been fully assessed, and how adequate the consideration given to the rights of disabled children under the Equality Act 2010 is within the impact assessment.	Cyngor Gwynedd notes the comment. It is noted that the Equality Impact Assessment has been updated following the statutory consultation in order to give specific consideration to the concerns raised regarding disabled learners and learners with Additional

		Learning Needs (ALN). The revised assessment acknowledges that the proposal could lead to a potential negative impact on some disabled learners, particularly in relation to transferring to a larger and unfamiliar school, and these risks are clearly identified. The Assessment also outlines the statutory duties, noting that every learner with ALN has the right to continue receiving the provision set out in their Individual Development Plan, regardless of any change in school arrangements. It is further noted that, should the proposal be implemented, transition arrangements would be planned and delivered jointly with learners, their families and the school, with a specific focus on the individual needs of each learner. The accessibility of the alternative school, along with appropriate transport arrangements, would also be assessed on an individual basis to ensure that disabled children are not disproportionately disadvantaged as a result of the proposal. Based on consideration of the evidence, the comments received, and the mitigation measures identified, the Council's assessment is that appropriate consideration has been given to the impact of the proposal on the relevant protected characteristics, including Disability, in accordance with the requirements of the Equality Act 2010. The Equality Impact Assessment clearly identifies the potential risks, outlines the relevant statutory duties, and confirms that the impact on disabled learners would continue to be monitored and carefully managed should the proposal be implemented.

11. ALTERNATIVE OPTIONS

11.1 Keeping the school open (status quo)

Ref	Comments	Cyngor Gwynedd's Response
11.1.1	"No closure"	Cyngor Gwynedd notes the comment. The Council confirms that these views – namely continuing with the current provision by keeping the school open – have already been considered as part of the original options, specifically as the “do
11.1.2	Want the family to continue receiving education in the current local school.	
11.1.3	"no other proposal, just to keep the school open!!!" "nothing, again just to keep the school open, so much advantage to everyone!"	

		nothing” option (Option 1). This option has been fully assessed against the criteria of the School Organisation Code, alongside the other reasonable alternative options set out in this section. As noted in the conclusion of the assessment, while the Council acknowledges the support expressed for keeping the school open, it is concluded that maintaining the current arrangements, in isolation, does not adequately address the challenges facing Ysgol Baladeulyn. These include low learner numbers, the high level of surplus places, future demographic projections, and the associated financial pressures. As a result, this option is not treated as a new alternative option nor subject to further separate assessment within this report.

11.2 Promote and strengthen small schools

Ref	Comments	Cyngor Gwynedd's Response
11.2.1	<i>“Yes numbers are low currently, but this could change within a year or two with the right promotion” “Rather than undermine our small schools, promote the advantages and strengths of our important rural schools”</i>	Cyngor Gwynedd notes the comments suggesting that new admissions should be promoted by emphasising the strengths of the school. However, it is noted that such promotional initiatives, in isolation, are not within the Council’s direct control to implement in a way that would guarantee a meaningful change to parental choice patterns or a sustained increase in registered learner numbers, as the final decision regarding school choice remains a matter for parents, in accordance with the statutory framework.
11.2.2	<i>“It’s essentially important for us to get the opportunity to promote the school.” “It would be very beneficial to present new parents in the area to the School by offering an open day.” “Several community houses have recently been put up for rent in Nantlle.” “As so many have not had the experience of being close to the school before.”</i>	
11.2.3	<i>“The council could encourage more families to use smaller school.” “instead of pushing them into other school that are too full.” “struggling to give each child the support they need.”</i>	
11.2.4	<i>“The cylch meithrin in Talysarn attracts children to Ysgol Talysarn.” “I feel that it’s essential for parents to send their children to a small school like Ysgol Baladeulyn.”</i>	

11.3 Federalisation with ALN provision

Ref	Comments	Cyngor Gwynedd's Response
11.3.1	<i>“and prefer the alternative option - ‘3. Federalisation with a nearby school adding a specialist unit for children with additional learning needs at Ysgol Baladeulyn’”</i>	Full details of the assessment of this option can be found in Section 7 of the report.
11.3.2	<i>"The Body prefers the third option, namely 'Federalisation with a nearby school (Ysgol Talysarn) adding a specialist unit for children with additional learning needs at Ysgol Baladeulyn."</i>	
11.3.3	Suggest that consideration should be given to merging options 3 and 6 of the consultation, namely federate with Ysgol Talysarn and adding a specialist space for ALN provision at Ysgol Baladeulyn. It is noted that support from Ysgol Talysarn would be positive.	

11.4 Share leadership

Ref	Comments	Cyngor Gwynedd's Response
11.4.1	“Would it not be sensible to at least consider re forming the schools into one multi site school.” “With one head teacher and a deputy at the head at the others. This would ensure extra capacity would be available.”	Cyngor Gwynedd notes the comments suggesting that alternative options to the closure of Ysgol Baladeulyn should be considered, including increasing collaboration with neighbouring schools through amalgamation or the establishment of a multi-site school. The option to merge / establish a multi-site school has already been considered as an alternative option within the consultation document. Further details of the assessment of this option can be found in Section 7 of the report. Following evaluation of the option, it is concluded that this model does not adequately address the fundamental challenges facing Ysgol Baladeulyn. There is no evidence that such an arrangement would lead to a meaningful increase in learner numbers or a change in the current pattern of high surplus places. As a result, the organisation of small classes, the projected low pupil numbers, and the associated financial challenges would remain, without securing the long-term sustainability of the provision.
11.4.2	"keep the school open and work closer with larger schools"	
11.4.3	"There's a need to work with other schools to ensure that children receive the best possible education, instead of focusing on cramming 30 into a class."	

11.5 Modify the proposal for the benefit of the Welsh Language

Ref	Comments	Cyngor Gwynedd's Response
11.5.1	<i>"It would be possible to draw up or modify the proposal to ensure that it has positive impacts, or more positive impacts on opportunities for people to use Welsh." "By sustaining Welsh community provision on the school site, such as a community centre, cylch meithrin or language centre"</i>	The Council notes that suggestions of this nature have already been considered in accordance with the School Organisation Code (011/2018). The conclusion reached in the proposal paper published in October 2025, and reaffirmed in the subsequent Consultation Document, was that using the school as a community facility or adapting the site to host community provision does not offer a sustainable solution to the core educational challenges facing the school, and therefore this option is not considered a reasonable alternative. Option 7 in the consultation, 'Establishing a language unit on the Ysgol Baladeulyn site', refers to adding a Welsh-language immersion unit on the school site to provide immersion support for new Welsh speakers. As the school building would need to be adapted to accommodate the unit/centre, the school's capacity would likely be reduced, and therefore the option is expected to lead to a reduction in surplus places. However, learner numbers at Ysgol Baladeulyn have reached a critical point, with 6 full-time learners (Reception – Year 6) and 2 part-time learners (Nursery) on roll. As learners attending the language unit/centre would remain registered with their original school, the establishment of a language centre on the site is not expected to affect pupil numbers. As a result, it is anticipated that learner numbers at Ysgol Baladeulyn would be expected to remain low, and the option would not address the challenges currently facing the school. Full details of the options are provided in Section 7 of the report.
11.5.2	<i>"It would be possible to draw up or modify the proposal to ensure that it has positive impacts, or more positive impacts on opportunities for people to use Welsh." "By sustaining Welsh community provision on the school site - such as a community centre, cylch meithrin or language centre"</i>	
11.5.3	It is suggested that it would be possible to modify the proposal to ensure more positive or less detrimental impacts on the Welsh language, which include sustaining Welsh community provision on the school site, e.g., Community Centre, Cylch Meithrin, Language Centre or consider an alternative option from the consultation rather than closing the school.	
11.5.4	<i>"It would be possible to draw up or modify the proposal to ensure that it has positive impacts, or more positive impacts on opportunities for people to use Welsh." "By sustaining Welsh community provision on the school site, such as a community centre, cylch meithrin or language centre."</i>	

11.6 ALN specialist provision

Ref	Comments	Cyngor Gwynedd's Response
11.6.1	"Create a 'Hybrid' mainstream and SEN primary school on Dwyfor/Arfon border." "Potential cost savings on school transport, improvement in number of SEN pupil places, access and qualify for additional Welsh Gov SEN funding through the medium of welsh in a smaller educational setting"	Cyngor Gwynedd notes the comments. In this context, the proposal to re-categorise Ysgol Baladeulyn as a mainstream 'hybrid' primary school is considered a reasonable alternative

11.6.2	I suggest that the use of the school should be changed to specialist provision for learners with additional needs.	option and has therefore been included as a reasonable alternative option in this report and is subject to further assessment. However, following evaluation of this option, it is concluded that re-categorising Ysgol Baladeulyn as a mainstream 'hybrid' primary school does not provide a solution to the core challenges facing the school. There is currently no clear evidence that the proposal would lead to a sufficient and sustainable increase in registered learner numbers. There would be transport costs associated with locating an ALN Unit at Ysgol Baladeulyn. A significant capital investment would be required to adapt the building. An additional revenue funding source would also be needed to support the ALN Unit.
11.6.3	provide support for local children with advanced learning needs who will require 1:1 education...a small school is a place where children who need a bit of extra support can thrive.	
11.6.4	The Council should consider developing Ysgol Baladeulyn into a specialist provision for ALN learners, in order to provide more places for children that need support.	

11.7 Other alternative options received

Ref	Comments	Cyngor Gwynedd's Response
11.7.1	"they could pay a little extra for the transport for the children so the bigger school would not burst at them seams and smaller school could support the children"	Cyngor Gwynedd notes the comments received suggesting that Ysgol Baladeulyn should be considered as an alternative site in response to neighbouring schools operating over capacity or facing potential overcrowding, including suggestions to provide free transport for those learners who would attend Ysgol Baladeulyn. However, the Council does not consider this to be a reasonable alternative option. Implementing such a model would create significant complexities in relation to admissions and transport arrangements. In addition, the option is not expected to lead to a meaningful increase in pupil numbers at Ysgol Baladeulyn. As a result, it is concluded that this option does not represent a reasonable alternative and is therefore not subject to further assessment within this report.

11.7.2	<i>“Offer children from the new estates in Penygroes to join the catchment’s smaller schools - i.e., Ysgol Baladeulyn” “if there’s an occasion when a school has to refuse learners due to lack of space, offer for them to join the catchment’s smaller school - i.e., Ysgol Baladeulyn.”</i>	As above.
11.7.3	<i>“Try get more locals into the properties of nantlle not air b and b,s / holiday homes”</i>	Cyngor Gwynedd notes the comment made regarding the need to encourage more local people to live in properties in the Nantlle area rather than in holiday accommodation or AirBnB-type properties. However, it is noted that matters relating to housing policy and the use of residential properties fall outside the scope of the current proposal. In this context, the suggestion is not considered to be a reasonable alternative option within the framework of the statutory school organisation consultation process.
11.7.4	<i>“A change in policy in Wales that would mean that every child has to attend their nearest school.”</i>	Cyngor Gwynedd notes the comment. This option relates to a change in national policy. As a result, it will not be treated as an additional alternative option, and it will not be subject to further assessment or consideration.
11.7.5	<i>“Access UNESCO funding – see Richard Hayman Report on significance of Baladeulyn school in slate industry... or National Lottery Heritage Funding”</i>	Cyngor Gwynedd notes the comments. We recognise the importance of securing capital funding for the county’s education and heritage projects. However, capital funding alone does not address the challenges facing Ysgol Baladeulyn. To ensure a sustainable future for the school, a stable and ongoing revenue funding stream would be required. As a result, it is concluded that this option does not represent a reasonable alternative and is therefore not subject to further assessment within this report.
11.7.6	<i>“Gwynedd Council to consult and confer with Welsh Gov. to access the additional funding £3m to build.increase SEN provision to offset the running costs”</i>	

6. ALTERNATIVE OPTIONS PROPOSED BY CONSULTEES

In accordance with the requirements of the School Organisation Code 011/2018, consultees were given the opportunity to suggest alternative options during the statutory consultation.

The table below lists the alternative options suggested by the consultees and notes those deemed as reasonable alternative options that are subject to further assessment in accordance with the requirements of the School Organisation Code, including an options appraisal and an assessment against the presumption against the presumption factors against closing rural schools.

	Option	Initial Consideration
11.1	Maintaining the school in its current form (status quo).	This option is considered the “no change” option, namely continuing with the current provision by keeping Ysgol Baladeulyn open. This option has already been considered as one of the original options and was fully assessed as part of the statutory consultation process, and it is considered further under Option 1 – No change. As a result, this option is not treated as a separate alternative option, and it is not subject to a further standalone assessment within this report.
11.2	Promoting the benefits and strengths of small schools to new parents, including offering an open day to introduce parents to the School.	The Council does not consider this option to be a reasonable alternative, as it does not align with the schools’ strategy. The Council seeks to provide appropriate support to all schools, but it is not possible to promote specific schools. It would also create complications in relation to admission and transport arrangements.
11.3	Federating with a neighbouring school (Ysgol Talysarn) while adding a specialist area for children with additional learning needs at Ysgol Baladeulyn.	This option corresponds directly to the original Option 3, namely federating with a neighbouring school while establishing a specialist area for children with additional learning needs at Ysgol Baladeulyn. As a result, it is not treated as an additional alternative option and is not subject to further assessment separate from the original option.
11.4	Sharing leadership through a multi-site school arrangement.	This option corresponds directly to the original Option 5, namely merging local schools in order to support and sustain Ysgol Baladeulyn – a multi-site school. As a result, it is not treated as an additional alternative option and is not subject to further assessment separate from the original option.
11.4	Closer collaboration between Ysgol Baladeulyn and neighbouring schools.	Arrangements for collaboration and the sharing of resources and expertise between Ysgol Baladeulyn and neighbouring schools are included within the wider considerations associated with the federated model. As a result, these arrangements are regarded as an element of the federated model rather than an independent alternative option, and therefore this option is not subject to a separate assessment within this report.
11.5	Adapting the proposal for the benefit of the Welsh language by maintaining community provision on the school site,	The Council notes that suggestions of this nature have already been considered in accordance with the School Organisation Code (011/2018). It was concluded in the proposal paper published in 2018 that

	such as a community centre, cylch meithrin, or language centre.	October 2025, and reaffirmed in the subsequent Consultation Document, that using the school as a community centre or adapting the site to host community provision does not offer a sustainable solution to the core educational challenges facing the school. Specifically, it was identified that such options would not address the persistently low learner numbers, the very small class sizes, or the associated implications for the school's financial sustainability and its ability to provide statutory primary education. While the value of community provision and initiatives to promote the Welsh language is acknowledged, this option does not provide a viable solution to the challenges facing the school. It is therefore not considered a reasonable alternative and has not been subject to further assessment within this report.
11.6	Hybrid provision combining mainstream education and specialist ALN provision.	This option relates to strengthening and/or expanding the focus of provision associated with ALN. Although ALN provision has already been considered as part of the original options, this option refers to establishing a 'hybrid' model of mainstream education and specialist ALN provision. As a result, this option is included as an additional, separate option, rather than a direct variation of the original ALN option, and is therefore subject to further assessment.
11.6	Ysgol Baladeulyn to provide specialist provision for ALN learners.	This option corresponds directly to the original Option 6, which involved adding a specialist area for children with additional learning needs at Ysgol Baladeulyn. As a result, it is not treated as an additional alternative option and is not subject to further assessment beyond that undertaken for the original option.
11.7	Using Ysgol Baladeulyn as supplementary provision to reduce pressure on neighbouring schools, with the Council investing in transport.	The Council does not consider this option to be a reasonable alternative. Implementing such a model would result in a significant change to the role and nature of Ysgol Baladeulyn, transforming it from a mainstream community school into a part-time or supplementary provision without a clear basis in terms of organisation, governance, or belonging to a specific school community. It would also create substantial complexities in relation to admissions arrangements, transport, learners wellbeing, and continuity of educational experience, particularly for younger learners. In addition, this option does not address the key challenges facing Ysgol Baladeulyn in relation to learner numbers, long-term sustainability, and the delivery of coherent educational provision. As a result, it is concluded that this option does not represent a reasonable alternative and is not subject to further assessment within this report.

11.7	A change in policy in Wales that would mean that every child has to attend their nearest school.	The Council does not consider this option to be a reasonable alternative, as it relates to changing the national policy on school admissions. As a result, it will not be treated as an additional alternative option and will not be subject to further assessment or consideration.

7. A FURTHER ASSESSMENT OF THE PROPOSAL AND OTHER REASONABLE OPTIONS

In accordance with the requirements of the School Organisation Code, and because Ysgol Baladeulyn meets the definition of a rural school, a further assessment was undertaken of the proposal and the reasonable alternative options identified in the Consultation Document has been undertaken, with particular regard given to the likely impact on the quality and standards of education, the likely impact on the community, and the impact of different travel arrangements.

In undertaking this further assessment, all additional relevant information received through responses submitted during the statutory consultation period, or otherwise, was considered, in accordance with the intention of the Code to ensure that new perspectives and information are taken into account before a decision is made on the way forward.

Although the comments and suggestions received through the consultation—including the reasonable alternative options proposed by consultees—were considered as part of this review process, the additional information did not lead to any change in the conclusions of the impact assessments relating either to the proposal or to the reasonable alternative options.

The two tables below set out the further assessment of the anticipated impact: the first table summarises the assessment of the proposal and the reasonable alternative options identified in the Consultation Document, while the second table sets out the impact assessment of the reasonable alternative options proposed by consultees during the consultation period. The full impact assessments are available in Appendix C.

Option	Assessment of the probable impact on the quality and standards of education	Assessment of the probable impact on different transport arrangements	Assessment of the probable impact on the community
Option 1 - No change - continue with the current situation	Neutral - No change	Neutral - No change No learner in the Baladeulyn catchment area will need to travel an unreasonable distance to school.	Neutral - No change Keep the school and its potential as a community resource in the village of Nantlle.
Option 2 - Federation with a nearby school (Ysgol Talysarn)	Neutral/Partly positive - No impact on the provision at Ysgol Baladeulyn Opportunity to share good practices between both schools and the possibilities of making better use of resources.	Neutral The learners would continue to be taught at Ysgol Baladeulyn and the learners' travel arrangements would remain the same. No learner in the Baladeulyn catchment area will need to travel an	Neutral Possibility of community collaboration between both schools. Keep the school and its potential as a community resource in the village of Nantlle.

		unreasonable distance to school.	
Option 3 - Federation with a nearby school adding a specialist unit for children with additional learning needs at Ysgol Baladeulyn	Neutral/Partly positive - No impact on the provision at Ysgol Baladeulyn Opportunity to share good practices between both schools and the possibilities of making better use of resources. Opportunity to develop an additional resource to support learners with ALN. It is anticipated that it would have a positive impact on the criteria of 'Vulnerable groups, including children with Additional Learning Needs'.	Neutral The learners would continue to be taught at Ysgol Baladeulyn and the learners' travel arrangements would remain the same. No learner in the Baladeulyn catchment area will need to travel an unreasonable distance to school. The authority would need to provide transport for learners in the ALN unit.	Neutral Possibility of community collaboration between both schools. Keep the school and its potential as a community resource in the village of Nantlle.
Option 4 - Close Ysgol Baladeulyn and offer a place for the learners in a nearby school (Ysgol Talysarn)	Partly positive The assessment notes that the standard of education provided at Ysgol Talysarn is equivalent to the standard of education provided at Ysgol Baladeulyn. As there are more learners at Ysgol Talysarn, it is anticipated that there will be an opportunity to teach children in larger groups, with age-relevant peers to expand their experiences. Based on this, it is concluded that there would be a positive impact on teaching and learning experiences by teaching the learners of Baladeulyn catchment area at Ysgol Talysarn.	Negative Transport would need to be provided for Ysgol Baladeulyn catchment area learners to Ysgol Talysarn, in line with Cyngor Gwynedd's transport policy. Additional transport costs are anticipated - estimated cost of £17,000 - £30,000 per annum. Some of the learners will travel further to school than they currently do. No learner in the Baladeulyn catchment area will need to travel an unreasonable distance to school.	Neutral/Partly Negative Lead to the loss of a school and community resource in the village of Nantlle. To mitigate the impact on the community, opportunities are noted to ensure that the community of Nantlle is aware of the activities of the alternative school, and community collaboration will be encouraged between Ysgol Talysarn and the community of Nantlle, where appropriate. It is noted that a vast proportion of the children who live in the school's catchment area already attend other schools, including Ysgol Talysarn therefore it is concluded that there is an existing link between Ysgol Talysarn and the community of Ysgol Baladeulyn.
Option 5- Merge local schools in order to support and	Neutral / Partly positive No impact on the provision at Ysgol Baladeulyn	Neutral The learners would continue to be taught at	Neutral No impact on the provision on the Ysgol Baladeulyn site.

maintain Ysgol Baladeulyn - Multi-site school	Opportunity to share good practices between the school sites and the possibilities of making better use of resources.	Ysgol Baladeulyn and the learners' travel arrangements would remain the same. No learner in the Baladeulyn catchment area will need to travel an unreasonable distance to school. There is a possibility that transport between schools would need to be arranged, depending on the structure of the new school.	Keep the school and its potential as a community resource in the village of Nantlle.
Option 6 - Add a specialist unit for children with additional learning needs at Ysgol Baladeulyn	Neutral/Partly positive No impact on the provision at Ysgol Baladeulyn Opportunity to develop an additional resource to support learners with ALN. It is anticipated that it would have a positive impact on the 'Vulnerable groups, including children with Additional Learning Needs' criteria.	Neutral Learners would continue to be taught at Ysgol Baladeulyn and the learners' travel arrangements would remain the same. The authority would need to provide transport for learners in the ALN unit. No learner in the Baladeulyn catchment area will need to travel an unreasonable distance to school.	Neutral - No change to the provision at Ysgol Baladeulyn. Keep the school and its potential as a community resource in the village of Nantlle.
Option 7 - Include a language unit on the site of Ysgol Baladeulyn	Neutral - No impact on the provision at Ysgol Baladeulyn Opportunity to develop an additional resource to provide specific support for latecomers in a Language Centre on the school's site.	Neutral Learners would continue to be taught at Ysgol Baladeulyn and the learners' travel arrangements would remain the same. No learner in the Baladeulyn catchment area will need to travel an unreasonable distance to school. The authority would need to provide transport for learners in the language unit.	Neutral - Keep the school and its potential as a community resource in the village of Nantlle.

Assessment of the Additional Reasonable Options Suggested by Consultees:

Option	Assessment of the probable impact on the quality and standards of education	Assessment of the probable impact on different transport arrangements	Assessment of the probable impact on the community
11.6 Re-categorising Ysgol Baladeulyn as a mainstream and ALN hybrid primary school to offer a specialist provision for the local area	Neutral/Partly positive No impact on the mainstream provision at Ysgol Baladeulyn. Opportunity to develop a specialist hybrid provision to support learners with ALN. It is anticipated that it would have a positive impact on the 'Vulnerable pupils, including children with Additional Learning Needs' and 'Provision that at least corresponds to what is available to learners at the time (including those with ALN)' criteria.	Neutral The mainstream learners would continue to be taught at Ysgol Baladeulyn and the mainstream learners' travel arrangements would remain the same. The authority would need to provide transport for new learners registering for the mainstream and ALN hybrid provision. No learner in the Baladeulyn catchment area would need to travel an unreasonable distance to school.	Neutral Keep the mainstream school and its potential as a community resource in the village of Nantlle.

An appraisal of the options:

Following the consultation, the Authority carried out a further assessment of the proposal and the alternative options included in the original proposal paper, along with an evaluation of the additional reasonable alternative noted by consultees, using the same assessment framework that was used for the original options. A detailed comparison of all options is included in Appendix B – Options Appraisal, and the following table summarises the main conclusions of the appraisal and explains the reasons for not proceeding with the alternative option.

Option	Reasons for rejecting the option
Option 1 - No change - continue with the current situation	Following assessment, it is concluded that maintaining the current situation does not adequately address the challenges facing Ysgol Baladeulyn, namely the very low number of learners, a very high proportion of surplus places, a single class with a wide age range, continued projections of low pupil numbers, a catchment pattern in which the majority of learners choose other schools, and a cost per pupil that is significantly higher than the county average. This option does not offer a solution to any of these factors, and therefore it is not considered a reasonable choice for ensuring sustainable primary provision in the medium or long term.
Option 2 - Federation with a nearby school (Ysgol Talysarn)	It is considered that federating with a neighbouring school would not be sufficient to address the fundamental challenges facing Ysgol Baladeulyn. There is no evidence that this option would lead to

	meaningful increase in learner numbers or a reduction in the high proportion of surplus places, and therefore the current structure of small classes with a wide age range would remain. In addition, the projected low pupil numbers and the existing pattern of learners within the catchment choosing other schools would remain unchanged, with the associated financial challenges and high cost per pupil continuing.
Option 3 - Federation with a nearby school adding a specialist unit for children with additional learning needs at Ysgol Baladeulyn	Although specialist ALN provision is strategically important, it is concluded that this option does not address the core challenges facing Ysgol Baladeulyn as a local primary school. Learners accessing the specialist provision would continue to be registered at their original schools, and therefore the option would not increase the school's registered pupil numbers nor reduce the high level of surplus places. As a result, the current structure of small classes, the wide age range, and the existing financial challenges would remain, without providing a sustainable solution to the current situation.
Option 4 - Close Ysgol Baladeulyn and offer a place for the learners in a nearby school (Ysgol Talysarn)	<i>Note: This was the preferred option presented during the statutory consultation.</i>
Option 5- Merge local schools in order to support and maintain Ysgol Baladeulyn - Multi-site school	It is considered that this model does not adequately address the fundamental challenges facing Ysgol Baladeulyn. There is no evidence that the arrangement would lead to a meaningful increase in learner numbers or any change to the current pattern of high surplus places. As a result, the structure of small classes, the projected low pupil numbers, and the associated financial challenges would remain, without securing the long-term sustainability of the provision.
Option 6 - Add a specialist unit for children with additional learning needs at Ysgol Baladeulyn	Although specialist ALN provision is strategically important, it is concluded that this option does not address the core challenges facing Ysgol Baladeulyn as a community primary school. Establishing a specialist unit would not increase the registered numbers in the mainstream provision nor reduce the high level of surplus places, and therefore the current structure of small classes, the wide age range, and the existing financial challenges would remain, without providing a sustainable solution to the current situation.
Option 7 - Include a language unit on the site of Ysgol Baladeulyn	Following assessment, it is concluded that this option does not provide a solution to the challenges facing Ysgol Baladeulyn. Although a language centre could make partial use of the site, learners attending the centre would continue to be registered at their home schools, and therefore the option would not increase the school's registered pupil numbers. As a result, the high level of surplus places, the small classes with a wide age range, and the existing financial challenges would remain unaddressed.
Options suggested during the consultation:	
Re-categorising Ysgol Baladeulyn as a 'hybrid' mainstream and ALN primary school in order to provide specialist provision for the local area.	This option would involve re-categorising Ysgol Baladeulyn as a 'hybrid' mainstream primary school, incorporating specialist education for children with additional learning needs on the school site. This option would provide hybrid education for primary-age learners in the local area, enabling them to attend Ysgol Baladeulyn as a mainstream school and/or with access to specialist ALN provision.

	As the school building would need to be adapted to provide space for the specialist area, the school's capacity would be likely to decrease, and therefore it is anticipated that this option would lead to a reduction in surplus places. However, pupil numbers at Ysgol Baladeulyn have reached a critical point, with 6 full-time learners (Reception – Year 6) and 2 part-time learners (Nursery) on roll. As learners accessing specialist education provision would continue to be registered as pupils at their original school, it is not anticipated that re-categorising Ysgol Baladeulyn as a mainstream hybrid primary school, to include specialist education for children with additional learning needs, would have an impact on pupil numbers.

8. FURTHER CONSIDERATIONS

In addition to the impact assessments held in accordance with the specific 'a presumption against the closure of rural schools' guidance, several other impact assessments were carried out and updated following the statutory consultation. These assessments are included as part of the Impact Assessments appendix (Appendix C), and their conclusions are summarised below.

a. Welsh Language Impact Assessment

An impact assessment was held on the Welsh language, and the assessment was revised following the statutory consultation. The full assessment can be found in Appendix C.

During the consultation, concerns were expressed about the possible impact of the closure of Ysgol Baladeulyn on the community use of the Welsh language within the village. Numerous respondents emphasised the role of the school in integrating new families, including some from English speaking backgrounds, into the Welsh-speaking life of the village. It was emphasised that the school contributes significantly to the use of the Welsh language in informal contexts, such as social meetings, play after school and interaction between parents and residents. Concern was expressed that the loss of the school could undermine the local linguistic ecosystem, leading to a gradual reduction in community use of the Welsh language.

The Council acknowledges the concerns raised regarding the role of Ysgol Baladeulyn in supporting the community use of the Welsh language within the village, and accepts that the comments highlight the possible detrimental impact on local linguistic vitality outside the formal educational provision.

However, based on the information available, the Council's view is that the proposal is not likely to have a negative impact on Welsh-medium educational provision or on learners' linguistic opportunities, for the following reasons:

- The January 2026 PLASC data shows that 29% of learners at Ysgol Baladeulyn speak Welsh fluently at home, compared with 37% of learners at Ysgol Talysarn.
- The proposal to close Ysgol Baladeulyn and offer learners a place in a nearby school (Ysgol Talysarn) means that learners in the Nantlle catchment area would continue to be educated in a Welsh-medium school.
- It is anticipated that the learners would be taught in larger classes and with more children from the same age group, and that the proposal would strengthen opportunities for learners to socialise in Welsh with a wider group of peers.

Given the above, if the proposal were to be implemented, it is anticipated that there would be more opportunities for learners in the Nantlle catchment area to use Welsh informally with their peers inside and outside the classroom, and that the vitality of the Welsh language and informal use of the language would strengthen.

At the same time, given the comments from the consultation, the Council recognises that the proposal to close Ysgol Baladeulyn could have a potential negative impact on the use of Welsh within the local community, particularly in terms of its use as a community language outside the educational context; however, it is noted that consideration could be given to mitigation measures, by promoting the use of Welsh by involving the Nantlle community in the alternative school's community activities, as well as considering suitable options for the future use of the school building, taking into consideration the community activities currently held there.

In the educational context, given the above, it is anticipated that if the proposal were to be implemented, there would be increased opportunities for learners in the Nantlle catchment area to use Welsh informally with their peers both inside and outside the classroom, and that the vitality of the Welsh language would be strengthened.

b. Equality Impact Assessment

An equality impact assessment was carried out on the proposal, and the assessment was revised following the statutory consultation. The full assessment can be found in Appendix C.

The assessment gives specific consideration to different equality elements such as race, gender, disability, language, religion or belief, and age. The assessment sets out the current situation and shows that policies and arrangements are in place that would ensure that the proposal takes account of and aligns with equal rights.

As noted in the most recent assessment, during the statutory consultation, several specific equality-related concerns were identified, particularly in relation to vulnerable children, learners with additional learning needs, and families experiencing socio-economic disadvantage. Concerns were expressed that moving some learners to a larger school could reduce the level of personal support available to them, and that travel distance, transport costs or lack of access to private transport could disproportionately affect some families. It was also noted that the loss of the school could undermine opportunities for people to use Welsh as a living, practical language in the everyday life of the community.

The assessment notes that the Council acknowledges the issues raised and emphasises that equality and inclusion policies are already in operation within the current provision and at Ysgol Talysarn. In addition, it is noted that the Council is committed to ensuring that any transition arrangements prioritise individual needs, including those of vulnerable children and learners with additional learning needs should the school close. Regarding concerns about the community use of the Welsh language, it is noted that mitigation measures would be considered, including promoting ongoing links between the Nantlle community and the alternative school through community activities, and considering appropriate options for the post-use of the school building in order to support continued use of the Welsh language in the local community.

After weighing up the relevant factors, including the responses to the statutory consultation, the Council acknowledges that some respondents identified a possible negative impact on certain protected groups, including vulnerable learners, learners with additional learning needs, families experiencing socio-economic disadvantage, and community cohesion. Specific concerns were also raised regarding the potential impact on the use of the Welsh language within the local community, especially in terms of its informal use outside of the educational context. However, based on the overall equality assessment, the evidence set out in the related impact assessments, and the mitigation measures described, the Council remains of the view that the proposal is unlikely to lead to a significant negative impact on equality characteristics. It is noted that policies and procedures are already in place to ensure that there is no unlawful discrimination or harassment, and that individual needs will be appropriately considered.

The Council remains of the view that the implementing of the proposal would reduce the inequality in cases of socio-economic disadvantage by ensuring that the learners have more experiences and access to more services and activities at Ysgol Talysarn.

By implementing the proposal, Ysgol Baladeulyn learners would benefit from an improved learning environment and from having more age-appropriate peers in a school with a larger number of learners, which would help ensure suitable educational and extra-curricular experiences, as well as access to a wider range of extra-curricular activities.

The Council would follow its usual processes of support and monitoring to ensure that all schools comply with equality characteristics, should the proposal be implemented.

c. Well-being of Future Generations Act

An assessment was undertaken on the proposal in relation to the Well-being of Future Generations Act, and the assessment was updated following the consultation period. The 7 aims of the Well-being Act and the Council's well-being objectives were considered, and it concluded that the proposal meets the requirements. The full assessment can be found in Appendix C.

The latest assessment notes that during the consultation, some specific concerns were raised, particularly in relation to the impact of the proposal on vulnerable children, learners with additional learning needs, the well-being of families facing socio economic disadvantage, and the linguistic and community vitality of the village.

In the latest assessment notes that during the consultation, some specific concerns were raised, particularly in relation to the impact of the proposal on vulnerable learners, learners with additional learning needs, the wellbeing of families facing socio-economic disadvantage, and the linguistic and community vitality of the village.

It is acknowledged that, should the Cabinet decide to proceed with the proposal, the proposal would result in the loss of a school within the Nantlle community. However, it is noted that a significant proportion of learners living within the school's catchment area (75%) already attend other schools, including Ysgol Talysarn (50%) suggesting a link between the schools, and the community of the school already exist. Every effort would be made to mitigate the impact on the community by encouraging links between the communities and Ysgol Talysarn, should the proposal be implemented. Should the proposal be approved, discussions would take place to discuss the possibility that Ysgol Talysarn's community activities would include the Nantlle community where appropriate.

It is anticipated that the proposal would ensure that children in the area are educated on a site that is suitable and in a naturally Welsh-speaking society, increasing opportunities for socialising and collaborating with others and giving them a fair chance to thrive among their peers.

9. RECOMMENDATION

Following the statutory consultation, the Council gave full consideration to the matters raised and undertook further evaluation and impact assessments of the proposal, together with the alternative options presented in the consultation document, as well as the alternative options identified during the consultation. This included an assessment against the factors relevant to rural schools, including the presumption against the closure of rural schools, in accordance with the requirements of the School Organisation Code.

On the basis of consideration of the above elements, it was concluded that none of the alternative options considered addressed the main challenges facing Ysgol Baladeulyn, namely:

- **Low number of learners**- January 2026 data indicates that there are 6 full-time learners and 2 Nursery learners attending Ysgol Baladeulyn.
- **High percentage of surplus places** - With 6 learners (Reception to Year 6) on the school's register, and a capacity for 55, there are 49 surplus places at the school, which equates to 89% of the school's capacity. The school also has capacity for 7 learners in the Nursery class, therefore, with 2 nursery class learners on the register, there are also a further 5 surplus places in the Nursery class. Consequently, when combining Nursery - Year 6 capacity and numbers, Ysgol Baladeulyn has 54 (87%) surplus places.
- **Very small class sizes and broad age range** - In Ysgol Baladeulyn (September 2025), there is one single class that includes every learner at the school - namely 6 Reception-Year 6 learners (Reception, Year 1 and 2, and Year 4 and 5), as well as 2 Nursery class learners. Within this class, different groups are formed at different times of the day, with assistants leading the activities with the youngest learners. Therefore, this means there is an age range of up to 8 years within the whole class.
- **Projected numbers** - Projections for September 2025 suggest that the number of learners will remain low over the next three years, with an estimated 7 learners from Reception to Year 6 and 1 Nursery learner on the register by September 2028.

- **Catchment area learners** - January 2026 data shows that 8 children live within the Baladeulyn catchment area. Of these, 25% (2 children) choose to attend Ysgol Baladeulyn, while 75% (6 children) choose to attend schools outside the catchment.
- **Ysgol Baladeulyn receives an additional sum to the core financial allocation** - Ysgol Baladeulyn receives an additional amount to the usual allocation via the minimum staffing protection policy (which ensures at least a headteacher and teacher at each school, and a headteacher and an assistant in schools with fewer than 15 full-time learners). The total additional funding for the 2026-27 financial year (based on the numbers in September 2025) will be £74,446.
- **Average cost per learner** - The average cost per learner at Ysgol Baladeulyn for 2026-27 financial year will be £25,123 compared with a county average of £5,998.

Following consideration of the comments received during the statutory consultation, together with the evidence presented in the Statutory Consultation Document, the Council is still of the view that the proposal to close Ysgol Baladeulyn is appropriate, proportionate and in the best interests of learners in the area in the medium and long term.

The Council recognises the concerns expressed by consultees, particularly regarding the role of the school within the local community and the importance of Welsh in the community. However, the evidence set out in the consultation document shows that Ysgol Baladeulyn faces significant challenges that are unlikely to be resolved without a fundamental change to the provision.

The proposal addresses these challenges by:

- Responding to the challenge of low learner numbers at Ysgol Baladeulyn, together with projections that remain low, which has resulted in a high percentage of surplus places;
- Providing class sizes with age ranges that are more appropriate;
- Improving opportunities for learners to socialise and collaborate daily with peers, within an educational environment with a greater number of learners of the same age;
- Reducing the cost per learner for all learners across the County

Overall, having considered the evidence, the comments received during the statutory consultation, the further evaluation of the proposal and the alternative options, together with the Council's strategic direction, the Council confirms that it is of the view that the proposal to close Ysgol Baladeulyn represents the most appropriate response to the challenges facing the school (set out above) and to the reasons identified for the proposal, and therefore continues to recommend it as the most suitable way of addressing the current challenges facing the school.

Options Appraisal Ysgol Baladeulyn

Key: Blue - advantages Red – disadvantages Black – comments

Ysgol Baladeulyn Options Appraisal				
Considerations	No change – continue with the current situation	Federate with a nearby school (Ysgol Talysarn)	Federate with a nearby school adding a specialist unit for children with additional learning needs at Ysgol Baladeulyn	Close Ysgol Baladeulyn and offer the learners a place in a nearby school (Ysgol Talysarn)
Learner numbers and surplus places	Number of learners remain low at Ysgol Baladeulyn (Numbers January 2026: 6 learners in Reception to Year 6 and 2 learners in Nursery). Number of surplus places remain high (49 surplus spaces (89%) Reception – Year 6; 54 surplus spaces (87%) Nursery – Year 6). The school's projections suggest that numbers will remain low over the next few years.	Number of learners remain low at Ysgol Baladeulyn (Numbers January 2026: 6 learners in Reception to Year 6 and 2 learners in Nursery). Number of surplus places remain high (49 surplus spaces (89%) Reception – Year 6; 54 surplus spaces (87%) Nursery – Year 6). The school's projections suggest that numbers will remain low over the next few years. There is no clear evidence that forming a federation would lead to an increase in numbers.	There is no clear evidence that a federation would lead to an increase in school numbers. It is predicted that low numbers would continue at Ysgol Baladeulyn. As the learners of the ALN unit would continue to register as learners in their original school, it is not anticipated that the inclusion of an ALN unit on a school site would affect the numbers. As a result, it is predicted that numbers would remain low. (Numbers January 2026: 6 learners in Reception to Year 6 and 2 learners in Nursery). As the building would need to be adapted to provide a location for the specialist unit, the school's capacity would likely be reduced and therefore there would be fewer empty places The school's projections suggest that numbers will remain low over the next few years.	Ysgol Talysarn's numbers are stable with 84 Reception to Year 6 learners and 17 Nursery learners on the register (September 2025). A lower surplus places rate in the catchment area.
Class size and age range	There is 1 class at Ysgol Baladeulyn (January 2026) with 6 learners (Reception – Year 6) and 2 Nursery learners. According to projections no increase in numbers is foreseen. Ysgol Baladeulyn’s class size is therefore likely to remain small with an age range of up to 8 years in the class.	There is 1 class at Ysgol Baladeulyn (January 2026) with 6 learners (Reception – Year 6) and 2 Nursery learners. According to projections no increase in numbers is foreseen. There is no clear evidence that forming a federation would lead to an increase in numbers. Ysgol Baladeulyn’s class size is therefore likely to remain small with an age range of up to 8 years in the class.	There is 1 class at Ysgol Baladeulyn (September 2025) with 6 learners (Reception – Year 6) and 2 Nursery learners. According to projections no increase in numbers is foreseen. There is no clear evidence that locating an ALN unit on the school site, or forming a federation, would lead to an increase in numbers. Ysgol Baladeulyn’s class size is therefore likely to remain small with an age range of up to 8 years in the class.	Learners to be taught in classes that are more suitable in size. Ysgol Talysarn learners are taught in classes of a more suitable size of between 16 and 30 learners in each class (September 2025). There are 4 classes with mixed ages at Ysgol Talysarn, as well as the Nursery class.
Financial Resources	Ysgol Baladeulyn will receive a minimum staffing protection allocation amount of £74,446 in 2026-27 from the Authority to ensure appropriate staffing levels. Forecast numbers suggest that the need for a significant protection allocation will continue. Ysgol Baladeulyn average cost per learner will remain high (£25,123 per learner) -	Ysgol Baladeulyn will receive a minimum staffing protection allocation amount of £74,446 in 2026-27 from the Authority to ensure appropriate staffing levels. Forecast numbers suggest that the need for a significant protection allocation will continue. Ysgol Baladeulyn average cost per learner will remain high (£25,123 per learner) - significantly higher than the county average of £5,998.	There would be transport costs associated with locating an ALN Unit at Ysgol Baladeulyn. A significant capital cost is anticipated to adapt the building. An additional financial (revenue) source would be required to fund the ALN unit. Ysgol Baladeulyn has received a minimum staffing protection allocation amount of £74,446 for 2026-27 in 2026-27 from the Authority to ensure appropriate staffing levels.	Removing a school from the minimum staffing protection and no need for protection allocation in the alternative school Cost per learner will be closer to the county average. It is likely to lead to an increase in transport costs for the Authority.

	significantly higher than the county average of £5,998.	An opportunity to make savings by sharing resources and employing staff across the federation when appointing in the future.	Ysgol Baladeulyn average cost per learner will remain high (£25,123 per learner) - significantly higher than the county average of £5,998. Forecast numbers suggest that the need for a significant conservation allocation will continue. It is not anticipated that locating an ALN unit on the school site or federation would respond to this financial challenge	
Leadership and Staffing	Current jobs at Ysgol Baladeulyn to continue. The school has received a reduced allocation for 2025/26 as the numbers in September 2024 were below 15 full-time learners. This will also apply for 2026/27, as learner numbers in September 2025 are also below 15 full-time learners. The allocation is to ensure the ability to employ a headteacher and an assistant. Due to the school's staffing structure, the Headteacher must teach the majority of the time. Projected numbers suggest that this will continue.	An opportunity to share good practices between the two schools and possibilities of making better use of resources. The school has received a reduced allocation for 2025/26 as the numbers in September 2024 were below 15 full-time learners. This will also apply for 2026/27, as learner numbers in September 2025 are also below 15 full-time learners. The allocation is to ensure the ability to employ a headteacher and an assistant. Due to the school's staffing structure, the Headteacher must teach the majority of the time. Projected numbers suggest that this will continue.	An opportunity to share good practices between the two schools and possibilities of making better use of resources. The school has received a smaller allocation for 2025/26 as the numbers in September 2024 were below 15 full-time learners. This will also apply for 2026/27, as learner numbers in September 2025 are also below 15 full-time learners. The allocation is to ensure the ability to employ a headteacher and an assistant. Due to the school's staffing structure, the Headteacher must teach the majority of the time. Projected numbers suggest that this will continue. Additional responsibility for the headteacher, as they would be responsible for the site management of the unit.	The staffing structure of Ysgol Talysarn ensures teachers in all classes and allows more non-contact time for the Headteacher. It would lead to the dismissal of staff at Ysgol Baladeulyn.
Geographical Factors	No change. The school is within a reasonable distance to the homes of learners in the catchment area.	No change. The school is within a reasonable distance to the homes of learners in the catchment area.	No change for the learners of Ysgol Baladeulyn. The school is within a reasonable distance to the homes of learners in the catchment area. Transport would need to be organised for the learners attending the ALN unit.	Transport will need to be offered to learners in Ysgol Baladeulyn's catchment area. Some learners will travel further to school than they would at present. No learner in the Baladeulyn catchment area will need to travel an unreasonable distance to school.
The Community	Retain the school and its potential to be a community resource in the village of Nantlle. Majority of learners from Ysgol Baladeulyn's catchment area already attend out of-catchment schools. Uncertainty remains regarding the sustainability of education provision on the Ysgol Baladeulyn site.	Possibility of community collaboration between the 2 schools. Retain the school and its potential to be a community resource in the village of Nantlle. Majority of learners from Ysgol Baladeulyn's catchment area already attend out of-catchment schools. Uncertainty remains regarding the sustainability of education provision on the Ysgol Baladeulyn site.	Retain the school and its potential to be a community resource in the village of Nantlle. Majority of learners from Ysgol Baladeulyn's catchment area already attend out of-catchment schools. Possibility of community collaboration between the two schools. Uncertainty remains regarding the sustainability of education provision on the Ysgol Baladeulyn site.	The village of Nantlle would lose a school. A wider community where the children and parents can benefit from creating stronger links between the two neighbouring communities.
The Welsh Language	No change - Learners continue to receive Welsh medium education.	No change - Learners continue to receive Welsh medium education.	No change – both schools are Welsh medium schools.	No change – Ysgol Talysarn is a Welsh medium school.
Additional comments offered by stakeholders during/ following SRP1 and SRP2	Strengths/Opportunities: - The health and well-being of Ysgol Baladeulyn learners continues to be good. - Small classes mean more attention to individual learners.	Strengths/Opportunities: - The health and well-being of Ysgol Baladeulyn learners continues to be good. - Small classes mean more attention to individual learners. - A wide age range is an opportunity to work with children of different ages.	Strengths/Opportunities: - The health and well-being of Ysgol Baladeulyn learners continues to be good. - Small classes mean more attention to individual learners. - A wide age range is an opportunity to work with children of different ages.	Weaknesses: - Learners to be taught in larger class sizes. - Losing the robust inclusive approach that Ysgol Baladeulyn offers to support health and well-being. - Negative impact on the well-being of the current learners at Ysgol Baladeulyn.

	A wide age range is an opportunity to work with children of different ages.	Contribute positively to the emotional and mental well-being of learners.		

Considerations	Merge local schools to support and maintain Ysgol Baladeulyn - Multi-site School	Adding a specialised area for children with additional learning needs at Ysgol Baladeulyn	Include a language unit on Ysgol Baladeulyn site
Learner numbers and surplus places	With only 6 learners in Reception – Year 6, and 2 learners in Nursery attending Ysgol Baladeulyn (January 2026), it is anticipated that merging with local schools would not lead to an increase in learner numbers in Ysgol Baladeulyn. As an increase in the number of learners is not predicted, it is anticipated that a large number of surplus places, thus enough places for 49 (89%) learners will continue. The school's projections suggest that numbers will remain low over the next few years.	As the learners of the ALN unit would continue to register as learners in their original school, it is not anticipated that the inclusion of a specialist unit on a school site would affect the numbers. As a result, it is predicted that numbers would remain low. (Numbers January 2026: 6 learners in Reception to Year 6 and 2 learners in Nursery). As the building would need to be adapted to provide a location for the specialist unit, the school's capacity would likely be reduced and therefore there would be fewer surplus places. The school's projections suggest that numbers will remain low over the next few years.	As the building would need to be adapted to provide a location for the language centre on the school's site, the school's capacity would likely be reduced and therefore there would be fewer surplus places. As the learners of the language centre would continue to register as learners in their original school, it is not anticipated that the inclusion of a language centre on a school site would affect the numbers. As a result, it is predicted that numbers would remain low. The school's projections suggest that numbers will remain low over the next few years.
Class size and age range	There is 1 class at Ysgol Baladeulyn (January 2026) with 6 learners (Reception to Year 6) and 2 Nursery learners. As it is not anticipated that this option would lead to an increase in numbers, it is anticipated that Ysgol Baladeulyn's class sizes would remain small, with a wide age range.	There is no clear evidence that locating an ALN unit on the school site, or forming a federation, would lead to an increase in numbers. It is therefore anticipated that the school's learner numbers would remain low. Ysgol Baladeulyn's class size is therefore likely to remain small with an age range of up to 8 years in the class.	As the learners of the language centre would continue to register as learners in their original school, it is not anticipated that the inclusion of a language centre on a school site would affect the numbers. As a result, it is predicted that numbers would remain low. Ysgol Baladeulyn's class size is therefore likely to remain small with an age range of up to 8 years in the class.
Financial Resources	Merging schools will mean establishing one multi-site school, with one allocation for all the sites. It is anticipated that the Baladeulyn site would continue to receive an additional amount to the core allocation through the minimum staffing protection policy as the numbers of learners at the Baladeulyn site would continue to be low. Ysgol Baladeulyn will receive a minimum staffing protection allocation amount of £74,446 for 2026-27 from the Authority to ensure appropriate staffing levels. The average cost per learner will remain high (£25,123 per learner) - significantly higher than the county average of £5,998.	There would be transport costs associated with locating an ALN Unit at Ysgol Baladeulyn. A significant capital cost is anticipated to adapt the building. An additional financial source (revenue) would be needed to fund the ALN Unit. Ysgol Baladeulyn will receive a minimum staffing protection allocation amount of £74,446 for 2026-27 from the Authority to ensure appropriate staffing levels. The average cost per learner will remain high (£25,123 per learner) - significantly higher than the county average of £5,998. Forecast numbers suggest that the need for a significant protection allocation will continue. It is not anticipated that locating an ALN unit on the school site or federation would respond to this financial challenge.	There would be transport costs associated with locating a Language Unit at Ysgol Baladeulyn. A significant capital cost is anticipated to adapt the building. An additional financial source (revenue) would be needed to fund the Language Unit. Ysgol Baladeulyn will receive a minimum staffing protection allocation amount of £74,446 for 2026-27 from the Authority to ensure appropriate staffing levels. The average cost per learner will remain high (£25,123 per learner) - significantly higher than the county average of £5,998. Forecast numbers suggest that the need for a significant protection allocation will continue. It is not anticipated that locating a Language Unit on the school site would respond to this financial challenge.
Leadership and Staffing	There would be a rationalisation of leadership with this option, but as there would be no effect on the numbers of learners at the sites, the current staffing structure of Ysgol Baladeulyn would continue, with a head of site (rather than a headteacher) and an assistant.	Ysgol Baladeulyn's current positions continue. The school has received a reduced allocation for 2025/26 as the numbers in September 2024 were below 15 full-time learners. This will also apply for 2026/27, as learner numbers in September 2025 are also below 15 full-time learners. The allocation is to ensure the ability to employ a headteacher and an assistant. Projected numbers suggest that this will continue.	Ysgol Baladeulyn's current positions continue. The school has received a reduced allocation for 2025/26 as the numbers in September 2024 were below 15 full-time learners. This will also apply for 2026/27, as learner numbers in September 2025 are also below 15 full-time learners. The allocation is to ensure the ability to employ a headteacher and an assistant. Projected numbers suggest that this will continue.

		Due to the school's staffing structure, the Headteacher must teach most of the time. Additional responsibility for the headteacher, as they would be responsible for the site management of the unit located on the site.	Due to the school's staffing structure, the Headteacher must teach most of the time. Additional responsibility for the headteacher, as they would be responsible for the site management of the unit located on the site.
Geographical Factors	School within a reasonable distance of the homes of the learners in the catchment area. Depending on the structure of the new school there is a possibility that it will be necessary to arrange transport between school sites.	No change for the learners of Ysgol Baladeulyn. School within a reasonable distance of the homes of the learners in the catchment area. Transport would need to be arranged for children to attend the ALN Unit.	No change for the learners of Ysgol Baladeulyn. School within a reasonable distance of the homes of the learners in the catchment area. Transport would need to be arranged for children to attend the Language Unit.
The Community	Retain the school and its potential to be a community resource in the village of Nantlle. A wider community where the learners and parents can benefit from creating stronger links between neighbouring communities. Uncertainty remains regarding the sustainability of education provision on the Ysgol Baladeulyn site.	Retain the school and its potential to be a community resource in the village of Nantlle. Majority of learners from Ysgol Baladeulyn's catchment area already attend out of-catchment schools. Uncertainty remains regarding the sustainability of education provision on the Ysgol Baladeulyn site.	Retain the school and its potential to be a community resource in the village of Nantlle. Majority of learners from Ysgol Baladeulyn's catchment area already attend out of-catchment schools. Uncertainty remains regarding the sustainability of education provision on the Ysgol Baladeulyn site.
The Welsh Language	No change - Learners continue to receive Welsh medium education.	No change - Learners continue to receive Welsh medium education.	No change – Learners continue to receive Welsh medium education.
Additional comments offered by stakeholders during/ following SRP1 and SRP2	Strengths/Opportunities: - The health and well being of Ysgol Baladeulyn learners continues to be good. - Small classes mean more attention to individual learners. - A wide age range in the classes offering an opportunity to work with children of different ages. - An opportunity to stabilise learner numbers, increase funding, and reduce operating costs. - Ysgol Baladeulyn continues to provide a high quality Welsh medium education for all students. - Create a combined organisation that can operate more efficiently - combining the schools' resources, such as staff, facilities and teaching materials, maintaining the focus on the medium of Welsh. - Allowing the consolidation of administrative functions, such as leadership roles, finance, HR and IT services, reducing overhead costs. - The combined school would benefit from economies of scale. - An opportunity to share resources such as staff, educational materials, sports facilities and extracurricular programmes. - An opportunity for Ysgol Baladeulyn to expand its curriculum and extracurricular activities. - An opportunity to develop specialist programs and support for students with additional learning needs, ensuring that all children are included in the educational experience. - An opportunity to attract more budget from the Welsh Government and the Local Authority - it can lead to a more stable income and allow the school to plan better for future needs. - An opportunity to help reduce duplication of services, e.g. it could lead to a single leadership team and reduce the number of non-teaching staff, leading to a reduction in the cost of the learner. - Opportunity for shared services e.g. Transport and maintenance being more cost effective as a result of their centralisation. - Opportunity to access additional funding from various educational and cultural grants, including those focused on safeguarding the Welsh language, additional learning needs, and rural education. - Lead to a more efficient allocation of teaching staff, staff progression and opportunities for training in specialist areas such as ALN, developing the Welsh language, and technology.	Strengths/Opportunities: - The health and well being of Ysgol Baladeulyn learners continues to be good. - Small classes mean more attention to individual learners. - Wide age range in the classes offering an opportunity to work with children of different ages. - Contribute positively to the mental and emotional well-being of the learners. - Match the growing recognition of the importance of inclusive education and support for children with diverse learning needs. - Families will no longer need to travel long distances for specialist support, as they will have access to a local, Welsh language solution for their children's special educational needs. - Allow children with ALN to receive individual education. - Help to foster a sense of inclusion and ensure that children with ALN are integrated into the wider school community. - Ensure that children with ALN have access to education in their first language, preserving their cultural heritage.	Strengths/Opportunities: - The health and well-being of Ysgol Baladeulyn learners continues to be good. - Small classes mean more attention to individual learners. - Wide age range in the classes offering an opportunity to work with children of different ages.

	• An opportunity to offer a stronger and more varied education, with a wider range of extracurricular activities, support services and specialist programmes. • Help foster a greater sense of community. • Ability to better support children with ALN.		

Reasonable Alternative Options Suggested by Consultees

Considerations	Re-categorising Ysgol Baladeulyn as a 'hybrid' mainstream and ALN primary school in order to offer specialist provision to the local area
Learner numbers and surplus places	There is currently no clear evidence that developing Ysgol Baladeulyn as a hybrid school offering specialist provision would lead to a sufficient and sustainable increase in registered learner numbers. January 2026: 6 learners in Reception – Year 6 and 2 Nursery learners. As the building would need to be adapted to provide a location for the specialist unit, the school's capacity would likely be reduced and therefore there would be fewer surplus places. The school's projections suggest that numbers will remain low over the next few years.
Class size and age range	There is no clear evidence that locating an ALN unit on the school site would lead to an increase in pupil numbers. It is therefore anticipated that the school’s learner numbers would remain low. The class at Ysgol Baladeulyn is therefore likely to remain small, with an age range of up to 8 years within the same class.
Financial Resources	There would be transport costs associated with locating an ALN Unit at Ysgol Baladeulyn. A significant capital cost is anticipated in order to adapt the building. An additional (revenue) funding source would be required to finance the ALN Unit. Ysgol Baladeulyn will receive a minimum staffing protection allocation amount of £74,446 for 2026-27 from the Authority to ensure appropriate staffing levels. The average cost per learner will remain high (£25,123 per learner) - significantly higher than the county average of £5,998. Forecasts suggest that the need for substantial protection funding would continue. It is not anticipated that the alternative provision on the school site would address this financial challenge.
Leadership and Staffing	Current posts at Ysgol Baladeulyn would be retained. The school has received a reduced allocation for 2025/26 because the September 2024 numbers were below 15 full-time learners. This will also apply for 2026/27, as the projected learner numbers for September 2025 are also below 15 full-time learners. The allocation is intended to ensure the ability to employ a headteacher and a teaching assistant. Forecasts suggest that this situation will continue. Due to the school’s staffing structure, the Headteacher is required to teach for the majority of their time. There would be an additional responsibility on the Headteacher, as they would also be responsible for managing the ALN provision on the site.
Geographical Factors	No change for the learners at Ysgol Baladeulyn. A school within a reasonable distance of the learners’ homes in the catchment area. There may be higher transport costs in order to arrange transport for ALN learners.

The Community	Maintaining the school and its potential to serve as a community asset in Nantlle.
	The majority of learners from the Ysgol Baladeulyn catchment area already attend out-of-catchment schools.
	Uncertainty remains regarding the sustainability of education provision on the Ysgol Baladeulyn site.
The Welsh Language	No change - Learners continue to receive Welsh medium education.

Appendix C

Impact Assessments Ysgol Baladeulyn

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**ASSESSMENT OF THE LIKELY IMPACT ON THE QUALITY
AND STANDARDS OF EDUCATION –
YSGOL BALADEULYN**

May 2026

1. INTRODUCTION

Ysgol Baladeulyn is a community school located in the village of Nantlle, about three miles from Penygroes, providing education for learners aged 3-11. There has been a decline in the number of learners at Ysgol Baladeulyn over recent years. By January 2026, there were 6 learners from Reception to Year 6 and 2 nursery learners attending the school.

At its meeting on 11 February 2025, Cyngor Gwynedd's Cabinet gave permission to the Education Department *"Initiate formal discussions with the governing body and other relevant stakeholders of Ysgol Baladeulyn due to concerns about the school's numbers, to enable the formulation of a range of possible options relating to the school's future."*

In accordance with the decision of the Cabinet (11 February 2025), the Ysgol Baladeulyn School Review Panel (PAY) was established by inviting the Governing Body, parents and staff and the Local Member to join the panel and take part in the discussion. Three PAY meetings were held between March 2025 and July 2025 to discuss a range of options to try to respond to the main challenges facing the school.

In accordance with the requirements of the School Organisation Code 011/2018, which includes 'Presumption against the closure of rural schools', an assessment needs to be made on the likely impact on the quality and standards of education on any reasonable option that can resolve the main challenges the school is facing. For the purpose of the Code, Ysgol Baladeulyn is designated as a 'Rural School'.

Cyngor Gwynedd is committed to providing education of the best possible quality which will give the children of the County the experiences, skills and confidence to develop into bilingual, successful and complete citizens.

It remains a high priority to provide the best possible learning experiences - for all learners within the County, ensuring an exciting and broad curriculum, as well as extracurricular activities that stimulate them to learn and understand, which will lead to improving standards.

The consultation was held between 10 December and 28 January, and 30 responses to the consultation were received.

2. SUMMARY

Ysgol Baladeulyn was last inspected by Estyn in 2017 where it was concluded that the school's current performance was 'Good'.

Below is a summary of the last inspection of Ysgol Baladeulyn, the neighbouring schools, or schools that are subject to any of the options under consideration for the future of Ysgol Baladeulyn.

School	Year of the inspection	Standards	Well-being and attitudes to learning	Teaching and learning experiences	Care, support and guidance	Leadership and management
Baladeulyn	2017	Good	Good	Good	Good	Good
Nebo	2017	Good	Good	Good	Good	Good
Bro Llifon	2018	Good	Good	Good	Good	Good
Bro Lleu	2023	New inspection framework				
Talysarn	2025	New inspection framework				
Brynaerau	2025	New inspection framework				
Llanllyfni	2025	New inspection framework				

3. THE OPTIONS UNDER CONSIDERATION

- *No change – continue with the current situation.*

Note that although the case for change has been established, the 'Do Nothing' option has been included in the assessment for comparison purposes.

- *Federation with a nearby school (Ysgol Talysarn)*

This option would ensure continuity in the school's presence in the village of Nantlle through a collaborative arrangement with a nearby school or schools, led by a head or heads and one governing body. The governing bodies of the individual schools would be dissolved, and a (new) federal governing body would be formed. The identity of the school in question (including name, ethos, and school uniform) would continue, and it would enable the possibility of sharing staff, resources, buildings, and expertise.

As Ysgol Talysarn is considered the nearby school to federate with, this option would mean establishing a formal collaboration arrangement between 3 schools as Ysgol Talysarn is already federated with Ysgol Brynaerau.

- *Federation with a nearby school and adding a specialist unit for children with additional learning needs at Ysgol Baladeulyn*

This option would ensure continuity in the school's presence in the village of Nantlle through a collaborative arrangement with a nearby school or schools, led by a head or heads and one governing body. The governing bodies of the individual schools would be dissolved, and a (new) federal governing body would be formed. The identity of the school in question (including name, ethos, and school uniform) would continue, and it would enable the possibility of sharing staff, resources, buildings, and expertise.

As Ysgol Talysarn is considered the nearby school to federate with, this option would mean establishing a formal collaboration arrangement, between 3 schools, as Ysgol Talysarn is already federated with Ysgol Brynaerau.

In addition to federalisation, this option would also mean adding a location for an ALN unit at Ysgol Baladeulyn.

- *Close Ysgol Baladeulyn and offer the learners a place in a nearby school (Ysgol Talysarn)*

This option would mean closing Ysgol Baladeulyn and offering a place to learners from the catchment area at Ysgol Talysarn.

- *Merge local schools to support and maintain Ysgol Baladeulyn - Multi-site School*

This option would mean merging a number of local schools, by closing the schools and establishing one multi-site school which would include the Ysgol Baladeulyn site. The option would enable the possibility of sharing resources, buildings and expertise.

This option would ensure continuity in the presence of a school site in the village of Nantlle by establishing a multi-site school, led by a headteacher and one governing body.

- *Adding a specialised area for children with additional learning needs at Ysgol Baladeulyn*

This option would mean continuing with Ysgol Baladeulyn adding a specific specialised area for children with additional learning needs on the school site.

- *Include a language unit on Ysgol Baladeulyn site*

This option would mean continuing with Ysgol Baladeulyn and adding a language unit on the school site. It would offer an immersion service in the Welsh language for children who require it before joining their chosen schools full-time.

Reasonable alternative options considered following the statutory consultation:

- *Re-categorising Ysgol Baladeulyn as a 'hybrid' mainstream and ALN primary school in order to provide specialist provision for the local area.*

This option would involve re-categorising Ysgol Baladeulyn as a 'hybrid' mainstream primary school that includes specialist education provision for children with Additional Learning Needs on the school site. This option would offer hybrid education, enabling primary learners in the local area to attend Ysgol Baladeulyn as a mainstream school and/or to access specialist ALN education provision.

4. ASSESMENT OF IMPACT ON EDUCATION STANDARDS AND QUALITY

We have used Estyn's latest inspections on the relevant schools as criteria for assessing the different options for the future of education for Ysgol Baladeulyn's catchment area.

OPTION 1: NO CHANGE - CONTINUE WITH THE CURRENT SITUATION

This option would mean no change and Ysgol Baladeulyn will continue as it is.

Impact Criteria	Description	Status of the impact and the work
Standards and general progress of specific groups and in terms of skills	No change.	Neutral
Well-being and attitudes to learning	No change.	Neutral
Learning and teaching experiences	No change.	Neutral
Care, support and guidance	No change.	Neutral
Leadership and management	No change.	Neutral
Vulnerable groups, including children with Additional Learning Needs (ALN)	No change.	Neutral
Provision that is at least equivalent to what is available to the learners at the time (including those with ALN)	No change.	Neutral

OPTION 2: FEDERATION WITH A NEARBY SCHOOL (YSGOL TALYSARN)

Impact Criteria	Description	Status of the impact and the work
Standards and general progress of specific groups and in terms of skills	No negative impact is foreseen on these criteria through federating with Ysgol Talysarn. The result of the latest Estyn inspection for Ysgol Baladeulyn's indicators of standards was 'Good'. In addition, it was noted in the main findings of Ysgol Talysarn's latest Estyn inspection report <i>"strong progress in the skills of almost all pupils, including those that are eligible for free school meals and those from low-income households"</i> . As a result, it is concluded that the effect on standards of the federation of Ysgol Talysarn with Ysgol Baladeulyn would be neutral.	Neutral
Well-being and attitudes to learning	The result of Ysgol Baladeulyn's latest Estyn inspection for the inspection area 'Well-being and attitudes to learning' was 'Good'. The most recent Estyn inspection report for Ysgol Talysarn noted <i>"the federation is a caring and familial community in which the wellbeing and progress of each pupil is at the heart of provision... As a result, pupils feel safe, valued and are stimulated to give of their best"</i> . Based on the findings of these inspections, and as Ysgol Baladeulyn would continue as a separate entity under this option, it is concluded that a neutral effect is predicted on this area from the federating of Ysgol Baladeulyn with Ysgol Talysarn.	Neutral
Learning and teaching experiences	The result of the indicator 'Teaching and learning experiences' for Ysgol Baladeulyn was 'Good' in 2017. The main findings of the most recent Estyn inspection report for Ysgol Talysarn noted <i>"they provide a range of engaging and rich experiences that offer valuable opportunities for pupils to apply their skills, and deepen their knowledge and understanding across the areas of learning"</i> . As a result, it is predicted that the implementation of this option would have a neutral effect on learning and teaching experiences.	Neutral
Care, support and guidance	The result of the 'Care, support and guidance' indicator at Ysgol Baladeulyn in their last inspection in 2017 was 'Good'. The main findings of the most recent Estyn inspection report for Ysgol Talysarn noted <i>"The relationship of respect and kindness between staff and pupils is strong, which contributes to a safe and stimulating environment in which pupils are ready to learn"</i> . Based on the findings of these inspections, and as Ysgol Baladeulyn would continue as a separate entity under this option, it is concluded that there is a predicted neutral effect on this area of federating with a neighbouring school.	Neutral
Leadership and management	It was noted in Ysgol Baladeulyn's most recent Estyn inspection report that leadership at the school was judged to be 'Good', while the main findings of Ysgol Talysarn's most recent Estyn inspection report noted that <i>"The headteacher provides clear and inspiring leadership, and staff share and implement her vision effectively."</i> In addition, a federated model with Ysgol Talysarn would offer opportunities to strengthen the leadership position of Ysgol Baladeulyn and provide an opportunity to share good practice between the two schools, as well as possibilities for making better use of resources. As a result, it is concluded that leadership and management would have a positive or at least neutral effect from implementing the federating option.	Positive/Neutral

Vulnerable groups, including children with Additional Learning Needs (ALN)	Support is provided to vulnerable groups including children with additional learning needs in accordance with the Authority's policy, and the requirements of the Additional Learning Needs (Wales) Act 2018 in all schools in Gwynedd. As a result, it is predicted that the effect of this option on this criterion would be neutral.	Neutral
Provision that is at least equivalent to what is available to the learners at the time (including those with ALN)	It is anticipated that the impact would be neutral as Ysgol Baladeulyn would continue. In addition, the result of Estyn's inspection for Ysgol Baladeulyn's 'Standards' was 'Good', and it was noted in the main findings of Ysgol Talysarn's latest Estyn inspection report <i>“strong progress in the skills of almost all pupils, including those that are eligible for free school meals and those from low-income households”</i> . Based on this information, no impact on learners' standards is anticipated from implementing this option.	Neutral

OPTION 3: FEDERATION WITH A NEARBY SCHOOL AND ADDING A SPECIALIST UNIT FOR CHILDREN WITH ADDITIONAL NEEDS AT YSGOL BALADEULYN

Impact Criteria	Description	Status of the impact and the work
Standards and general progress of specific groups and in terms of skills	No negative impact is foreseen on this criterion through federating with Ysgol Talysarn. The result of the latest Estyn inspection for Ysgol Baladeulyn's indicators of standards was 'Good'. In addition, it was noted in the main findings of Ysgol Talysarn's latest Estyn inspection report <i>"strong progress in the skills of almost all pupils, including those that are eligible for free school meals and those from low-income households"</i> . As a result, it is concluded that the effect on standards of the federation of Ysgol Talysarn with Ysgol Baladeulyn would be neutral.	Neutral
Well-being and attitudes to learning	The most recent Estyn inspection report for Ysgol Baladeulyn judged Wellbeing to be 'Good'. The most recent Estyn inspection report for Ysgol Talysarn noted that <i>"the federation is a caring and familial community in which the wellbeing and progress of each pupil is at the heart of provision... As a result, pupils feel safe, valued and are stimulated to give of their best"</i> . Based on the findings of these inspections, it is concluded that there would be a neutral impact in this area by educating the learners at Ysgol Talysarn.	Neutral
Learning and teaching experiences	The result of the indicator 'Teaching and learning experiences' for Ysgol Baladeulyn was 'Good'. It was noted in the main findings of Ysgol Talysarn's latest Estyn inspection report <i>"they provide a range of engaging and rich experiences that offer valuable opportunities for pupils to apply their skills, and deepen their knowledge and understanding across the areas of learning"</i> . As a result, it is predicted that the implementation of this option would have a neutral effect on learning and teaching experiences.	Neutral
Care, support and guidance	The result of the 'Care, support and guidance' indicator at Ysgol Baladeulyn in their last inspection in 2017 was 'Good'. It was noted in the main findings of Ysgol Talysarn's latest Estyn inspection report <i>"The relationship of respect and kindness between staff and pupils is strong, which contributes to a safe and stimulating environment in which pupils are ready to learn"</i> . As a result, it is predicted that the implementation of this option would have a neutral effect on care, support and guidance.	Neutral
Leadership and management	It was noted in Ysgol Baladeulyn's last Estyn report that the leadership at the school was 'Good'. It was noted in the main findings of Ysgol Talysarn's latest Estyn report <i>"The headteacher provides clear and inspiring leadership, and staff share and implement her vision effectively."</i> In addition, the federated model with Ysgol Talysarn would offer opportunities to strengthen the leadership position at Ysgol Baladeulyn, as well as providing a chance to share good practice between the two schools and explore possibilities for making better use of resources. As a result, it is concluded that leadership and management would experience a positive, or at least neutral, impact from implementing the federated option.	Positive/ Neutral
Vulnerable groups, including children with Additional Learning Needs (ALN)	Support is provided to vulnerable groups including children with additional learning needs in accordance with the Authority's policy, and the requirements of the Additional Learning Needs Act (Wales) 2018 in all schools in Gwynedd. It is anticipated that this option would have a	Positive

	positive effect on this criterion as it would extend ALN provision in the local area.	
Provision that is at least equivalent to what is available to the learners at the time (including those with ALN)	It is anticipated that the impact would be neutral as Ysgol Baladeulyn would continue. In addition, the result of Estyn's inspection for Ysgol Baladeulyn's 'Standards' was 'Good', and it was noted in the main findings of Ysgol Talysarn's latest Estyn inspection report <i>“strong progress in the skills of almost all pupils, including those that are eligible for free school meals and those from low-income households”</i> . Based on this information, no impact on learners' standards is anticipated from implementing this option. In addition, it is anticipated that this option would have a positive effect on this criterion as it would extend ALN provision in the local area.	Positive/ Neutral

OPTION 4: CLOSE YSGOL BALADEULYN AND OFFER THE LEARNERS A PLACE IN A NEARBY SCHOOL (YSGOL TALYSARN)

Impact Criteria	Description	Status of the impact and the work
Standards and general progress of specific groups and in terms of skills	The result of the latest Estyn inspection for the Ysgol Baladeulyn standards indicators was 'Good', and it was noted in the main findings of Ysgol Talysarn's latest Estyn inspection report <i>“strong progress in the skills of almost all pupils, including those that are eligible for free school meals and those from low-income households”</i> . During the statutory consultation, several comments were raised regarding learners' experiences and the quality of education at Ysgol Baladeulyn. It was emphasised that the school provides high quality educational provision through the medium of Welsh in a safe, nurturing and supportive environment, where learners are happy, thrive, and receive individualised attention tailored to their needs. When assessing the likely impact, the relevant inspection evidence for both schools is considered, and it is not anticipated that standards or learner progress would deteriorate as a result of being taught at Ysgol Talysarn. Based on this, it is concluded that there would be a neutral effect on this criterion by teaching the learners at Ysgol Talysarn.	Neutral
Well-being and attitudes to learning	The result of the latest Estyn inspection for Wellbeing at Ysgol Baladeulyn was 'Good'. Ysgol Talysarn's last Estyn inspection report stated <i>“the federation is a caring and familial community in which the wellbeing and progress of each pupil is at the heart of provision... As a result, pupils feel safe, valued and are stimulated to give of their best”</i> . Concerns were expressed during the consultation about the potential negative impact of a change of school on the wellbeing, confidence and the attitude towards learning of some learners, particularly those who are naturally shy or lack confidence. The Council acknowledges that a school transition is a sensitive period, but it is anticipated that carefully planned transition arrangements, with appropriate support, can mitigate potential negative impacts on wellbeing and learning. Based on the findings of these inspections, it is concluded that there would be a neutral impact on this area by teaching the learners at Ysgol Talysarn.	Neutral
Learning and teaching experiences	The result of the 'Learning experiences' indicator for Ysgol Baladeulyn's last inspection in 2017 was 'Good'. It was noted in the main findings of Ysgol Talysarn's latest Estyn inspection report <i>“they provide a range of engaging and rich experiences that offer valuable opportunities for pupils to apply their skills, and deepen their knowledge and understanding across the areas of learning”</i> . During the statutory consultation, the benefits of a small school were emphasised, including the close relationships between staff and learners and equal opportunities for every child to participate in all aspects of school life. Also, the ability to develop confidence, responsibility and life skills through practical roles and responsibilities were noted. Although the Council notes these viewpoints, it is also noted that larger schools can offer a wider range of learning experiences, access to resources and staff expertise, and opportunities to learn in larger groups and with age-related peers, which supports the assessment of a positive impact on this area should the proposal be implemented.	Positive
Care, support and guidance	The result of the 'Care, support and guidance' indicator at Ysgol Baladeulyn was 'Good'. It was noted in the main findings of Ysgol Talysarn's latest Estyn inspection report <i>“The relationship of respect and kindness between staff and pupils is strong, which contributes to a safe and stimulating environment in</i>	Neutral

	<i>which pupils are ready to learn</i> ". As a result, it is considered that the option would have a neutral effect on this area.	
Leadership and management	It was noted in the last Estyn report that the leadership and management of Ysgol Baladeulyn was 'Good'. It was noted in the main findings of Ysgol Talysarn's latest Estyn report <i>"The headteacher provides clear and inspiring leadership, and staff share and implement her vision effectively."</i> It is noted that, as a result of Ysgol Baladeulyn's staffing structure, the headteacher is required to teach for the majority of their time. The staffing structure at Ysgol Talysarn, however, enables the headteacher to have non-contact time within the timetable. As a result, it is concluded that leadership and management would experience a positive, or at least neutral, impact from implementing this option.	Positive/ Neutral
Vulnerable groups, including children with Additional Learning Needs (ALN)	During the statutory consultation, concerns were raised about the potential negative impact of the proposal on certain groups of learners, particularly those with significant additional learning needs, who may find the transition to a new, larger and unfamiliar school challenging. Questions were also raised about whether existing support — such as a dedicated assistant or the number of support hours allocated to an ALN learner — would transfer with the learner to the alternative school in order to mitigate the impact of moving to a new setting. It was noted that some parents had chosen Ysgol Baladeulyn specifically because of the care, the learning environment, and the personalised support their children receive in a smaller school. The Council acknowledges these concerns. As outlined in the Gwynedd Parents' Handbook 2025/26, learners with ALN have the right to continue receiving the support specified in their Individual Development Plan, and the Authority has a duty to ensure that this provision continues even when school arrangements change. Should Ysgol Baladeulyn close, the Authority and the receiving school would work closely with the closing school, with learners and their families, to ensure a smooth transition and to support learners as they settle into their new schools. The Council is committed to ensuring that any transition arrangements prioritise individual needs, including those of vulnerable learners and learners with additional learning needs, should the school close. Support is provided to vulnerable groups including children with additional learning needs in accordance with the Authority's policy, and the requirements of the Additional Learning Needs (Wales) Act 2018 in all schools in Gwynedd. When planning staffing (e.g., the role of the ALNCO) and the provision map, the demand on schools is challenging, and this becomes more apparent when considering the demand on smaller schools. In larger schools, the conditions for the additional needs coordinator are better, and meeting the statutory requirement is therefore easier. In addition, responding to learner needs is also easier in larger schools since they may be able to run an intervention group to target specific needs. The provision map is broader in larger schools to meet the demand. As a result, the impact of this option on this criterion is expected to be positive.	Positive
Provision that is at least equivalent to what is available to the learners at the time (including those with ALN)	The result of the Estyn inspection for Ysgol Baladeulyn's 'Standards' was 'Good', and it was noted in the main findings of Ysgol Talysarn's latest Estyn inspection report <i>"strong progress in the skills of almost all pupils, including those that are eligible for free school meals and those from low-income households"</i> . Based on the information from these inspections, no impact on learners' standards is anticipated from teaching learners from the catchment area of Ysgol Baladeulyn at Ysgol Talysarn. As a result, it is anticipated that the provision in the alternative school would correspond to what is currently available to learners at Ysgol Baladeulyn, at the very least.	Neutral

OPTION 5: MERGE LOCAL SCHOOLS TO SUPPORT AND MAINTAIN YSGOL BALADEULYN – MULTI-SITE SCHOOL

Impact Criteria	Description	Status of the impact and the work
Standards and general progress of specific groups and in terms of skills	The latest Estyn inspection result for the standards indicators at Ysgol Baladeulyn was 'Good', while the latest Estyn inspection result for other nearby primary schools (primary schools in the Dyffryn Nantlle catchment) were also 'Good' or with strong findings. It was noted in the main findings of Ysgol Llanllyfni's latest Estyn inspection report <i>"good progress in developing knowledge, understanding and skills that are appropriate to their ages and development stage"</i> . It was noted in the main findings of Ysgol Brynaerau and Ysgol Talysarn's (Talaerau Federation) inspection report that teachers <i>"provides purposeful opportunities for almost all to apply their literacy, numeracy and digital skills in meaningful ways"</i> . Ysgol Bro Llew's main findings noted that <i>"most pupils speak confidently, listen well to each other and adults and respond enthusiastically to their work"</i> . Based on this, it is concluded that there would be a neutral impact on this criterion. The multi-site school option could offer a more effective context for leaders and, consequently, provide an opportunity to improve provision in relation to these criteria. Opportunities are anticipated to share good practices between the school sites and possibilities to make better use of resources.	Neutral/ Positive
Well-being and attitudes to learning	The result of the latest Estyn inspection for the well-being indicators and attitudes towards learning at Ysgol Baladeulyn was 'Good', while the result of the latest Estyn inspection for the neighbouring schools (Dyffryn Nantlle catchment) were also 'Good' or with strong findings. It was noted in the main findings of Ysgol Llanllyfni's inspection report that <i>"The school is an inclusive learning community that fosters the values of Welshness, courtesy and respect"</i> , and the main findings of Ysgol Brynaerau and Ysgol Talysarn's (Talaerau Federation) inspection report noted their <i>"warm and caring community in which pupils' wellbeing and progress is at the core of its ethos"</i> . Ysgol Bro Llew's main findings were noted <i>"Across the school, most pupils develop into ambitious learners and show maturity in the way they overcome challenges and develop resilience"</i> . Based on this, it is concluded that there would be a neutral impact on this criterion since the Estyn assessment is consistent for most of the schools. The multi-site school option could provide a more effective context for leaders and thereby offer an opportunity to improve provision in relation to this criterion. Opportunities are foreseen to share good practices between the school's sites and possibilities to make better use of resources.	Neutral/ Positive
Learning and teaching experiences	The result of the latest Estyn inspection for the teaching and learning profile indicators at Ysgol Baladeulyn was 'Good', while the result of the latest Estyn survey for nearby schools (Dyffryn Nantlle catchment) were also 'Good' or with strong findings. It is noted in the main findings of Ysgol Llanllyfni's inspection report that <i>"Effective co-operation between staff leads to planning stimulating learning and play experiences... In general, teachers offer regular opportunities for pupils to work independently and work together"</i> and the main findings of Ysgol Brynaerau and Ysgol Talysarn's (Talaerau Federation) inspection report noted <i>"through well-organised joint planning, they provide a range of engaging and rich experiences"</i> . Ysgol Bro Llew's main findings were noted <i>"provides a rich curriculum that reflects its local nature and context. Teachers gather ideas</i>	Neutral/ Positive

	from pupils, parents and the local community in creating a relevant curriculum for pupils". Based on this, it is concluded that there would be a neutral impact on this criterion since the Estyn assessment is consistent for most of the schools. The multi-site school option could provide a more effective context for leaders and, thereby, offer opportunities to improve provision in relation to these criteria. Opportunities are anticipated to share good practices between school sites and possibilities to make better use of resources.	
Care, support and guidance	The result of the latest Estyn inspection for leadership and care support indicators at Ysgol Baladeulyn was 'Good', while the result of the latest Estyn inspection for neighbouring schools (Dyffryn Nantlle catchment) were also 'Good' or with strong findings. It was noted in the main findings of Ysgol Llanllyfni's inspection report that <i>"Staff are committed to maintaining high standards of care and wellbeing in a homely and supportive learning environment"</i>, with Ysgol Brynaerau and Ysgol Talysarn's (Talaerau Federation) inspection report noting that <i>"The relationship of respect and kindness between staff and pupils is strong, which contributes to a safe and stimulating environment in which pupils are ready to learn"</i>. The main findings of Ysgol Bro Lleu were noted <i>"The school is an inclusive and homely community. Staff promote the importance of good behaviour, courtesy and respect successfully"</i>. Based on this, it is concluded that there would be a neutral impact on this criterion as the Estyn assessment is consistent for most of the schools. The multi-level school option could provide a more effective context for leaders and thereby offer the opportunity to improve provision regarding these criteria. Opportunities are forecast to share good practices between the school levels and possibilities to make better use of resources.	Neutral/ Positive
Leadership and management	The result of the latest Estyn inspection for leadership and management indicators at Ysgol Baladeulyn was 'Good', while the result of the latest Estyn inspection for neighbouring schools (Dyffryn Nantlle catchment) were also 'Good' or with strong findings. It was noted in the main findings of Ysgol Llanllyfni's inspection report that <i>"The headteacher provides clear and wise leadership, appreciating everyone's contribution to providing a complete education for pupils... Self-evaluation and quality assurance arrangements are thorough"</i>, with Ysgol Brynaerau and Ysgol Talysarn's (Talaerau Federation) inspection report noting that <i>"The headteacher provides clear and inspiring leadership, and staff share and implement her vision effectively"</i>. Ysgol Bro Lleu's main findings were noted <i>"The headteacher's strong, intelligent and effective leadership sets a clear strategic direction for the school"</i>. Based on this, it is concluded that there would be a neutral impact on this criterion since the Estyn assessment is consistent for most of the schools. The multi-site school option could offer a more effective context for leaders and, in doing so, provide an opportunity to improve provision in relation to these criteria. Opportunities are anticipated to share good practices between the school sites and possibilities to make better use of resources.	Neutral/ Positive
Vulnerable groups, including children with Additional Learning Needs (ALN)	Support is provided to vulnerable groups including children with additional learning needs in accordance with the Authority's policy, and the requirements of the Additional Learning Needs (Wales) Act 2018 as in all schools in Gwynedd. Opportunities are anticipated to share good practices between the school sites and possibilities to make better use of resources.	Neutral/ Positive
Provision that is at least equivalent to what is available	The result of the Estyn inspection for Ysgol Baladeulyn's 'Standards' was 'Good', and the result of the inspections of the nearby schools in the Dyffryn Nantlle Catchment Area also corresponded to Ysgol Baladeulyn's	Neutral/ Positive

to the learners at the time (including those with ALN)	standards. Based on the information from these surveys, no impact on learners' standards is anticipated from the implementation of this option. The multi-site school model could offer a more effective context for leaders, thereby offering an opportunity to improve provision in relation to this criterion. Opportunities are foreseen to share good practices between the school's sites and possibilities of making better use of resources.	

OPTION 6: ADDING A SPECIALISED AREA FOR CHILDREN WITH ADDITIONAL LEARNING NEEDS AT YSGOL BALADEULYN

Impact Criteria	Description	Status of the impact and the work
Standards and general progress of specific groups and in terms of skills	As the additional learning needs unit would operate independently from Ysgol Baladeulyn, no change is foreseen to the current operation of Ysgol Baladeulyn from the implementation of this option. As a result, it is predicted that the impact on this criterion would be Neutral.	Neutral
Well-being and attitudes to learning	As the additional learning needs unit would operate independently from Ysgol Baladeulyn, no change is foreseen to the current operation of Ysgol Baladeulyn from the implementation of this option. As a result, it is predicted that the impact on this criterion would be Neutral.	Neutral
Learning and teaching experiences	As the additional learning needs unit would operate independently from Ysgol Baladeulyn, no change is foreseen to the current operation of Ysgol Baladeulyn from the implementation of this option. As a result, it is predicted that the impact on this criterion would be Neutral.	Neutral
Care, support and guidance	As the additional learning needs unit would operate independently from Ysgol Baladeulyn, no change is foreseen to the current operation of Ysgol Baladeulyn from the implementation of this option. As a result, it is predicted that the impact on this criterion would be Neutral.	Neutral
Leadership and management	As the additional learning needs unit would operate independently from Ysgol Baladeulyn, no change is foreseen to the current operation of Ysgol Baladeulyn from the implementation of this option. As a result, it is predicted that the impact on this criterion would be Neutral.	Neutral
Vulnerable groups, including children with Additional Learning Needs (ALN)	As the additional learning needs unit would operate independent from Ysgol Baladeulyn, no change is foreseen to the current operation of Ysgol Baladeulyn from the implementation of this option. As a result, it is predicted that the impact on this criterion would be Neutral. However, although it is not anticipated that the ALN unit would affect the school, it is anticipated that the new resource could have a positive impact on the provision available to learners with ALN in the area.	Positive
Provision that is at least equivalent to what is available to the learners at the time (including those with ALN)	As the additional learning needs unit would operate independently from Ysgol Baladeulyn, no change is foreseen to the current operation of Ysgol Baladeulyn from the implementation of this option. As a result, it is predicted that the impact on this criterion would be Neutral. However, although it is not anticipated that the ALN unit would affect the school, it is anticipated that the new resource could have a positive impact on the provision available for ALN learners in the area.	Positive

OPTION 7: INCLUDE A LANGUAGE UNIT ON YSGOL BALADEULYN SITE

Impact Criteria	Description	Status of the impact and the work
Standards and general progress of specific groups and in terms of skills	As the language unit would operate independently from Ysgol Baladeulyn, no change is foreseen to the current operation of Ysgol Baladeulyn from the implementation of this option. As a result, it is predicted that the impact on this criterion would be Neutral.	Neutral
Well-being and attitudes to learning	As the language unit would operate independently from Ysgol Baladeulyn, no change is foreseen to the current operation of Ysgol Baladeulyn from the implementation of this option. As a result, it is predicted that the impact on this criterion would be Neutral.	Neutral
Learning and teaching experiences	As the language unit would operate independently from Ysgol Baladeulyn, no change is foreseen to the current operation of Ysgol Baladeulyn from the implementation of this option. As a result, it is predicted that the impact on this criterion would be Neutral.	Neutral
Care, support and guidance	As the language unit would operate independently from Ysgol Baladeulyn, no change is foreseen to the current operation of Ysgol Baladeulyn from the implementation of this option. As a result, it is predicted that the impact on this criterion would be Neutral.	Neutral
Leadership and management	As the language unit would operate independently from Ysgol Baladeulyn, no change is foreseen to the current operation of Ysgol Baladeulyn from the implementation of this option. As a result, it is predicted that the impact on this criterion would be Neutral.	Neutral
Vulnerable groups, including children with Additional Learning Needs (ALN)	As the language unit would operate independently from Ysgol Baladeulyn, no change is foreseen to the current operation of Ysgol Baladeulyn from the implementation of this option. As a result, it is predicted that the impact on this criterion would be Neutral.	Neutral
Provision that is at least equivalent to what is available to the learners at the time (including those with ALN)	As the language unit would operate independently from Ysgol Baladeulyn, no change is foreseen to the current operation of Ysgol Baladeulyn from the implementation of this option. As a result, it is predicted that the impact on this criterion would be Neutral.	Neutral

OPTION 8: RE-CATEGORISING YSGOL BALADEULYN AS A 'HYBRID' MAINSTREAM AND ALN PRIMARY SCHOOL IN ORDER TO PROVIDE SPECIALISTS PROVISION FOR THE LOCAL AREA.

Impact Criteria	Description	Status of the impact and the work
Standards and general progress of specific groups and in terms of skills	As the Additional Learning Needs provision would operate in a hybrid format alongside mainstream provision at Ysgol Baladeulyn, no changes to the school's current mainstream operation are anticipated as a result of implementing this option. Consequently, the impact on this criterion is expected to be neutral.	Neutral
Well-being and attitudes to learning	As the Additional Learning Needs provision would operate in a hybrid format alongside mainstream provision at Ysgol Baladeulyn, no changes to the school's current mainstream operation are anticipated as a result of implementing this option. Consequently, the impact on this criterion is expected to be neutral.	Neutral
Learning and teaching experiences	As the Additional Learning Needs provision would operate in a hybrid format alongside mainstream provision at Ysgol Baladeulyn, no changes to the school's current mainstream operation are anticipated as a result of implementing this option. Consequently, the impact on this criterion is expected to be neutral.	Neutral
Care, support and guidance	As the Additional Learning Needs provision would operate in a hybrid format alongside mainstream provision at Ysgol Baladeulyn, no changes to the school's current mainstream operation are anticipated as a result of implementing this option. Consequently, the impact on this criterion is expected to be neutral.	Neutral
Leadership and management	As the Additional Learning Needs provision would operate in a hybrid format alongside mainstream provision at Ysgol Baladeulyn, no changes to the school's current mainstream operation are anticipated as a result of implementing this option. Consequently, the impact on this criterion is expected to be neutral.	Neutral
Vulnerable groups, including children with Additional Learning Needs (ALN)	Given that additional learning needs provision would operate in a hybrid form alongside mainstream provision at Ysgol Baladeulyn, no changes are anticipated to the school's current operation as a result of implementing this option. However, although the specialist provision is not expected to affect the school's mainstream provision, it is anticipated that access to specialist provision could have a positive impact on the support available to learners with ALN in the area.	Positive
Provision that is at least equivalent to what is available to the learners at the time (including those with ALN)	Given that additional learning needs provision would operate in a hybrid form alongside mainstream provision at Ysgol Baladeulyn, no changes are anticipated to the school's current operation as a result of implementing this option. However, although the specialist provision is not expected to affect the school's mainstream provision, it is anticipated that access to specialist provision could have a positive impact on the support available to learners with ALN in the area.	Positive

4. CONCLUSION

The latest assessment of the likely impact on the quality and standards of education has considered the comments raised during the statutory consultation, together with an assessment of the full range of reasonable alternative options, including the additional options proposed by consultees. The Council acknowledges the comments expressed regarding the strengths of Ysgol Baladeulyn's current provision, including the benefits of small class sizes and the support provided to vulnerable learners or those with additional learning needs.

When considering reasonable alternative options such as re-categorising the school as a 'hybrid' mainstream and ALN school, establishing federated arrangements, or adding specialist units on the school site, the assessment indicates that these could have a neutral or partially positive impact on the quality and standards of education in specific contexts.

Based on a comparison of Estyn inspection findings and the evidence presented through the assessment, it is concluded that the educational provision offered at Ysgol Talysarn is at least equivalent to the standard of education currently provided at Ysgol Baladeulyn. In addition, it is noted that the learner numbers at the alternative school, Ysgol Talysarn, enable broader opportunities to teach learners in age-appropriate groups, alongside age-appropriate peers, thereby expanding learning experiences and offering potential benefits to teaching and learning.

As a result, the assessment indicates that the likely impact on the quality and standards of education from implementing the proposed closure of Ysgol Baladeulyn and providing education for learners at Ysgol Talysarn would be neutral or partially positive.

**ASSESSMENT OF THE LIKELY IMPACT ON TRAVEL
ARRANGEMENTS –
YSGOL BALADEULYN**

May 2026

1. INTRODUCTION

1.1 Background

Ysgol Baladeulyn is a community school located in the village of Nantlle, about three miles from Penygroes, providing education for learners aged 3-11. There has been a decline in the number of learners at Ysgol Baladeulyn over recent years. By January 2026, there were 6 learners from Reception to Year 6 and 2 nursery learners attending the school.

At their meeting on 11 February 2025, the Cabinet supported a recommendation to begin formal discussions with stakeholders of Ysgol Baladeulyn to consider options for the future. Between March and July 2025, three local meetings were held with the stakeholders of Ysgol Baladeulyn where a number of options were proposed and discussed.

On 14 October 2025, the Cyngor Gwynedd Cabinet decided to undertake a statutory consultation process on a proposal to close Ysgol Baladeulyn on 31 December 2026, and to provide a place for learners at Ysgol Talysarn from 1 January 2027 onwards, in accordance with the requirements of Section 48 of the School Standards and Organisation (Wales) Act 2013.

The consultation was held between 10 December and 28 January, and 30 responses to the consultation were received.

1.2 Cyngor Gwynedd Travel Policy

The '*Excellent Primary Education for the Children of Gwynedd*' Strategy aims to limit travel from home to school to a one-way journey that is no longer than 30 minutes.

Cyngor Gwynedd provides free transport for learners who live two or more miles from the school in their catchment area, or the nearest school (not including nursery learners). Learners who receive primary education are expected (with the exception of learners with additional learning needs or disabilities), to walk up to two miles to meet any modes of transport provided by Cyngor Gwynedd. The transport policy can be seen in the parents' handbook: [Information for parents](#)

2. ASSESSMENT OF THE POTENTIAL IMPACT OF ALL OPTIONS ON TRAVEL ARRANGEMENTS

2.1 The potential impact of each option on travel arrangements is set out below:

- No change - continue with the current situation

This option would mean no change to the existing provision in the Ysgol Baladeulyn catchment area.

This option would not have any impact on current travel arrangements, as the learners would continue to be educated at Ysgol Baladeulyn. No learner in the Baladeulyn catchment area would need to travel an unreasonable distance to school.

- *Federation with a nearby school (Ysgol Talysarn)*

This option would ensure continuity in the school's presence in the village of Nantlle through a collaborative arrangement with a nearby school or schools, led by a head or heads and one governing body. The governing bodies of the individual schools would be dissolved, and a (new) federal governing body would be formed. The identity of the school in question (including name, ethos, and school uniform) would continue, and it would enable the possibility of sharing staff, resources, buildings, and expertise.

As Ysgol Talysarn is considered the nearby school to federalise with, this option would mean establishing a formal collaboration arrangement, between 3 schools, as Ysgol Talysarn is already federated with Ysgol Brynaerau.

This option would not have any impact on the current travel arrangements of Ysgol Baladeulyn learners, as the learners would continue to be educated at Ysgol Baladeulyn, and the learners' travel arrangements would continue in the same way. No learner in the Ysgol Baladeulyn catchment area would need to travel an unreasonable distance to school.

- *Federation with a nearby school and adding a specialist unit for children with additional learning needs at Ysgol Baladeulyn*

This option would ensure continuity in the school's presence in the village of Nantlle through a collaborative arrangement with a nearby school or schools, led by a head or heads and one governing body. The governing bodies of the individual schools would be dissolved, and a (new) federal governing body would be formed. The identity of the school in question (including name, ethos, and school uniform) would continue, and it would enable the possibility of sharing staff, resources, buildings, and expertise.

As Ysgol Talysarn is considered the nearby school to federalise with, this option would mean establishing a formal collaboration arrangement, between 3 schools, as Ysgol Talysarn is already federated with Ysgol Brynaerau.

In addition to federalisation, this option would also mean adding a location for an ALN unit at Ysgol Baladeulyn.

This option would not have any impact on the current travel arrangements of Ysgol Baladeulyn learners, as the learners would continue to be educated at Ysgol Baladeulyn, and the learners' travel arrangements would continue in the same way. No learner in the Baladeulyn catchment area would need to travel an unreasonable distance to school. The authority would need to provide transport for the ALN unit learners.

- Close Ysgol Baladeulyn and offer the learners a place in a nearby school (Ysgol Talysarn)

This option would mean closing Ysgol Baladeulyn and offering a place to learners from the catchment area at Ysgol Talysarn.

This option would have an impact on the travel arrangements for learners at Ysgol Baladeulyn, as the learners would be taught at Ysgol Talysarn. As Ysgol Talysarn is 2.5 miles from Ysgol Baladeulyn, the authority would need to provide transport for learners in the existing Ysgol Baladeulyn catchment area who would attend Ysgol Talysarn and live more than 2 miles from the school, in accordance with the Authority's Transport Policy. No learner from the Ysgol Baladeulyn catchment area would be required to travel an unreasonable distance to school, nor walk or cycle along dangerous routes.

- Merge local schools to support and maintain Ysgol Baladeulyn – Multi-site school

This option would mean merging a number of local schools, by closing the schools and establishing one multi-site school which would include the Ysgol Baladeulyn site. The option would enable the possibility of sharing resources, buildings and expertise.

This option would ensure continuity in the presence of a school site in the village of Nantlle by establishing a multi-site school, led by a headteacher and one governing body.

This option would not have an impact on the current travel arrangements of Ysgol Baladeulyn learners, as the learners would continue to be educated at Ysgol Baladeulyn. The learners would continue to be educated at Ysgol Baladeulyn, and the learners' travel arrangements would continue in the same way. No learner in the Baladeulyn catchment area would need to travel an unreasonable distance to school. Depending on the structure of the new school, there is a possibility that it will be necessary to organise transport between schools.

- Adding a specialised area for children with additional learning needs at Ysgol Baladeulyn

This option would mean continuing with Ysgol Baladeulyn adding a specific specialised area for children with additional learning needs on the school site.

This option would not have any impact on the current travel arrangements of Ysgol Baladeulyn learners, as the learners would continue to be educated at Ysgol Baladeulyn and the learners' travel arrangements would continue in the same way. The authority would need to provide transport for the ALN unit learners. No learner in the Baladeulyn catchment area would need to travel an unreasonable distance to school.

- Include a language unit on Ysgol Baladeulyn site

This option would mean continuing with Ysgol Baladeulyn and adding a language unit on the school site. It would offer an immersion service in the Welsh language for children who require it before joining their chosen schools full-time.

This option would not have any impact on the current travel arrangements of Ysgol Baladeulyn learners, as the learners would continue to be taught at Ysgol Baladeulyn, and the learners' travel

arrangements would continue in the same way. No learner in the Baladeulyn catchment area would need to travel an unreasonable distance to school. The authority would need to provide transport for the learners of the language unit.

Reasonable alternative options considered following the statutory consultation:

- Re-categorising Ysgol Baladeulyn as a 'hybrid' mainstream and ALN primary school in order to provide specialist provision for the local area

This option would have no impact on the current travel arrangements of Ysgol Baladeulyn learners, as the existing learners would continue to be educated at Ysgol Baladeulyn and their travel arrangements would remain the same. No learner from the Baladeulyn catchment area would need to travel an unreasonable distance to school. Depending on the nature of the hybrid ALN provision, the authority may need to consider transport arrangements for learners attending the provision from other catchment areas, in accordance with Gwynedd Council's transport policy.

2.2 Free transport options

In line with Cyngor Gwynedd's transport policy, learners who receive primary education (with the exception of learners with additional learning needs or disabilities), are expected to walk up to two miles to meet any modes of transport provided by Cyngor Gwynedd along the shortest route.

The shortest route available is the route that the Council does not deem to be particularly dangerous, after assessing the other routes available, and these routes would be assessed in line with Cyngor Gwynedd transport policy.

It is noted that several school buses operate in the area. None of the primary school buses running between Baladeulyn and Talysarn are able to take advantage of one of these.

2.3. Summary of potential impact on travel arrangements

The following is a summary of the impact of the options under consideration on travel arrangements:

Options	The potential impact on travel arrangements for learners	The potential annual financial impact on travel arrangements for the Authority
No change - Continue with the current situation	Neutral – No change No learner in the Baladeulyn catchment area would need to travel an unreasonable distance to school.	£0
Federation with a nearby school (Ysgol Talysarn)	Neutral The learners would continue to be educated at Ysgol Baladeulyn and the learners' travel arrangements would continue in the same way.	£0

	No learner in the Baladeulyn catchment area would need to travel an unreasonable distance to school.	
Federation with a nearby school and adding a specialist unit for children with additional learning needs at Ysgol Baladeulyn	Neutral The learners would continue to be educated at Ysgol Baladeulyn and the learners' travel arrangements would continue in the same way. No learner in the Baladeulyn catchment area would need to travel an unreasonable distance to school. The authority would need to provide transport for the ALN unit learners.	£0 The authority would need to provide transport for learners of the ALN unit.
Close Ysgol Baladeulyn and offer the learners a place in a nearby school (Ysgol Talysarn)	Negative Ysgol Talysarn is located 2.5 miles from Ysgol Baladeulyn. The authority would need to provide transport for learners in the current catchment area of Ysgol Baladeulyn who attend Ysgol Talysarn and live more than 2 miles from the school, in accordance with the Authority's Transport Policy. Having considered current numbers (January 2026), it is anticipated that an 8-seater bus would need to be organised to transport learners from the catchment area of Ysgol Baladeulyn (they would be eligible for transport in accordance with Cyngor Gwynedd transport policy) to Ysgol Talysarn. It is anticipated that this would be at a cost of up to £17,000 per year. If there was an increase in the numbers of learners in the catchment area in the future, then it may mean that it would be necessary to provide a school bus in order to transport the learning of the current catchment area of Ysgol Baladeulyn which would be eligible for transport (in accordance with Cyngor Gwynedd transport policy). It is anticipated that this would be at a cost of up to £30,000 per year. Some learners will travel further to school than they would at the moment. No learner from the Baladeulyn catchment area would be required to travel an unreasonable distance to school, nor be expected to walk or cycle along unsafe routes. Specific concerns were raised during the consultation regarding the suitability of walking and cycling routes between the two villages, referring to narrow roads, fast-moving traffic, a lack of pavements, flooding issues and insufficient active-travel infrastructure. It was expressed that these routes are neither suitable nor safe for primary-aged children, and therefore walking or cycling to an alternative school is not an option. It was noted that some learners would lose their current ability to walk or cycle safely to school, reducing independence and confidence as well as resulting in longer daily journeys. The Council acknowledges the concerns raised	£17,000 - £30,000

	regarding the suitability and safety of walking routes and the road between Nantlle and Talysarn. In accordance with Cyngor Gwynedd's Transport Policy, as set out in the Parents' Handbook, assessments of walking routes are based on the shortest route which, following assessment, is not considered to be particularly dangerous. Where a route is deemed unacceptable from a safety perspective, or where it is not reasonable to expect a primary-aged child to walk the route safely, the Council provides school transport in line with the policy. In this case, the Travel Impact Assessment identifies the issues raised regarding walking suitability, and is based on the fact that school transport would be provided for those learners who are eligible under Cyngor Gwynedd Transport Policy as set out in the Parents' Handbook. As a result, it is not anticipated that any learner from the Ysgol Baladeulyn catchment would be required to travel an unreasonable distance or walk along unsafe routes to school if the proposal were implemented. Practical and financial concerns were also expressed regarding transport for 3- and 4-year-olds who are not yet in statutory education. The Council acknowledges these concerns and the call for clarity regarding transport for 3- and 4-year-olds who are not yet of statutory school age. If the proposal were implemented, school transport arrangements would be made in accordance with Cyngor Gwynedd School Transport Policy, which provides free school transport for eligible learners up to primary age, primarily on the basis of distance (more than 2 miles from the relevant school) or where the walking route is assessed as unsafe. Nursery-aged learners are not eligible under the policy. The Council recognises the importance of reliable transport for families. However, school transport is not normally provided to facilitate access to additional services, and such arrangements are considered in line with the transport policy and relevant statutory criteria. Specific concerns were also highlighted regarding the lack of suitable public transport, unreliable timetables and lower levels of car ownership. It was noted that this presents a significant challenge for families who do not drive, low-income households, single parents and families where disabilities or limited mobility are factors, making daily travel to a school further away very difficult in practice. The Council acknowledges these concerns and notes that, if the proposal were implemented, the current Ysgol Baladeulyn catchment would be included within the revised Ysgol Talysarn catchment. Given that Ysgol Talysarn is located approximately 2.5 miles from Ysgol Baladeulyn, learners from the current Baladeulyn catchment who are eligible under the policy would be offered school transport arranged by the Council. While it is recognised that some learners would travel further than at present, it is not anticipated that any learner from the Baladeulyn catchment would be required to travel an unreasonable distance to school. Transport arrangements	

	would be planned to minimise any potential negative impact on learners and families.	
Merge local schools to support and maintain Ysgol Baladeulyn – Multi-site school	Neutral The learners would continue to be educated at Ysgol Baladeulyn and the learners' travel arrangements would continue in the same way. No learner in the Baladeulyn catchment area would need to travel an unreasonable distance to school. Depending on the structure of the new school, there is a possibility that it would be necessary to organise transport between schools.	£0
Adding a specialised area for children with additional learning needs at Ysgol Baladeulyn	Neutral The learners would continue to be educated at Ysgol Baladeulyn and the learners' travel arrangements would continue in the same way. No learner in the Baladeulyn catchment area would need to travel an unreasonable distance to school. The authority would need to provide transport for the ALN unit learners.	£0 The authority would need to provide transport for learners of the ALN unit.
Include a Language Unit on Ysgol Baladeulyn site	Neutral The learners would continue to be educated at Ysgol Baladeulyn and the learners' travel arrangements would continue in the same way. No learner in the Baladeulyn catchment area would need to travel an unreasonable distance to school. The authority would need to provide transport for the learners of the language unit.	£0 The authority would need to provide transport for learners of the ALN unit.

2.4. Reasonable alternative options considered following the consultation:

Re-categorising Ysgol Baladeulyn as a 'hybrid' mainstream and ALN primary school in order to provide specialist provision for the local area	Neutral The mainstream learners would continue to be educated at Ysgol Baladeulyn and the learners' travel arrangements would continue in the same way. No learner in the Baladeulyn catchment area would need to travel an unreasonable distance to school.	£0 for learners from the Ysgol Baladeulyn catchment area. Costs could arise if transport were to be provided for learners from other catchment areas attending the specialist provision.

	Depending on the nature of the hybrid ALN provision, the authority may need to consider transport arrangements for learners attending the provision from other catchment areas, in accordance with Cyngor Gwynedd transport policy.	

3. CONCLUSION

When considering all the options under consideration, the impact assessment concludes that the majority of the options assessed are not likely to have a negative impact on the current travel arrangements of Ysgol Baladeulyn learners, as the educational provision would continue on the school site and no learner from the Ysgol Baladeulyn catchment area would be required to travel an unreasonable distance to school.

No negative impact on the travel arrangements of Ysgol Baladeulyn learners is anticipated to result from implementing any of the options listed above (Section 2), with the exception of the option to close Ysgol Baladeulyn and offer places for learners at Ysgol Talysarn.

However, it is clearly acknowledged, as noted in the consultation responses, that the proposal to close Ysgol Baladeulyn and offer places for learners at Ysgol Talysarn is different in nature, as it would lead to changes in travel arrangements. In particular, consultees expressed concerns regarding the safety and suitability of walking routes and roads for primary-age children, the provision of transport for children aged 3 and 4, assurances of transport for all current learners of the school, and the impact on families in a rural area. If the option of closing Ysgol Baladeulyn and providing education for the learners at Ysgol Talysarn were implemented, it is anticipated that there would be an impact on children's travel arrangements. However, it is not expected that any learner from the Baladeulyn catchment would need to travel an unreasonable distance to school, nor would they be expected to walk or cycle along unsafe routes.

When considering the latest data numbers, namely January 2026, it is anticipated that an 8-seater bus would need to be organised in order to transport learners from the current catchment area of Ysgol Baladeulyn who would be eligible for transport (in accordance with Cyngor Gwynedd Transport Policy) to Ysgol Talysarn. These transport costs are estimated to be around £17,000 per year.

If there was an increase in the number of learners in the catchment area in the future, it could mean that a school bus would need to be provided in order to transport learners from the current Ysgol Baladeulyn catchment area who would be eligible for transport (in accordance with Cyngor Gwynedd Transport Policy). These transport costs are estimated to be approximately £30,000 per year.

As a result, it is anticipated that the option to close Ysgol Baladeulyn and transfer learners to Ysgol Talysarn would lead to additional transport costs for the Authority. These costs are estimated to be approximately £17,000-£30,000 per year to provide transport if all the learners from the Ysgol Baladeulyn catchment area chose to attend Ysgol Talysarn.

**ASSESSMENT OF THE LIKELY IMPACT ON THE
COMMUNITY –
YSGOL BALADEULYN**

May 2026

1. INTRODUCTION

When developing proposals for the organisation of schools, the Authority is required to conduct an assessment of the likely impact on the community, in accordance with the School Organisation Code (011/2018).

Background

Ysgol Baladeulyn is located in the village of Nantlle on the outskirts of Penygroes and serves the village and the surrounding area. There has been a significant reduction in the numbers of learners at Ysgol Baladeulyn over the past 10 years. By January 2026, only 6 Reception to Year 6 learners and 2 Nursery learners are attending the school.

At their meeting on 11 February 2025, the Cabinet supported a recommendation to start formal discussions with Ysgol Baladeulyn stakeholders in order to consider options for the future. Between March and July 2025, 3 local meetings were held with Ysgol Baladeulyn's stakeholders where a number of options were proposed and discussed.

On 14 October 2025, the Cyngor Gwynedd Cabinet decided to undertake a statutory consultation process on a proposal to close Ysgol Baladeulyn on 31 December 2026, and to provide a place for learners at Ysgol Talysarn from 1 January 2027 onwards, in accordance with the requirements of Section 48 of the School Standards and Organisation (Wales) Act 2013.

The consultation was held between 10 December and 28 January, and 30 responses to the consultation were received.

2. THE OPTIONS

The Authority considered and discussed a number of options for the future of Ysgol Baladeulyn, including:

- No change - continue with the current situation
- Federation with a nearby school (Ysgol Talysarn)

This option would ensure continuity in the school's presence in the village of Nantlle through a collaborative arrangement with a nearby school or schools, led by a head or heads and one governing body. The governing bodies of the individual schools would be dissolved, and a (new) federal governing body would be formed. The identity of the school in question (including name, ethos, and school uniform) would continue, and it would enable the possibility of sharing staff, resources, buildings, and expertise.

As Ysgol Talysarn is considered the nearby school to federalise with, this option would mean establishing a formal collaboration arrangement, between 3 schools, as Ysgol Talysarn is already federated with Ysgol Brynaerau.

- Federation with a nearby school and adding a specialist area for children with additional learning needs at Ysgol Baladeulyn

This option would ensure continuity in the school's presence in the village of Nantlle through a collaborative arrangement with a nearby school or schools, led by a head or heads and one governing body. The governing bodies of the individual schools would be dissolved, and a (new) federal governing body would be formed. The identity of the school in question (including name, ethos, and school uniform) would continue, and it would enable the possibility of sharing staff, resources, buildings, and expertise.

As Ysgol Talysarn is considered the nearby school to federalise with, this option would mean establishing a formal collaboration arrangement, between 3 schools, as Ysgol Talysarn is already federated with Ysgol Brynaerau.

In addition to federalisation, this option would also mean adding a location for an ALN unit at Ysgol Baladeulyn.

- Close Ysgol Baladeulyn and offer the learners a place in a nearby school (Ysgol Talysarn)

This option would mean closing Ysgol Baladeulyn and offering a place to learners from the catchment area at Ysgol Talysarn.

- Merge local schools to support and maintain Ysgol Baladeulyn – Multi-site school

This option would mean merging a number of local schools, by closing the schools and establishing one multi-site school which would include the Ysgol Baladeulyn site. The option would enable the possibility of sharing resources, buildings and expertise.

This option would ensure continuity in the presence of a school site in the village of Nantlle by establishing a multi-site school, led by a headteacher and one governing body.

- Adding a specialised area for children with additional learning needs at Ysgol Baladeulyn

This option would mean continuing with Ysgol Baladeulyn adding a specific specialised area for children with additional learning needs on the school site.

- Include a language unit on Ysgol Baladeulyn site

This option would mean continuing with Ysgol Baladeulyn and adding a language unit on the school site. It would offer an immersion service in the Welsh language for children who require it before joining their chosen schools full-time.

Reasonable alternative options considered following the statutory consultation:

- Re-categorising Ysgol Baladeulyn as a 'hybrid' mainstream and ALN primary school in order to provide specialist provision for the local area.

This option would involve re-categorising Ysgol Baladeulyn as a 'hybrid' mainstream primary school that includes specialist education provision for children with Additional Learning Needs on the school site. This option would offer hybrid education, enabling primary learners in the local area to attend Ysgol Baladeulyn as a mainstream school and/or to access specialist ALN education provision.

3. SUMMARY OF THE CATCHMENT AREA

3.1 The Area

Ysgol Baladeulyn is located in the rural village of Nantlle near the village of Talysarn and Penygroes in Gwynedd and within the ward of Llanllyfni. According to the 2021 census, there are 1,957 people living in Llanllyfni ward. Ysgol Baladeulyn's catchment area includes parts of the Dolbenmaen ward, Glaslyn ward, Waunfawr ward as well as a part of Llanllyfni ward.

3.2 The Economy

According to the 2021 Census, 55.5% of people aged between 16 and 74 within the Llanllyfni ward are economically active, and 3.7% of these are unemployed. 43.2% of people in the same age group are economically inactive with 5.9% of these ill or disabled for a long period.

The type of industry in which the population is active is varied in the area, with the highest rate (19.9%) working in the health and social work field (Census 2021).

According to data from the 'Index of Multiple Deprivation Wales (2025)' the employment rate of Llanllyfni and Clynnog ward compared to other wards in Wales gives a rank of 1152 out of 1917 wards. Therefore, Llanllyfni and Clynnog ward is within the 50% least deprived in Wales.

3.3 Deprivation

Llanllyfni and Clynnog Ward is ranked within the most deprived 20%-30% in Wales (rank 546 out of 1917 wards).

A number of areas make up this overall index, including income, employment, health, education, access to services, community safety, physical environment, and housing.

It is noted that Llanllyfni and Clynnog ward is within the 10% most deprived areas in Wales in the 'Housing' field. The indicators in this area are the proportion of people living in overcrowded homes (use of bedrooms), and the proportion of people living in homes without central heating.

In addition, the ward of Llanllyfni and Clynnog is within the 10% of the most deprived areas in Wales in the area of 'access to services', i.e. deprivation because people are unable to access a variety of services that are considered essential for day-to-day living. The indicators include average public and private travel times to a number of services such as food shops, doctor's surgery, primary and secondary schools, post office, public library, pharmacy, leisure centre and private travel time to a petrol station.

Below is a summary of how the Llanllyfni and Clynnog area is situated in the context of other areas in Wales according to the Welsh Index of Multiple Deprivation (2025):

Area	Rank in Wales, out of 1917 areas. (1 = most deprived and 1917 = least deprived)	Most deprived % in Wales
Employment	1152	
Income	778	
Health	1247	
Education	835	
Housing	47	Within the most deprived 10%
Physical environment	448	
Access to services	86	Within the most deprived 10%
Community safety	767	

3.4 The Community

A number of activities are held in the Nantlle area, including;

- Tal y Mignedd Rae
- Gŵyl Dewi
- Trigonos Plas Baladeulyn
- Llys Llywelyn
- Christmas Service

4. YSGOL BALADEULYN AND NEARBY SCHOOLS

4.1 The context of the schools according to the Estyn Inspection Reports

As part of Estyn's reports, the schools are placed in context, and their community relations are detailed. This is the context given to Ysgol Baladeulyn by Estyn inspectors.

Ysgol Baladeulyn

"Ysgol Gynradd Baladeulyn is situated in the village of Nantlle near the foot of Snowdon, about three miles from Pen-y-groes in Gwynedd."

Source: Estyn Report, November 2017

Ysgol Talysarn

“The Talaerau federation, which includes Ysgol Talysarn and Ysgol Brynaerau, is a warm and caring community in which pupils’ wellbeing and progress is at the core of its ethos.

Source: Estyn Report, November 2025

4.2 Statistical information

The table below shows the numbers of Ysgol Baladeulyn and the other schools within the catchment area of Ysgol Dyffryn Nantlle. This table also shows the school's capacity and number of learners on the register in January 2026. All schools teach through the medium of Welsh.

School	Full Capacity (N – Yr.6)	Number on the register January 2026 (N – Yr. 6)	Legal Category	Linguistic Category
Baladeulyn	62	8	Community School	Welsh Medium, Category 3
Talysarn	104	98	Community School	Welsh Medium, Category 3
Bro Lleu	207	189	Community School	Welsh Medium, Category 3
Llanllyfni	117	71	Community School	Welsh Medium, Category 3
Nebo	58	12	Community School	Welsh Medium, Category 3
Brynaerau	81	54	Community School	Welsh Medium, Category 3
Bro Llifon	196	149	Community School	Welsh Medium, Category 3

Source: PLASC January 2026

4.3 Catchment information and learners’ choice of schools

Each school has a specific catchment area which it serves, and which is important in terms of the Council's access and transport policy. Learners do not have to attend their catchment area school; the choice is up to parents (in accordance with the admission policy).

The latest data (January 2026 data) shows that 75% of children who live in Ysgol Baladeulyn's catchment area attend schools outside the catchment area. The table below indicates the proportion of learners (Nursery – Yr. 6) who live in the catchment area and attend the catchment area school, and the proportion of learners from outside the catchment area who attend the school.

School	Proportion of catchment area learners who attend the catchment area school	Proportion of the school's learners who live within the school catchment area	Proportion of learners from outside the catchment area who attend the school
Baladeulyn	25%	25%	75%
Talysarn	81%	79%	21%

Source: January 2026 GIS Data

4.4 Summary of the various facilities in the community of Baladeulyn and Talysarn (September 2025)

	Baladeulyn	Talysarn
Community Centre / Village Hall	✓	✓
Chapel/Church	✓	
Public Transport	✓	✓
Shop		
Cafe/Pub		
Post Office		
Pharmacy		
Library		
Children's Playground	✓	✓
Bank		
Old People's Home		
Leisure Centre		
Garage	✓	
Tourist Attraction	✓	
Cylch Ti a Fi + Meithrin		✓

Community Centre

Llys Llywelyn Centre is located in the village of Nantlle which is 0.5 miles from Ysgol Baladeulyn and hosts a number of community activities including:

- Summer Fair
- Christmas Fair
- Concerts
- Coffee Morning
- Market

4.5 Summary of the schools' use outside the school's core hours:

A summary of community or extra-curricular use of the local school buildings is seen below:

	Baladeulyn	Talysarn	Brynaerau	Bro Llifon	Bro Lleu	Llanllyfni	Nebo
Playgroups (School Holidays)							
Aelwyd yr Urdd						✓	
Plays							
Voluntary Groups						✓	✓
Morning/Evening Coffee	✓	✓	✓			✓	✓
Community Auction							
Choir Practice							
Welsh for Adults							

Town/Community Council Meeting							
Nursery School						✓	
Club/Sports Activity				✓		✓	
After School Club		✓	✓	✓	✓	✓	
Local Interest Club							✓

A Cylch Meithrin is located in the village of Talysarn that provides early years care and education through the medium of Welsh for pre-school children. The collaboration between Ysgol Talysarn and the Cylch ensures a smooth transition for children from the Cylch to the nursery class. The Cylch provides places for children aged 2 to 4, and offers 'Dechrau'n Deg' provisions, the 10-hour Early Years Education (Foundation Learning) program, along with wraparound care for nursery-aged children of Ysgol Talysarn and nearby schools. The Cylch Meithrin is also a part of the Childcare Scheme, a program offering up to 30 hours per week of free early years childcare. Children can take advantage of the Childcare Offer from the start of the term following their third birthday until the September after they turn 4.

There is no early years provision at Ysgol Baladeulyn, except for the school's nursery class.

4.6 Summary of activities or groups in which the school is regularly involved:

	Baladeulyn	Talysarn
Cylch Meithrin/Ti a Fi		✓
Eisteddfodau (Local/County/National)		
Sections of the Urdd		
Other activities (sports, clubs)		✓

4.7 If buildings, rooms, facilities or services are provided by a school on behalf of the community, where would they be provided if the school were to be closed?

School	Where will facilities be provided if it closes
Baladeulyn	According to the Headteacher in November 2025, the school invites the community to the school for school activities within and outside of school hours like coffee evenings, presentations from the children and assemblies. However, Canolfan Llys Llywelyn is available to host activities in the area as well as Trigonos Plas Baladeulyn.

4.8 Information about distance and travel time to other schools in the catchment area

The table below indicates the distance and travel time between Ysgol Baladeulyn and schools in the area. We see that Ysgol Talysarn is the closest to Ysgol Baladeulyn. The journey times below take into account the nature of the lanes and the effect this can have on journey times in a rural area.

School		Baladeulyn
Talysarn	Miles	2.5
	Minutes	6
Bro Lleu	Miles	3.3
	Minutes	7
Llanllyfni	Miles	3.7

	Minutes	10
Nebo	Miles	5.2
	Minutes	14
Brynaerau	Miles	6
	Minutes	16
Bro Llifon	Miles	6.3
	Minutes	13

Source: Google Maps 2026

5. ASSESSMENT OF THE LIKELY IMPACT ON THE COMMUNITY

In order to assess the community impact of the possible options, it was decided to create criteria in accordance with the recommendations of the community assessment considerations of the School Organization Code 011/2018.

OPTION 1: NO CHANGE – CONTINUE WITH THE CURRENT SITUATION

Impact Criteria	Description	Status of the impact and the work
Impact on Health and well-being	There will be no change to the current provision so no change to the impact on health and well-being is anticipated.	Neutral
The implications of the change on public transport provisions	As there would be no change to the current provision, it is not anticipated there would be an impact on public transport provision. Any transport required by Ysgol Baladeulyn for eligible catchment area learners will continue in accordance with the County's Transport Policy.	Neutral
Impact on other facilities / services provided at the school	There would be no change to the provision so no impact to the current use of the school is anticipated.	Neutral
Impact on wider community safety	There would be no change to the provision, therefore no impact is anticipated on wider community safety.	Neutral
Would the option encourage families and school age children to leave the community, or that young families are less likely to move into the community	There would be no change to the provision. As a result, it is not anticipated that this option would encourage families with school age children to leave the community, or that young families are less likely to move into the community.	Neutral
Impact on other services provided locally	There would be no change to what is currently provided so no impact on other local services is anticipated.	Neutral
Adverse effect on the wider economy of the community	There would be no change to what is currently being provided so no adverse impact on the wider economy of the community is anticipated.	Neutral
General impact on the local community	There would be no change to what is currently provided so no impact on the local community is anticipated.	Neutral

OPTION 2: FEDERATION WITH A NEARBY SCHOOL (YSGOL TALYSARN)

Impact Criteria	Description	Status of the impact and the work
Impact on Health and well-being	Because federation would mean that Ysgol Baladeulyn remains open, there would be no change to the current provision so no change to the impact on health and well-being is anticipated.	Neutral
The implications of the change on public transport provisions	Because federation would mean that Ysgol Baladeulyn remains open, no impact on the provision of public transport is anticipated. Any transport required by Ysgol Baladeulyn for eligible catchment area learners will continue in accordance with the County's Transport Policy.	Neutral
Impact on other facilities / services provided at the school	As federation would mean that Ysgol Baladeulyn remains open, there would be no change to the current provision and therefore no impact on this criterion is anticipated.	Neutral
Impact on wider community safety	Because federation would mean that Ysgol Baladeulyn would remain open, no change is anticipated to impact on wider community safety.	Neutral
Would the option encourage families and school age children to leave the community, or that young families are less likely to move into the community	Because federation would mean that Ysgol Baladeulyn would remain open, no impact is anticipated to how parents choose a school for their children or effect the choice of living in the catchment area or not. A high proportion of children in the catchment area already attend schools outside the catchment area (75%). As a result, it is not anticipated that this option would encourage families with school age children to leave the community, or that young families are less likely to move into the community.	Neutral
Impact on other services provided locally	Because federation would mean that Ysgol Baladeulyn remains open, no change is foreseen to what is currently being provided, so no impact on other local services is anticipated.	Neutral
Adverse effect on the wider economy of the community	Because federation would mean that Ysgol Baladeulyn would remain open, no change is foreseen to what is currently being provided, so no adverse effect on the wider economy of the community is anticipated.	Neutral
General impact on the local community	Because federation would mean that Ysgol Baladeulyn remains open, no change is foreseen to what is currently being provided so no impact on the local community is anticipated. However, opportunities are identified for the community of Baladeulyn and the communities of the schools that would be part of the federation to come together.	Neutral

OPTION 3: FEDERATION WITH A NEARBY SCHOOL AND ADDING A SPECIALIST UNIT FOR CHILDREN WITH ADDITIONAL LEARNING NEEDS AT YSGOL BALADEULYN

Impact Criteria	Description	Status of the impact and the work
Impact on Health and well-being	It is not anticipated that this option would have an impact on health and well-being as Ysgol Baladeulyn would continue, but as part of a federation with a nearby school, with an additional learning needs unit also located on the site.	Neutral
The implications of the change on public transport provisions	It is not anticipated that this option would have an impact on the provision of public transport as Ysgol Baladeulyn would continue, but as part of a federation with a nearby school, with an additional learning needs unit also located on the site. Any transport that would be required to the Ysgol Baladeulyn site for eligible catchment area learners would continue in accordance with the County's Transport Policy.	Neutral
Impact on other facilities / services provided at the school	As federation would mean that Ysgol Baladeulyn remains open, there would be no change to the current provision and therefore no impact on this criterion is anticipated.	Neutral
Impact on wider community safety	It is not anticipated that this option would have an impact on wider community safety as Ysgol Baladeulyn would continue, with the provision of an additional learning needs unit also located on the site.	Neutral
Would the option encourage families and school age children to leave the community, or that young families are less likely to move into the community	It is not anticipated that this option would encourage families and school-aged children to leave the community, or that young families would be less likely to move into the community, as Ysgol Baladeulyn would continue, with an additional learning needs unit also located on the site. It should be noted that a high percentage of children (75%) in the catchment area already attend schools outside of the catchment area.	Neutral
Impact on other services provided locally	It is not anticipated that this option would have an impact on other services provided locally, as Ysgol Baladeulyn would continue, with an additional learning needs unit also located on site.	Neutral
Adverse effect on the wider economy of the community	It is not anticipated that this option would have an impact on the wider economy of the community, as Ysgol Baladeulyn would continue, with an additional learning needs unit also located on the site.	Neutral
General impact on the local community	It is not anticipated that this option would have an impact on the community, as Ysgol Baladeulyn would continue, with an additional learning needs unit also located on the site. However, opportunities are identified for the community of Baladeulyn and Ysgol Talysarn community to come together.	Neutral

OPTION 4: CLOSE YSGOL BALADEULYN AND OFFER THE LEARNERS A PLACE IN A NEARBY SCHOOL (YSGOL TALYSARN)

Impact Criteria	Description	Status of the impact and the work
Impact on Health and well-being	It is anticipated that being in a larger school would offer more opportunities for play and participation in team sports, thereby contributing positively to learners' health and wellbeing. During the statutory consultation, some concerns were raised that certain learners would lose the current ability to walk or cycle safely to school, reducing independence and confidence, as well as resulting in longer daily journeys. As the alternative school is located approximately 2.5 miles from Ysgol Baladeulyn, and further from the homes of learners in the catchment area, it is not anticipated that learners from Ysgol Baladeulyn would be likely to walk or cycle to the alternative school should the proposal be implemented. School transport would be provided in accordance with the Authority's Transport Policy, which offers free transport to primary learners who live 2 miles or more from their catchment or nearest school. As a result, the impact on this criterion is expected to be neutral.	Neutral
The implications of the change on public transport provisions	It is not anticipated that there would be any impact on public transport provision as any transport to an alternative school as a result of any change will be arranged specifically for learners in the catchment area who are eligible in accordance with the County's Transport Policy.	Neutral
Impact on other facilities / services provided at the school	According to the Headteacher in November 2025, the school invites the community to the school for school activities within and outside of school hours like coffee evenings, presentations from the children and assemblies. However, Llys Llywelyn Centre is available to host activities in the area as well as Trigonos Plas Baladeulyn. If the school were to close, these provisions would have to be considered when discussing the subsequent use of the school building.	Negative
Impact on wider community safety	No impact on wider community safety is anticipated.	Neutral
Would the option encourage families and school age children to leave the community, or that young families are less likely to move into the community	During the statutory consultation, some respondents noted that the loss of the school as a community hub could negatively influence the village's attractiveness to young families in the long term. It was also expressed that moving children's education to another community could weaken local connections and reduce the sense of belonging. Based on the available evidence, the Council's view is that a high proportion of children in the catchment area already attend schools outside the catchment (75%), with 50% of learners from Nursery to Year 6 from the Ysgol Baladeulyn catchment already attending Ysgol Talysarn. As a result, the Council does not anticipate that families with young children would leave the community should the school close. In addition, given that the alternative school is located approximately 2.5 miles from Ysgol Talysarn, the Council does not anticipate that this option would encourage families with school-age children to leave the community, nor that it would make young families less likely to move into the community. Should the Cabinet decide to proceed with the closure of Ysgol Baladeulyn, the Council would seek to mitigate the impact on the community by encouraging and supporting ongoing links between the Nantlle community and the alternative school, promoting community collaboration where appropriate, and ensuring that Nantlle residents and families are aware of the opportunities, facilities and activities available at the alternative school. As a result, the impact on this criterion is expected to be neutral.	Neutral

Impact on other services provided locally	Numerous events are held at Llys Llywelyn Centre. As the Centre is independent from the school it is not anticipated that the closure of the school would have a significant direct impact on community use of the Llys Llywelyn Centre.	Neutral
Adverse effect on the wider economy of the community	As the majority of children in the catchment area attend schools outside the catchment area, it is not anticipated that closing Ysgol Baladeulyn would have an impact on the wider economy of the community.	Neutral
General impact on the local community	During the statutory consultation, attention was drawn to the role of the school in facilitating daily social interaction between families and local residents. Concerns were expressed that closing the school would reduce natural opportunities for people to meet, socialise and maintain informal community connections. In addition, the school's role in facilitating daily social interaction between families and local residents, as well as in integrating new families into the Welsh-language life of the village, was highlighted. The Council acknowledges that there would be some likely negative impact on certain social and community aspects locally should the option to close Ysgol Baladeulyn be implemented, such as reduced opportunities for parents/guardians/families and local residents to meet on a daily basis within the community when dropping off and collecting children from school. Furthermore, should Ysgol Baladeulyn close, it is acknowledged that the local school would be located further away from homes within the current Ysgol Baladeulyn catchment area, and from a deprivation perspective this would mean that one of the 'access to services' indicators would move further away from residents of the area. As a result, some negative impact on the local community is anticipated if the school were to close. However, it is noted that a significant proportion of children in the catchment area (75%) already attend other schools, including Ysgol Talysarn (50%), which suggests that community and educational links with neighbouring communities already exist. Should the Cabinet decide to proceed with the closure of Ysgol Baladeulyn, the Council would seek to mitigate the impact on the community by encouraging and supporting ongoing links between the Nantlle community and the alternative school, promoting community collaboration where appropriate, and ensuring that Nantlle residents and families are aware of the opportunities, facilities and activities available at the alternative school. In addition, it is noted that should the proposal to close the school be implemented, the Authority's Post-Use Policy would operate as a framework for undertaking further discussions regarding appropriate options for the future use of the school building, including community use where appropriate, in order to seek to mitigate any negative impact on the local community. It is also noted that Llys Llywelyn Centre is available for community activities in the area, as well as Trigonos Plas Baladeulyn.	Negative

OPTION 5: MERGE LOCAL SCHOOLS TO SUPPORT AND MAINTAIN YSGOL BALADEULYN - MULTI-SITE SCHOOL

Impact Criteria	Description	Status of the impact and the work
Impact on Health and well-being	As the provision on the Ysgol Baladeulyn site would continue, it is not anticipated that this option would have a negative impact on health and well-being.	Neutral
The implications of the change on public transport provisions	As the provision on the Ysgol Baladeulyn site would continue, no impact on public transport provision is anticipated if this option were to be implemented. Any transport that would be required to the Ysgol Baladeulyn site for eligible catchment area learners would continue in accordance with the County's Transport Policy.	Neutral
Impact on other facilities / services provided at the school	As the Ysgol Baladeulyn site would continue as part of the multi-site school, it is not anticipated that the implementation of this option would have an impact on other facilities/services provided at the school.	Neutral
Impact on wider community safety	No impact is anticipated on wider community safety, as education provision would continue at Ysgol Baladeulyn site.	Neutral
Would the option encourage families and school age children to leave the community, or that young families are less likely to move into the community	No impact is anticipated on this criterion, as education provision would continue at Ysgol Baladeulyn site.	Neutral
Impact on other services provided locally	As the Ysgol Baladeulyn site would continue as part of the multi-site school, no impact on other local services is anticipated.	Neutral
Adverse effect on the wider economy of the community	It is not anticipated that this option would impact what is currently provided, so no adverse impact on the wider economy of the community is anticipated.	Neutral
General impact on the local community	As the Ysgol Baladeulyn site would continue, it is anticipated that the general impact on the local community would be Neutral if this option were to be implemented.	Neutral

OPTION 6: ADDING A SPECIALISED AREA FOR CHILDREN WITH ADDITIONAL LEARNING NEEDS AT YSGOL BALADEULYN

Impact Criteria	Description	Status of the impact and the work
Impact on Health and well-being	It is not anticipated that this option would have an impact on health and well-being as Ysgol Baladeulyn would continue, with an additional learning needs unit also located on the site.	Neutral
The implications of the change on public transport provisions	It is not anticipated that this option would have an impact on the provision of public transport as Ysgol Baladeulyn would continue, with an additional learning needs unit also located on the site.	Neutral
Impact on other facilities / services provided at the school	It is not anticipated that this option would have an impact on this criterion, as Ysgol Baladeulyn would continue, with an additional learning needs unit also located on the site.	Neutral
Impact on wider community safety	It is not anticipated that this option would have an impact on wider community safety as Ysgol Baladeulyn would continue, with the provision of an additional learning needs unit also located on the site.	Neutral
Would the option encourage families and school age children to leave the community, or that young families are less likely to move into the community	It is not anticipated that this option would encourage families with school age children to leave the community, or that young families are less likely to move into the community, as Ysgol Baladeulyn would continue with an additional learning needs unit also located on the site. It should be noted that a large percentage of children within the catchment area attend schools outside of the catchment area (75%).	Neutral
Impact on other services provided locally	It is not anticipated that this option would have an impact on other services provided locally, as Ysgol Baladeulyn would continue, with an additional learning needs unit also located on the site.	Neutral
Adverse effect on the wider economy of the community	It is not anticipated that this option would have an impact on the wider economy of the community, as Ysgol Baladeulyn would continue, with an additional learning needs unit also located on the site.	Neutral
General impact on the local community	It is not anticipated that this option would have an impact on the community, as Ysgol Baladeulyn would continue, with an additional learning needs unit also located on the site.	Neutral

OPTION 7: INCLUDE A LANGUAGE UNIT ON YSGOL BALADEULYN SITE

Impact Criteria	Description	Status of the impact and the work
Impact on Health and well-being	It is not anticipated that this option would have an impact on health and well-being as Ysgol Baladeulyn would continue, with the provision of a language unit also located on the site.	Neutral
The implications of the change on public transport provisions	It is not anticipated that this option would have an impact on the provision of public transport as Ysgol Baladeulyn would continue, with the provision of a language unit also located on the site.	Neutral
Impact on other facilities / services provided at the school	It is not anticipated that this option would have an impact on these criteria as Ysgol Baladeulyn would continue, with the provision of a language unit also located on the site.	Neutral
Impact on wider community safety	It is not anticipated that this option would have an impact on wider community safety as Ysgol Baladeulyn would continue, with the provision of a language unit also located on the site.	Neutral
Would the option encourage families and school age children to leave the community, or that young families are less likely to move into the community	It is not anticipated that this option would encourage families and school-aged children to leave the community, or that young families would be less likely to move into the community, as Ysgol Baladeulyn would continue, with the provision of a language unit also located on the site.	Neutral
Impact on other services provided locally	It is not anticipated that this option would have an impact on other services provided locally, as Ysgol Baladeulyn would continue, with the provision of a language unit also located on the site.	Neutral
Adverse effect on the wider economy of the community	It is not anticipated that this option would have an impact on the wider economy of the community, as Ysgol Baladeulyn would continue, with the provision of a language unit also located on the site.	Neutral
General impact on the local community	It is not anticipated that this option would have an impact on the community, as Ysgol Baladeulyn would continue, with the provision of a language unit also located on the site.	Neutral

OPTION 8: RE-CATEGORISING YSGOL BALADEULYN AS A 'HYBRID' MAINSTREAM AND ALN PRIMARY SCHOOL IN ORDER TO PROVIDE SPECIALIST PROVISION FOR THE LOCAL AREA

Impact Criteria	Description	Status of the impact and the work
Impact on Health and well-being	It is not anticipated that this option would have an impact on health and wellbeing, as Ysgol Baladeulyn's mainstream provision would continue, but with specialist ALN provision operating in a 'hybrid' model.	Neutral
The implications of the change on public transport provisions	It is not anticipated that this option would have an impact on Public transport, as Ysgol Baladeulyn's mainstream provision would continue, but with specialist ALN provision operating in a 'hybrid' model.	Neutral
Impact on other facilities / services provided at the school	It is not anticipated that this option would have an impact on this criterion, as Ysgol Baladeulyn's mainstream provision would continue, but with specialist ALN provision operating in a 'hybrid' model on the site.	Neutral
Impact on wider community safety	It is not anticipated that this option would have an impact on wider community safety as Ysgol Baladeulyn would continue, but with specialist ALN provision in a 'hybrid' model.	Neutral
Would the option encourage families and school age children to leave the community, or that young families are less likely to move into the community	It is not anticipated that this option would encourage families and school-aged children to leave the community, or that young families would be less likely to move into the community, as Ysgol Baladeulyn would continue, but with specialist ALN provision in a 'hybrid' model.	Neutral
Impact on other services provided locally	It is not anticipated that this option would have an impact on other services provided locally, as Ysgol Baladeulyn would continue, but with specialist ALN provision in a 'hybrid' model.	Neutral
Adverse effect on the wider economy of the community	It is not anticipated that this option would have an impact on the wider economy of the community, as Ysgol Baladeulyn would continue, but with specialist ALN provision in a 'hybrid' model.	Neutral
General impact on the local community	It is not anticipated that this option would have an impact on the community, as Ysgol Baladeulyn would continue, but with specialist ALN provision in a 'hybrid' model.	Neutral

6. CONCLUSION

This Community Impact Assessment has been prepared as a further assessment following the statutory consultation, and has fully considered all the original options set out in the consultation document, together with the reasonable alternative option proposed by consultees as part of the statutory consultation.

The assessment indicates that the likely impact on the local community would be neutral if the alternative option, which involves maintaining an operational school presence on the Ysgol Baladeulyn site — were implemented. This includes re-categorising the school as a 'hybrid' mainstream and ALN school. In this scenario, the presence of an operational mainstream school would be retained in the village, with the hybrid option enabling the provision of specialist ALN education for learners with additional learning needs.

The assessment shows that there would be some likely negative impact on the community if the option to close Ysgol Baladeulyn were implemented, as this would result in the loss of a school within the Nantlle community. The concerns raised during the consultation regarding the implications of this for community vitality are acknowledged; however, it is noted that a significant proportion of children in the catchment area (75%) already attend other schools, including Ysgol Talysarn (50%), suggesting that educational and community links with neighbouring communities already exist.

Should the Cabinet decide to proceed with the closure of Ysgol Baladeulyn, the Council would seek to mitigate the impact on the community by encouraging and supporting ongoing links between the Nantlle community and the alternative school, Ysgol Talysarn, and by promoting community collaboration where appropriate to ensure that residents and families are aware of the opportunities, facilities and activities available at the alternative school. In addition, should a decision be made to close the school, the Authority's Post-Use Policy would act as a framework for further discussions regarding appropriate options for the future use of the school building, including potential community use where appropriate, in order to help mitigate any negative impact on the local community.

LANGUAGE IMPACT ASSESSMENT – YSGOL BALADEULYN

May 2026

1. INTRODUCTION

Supporting and developing Gwynedd's children's ability to learn and use their language skills is essentially important to the education strategies of the County.

Ysgol Baladeulyn is a community school located in the village of Nantlle, about three miles from Penygroes, that provides education for learners aged 3-11. There has been a decline in learner numbers at Ysgol Baladeulyn over the past few years. By September 2025, there were only 6 learners from Reception to Year 6 and 2 Nursery learners attending the school.

At their meeting on 11 February 2025, the Cabinet supported a recommendation to start formal discussions with Ysgol Baladeulyn stakeholders to consider options for the future. Between March and July 2025, three local meetings were held with Ysgol Baladeulyn stakeholders where several options were proposed and discussed.

On 14 October 2025, the Cyngor Gwynedd Cabinet decided to undertake a statutory consultation process on a proposal to close Ysgol Baladeulyn on 31 December 2026, and to provide a place for learners at Ysgol Talysarn from 1 January 2027 onwards, in accordance with the requirements of Section 48 of the School Standards and Organisation (Wales) Act 2013.

The consultation was held between 10 December and 28 January, and 30 responses to the consultation were received.

1.1 The Situation in Gwynedd

Figures in the 2021 Census indicate that 66% of people over the age of three can speak, read or write in Welsh. The 2021 Census also states that 64% speak Welsh which is a decrease since the previous census, when the figure was 65%.

In Gwynedd, as in many other Local Authorities in Wales, there is a considerable difference in the percentage of Welsh speakers within different wards. At one extreme, in wards such as Aberdyfi, Tywyn and Bangor Central, between 26% and 44% of the population speak Welsh, while as much as 86% speak Welsh in the most Welsh areas e.g. Hendre and Llanrug.

1.2 Welsh in Education Strategic Plan (WESP)

The Welsh in Education Strategic Plan is the Local Authority's statutory document and accompanies the Welsh Government's priorities for the development of Welsh-medium education (in line with the targets of *Cymraeg 2050*). There are 7 outcomes that local authorities are expected to implement to achieve the outcomes, namely:

1. More nursery children/ three-year-olds receive their education through the medium of Welsh.
2. More reception class children/ five-year-olds receive their education through the medium of Welsh.
3. More children continue to improve their Welsh-language skills when transferring from one stage of their statutory education to another.
4. More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh.
5. More opportunities for learners to use Welsh in different contexts in school.

6. An increase in the provision of Welsh-medium education for learners with additional learning needs (ALN) in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018.
7. Increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh.

1.3 Language Policy

Primary

The aim of the Language Policy is the same across all primary schools in the County, which is to develop the ability of all learners to be proficient in both languages by the end of KS2. Welsh is the official language of assessment at the school at the end of the Foundation Phase. In KS2, learners' grasp of the Welsh language continues to be developed, paying attention to developing their skills in both languages.

Secondary

In the secondary school, all learners who have reached the necessary level, which is level 3+ at the end of KS2, are expected to follow Welsh as a First Language in KS3 in order to ensure appropriate progression and continuity. It is hoped that these learners can study Welsh and English as subjects until the end of year 11.

The secondary schools build on the foundation laid in the primary by ensuring that all learners continue to develop skills in Welsh and English. The County does not define secondary schools according to linguistic categories as there is the same expectation in relation to the Language Policy, which is to give all learners in the County the opportunity to be proficient bilingually.

1.4 A million speakers by 2050

Cymraeg 2050 is the Welsh Government's latest strategy for the Welsh language and covers the next three decades. This document sets out specific targets for increasing the numbers who speak the language together with the use of Welsh.

The aims of *Cymraeg 2050* include:

	Aim	Target
1.	Increase the number of Welsh speakers	1 Million of Welsh speakers by 2050
2.	Increase use of the Welsh language	Daily users of Welsh increasing from 10% to 20%

The strategic document *Welsh 2050: A million speakers* emphasizes the importance of increasing the numbers who speak Welsh but it is also emphasized that increasing the daily use of the Welsh language is equally important.

Moving towards the position where we have a million speakers is one aspect of our vision for a thriving Welsh language. However, a thriving Welsh language is a language that is used. We want the use of Welsh to be a routine part of everyday life, so that speakers at all levels feel confident in its use in formal and informal situations..... The Welsh Language Use Survey 2013–15 (Welsh Government and Welsh Language Commissioner 2015) shows that there is a clear link between fluency and frequency of Welsh language use – 84 per cent of fluent Welsh speakers speak Welsh daily.

Source: Cymraeg 2050: A million Welsh speakers (2017)

1.5 Gwynedd Language Strategy 2023-2033

The Welsh Language Standards imposed on Cyngor Gwynedd by the Welsh Language (Wales) Measure 2011 place an expectation on the Council to draw up a 5-year strategy that will show how it intends to promote the Welsh language and to facilitate the use of the Welsh language across the county. The Gwynedd Language Strategy 2023-2033 is Cyngor Gwynedd's latest strategy for the Welsh language. This document sets out specific targets for increasing the numbers who speak the language:

	How will we increase the number of speakers?	How will we measure on a local level, and during the period of the strategy?
1.	Provide opportunities for children and young people who are not yet Welsh speakers (e.g., newcomers, children who do not receive mainstream education), to learn and become confident Welsh speakers.	Number of children receiving Welsh-medium education. Number of children receiving support through the immersion system of the education department.
2.	Provide opportunities for adults to become new speakers via the Council's learner support schemes and community provision of partners.	Number of Council employees receiving Learn Welsh lessons. Provision of community Welsh learning courses.

The strategy also contains a commitment to increase the use of Welsh in the following areas of work:

- Language of the early years
- Language of learning
- Language of Work and Service
- Language of the Community
- Technology and Research

2. LINGUISTIC PROFILE OF THE BALADEULYN CATCHMENT AREA

2.1 Gwynedd Language Profile Background

64.4% of the County's population who are over the age of three are Welsh speakers - significantly higher than the figure for Wales as a whole of 17.8%. In Gwynedd, the ability to speak Welsh is highest in Hendre ward (86% speak Welsh), and lowest in the Canol Bangor area (25.6%).

2.2 Wards

Ysgol Baladeulyn is located in the Llanllyfni ward, and the school's catchment area includes a part of Llanllyfni ward, a part of Dolbenmaen ward, a part of Glaslyn ward and a part of Waunfawr ward. Ysgol Talysarn is located in Llanllyfni ward. The linguistic profile of the wards of these schools is summarised in the table below:

	Llanllyfni	Dolbenmaen	Glaslyn	Waunfawr	Gwynedd	Cymru
Welsh identity only	1,316 (67.1%)	691 (59%)	934 (57.2%)	962 (65.9%)	69,560 (59.3%)	1,715,975 (55.2%)
No Welsh identity	28.2%	37.8%	39.2%	30.8%	36.3%	36.7%

Population 3+ years old	1,876 (100%)	1,146 (100%)	1,592 (100%)	1,411 (100%)	114,308 (100%)	3,018,172 (100%)
Able to speak Welsh	1,373 (73.2%)	752 (65.6%)	1,054 (66.2%)	1,018 (72.1%)	73,560 (64.4%)	538,296 (17.8%)
No Welsh skills	315 (16.8%)	290 (25.3%)	410 (25.8%)	291 (20.6%)	29,977 (26.2%)	2,259,017 (74.8%)
Able to understand oral Welsh only	137 (7.3%)	78 (6.8%)	109 (6.8%)	71 (5%)	8,166 (7.1%)	156,762 (5.2%)
Able to speak Welsh but unable to read or write Welsh	124 (6.6%)	84 (7.3%)	83 (5.2%)	65 (4.6%)	6,142 (5.4%)	68,391 (2.3%)
Able to speak and read Welsh but not able to write Welsh	56 (3%)	27 (2.4%)	36 (2.3%)	48 (3.4%)	3,170 (2.8%)	33,971 (1.1%)
Able to speak, read and write Welsh	1,157 (61.7%)	628 (54.8%)	927 (58.2%)	891 (63.1%)	63,256 (55.3%)	429,313 (14.2%)
Able to write Welsh but unable to speak or read Welsh	8 (0.4%)	4 (0.3%)	2 (0.1%)	5 (0.4%)	387 (0.3%)	4,970 (0.2%)
Able to read and write Welsh but not able to speak Welsh	14 (0.7%)	13 (1.1%)	5 (0.3%)	16 (1.1%)	1004 (0.9%)	17,560 (0.6%)
Another combination of Welsh skills	36 (1.9%)	13 (1.1%)	8 (0.5%)	14 (1%)	993 (0.9%)	6,621 (0.2%)

Source: Census 2021, Office for National Statistics

2.3 Ysgol Baladeulyn

Ysgol Baladeulyn is a Category 3, Welsh medium school.

The table below shows that the majority of Ysgol Baladeulyn learners speak Welsh fluently.

School	Speak Welsh fluently at home	Speak Welsh at home but not fluently	No speaking Welsh at home but fluent	None speak Welsh at home and none fluently	No Welsh speaking at all
Baladeulyn	29%	57%	14%	0%	0%

2.4 Nearby schools

Ysgol Brynaerau, Llanllyfni, Nebo, Bro Llew, Talysarn and Bro Llifon are Category 3, Welsh medium schools.

Linguistic data for the neighbouring schools can be seen below.

School	Speak Welsh fluently at home	Speak Welsh at home but not fluently	No speaking Welsh at home but fluent	None speak Welsh at home and none fluently	No Welsh speaking at all
Brynaerau	64%	11%	2%	11%	12%
Llanllyfni	68%	8%	2%	11%	12%
Nebo	56%	0%	22%	11%	11%
Bro Llew	69%	4%	1%	9%	17%
Talysarn	37%	15.5%	3%	19%	25.5%
Bro Llifon	85%	2%	2%	3%	8%

Source: Percentage of January 2026 respondents

2.5 Activities after school

This is a summary of what Ysgol Baladeulyn and the other schools in the Dyffryn Nantlle secondary catchment area offer on school sites.

	Baladeulyn	Talysarn	Bro Llew	Llanllyfni	Brynaerau	Bro Llifon	Nebo
Playgroups (School Holidays)			✓				
Aelwyd yr Urdd				✓		✓	✓
Morning/Evening Coffee	✓	✓		✓	✓	✓	
Cylch/Ysgol Feithrin			✓	✓		✓	
Club/After school club/Sports Activity		✓	✓	✓	✓	✓	✓

It can be seen in the table above that only activities such as Coffee Mornings/Evenings are held in Ysgol Baladeulyn which is significantly less than the after-school provision held in other schools in the area. This means that there are less opportunities for Ysgol Baladeulyn learners to take advantage of after school activities to use and develop their Welsh.

2.6 Community Activities

Canolfan Llys Llywelyn is located approximately 0.5 miles away from Ysgol Baladeulyn and hosts a number of activities. This is a sketch of the community elements that the school is regularly involved with;

- Summer Fair
- Christmas Fair
- Concerts
- Coffee Morning
- Market

2.7 Additional Evidence

Ysgol Baladeulyn

The Estyn report in 2017 says:

“Welsh is the main medium of the school’s life and work ... Approximately three-quarters of pupils speak Welsh at home ... There is a very strong Welsh ethos at the school, and provision encourages pupils to make full use of the Welsh language in all aspects of school life. Pupils show pride towards the language and an obvious appreciation of the culture and history of the local area.”

[Ysgol Baladeulyn Estyn inspection report November 2017](#)

Ysgol Talysarn

The Estyn report in 2025 says:

“Through initiatives such as 'Clwb Clebran' and 'Tîm Taran', they give pupils purposeful responsibilities to encourage their peers to speak Welsh naturally during break times and in other informal contexts. This leads to clear improvement in the Welsh oral skills of almost all pupils and fosters pride in their Welsh identity.”

[Ysgol Talysarn Estyn Inspection Report November 2025](#)

3. Assessment of the impact on the Welsh Language

3.1 The Options

- No change - continue with the current situation

Keeping the current system would mean that Ysgol Baladeulyn continues in the same way, with the same staffing structure.

Note that although the case for change has been established, the ‘Do nothing’ option has been included in the assessment for comparison purposes.

- Federation with a nearby school (Ysgol Talysarn)

This option would ensure continuity in the school's presence in the village of Nantlle through a collaborative arrangement with a nearby school or schools, led by a head or heads and one governing body. The governing bodies of the individual schools would be dissolved, and a (new) federal governing body would be formed. The identity of the school in question (including name, ethos, and school uniform) would continue, and it would enable the possibility of sharing staff, resources, buildings, and expertise.

As Ysgol Talysarn is considered the nearby school to federalise with, this option would mean establishing a formal collaboration arrangement between 3 schools as Ysgol Talysarn is already federated with Ysgol Brynaerau.

It is not anticipated that federalisation would have an impact on the Welsh language as Ysgol Baladeulyn would continue, with opportunities to strengthen the leadership position, and work together for the school.

- *Federation with another school and adding a specialist unit for children with additional learning needs at Ysgol Baladeulyn*

This option would ensure continuity in the school's presence in the village of Nantlle through a collaborative arrangement with a nearby school or schools, led by a head or heads and one governing body. The governing bodies of the individual schools would be dissolved, and a (new) federal governing body would be formed. The identity of the school in question (including name, ethos, and school uniform) would continue, and it would enable the possibility of sharing staff, resources, buildings, and expertise.

As Ysgol Talysarn is considered the nearby school to federalise with, this option would mean establishing a formal collaboration arrangement, between 3 schools, as Ysgol Talysarn is already federated with Ysgol Brynaerau.

In addition to federalisation, this option would also mean adding a location for an ALN unit at Ysgol Baladeulyn.

It is not anticipated that federalisation would have a significant impact on the Welsh language in the school as Ysgol Baladeulyn would continue, with opportunities to strengthen the leadership position, and work together for the school.

- *Close Ysgol Baladeulyn and offer the learners a place in a nearby school (Ysgol Talysarn)*

This option would mean that Ysgol Baladeulyn would close, and that learners from the current catchment area of Ysgol Baladeulyn would be offered a place at Ysgol Talysarn (the alternative school).

The table on the next page contains an assessment of the impact of closing Ysgol Baladeulyn and teaching the learner at Ysgol Talysarn, on the Welsh language compared to the current situation. The table also outlines the additional opportunities for strengthening the Welsh language, and methods of mitigating any negative impact that may arise from the proposal.

- *Merge local schools to support and maintain Ysgol Baladeulyn – Multi-site School*

This option would mean closing local schools, including Ysgol Baladeulyn, and establishing a new school across several sites, including the current site of Ysgol Baladeulyn.

It is not anticipated that this option would have a negative impact on the Welsh language. Depending on the structure of the multi-site school, there may be opportunities for learners to have access to a wider range of suitable resources, a higher supply in terms of staffing, and they could be part of a larger group of peers.

- *Adding a specialised area for children with additional needs at Ysgol Baladeulyn*

This option would mean continuing with Ysgol Baladeulyn adding a specific specialised area for children with additional learning needs on the school site.

It is not anticipated that this option would have an impact on the Welsh language as Ysgol Baladeulyn would continue.

- Include a language unit on Ysgol Baladeulyn site

This option would mean continuing with Ysgol Baladeulyn and adding a language unit on the school site. It would offer an immersion service in the Welsh language for children who require it before joining their chosen schools full-time.

It is not anticipated that this option would have an impact on the Welsh language in the school as there would be no change to the education provision provided by Ysgol Baladeulyn. However, it is likely that there will be a positive impact on the Welsh language of the children who will attend the language unit.

3.2 Reasonable alternative options proposed by consultees in response to the consultation

- **Re-categorising Ysgol Baladeulyn as a ‘hybrid’ mainstream and ALN primary school in order to provide specialist provision for the local area.**

This option would involve re-categorising Ysgol Baladeulyn as a ‘hybrid’ mainstream primary school that includes specialist education provision for children with Additional Learning Needs on the school site. This option would offer hybrid education, enabling primary learners in the local area to attend Ysgol Baladeulyn as a mainstream school and/or to access specialist ALN education provision.

It is not anticipated that this option would have an impact on the Welsh language, as Ysgol Baladeulyn’s mainstream provision would continue.

3.2 Assessment of the impact on the Welsh language

Assessment of the impact on the Welsh language - *Proposal to close Ysgol Baladeulyn and offer the learners a place in a nearby school (Ysgol Talysarn)*

Part 1				
Impact Criteria	Description	Status of the impact and work	Have any measures been identified to mitigate any negative impact or to create more positive opportunities	Final impact (following mitigation measures)
School language (formal)	<i>In the responses to the consultation, it was clearly stated that Welsh is used consistently and robustly as the main language of instruction in the current school. Concerns were raised that transferring learners to another school would lead to an educational experience in which Welsh is less prominent as the principal formal medium. Reference was made to Ysgol Baladeulyn's work in relation to the Welsh Language Charter, noting that the school has achieved the Gold Award.</i> Ysgol Baladeulyn is a Welsh-medium school. As Ysgol Talysarn is also a Welsh-medium school, it is concluded that the proposal would not have an impact on the children's language of education.	Neutral	Irrelevant	Irrelevant
School language (informal)	<i>Concerns were noted by respondents to the consultation that transferring learners to a school with a weaker linguistic profile could reduce the level of formal and consistent Welsh-medium immersion across the curriculum. It was noted that such immersion is particularly important for children's linguistic progress and confidence, especially for those who do not receive the same level of Welsh exposure at home. Reference was made to clear differences in the use of Welsh between the current school and potential alternative schools.</i>	Positive	Irrelevant	Irrelevant

	The concern outlined above is acknowledged, noting that the January 2025 PLASC data showed that 55% of learners at Ysgol Baladeulyn spoke Welsh fluently at home, compared with 37% of learners at Ysgol Talysarn. However, the most recent PLASC data from January 2026 show that 29% of learners at Ysgol Baladeulyn speak Welsh fluently at home, compared with 37% of learners at Ysgol Talysarn. As a result, no negative impact on this criterion is anticipated. As learners would be taught in larger classes and with more children from the same age group, the proposal could strengthen opportunities for learners to socialise through the medium of Welsh with their peers. As a result, it is anticipated that there would be more opportunities for learners from the Ysgol Baladeulyn catchment area to use Welsh informally with their peers both inside and outside the classroom.			
Access to Welsh medium education	Ysgol Talysarn is a Welsh-medium school, like Ysgol Baladeulyn. It is therefore not anticipated that the proposal would affect this criterion.	Neutral	Irrelevant	Irrelevant
Non-statutory provision	Learners would have access to increased provision in terms of staffing and would be part of a larger group of peers of the same age.	Positive	The local authority and Governing Body of Talaerau (Ysgol Talysarn and Ysgol Brynaerau Federation) could discuss methods to ensure that learners can participate in extracurricular activities.	Positive
Activities before/after school	Ysgol Talysarn is a larger school in terms of numbers of learners so the peer groups would be larger. As noted in Section 2.5 of the Impact Assessment, Ysgol Talysarn offers after-school activities such as an after-school club or sports activities.	Positive	The Local Authority and Governing Body of Talaerau (Ysgol Talysarn and Ysgol Brynaerau Federation) could consider any additional opportunities for holding	Positive

			activities after school, ensuring that arrangements are in place to include learners in the Baladeulyn catchment area.	
Use of the Welsh Language in the community	<i>In the responses to the consultation, it was noted that the school plays an important role in integrating new families, including those from English-speaking backgrounds, into the Welsh-language life of the village. Concerns were expressed that the loss of the school could undermine this process, leading to less natural use of Welsh among new families. It was emphasised that the school makes a significant contribution to the use of Welsh in informal contexts, such as social gatherings, after-school play, and interactions between parents and local residents.</i> If the proposal to close Ysgol Baladeulyn is implemented, then it is anticipated that some elements of community events will be affected. It is anticipated that there may be some negative impact resulting from the implementation of the proposal, as parents/guardians/families and local residents will not meet daily in the Baladeulyn community when dropping off/collecting children from school. The school invites the community to the school for school activities within and outside of school hours like coffee evenings, presentations from the children and assemblies. However, Llys Llywelyn Centre is available to host activities in the area as well as Trigonos Plas Baladeulyn. It is also noted that a significant proportion of children in the catchment area (75%) already attend other schools, including Ysgol Talysarn (50%), which suggests that the level of daily engagement with the school as a social or linguistic space varies among families within the Nantlle community.	Negative	The Local Authority and the Governing Body of Talaerau (Ysgol Talysarn and Ysgol Brynaerau federation) can consider methods of promoting the use of the Welsh language by including the Nantlle community in the school's community activities. If the proposal is implemented, the Authority would have to consider options for the subsequent use of the school building, taking into account the community activities that are currently being held at the school. It is noted that Llys Llywelyn Centre, as well as Trigonos Plas Baladeulyn, are available for the provision of community activities. To mitigate the impact on the Welsh language within the community, opportunities are noted to ensure that the Nantlle community is made aware	Neutral/ Partially Negative

	Impact on the local economy: Although the proposal is not expected to have a substantial negative impact on the local economy in Nantlle, it is acknowledged that, if Ysgol Baladeulyn were to close, it would lead to a reduction in Welsh-medium employment opportunities in the village of Nantlle.		of the activities of the alternative school, and community collaboration between Ysgol Talysarn and the Nantlle community is encouraged, where appropriate.	

Part 2 - How will the proposal affect/contribute towards/conform with the Welsh Language Standards, language policies, strategies and other relevant guidelines regarding the Welsh language

Gwynedd Welsh Language Strategy 2023	Noted below is a summary of the anticipated impact on the areas of work in the Language Strategy: Early years language: As the Cylch Meithrin is located in the village of Talysarn, and collaborates with Ysgol Talysarn (the alternative school), it is anticipated that the proposal would have a positive effect on early years language. Learning Language: Ysgol Baladeulyn is a Welsh-medium school, Category 3. As Ysgol Talysarn is also a Welsh-medium school (Category 3), it is concluded that the proposal would not have an impact on the language of the children's education. Work and Service Language: <i>Respondents to the consultation noted that the presence of Ysgol Baladeulyn strengthens the status and confidence of the Welsh language in practical contexts, supporting use of the language among families and new speakers in everyday life. Concerns were expressed that the loss of the school could lead to a gradual decline in the use of Welsh in community services and activities. Positive reference was made to Ysgol Baladeulyn's work in promoting the Welsh language through the Welsh Language Charter, noting that the school has been awarded the Gold Award for the quality and consistency of its provision.</i> It is acknowledged that, if the proposal is implemented, there would be some negative impact on the language due to the loss of a Category 3 Welsh-medium school presence in the village of Nantlle serving the area, and it would lead to redundancies among school staff/workforce.

	However, it is noted that the alternative school (Ysgol Talysarn) that would serve the Nantlle area if the proposal is implemented, is also a Welsh-medium school (Category 3). It is not anticipated that the proposal would affect the language of work and service provided at the alternative school. Community Language: <i>Strong concern was expressed by respondents to the consultation that the proposals could have an adverse impact on the Welsh language and community life, with the view that the school is central to sustaining Welsh as a living and natural language in the life of the village. It was noted that the school functions as an important hub for the Welsh-language life of the village, contributing to the use of the language beyond school hours, and reference was made to how the school integrates new families, including those who are not fluent Welsh speakers, into local Welsh-language life. Concerns were expressed that the loss of the school could undermine the local linguistic ecosystem, leading to a gradual decline in the community use of the Welsh language.</i> The Council acknowledges that if the proposal to close Ysgol Baladeulyn is implemented, it is anticipated that certain elements of community events would be affected. It is foreseen that there may be some negative impact on the language within the community resulting from the implementation of the proposal, for example, as parents/guardians/families and local residents will no longer meet daily in the Nantlle community when dropping off/picking up children from the school. The school invites the community to the school for school activities within and outside of school hours like coffee evenings, presentations from the children and assemblies. However, Llys Llywelyn Centre is available to host activities in the area as well as Trigonos Plas Baladeulyn. In order to mitigate any negative effects, the Local Authority and the Governing Body of Talaerau (Ysgol Talysarn and Ysgol Brynaerau Federation) could consider ways to promote the use of the Welsh language by including the Nantlle community in the school's community activities. In addition, if the proposal is implemented, the Authority will have to consider options for the future use of the school building, taking into account the community activities currently held at the school.
Cymraeg 2050, Welsh Government	<i>Through the responses to the consultation, concern was expressed that the proposal could have a negative impact as the school is considered central to sustaining the daily use of Welsh among children, families and the wider community. It was noted that the school provides strong linguistic immersion, supports the integration of new families into Welsh-language life, and normalises the use of Welsh beyond the classroom within community life. The view was expressed that the loss of the school could lead to a gradual decline in the use of the Welsh language.</i>

	It is noted that any discussions relating to organisation need to note the Welsh Government's effort to reach the goal of one million Welsh speakers by 2050. Should the proposal to close Ysgol Baladeulyn be implemented, it is anticipated that some elements of community events would be affected. In order to mitigate any negative impacts, the Local Authority and the Governing Body of the Talaerau Federation (the Federation of Ysgol Talysarn and Ysgol Brynaerau) could consider approaches to promoting the use of the Welsh language by involving the Nantlle community in the school's community activities. In addition, should the proposal be implemented, the Authority would need to consider options for the future use of the school building, taking into account the community activities that are currently held at the school. In terms of education provision, Ysgol Baladeulyn and Ysgol Talysarn are Category 3, Welsh-medium primary schools. As a result, if the proposal to close Ysgol Baladeulyn and transfer learners to Ysgol Talysarn is implemented, learners would continue to be educated in a Welsh-medium, Category 3 school. It is not anticipated that the proposal would have a negative impact on the Welsh language, primarily because: - January 2026 PLASC statistics show that 29% of learners at Ysgol Baladeulyn speak Welsh fluently at home, and 37% of learners at Ysgol Talysarn do so. - The proposal to close Ysgol Baladeulyn and offer places to its learners at a nearby school (Ysgol Talysarn) would mean that Baladeulyn catchment learners would continue to be educated in a Welsh-medium school, category 3. - Learners would be taught in larger classes with more children of the same age group, and it is anticipated that the proposal would strengthen opportunities for learners to socialise in Welsh with more of their peers. On this basis, if the proposal is implemented, it is anticipated that there would be more opportunities for Baladeulyn catchment area learners to use Welsh informally with their peers both inside and outside the classroom, and the vitality level of Welsh and informal use of the language would be stronger.
To what extent the proposal would support the targets in the Welsh in Education Strategic Plan approved (Welsh in Education Strategic Plan (2022-2032)	Ysgol Baladeulyn and Ysgol Talysarn are Welsh-medium primary schools, category 3. Ysgol Baladeulyn and Ysgol Talysarn operate the objectives of Cyngor Gwynedd's Welsh in Education Strategic Plan 2022-2032. This includes: • That all learners in the county have appropriate language skills in Welsh and English, and that this expectation is consistent across all schools.

	• That there is appropriate provision to enable every learner to develop bilingual proficiency. In this context, schools are expected to continue nurturing the skills of those learners who are Welsh speakers, and to introduce Welsh to those who are learners. • That all educational institutions in the county reflect and reinforce the Language Policy in their administration, social life, and routine management, as well as in their curriculum provision. As a result, if the proposal to close Ysgol Baladeulyn and transfer learners to Ysgol Talysarn is implemented, learners would continue to be taught in a Welsh-medium school, Category 3, which operates objectives and supports the targets of the WESP. On the basis of the above, it is not anticipated that implementing the proposal would have a negative impact on the achievement of Outcomes 1, 2, 3, 5, and 6 of the Cyngor Gwynedd Welsh in Education Strategic Plan 2022-2032, namely: Outcome 1: More nursery/3-year-old children receiving Welsh-medium education. Outcome 2: More reception/5-year-old children receiving Welsh-medium education. Outcome 3: More children continuing to improve their Welsh skills when transferring from one stage of their statutory education to another. Outcome 5: More opportunities for learners to use Welsh in different contexts within the school. Outcome 6: Increase in Welsh-medium education provision for learners with additional learning needs (ALN) (in accordance with the duties set out by the Additional Learning Needs and Education Tribunal (Wales) Act 2018). As a result, it is concluded that implementing the proposal would align with the objectives of the Welsh in Education Strategic Plan 2022-32, and the targets approved in the Welsh Strategic Plan.
How the proposal would expand or reduce Welsh-language provision, and in cases where it would reduce provision, explain why the provision would be reduced	The proposal would mean that a Welsh-medium school, Category 3 (Ysgol Baladeulyn), would close. However, if the proposal is implemented, learners would be offered a place in an alternative school, which is also a Welsh-medium, Category 3 school, namely Ysgol Talysarn. Ysgol Talysarn has sufficient capacity for current learners of Ysgol Baladeulyn who live in the Baladeulyn catchment area.
Compliance with the Welsh Language Standards (Welsh Language (Wales) Measure 2011)	The Council confirms that the entire statutory process in relation to reviewing the future of Ysgol Nebo has been carried out in accordance with the requirements of Welsh Language Standards 88-93 under the Welsh Language (Wales) Measure 2011. In accordance with Standards 88, 89 and 90, conscientious consideration was given to the possible effects that the policy decision could have on opportunities to use the Welsh language and on not treating the Welsh language less favourably than English, including consideration of the positive and adverse effects possible, how the proposal could be formulated or modified in order to ensure more positive effects, and how any potential adverse effects could be reduced. In addition, in accordance with Standards 91, 92 and 93, an opinion was considered and sought through the statutory consultation process regarding these linguistic effects, including an opinion on how the

	proposal could be formulated or modified in order to increase positive effects or reduce adverse effects on the Welsh language. These requirements were supported by carrying out this Linguistic Impact Assessment, together with related impact assessments, including the Equality Impact Assessment, and it is noted that these assessments have been reviewed and updated following consideration of the responses received during the statutory consultation.

4. CONCLUSION

Our expectations are that all learners in the County have a balanced, age-relevant bilingualism so they can be complete members of the bilingual society they are part of. The proposals for reorganisation will need to take full account of all the linguistic effects. Maintaining and improving the use of Welsh as an educational and social language among children will be a key consideration when drawing up proposals within the area.

Responses to the statutory consultation have highlighted a wide range of perspectives regarding the potential impact of the proposal on the Welsh language. It was noted that the school provides exceptional Welsh-medium education and creates an environment in which children speak Welsh confidently and consistently, strengthening the language as a primary social medium as well as an educational one. It was stated that the school plays an important role in integrating new families, including those from English-speaking backgrounds, into the Welsh-language life of the village. It was emphasised that the school makes a significant contribution to the use of Welsh in informal contexts, such as social gatherings, after-school play and interactions between parents and local residents. Concerns were expressed that the loss of the school could undermine the local linguistic ecosystem, leading to a gradual decline in the community use of the Welsh language.

The Council acknowledges the concerns raised regarding the role of Ysgol Baladeulyn in supporting the community use of the Welsh language within the village, and accepts that the comments highlight the possible detrimental impact on local linguistic vitality outside the formal educational provision. However, based on the information available, the Council's view is that the proposed option is not likely to have a negative impact on Welsh-medium education provision or on learners' language opportunities, for the following reasons:

- The January 2026 PLASC data show that 29% of learners at Ysgol Baladeulyn speak Welsh fluently at home, compared with 37% of learners at Ysgol Talysarn.
- The proposal to close Ysgol Baladeulyn and offer places for learners in a nearby school (Ysgol Talysarn) means that learners in the Nantlle catchment area would continue to be educated in a Welsh-medium school.
- It is anticipated that learners would be taught in larger classes and with more children from the same age group, and that the proposal would strengthen opportunities for learners to socialise in Welsh with a wider group of their peers.

Given the above, if the proposed option were to be implemented, it is anticipated that there would be increased opportunities for learners from the Ysgol Baladeulyn catchment area to use Welsh informally with their peers both inside and outside the classroom, and that the vitality of the Welsh language and the level of informal language use would be stronger.

At the same time, having considered the consultation responses, the Council recognises that the option to close Ysgol Baladeulyn could have a potential negative impact on the use of Welsh within the local community, particularly in terms of its use as a community language outside the educational context. However, it is noted that consideration could be given to mitigation measures, by promoting the use of Welsh through involving the Nantlle community in the alternative school's community activities, as well as considering suitable options for the future use of the school building, taking into consideration the community activities currently held there.

In the educational context, based on the above, it is anticipated that, if the proposal is implemented, there would be more opportunities for learners in the Baladeulyn catchment area to use Welsh informally with their peers inside and outside the classroom, and that the level of vitality of the Welsh language and the informal use of the language would be stronger.

**WELL-BEING AND FUTURE GENERATIONS ACT
IMPACT ASSESSMENT –
YSGOL BALADEULYN**

May 2026

1. INTRODUCTION

As a Council, we are committed to the principles within the Well-being of Future Generations (Wales) Act 2015 to improve the economic, social, environmental and cultural well-being of communities in Gwynedd.

The Council's vision:

Our vision as a Council is to support all the people of Gwynedd to thrive and live full lives in their community, in a county which is one of the best counties to live in.

The Council has adopted well-being objectives which reiterate the national well-being goals, to ensure the following for the residents of Gwynedd:

- Giving our children and young people the best possible start in life
- Strengthening the economy and supporting the residents of Gwynedd to earn a worthy wage
- Supporting the people of Gwynedd to live in suitable and affordable homes in their communities
- Supporting the residents of Gwynedd to live full and safe lives in our communities
- Ensuring that we give every possible opportunity for our residents to use the Welsh language in the community
- Protecting the natural beauty of the county, and responding positively to the climate change crisis
- Putting the people of Gwynedd first and treating them fairly and ensuring that the Council performs effectively and efficiently.

The table below outlines the link between our well-being objectives and the national well-being goals.

	Llewyrchus	Cydnerth	Iachach	Cyfartal	Cymunedau Cydlynus	Diwylliant bywiog lle mae'r iaith Gymraeg yn ffynnu	Yn gyfrifol ar lefel fyd-eang
GWYNEDD YFORY Rhoi'r cychwyn gorau posib mewn bywyd i'n plant a'n pobl ifanc							
GWYNEDD LEWYRCHUS Cryfhau'r economi a chefnogi trigolion Gwynedd i ennill cyflogau teilwng							
GWYNEDD GLYD Cefnogi pobl Gwynedd i fyw mewn cartrefi addas a fforddiadwy yn eu cymunedau							
GWYNEDD OFALGAR Cefnogi trigolion Gwynedd i fyw bywydau llawn a diogel yn ein cymunedau							
GWYNEDD GYMRAEG Sicrhau ein bod yn rhoi pob cyfle posib i'n trigolion ddefnyddio'r Gymraeg yn y gymuned.							
GWYNEDD WERDD Gwarchod harddwch naturiol y sir, ac ymateb yn gadarnhaol i'r argyfwng newid hinsawdd							
GWYNEDD EFFEITHLON Rhoi trigolion Gwynedd yn gyntaf gan eu trin yn deg a sicrhau fod y Cyngor yn perfformio'n effeithiol ac effeithlon							

The Education Department has a role to promote the Act's well-being aims amongst learners through its activities and projects. The Act places a duty on public bodies in Wales to improve economic, social, environmental and cultural well-being. As part of the duty, the Council has published well-being objectives that outline the way it will improve well-being in the "Gwynedd Plan 2018-23".

2. HOW DOES THE PROPOSAL MEET CYNGOR GWYNEDD'S WELL-BEING OBJECTIVES?

The proposal:

On 14 October 2025, the Cyngor Gwynedd Cabinet decided to undertake a statutory consultation process on a proposal to close Ysgol Baladeulyn on 31 December 2026, and to provide a place for learners at Ysgol Talysarn from 1 January 2027 onwards, in accordance with the requirements of Section 48 of the School Standards and Organisation (Wales) Act 2013.

The consultation was held between 10 December 2025 and 28 January 2026.

Objectives	
Giving our children and young people the best possible start in life	During the statutory consultation, respondents expressed that the school provides children with a strong and supportive start in life through a small and nurturing environment that supports wellbeing, confidence and social development. In addition, it was noted that vulnerable learners rely on the small and stable environment to develop and maintain their language skills. Concerns were expressed that moving children to a larger school further from home could undermine these benefits, increasing stress and making the transition difficult for learners, particularly vulnerable learners or those with Additional Learning Needs. The Council acknowledges that there may be some negative impact on learners' wellbeing during the transition period. Should Ysgol Baladeulyn close, the authority and the alternative school would work closely with the closing school, with the learners and their families, to ensure a smooth transition and to support learners as they settle into their new schools. It is anticipated that carefully planned transition arrangements, with appropriate support, can mitigate negative impacts and support the continuity of educational progress. As stated in the Gwynedd Parents' Handbook, learners with ALN have the right to continue receiving the provision set out in their Individual Development Plan, and it is the Authority's duty to ensure that this provision continues even when school arrangements change. The Council is committed to prioritising individual needs, including those of vulnerable children and/or learners with additional learning needs, should the school close. However, the Council remains of the opinion that the proposal will ensure that children in the area gain experiences by socialising with a wider range of age-relevant peers, receive high quality education in a school that is able to offer a learning environment and experiences to a wider range of learners.
Strengthening the economy and supporting the residents of Gwynedd to earn a worthy wage	It is anticipated that implementing the proposal would likely have a negative impact on this objective, as it could lead to staff redundancies. Cyngor Gwynedd, in conjunction with Trade Unions and headteachers have developed a detailed staffing policy. The policy will form the basis for any change in staff employment deriving from any proposal. Clear and open communication will be a core part of the successful implementation of any proposals.
Supporting the people of Gwynedd to live in suitable and affordable homes in their communities	No impact.
Supporting the residents of Gwynedd to live full and safe lives in our communities	Ensuring that the learners receive education of the highest quality will be integral to the proposal, to ensure that they receive an education of the same standard and quality in the alternative school.
Ensuring that we give every possible opportunity for our residents to use the Welsh language in the community	Strong concern was expressed by respondents to the consultation that the proposals could have a detrimental impact on the Welsh language and community life, with the view that the school is central to sustaining Welsh as a living and natural language in the life of the village. It was noted that the school acts as an important hub for Welsh-language life of the village, contributing to the use of the language beyond school

	hours, and reference was made to how the school integrates new families, including those who are not fluent Welsh speakers, into local Welsh-language life. Concerns were expressed that losing the school could undermine the local linguistic ecosystem, leading to a gradual decline in the use of the Welsh language in the community. As part of the statutory process, the Authority undertook an assessment of the impact of the proposal on the Welsh language. This assessment was updated following consideration of the comments received during the statutory consultation. In the conclusion of the assessment, it is noted that the Council recognises the concerns raised regarding the role of Ysgol Baladeulyn in supporting the community use of the Welsh language within the village, and accepts that comments received highlight a potential negative impact on elements of local linguistic vitality outside the formal educational provision. However, based on the information available, the Council is of the view that the proposed option is not likely to have a negative impact on Welsh-medium education provision or learners' language opportunities, for the following reasons: • The January 2026 PLASC data show that 29% of learners at Ysgol Baladeulyn speak Welsh fluently at home, compared with 37% of learners at Ysgol Talysarn. • The proposal to close Ysgol Baladeulyn and offer places for learners in a nearby school (Ysgol Talysarn) means that learners in the Nantlle catchment area would continue to be educated in a Welsh-medium school. • It is anticipated that learners would be taught in larger classes and alongside more children from the same age group, and that the proposed option would strengthen opportunities for learners to socialise in Welsh with a wider group of their peers. Given the above, if the proposed option were to be implemented, it is anticipated that there would be increased opportunities for learners from the Ysgol Baladeulyn catchment area to use Welsh informally with their peers both inside and outside the classroom, and that the vitality of the Welsh language and the level of informal language use would be stronger. At the same time, having considered the consultation responses, the Council recognises that the option to close Ysgol Baladeulyn could have a potential negative impact on the use of Welsh within the local community, particularly in terms of its use as a community language outside the educational context. However, it is noted that consideration could be given to mitigation measures, by promoting the use of Welsh through involving the Nantlle community in the alternative school's community activities, as well as considering suitable options for the future use of the school building, taking into consideration the community activities currently held there. In the educational context, based on the above, it is anticipated that, if the proposal is implemented, there would be more opportunities for learners in the Baladeulyn catchment area to use Welsh informally with their peers inside and outside the classroom, and that the level of vitality of the Welsh language and the informal use of the language would be stronger.
Protecting the natural beauty of the county, and responding positively to the climate change crisis	No impact.
Putting the people of Gwynedd first and treating them fairly and ensuring that the Council performs effectively and efficiently	No impact.

3. DOES THE PROPOSAL MEET THE WELL-BEING GOALS OF THE ACT?

Aim	Does the proposal contribute to this goal?	Negative impact mitigating measures for this goal:
A prosperous Wales An innovative society which uses resources proportionately, a well-educated population which generates wealth and provides employment opportunities.	The proposal to close Ysgol Baladeulyn and educate the children in Ysgol Talysarn would mean that the learners foster experiences by socialising with a broader range of age-relevant peers and receive a quality education at a school which can offer a learning environment and experiences to a broader range of learners. Introducing this proposal could lead to staff losing their jobs.	Staff and Union representatives will be consulted specifically as part of the statutory consultation period. Cyngor Gwynedd has developed a detailed staffing policy, jointly with Trade Unions and headteachers. Any redundancies resulting from this proposal will have to comply with that policy. Clear and open communication will play a core part in the implementation of any proposals.
A resilient Wales A nation which maintains and enhances a biodiverse environment with healthy ecosystems that support resilience and the capacity to adapt to change (for example climate change).	It is not anticipated that the proposal is likely to impact this aim.	No impact
A healthier Wales A society in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood.	It is not anticipated that the proposal is likely to impact this aim.	No impact

A more equal Wales

A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio-economic background and circumstances).

During the statutory consultation, concerns were expressed that changes to the current arrangements could lead to less equitable experiences for some children, particularly the most vulnerable. Specific concerns were raised regarding the experiences of learners with additional learning needs, with the view that the school's small size supports continuity, stability and effective personalised support. Concerns were also expressed that transferring to a larger and unfamiliar school could have a negative impact on vulnerable children or those with ALN.

In addition, a strong view was expressed that the proposal would have a negative impact on the wellbeing of families facing socio-economic disadvantage, particularly families without easy access to a car, with reference made to unreliable public transport. The Council remains of the opinion that that the proposal will improve the Authority's ability to *"provide education of the best possible quality that will provide the county's children with the experiences, skills and confidence to develop into bilingual, successful and well-rounded citizens"* in accordance with the 'Excellent Primary Education for the Children of Gwynedd' strategy.

Although concerns have been expressed regarding the potential impact on vulnerable children, including learners with additional learning needs and emotional difficulties, specific mitigation measures are in place to ensure that the proposal would not result in exclusion or disproportionate discrimination.

In accordance with the Additional Learning Needs and Education Tribunal (Wales) Act 2018 and the ALN Code for Wales, the Local Authority has a duty to ensure that every learner with additional learning needs continues to receive the provision set out in their Individual Development Plan, regardless of any change in school arrangements. If the proposal were to be implemented, transition arrangements would be carefully planned, with appropriate support for learners and families, including early engagement with the receiving school, relevant support staff and support services.

Should the proposal be implemented, it is anticipated that provision at Ysgol Talysarn would include access to a wider range of expertise, peers and professional support, with the aim of maintaining or improving learners' wellbeing, inclusion and educational experience.

In relation to families from socio-economically disadvantaged backgrounds, it is noted that school transport arrangements would be administered in accordance with the Council's statutory policy, ensuring that cost or accessibility of transport does not present a barrier to equal access to education. Potential impact on individual families would be considered where relevant.

Following consideration of the comments submitted during the statutory consultation, the Equality Impact Assessment was updated to reflect the concerns raised and their potential impact on protected characteristics and wider equality. This assessment identifies that the proposal could lead to potential partially negative effects on some groups, including in relation to Disability, Age, the Welsh Language and Socio-Economic Considerations. However, the further assessment also notes that potential positive effects could arise should the proposal be implemented, including in relation to access to broader educational provision, additional social and educational opportunities, and access to extended expertise and support.

		In order to mitigate any potential negative effects, it is noted that robust policies and procedures are already in place within the Authority, applicable to all schools across the county, to ensure compliance with equality duties, prevent unlawful discrimination, and promote equal opportunities for all learners. In addition, it is noted that robust policies and arrangements are in place to ensure that the proposal would take equal rights into account and align with them. It is also noted that measures are already in place to ensure that there is no unlawful discrimination or harassment.
A Wales of cohesive communities Attractive, viable, safe and well-connected communities.	During the statutory consultation, it was consistently expressed that the school is a core element of village life and central to the identity of the community. Attention was drawn to the school's role in facilitating daily social interaction between families and local residents. Concerns were expressed that closing the school would reduce the natural opportunities for people to meet, socialise and maintain informal community connections. It was emphasised that a local primary school is an important factor in attracting and retaining young families. The community of Nantlle is strong and vibrant and it is acknowledged that the closure of Ysgol Baladeulyn could have some negative impact on the community.	As part of the statutory process, the Authority undertook an assessment of the impact of the proposal on the community. This assessment was updated following consideration of the comments received during the statutory consultation. In the latest assessment, it is noted that there would be some likely negative impact on the community should the option to close Ysgol Baladeulyn be implemented, as this would result in the loss of a school within the Nantlle community as a community hub. In addition, should Ysgol Baladeulyn close, it is acknowledged that the local school would be located further away from homes within the current Ysgol Baladeulyn catchment area, and from a deprivation perspective this would mean that one of the 'access to services' indicators would move further away from residents of the area. As a result, some negative impact on the local community is anticipated if the school were to close. However, it is noted that a significant proportion of children in the catchment area (75%) already attend other schools, including Ysgol Talysarn (50%), which suggests that community and educational links with neighbouring communities already exist. Should the Cabinet decide to proceed with the closure of Ysgol Baladeulyn, the Council would seek to mitigate the impact on the community by encouraging and supporting ongoing links between the Nantlle community and the alternative school, promoting community collaboration where appropriate and ensuring that residents and families are aware of the opportunities, facilities and activities available at the alternative school. In addition, it is noted that, should a decision be made to close the school, the Authority's Post-Use Policy would operate as a framework for undertaking further discussions regarding appropriate options for the future use of the school building, including community use where appropriate, in order to seek to mitigate any negative impact on the local community.

A Wales of vibrant culture and thriving Welsh Language

A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation.

In the responses to the consultation, it was noted that the school plays an important role in integrating new families, including those from English-speaking backgrounds, into the Welsh-language life of the village. Concerns were expressed that the loss of the school could undermine this process, leading to less natural use of the Welsh language among new families. It was emphasised that the school makes a significant contribution to the use of Welsh in informal contexts, such as social gatherings, after-school play, and interactions between parents and local residents. Respondents to the consultation also noted concerns that transferring learners to a school with a weaker linguistic profile could reduce the level of Welsh-language immersion. Reference was made to Ysgol Baladeulyn's work in relation to the Welsh Language Charter, noting that the school has achieved the Gold Award.

The Council acknowledges the concerns regarding the potential impact of closing Ysgol Baladeulyn on the linguistic vitality of the local community. However, based on the most recent data and the fact that learners from the Baladeulyn catchment area would continue to be educated in a Welsh-medium school with wider opportunities to socialise through the medium of Welsh, it is anticipated that the proposal would maintain or even strengthen the informal use of Welsh among learners.

Nevertheless, the Council also recognises that, should a decision be made to close the school, the change could lead to a negative impact on the use of Welsh as a community language outside the school setting, and would consider mitigation measures such as involving the Baladeulyn community in the activities of the alternative school and exploring options for the future use of the school building.

As part of the statutory process, the Authority undertook an assessment of the impact of the proposal on the Welsh language. This assessment was updated following consideration of the comments received during the statutory consultation. In the conclusion of the assessment, it is noted that the Council recognises the concerns raised regarding the role of Ysgol Baladeulyn in supporting the community use of the Welsh language within the village, and accepts that comments received highlight a potential negative impact on elements of local linguistic vitality outside the formal educational provision.

However, based on the information available, the Council is of the view that the proposed option is not likely to have a negative impact on Welsh-medium education provision or learners' language opportunities, for the following reasons:

- The January 2026 PLASC data show that 29% of learners at Ysgol Baladeulyn speak Welsh fluently at home, compared with 37% of learners at Ysgol Talysarn.
- The proposal to close Ysgol Baladeulyn and offer places for learners in a nearby school (Ysgol Talysarn) means that learners in the Nantlle catchment area would continue to be educated in a Welsh-medium school.
- It is anticipated that learners would be taught in larger classes and alongside more children from the same age group, and that the proposed option would strengthen opportunities for learners to socialise in Welsh with a wider group of their peers.

Given the above, if the proposed option were to be implemented, it is anticipated that there would be increased opportunities for learners from the Ysgol Baladeulyn catchment area to use Welsh informally with their peers both inside and outside the classroom, and that the vitality of the Welsh language and the level of informal language use would be stronger.

At the same time, having considered the consultation responses, the Council recognises that the option to close Ysgol Baladeulyn could have a potential negative impact on the use of Welsh within the local community, particularly in terms of its use as a community language outside the educational context. However, it is noted that consideration could be given to mitigation measures, by promoting the use of Welsh through involving the Nantlle

		community in the alternative school's community activities, as well as considering suitable options for the future use of the school building, taking into consideration the community activities currently held there. In the educational context, based on the above, it is anticipated that, if the proposal is implemented, there would be more opportunities for learners in the Baladeulyn catchment area to use Welsh informally with their peers inside and outside the classroom, and that the level of vitality of the Welsh language and the informal use of the language would be stronger.
A globally responsible Wales A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being.	It is not anticipated that the proposal is likely to impact this aim.	No impact

4. PRINCIPLES OF SUSTAINABLE DEVELOPMENT

Principles of Sustainable Development	Does the proposal consider the principle?
Long Term Balance short term needs with long term ones and plan for the future.	The pattern of declining learner numbers has been consistent since 2016, with projections showing that the numbers of learners in Ysgol Baladeulyn will reduce further over the coming years, which demonstrates that the current challenges facing the school are long-term and clearly shows that the case for change is clear.
Prevention Allocate resources to prevent problems from occurring or getting worse. We will address problems by prevention and early intervention rather than being responsive.	Should the Cabinet decide to take further steps, the learners' needs will be the priority during all steps of any process.
Integration Have a positive effect on people, the economy, the environment and culture.	The authority decided to begin the process of examining the future of Ysgol Baladeulyn due to the urgent situation facing the school.
Collaboration Work with other partners to provide services.	Collaboration with other relevant departments and the alternative school will be an important part of achieving the objectives for the benefit of the school and the catchment's children.
Involvement (Communication and Engagement) Involve the people of Gwynedd when seeking to realise our plan and ensure that those people reflect the diversity of the area.	The proposal will be subject to public consultation, and consultation for children. The process to date has included local review meetings to engage with the relevant stakeholders of the school. These meetings have involved the Governing Body, staff, and parents of Ysgol Baladeulyn.

5. CONCLUSION

Following consideration and assessment in accordance with the requirements of the well-being act, the seven well-being act goals and the Council's well-being objectives, it is concluded that the proposal meets the requirements.

During the statutory consultation, concerns were raised regarding the impact of the proposal on vulnerable children, learners with additional learning needs, the wellbeing of families facing socio-economic disadvantage, and the linguistic and community vitality of the village.

It is acknowledged that should the Cabinet decide to proceed with the proposal, it could result in the loss of a school within the Nantlle community. However, it is noted that a significant proportion of children living within the school's catchment area (75%) already attend other schools, including Ysgol Talysarn (50%), suggesting a link between the schools, and the community of the school already exist. Every effort would be made to mitigate the impact on the community by encouraging links between the communities and Ysgol Talysarn, should the proposal be implemented. Should the proposal be approved, discussions would take place to discuss the possibility that Ysgol Talysarn's community activities would include the Nantlle community where appropriate.

The Council is committed to ensuring that any transition arrangements prioritise individual needs, including those of vulnerable children and learners with additional learning needs, should the school close.

It is anticipated that the proposal would ensure that children in the area are educated on a site that is suitable and in a naturally Welsh-speaking society, increasing opportunities for socialising and collaborating with others and giving them a fair chance to thrive among their peers.

Assess the Impact on the People of Gwynedd

This document assesses what impact the policy, procedure, plan, etc. will have on the county's population and operates based on a number of legislations.

- **Equality Act 2010.** It places a duty on public organisations to give due attention to the impact of any new policy, procedure or plan, etc. (or as they are adapted) on persons with protected characteristics. We are required to
 - eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act.
 - advance equality of opportunity between people who share a relevant protected characteristic and those who do not.
 - foster good relations between people who share a protected characteristic and those who do not.

In Wales, the specific duty notes the need to undertake an impact assessment following specific guidelines to consider the impact that any changes in any policy or procedure (or the creation of a new policy or procedure), will have on persons with protected equality characteristics. A timely assessment should be made before any decision is taken on any relevant change (i.e. that affects people with protected equality characteristics).

- **Socio-economic Duty.** Wales has implemented this further duty, which is part of the Equality Act 2010, and places a duty to address socio-economic disadvantages in strategic decisions.
- **Welsh Language Standards (Section 44 Welsh Language Measure (Wales) 2011).** The Council is required to consider the impact that any change in any policy or procedure (or the creation of a new policy or procedure), will have on opportunities for people to use the Welsh language and to ensure that the Welsh language is not treated less favourably than English. This document therefore ensures that these decisions safeguard and promote the use made of the Welsh language.
- **Well-being of Future Generations Act 2015.** The Council has a duty to put the five ways of working in place and to respond to the seven national well-being goals.
- **Armed Forces Act 2021.** Councils must give due attention to the impact of this proposal on those who serve or who have served in the Armed Forces, as well as their families.

Ysgol Baladeulyn

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STEP 1 – Main Aims and Objectives of the Policy or Practice

1. What kind of document or procedure is being assessed?

- New and revised policies, practices or procedures (which modify service delivery or employment practices)

2. What are the overall aims, objectives and intended outcomes of the policy or practice?

On 14 October 2025, Cyngor Gwynedd Cabinet decided to undertake a statutory consultation process on a proposal to close Ysgol Baladeulyn on 31 December 2026, and to provide a place for learners at Ysgol Talysarn from 1 January 2027 onwards, in accordance with the requirements of Section 48 of the School Standards and Organisation (Wales) Act 2013.

The consultation was held between 10 December and 28 January, and 30 responses to the consultation were received.

Ysgol Baladeulyn has been prioritised for a review of the educational provision as the school is facing a number of challenges. Learner numbers at the school have fallen consistently in recent years and have been fragile for some time. Consequently, it is likely that the school is facing increasing challenges, including:

- **Number of learners** – Census PLASC data from January 2026 shows that only 6 full-time learners were attending the school with 2 children in the Nursery Class. The school has a capacity for 55 learners Admission to Year 6 (+7 in the Nursery Class).
- **Learners in the catchment area** – January 2026 data shows that only 25% of Ysgol Baladeulyn catchment area learners choose to attend the school. 75% of learners in the catchment area choose to attend schools outside the catchment area.
- **Projections of numbers** - Projections of numbers (including the Nursery Class) recommend that the numbers will remain fragile into the future: September 2026=9; September 2027 = 9; September 2028= 8
- **High percentage of surplus places** - Based on January 2026 figures, there are approximately 89% empty places (49 in number).

- **Small class sizes** – In Ysgol Baladeulyn (September 2025) there is one class which includes all learners in the school - namely 6 Reception-Year 6 learners (Reception, Years 1 and 2, and Years 4 and 5) and 2 Nursery learners. Within this class, different groups are formed at different times of the day, with the assistants leading the activities (with the youngest learners). This therefore means that the age range in the whole class extends up to 8 years.
- **Broad age ranges within classes** - There is an age range of 8 years in one class.
- **Additional funding to the usual allocation** - Ysgol Baladeulyn receives an additional amount to the normal allocation through the minimum staffing policy (which guarantees at least a headteacher and a teacher in every school, and a headteacher and an assistant in schools with less than 15 full-time learners). The total additional amount during the 2026-27 financial year (based on September 2025 numbers) will be £74,446
- **Cost per learner** – The average cost per learner at Ysgol Baladeulyn in 2026-27 will be £25,123 compared to the county average of £5,998.

3. Who are the main consultative groups (stakeholders)?

- Staff, Governors and Parents/Guardians of Ysgol Baladeulyn
- A statutory consultation was held on the proposal, consulting with all consultees specified in the School Organization Code.
- Education Department and Officers from other Cyngor Gwynedd departments.

STEP 2 – Engagement Data and Assessing the Impact

4. Has any effort been made to comply with the duty to engage in accordance with what is described above and has enough information been gathered to move forward?

Yes

The engagement details. Note any consultation or engagement you have conducted or intend to conduct.

Action	Dates	Information
Ysgol Baladeulyn Review Panel 1	17 March 2025	The Ysgol Baladeulyn School Review Panel (SRP) was established in March 2025 and a series of meetings were held between March and July 2025, with the last of these held on 7 July 2025. The SRP membership included the school's headteacher and staff, governors, the Local Member, parents and guardians. During the meetings, a number of options were considered for primary education in the Ysgol Baladeulyn catchment area to ensure a sustainable
Ysgol Baladeulyn Review Panel 2	19 May 2025	
Ysgol Baladeulyn Review Panel 3	7 July 2025	

		provision for the future and respond specifically to the small numbers of learners.
Statutory Consultation	December 2025 – January 2026	A statutory consultation was held on the proposal, in accordance with the School Organisation Code. The consultation was held between 10 December and 28 January, and 30 responses to the consultation were received.

5. What information is available about the impact on each of the following characteristics and subjects?

	Evidence, Information and Relevant Data	Potential Positive and/or Negative Impact
Race	Gwynedd schools have relevant policies in place to protect individuals from any discrimination based on race, such as Equality, Inclusion and Anti-bullying Policies. The Anti-bullying Policy provided by Cyngor Gwynedd states anti-bullying guidelines and procedures based on factors such as race in the school. Also, it is states in the Equality policy that is implemented by Gwynedd primary schools that schools <i>"... are opposed to all types of prejudice and discrimination and acknowledge that pupils have different needs, requirements and objectives."</i> Therefore, it is not anticipated that this proposal would have a negative impact on this characteristic.	None
Disability	During the statutory consultation, concerns were raised about the negative impact of the proposal on certain groups of learners, particularly those with complex additional learning needs, of transferring to a new school that is larger and unfamiliar to them. Questions were also raised about whether the continuity of support, such as support staff and the number of support hours for an ALN learner, would transfer to the alternative school in order to mitigate the impact of moving to a new school. It was noted that parents had specifically chosen Ysgol Baladeulyn because of the care,	As a result of the comments received during the consultation, a potential negative impact was identified for some learners with complex additional learning needs, due to concerns about transferring to a larger and unfamiliar school, and about whether continuity of support staff for the learner would be maintained at the alternative school in order to mitigate any potential negative impact.

	learning environment and personal support that learners receive in a smaller school. The Council notes these concerns, and although it cannot be guaranteed that the continuity of support staff would be maintained at the alternative school, it is noted that each request is assessed on an individual basis. As stated in the Gwynedd Parents' Handbook 2025/26, learners with additional learning needs have the right to continue to receive the support specified in their Individual Development Plan, and it is the Authority's duty to ensure that this provision continues even when school arrangements change. Should Ysgol Baladeulyn close, the authority and the alternative school would work closely with the learners and their families to ensure a smooth transition and to support learners as they settle into their new schools. The Council is committed to ensuring that any transition arrangements prioritise individual needs, including for vulnerable learners and learners with additional learning needs, should the school close. The Quality and Standards of Education Impact Assessment refers to elements such as improved conditions for the additional learning needs co-ordinator to meet statutory requirements, and the availability of a broader provision map in larger schools. It is not anticipated that the change would have a negative impact on this characteristic. An accessibility assessment of any relevant alternative schools would be held, and we will ensure that any transport provided (in accordance with the Education Department's transport policy) is suitable for the needs of the individual. The needs of any disabled child would be considered in accordance with the Education Department's Accessibility and Equality policies.	However, the Council's assessment is that there would be a neutral or positive impact on this characteristic should the proposal be implemented, as it is anticipated that the alternative school would be able to offer improved conditions for the additional learning needs co-ordinator to meet statutory requirements, and the availability of a broader provision map. An assessment of any relevant alternative schools would be undertaken on the basis of accessibility, and we would ensure that any transport provided (in accordance with the Education Department's transport policy) is suitable for the individual's needs. The needs of any disabled child would be considered in line with the Education Department's Accessibility and Equality policies.
Sex	It is not anticipated that the proposal would have an impact on this characteristic. Implementing the proposal will mean that everyone will be treated according to their need, whatever their gender. Every school implements an Equality Policy stating that the school:	None

	<i>"... is opposed to all types of prejudice and discrimination and acknowledges that pupils have different needs, requirements and objectives."</i>	
Age	During the statutory consultation, it was noted that the current school supports equal opportunities to participate and fosters positive and inclusive relationships between learners, staff and families, with concerns expressed that moving to a larger school could weaken these aspects. Specific concerns were raised regarding wellbeing, mental health and the risk that some learners may find it difficult to transition to a larger school, with potential implications for their educational experience, particularly for children who are naturally shy or lack confidence and who require additional support or a more personalised environment in order to thrive. The Council notes these concerns and notes that equality, inclusion and anti-discrimination safeguarding policies are in place within both the current provision and the alternative school. Should the proposal be implemented, transition arrangements would place emphasis on individual needs. Should the proposal be implemented, it is anticipated that the learners of Ysgol Baladeulyn would benefit from having more age-related peers in their class as there are more learners at Ysgol Talysarn, which will be a way to ensure age-appropriate educational and extra-curricular experiences, as well as access to additional extra-curricular activities. We believe that learners will receive more age-appropriate experiences at the nearby alternative school since the learners will have learning experiences in collective groups, smaller groups, partner work and individually within their specific age range, along with lessons that have been appropriately differentiated for the age range in question. It is anticipated that implementing the proposal would mean that people of any age would be treated fairly and according to their need. Ysgol Baladeulyn and Ysgol Talysarn implement an equality policy stating that the schools:	As a result of the comments received during the consultation, a potential negative impact is identified for some learners (particularly those who are naturally shy, who thrive in smaller classes, or who are socially/emotionally vulnerable), due to concerns that transferring to a larger and unfamiliar school could reduce individual attention and support, thereby increasing the risk of difficulties during the transition period. The Council's assessment is that there would be a neutral or positive impact on this characteristic should the proposal be implemented, as the alternative school would be able to offer classes with a greater number of age-appropriate peers.

	<i>"... are opposed to all types of prejudice and discrimination and acknowledge that pupils have different needs, requirements and objectives."</i>	
Religion and Belief	Ysgol Baladeulyn and the alternative school noted in the proposal (Ysgol Talysarn) are community schools. Every school has an Inclusion Policy that would deal with any discriminatory incident that may occur at the school, which is associated with religion or belief. Therefore, it is not anticipated that this proposal would have an impact on this characteristic.	None
Sexual Orientation	Relationships and sexuality education (RSE) is a statutory requirement in the Curriculum for Wales framework that was published under section 71 of the Curriculum and Assessment (Wales) Act 2021 and is mandatory for all learners aged between 3 and 16. RSE has a positive and empowering role to play in learners' education and it is essential to form and maintain a range of relationships, that are all based on respect and trust on both sides, which is core to relationships and sexuality education. These relationships are crucial to developing emotional well-being, resilience and empathy. An understanding of sexuality with an emphasis on rights, health, equality and fairness empowers the learners to understand themselves, to take responsibility for their own decisions and behaviours and to form relationships. We believe that learners will receive more opportunities to develop relationships and learn collaboratively as part of a larger class in an alternative school. It is not anticipated that the proposal would have an impact on people on the grounds of sexual orientation. Ysgol Baladeulyn and Ysgol Talysarn, the proposed alternative school, implement an equality policy stating that the school: <i>"... is opposed to all types of prejudice and discrimination and acknowledges that pupils have different needs, requirements and objectives."</i>	None

Gender reassignment	It is not anticipated that implementing the proposal would have an impact on people on the grounds of gender reassignment. It is stated in the Equality policy that is implemented by Gwynedd primary schools including Ysgol Baladeulyn and Ysgol Talysarn that the schools <i>"... are opposed to all types of prejudice and discrimination and acknowledge that pupils have different needs, requirements and objectives."</i>	None
Marriage and Civil Partnership	It is not anticipated that the proposal would have an impact on anyone who is married or in a civil partnership, as both schools who are a part of the proposal implement the same policies.	None
Pregnancy and Maternity	It is not anticipated that the proposal would have an impact on anyone who is pregnant, whether staff or parents, as both schools which are a part of the proposal implement the same policies.	None
The Welsh Language	Through the responses to the consultation, concerns were expressed that the closure of Ysgol Baladeulyn could lead to the Welsh language being treated less favourably than English in practice, despite Welsh-medium educational provision continuing. Respondents emphasised that Ysgol Baladeulyn provides an environment in which Welsh is used naturally and socially on a day-to-day basis, not solely as the language of instruction, and that the loss of the school could significantly reduce these opportunities within the local community. It was noted that Ysgol Baladeulyn has a very strong Welsh-language profile compared with other schools in the area, and concern was expressed that moving to a school with a lower proportion of Welsh-language use could have an adverse impact on children's linguistic confidence. It was also noted that the loss of the school could undermine opportunities for people to use Welsh in a living and practical way in everyday community life, with reference made to the natural opportunities for children, parents/guardians and local residents to gather and converse within the community during school drop-off and pick-up times. Concerns were expressed that closing the school could result in the loss of these opportunities, thereby weakening the status of Welsh as a living community language and potentially undermining the principle of not treating the Welsh language less favourably.	As a result of the comments received during the consultation, a potential negative impact is identified on the linguistic confidence and Welsh-language use of learners at Ysgol Baladeulyn should the school close and learners transfer to the alternative school, with reference made to the lower proportion of Welsh-language use at the alternative school. However, the Council's assessment is that there would be a neutral or positive impact on the educational provision aspect of this characteristic should the proposal be implemented, as learners would be taught in larger classes and alongside more children from the same age group. It is anticipated that the proposed option would strengthen opportunities for learners to socialise in Welsh with a wider group of their peers. The Council is not of the view that the proposed option would result in a negative impact on learners' Welsh-medium educational provision. As a result of the comments received during the consultation, a potential negative impact is identified on opportunities for people to use Welsh in a living and practical way in everyday community life, with reference

	It was noted that the school functions as an important hub for the Welsh-language life of the village, contributing to the use of the language beyond school hours, and reference was made to how the school integrates new families, including those who are not fluent Welsh speakers, into local Welsh-language life. Concerns were expressed that closing the school would undermine the wider community use of Welsh, and it was emphasised that the school is a key part of the community's linguistic identity. The Council acknowledges the concerns raised regarding the role of Ysgol Baladeulyn in supporting the community use of the Welsh language within the village, and accepts that the comments highlight a potential negative impact on elements of local linguistic vitality outside the formal educational provision. However, based on the information available, the Council is of the view that the proposed option is not likely to have a negative impact on Welsh-medium education provision or on learners' language opportunities, for the following reasons: • The January 2026 PLASC data show that 29% of learners at Ysgol Baladeulyn speak Welsh fluently at home, compared with 37% of learners at Ysgol Talysarn. • The proposal to close Ysgol Baladeulyn and offer places for learners in a nearby school (Ysgol Talysarn) would mean that learners from the Baladeulyn catchment area would continue to be educated in a Welsh-medium school. • It is anticipated that learners would be taught in larger classes and alongside more children from the same age group, and that the proposed option would strengthen opportunities for learners to socialise in Welsh with a wider group of their peers. Given the above, if the proposed option were to be implemented, it is anticipated that there would be increased opportunities for learners from the Ysgol Baladeulyn catchment area to use Welsh informally with their peers both inside and outside the classroom, and that the vitality of the Welsh language and the level of informal language use would be stronger. At the same time, having considered the consultation responses, the Council recognises that the option to close Ysgol Baladeulyn could	made to the natural opportunities for children, parents/guardians/families and local residents to gather and converse within the community during school drop-off and pick-up times. The Council's assessment is that there would be some negative impact on the community element of this characteristic should the proposal be implemented, as parents/guardians and local residents would no longer meet on a daily basis within the Nantlle community when dropping off and collecting learners from school. Potential measures to mitigate this negative impact are noted, such as promoting the use of the Welsh language by involving the Nantlle community in the school's community activities, and considering options for the future use of the school building, taking into account the community activities currently held at the school.

	have a potential negative impact on the use of Welsh within the local community, particularly in terms of its use as a community language outside the educational context. However, it is noted that consideration could be given to mitigation measures, by promoting the use of Welsh through involving the Nantlle community in the alternative school's community activities, as well as considering suitable options for the future use of the school building, taking into consideration the community activities currently held there. In the educational context, based on the above, it is anticipated that, if the proposal is implemented, there would be more opportunities for learners in the Baladeulyn catchment area to use Welsh informally with their peers inside and outside the classroom, and that the level of vitality of the Welsh language and the informal use of the language would be stronger. The Gwynedd Education Language Policy has the same aim for all of the county's primary schools, and every primary school (except for one) falls into category 3 in accordance with the Welsh Government's Guidance on school categories according to Welsh-medium provision. This means that the learners of Ysgol Baladeulyn will be able to continue to receive their education through the medium of Welsh and bilingually in accordance with the Education Language Policy at Ysgol Talysarn.	
Socio-economic Considerations	Specific concerns were highlighted during the statutory consultation regarding the lack of suitable public transport, unreliable timetables and lower levels of car ownership. It was noted that Talysarn is a deprived area and that this would pose a significant challenge for families who do not drive, low-income families, single parents, and families where disability or limited mobility is a factor, making daily travel to a more distant school very difficult in practical terms. The Council acknowledges these concerns and notes that, should the school close, free transport would be provided to eligible learners in accordance with the County's School Transport Policy, which ensures that all primary-age learners living 2 miles or more from the nearest suitable school are eligible to receive free transport. The policy also includes consideration of walking route	As a result of the comments received during the consultation, a potential negative impact is identified on families experiencing socio-economic disadvantage within a deprived area, with reference made to the lack of suitable public transport and lower levels of car ownership. The Council's assessment is that there would be some negative impact as well as a potential positive impact on this characteristic should the proposal be implemented. The potential negative impact is acknowledged, as the proposal would result in the loss of a school within the Nantlle community and the challenges this may pose for families experiencing socio-economic disadvantage.

	safety and individual needs where relevant. It is not anticipated that any learner from the Ysgol Baladeulyn catchment area would be required to travel an unreasonable distance to school should the proposal be implemented. The Community Impact Assessment shows that there would be some likely negative impact on the community should the proposal be implemented, as this would result in the loss of a school within the Nantlle community. It is also noted that a significant proportion of children in the catchment area (75%) already attend other schools, including Ysgol Talysarn (50%), which suggests that community and educational links with neighbouring communities already exist. It is anticipated that the proposal would reduce social disadvantage by ensuring more experiences and diversity of learning, more resources and access to more services and activities in the alternative school.	However, the Council also anticipates a potential positive impact on this characteristic should the proposal be implemented, through ensuring access to greater learning experiences and a wider variety of educational provision at the alternative school.
Those Who Serve or Who Have Served in the Armed Forces, As Well As Their Families	It is not anticipated that the proposal would have an impact on those who serve or who have served in the armed forces, as well as their families. Learners from military or ex-military families will get the same fair play whichever school they attend.	None
Human Rights	It is not anticipated that implementing the proposal would have an impact on human rights.	None
Other	-	-

6. Are there any data or information gaps, and if so, what are they and how do you intend to address them?

All assessments were updated after considering the responses to the statutory consultation.

7. When considering other key decisions that affect these groups, is there an increasing impact (cumulative impact)?

We are not aware of any proposed policies that would impact on the learners and young people of the area.

8. What does the proposal include to demonstrate you have given due regard to the Public Sector Equality Duty (to promote equality of opportunity; help to eliminate unlawful discrimination, harassment, or victimisation and foster good relations and wider community cohesion) as covered by the three aims of the General Duty in the Equality Act 2010?

It is not anticipated that the proposal would have an impact on the school's statutory duty to protect learners from any discrimination, harassment or victimisation.

The aim is to promote equal opportunities and encourage the alternative school to continue to follow equality policies and procedures. Should the proposal be realised, it is anticipated that learners would receive more equal opportunities when placed in Ysgol Talysarn since the learners would have learning experiences that are based on national learning principles, with a range of methods, including working in collective groups, smaller groups, partner work and individually within their specific age range, along with lessons that have been appropriately differentiated for the age range in question.

During the statutory consultation, concerns were raised about the negative impact of the proposal on certain groups of learners, particularly those with complex Additional Learning Needs, of transferring to a new school that is larger and unfamiliar to them. Questions were also raised as to whether continuity of support, such as support staff members and the number of support hours for an ALN learner, would transfer to the alternative school in order to mitigate the impact of moving to a new school. It was noted that parents had chosen Ysgol Baladeulyn because of the care and education their children receive in a smaller school. The Council acknowledges these concerns, and although it cannot guarantee that continuity of support staff would be maintained at the alternative school, it is noted that each case is assessed on an individual basis. As stated in the Gwynedd Parents' Handbook 2025/26, learners with additional learning needs have the right to continue to receive the support specified in their Individual Development Plan, and it is the Authority's duty to ensure that this provision continues even when school arrangements change. Should Ysgol Baladeulyn close, the authority and the alternative school would work closely with learners and their families to ensure a smooth transition and to support learners as they settle into their new schools. The Council is committed to ensuring that any transition arrangements prioritise individual needs, including vulnerable learners and learners with additional learning needs, should the school close.

During the statutory consultation, it was noted that the current school supports equal opportunities to participate and fosters positive and inclusive relationships between learners, staff and families, with concerns expressed that moving to a larger school could weaken these elements. Specific concerns were raised regarding wellbeing, mental health, and the risk that some learners may find it difficult to transition to a larger school, with potential implications for their educational experience. This was considered to be particularly relevant for learners who are naturally shy or lack confidence and who require additional support or a more personalised environment in order to thrive. The Council notes these concerns and notes that equality, inclusion and anti-discrimination safeguarding policies are in place within both the current provision and the alternative school. Should the proposal be implemented, transition arrangements would place emphasis on individual needs.

In addition, specific concerns were highlighted during the statutory consultation regarding the lack of suitable public transport, unreliable timetables and lower levels of car ownership. It was noted that Talysarn is a deprived area, and that this would pose a significant challenge for families who do not drive, low-income families, single parents, and families where disability or limited mobility is a factor, making daily travel to a more distant school very difficult in practical terms. The Council acknowledges these concerns and notes that, should the school close, free transport would be provided to eligible learners in accordance with the County's School Transport Policy, which ensures that any primary-age learner living 2 miles or more from the nearest suitable school is eligible to receive free transport. The policy also includes consideration of walking route safety and individual needs where relevant. It is not anticipated that any learner from the Ysgol Baladeulyn catchment area would be required to travel an

unreasonable distance to school should the proposal be implemented. The Community Impact Assessment shows that some negative impact on the community is likely should the proposal be implemented, as this would result in the loss of a school within the Nantlle community. It is also noted that a significant proportion of children in the catchment area (75%) already attend other schools, including Ysgol Talysarn (50%), suggesting that community and educational links with neighbouring communities already exist. Should the proposal be implemented, opportunities would be promoted for the alternative school, Ysgol Talysarn, to build on its existing links with the Ysgol Baladeulyn catchment area.

Relationships and sexuality education (RSE) is a statutory requirement in the Curriculum for Wales framework that was published under section 71 of the Curriculum and Assessment (Wales) Act 2021 and is mandatory for all learners aged between 3 and 16. RSE has a positive and empowering role to play in learners' education and it is essential to form and maintain a range of relationships, that are all based on respect and trust on both sides, which is core to relationships and sexuality education. These relationships are crucial to developing emotional well-being, resilience and empathy. An understanding of sexuality with an emphasis on rights, health, equality and fairness empowers the learners to understand themselves, to take responsibility for their own decisions and behaviours and to form relationships. By implementing the proposal, it is anticipated that learners would receive more opportunities to develop relationships and learn collaboratively as part of a larger class.

9. How does the proposal show that due regard has been given to the need to address inequality due to socio-economic disadvantage? (Note that this relates to closing the inequality gap, rather than just improving outcomes for everyone.)

Specific concerns were highlighted during the statutory consultation regarding the lack of suitable public transport, unreliable timetables and lower levels of car ownership. It was noted that Talysarn is a deprived area and that this would pose a significant challenge for families who do not drive, low-income families, single parents, and families where disability or limited mobility is a factor, making daily travel to a more distant school very difficult in practical terms. The Council notes these concerns and notes that, should the school close, free transport would be provided to eligible learners in line with the County's School Transport Policy, which ensures that all primary-age learners living 2 miles or more from the nearest suitable school are eligible to receive free transport. The policy also includes consideration of walking route safety and individual needs where relevant. It is not anticipated that any learner from the Ysgol Baladeulyn catchment area would be required to travel an unreasonable distance to school should the proposal be implemented. The Community Impact Assessment shows that there would be some likely negative impact on the community should the proposal be implemented, as this would result in the loss of a school within the Nantlle community. It is also noted that a significant proportion of children in the catchment area (75%) already attend other schools, including Ysgol Talysarn (50%), which suggests that community and educational links with neighbouring communities already exist.

It is anticipated that implementing the proposal would reduce inequality arising from socio-economic disadvantage by ensuring that learners have access to a wider range of experiences and greater access to services and activities at the alternative school.

By implementing the proposal, the learners of Ysgol Baladeulyn would have a better learning environment at a school with more learners of the same age, and it would ensure that they make the most of their education. It is anticipated that learners would benefit from having more age-related peers at a school with more learners, which will be a way to ensure suitable educational and extra-curricular experiences for them, as well as access to additional extra-curricular activities.

10. How does the proposal show implementation in line with the requirements of the Welsh Language Standards (Welsh Language Measure (Wales) 2011), to ensure that the Welsh language is not treated less favourably than the English language, and to ensure opportunities for people to use the

Welsh language? Also, how does the proposal operate in accordance with the requirements of the Council's Welsh Language Strategy to take advantage of every opportunity to promote the Welsh language (beyond providing bilingual services) and increase opportunities to use and learn the language in the community?

Our expectations are that all of the County's learners have ability-relevant and well-balanced bilingual skills to enable them to be full members of the bilingual society of which they are part. Proposals to change local arrangements would have to take full consideration of all linguistic impacts. Supporting and improving the use of the Welsh language as an educational and social language among learners will be a key consideration when drawing up an option.

The Gwynedd Education Language Policy has the same aim for all of the county's primary schools, and every primary school (except for one) falls into category 3 in accordance with the Welsh Government's Guidance on school categories according to Welsh-medium provision. This means that the learners of Ysgol Baladeulyn will be able to continue to receive their education through the medium of Welsh and bilingually in accordance with the Education Language Policy at Ysgol Talysarn, should the proposal be implemented.

Through the responses to the consultation, strong concerns were expressed that the closure of Ysgol Baladeulyn could lead to the Welsh language being treated less favourably than English in practice, despite Welsh-medium educational provision continuing. Respondents emphasised that Ysgol Baladeulyn provides an environment in which Welsh is used naturally and socially on a day-to-day basis, not only as the language of instruction, and that the loss of the school could significantly reduce these opportunities within the local community. It was noted that Ysgol Baladeulyn has a very strong Welsh-language profile compared with other schools in the area, and concern was expressed that transferring learners to a school with a lower proportion of Welsh-language use could have an adverse impact on learners' linguistic confidence. It was noted that the loss of the school could undermine opportunities for people to use Welsh in a living and practical way in everyday community life, with reference to the natural opportunities for children, parents/guardians/families and local residents to gather and converse within the community during school drop-off and pick-up times. Concern was expressed that closing the school could result in the loss of these opportunities, weakening the status of Welsh as a living community language and potentially undermining the principle of not treating Welsh less favourably. It was also noted that the school operates as an important hub for the Welsh-language life of the village, contributing to the use of the language beyond school hours, and reference was made to how the school integrates new families, including those who are not fluent Welsh speakers, into local Welsh-language life.

The Council acknowledges the concerns raised regarding the role of Ysgol Baladeulyn in supporting the community use of the Welsh language within the village, and accepts that the comments highlight a potential negative impact on aspects of local linguistic vitality outside the formal educational provision.

However, based on the information available, the Council is of the view that the proposed option is not likely to have a negative impact on Welsh-medium education provision or on learners' language opportunities, for the following reasons:

- The January 2026 PLASC data show that 29% of learners at Ysgol Baladeulyn speak Welsh fluently at home, compared with 37% of learners at Ysgol Talysarn.
- The proposal to close Ysgol Baladeulyn and offer places for learners in a nearby school (Ysgol Talysarn) means that learners in the Nantlle catchment area would continue to be educated in a Welsh-medium school.
- It is anticipated that learners would be taught in larger classes and alongside more children from the same age group, and that the proposed option would strengthen opportunities for learners to socialise in Welsh with a wider group of their peers.

Given the above, if the proposed option were to be implemented, it is anticipated that there would be increased opportunities for learners from the Ysgol Baladeulyn catchment area to use Welsh informally with their peers both inside and outside the classroom, and that the vitality of the Welsh language and the level of informal language use would be stronger.

At the same time, having considered the consultation responses, the Council recognises that the option to close Ysgol Baladeulyn could have a potential negative impact on the use of Welsh within the local community, particularly in terms of its use as a community language outside the educational context. However, it is noted that consideration could be given to mitigation measures, by promoting the use of Welsh through involving the Nantlle community in the alternative school's community activities, as well as considering suitable options for the future use of the school building, taking into consideration the community activities currently held there.

In the educational context, based on the above, it is anticipated that, if the proposal is implemented, there would be more opportunities for learners in the Baladeulyn catchment area to use Welsh informally with their peers inside and outside the classroom, and that the level of vitality of the Welsh language and the informal use of the language would be stronger.

The Community Impact Assessment shows that some negative impact on the community is anticipated should the option to close Ysgol Baladeulyn be implemented. It is acknowledged that closing Ysgol Baladeulyn would result in the loss of a school within the Nantlle community; however, the assessment notes that a large proportion of learners living within the school's catchment area already attend other schools, including Ysgol Talysarn. As a result, it is concluded that a link between Ysgol Talysarn and the Ysgol Baladeulyn community already exists.

11. How does this proposal meet the requirements of the Well-being of Future Generations Act by implementing the five ways of working, and respond to the seven national well-being goals, including creating a More Equal Wales?

Through the responses to the statutory consultation, it was stated that Ysgol Baladeulyn makes a significant contribution to the long-term wellbeing of learners, families and the community by providing a stable and supportive environment that promotes wellbeing, equality and community cohesion. It was noted that the current provision supports vulnerable learners or learners with Additional Learning Needs, and sustains Welsh as a living language, with concerns expressed that any changes could undermine these benefits. Attention was also drawn to the way in which the school contributes to several wellbeing objectives by providing local access to education that is central to social interaction and the everyday life of the village, and that promotes the natural use of the Welsh language among people of all ages and backgrounds. Following consideration and assessment in accordance with the requirements of the well-being act, the seven well-being act goals and the Council's well-being objectives were considered, and it is concluded that the proposal meets the requirements.

It is acknowledged that should the Cabinet decide to proceed with this proposal, it may result in the closure of a school in the community of Nantlle, however a large number of the learners living within the school's catchment area already attend other schools, including Ysgol Talysarn, and therefore there is already a link between the schools and the community of that school. Every effort will be made to mitigate any negative impact on the community by encouraging links between the communities and Ysgol Talysarn. Should the proposal be approved, discussions will take place to discuss the possibility that Ysgol Talysarn community activity includes the community, where appropriate.

The proposal will ensure that the learners of the area are educated on a site that is suitable and in a naturally Welsh-speaking society, thus increasing the opportunities to socialise and collaborate with others, and to give them a fair opportunity to thrive among their peers.

STEP 3 – Procurement and Partnerships

12. Will this policy or practice be carried out wholly or partly by contractors or in partnership with another organisation(s)?

No

STEP 4 - Dealing with Negative or Unlawful Impact and Strengthening the Policy or Practice

13. When considering proportionality, does the policy or practice have a significantly positive or negative impact or create unequal outcomes?

Significantly Positive Impact:

Should the proposal be implemented, it is anticipated that learners would receive more equal opportunities when placed in an alternative school since the learners will have learning experiences that are based on national learning principles, with a range of methods, including working in collective groups, smaller groups, partner work and individually within their specific age range, along with lessons that have been appropriately differentiated for the age range in question.

By implementing the proposal, the learners of Ysgol Baladeulyn would have a better learning environment at a school with more learners of the same age, and it would ensure that they make the most of their education and allow access to more activities that are appropriate for their ability level. The learners would benefit from having more age-related peers at a school with more learners, which will be a way to ensure suitable educational and extra-curricular experiences for them, as well as access to additional extra-curricular activities.

Significant Negative Impact:

It is recognised that the options may have an impact on an organisation within the community and on community cohesion, and the need is anticipated to mitigate this by fostering links between the school and the community.

As a result of the comments submitted during the consultation, a potential negative impact was also identified for some vulnerable learners, including learners with additional learning needs or emotional/social needs, due to concerns about losing the benefits of small class environments and personalised support, as well as the challenges of transitioning to a larger school if the proposal were implemented. In response to these concerns, the Council notes that, should the proposal be implemented, transition arrangements would focus on individual needs and the child's voice, with inclusion and equality policies in place at the alternative school, if the proposal were to be implemented.

The school (and its Governing Body) is responsible for implementing its equality policy, and the Authority, through its routine support and monitoring procedures, will ensure compliance.

14. Explain any intentional negative impact and why it is believed that there is justification for operating in this way (for example, on the grounds of improving equal opportunities or developing good relationships between those who share a protected characteristic and those who do not or due to objective justification or positive action)

No

15. Will any of the negative impacts identified count as unlawful discrimination albeit they are unavoidable (e.g. budget cuts)?

Not applicable.

Note the reason for stating this and the justification for proceeding

Not applicable.

16. What other measures or changes could be included to strengthen or change the policy/practice to demonstrate that due regard has been given to equal opportunity; help to eliminate unlawful discrimination, harassment, or victimisation; and foster good relations and wider community cohesion; as covered by the improvement aim of the General Duty in the Equality Act 2010?

Following the statutory consultation, the Council has considered the comments received and has updated the Equality Impact Assessment in line with the requirements of the Equality Act 2010. If the proposal proceeds, the impact will continue to be monitored as part of the Council's ongoing statutory duties.

17. What measures or other changes could be included to strengthen or change the policy/practice to demonstrate that due regard has been given to the need to reduce inequalities of outcome as a result of socio-economic disadvantage?

It is envisaged that the proposal would reduce socio-economic disadvantage by ensuring that the learners have more experiences and access to more services and activities in the alternative school. Learners would receive more equal opportunities since the learners would have learning experiences that are based on national learning principles, with a range of methods, including working in collective groups, smaller groups, partner work and individually within their specific age range, along with lessons that have been appropriately differentiated for the age range in question.

By implementing the proposal, the learners of Ysgol Baladeulyn would have a better learning environment at a school with more learners of the same age, and it would ensure that they make the most of their education. The learners would benefit from having more age-related peers at a school with more learners, which will be a way to ensure suitable educational and extra-curricular experiences for them, as well as access to additional extra-curricular activities.

18. What other measures or changes could be included to strengthen or change the policy/practice to demonstrate that due regard has been given to the need to increase opportunities for people to use the Welsh language and in treating the Welsh language no less favourably than the English language as set out in the Welsh Language (Wales) Measure 2011 and to reduce or prevent any adverse effects that the policy/practice may have on the Welsh language?

The proposal is expected to have a positive impact on the Welsh language, as learners at Ysgol Baladeulyn would benefit from increased opportunities to use Welsh with a wider range of peers both in the classroom and socially. The proposal to close Ysgol Baladeulyn and offer places for learners at Ysgol Talysarn would ensure continuity of Welsh-medium education, with PLASC (January 2026) data showing that 37% of learners at Ysgol Talysarn (compared with 29% at Ysgol Baladeulyn) speak Welsh fluently at home. While the Council acknowledges concerns about the potential impact on community use of Welsh in Nantlle, mitigation measures could be considered by exploring appropriate options for the future use of the school building should the proposal be implemented.

Should the school close, the Local Authority and Governing Body of Talaerau could consider methods to promote use of the Welsh language socially by means of extra-curricular and community activities.

19. Is there enough information to make a balanced judgement and to proceed?

Yes

STEP 5 – Decision to Proceed

20. Given the information gathered in Steps 1–4 above, is it possible to move forward with the policy or practice or not, and if so, on what basis?
Choice of:

Continue with policy or practice in its current form

STEP 6 - Actions and Arrangements for Monitoring Outcomes and Reviewing Data

The EqlA process is an ongoing one that doesn't end when the policy/practice and EqlA is agreed and implemented. There is a specific legal duty to monitor the impact of policies/practices on equality on an ongoing basis to identify if the outcomes have changed since you introduced or amended this new policy or practice. If you do not hold relevant data, then you should be taking steps to rectify this in your action plan. To review the EHRC guidance on data collection you can review their [Measurement Framework](#)

21. What actions noted in Steps 1-5 or any additional data collection work would help to monitor the policy/practice when implemented:

Action	Dates	Timetable	Lead Responsibility	Add to the Service Plan
-	-	-	-	-

22. What arrangements to monitor and review the ongoing impact of this policy or practice will be implemented, including timeframes for when it should be formally reviewed:

Monitoring and Review Arrangements (including where outcomes will be recorded)	Timeframe and Frequency	Lead Responsibility	Add to the Service Plan
Should the proposal be realised, we will monitor the impact of the closure of the school and endeavour to assist with any negative impact that may derive from the policy.	Continuous	Education Department	No

Comments by Councillor Peter Thomas on the report of the statutory consultation that was held on the proposal to close Ysgol Baladeulyn on 31 December 2026 and to offer places for pupils at Ysgol Talysarn from 1 January 2027.

I would like to start by thanking you as officers in the Modernising Education Department for your work over the past two years in considering the future of two primary schools here in Dyffryn Nantlle. I am sure this has been very challenging and a very arduous process for you, and as you know for the parents, children, staff and the community generally.

Although I have been clear from the beginning that the number of children attending the school is not sustainable, I had hoped that the Council would agree with me that the way forward was to keep Ysgol Baladeulyn open through the option of federating with Ysgol Talysarn and adding a specialist unit for children with additional learning needs ALN.

The School Organisation Code states that federation brings great benefits to rural schools through collaboration and strengthening leadership and opportunities for collaboration. This model would ensure continuity in the presence of the school in the village of Nantlle through a collaborative arrangement with Ysgol Talysarn under the leadership of one headteacher and one governing body.

During the consultation, I raised concerns about the impact that closing Ysgol Baladeulyn could have on the use of the Welsh language within the community within the village. I emphasised the important role of the school in welcoming and including new families, including those from English-speaking backgrounds, amongst others, into the Welsh-language life of the community.

It was emphasised that the school contributes significantly to the use of Welsh in informal contexts, such as social gatherings, after-school play and interaction between parents and local residents. Concern was expressed that the loss of the school could be a severe blow to the village and its residents, and that if there were no school, then families with children would not consider buying or renting homes in Nantlle, thereby leading to a gradual decline in the use of Welsh in the community.

I am pleased to see that the Council recognises the concerns raised regarding the role of Ysgol Baladeulyn in supporting the use of Welsh within the community in the village, and accepts that the comments received highlight a potential adverse impact on local linguistic vitality outside the formal educational provision.

The likely impact on travel arrangements and the effect that moving school could have on the children must also be considered.

The closure of Ysgol Baladeulyn would be a severe blow to this community in Nantlle, and the feeling is that closing another school here in Gwynedd is another sign of the challenges our communities face here in the rural parts of the county.

I would be extremely grateful if the Cabinet would consider the points I have raised and the comments received during the statutory consultation, and reject the opinion of the Modernising Education Department to close Ysgol Baladeulyn at the end of December 2026.

Thank you very much for your time.

Peter Thomas (CYNG/COUN)

CYNGOR GWYNEDD – Report to Cyngor Gwynedd Cabinet

Title of item:	<i>Commissioning Investigations</i>
Cabinet Member:	<i>Cllr Nia Jeffreys – Council Leader</i>
Relevant officer:	<i>Dafydd Gibbard – Chief Executive</i>
Date of meeting:	19 May 2026

1. The Decision Sought

The Cabinet is asked:

- a) To commission the Chief Executive, in consultation with the Council Leader, and where relevant, the Monitoring Officer, to proceed with the further investigations and reviews noted in part 4 of this report following the publication of the Our Bravery Brought Justice report, including:
 - (a) Agreement on the terms of reference and operational steps,
 - (b) Identify and appoint an external independent investigator, where required
 - (c) Make arrangements to receive final reports and take steps to present them to the relevant committees and forums
- b) To authorise the Chief Executive to continue to communicate with other relevant bodies and partners regarding the steps and investigations that they are undertaking and the lessons learnt that could benefit the Council.
- c) To authorise the Chief Executive to divert staff resources to support independent investigators to complete the work.
- ch) To authorise the Chief Executive, in consultation with the Head of Finance and Cabinet Member for Finance, to prioritise and approve allocations from the fund established by means of the 2026-27 One-off Bids procedure to fund the investigations.

2. The reason why the Cabinet must make the decision:

- 2.1 Following the publication of the Our Bravery Brought Justice report, the Council Cabinet adopted its second formal Response Plan which referenced several objectives when proceeding to ensure that our response to all recommendations deriving from the Child Practice Review is comprehensive and thorough and that we strengthen our safeguarding systems as much as possible. At the Full Council meeting in December, it was resolved to support a request to Cabinet to consider

what further investigations are needed to address what extends beyond the boundaries of the Review.

3. Introduction and Rationale

Background / Introduction

- 3.1 In January 2025, the Council's Response Plan to the crimes of the former headteacher of Ysgol Friars was adopted, and subsequently, a Response Board was established to monitor the progress of this plan. The Board is independently chaired by Professor Sally Holland and several representatives from statutory organisations are observers on the Board, including the Welsh Government, the Children's Commissioner, Estyn, Care Inspectorate Wales and the Regional Safeguarding Board.
- 3.2 The Our Bravery Brought Justice report was published in November 2025 and subsequently, the Response Plan and associated work programme were reviewed to ensure that they responded to all recommendations therein.
- 3.3 At the Full Council meeting on 4 December 2025, the Cabinet was called upon to conduct several further investigations following the publication of the Our Bravery Brought Justice report.
- 3.4 At the same meeting, the Leader expressed her intention to commission a review of governance arrangements, as a result of the report's publication.
- 3.5 The new Response Plan was submitted to the Care Scrutiny Committee, the Education and Economy Scrutiny Committee, the Governance and Audit Committee and the Full Council early in 2026, before the Cabinet adopted it formally on 10 March 2026.
- 3.6 The Council is fully committed to do everything it possibly can to improve safeguarding arrangements and several actions within the Response Plan have already been implemented. This progress is reported to the Cabinet every quarter by the Independent Chair of the Response Board.
- 3.7 All Response Board papers, as well as useful information about our progress, can be seen on the Council's website. [Response Plan Programme Board](#)

The rationale and justification for recommending the decision

- 3.8 Following the criminal case, several investigations have been conducted or are in progress. This paper is submitted in order to formally commission further investigations to support the learning and strengthen our in-house arrangements.
- 3.9 A Child Practice Review is a routine step in all cases where a child has suffered significant abuse or neglect, in order to learn lessons and for the future improvement of practice, safeguarding arrangements and systems. This statutory

review was undertaken by the North Wales Safeguarding Board and was chaired by Jan Pickles.

- 3.10 The Review went much further than is customary in such reviews, and after duly considering all circumstances in the case, a decision was made to look at everything for the period spanning January 2017 to September 2023.
- 3.11 Within the terms of reference, there were no limitations on what the investigators could have considered, and the work progressed from June 2024 until the report's publication in November 2025.
- 3.12 In order to determine what investigations should be undertaken, the objectives of the Response Plan were considered first.
- 3.13 It is noted that several work streams and investigations are already in progress or have completed, including elements of the Response Plan, such as:
- the police's criminal investigation,
 - the statutory Child Practice Review
 - investigation into events in 2019,
 - Independent Investigation to the recommendations of the Independent Complaints Panel,
 - Independent investigation of the Information Commissioner's Office into the Council's arrangements for dealing with applications under the Freedom of Information Act
 - Scrutiny Investigation into Safeguarding Arrangements in Schools
 - Joint Review by Estyn and Care Inspectorate Wales,
 - Audit of Part 5 referrals.
- 3.14 Building upon an extending these investigations and others in order to learn lessons from further investigations commissioned as a result of this report.
- 3.15 When weighing up what additional investigations would be appropriate, careful consideration was given to the work and evidence already gathered, in order to avoid duplication, and to ensure that the process is carried out in a sensitive manner that reduces the risk of re-traumatising the victims.

4. Further investigations to be commissioned:

- 4.1 Before coming to a final decision on the type of further investigations that should be commissioned, consideration was given to observations and suggestions from Elected Members during various recent committees, as well as informal observations from individuals from external bodies and organisations.

- 4.2 As the Cabinet will commission these investigations, there will be a need to report back to a range of various forums, e.g., the Governance and Audit Committee, to the Scrutiny Committee or to the Safeguarding Strategic Panel - those paths will depend on the nature of the work and the investigation in question.
- 4.3 Following careful consideration, it is recommended that the following further investigations should be held:

Governance review

- 4.4 In accordance with the statement of the Council Leader at the Council meeting on 4 December 2025, the Cabinet will commission a review into the Council's governance arrangements in relation to the missed opportunities and recommendations in the Our Bravery Brought Justice report and establish whether there are lessons to be learnt.
- 4.5 This review will be carried out by an external independent investigator, and it will consider the opportunities lost, and whether the arrangements for reporting into the Council's democratic processes applied and had been followed. It will also consider whether concerns or information were escalated through the proper channels at the time, and whether there is a need to review the strength and adequacy of corporate arrangements in light of the report's findings.
- 4.6 This review will be completed by an external investigator and will be submitted to the Governance and Audit Committee in the Autumn term 2026.

Culture

- 4.7 The Chief Executive has already expressed his intention to carry out a review of the Council's work culture, as well as the Ffordd Gwynedd Plan, and this review will report to the Cabinet along the journey. It will also seek input from all Elected Members as well as Council staff.
- 4.8 The review will draw together matters relating to work culture by means of several sources. This includes:
- the staff voice survey,
 - direct feedback from self-assessment and performance processes
 - concerns raised by staff through the whistleblowing pathway
 - regular engagement through the managers' network
 - staff sessions
 - human resources processes

- drawing on the findings of reviews conducted by external organisations including Audit Wales, Estyn, Care Inspectorate Wales, and the Independent Panel Performance Assessment.

There is an opportunity to build on all this via the review of our work culture and the Ffordd Gwynedd Plan.

- 4.9 This review will be led by the Chief Executive, with input from Elected Members, staff and other stakeholders. As local elections will be held in May 2027, this will affect the work programme in achieving this work. The intention is to programme this work in two parts, ensuring that the review itself has been completed by the end of 2026, and to hold further sessions with the Members who will be new to the Council in May 2027. The findings of the review are intended to be submitted to the Scrutiny Committee in the Autumn, before asking the Cabinet to adopt this by the end of the year.

Efficiency of the School Governance Procedure

- 4.10 Our Bravery Brought Justice highlighted that the division of statutory responsibilities are not always clear and that there is some confusion in the understanding of different stakeholders in terms of where various responsibilities lie in some areas.
- 4.11 The current procedure where Governing Bodies are responsible for school management and governance matters, and then the expectation for the Education Authority to support, can be vague at times, and mutually frustrating.
- 4.12 Welsh Government is conducting a review of school governance arrangements, and the outcomes of this review are expected soon. We have welcomed this review and have made an offer to Welsh Government that Cyngor Gwynedd participates in the work, as we have already made publicly clear that the current system is "broken" and that we are therefore eager to see changes. In addition, we have made recommendations to the Government regarding their initial terms of reference, emphasising the need for broader representation from schools and contexts (including smaller schools), and we have continued to communicate this in a mutual way.
- 4.13 Whilst we await the outcome of the national review, we will also conduct our own review. This review will look at:
- the current school governance system and how it is implemented in Gwynedd, with a focus on the inter-relationship between the school and the Education Department
 - the effectiveness of the current system and identifying any practical barriers it creates for schools and the Education Department

- 4.14 Once the national review has reached its conclusions, we will be able to establish whether any adjustments to the system will help overcome any issues identified in our own in-house review.
- 4.15 The detailed brief for this work is established in consultation with the Cabinet Member for Education, and we will commission an external adviser to carry out this work, aiming to submit the findings to the Scrutiny Committee by the end of 2026.

Systemic understanding in terms of implementing Part 5

- 4.16 Since the publication of Our Bravery Brought Justice (and prior to that), changes have been made to our arrangements for dealing with Part 5 referrals, which are referrals regarding persons in positions of trust, in line with the report's recommendations.
- 4.17 As the need to strengthen our arrangements has been highlighted, we will conduct a Review of all duplicate Part 5 reviews, backdated to 2020, and we will then look further than that in the case of individuals where any duplicate referrals emerge. The vast majority of this work has already been completed, and it will report to the Safeguarding Strategic Panel in October 2026.

Establishing facts and learning safeguarding lessons in any school under the leadership of the offender.

- 4.18 The scope of the above-mentioned Part 5 review will be extended further for any school where the offender was its leader, and the work will look at whether there was a pattern of referrals regarding any of the schools in question, or whether significant safeguarding matters had been escalated whilst the offender was in charge of the school.
- 4.19 We will go as far back as our records and information allows us to go. Our Bravery Brought Justice has already considered the context of this to a degree, by setting its start date as January 2017.
- 4.20 This review will be carried out by an external adviser and it will report to the Safeguarding Strategic Panel in the Autumn 2026.

Engagement with other bodies.

- 4.21 Although Cyngor Gwynedd has no powers to investigate the roles of others in all of this, we have a clear commitment to encourage others to conduct investigations and respond to the recommendations of Our Bravery Brought Justice that are relevant to other organisations.
- 4.22 With this in mind, we have already communicated with several other organisations that could be relevant, in order to learn about their response steps. We will continue with this communication in order to ascertain whether they have any

further information that would aid us as a Council, as well as safeguarding arrangements in general.

Investigations beyond the powers of the Local Authority

- 4.23 It is acknowledged that there are clear limitations on the Council's scope and powers regarding some elements arising from the Our Bravery Brought Justice report. The Council does not have the authority or statutory powers to investigate every relevant body, process or decision that may have influenced the situation over the period in question; neither does it have the powers to force those whom it does not employ to participate in any further investigations.
- 4.24 With this in mind, although the Council is putting firm actions in place through the Response Plan and is commissioning further investigations that are within its powers by means of this report, it is emphasises that those steps, in isolation, cannot answer every question that may be relevant. A Public Enquiry would be the direction to take for investigating anything beyond the powers held by this Council and the Cabinet has already called for that.

5. Next Steps

- 5.1 Following Cabinet approval, the intention is to proceed immediately to commission the investigations that are yet to commence and appoint external investigators to assist us to complete them all.

6. Views of the Statutory Officers.

6.1 Chief Finance Officer

It will be possible for one element of the work to be carried out within departmental budgets, while additional resources on a permanent and one-off basis will be required for the other element of the work. Additional funding to cover the extra permanent costs has been considered in preparing the 2026/27 budget submitted to the Council on 5 March 2026, and one-off bids for extra money to deal with one-off costs have been approved by Cabinet on 10 March 2026. As I have previously reported to Cabinet and full Council, I am satisfied that financial considerations will not be a barrier to implementing the Our Bravery Brought Justice response plan.

6.2 Monitoring Officer

The proposals for further reviews following from the Our Bravery Brought Justice report highlights an opportunity to consider the wider context from a governance and risk perspective. Gaining this understanding will contribute to a response which will identify lessons and strengthen the Councils systems generally. Obviously, having regard to the context if matters come to light during this work which is subject to other investigatory/referral processes then this will take priority. I would also note that these processes will be

undertaken having regard to the requirements of data protection legislation and rights and responsibilities to undertake fair and appropriate processes.

CYNGOR GWYNEDD'S CABINET



Report to Cyngor Gwynedd's Cabinet meeting

Meeting date:	19 May 2026
Cabinet Member:	Councillor Huw Wyn Jones, Cabinet Member for Finance
Contact Officer:	Dewi Morgan, Head of Finance
Contact Telephone Number:	01286 682684
Item Title:	Allocation of income from the Second Homes and Empty Homes Premium for 2026-27

1. DECISION SOUGHT

- 1.1. Allocate the additional income from the premium on empty properties and second homes to the priority areas set out in Part 4 below.
- 1.2. The Cabinet to commission further work to draw up proposals for the use of the additional premium funding of £914k which relates to 2025/26 and the sum of £4k remaining unallocated in this report.

2. THE REASON FOR THE NEED FOR A DECISION

- 2.1. Councils are required to determine the use of the premium in accordance with the Council Tax [Statutory Guidance Council Tax on empty and second homes | GOV.WALES.](#)
- 2.2. The Council has collected income from the premium that was above estimates during 2024/25 which needs to be earmarked to priority areas.
- 2.3. The Council will collect additional income from the increase in the Empty Property Premium from 100% to 150% for 2026/27, which needs to be earmarked for priority areas.

3. INTRODUCTION

- 3.1. Cyngor Gwynedd has powers, under Council Tax legislation, to charge a premium on second homes and long-term empty homes. The premium generates additional income for the Council, and the statutory guidance sets clear expectations about how this income should be considered and used.
- 3.2. As part of the budget setting process for 2026/27, the Council has decided at its meeting in December 2025 to increase the premium on long-term empty properties from 100% to 150%, whilst keeping the Premium on second homes at 150%: [Council Tax Premium Report 2026-27](#)
- 3.3. While the Council's aspiration is to get more empty properties back into use, it is expected that increasing the Premium scale on long-term empty properties will generate an additional amount of income during 2026/27 and in subsequent years.
- 3.4. At the end of each financial year officers of the Finance Department recognise the actual income accrued from the Council tax premium and where an amount is in excess of what has been budgeted, the Cabinet decides on its use.
- 3.5. The purpose of this report is to seek a Cabinet decision for the allocation of this additional income to priority areas of work for 2026-27 onwards.
- 3.6. The impact of the current premium income allocations to priority areas is outlined in part 5 of the report that went to the Full Council in December 2025: [Council Tax Premium Report 2026-27](#).

4. RATIONALE AND JUSTIFICATION FOR RECOMMENDING THE DECISION

Context

- 4.1. The Council's Plan states that "Gwynedd Glyd" is one of the 8 priority areas during 2023-2028 with a clear ambition to ensure that every person in Gwynedd has access to a suitable and quality home that is affordable and improves their quality of life.
- 4.2. We will achieve this ambition through specific projects relating to the implementation of the Housing Action Plan to increase the supply of housing for local people; and a package of interventions to address the control of second homes and short-term holiday accommodation and their adverse impact on the ability of the people of the county to access homes in their communities and the sustainability of communities.
- 4.3. Income from the premium is allocated towards the execution of these projects in attendance.
- 4.4. Since 2018 when the premium was introduced in Gwynedd the council has followed the following principles in allocating it to specific purposes and areas
 - a) alignment with the statutory guidance on the use of premium income;
 - b) alignment with the objectives set out in the Council's Plan

Budget to be considered

- 4.5. The additional income from increasing the empty property premium to 150% will depend on the number of properties concerned, changes in occupancy patterns (e.g. bringing empty homes back into use) and Council Tax collection rates.
- 4.6. Based on the above it is estimated at the start of 2026/27 that this amount will be **£893,700**, as reported in the Council 2026/27 Budget: [COUNCIL - 2026-27 Budget](#) (As can be seen in the *Additional Expenditure Requirements* table in paragraph 3.1).
- 4.7. When considering the November Budget Review on [20 January 2026](#), Cabinet decided to transfer £2.089 million from the Financial Strategy Support Fund to the Council Tax Premium Fund, mainly to reflect accumulated inflation. At the time, it was **£328,400** remaining to be allocated: [Appendix 3 Reserves](#). This report also seeks the Cabinet's decision to allocate this amount.
- 4.8. This report, therefore, seeks a decision by the Cabinet to allocate a total of **£1,222,100**.

Recommended use.

- 4.9. In addition to the context set out above we need to consider the following:
 - a) increase and higher number of enquiries about the premium remain a challenge;
 - b) further legislative changes to the tax regime in 2026-27 may lead to more enquiries/appeals;
 - c) the number and timing of appeals to the Valuation Office putting pressure on residents and administration in the Taxation Service;
 - d) notice to terminate the Welsh Government's empty housing grant from September 2026 means that there is no income stream for the realisation of the Housing Action Plan's empty housing targets.
- 4.10. It is recommended that the income to be considered be allocated as outlined in the table on the next pages, to accommodate what has been set out in 4.4 and 4.8 above.
- 4.11. This will provide greater support to bring empty homes back into use and mitigate other impacts arising from a high level of empty homes, and second homes, in our communities, including the impact on local facilities and service delivery (Community Fund to maintain the sustainability of communities; the appearance of communities; the enforcement of empty properties etc). It also recognises the significant pressures placed on the Council's administration in coping with the premium and the side effects of legislative changes in the area.

Permanent Amount £	One-Time Amount £	Description	Effect
150,000		Community Fund To maintain the sustainability and facilities of communities affected by the high number of vacancies, second homes and the housing crisis (Economy and Community Department) The fund will support capital and revenue projects that: • safeguarding and strengthening vital community infrastructure • maintain local services in areas with a high concentration of second homes • increase community use throughout the year • ensuring the long-term financial viability of community assets • use of empty buildings for a community purpose This is not a general economic growth fund, nor is it a small activity grant. It is a fund focused on resilience and community structure.	• Supporting 5–8 projects to support communities • Protect or strengthen 3–5 community assets • Increase year-round occupancy in 3–4 areas • Create 3–5 community (can be sustainable) part-time jobs • Attracting £150k–£300k match investment

Permanent Amount £	One-Time Amount £	Description	Effect
200,000		Staffing costs (Housing Department – Enforcement Team and Empty Houses) Increase the existing staffing capacity of the vacant housing team (1 member of staff) to 3 permanent staff.	• To address the increase in applications for empty housing grants, which has increased from 3 per month to 18 per month (an increase of 180 applications per year) • Enable elements such as compulsory sales to be achieved • Supporting 90 families to own or bring empty properties back into use in their communities • Significantly reduce request and enquiry processing time • Bring problematic, long-term vacant houses back into use.
60,000		Report and Preparatory Work Grant Establish a fund to cover the costs of asbestos reports, wood and moisture reports and EPC on properties in receipt of grant or loan financing. The reports ensure investment protection and maximise the funding of the Empty Homes grant and subsequent loans.	• Ensuring that an empty property is safe and suitable for completion of renovations comes through a subsequent grant/loan.

Permanent Amount £	One-Time Amount £	Description	Effect
500,000		Landlord Grants or Empty Homes Support The purpose of this grant will be to support empty homeowners to become landlords and to make use of empty properties to contribute to increasing the supply of affordable rental homes. Under the scheme, to be eligible for consideration the property will have to be vacant for over 6 months and the grant would fund 75% of the costs up to a maximum of £20K.	• Bringing 25 empty homes back into use will add to the ambition of 282 that already exists through the Housing Action Plan. • Supporting 25 family units.
50,000		Problematic Vacant Property Enforcement Cost Fund Allow the Enforcement Team to carry out remediation work on problematic, long-term vacant properties to make them safe, and follow up with a Forced Sale process. The money will contribute towards any costs of receiving expert advice for technical cases.	• Start a mandatory sale process on 2 -3 long-term problematic vacant properties.
10,000		Networking Forum Work with partners and stakeholders to raise awareness of the Council's plans and services to help more Gwynedd residents bring empty properties back to local use	• Hold 4 workshops a year, with house auctioneers and private landlords • Carrying out research to identify opportunities

Permanent Amount £	One-Time Amount £	Description	Effect
	78,500	Online Taxation Forms System Expenditure to insert a system for online tax returns to facilitate residents to submit information about their accounts, information about their change of circumstances etc. (Finance Department)	• Able to receive and deal with enquiries in digital form and 24 hours a day. • Improve the speed of response and processing of taxpayer requests.
63,900		Maintenance of Online Taxation Forms System An annual charge for the maintenance of the IT system. (Finance Department)	As above.
106,000		Recovery Service Appointment of 2 x Recovery Officers to increase capacity to tackle debt and arrears recovery (Finance Department)	
1,139,900	78,500	Total Amount	

4.12. **The above commitments total £1,218,400** of the funding of £1,222,100 (paragraph 4.8), leaving £3,700 remaining uncommitted. This will be allocated along with approximately £914,075 of funding above the existing commitments which is relevant to 2025/26 (see the 2025/26 outturn report which is a separate item on the Cabinet's agenda).

5. NEXT STEPS AND TIMETABLE

- 5.1. If Cabinet decides to fund the schemes outlined in the table above, they will be implemented in 2026/27.

6. ANY CONSULTATIONS CARRIED OUT PRIOR TO THE RECOMMENDATION OF THE DECISION

Impact Assessment

- 6.1. An Equality Impact Assessment was completed to align with the original decisions to increase the premium.

THE WELL-BEING OF FUTURE GENERATIONS (WALES) ACT 2015

- 6.2. There is a duty to act in accordance with the principle of sustainable development, which is to seek to ensure that the needs of the present are met without jeopardising the ability of future generations to meet their needs.
- 6.3. In acting in accordance with this general duty the Council needs to consider the importance of long-term impact, being integrated, inclusive, collaborative and preventive in the development and implementation of the proposal before it.
- 6.4. In accordance with the requirements of the Act, Cyngor Gwynedd has adopted well-being objectives. Particular attention is drawn to the following objectives:
- Communities that thrive and thrive for the long term
 - Healthy and Independent Residents with a Good Quality of Life
- 6.5. The current Premium funds the Council's Housing Action Plan, which is a proactive attempt to strengthen the sustainability of those communities within Gwynedd that have a high number of second homes and long-term empty homes.
- 6.6. The Council's Housing Strategy sets out the vision of "Ensuring that the people of Gwynedd have access to a suitable and high-quality, affordable home that improves their quality of life".
- 6.7. The Strategy identifies five objectives that had to be met if the Council was to achieve this vision:
- Nobody is homeless in Gwynedd
 - Social housing available to everyone who needs one
 - Everyone's home in Gwynedd is affordable for them
 - Tai Gwynedd is environmentally friendly
 - Homes have a positive influence on the health and well-being of the people of Gwynedd.
- 6.8. The Housing Action Plan includes a number of projects which, taken together, deliver on these objectives.

Statutory Officers' Comments

6.9. Chief Finance Officer's comments:

I have worked with the Cabinet Member to prepare this report and confirm the contents.

6.10. Monitoring Officer's comments:

Allocating and prioritising the income from the premium is a matter for the Cabinet to decide. I am willing to accept that the recommendation is appropriate and aligns with the flexibility contained in the Statutory Guidance.

CYNGOR GWYNEDD – Report to Cyngor Gwynedd Cabinet

Title of Item:	Final Accounts 2025/26 – Revenue Outturn
Cabinet Member:	Councillor Huw Wyn Jones, Cabinet Member for Finance
Relevant officer:	Ffion Madog Evans, Assistant Head of Finance Department – Accountancy and Pensions
Date of meeting:	19 May 2026

Summary

- Expenditure in the fields of children out-of-county placements, waste, residential care and domiciliary care has remained higher than the budget they were allocated.
- A favourable position on several corporate budgets is helping to alleviate the financial situation for the Council as a whole by the end of the financial year.
- £3.2 million from the Financial Strategy Fund will need to be used to balance the situation of financial deficit in the departments.
- As part of the funds review exercise, £1.5 million will need to be earmarked from the Financial Strategy Fund to the Buildings Safeguarding Fund.
- The Statutory Finance Officer is of the opinion that the Council's General Balances are to be increased by £6.6 million, so that they represent 2.5% of the authority's gross revenue expenditure and recommends transferring this amount from the Financial Strategy Fund, leaving £12.7 million in this reserve.

1. Decision sought

To accept the report and consider the final financial position of the Council's departments for 2025/26:

	Column A	Column B	Column C	Column CH	Column D
	Gross Over / (Under) Spend 2025/26 £ '000	Recommended Adjustments £'000			Adjusted Over/(Under) Spend 2025/26 £'000
Adults, Health and Well-being	1,381	(1,281)			100
Children and Families	3,396	(3,296)			100
Business & Care Commissioning	(99)				(99)
Education	(24)				(24)
Economy and Community	269		(269)		0
Highways, Engineering & YGC	407	(307)			100
Environment	1,378	(22)		(1,256)	100
Housing and Property	(20)				(20)
Corporate and Legal Management Team	(39)				(39)
Corporate Services	(20)				(20)
Finance	(38)				(38)

1.2 Noting that there is substantial expenditure above the budget by the Adults, Health and Well-being Department, the Children and Families Department and the Environment Department in 2025/26 (See Column A in the table above). To approve the following financial virements (which are explained in **Appendix 2**) -

- The departments that are over-spending to receive one-off financial assistance to limit the overspend that will be carried forward by the Department to £100k (See column B in the above table).
- To confirm the financial support of £269k above the contractual payment to Byw'n Iach (see column C in the table above).
- To fund the overspend of £1.256 million in the Waste field by using £786k from the Parc Adfer Contributory Earnings Recovery Fund and £470k from the Producer Extended Responsibility Fund for packaging materials (See column CH in the above table).
- To allocate a financial bid of up to £800k to the Housing and Property Department to fund the pressure on the emergency accommodation service in 2026/27.
- On Corporate budgets:
 - use (£2.8 million) of the corporate underspend to assist the departments that have overspent in 2025/26.
 - the remainder (£3.174 million) needed to fund all requirements to be funded from the Council's Financial Strategy Support Fund.
 - the underspend of (£914k) on Council Tax Premium to be transferred to the Council Tax Premium fund with its use to be decided by the Cabinet.

1.3 Approve the amounts to be carried forward (the "Adjusted Over/(Under) Spend" column) in column D above and in column D **Appendix 1**).

1.4 To approve the financial virements from the Council's Financial Strategy Support Fund as outlined in **Appendix 3** following a review of the reserves:

- £6.6 million being moved to the Council's general balances
- £1.5 million being moved to the Building Safeguarding Fund.

2. The reason why the Cabinet needs to make the decision

2.1 It is the Cabinet's responsibility to act, as necessary, to secure appropriate control over the Council's budgets (e.g. approval of significant virements or supplementary budgets).

2.2 The Cabinet is requested to approve the final financial position for 2025/26, which is the basis of the statutory financial statements.

3. Introduction and Rationale

Background / Introduction

3.1 A summary of the final position of all departments is outlined in **Appendix 1**. During 2025/2026, three departments have spent over a million pounds more than their budget.

The amounts to be carried forward by the departments (subject to Cabinet approval) are in the column 'Adjusted Over/(Under) Spend 2025/26' (Column D).

- 3.2 In **Appendix 2**, further details are provided relating to the main issues and the fields where there were significant variances to what was reported previously, along with several specific recommendations. Those recommendations have been highlighted for consideration in 1.2 above.
- 3.3 In the last revenue budget review undertaken on the end of November 2024 position, a deficit of £6.5 million was forecast by departments, since then, overspending by council departments has increased to £6.6 million. The main areas of overspend are out-of-county placements, waste, residential care and domiciliary care. A favourable position on several corporate budgets by the end of the financial year helped to alleviate some of the financial situation for the Council as a whole, but there is also a need to make use of reserves to balance the situation.

4. The Savings Situation

- 4.1 In the 2025/26 Budget report to the Full Council on 6 March 2025, it was reported that £3.5 million worth of savings were profiled for the 2025/26 budget. The budgets have been reduced by this amount; therefore, the situation is reported upon after consideration of the savings.
- 4.2 In recent years we have reported on risks to achieving savings. In terms of the remaining schemes, there are risks to the delivery of some of the schemes.
- 4.3 The latest situation in terms of savings is that almost £47 million, namely 93% of the amended savings schemes since 2015, have now been realised.

5. Council Departments

- 5.1 The main issues at the end of the financial year are as follows:

5.2 Adults, Health and Well-being Department

The department's budgetary deficit reduced to £1.4 million by the end of the financial year. There is a mixed situation with over £3 million in additional permanent funds allocated to the department in 2025/26, whilst savings and cuts worth £1.5 million have not been realised.

The pressures on the provider services continues and is responsible for £1 million of the departmental pressure, which is mainly on staff overspend and use of agency staff on residential care. The pressure continues also on the residential side of Mental Health.

An improvement was seen in the financial situation of older people, as a result of less use of private homes, a drop in domiciliary care costs, additional grant receipts and work to ensure the efficiency of direct payments. In the Learning Disabilities Service, additional grants were received and there was less pressure on supported accommodation, direct payments and on independent residential homes.

5.3 **Children and Supporting Families Department**

Since the November review, an increase of 11 out-of-county placements was seen, including exceptional cases of non-registered placements, which are more costly, leading to an increase in the departmental financial deficit of £1.9 million to £3.4 million by the end of the financial year. Increasing pressure was also seen on the Post-16 Service budget and on support plans and field worker support, but despite the reduction in pressure on Derwen Services, they continue to overspend by £443k at the end of the year.

5.4 **Education Department**

An underspend of (£24k) by the Education Department. Following substantial overspend on school transport over the last few years, the field received an additional budget allocation of £896k on a permanent basis and a further £939k for one year only, to address the pressures in the field of school buses and taxis. We managed to reduce the one-off contribution to £384k by the end of the year, because of a reduction in costs and additional grant receipts. A higher grant income receipt was seen for primary schools free school meals by the end of the year, but an increase was seen in one-off costs in the field of additional learning needs and inclusion.

5.5 **Byw'n lach**

Over the past few years, Byw'n lach has received financial support from the Council above the contractual payment in the delivery contract, which was £550k in 2022/23, £308k in 2023/24 and £281k in 2024/25, to enable them to maintain their services. The need for financial support continues in 2025/26, with the required sum at £269k by the end of the year.

5.6 **Highways, Engineering and YGC Department**

The department has a budgetary deficit of £407k; a reduction was seen in the work being commissioned by outside agencies, and this has had a negative impact on the income of the Highways services. In the Municipal service, there is a combination of added pressures on the public toilet cleaning staff budgets, and income losses are an issue in land maintenance and public toilets. Further underspending was seen in Street Enforcement and on Tidy Teams.

5.7 **Environment Department**

They report a budgetary deficit of £1.38 million at the end of the year, with the overspending trend continuing in the waste field, and responsible for £1.26 million of the departmental position. The overspend in the waste field is to be funded from the gains from refunding Parc Adfer and an income from a levy on packaging materials for producers and retailers.

Several savings schemes in various services worth £1.27 million are slipping, which is also a part of the picture. Despite the drop in parking income deficits since last year, the deficit stands at £464k. The underspend on Transport Network Management, Planning and Public Protection reduces the departmental overspend reported.

5.8 **Housing and Property Department**

The trend of significant pressure on the emergency accommodation service continues, with expenditure in this area at £6.1 million this year, which is consistent with 2024/25. The financial position reported follows the consideration of an additional budget of £4.2 million

allocated from the Council Tax premium and an additional one-off budget of £859k allocated as part of the bids system to assist with the increasing pressures.

After a review of spending on Homelessness, it is suggested that a one-off bid of up to £800k should be allocated to assist with the pressure on emergency accommodation in 2026/27.

There was a slippage of £1.1 million in the corporate revenue maintenance budget in 2025/26 following the receipt of grants totalling £2.4 million towards Education maintenance during the year. The £1.1 million slippage has been transferred to a dedicated reserve for future maintenance purposes.

5.9 Corporate

An underspend (£3.7 million) on several corporate headings, including the savings provision (£1.1 million), returns of budgets and bids (£404k) and (£914k), which is relevant to the Council Tax Premium. After the GwE Regional Schools Effectiveness and Improvement Service came to an end at the end of May 2025, the six north Wales authorities received a reimbursement relating to a surplus deriving from pension contributions relevant to GwE.

5.10 **In Appendix 1, the underspend / overspend position of each department is reported to the Cabinet, and a formal decision is sought to approve the amounts to be carried forward.** Financial Procedure Regulation 16.3.1 details the arrangements for sums to be "carried forward" at the end of the year. There are four requests to the Cabinet to cancel the departmental deficit at the closure of 2025/26.

5.11 Generally, where departments have underspent, that position is for one time only in 2025/26.

5.12 Appropriate consideration has been given to the budgets that are under pressure in the 2026/27 budgetary cycle, and a number of those persistent issues have already been addressed in the financial strategy for 2026/27 (by management action to halt the trend and/or by adjusting the budget).

6. Schools

6.1 Part of **Appendix 2** details the budgetary position of schools, where a statute has introduced delegated powers for governing bodies to carry balances forward at the end of a financial year. The county's total school balances has reduced from £8.3 million at the end of 2024/25 to £7.1 million at the end of 2025/26. We will shortly publish detailed information about individual school balances in a 'Section 52 Statement'.

6.2 The Education Department has arrangements to challenge individual schools to justify the need for their balances and are asking headteachers and governing bodies of the relevant schools to explain their intention for using their balances (particularly those with balances exceeding 5% of their budget).

6.3 Seven primary schools and three secondary schools are in deficit at the end of the 2025/26 financial year. I confirm that the Finance Unit and Education Department will work with the schools and governing bodies to recover the deficits.

7. Corporate Budgets and Reserves

- 7.1 For several reasons there has been a one-off underspend on a number of corporate budget headings this year, as set out in 5.9 above, and the last part of **Appendix 2**. An underspend (£3.7 million), with (£914k) of the amount relevant to the Council Tax Premium, is reported. It is suggested that a net underspend of (£2.8 million) is used to assist the departments that are overspending in 2025/26.
- 7.2 The adequacy of the Council's dedicated reserves was reviewed by the Head of Finance Department once again at the closure of this year's accounts, in accordance with the policy approved some years ago. As outlined in **Appendix 3**, two virements totalling £8.1 million are to be implemented from the Financial Strategy Support Fund, with £6.5 million to be placed in the Council's general balances and £1.5 million to be moved to a buildings safeguarding fund relating to the Corbett Arms, which has been the subject of a Cabinet report on 16 December 2025.
- 7.3 Further to the above, it is suggested that the £3.2 million required to finance the financial position at the end of the financial year is funded from the Financial Strategy Support Fund.

8. Conclusion

- 8.1 The purpose of this report is to detail the expenditure of individual departments and the Council as a whole in 2025/26, compared to the budget set in March 2025. We report a budgetary deficit position of £6.6 million by the departments at the end of the year, which is reduced by an underspend of £3.7 million on corporate budgets to give a net overspend of £2.9 million for the Council as a whole (Column A, **Appendix 1**).
- 8.2 Following the underspend on corporate headings together with the use of the Financial Strategy Support Fund and other specific reserves to fund the overspend in the waste field, the financial position will be balanced.
- 8.3 A combination of harvesting reserves totalling £8.1 million as well as £3.2 million to fund the financial position at the end of the financial year means that the Financial Strategy Support Fund will be reduced by £11.3 million at the end of the financial year, leaving a balance of £12.7 million.

9. Next steps and timetable

- 9.1 We will consider the information and will reflect the position in the final accounts.
- 9.2 The latest position and information are reflected here, and in concluding the process, there may be further changes. However, it is not anticipated that there will be a significant change to the overall situation.

- 9.3 The Finance Department will produce the 2025/26 statutory financial statements to be certified by the Head of Finance within the statutory timeframe. The outturn report will be submitted to the Governance and Audit Committee on 21 May 2026.

10. Observations of the Statutory Officers

10.1 Chief Finance Officer

I have worked with the Cabinet Member to prepare this report and I confirm the content.

10.2 Monitoring Officer

No comments to add in terms of propriety.

Appendices:

Appendix 1 - Final underspend / overspend position of each department

Appendix 2 - main budgetary matters and areas where there were significant variances

Appendix 3 - Review of Reserves

Revenue Budget 2025/26 - Summary of the situation by Department

	Final Review						
	2025/26 Budget	Gross Under / (Over) Spend 2025/26	Recommended Adjustments			Adjusted Over/(Under) Spend 2025/26	Projected Over/(Under) Spend November 2025/26 Review
	£'000	£'000	£'000	£'000	£'000	£'000	£ '000
	Column A	Column B	Column C	Column CH	Column D		
Adults, Health and Well-being	83,682	1,381	(1,281)			100	3,062
Children and Families	26,617	3,396	(3,296)			100	1,856
Business and Care Commissioning Service	2,826	(99)	0			(99)	(144)
Education	120,671	(24)	0			(24)	(15)
Economy and Community	5,205	269	0	(269)		0	2
Highways, Engineering and YGC	18,064	407	(307)			100	492
Environment	18,001	1,378	(22)		(1,256)	100	685
Housing and Property	10,612	(20)	0			(20)	248
Corporate and Legal Management Team	3,194	(39)	0			(39)	(14)
Corporate Services	8,631	(20)	0			(20)	(6)
Finance (and Information Technology)	9,166	(38)	0			(38)	(13)
Corporate Budgets (Variances only)	*	(3,715)	3,715			0	(871)
Totals (net)	315,835	2,876	(1,191)	(269)	(1,256)	160	5,282

2025/26 REVENUE BUDGET - FINAL ACCOUNTS						
Adults, Health and Well-being Department	2025/26 Budget	2025/26 Position	Gross Over / (Under) Spend 2025/26	Use of Other Sources or Other Adjustments Recommended	Adjusted Over / (Under) Spend 2025/26	Projected Over / (Under) Spend- November 2025/26 Review
Area:-	£'000	£'000	£'000	£'000	£'000	£'000
<u>Adults Services</u>						
Management	597	480	(117)		(117)	(35)
Learning Disabilities Services	31,080	30,666	(414)		(414)	199
Mental Health Services	6,071	6,629	558		558	607
Older People's Services						
Residential and Nursing - Homes	24,516	24,940	424		424	940
Domiciliary Care	11,700	12,539	839		839	1,274
Physical Disabilities Services	3,652	2,699	(953)		(953)	(1,070)
Direct Payments	2,194	1,978	(216)		(216)	(72)
Others	3,048	3,278	230		230	209
	45,110	45,434	324	0	324	1,281
<u>Adults Services Total</u>	82,858	83,209	351	0	351	2,052
<u>Provider Services (shows net budget)</u>						
Residential Care	(297)	524	821		821	911
Community Care	1,126	1,337	211		211	93
Others	(5)	(7)	(2)		(2)	6
<u>Provider Services Total</u>	824	1,854	1,030	0	1,030	1,010
Closure of 2025/26 Accounts Adaption				(1,281)	(1,281)	0
<u>Adults, Health and Well-being Total</u>	83,682	85,063	1,381	(1,281)	100	3,062

Adults, Health and Well-being

Over £3.1 million in additional permanent funding was allocated to the Department for the 2025/26 budget onwards. An improvement was seen in the financial situation compared with the projections, with a £1.38 million budgetary deficit at the end of the financial year.

The Department's Management - staff turnover and underspend on the legal budget, as well as a grant receipt and additional income by the end of the year.

Learning Disability - the service received an additional budget allocation of £400k in 2025/26. Pressures continue on day services, support plans and on the residential service in the Council's homes. Grants were received and thus less pressure on supported accommodation, direct payments and independent residential homes during the year with the work of reviewing care packages continuing and coming into fruition.

Mental Health - £177k of additional funding was allocated to this field for 2025/26, a budget deficit of £650k was seen for the residential and nursing element following an unexpected and unusual increase in the numbers, with 11 new cases during the financial year. The support plans and supported accommodation are underspending and therefore reduce the overspend reported. The mental health field is the subject of a £1.2 million bid for 2026/27.

Older People - £1.5 million in additional permanent funding was allocated to the Department for 2025/26, with £1.2 million of it allocated to Domiciliary Care. The budget deficit dropped to £324k by the end of the year, with additional grants and work to ensure the efficiency of direct payments assisting with the picture. In residential and nursing, there was a gradual increase in the use of in-house homes and fewer private homes, as well as an increase in client contributions, thus reducing the pressure. An improvement was also seen in domiciliary care, with a reduction in the costs to £839k above the budget on the efforts to provide care in areas where services are not readily available; nevertheless, the waiting lists continue to be high for domiciliary care. In the physical disabilities field, the reduced demand for domiciliary care continues. In 'Others', increasing pressures and savings schemes are yet to be realised.

Provider Services - staff overspend in residential care including £510k on the use of agency staff. An additional budget of £1 million has been permanently invested in domiciliary care in 2025/26; nevertheless, staff costs remain above the budget, with high levels of sickness and rates of non-contact hours. A permanent bid of £464k has been allocated to in-house residential care for 2026/27.

Savings - in terms of the situation with realising the department's savings, although progress has been seen in realising savings during the year, savings to the value of £1.5 million are yet to be realised and therefore contribute to the financial situation.

It is recommended that the Adults, Health and Well-being Department receives one-off financial support of £1.281 million to limit the level of overspend to be carried forward by the Department to £100k, to assist in moving on and facing the challenges of 2026/27.

2025/26 REVENUE BUDGET - FINAL ACCOUNTS						
Children and Families Department	2025/26 Budget	2025/26 Position	Gross Over / (Under) Spend 2025/26	Use of Other Sources or Other Adjustments Recommended	Adjusted Over / (Under) Spend 2025/26	Projected Over / (Under) Spend- November 2025/26 Review
Area:-	£'000	£'000	£'000	£'000	£'000	£'000
Management	705	705	0		0	89
Operational	3,070	3,548	478		478	351
Placements						
Out-of-County Placements	7,050	9,061	2,011		2,011	683
Small Group Homes	76	156	80		80	29
Fostering through an Agency	1,755	1,617	(138)		(138)	(271)
Fostering - Internal	3,120	3,215	95		95	125
Support Services and Others	2,178	2,419	241		241	191
	14,179	16,468	2,289	0	2,289	757
Post-16	1,778	2,215	437		437	204
Derwen Service	3,655	4,098	443		443	533
Youth Justice	262	251	(11)		(11)	(5)
Early Years	147	(39)	(186)		(186)	(174)
Workforce Development Unit	308	308	0		0	0
Others	2,513	2,459	(54)		(54)	101
Closure of 2025/26 Accounts Adaption			0	(3,296)	(3,296)	0
<u>Children and Families Total</u>	26,617	30,013	3,396	(3,296)	100	1,856

Children and Families

£2.175 million of additional permanent funding was allocated to the Department for the 2025/26 budget. At the end of the year, a £3.4 million budget deficit is reported by the department.

Management - one-off additional staffing costs but which are counterbalanced by the use of grants towards establishing an information system.

Operational - although a permanent additional resource to the value of £365k has been allocated to the field for 2025/26 onwards, the overspend trend continues as a result of substantial pressure on support plans support as well as staffing above the field workers budget. The field of support plans has received a bid worth £200k in 2026/27 to address the pressure.

Placements - we saw 11 new out-of-county placements since the last review, including exceptional cases and non-registered placements, which are much more expensive. As a result, a further increase was seen in the average number of out-of-county placements again this year to 37 (34.3 in 2024/25, 32.5 in 2023/24, 25.7 for 2022/23), with the average cost of the placements now £253k.

Six new cases were seen since the last review in Agency Fostering, but a reduction was seen in the In-house Fostering numbers. A reduction was seen in the income from the Home Office for unaccompanied asylum seekers who are receiving a service. In the support service and others, there is increasing pressure on the support workers budget and on the North Wales Adoption Service.

Small Group Homes - the homes are currently being established in Gwynedd with two homes now operational, and the third becoming operational during 2026/27. This in-house provision means that children can be placed in-house instead of with out-of-county external providers. The Council received grants to establish the homes as well as a contribution towards the costs of running the homes this year.

Post-16 - additional pressure on the service after two exceptional cases were transferred from the out-of-county service during the year. Pressure also on the over 18-year-old asylum seekers element, as the Home Office contribution is not enough to meet the costs. Staffing above the social workers budget also contributes to the overspending.

Derwen - to respond to the overspending trend, Derwen received an additional permanent resource allocation of £1 million for the 2025/26 budget. The pressure continues with an overspend of £443k at the end of the year on support plan workers, specialist support and on the Short Breaks Unit. A further bid of £175k has been allocated to the field for 2026/27.

Early Years - staff turnover and increasing grants available to fund the core spending has led to an underspend.

Others - underspending at the end of the year after an additional funding receipt from the Business and Care Commissioning Service, but including the overspend on specialist services fees and on the out-of-hours service.

It is recommended that the Children and Families Department receives one-off financial support of £3.296 million to limit the level of overspend to be carried forward by the Department to £100k, to support them to proceed to face the challenge of 2026/27.

2025/26 REVENUE BUDGET - FINAL ACCOUNTS

Business and Care Commissioning Service	2025/26 Budget	2025/26 Position	Gross Over / (Under) Spend 2025/26	Use of Other Sources or Other Adjustments Recommended	Adjusted Over / (Under) Spend 2025/26	Projected Over / (Under) Spend- November 2025/26 Review
Area:-	£'000	£'000	£'000	£'000	£'000	£'000
Support and Commissioning	1,068	1,046	(22)		(22)	(82)
Income and Finance	1,479	1,422	(57)		(57)	(38)
Preventative Services	279	259	(20)		(20)	(24)
<u>Business and Care Commissioning Service Total</u>	2,826	2,727	(99)	0	(99)	(144)

Business and Care Commissioning Service

Support and Commissioning - saving as a result of a joint decision on a north Wales level to reduce the contribution level to the Regional Partnership Board. In addition, the use of various grants against costs contributes to the underspend reported.

Income and Finance - a combination of underspend on staff costs in preparation for restructuring, as well as a grant receipt towards the time of staff involved with the work to implement care cases software across north Wales. For a period, two care information systems will run concurrently.

Preventative Service - receipt of an additional grant for preventive services which means there is an underspend at the end of the financial year.

Following the favourable situation on all Business and Care Commissioning Service headings, which is mainly as a result of a grant receipt, a virement of £67k and the redirection of a bid worth £90k at the end of the financial year to the Children's Department supported by the service, helps with their financial situation this year.

2025/26 REVENUE BUDGET - FINAL ACCOUNTS						
Education Department	2025/26 Budget	2025/26 Position	Gross Over / (Under) Spend 2025/26	Use of Other Sources or Other Adjustments Recommended	Adjusted Over / (Under) Spend 2025/26	Projected Over / (Under) Spend- November 2025/26 Review
Area:-	£'000	£'000	£'000	£'000	£'000	£'000
Leadership and Management	2,378	2,431	53		53	54
Devolved Schools	104,767	104,767	0		0	0
Schools Quality Service	(2,696)	(2,751)	(55)		(55)	(46)
Infrastructure and Support Services						
Transportation	8,186	8,186	0		0	0
Ancillary Services	915	662	(253)		(253)	(73)
Others	727	836	109		109	68
	9,828	9,684	(144)	0	(144)	(5)
Additional Learning Needs and Inclusion	5,514	5,636	122		122	(16)
Youth Service	880	880	0		0	(2)
<u>Education Total</u>	120,671	120,647	(24)	0	(24)	(15)

Education

Leadership and Management - one-off spend on implementing a new information management system for schools and consultant fees.

Schools Quality Service - a transitional period for the new service with vacant posts, income receipts and additional grants, but there is substantial pressure on the immersion system budget.

Transport - following substantial overspending in the field over the past years, a budget of £896k was allocated on a permanent basis and a further £939k for one year only to address the pressures in the field of school buses and taxis. We managed to reduce the one-off contribution to £384k by the end of the year, because of a reduction in costs and additional grant receipts; therefore, we report a balanced financial situation.

The transport field continues to be the subject of a strategic review to try to control the increase in the expenditure, so that it is possible to reduce overspending and take advantage of opportunities for efficiencies.

Infrastructure and Support Services - Ancillary Service - a higher grant income receipt by the end of year for free school meals for primary schools. However, an overspend on staff costs due to sickness are issues in school cleaning and caretaking. The care element of the breakfast clubs is also overspending by £71k as a result of higher staff costs and a lack of income.

Infrastructure and Support Services - Others - an increase in one-off costs reduced by the use of grant money and underspending on other budgets.

Additional Learning Needs and Inclusion service - an increase in one-off costs by the end of the year as well as circumstances relating to one specific centre, which has now ended, but is responsible for an overspend of £53k. Staff turnover and a grant receipt reduces the overspend reported.

2025/26 REVENUE BUDGET - FINAL ACCOUNTS						
Economy and Community Department	2025/26 Budget	2025/26 Position	Gross Over / (Under) Spend 2025/26	Use of Other Sources or Other Adjustments Recommended	Adjusted Over / (Under) Spend 2025/26	Projected Over / (Under) Spend- November 2025/26 Review
Area:-	£'000	£'000	£'000	£'000	£'000	£'000
Management	403	392	(11)		(11)	(3)
Community Regeneration and Support Programmes	674	671	(3)		(3)	(2)
Maritime and Country Parks	(389)	(288)	101		101	35
Byw'n Iach and Other Leisure Contracts	1,741	2,044	303	(269)	34	91
Economic Development Programmes	(307)	(311)	(4)		(4)	0
Marketing and Events	280	280	0		0	0
Gwynedd Libraries	1,673	1,644	(29)		(29)	(35)
Gwynedd Museums, Arts and Archives	1,033	1,042	9		9	14
Use of the Department's Underspend Fund	49	0	(49)		(49)	(49)
Use of the Department's Other Fund	48	0	(48)		(48)	(49)
<u>Economy and Community Total</u>	5,205	5,474	269	(269)	0	2

Economy and Community

Management - a grant receipt and higher income have led to an underspend on the core budget.

Maritime and Country Parks - a deterioration in the financial situation by the end of the year with the spending above the budget increasing to £71k in Doc Fictoria, Caernarfon, and an increase in spending by the Harbours and beaches. It was seen that income shortages were issues in Beaches totalling £84k as well as Rural Parks of £27k. Contrary to this trend, the net income is better in Hafan, Pwllheli and underspending (£80k).

Byw'n Iach and Other Leisure Contracts - the leisure provision was transferred to the Byw'n Iach Company in April 2019, but responsibility for the running costs of properties remained with the Council. Over the past few years, the company has received annual financial support from the Council which was £550k in 2022/23 and £308k in 2023/24, and £281k in 2024/25, which was above the contractual payment in the delivery contract, to enable them to maintain their services. The financial support continues this year, and the required sum is £269k by the end of the year.

Furthermore, an overspend of £34k on the budget to run the leisure buildings by the Economy and Community Department.

Gwynedd Libraries - following a transitional period of restructuring the service, every post has now been filled. Income receipts are higher as banks make regular use of space in Caernarfon Library.

Museums, Arts and Gwynedd Archives - overspending mainly because staffing costs exceed the budget in Storiol £16k and Lloyd George Museum £15k whilst other costs are higher in Neuadd Dwyfor £15k. A reduction was seen in spending by the Archives and Arts Service, which means that the overspend reported is lower.

To reduce the overspend reported, the department is using £97k from the departmental reserves.

It is recommended that the Cabinet approves financial support to the value of £296k to Byw'n Iach.

2025/26 REVENUE BUDGET - FINAL ACCOUNTS						
Highways, Engineering and YGC Department (including Trunk roads)	2025/26 Budget	2025/26 Position	Gross Over / (Under) Spend 2025/26	Use of Other Sources or Other Adjustments Recommended	Adjusted Over / (Under) Spend 2025/26	Projected Over / (Under) Spend- November 2025/26 Review
Area:-	£'000	£'000	£'000	£'000	£'000	£'000
<u>Services:</u>						
Highways (including Trunk roads)	11,618	11,936	318		318	220
Engineering	487	411	(76)		(76)	(28)
Municipal	5,827	6,007	180		180	381
Gwynedd Consultancy	132	117	(15)		(15)	(81)
Closure of 2025/26 Accounts Adaption			0	(307)	(307)	0
<u>Highways, Engineering and YGC Total</u>	18,064	18,471	407	(307)	100	492

Highways, Engineering and YGC (including Trunk roads)

Highways Services - although an increase was seen in realising savings in this area, savings to the value of £120k remain to be achieved in the County Roads field. Higher expenditure by the end of the year on the construction programme and on staff and other costs in County Roads. Furthermore, a reduction in the income from external agencies on various contracts.

Engineering Services - discussions with Network Rail relating to Barmouth Bridge ended recently, leading to a saving. In addition, an underspend on various headings as well as a higher income receipt.

Municipal Services - a mixed picture which is a combination of factors, including the need to realise savings to the value of £117k. Despite the continuing pressure on public toilet cleaning staff budgets, there was a reduction by the end of the year. Following recent work in the Crematorium, a reduction was seen in the associated income projections, but also in the costs. Income losses remain as issues for land maintenance and public toilets. Further underspend on Street Enforcement and on Tidy Teams, which reduces the overspend reported. A permanent bid worth £180k has been allocated to Open Lands for 2026/27 onwards.

Gwynedd Consultancy - despite exceeding the income from external organisations such as other councils and the Welsh Government in the field of roads and engineering, it is not as much as what was projected during the year. Underspend on vacant posts and staff turnover in the Building Service.

Savings - the value of the departmental savings not realised is £317k and so contributes to the overspend position reported at the end of the year. Despite the slippage on the delivery, the department will implement definitive steps over the coming months in order to deliver a proportion of the savings.

It is recommended that the Highways, Engineering and YGC Department receives one-off financial support of £307k to limit the level of overspend to be carried forward by the Department to £100k, to assist them to move on to face the challenges of 2026/27.

2025/26 REVENUE BUDGET - FINAL ACCOUNTS

Environment Department	2025/26 Budget	2025/26 Position	Gross Over / (Under) Spend 2025/26	Use of Other Sources or Other Adjustments Recommended	Adjusted Over / (Under) Spend 2025/26	Projected Over / (Under) Spend- November 2025/26 Review
Area:-	£'000	£'000	£'000	£'000	£'000	£'000
Management	776	948	172		172	158
Planning and Building Control Service	743	518	(225)		(225)	(1)
Street Care and Transport Services						
Network Management (Transportation)	363	(82)	(445)		(445)	(362)
Parking and Parking Enforcement	(3,008)	(2,534)	474		474	213
Integrated Transport	2,294	2,544	250		250	88
	(351)	(72)	279	0	279	(61)
Markets	8	13	5		5	0
Countryside and Access	777	795	18		18	8
Public Protection	2,048	1,921	(127)		(127)	(36)
Waste	14,000	15,256	1,256		1,256	617
Environment Total	18,001	19,379	1,378	0	1,378	685
Use of Parc Adfer Refinance Gain Share Reserve				(786)	(786)	
Use of Extended Producer Responsibility for packaging Reserve				(470)	(470)	
Closure of 2025/26 Accounts Adaption				(22)	(22)	
Total	0	0	0	(1,278)	100	

Environment

The Department's Management - a delay in realising savings schemes to the value of £150k as well as an overspend on vehicle costs.

Planning and Building Control Service - a mixed picture, including income on major applications at the end of the financial year from the National Grid, meaning that Planning over-achieved its income by £222k, whilst income shortage continues to be an issue for Land Charges and Development Control. Staff turnover and vacant posts further assist the financial situation.

Network Management (Transportation) - exceeding the streetworks fees income, as well as vacant posts and further underspend on many of the budget's headings.

Parking and Parking Enforcement - after parking fees were increased in April 2025, there was an expectation that parking income would improve this year, compared to the £826k deficit reported in 2024/25. An improvement has been seen, with an income deficit of £464k, but lower than the projections. Vacant posts assist to improve the situation reported.

Integrated Transport - a significant increase was seen in contract costs, therefore the grants received do not cover all the associated costs. Underspend on staff costs and on other budgets reduces the reported overspend.

Public Protection - vacant posts and less expenditure on a number of the budget headings, including on vehicle costs. In general, the income situation is better than the projections, with trading standards income exceeding the target but income is down for the taxi licensing field.

Waste - an additional budget of £400k was allocated for 2025/26 onwards, but several factors are responsible for the overspend, which has increased to £1.26 million by the end of the year. The work of restructuring and introducing changes to the field continues, with several stages associated with the process, with some of the stages slipping to 2026/27 and therefore several savings schemes are slipping as a result of the restructuring challenges. An increasing overspend by the end of the year on waste collection and recycling, commercial waste, treatment and waste transfer sites and on running the recycling centres. Relevant savings schemes worth £830k in waste have not delivered by the end of the year.

Reclaiming the Shared Returns of Parc Adfer - one-off saving to all councils from the returns of re-funding Parc Adfer. The money available, namely £786k, is to be used in full to fund the overspend in the waste field.

Extended Producer Responsibility for packaging material - new income receipt for councils which comes from a levy on packaging for producers and retailers, to promote recycling. £407k is to be used in 2025/26 to meet the deficit in the waste service, with the remainder being prioritised for the waste field.

Savings - savings to the value of £1.27 million are not being realised by the department and are therefore contributing to the overspend position.

It is recommended that the overspend of £1.256 million in waste services is funded by using £786k from the Parc Adfer Contributory Earnings Recovery Fund and £470k from the Extended Producer Responsibility Fund for packaging materials. Furthermore, that the Environment Department receives one-off financial support of £22k to limit the level of overspend to be carried forward by the Department to £100k, to assist them to proceed to face the challenges of 2026/27.

2025/26 REVENUE BUDGET - FINAL ACCOUNTS						
Housing and Property Department	2025/26 Budget	2025/26 Position	Gross Over / (Under) Spend 2025/26	Use of Other Sources or Other Adjustments Recommended	Adjusted Over / (Under) Spend 2025/26	Projected Over / (Under) Spend- November 2025/26 Review
Area:-	£'000	£'000	£'000	£'000	£'000	£'000
Management	799	583	(216)		(216)	(192)
Housing Services						
Homelessness	6,184	6,464	280		280	531
Private Sector Housing	469	486	17		17	(30)
Others	423	299	(124)		(124)	(97)
	7,076	7,249	173	0	173	404
Property Services						
Property	2,728	2,750	22		22	11
Caretaking, Catering and Cleaning	9	10	1		1	25
	2,737	2,760	23	0	23	36
Housing and Property Total	10,612	10,592	(20)	0	(20)	248
Closure of 2025/26 Accounts Adaption - one-off bid allocation to Emergency Accommodation 2026/27				(800)		
Corporate Maintenance - slippage			(1,087)			
Transfer to Maintenance Fund at the end of the year			1,087			
Net Corporate Maintenance			0			

Housing and Property

Management - underspend on staffing costs as restructuring is in the pipeline, as well as an underspend on services and supplies.

Homelessness - the trend of significant pressure on the emergency accommodation service continues, with expenditure in this area at £6.1 million this year, which is consistent with the spending in 2024/25. An additional budget of £4.2 million was allocated from the council tax premium to emergency accommodation as well as an additional one-off budget of £859k allocated as part of the bids system for 2025/26. Higher costs were seen in moving and storing the personal property of households receiving emergency accommodation. A combination of the reduction in numbers in emergency accommodation and also the price per night of some providers being negotiated lower, means that there has been a reduction in pressure compared with the projections. In addition to this, an increase was seen during the year in the costs of private housing leasing.

2026/27 Homelessness - following a review of the spending at the end of the year, it is suggested that a one-off bid should be allocated, up to £800k, to assist with the pressure on emergency accommodation in 2026/27.

Private Sector Housing - contrary to the projections during the year, a shortage in fees for housing with multiple residents and in the disabled facilities grant income. Higher costs were also seen associated with extending the National Empty Homes Scheme, but staff turnover is assisting the financial situation.

Housing Services, Others - underspend on staff costs and on a number of budget headings as well as further use of a grant to fund the expenditure.

Property Services - increasing pressure on the services and supplies budget by the end of the year, which is reduced by staff turnover.

Caretaking, Catering and Cleaning - the cleaning goods costs overspend is now counterbalanced by an increase in income on cleaning and caretaking.

Corporate Maintenance - Education received a maintenance grant from the Government of £2.4 million during the year, which means that there is a £1.1 million slippage on the core maintenance budget, which has been transferred to a reserve at the end of the year for maintenance purposes.

It is recommended that the Housing and Property Department receive a one-off financial allocation of up to £800k to finance the pressure on the emergency accommodation service in 2026/27.

2025/26 REVENUE BUDGET - FINAL ACCOUNTS

Central Departments	2025/26 Budget	2025/26 Position	Gross Over / (Under) Spend 2025/26	Use of Other Sources or Other Adjustments Recommended	Adjusted Over / (Under) Spend 2025/26	Projected Over / (Under) Spend- November 2025/26 Review
Area:-	£'000	£'000	£'000	£'000	£'000	£'000
Corporate Management Team and Legal	3,194	3,155	(39)		(39)	(14)
Finance (and Information Technology)	9,166	9,128	(38)		(38)	(13)
Corporate Services	8,631	8,611	(20)		(20)	(6)
Central Departments Total	20,991	20,894	(97)	0	(97)	(33)

Central Departments

Corporate Management Team and Legal - underspend on staff and exceeding the income in various fields, it was possible to fund various one-off costs within the financial situation by the end of the year.

Finance (and Information Technology) - a combination of vacant posts and attracting income and additional grants at the end of the year but pressures remain on various systems and on the department's software costs, including the income processing system by the customers and residents of Gwynedd.

Corporate Services - staff turnover, a reduction in spending and additional income in the final months of the year. A balanced situation was seen in the Print-room, which is an improvement of the projections during the year.

2025/26 REVENUE BUDGET - FINAL ACCOUNTS						
Corporate (Reflects variances only)	2025/26 Budget	2025/26 Position	Gross Over / (Under) Spend 2025/26	Use of Other Sources or Other Adjustments Recommended	Adjusted Over / (Under) Spend 2025/26	Projected Over / (Under) Spend- November 2025/26 Review
Area:-	£'000	£'000	£'000	£'000	£'000	£'000
Council Tax Premium	*	*	(914)	914	0	(871)
Council Tax Reductions	*	*	14	(14)	0	0
Net Interest Received	*	*	125	(125)	0	0
Savings Provision	*	*	(1,153)	1,153	0	0
Budgets / Bids Returned	*	*	(404)	404	0	0
Reimbursement of the Pension Fund relevant to GwE	*	*	(908)	908	0	0
Others	*	*	(475)	475	0	0
<u>Corporate Total</u>	*	*	(3,715)	3,715	0	(871)

Corporate

Council Tax - during 2025/26, additional council tax returns of £1.583 million were seen as a result of prudent projections when setting the budget. Within this picture, 618 properties were seen to transfer from non-domestic rates to council tax during the year (692 in 2024/25, 381 in 2023/24). However, contrary to this picture, the Valuer's Office allowed 283 properties to transfer from council tax to non-domestic rates (189 in 2024/25, 193 in 2023/24, 452 in 2022/23). This money was placed in the financial strategy fund during the August Review, and therefore, it can be removed from the fund to assist with the departments' financial situation in 2025/26.

Council Tax Premium - during the year, there was a reduction of 74 in the number of premium second homes, which is contrary to the increase of 387 seen last year. In 2025/26, £7.7 million in council tax premium was earmarked for the Housing Strategy, and a further £4.2 million for the Homelessness field and £738k from other commitments. Following a review of the Council Tax Premium allocation at the end of the financial year, there was £914k of council tax premium above the budget, with its use to be considered by the Cabinet.

Council Tax Reductions - following a campaign to target different groups to increase the number of applications, an increase was seen in the number who claim the discount in Gwynedd over the year, compared with the trend in previous years, therefore the spending is above the budget.

Net Interest Receipts - a reduction in interest rates has led to interest below the expected target this year.

Savings Provision - following the inability of some departments to realise savings in certain areas, corporate provision has been made so that it is available to eliminate problematic savings and bridge savings delivery.

Budgets / Bids Returned - bids by the departments where they had not been used in full this year, were returned.

Reimbursement of the Pension Fund relevant to GwE - after the GwE Regional Schools Effectiveness and Improvement Service came to an end at the end of May 2025, the six north Wales authorities received a reimbursement relating to a surplus deriving from pension contributions relevant to GwE.

Others - the demand on the provision was not as high as what was projected when setting the budget.

It is recommended that the Departments that are overspending in 2025/26 should be assisted, provide additional support to Byw'n Iach for 2025/26 and fund a bid to the emergency accommodation field for 2026/27, to be funded from the following sources:

- that the overspend of £1.256 million in waste services is funded by using £786k from the Parc Adfer Contributory Earnings Recovery Fund and £470k from the Producer Extended Responsibility Fund for packaging materials
 - use (£2.8 million) of the underspend on Corporate budgets
- (£3.174 million) being funded from the Council's Financial Strategy Support Fund
- the underspend of (£914k) on Council Tax Premium to be transferred to the Council Tax Premium fund with its use to be decided by the Cabinet

Following a review of funds exercise detailed in **Appendix 3**, that the following two virements worth £8.1 million are made from the Council's Financial Strategy Support Fund, namely:

- £6.6 million being moved to the Council's general balances
- £1.5 million being moved to the Buildings Safeguarding Fund.

Review of Funds

Following a review of the funds, it is recommended to release the following sums:

Fund	Amount to be released £'000
The Council's Financial Strategy Fund	8,100
Total	8,100

moved to:

Balances / Reserves	Sum £'000
The Council's general balances	6,600
Buildings Safeguarding Fund	1,500
Total	8,100

Council's general balances

As noted annually in the report on the budget to the Full Council, local authorities need a prudent level of 'operational capital' to maintain an adequate cash flow and to meet unexpected expenditure. On 31 March 2026, the Council had general balances of £7.9 million, which represents 1.3% of the Council's gross revenue expenditure.

We have noted, on more than one occasion, because of the tempestuous circumstances that we will face over the years to come, that it is appropriate to keep sums in reserve to be able to deal with any problems that may arise.

We are of the opinion that it is appropriate when closing the 2025/26 accounts that we review and increase the balance of the general balances from £6.6 million to £14.5 million, which means that the ratio to the Council's gross revenue expenditure increases to 2.5% and is therefore appropriate to be able to cope with any financial shock.

Buildings Safeguarding Fund

Following a report being submitted to the Cabinet on 16 December 2025 on 'Funding work to safeguard the Corbett Arms, Tywyn building', namely a Grade II listed building, which has been a cause of concern to Cyngor Gwynedd and the local community for years. The former hotel is in a dangerous structural condition and has meant that the Council has had to act to protect and safeguard the public.

A sum of £1.5 million was approved from the Council's Financial Strategy Fund in order to fund the work to safeguard the building, as the Environment Department cannot cope with such expenditure without notice within their budget. Therefore, there is a need for a virement at the end of the year, for it to be moved to a dedicated reserve for this purpose.

[Cabinet Report - Corbett Arms.pdf](#)

CYNGOR GWYNEDD – Report to Cyngor Gwynedd Cabinet

Item Title:	Capital Programme 2025/26 – End of Year Review (31 March 2026 position)
Cabinet Member:	Councillor Huw Wyn Jones, Finance Cabinet Member
Relevant Officer:	Ffion Madog Evans, Assistant Head of Finance
Meeting Date:	19 May 2026

1. Decision Sought:

- To accept the report on the end of the year review (31 March 2026 position) of the capital programme.
- Approve the revision to the Capital Budget approved on 6 March 2025 and revised on 11 November 2025 and 20 January 2026 from the programme's financing perspective (as shown in part 3.2.3 of the report), that is:
 - an increase of £35,000 in the use of borrowing
 - an increase of £14,058,000 in the use of grants and contributions
 - an increase of £485,000 in the use of capital receipts
 - an increase of £1,313,000 in the use of revenue contributions
 - a decrease of £2,493,000 in the use of the capital reserve
 - a decrease of £667,000 in the use of renewal and other reserves.

2. The reason why the Cabinet needs to make the decision:

It is the Cabinet's responsibility to act, as necessary, to secure appropriate control over the Council's budgets. It is necessary to ensure appropriate financing arrangements for the Council's plans to spend on capital. The Cabinet has the authority to adapt the capital programme. Approval is sought for the proposed programme (part 3.2.2) and financing (part 3.2.3).

These are recommended steps to ensure definite sources of funding for the 2025/26 – 2027/28 capital schemes.

3. Introduction and Rationale

3.1 Background/ Introduction

This technical report is presented as part of the 2025/26 end of year. The main purpose of the report is to present the revised capital programme and to approve the relevant financing sources. There is a summary in parts 3.2.2 and 3.2.3 of the report (the rationale and justification for recommending the decision) is as follows:

- Part 3.2.1: Main Findings
- Part 3.2.2: Analysis by Department of the £164.866m capital programme for the 3 years 2025/26 – 2027/28.
- Part 3.2.3: The sources of finance for the net increase of approximately £12.731m since the last review.
- Part 3.2.4: Detail of additional grants since the last review.
- Part 3.2.5: Analysis of the capital prudential indicators.

Incorporating funding via grant is a point of order for the Cabinet, but it is also necessary to deal with situations where there has been a change in expenditure profiles between years and the value of capital receipts and contributions.

These are technical issues regarding the financing of schemes and relevant implications and debates have already been addressed when the individual schemes were adopted.

3.2 Rationale of, and introduction to, the recommended decision

3.2.1 Main Findings

The main findings that arise from the revised position are:

- Clear plans are in place to invest approximately £83.8m in 2025/26 on capital projects, with £52.7m (63%) of it being financed by attracting specific grants.
- An additional £21.9m of proposed expenditure has been re-profiled from 2025/26 to 2026/27 and 2027/28, but no loss of funding was caused to the Council where schemes have slipped.

3.2.2 Capital Programme 2025/26 to 2027/28

See below the final capital programme for 2025/26 as at the end of March 2026, with the proposed revised position for the subsequent years:

DEPARTMENT	END OF MARCH REVIEW				Increase/(Decrease) since the Last Review £000
	2025/26 £000	2026/27 £000	2027/28 £000	Total £000	
Education	13,778	15,359	3,451	32,588	4,529
Environment	7,428	5,222	478	13,128	33
Corporate Support	-	-	-	-	-
Finance	734	696	1,249	2,679	(502)
Economy and Community	20,944	14,359	2,396	37,699	(101)
Housing and Property	22,836	9,014	4,103	35,953	4,926
Adults, Health and Wellbeing	3,742	4,725	-	8,467	2,998
Children and Supporting Families	2,945	1,013	700	4,658	317
Highways, Engineering and Consultancy	11,365	11,629	5,700	28,694	531
Corporate	-	500	500	1,000	-
TOTAL	83,772	62,517	18,577	164,866	12,731

3.2.3 Changes to the Sources of Finance

The budget for the three year programme shows an increase of £12.731m since the last review. The finalised sources of financing for 2025/26 at the end of March 2026 can be seen below, with the proposed revised position for the subsequent years:

SOURCE OF FINANCE	END OF MARCH REVIEW				Technical Adjustment £000	Increase/(Decrease) since the Last Review £000
	2025/26 £000	2026/27 £000	2027/28 £000	Total £000		
Supported Borrowing	4,070	4,070	4,070	12,210	0	-
Other Borrowing	8,504	6,221	-	14,725	0	35
Grants and Contributions	60,115	22,346	4,871	87,332	3,441	14,058
Capital Receipts	487	158	-	645	0	485
Departmental & Corporate Revenue	2,581	20	-	2,601	0	1,313
Capital Fund	-	21,439	5,279	26,718	9,189	(2,493)
Renewals & Other Funds	8,015	8,263	4,357	20,635	(12,630)	(667)
TOTAL	83,772	62,517	18,577	164,866	0	12,731

3.2.4 Additional Grants

Since the previous review at the end of November, the Council succeeded in attracting the additional grants totalling £14.728m, the largest of which are listed below. Several adjustments including a reduction on schemes lower than the original forecast brings the total movement to £14.058m (see Appendix 1 for more information):

- £3.206m Transitional Accommodation Capital Funding Programme Grant (TACP) from Welsh Government
- £2.434m Additional Schools' Repairs and Maintenance Grant 2025/26
- £2.292m Additional General Capital Grant from Welsh Government
- £1.836m Welsh Government grant towards the Learning Disability Community Hub at Canolfan Dolfleurig

- £1.529m Sustainable Communities for Learning Grant – adaptation and addition to various schemes
- £0.763m Welsh Government grant towards the Council's Heating Decarbonisation scheme
- £0.652m Welsh Government grant towards the Mosaic computer system (CCSCP - Connecting Care - Social Care Programme)

3.2.5 Capital Prudential Indicators

The CIPFA Prudential Code notes the need to report these Prudential Indicators (see Appendix 3 for more information).

3.3 Next Steps

To implement the recommendations to finance the programme.

The latest position and information are reflected here, and in bringing the accounts closedown process to a close, there may be further changes. However, no substantial change to the general situation is anticipated.

4. Comments by Statutory Officers

4.1 Principal Finance Officer

I have collaborated with the Cabinet Member in the preparation of this report, and I confirm the content.

4.2 Monitoring Officer

No observations to add in relation to propriety.

Appendices List:

Appendix 1 – Details on Main Changes

Appendix 2 – Details of Budget Reprofileing

Appendix 3 – Capital Prudential Indicators 2025/26

Background Documents List:

2025/2026 Budgets: [Annual budgets](#)

Capital Strategy 2025/26 : Full Council 06/03/25 : [Item 10 - Capital Strategy 2025-26 including Investment and Borrowing Strategies.pdf](#)

Details of Main Changes

See below the relevant schemes that have caused the main changes to the sources of finance since the previous review:

	2025/26 £'000	2026/27- 2027/28 £'000
Other Borrowing		
Highways, waste and recycling vehicles (<i>Highways, Engineering and Consultancy; Environment Departments</i>).	36	
Grants and Contributions		
Additional Schools' Repairs and Maintenance Grant 2025/26 (<i>Education Department</i>).	2,434	
Sustainable Communities for Learning Grant – adaptation and addition to various schemes (<i>Education Department</i>).	809	720
Grants and Contributions from a number of agencies towards a hockey pitch and 3G pitch at schools in the south of the county (<i>Education Department</i>).	235	
Section 106 Planning legislation contributions used towards schools (<i>Education Department</i>).	121	
Transforming Towns Grant from Welsh Government (<i>Economy and Community Department</i>).	79	
Pride of Place Grant from the UK Government (<i>Economy and Community Department</i>).	50	
Adjustment to the Shared Prosperity Fund grant from the UK government – a sum is paid to Gwynedd Council to be distributed across the counties of north Wales (<i>Economy and Community Department</i>).	(52)	
Adjustment to the Welsh Government grant to reduce the Carbon Footprint (<i>Economy and Community Department</i>).	(51)	
Adjustment to the Welsh Government grant to improve access to the Archives (<i>Economy and Community Department</i>).	(47)	

• Adjustment to the Welsh Government Childcare Capital Grant (<i>Children and Families</i>).	(94)
• Housing with Care Fund (HCF) Grant for children's homes from Welsh Government (<i>Children and Supporting Families Department</i>).	225
• Play Opportunities Wales Grant (<i>Children and Supporting Families Department</i>).	182
• Welsh Government grant towards the Mosaic computer system (CCSCP - Connecting Care - Social Care Programme) (<i>Adults, Health and Wellbeing Department</i>).	652
• Regional Integration Fund (RIF) Grant – additional grant from Welsh Government towards adapting establishments as well as facilitating joint working arrangements with other agencies (<i>Department for Adults, Health and Wellbeing</i>).	221
• Welsh Government grant towards Penrhos Care Home (<i>Adults, Health and Wellbeing Department</i>).	289
• Welsh Government grant towards the Learning Disability Community Hub at Canolfan Dolfeurig (<i>Adults, Health and Wellbeing Department</i>).	1,836
• Adjustments to grants from the Local Transport Fund (LTF); Active Travel Fund (ATF); Resilient Roads Fund (RRF) and the Safe Routes in Communities Grant (SRiC) from Welsh Government towards several different schemes (<i>Environment Department</i>).	(207)
• Adjustments to grants and contributions from the Welsh Government, Natural Resources Wales, Wales Council for Voluntary Action (WCVA) and Local Nature Partnerships towards countryside schemes (<i>Environment Department</i>)	(105)
• An adjustment to Welsh Government grant from the Very Low Emission Vehicle Transformation Fund (ULEVTF) for electric vehicle charging points and solar points (<i>Environment Department</i>).	(30)
• Welsh Government Transforming Towns Grant towards Homelessness schemes (<i>Housing and Property Department</i>).	506

Transitional Accommodation Capital Funding Programme Grant (TACP) from Welsh Government (<i>Housing and Property Department</i>).	3,206	
Section 106 Planning legislation contributions used towards specific houses (<i>Housing and Property Department</i>).	108	
Adjustment to the Welsh Leasing Scheme Grant from Welsh Government (<i>Housing and Property Department</i>).	(58)	
Welsh Government grant towards the Council's Heating Decarbonisation scheme (<i>Housing and Property Department</i>).	730	33
Additional General Capital Grant from Welsh Government (<i>Corporate</i>).	2,292	
Capital Receipts		
Correction of contributions towards electric vehicles whilst compensating departmental renewal funds (<i>Highways, Engineering and Consultancy; Environment Departments</i>).	484	
Departmental and Corporate Revenue		
Individual schools' contributions towards various specific schemes (<i>Education Department</i>).	215	
Revenue contributions towards various specific schemes (<i>Economy and Community Department</i>).	166	
Revenue contributions towards various schemes (<i>Highways, Engineering and Consultancy; Environment Departments</i>).	193	
Revenue contributions towards various schemes including homelessness schemes (<i>Housing and Property Department</i>).	692	
Adjustments of departmental contributions toward additional computer equipment (<i>Finance Department</i>).	50	
Capital Fund		
Correction of funding for the 24/25 VOIP telephone project - specific fund to be used (<i>Finance Department</i>).	(201)	
Adjustment in the use of the Capital Fund due to the receipt of the additional General Capital Grant from Welsh Government (<i>Corporate</i>).	(2,292)	

Renewals and Other Funds

• Adjustment to the match funding/additional contributions towards various schemes (<i>Economy and Community Department</i>).	(257)	
• Correction of capital receipt contributions towards electric vehicles whilst compensating departmental renewal funds (<i>Highways, Engineering and Consultancy; Environment Departments</i>).	(484)	
• Contribution/ adjustment towards various schemes including the upgrade of the Incinerator at Bangor Crematorium (<i>Highways, Engineering and Consultancy Department</i>).	356	
• Vehicle and Equipment Renewals from departmental reserves (<i>Highways, Engineering and Consultancy; Environment Departments</i>).	329	
• Adjustment to the contribution from the Council Tax Premium Fund towards the Housing Strategy schemes (<i>Housing and Property Department</i>).	(570)	
• Contributions towards climate and decarbonisation schemes (<i>Housing and Property Department</i>).	297	4
• Adjustment to the funding of the scheme to strengthen the infrastructure and other IT schemes through revenue over a number of years whilst using the same funds originally earmarked to fund the capital (<i>Finance Department</i>).	(552)	
• Correction of funding for the 24/25 VOIP telephone project - specific fund to be used (<i>Finance Department</i>).	201	

Details of Budget Re-profiling

See below the main schemes that have been re-profiled since the original budget:

	2025/26 £'000	2026/27 - 2027/28 £'000
Schools' Schemes (Sustainable Communities for Learning and Others) (<i>Education Department</i>)	(10,928)	10,928
Economic Stimulus Schemes and Industrial Units (<i>Economy and Community Department</i>)	(1,881)	1,881
Levelling Up Fund (<i>Economy and Community Department</i>)	(6,078)	6,078
Shared Prosperity Fund (<i>Economy and Community Department</i>)	(1,987)	1,987
Maritime, Country Parks, Culture and Leisure schemes (<i>Economy and Community Department</i>)	(1,592)	1,592
Children's Establishments (<i>Children and Supporting Families Department</i>)	(1,013)	1,013
Provision to Joint-fund Care Projects (<i>Adults, Health and Wellbeing Department</i>)	(1,500)	1,500
Residential Establishments, Day Care and other schemes in the Adults' area (<i>Adults, Health and Wellbeing Department</i>)	(1,726)	1,726
Road and Municipal schemes (<i>Highways, Engineering and Consultancy Department</i>)	(1,197)	1,197
Vehicle and Equipment Renewals (<i>Highways, Engineering and Consultancy; Environment; Housing and Property Departments</i>)	(3,172)	3,172
Coastal Risk and Flood Prevention Plans (<i>Highways, Engineering and Consultancy Department</i>)	(1,880)	1,880
Transport, Urban Improvements and Countryside management schemes (<i>Environment Department</i>)	(291)	291
Car Parks (<i>Environment Department</i>)	(221)	221
Specialist Environment Department IT Systems (<i>Environment Department</i>)	(48)	48

Waste and Recycling Schemes (<i>Environment Department</i>)	(2,156)	2,156
Housing Strategy schemes (<i>Housing and Property Department</i>)	(164)	164
Housing Grants and Other Schemes (<i>Housing and Property Department</i>)	(1,151)	1,151
Disabled Adaptation, Offices; Smallholdings' Schemes (<i>Housing and Property Department</i>)	(105)	105
Council's Carbon Management and Solar Panel Schemes (<i>Housing and Property Department</i>)	(3,175)	3,175
Asbestos Disposal Schemes (<i>Housing and Property Department</i>)	(164)	164
IT equipment renewals (<i>Finance Department</i>)	26	(26)

Note:

The above re-profiling will not result in any loss in grant.

There are a variety of valid reasons behind the re-profiling in many cases, but the delay prior to implementing these schemes can mean that the services must cope for longer with current assets which have not been improved.

Capital Prudential Indicators 2025/26 - Outturn

The Council measures and manages its capital expenditure and borrowing with references to the following indicators.

It is now a requirement of the CIPFA Prudential Code that these are reported on a regular basis.

The latest position and information are reflected here, and in bringing the accounts closedown process to a close, there may be further changes. However, no substantial change to the general situation is anticipated.

Capital Expenditure

The Council has undertaken and is planning capital expenditure as summarised below.

	2024/25 Actual £m	2025/26 Actual £m	2026/27 Budget £m	2027/28 Budget £m
General Fund Services	85.0	84.6	62.9	18.9
Leasing General Fund	5.3	0.0	0.0	0.0
TOTAL	90.3	84.6	62.9	18.9

The main General Fund capital projects in 2025/26 y include (see the review reports for reprofiling details as applicable):

- Sustainable Communities for Learning Schemes - £12.4m
- Levelling Up Fund Schemes - £11.0m
- Housing Schemes/Strategy - £7.5m
- Departmental Vehicles - £6.9m
- Adults' Homes/ Centres - £4.5m
- Property Schemes - £3.9m

Capital Financing Requirement

The Council's cumulative outstanding amount of debt finance is measured by the capital financing requirement (CFR). This increases with new debt-financed capital expenditure and reduces with Minimum Revenue Provision (MRP) and capital receipts used to replace debt.

	31.3.2025 Actual £m	31.3.2026 Actual £m	31.3.2027 Forecast £m	31.3.2028 Forecast £m
General Fund Services	179.9	186.4	190.3	187.7

Gross Debt and the Capital Financing Requirement

Statutory guidance is that debt should remain below the capital financing requirement, except in the short-term. The Council has complied and expects to continue to comply with this requirement in the medium term as is shown below.

	31.3.2025 Actual £m	31.3.2026 Actual £m	31.3.2027 Forecast £m	31.3.2028 Forecast £m
Debt (including Private Finance Initiative (PFI) and leases)	100.1	79.0	73.6	71.6
Capital Financing Requirement	179.9	186.4	190.3	187.7

Debt and the Authorised Limit and Operational Boundary

The Council is legally obliged to set an affordable borrowing limit (also termed the authorised limit for external debt) each year. In line with statutory guidance, a lower “operational boundary” is also set as a warning level should debt approach the limit.

	Maximum Debt 2025/26 £m	Debt at 31.03.2026 £m	2025/26 Authorised Limit £m	2025/26 Operational Boundary £m	Complied ?
Borrowing	94.1	73.9			
Private Finance Initiative (PFI) and Finance Leases	6.0	5.1			
Total Debt	100.1	79.0	200	190	Yes

Since the operational boundary is a management tool for in-year monitoring it is not significant if the boundary is breached on occasions due to variations in cash flow, and this is not counted as a compliance failure.

Proportion of Financing Costs to Net Revenue Stream

Although capital expenditure is not charged directly to the revenue budget, interest payable on loans and Minimum Revenue Provision (MRP) are charged to revenue. The net annual charge is known as financing costs; this is compared to the net revenue stream i.e. the amount funded from Council Tax, National Non-Domestic Rates and general government grants.

	2024/25 Actual	2025/26 Actual	2026/27 Budget	2027/28 Budget
Financing Costs (£m)	8.5	10.1	10.0	10.3
Proportion of Net Revenue Stream (%)	2.5%	2.8%	2.6%	2.7%

Treasury Management Indicators

These indicators (Liability Benchmark, Maturity Structure of Borrowing, Long-Term Treasury Management Investments) are reported separately as part of the Treasury Management Report for the period under review.