

# **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](http://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.

<b>Form</b>	<b>Number</b>
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.

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

<b>1 (b) from the following school:</b>	<b>Number</b>	<b>%</b>
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](http://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	<ul style="list-style-type: none"> <li>• I'm very angry (x 2)</li> <li>• I feel it's unfair to close a school that everyone likes.</li> <li>• I'm very sad, and Ysgol Baladeulyn is closing.</li> </ul>
Ysgol Llanllyfni	<ul style="list-style-type: none"> <li>• Getting the children to attend Ysgol Llanllyfni would be a good idea, an opportunity to have new friends.</li> </ul>

	<ul style="list-style-type: none"> <li>• It would be a good opportunity to make new friends and get more children of the same age as them.</li> <li>• It would be a good experience for the children to have new friends.</li> <li>• 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.</li> <li>• Good because Ysgol Nebo doesn't have a lot of children in their year.</li> </ul>
<b>Question 2 - What would you like to see happen as part of this proposal?</b>	
<b>Ysgol Nebo</b>	<ul style="list-style-type: none"> <li>• To not close the school (x 4)</li> <li>• For Ysgol Baladeulyn and Ysgol Nebo to merge so we would get 19 children.</li> <li>• Ysgol Nebo and Ysgol Baladeulyn have had a nice time together and we are great friends.</li> </ul>
<b>Ysgol Llanllyfni</b>	<ul style="list-style-type: none"> <li>• I see this as a good opportunity to have a school that's not empty.</li> <li>• Because they're all alone. A shame.</li> <li>• Ysgol Nebo children would have more friends and discussion partners.</li> <li>• For Ysgol Nebo children to be happy.</li> <li>• I would like to see the children happy as they would have more children to play with. And have more friends.</li> <li>• Ysgol Nebo children to visit the school (Ysgol Llanllyfni) (x4)</li> </ul>
<b>Question 3 - Does anything about this worry you?</b>	
<b>Ysgol Nebo</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Closing the school worries me a lot.</li> <li>• Don't close Ysgol Nebo and do not move to another school.</li> <li>• Moving to a school with more people.</li> <li>• I don't want the school to close because I've been here for 5 years and I don't like a large school.</li> <li>• Because Ysgol Llanllyfni is a large school.</li> </ul>
<b>Ysgol Llanllyfni</b>	<ul style="list-style-type: none"> <li>• Children may be afraid to make friends or miss the school in Nebo.</li> <li>• They may be sad having to leave the school.</li> <li>• Nothing (x2)</li> <li>• Nothing! I'm happy for them to come.</li> <li>• No (x3)</li> <li>• Ysgol Nebo children are sad because their school is closing.</li> <li>• No friends</li> </ul>
<b>Question 4 - What are the most important things for you in the school?</b>	
<b>Ysgol Nebo</b>	<ul style="list-style-type: none"> <li>• School friends, the teachers/teacher and things in the school.</li> <li>• Seeing my friends.</li> <li>• Teachers and friends.</li> <li>• Learning friends.</li> <li>• Teachers, friends, new people who come to school.</li> <li>• The friends and the teachers.</li> </ul>
<b>Ysgol Llanllyfni</b>	<ul style="list-style-type: none"> <li>• The most important things are food and working very hard.</li> <li>• Friends, Food - Lunchtime, Free time - Playing outside, Teachers.</li> <li>• 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!</li> <li>• Friends and school trip (x2)</li> <li>• Friends and being happy!</li> <li>• Football pitch and friends (x2)</li> <li>• Monkey bars, football pitch and friends (x2)</li> </ul>

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>	<p>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.</p> <p>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.</p> <p>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.</p> <p>The proposal to close Ysgol Nebo is favoured by the Council as it addresses the significant challenges faced by the school, namely:</p> <ul style="list-style-type: none"> <li>• very low pupil numbers, which have been consistent over a period of time;</li> <li>• a very high proportion of surplus places;</li> <li>• small class sizes with a wide age range;</li> <li>• low future pupil number projections, which do not indicate a significant improvement in the situation;</li> </ul>
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>	
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."	
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.	
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>	<ul style="list-style-type: none"> <li>• a clear pattern of catchment pupil choice, with the majority already attending other schools; and</li> <li>• a cost per pupil that is significantly higher than the county average, raising concerns regarding long-term financial sustainability.</li> </ul>
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.	<p>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.</p>
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.	<p>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.</p>
1.1.19	“Schools such as Nebo and Baladeulyn should be saved from closure.”	<p>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.</p> <p>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.</p> <p>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”.</p>

		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.
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## 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.”	<p>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.</p> <p>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.</p> <p>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.</p> <p>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,</p>
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”	
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>	
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>	
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.	<p>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.</p> <p>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.</p>
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.	
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.”	As above.
2.1.17	“ <i>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.</i> ”	As above.

## 2.2 Quality of educational provision and evidence of high standards

	<b>Comment</b>	<b>Council Response</b>
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

	<b>Comment</b>	<b>Council Response</b>
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	<i>“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.”</i>	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	“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.”	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	“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.”	<p>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.</p> <p>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.</p>
2.5.2	“They are offered opportunities for outdoor learning, which is wonderful for young children, providing excellent opportunities and completely different	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)

	<b>Comment</b>	<b>Council Response</b>
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.”	<p>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.</p> <p>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.</p>
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	<p>“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.”</p>	<p>The Council notes the comment.</p>

## 2.9 Direct experience of improved wellbeing

	Comment	Council Response
2.9.1	<p>“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.”</p>	<p>The Council notes the comment.</p>

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

	<b>Comment</b>	<b>Council Response</b>
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.”	<p>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.</p> <p>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.</p> <p>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.</p>
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>	<p>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.</p> <p>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.</p>
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>	<p>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.</p> <p>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</p>
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	<p><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></p> <p><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></p>	<p>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.</p> <p>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.</p> <p>It is acknowledged that a number of different factors and considerations influence parents’ educational choices.</p>
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**2.14 Comments on on-site school meal preparation and reduced reliance on food transported from other schools**

	<b>Comment</b>	<b>Council Response</b>
2.14.1	<p><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></p>	<p>The Council notes the comment.</p>

### 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>	<p>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.</p> <p>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.</p> <p>The revised assessment acknowledges that the current performance of Ysgol Nebo has been evaluated as “Good” in the most recent Estyn inspection.</p> <p>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.</p> <p>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</p>
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

	<b>Comment</b>	<b>Council Response</b>
3.2.1	<p>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.</p> <p>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</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>

	Generations (Wales) Act, which require consideration of wider social and wellbeing impacts in addition to direct financial costs.	<p>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.</p> <p>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.</p> <p>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.</p>
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>	
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>	

### 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.	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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.	
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	<p><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></p>	<p>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.</p>
5.2.2	<p>“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”</p>	<p>The Council has considered these comments in undertaking and updating the Equality Impact Assessment and the Well-being Impact Assessment.</p>
5.2.3	<p>“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”</p>	<p>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.</p>
5.2.4	<p>“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.”</p>	<p>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</p>
5.2.5	<p><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></p>	<p>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</p>

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

	<b>Comment</b>	<b>Council Response</b>
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”	<p>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.</p> <p>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.</p>
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

	<b>Comment</b>	<b>Council Response</b>
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.”	<p>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.</p> <p>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.</p>
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.”	
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>	
		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.

	<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

	<p><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></p>	<p>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.</p>
6.2.2	<p>“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 ...”</p>	<p>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.</p>
6.2.3	<p><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></p>	<p>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.</p>
6.2.4	<p>“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.”</p>	<p>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.</p>

6.2.5	<p>“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.”</p>	As above.
6.2.6	<p>“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.”</p>	As above.
6.2.7	<p>“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,</p>	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	“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.”	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 where 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>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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	“If the school closes, the village will be even less attractive to young families looking for somewhere to live.”	
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>	
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>	
6.3.7	“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.”	
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	“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.”	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	“It is noted that uncertainty about the future of the school has already led some parents to choose other schools or home education.”	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**

	<b>Comment</b>	<b>Council Response</b>
6.4.1	“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?”	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	<p>"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</p>	<p>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.</p> <p>This assessment has been reviewed and updated following the statutory consultation, giving due consideration to the comments and issues raised by consultees.</p> <p>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.</p>
6.4.4	<p><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></p>	<p>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.</p>
6.4.5	<p><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></p>	<p>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.</p>
6.4.6	<p><i>"Cyngor Gwynedd has a corporate objective to safeguard and promote the Welsh language and Welsh-speaking communities, and removing a Welsh-</i></p>	

	<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.Ive seen elderly enjoying just having a chat in Welsh while having tea which is beautiful to see .that is positive its 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**

	<b>Comment</b>	<b>Council Response</b>
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>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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:</p>
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>	

		<ul style="list-style-type: none"> <li>• encouraging and supporting ongoing links between the community of Nebo and the alternative school;</li> <li>• promoting community collaboration through community activities at the alternative school; and</li> <li>• considering appropriate options for the future of the school building as part of post-use discussions, taking into account existing community activities.</li> </ul>
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## 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>	<p>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.</p> <p>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.</p>
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>	<p>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.</p>
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>	<p>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</p>
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>	
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>	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: <ul style="list-style-type: none"> <li>• Learners from the Nebo catchment area would continue to be educated in a Welsh-medium primary school (Category 3), namely Ysgol Llanllyfni.</li> <li>• 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).</li> <li>• 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.</li> </ul>
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.	
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.”	<ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>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.</p>
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 Llanllfni. 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.”	<p>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.</p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> <li>• Learners from the Nebo catchment area would continue to be educated in a Welsh-medium primary school (Category 3), namely Ysgol Llanllyfni.</li> <li>• 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).</li> <li>• 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.</li> <li>• 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.</li> </ul>
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.”	
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”	
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	“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.”	
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

	<b>Comment</b>	<b>Council Response</b>
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”	<p>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.</p> <p>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:</p> <ul style="list-style-type: none"> <li>• Learners from the Nebo catchment area would continue to be educated in a Welsh-medium primary school (Category 3), namely Ysgol Llanllyfni.</li> <li>• 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).</li> <li>• 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.</li> <li>• 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.</li> </ul> <p>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.</p>
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

	<b>Comment</b>	<b>Council Response</b>
7.5.1	“closing school would make the village less attractive to families and thus more likelihood of non-Welsh speaking residents coming in.”	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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>	<p>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.</p> <p>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.</p> <p>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.</p>
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**

	<b>Comment</b>	<b>Council Response</b>
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>	<ul style="list-style-type: none"> <li>• considering appropriate options for the future use of the Ysgol Nebo building to continue supporting community and cultural use of Welsh;</li> <li>• promoting opportunities to involve the communities of Nebo and Nasareth in Welsh-language activities at the alternative school;</li> <li>• encouraging community collaboration to maintain opportunities to use and develop Welsh beyond formal educational provision.</li> </ul>
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

	<b>Comment</b>	<b>Council Response</b>
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

	<b>Comment</b>	<b>Council Response</b>
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

	<b>Comment</b>	<b>Council Response</b>
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. 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>	<p>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.</p> <p>Following considering the responses received during the statutory consultation, the Welsh Language Impact Assessment was reviewed and updated.</p> <p>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</p>

	<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: <ul style="list-style-type: none"> <li>• consideration of appropriate options for the future use of the Ysgol Nebo building to continue supporting community and cultural use of Welsh;</li> <li>• promoting opportunities to involve the communities of Nebo and Nasareth in Welsh-language activities at the alternative school;</li> <li>• encouraging community collaboration to maintain opportunities to use and develop Welsh beyond formal educational provision.</li> </ul>

## 8. Transport and Travel

### 8.1 Traffic safety and parking around Ysgol Llanllyfni

	<b>Comment</b>	<b>Council Response</b>
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>	

		<p>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.</p> <p>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.</p>
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## 8.2 Suitability of walking routes between Nebo and Llanllyfni for primary-aged children

	<b>Comment</b>	<b>Council Response</b>
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>	<p>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.</p> <p>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.</p>

		<p>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.</p>
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### 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.”	<p>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.</p> <p>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.</p> <p>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.</p>																																																																																																																																										
8.3.2	“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.”																																																																																																																																											
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8.3.4	“It must also be remembered that closing the school would mean spending a significant sum on school transport to the nearest school.”																																																																																																																																											
8.3.5	<p>“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.</p> <table border="1" data-bbox="241 991 705 1206"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">Taxis and trains</th> <th colspan="3">Buses</th> <th colspan="3">Total</th> </tr> <tr> <th>Budget</th> <th>Actual</th> <th>Over/(un-der) expenditure</th> <th>Budget</th> <th>Actual</th> <th>Over/(un-der) expenditure</th> <th>Budget</th> <th>Actual</th> <th>Over/(un-der) expenditure</th> </tr> </thead> <tbody> <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>2,221,188</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>331,896</td> </tr> <tr> <td>2019/20</td> <td>2,345,810</td> <td>2,515,348</td> <td>173,738</td> <td>2,821,950</td> <td>2,884,973</td> <td>63,023</td> <td>5,167,760</td> <td>5,401,321</td> <td>233,761</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>5,147,025</td> <td>2,305,975</td> <td>3,279,400</td> <td>3,527,664</td> <td>248,264</td> <td>6,120,510</td> <td>6,664,690</td> <td>544,180</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>estimat ed</td> <td>3,907,460</td> <td>3,752,712</td> <td>-163,579</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>413,247</td> </tr> <tr> <td>2025/26</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>estimat ed</td> <td>3,461,260</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> </tbody> </table> <p>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</p>			Taxis and trains			Buses			Total			Budget	Actual	Over/(un-der) expenditure	Budget	Actual	Over/(un-der) expenditure	Budget	Actual	Over/(un-der) 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	2,221,188	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	331,896	2019/20	2,345,810	2,515,348	173,738	2,821,950	2,884,973	63,023	5,167,760	5,401,321	233,761	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	5,147,025	2,305,975	3,279,400	3,527,664	248,264	6,120,510	6,664,690	544,180	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										estimat ed	3,907,460	3,752,712	-163,579	4,182,150	4,758,976	576,826	8,089,610	8,511,688	413,247	2025/26										estimat ed	3,461,260	3,718,067	256,807	4,246,210	4,801,060	554,850	7,707,470	8,519,127
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	<p>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.”</p>	
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#### 8.4 Suitability of bus transport for young children (aged 4)

	Comment	Council Response
8.4.1	<p><i>“It does not make sense to put young children aged four on a school bus, which is very expensive to operate.”</i></p>	<p>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.</p>

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

	Comment	Council Response
8.5.1	<p><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></p>	<p>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.</p> <p>Should the proposal be implemented, travel arrangements would be made in accordance with the Council’s Education Transport Policy.</p>
8.5.2	<p><i>“The school is close enough for children to be able to walk to it safely.”</i></p>	
8.5.3	<p><i>“This also increases the carbon footprint, which is contrary to sustainability objectives.”</i></p>	

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

	Comment	Council Response
8.6.1	<p><i>“As Nebo is quite rural, the ability to travel for those unable to do so will prove very challenging!”</i></p>	<p>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.</p>
8.6.2	<p><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></p>	

	<p><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></p>	<p>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.</p>
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**8.7 Calls for clarity on proposed transport arrangements and associated cost implications**

	<b>Comment</b>	<b>Council Response</b>
8.7.1	<p>“The Union would ... like reassurance given possible costs of transport in moving the children further away from home.”</p>	<p>The Council notes the call for clarity and reassurance regarding the arrangements and potential cost implications of transport should the proposal be implemented.</p>
8.7.2	<p>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.</p>	<p>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.</p> <p>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.</p>

## 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>	<p>The Council notes the concerns expressed regarding the perception that the consultation process was undertaken to justify a predetermined outcome.</p> <p>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.</p>
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."	<p>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.</p>
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."	<p>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.</p>
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	<p>"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, govenors, parents, residents little opportunity to meet to discuss the implications and the way forward."</p>	<p>The Council notes the concerns expressed regarding the length and timing of the consultation period.</p> <p>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.</p> <p>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.</p>
9.2.2	<p>"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"</p>	<p>As above.</p>
9.2.3	<p>"Additionally the consultation period has been curtailed due to holidays and bad weather."</p>	<p>As above.</p>
9.2.4	<p>"The consultation period was curtailed significantly by being over the Christmas and New Year period, which delayed village meetings."</p>	<p>As above.</p>
9.2.5	<p>"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."</p>	<p>As above.</p>
9.2.6	<p><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></p>	<p>As above.</p>

	<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

	<b>Comment</b>	<b>Council Response</b>
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.  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
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	

	<p>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?”</p>	<p>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.</p>
9.3.3	<p>“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?”</p>	<p>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.</p> <p>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.</p>
9.3.4	<p>“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"</p>	
9.3.5	<p><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></p>	<p>As above.</p>
9.3.6	<p><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></p>	<p>As above.</p>

	<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	“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.”	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	“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.”	As above.
9.3.11	“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.”	As above.
9.3.12	“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.“	<p>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).</p> <p>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.</p>

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

	<b>Comment</b>	<b>Council Response</b>
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."	<p>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.</p> <p>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.</p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> <li>• Roof and gutter repairs – £35,000</li> <li>• Toilet upgrades – £25,000</li> <li>• Re-rendering external walls – £30,000</li> <li>• Replacement of some windows – £5,000</li> <li>• Total estimated cost – £95,000</li> </ul> <p>The table included in the consultation document summarises the condition of the buildings at Ysgol Nebo and Ysgol Llanllyfni, together with the estimated maintenance works required. The works identified reflect likely</p>
9.4.2	"A figure of £95000 for repairs to the school has been mooted, with only with a sketchy outline in the document."	
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."	
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."	
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	<p><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></p> <ul style="list-style-type: none"> <li>▪ <i>Roof and gutter repairs – £35k</i></li> <li>▪ <i>Toilet upgrades – £25k</i></li> <li>▪ <i>Re-rendering external walls – £30k</i></li> <li>▪ <i>Replacement of some windows – £5k</i></li> </ul> <p><i>Total – £95k</i></p> <p><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></p>	<p>maintenance needs over a period of time, and not all elements represent urgent works or works that would be required immediately.</p> <p>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.</p>
9.4.11	<p><i>“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”</i></p>	<p>As above.</p>
9.4.12	<p><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></p>	<p>As above.</p>

## 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.”	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.
9.5.3	<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>	
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>	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.
9.5.5	<i>“The figures for the financial allocation and cost per learner for Ysgol Nebo 2025–26 are inaccurate and misleading.”</i>	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.
9.5.6	“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?”	For the 2026–27 financial year, the average cost per learner at Ysgol Nebo will be £16,066, calculated on the basis of learner numbers on the register in September 2025, namely 11 Reception to Year 6 learners and 1 Nursery learner. The average cost per primary learner across the County for the same period will be £5,998.
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**

	<b>Comment</b>	<b>Council Response</b>
9.7.1	<p>“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”</p>	<p>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.</p>
9.7.2	<p>“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.”</p>	<p>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.</p>
9.7.3	<p><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></p>	<p>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.</p>
9.7.4	<p>“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</p>	

	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

	<b>Comment</b>	<b>Council Response</b>
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. 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	<p>“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:</p> <ul style="list-style-type: none"> <li>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);</li> <li>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.</li> </ul> <p>It should be noted that consideration of the above is required by the Code”</p>	<p>The Council notes the comment.</p> <p>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.</p> <p>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.</p>
9.9.7	<p>“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.”</p>	<p>The Council notes the comment.</p> <p>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.</p> <p>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.</p>
9.9.8	<p>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</p>	<p>The Council notes the comment.</p> <p>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.</p>

	<p>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.</p>	
9.9.9	<p>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.</p>	<p>The Council notes the comment.</p> <p>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).</p> <p>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.</p>
9.9.10	<p>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.</p> <p>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.</p>	<p>The Council notes the comments expressed.</p> <p>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.</p> <p>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.</p> <p>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</p>

		<p>14 October 2025 to undertake a statutory consultation on a proposal to close the school, in accordance with the statutory process.</p> <p>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.</p>
9.9.11	<p>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.</p>	<p>The Council notes the comment.</p> <p>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).</p>
9.9.12	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

		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.	<p>The Council notes the comment.</p> <p>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.</p>
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.	<p>The Council notes the comment.</p> <p>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.</p> <p>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.</p>

#### 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.”	<p>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.</p> <p>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</p>
9.10.2	“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.”	

9.10.3	<p><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></p>	<p>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.</p>
9.10.4	<p><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.”</i>  <i>“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></p>	<p>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.</p>
9.10.5	<p><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></p>	<p>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.</p> <p>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.</p>

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

	<b>Comment</b>	<b>Council Response</b>
9.12.1	<p>“The Consultation document fails to make clear the criteria on which the responses to the consultation will be assessed.”</p>	<p>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.</p>

### 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>	<p>The Council notes the comment.</p> <p>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.</p>
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>	<p>The Council notes the comment.</p> <p>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).</p>
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>	<p>The Council notes the comment.</p> <p>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.</p>

### 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>	<p>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.</p>

#### 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?”	<p>The Council notes the comments.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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?”	<p>The Council notes the concerns expressed regarding the capacity of Ysgol Llanllyfni, particularly in relation to the nursery class.</p> <p>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.</p> <p>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.</p> <p>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.</p>	
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.
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## 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	<p>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.</p> <p>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.</p> <p>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.</p> <p>Finally, concern is expressed regarding the Council’s response to an Estyn recommendation (June 2023) relating to strengthening provision for learners</p>	<p>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.</p> <p>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).</p> <p>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.</p>

	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	<p>“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.”</p>	As above.
12.1.7	<p>“There are only two teachers for the whole of Gwynedd and Ynys Môn looking after all the home-schooled children.”</p>	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

	<b>Comment</b>	<b>Council Response</b>
13.1.1	<p><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></p>	<p>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.</p>
13.1.2	<p>"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</p>	<p>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</p>

	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?”	<p>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.</p> <p>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.</p>
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.

	<p>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?”</p>	
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## 14. Cross-cutting Issues

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

	Comment	Council Response
14.1.1	<p>“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”</p>	<p>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.</p> <p>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.</p>
14.1.2	<p>“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”</p>	<p>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).</p>
14.1.3	<p>“We need highly paid jobs in Gwynedd... which can only be achieved through a good educational structure.”</p>	<p>As above.</p>
14.1.4	<p>It is noted that closing the school would cause significant socio-economic disadvantage to the residents of Nebo and the surrounding area.</p>	<p>As above.</p>

## 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.
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.	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.

## 14.3 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.
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.”	As set out in the Consultation Document, the proposal was developed because Ysgol Nebo is facing a number of ongoing challenges.
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.	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.
14.3.4	<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.

	<p>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.”</p>	
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#### 14.6 Comments calling for consideration of housing plans and potential population growth

	Comment	Council Response
14.6.1	<p><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></p>	<p>The Council notes the comment.</p>
14.6.2	<p>““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??”</p>	<p>The Council notes the comments.</p> <p>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.</p>
14.6.3	<p>“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?”</p>	
14.6.4	<p><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></p>	<p>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.</p> <p>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.</p>

	<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.
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#### 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.

	<p>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.”</p>	<p>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.</p> <p>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.</p>
14.10.2	<p>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.</p> <p>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.</p> <p>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</p>	<p>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.</p> <p>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.</p> <p>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.</p>

	<p>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.</p>	
<p>14.10.3</p>	<p>“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:</p> <p>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:</p> <p>2015 635 pupils in 7 schools  2005 645 pupils in 9 schools  1995 603 pupils in 9 schools</p> <p>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.”</p>	<p>The Council notes the comments and the wider context expressed regarding school organisation in parts of the Nantlle Valley over an extended period.</p> <p>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.</p> <p>The comments submitted will be noted and considered as part of the process, alongside the relevant statutory considerations, before any further decision is made.</p>

#### 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>	<p>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.</p> <p>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.</p>

	<p><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></p>	<p>Full details of this assessment are set out in Section 7 of this report.</p> <p>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.</p> <p>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.</p> <p>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.</p>
15.1.2	<p>“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</p>	

	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	<p>“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.”</p> <p>“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.”</p>	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	<p>“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.”</p>	As above.
15.1.11	<p><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></p>	As above.
15.1.12	<p><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></p>	As above.
15.1.13	<p><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></p>	As above.
15.1.14	<p>“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</p>	As above.

	<p>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.”</p>	
15.1.15	<p>“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.”</p>	As above.
15.1.16	<p>“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.”</p>	As above.
15.1.17	<p><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></p>	As above.

	<p><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></p>	
15.1.18	<p><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></p>	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 least 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.

	<p><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></p>	
15.1.31	<p>“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.”</p>	As above.
15.1.32	<p>“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.”</p>	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	<i>“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.”</i>	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.

<p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>	
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	<p>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.</p>	
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**15.2 Developing Ysgol Nebo as a Transition Unit to Support Integration of ALN Pupils into Mainstream Education**

	<b>Comment</b>	<b>Council Response</b>
15.2.1	<p><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></p>	<p>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.</p> <p>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.</p> <p>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.</p>

### 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>	<p>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.</p> <p>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.</p> <p>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.</p>
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.

	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>
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### 15.5 Federation of Ysgol Nebo and Ysgol Baladeulyn

	Comment	Council Response
15.5.1	<p>“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.”</p>	<p>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.</p> <p>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</p>
15.5.2	<p><i>“I would recommend federation (sharing staff) and also opening the ALN unit as set out in the consultation document.”</i></p>	
15.5.3	<p>It is suggested that consideration should be given to merging Ysgol Nebo and Ysgol Baladeulyn, noting that this would result in approximately 19 pupils.</p>	

		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.
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### 15.6 A Federal Governing Body across catchment schools

	Comment	Council Response
15.6.1	<p><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></p> <p><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></p> <p><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></p>	<p>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.</p> <p>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.</p> <p>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.</p>

### 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>	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.
15.7.3	“collaborative arrangements with neighbouring schools, sharing resources or staff” / “initiatives to promote new admissions”	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.
15.7.4	<i>“We believe that alternative solutions, such as sharing resources or collaboration between schools, are better.”</i>	<p>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.</p> <p>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.</p>

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

	<b>Comment</b>	<b>Council Response</b>
15.8.1	“Ysgol Nebo would provide an ideal place to hold Welsh learner classes.”	The Council notes the comments.
15.8.2	“ Or to give extra Welsh training for the English speakers?”	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
15.8.3	<p><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></p> <p><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></p> <p><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></p>	
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	<p><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></p> <p><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></p>	

	<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

	<b>Comment</b>	<b>Council Response</b>
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.”	<p>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”.</p> <p>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.</p>

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>	<p>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.</p> <p>Consequently, it is concluded that this suggestion, on its own, does not provide a sustainable educational solution for Ysgol Nebo.</p>
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### 15.10 Keeping Ysgol Nebo open

	<b>Comment</b>	<b>Council Response</b>
15.10.1	"I'm writing this letter of support in keeping Ysgol Nebo open."	<p>The Council notes the significant number of comments received calling for Ysgol Nebo to remain open.</p> <p>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.</p> <p>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.</p>
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."	
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>	
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>	<p>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.</p> <p>As a result, this suggestion is not considered to be a viable or reasonable alternative option for addressing the challenges facing Ysgol Nebo.</p>

### 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.

		<p>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.</p> <p>Consequently, this suggestion is not considered to be a reasonable alternative option nor a viable solution to respond to the challenges facing Ysgol Nebo.</p>
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#### 15.11.4 Establishing a local Cylch Meithrin

	<b>Comment</b>	<b>Council Response</b>
15.11.4	<p><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></p>	<p>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.</p> <p>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.</p> <p>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.</p>

## 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.

	<b>Option</b>	<b>Initial Consideration</b>
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	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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.

		<p>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.</p> <p>Consequently, it is concluded that this suggestion, on its own, does not provide a sustainable educational solution for Ysgol Nebo.</p>
15.10	Keep Ysgol Nebo open	<p>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.</p>
15.11	Other alternative suggestions	<p>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.</p>

## 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
<b>Option 1 - No change - continue with the current situation</b>	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.
<b>Option 2 - Federalisation with a nearby school</b>	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.
<b>Option 3 - Federalisation with a nearby school adding a specialist unit for children with additional learning needs at Ysgol Nebo</b>	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.
<b>Option 4 - Close Ysgol Nebo and offer a place for the learners in a nearby school</b>	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

	<p>expand their experiences.</p> <p>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.</p>	<p>school than they currently do.</p> <p>No learner in the Nebo catchment area will need to travel an unreasonable distance to school.</p>	<p>collaboration will be encouraged between Ysgol Llanllyfni and the community of Nebo, where appropriate.</p> <p>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.</p>
<p><b>Option 5 - Ysgol Nebo developed as a specialist location for some individual subjects (unique opportunities to carry out fieldwork)</b></p>	<p>Neutral</p> <p>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.</p>	<p>Neutral</p> <p>The learners would continue to be educated at Ysgol Nebo and the learners' travel arrangements would remain the same.</p> <p>No learner in the Nebo catchment area will need to travel an unreasonable distance to school.</p> <p>There would be broader travel considerations should Ysgol Nebo be a specialist location for some subjects.</p>	<p>Neutral</p> <p>Keep the school and its potential as a community resource in the village of Nebo.</p>
<p><b>Option 6 - Ysgol Nebo offering a specialist unit to support children with additional learning needs</b></p>	<p>Neutral/Partly positive</p> <p>No impact on the provision at Ysgol Nebo</p> <p>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.</p>	<p>Neutral</p> <p>The learners would continue to be educated at Ysgol Nebo and the learners' travel arrangements would remain the same.</p> <p>The authority would need to provide transport for learners in the ALN unit.</p> <p>No learner in the Nebo catchment area will need to travel an unreasonable distance to school.</p>	<p>Neutral - No change to the provision at Ysgol Nebo.</p> <p>Keep the school and its potential as a community resource in the village of Nebo.</p>
<p><b>Option 7 - Ysgol Nebo offering a</b></p>	<p>Neutral - No impact on the provision at Ysgol Nebo</p>	<p>Neutral</p>	<p>Neutral -</p> <p>Keep the school and its potential as a community</p>

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

**Assessment of the other reasonable options suggested by consultees:**

<p><b>Option</b></p>	<p><b>Assessment of the likely impact on the quality and standards of education</b></p>	<p><b>Assessment of the likely impact on different transport arrangements</b></p>	<p><b>Assessment of the likely impact on the community</b></p>
<p><b>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,</b></p>	<p>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.</p>	<p>Neutral - Learners in the Nebo catchment area would continue to be taught locally.</p>	<p>Neutral - Keep the presence of an operational school in the village and its potential as a community resource in the village of Nebo.</p>

<b>emotional and behavioural needs and other young people with mental health needs including anxiety and neurodiversity."</b>			
<b>15.2 - Develop Ysgol Nebo as a Transition Unit to Support the Integration of ALN Pupils into Mainstream Education</b>	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.
<b>15.5 - Federalisation of Ysgol Nebo and Ysgol Baladeulyn</b>	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.
<b>15.6 - Federal Governing Body across Catchment Area Schools</b>	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.

<b>Option</b>	<b>Reasons for rejecting the option</b>
<b>Option 1 - No change - continue with the current situation</b>	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

	<p>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.</p>
<p><b>Option 2 - Federalisation with a nearby school</b></p>	<p>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.</p>
<p><b>Option 3 - Federalisation with a nearby school adding a specialist unit for children with additional learning needs at Ysgol Nebo</b></p>	<p>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.</p>
<p><b>Option 4 - Close Ysgol Nebo and offer a place for the learners in a nearby school</b></p>	<p><i>Note: This is the preferred option submitted in the statutory consultation.</i></p>
<p><b>Option 5 - Ysgol Nebo developed as a specialist location for some individual subjects (unique opportunities to carry out fieldwork)</b></p>	<p>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.</p>
<p><b>Option 6 - Ysgol Nebo offering a specialist unit to support children with additional learning needs</b></p>	<p>It is concluded that this option does 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.</p>
<p><b>Option 7 - Ysgol Nebo offering a Language Unit/Centre for the Dyffryn Nantlle catchment area</b></p>	<p>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.</p>
<p><b>Option 8 - Multi-site school - by continuing with the Ysgol Nebo site</b></p>	<p>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</p>

	small classes, the low projected numbers and the associated financial challenges would continue, without ensuring the long-term sustainability of the provision.
<b>Options suggested during the consultation:</b>	
<b>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.</b>	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.
<b>15.2 - Develop Ysgol Nebo as a Transition Unit to Support the Integration of ALN Pupils into Mainstream Education</b>	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.
<b>15.5 - Federalisation of Ysgol Nebo and Ysgol Baladeulyn</b>	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.
<b>15.6 - Federal Governing Body across Catchment Area Schools</b>	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.

## Well-being of Future Generations Act

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.