

PEMBROKESHIRE COUNTY COUNCIL
Cyngor Sir Penfro



EDUCATION

PROPOSAL FOR DISCONTINUING TENBY VOLUNTARY CONTROLLED SCHOOL AND YSGOL GREENHILL TO ESTABLISH A NEW 3-19 COMMUNITY SCHOOL

CONSULTATION DOCUMENT

September 2026

- Mae'r ddogfen hon hefyd ar gael yn Gymraeg / This document is also available in Welsh

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Foreword

Pembrokeshire County Council is responsible for promoting high educational standards and for delivering efficient primary and secondary education. Having the right schools of the right type in the right places and ensuring that they are fit for our 21st century learners is a challenge facing us, and all councils across Wales.

Meeting this challenge involves reviewing the number and types of school the Council has in its area and assessing whether or not best use is being made of its resources and facilities.

The Council reviews its provision on the basis of:

- Quality and future sustainability of educational provision
- Sufficiency and accessibility of school places
- The condition, suitability and standard of school buildings
- Value for money

This consultation document sets out the proposal to establish a new 3-19 community school, split site initially, but as part of future Sustainable Communities for Learning investment to rebuild/extend Greenhill site, or on a new site, with the discontinuation of Tenby Church in Wales Voluntary Controlled (VC) School and Ysgol Greenhill.

I look forward to receiving your views.

Steven Richards-Downes
Director of Education

1. Introduction

Pembrokeshire County Council has a statutory duty to secure sufficient and suitable school places in its area and to determine whether it is making the best use of the resources and facilities to deliver the opportunities that children deserve.

At its meeting on 12th December 2025, Pembrokeshire County Council considered a report of the School Modernisation Working Group which outlined the findings of a review of education provision in the Tenby area. In particular, the review considered the extent of surplus school places in the area, set against a significant decline in the pupil population. The decision of Council was as follows:

That the Director of Education be authorised to commence statutory consultation on establishing a new 3-19 school - split site initially, but as part of future Sustainable Communities for Learning investment to rebuild/extend Greenhill site, or on a new site:

- a) with the St David's Diocese to discontinue Tenby Church in Wales Voluntary Controlled School; and
- b) to discontinue Ysgol Greenhill

As part of the statutory process, consideration be given to the value of VC/VA status, the benefits of a 3-19 model and the likely future needs for supporting Secondary Education in the Welsh Medium in South East Pembrokeshire.

In accordance with the School Organisation Code, consultation was conducted with the St David's diocese before any decision was made to proceed to general consultation. A letter was sent to the St David's Diocese on 16th March 2026 to seek their views on the proposal. The Diocese's response was received on the 13th April 2026 which was considered by the County Council at its meeting on 16th July 2026; the decision of Council was as follows:

- a) That the response and correspondence received from the St David's Diocese in relation to the Council's proposals for Tenby Church in Wales Voluntary Controlled School be noted.
- b) That the Director of Education be authorised to undertake general consultation on the following proposals:
 - i. Establishing a new 3-19 Community school - split site initially, but as part of future Sustainable Communities for Learning investment to rebuild / extend Greenhill site, or on a new site
 - ii. to discontinue Tenby Church in Wales VC School and
 - iii. to discontinue Ysgol Greenhill.

This document fulfils part of the County Council's responsibility under the School Standards and Organisation (Wales) Act 2013 to consult with appropriate stakeholders and to explain the Council's proposal. It offers an opportunity for consultees to put forward any comments, observations or alternative proposals they wish to be considered, as well as explaining why other options considered are not the preferred option.

Consultation on this proposal will comply with the requirements of the School Organisation Code. Consequently, the main purpose of this document is to provide information and to gather the views of identified stakeholders. For further information on the statutory process, see Section 7.

2. Consultation

2.1 Who will we consult with?

The Parents/Carers/Guardians, Staff and the Governing Body of the schools affected by the proposal:	
Tenby VC School and Ysgol Greenhill	
The Governing Body of other schools which the proposer considers are likely to be affected by the proposals.	
• St Florence VC School • Sageston CP School • Stepaside CP School • Narberth CP School • Templeton CP School • Tavernspite CP School	• Ysgol Hafan y Mor • St Teilo's Catholic Primary School • Saundersfoot CP School • St Oswald's VA School • Ysgol Bro Preseli • Ysgol Harri Tudur/Henry Tudor School • Haverfordwest High VC • Ysgol Dyffryn Taf
Elected Members:	
• Claire Archibald MS • Paul Davies MS • Kerry Ferguson MS • Rt. Hon. Elin Jones MS • Paul Marr MS • Anna Nicholl MS • Henry Tufnell MP – Mid & South Pembrokeshire	• Cllr. S Skyrme-Blackhall • Cllr. M Williams • Cllr. P Kidney • Cllr. V Thomas • Cllr. Rh Jordan • Cllr. T Hodgson • Cllr C Williams • Cllr M Tierney • Cllr V Thomas • Cllr E Morse • Cllr A Cormack • Cllr A Cameron
Relevant Town (T) and Community Councils (CC):	
Tenby TC, Penally CC, Carew CC, St Florence CC, Kilgetty & Begelly CC, Saundersfoot CC, Templeton CC, Crymych CC, Pembroke TC, Pembroke Dock TC, Narberth TC, Amroth CC, Jeffreyston CC, Lamphey CC, Manorbier CC, Whitland TC	
Trades Unions:	
NEU, NASUWT, UCAC, NAHT, ASCL, UNISON, UNITE, GMB	
Church in Wales and Roman Catholic Diocesan Authority:	
St David's Diocese Church in Wales	The United Archdiocese of Cardiff-Menevia
• The Welsh Ministers • Estyn • Medr • Dyfed Powys Police and Crime Commissioner • Hywel Dda Health Board	• The Welsh Language Commissioner • Mentrau Iaith • Partneriaeth – Regional Education Consortium • Chief Education Officer Ceredigion • Director of Education & Children's Services Carmarthenshire

Pembrokeshire College	Learning Resource Centres (LRC) Tenby VC LRC Ysgol Greenhill LRC Ysgol Harri Tudur LRC DECLO (Designated Educational Clinical Lead Officer)
- NDNA Cymru - Clybiau Plant Cymru - Early Years Wales - PACEY Cymru - Play Wales - Care Inspectorate Wales (CIW)	Playgroup settings: Sageston Playgroup Saundersfoot Playgroup Teilo Tots Cylch Meithrin Tonnau Bach Tiny Treasures Pufflings Day Care Cylch Meithrin Arberth Childminders: JS – Sageston AD – St Florence AMR – Tenby SM – Tenby

2.2 Consultation with children and young people

The children and young people attending all the schools identified above will be able to participate in the consultation process through their School Councils. The information provided to children and young people will be presented in a way that is relevant to their age and level of likely understanding and be in accordance with the National Standards for Children and Young People's Participation. The information gathered from the consultation with pupils will form part of the Consultation Report which will subsequently be considered by Council.

2.3 When does the consultation period start and end?

THE CONSULTATION PERIOD FOR THIS PROPOSAL WILL COMMENCE ON 22nd SEPTEMBER 2026 AND END ON 3rd NOVEMBER 2026.

During this period, you can express your views by writing to the Director of Education by using any of the following methods:

Letter to:	Steven Richards-Downes Director of Education County Hall Haverfordwest SA61 1TP
Email:	EducationConsultations@pembrokeshire.gov.uk

Response Form:	See the form at the back of this document
Online:	www.pembrokeshire.gov.uk/haveyoursay

You can submit your views in favour of, or against the proposal. Responses received during the consultation period will not be treated as statutory objections. If you wish to object, you will need to do so in writing if the proposal reaches the statutory objection period outlined in Section 7.

PLEASE NOTE THAT ALL CORRESPONDENCE SHOULD BE RECEIVED BY NO LATER THAN 5PM ON 3rd NOVEMBER 2026.

2.4 What will happen after the consultation process?

At the end of the consultation period the feedback will be collated and summarised in a Consultation Report and subsequently presented to the County Council. This report will be available to be viewed on the Council website and hard copies obtainable on request at EducationConsultations@pembrokeshire.gov.uk or by calling 01437 764551. Council will consider the report and decide whether it wishes to proceed with the proposal or not.

If Council decides not to proceed, that will be the end of this proposal. However, if Council decides to proceed, a Statutory Notice will be published. The Statutory Notice will be published on the Council's website and posted in the named schools and other conspicuous places within the community. Copies of the notice will be made available to the relevant schools to distribute to pupils, parents/carers and members of staff.

In accordance with The School Standards and Organisation (Wales) Act 2013, anyone wishing to make objections to the proposal will have the opportunity to do so. To be considered as statutory objections, objections will need to be made in writing or by email and sent to the Council within 28 days of the date on which the statutory notice was published.

If objections are received, these will be summarised into an Objection Report, which will be published on the Council's website with parents/carers/guardians and staff members of the relevant schools advised of its availability. All consultees listed earlier in this section will receive hard copies of the report or be emailed a link to the relevant location on the website.

The Objection Report will subsequently be considered by Council before determining whether the proposal should proceed or not. When a decision is made, it will be published on the Council's website and all consultees informed.

2.5 Your questions

The content of this document is likely to provide answers to the most common questions that will arise regarding the proposal. However, should you have any further questions, please contact Mike Cavanagh on the following email address:

EducationConsultations@pembrokeshire.gov.uk

3. The Status Quo – Background

3.1.1 Tenby Church in Wales Voluntary Controlled School (Tenby VC School)

Tenby VC School is a 3-11 voluntary controlled, English medium primary school located in Tenby and is maintained by Pembrokeshire County Council. The school draws its pupils from Tenby and the surrounding areas. Tenby's catchment area generally serves the Tenby North and South as well as the Penally electoral ward. The school's catchment area is shown later in this section.

The age profile of pupils currently on roll for each class, and the figures recorded for the previous four annual school censuses for the school are as follows:

TENBY VC SCHOOL											
		Nursery		Rec	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	NOR
September 2026	N1 PT	N2 PT	N2 FT								
Coral									30		30
Dolphin						30					30
Jellyfish								26			26
Little Fish AM		1	8								9
Ocean [LRC]*					4	1	2				7
Pufferfish							19				19
Seashells					24						24
Starfish				20							20
Shrimps										27	27
The Lifeboat [LRC]*							1			4	5
Total	0	1	8	20	28	31	22	26	30	31	197

PLASC											
Jan 26	4	16	6	28	31	22	25	30	31	32	225
Jan 25	4	13	10	28	21	24	27	29	29	51	236
Jan 24	10	20	6	20	22	26	30	30	49	46	259
Jan 23	6	19	2	21	27	29	25	45	42	45	261
Jan 22	1	9	10	25	26	22	42	41	45	35	246

*LRC stands for Learning Resource Centre

3.1.2 Ysgol Greenhill

Ysgol Greenhill is an 11-19, English medium secondary school located in Tenby and is maintained by Pembrokeshire County Council. The school draws its pupils from Tenby and the surrounding areas which populate their cluster. The schools within the Tenby cluster are from the following areas, Sageston, Saundersfoot, Stepaside, Narberth, Tavernspite, Templeton, St Florence and Jeffreyston. The school's catchment area is shown later in this section.

The age profile of pupils currently on roll for each year, and the figures recorded for the previous four annual school censuses for the school are as follows:

Ysgol Greenhill								
September 2026	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	NOR
10LE				6				6
10RD				15				15
10SP				18				18
11JHP					31			31
11LM					26			26
11MEB					29			29
11SHJ					31	1		32
11SL					31			31
DEVEY 1	10	14						24
DEVEY 2	12	14	2					28
DEVEY 3	12	14						26
DEVEY 4			9	12				21
DEVEY 5			13	7				20
DEVEY 6		1	12	9				22
DEVEY 8							20	20
DUAL REG		2	1	4	3			10
GALAHAD 1	13	11						24
GALAHAD 2	9	11						20
GALAHAD 3	14	18						32

GALAHAD 4			14	10				24
GALAHAD 5			13	15				28
GALAHAD 6			11	13				24
GALAHAD 8							16	16
MILLER 1	14	13						27
MILLER 2	8	12						20
MILLER 3	13	14						27
MILLER 4			12	8				20
MILLER 5			13	7				20
MILLER 6			14	6				20
MILLER 8							18	18
TONNAU 1	1	5	2		2			10
TONNAU 2		4		3				7
TONNAU 3	1	1		3	3			8
WEBB 1	12	13						25
WEBB 2	13	12	1					26
WEBB 3	16	14						30
WEBB 4			16	8				24
WEBB 5			12	8				20
WEBB 6			12	13				25
WEBB 8							11	11
Y BONT				4				4
Total	148	173	157	169	156	1	65	869

	PLASC							
	School Year							
	7	8	9	10	11	12	13	Total
Jan 26	176	152	163	154	141	72	54	912
Jan 25	156	161	155	148	135	69	53	877
Jan 24	159	148	144	146	163	65	48	873
Jan 23	151	148	146	163	149	56	63	876
Jan 22	145	147	165	151	144	68	59	879

3.2 Details of the schools which are the subject of the proposal.

School	Category	Language Category	Age Range	School Capacity 2026	Admission Number 2026/27
Tenby VC School	Voluntary Controlled	Category 1	3-11	318	45
Ysgol Greenhill School	Community	Category 1	11-19	1194	YR 7 – YR 11: 204 Yr 12 & 13: 87

The information provided in the table below is primarily drawn from www.mylowalschool.gov.wales and provides comparative data between school, local authority (LA) and Wales. The 2026 data had not been uploaded to mylowalschool at the time of preparing this document.

TENBY VC SCHOOL	Wales	LA	School
	2025		
Free School Meals - 3-year average (FSM Group)	21.7%	17.9%	12.6%
Attendance Percentage of half day sessions attended by pupils of statutory school age during the academic year.	92.7%	92.4%	92%
% Pupils where English is an Additional Language (EAL)	7.4%	2.8%	3.3%
% Pupils in the school recorded as having an ethnic background as anything other than "White-British"	16%	9.2%	8.3%
The Additional Learning Needs Code for Wales 2021 and regulations came into force on 1.9.21 to ensure children and young people aged 0-25 can access additional support to meet their needs that is properly planned for and protected. Implementation of the ALN (Additional Learning Needs) system was ongoing, with children moving from the SEN (Special Educational Needs) system to the ALN system until August 2025. Learners with ALN will have their needs identified in Individual Development Plans (IDPs) which are statutory plans. Learners with SEN may have had School Action, School Action Plus or a Statement, which ceased in August 2025.			
% Pupils at School Action When a teacher identifies that a pupil has ALN they provide interventions that are additional to or different from those provided as part of the school's usual curriculum.	1.3%	4.6%	7.7%
% Pupils at School Action Plus When a teacher is provided with advice or support from outside specialists, so that alternative interventions additional or different to those provided for the pupil through School Action can be put in place.	1.0%	3.1%	12.7%

TENBY VC SCHOOL	Wales	LA	School
	2025		
% Statemented pupils A child has ALN if s/he has learning difficulties which requires an additional learning provision to be made for him or her. A learning difficulty means that the child has significantly greater difficulty in learning than most children of the same age or that the child has a disability that needs different facilities from those that the school generally provides for children.	0.4%	0.1%	See Note
School IDP	5.2%	2.3%	See Note
Local Authority IDP	1.4%	3.4%	7.7%

Note: The % figures are blank due to the data being unavailable from My Local School Information

YSGOL GREENHILL	Wales	LA	School
	2025		
Free School Meals - 3-year average (FSM Group)	20.1%	15.9%	11.8%
Attendance Percentage of half day sessions attended by pupils of statutory school age during the academic year.	89.1%	89%	88.6%
% Pupils where English is an Additional Language (EAL)	3.7%	1.2%	2.8%
% Pupils in the school recorded as having an ethnic background as anything other than "White-British"	14.4%	7.3%	8.9%
The Additional Learning Needs Code for Wales 2021 and regulations came into force on 1.9.21 to ensure children and young people aged 0-25 can access additional support to meet their needs that is properly planned for and protected. Implementation of the ALN (Additional Learning Needs) system was ongoing, with children moving from the SEN (Special Educational Needs) system to the ALN system until August 2025. Learners with ALN will have their needs identified in Individual Development Plans (IDPs) which are statutory plans. Learners with SEN may have had School Action, School Action Plus or a Statement, which ceased in August 2025.			
% Pupils at School Action When a teacher identifies that a pupil has ALN they provide interventions that are additional to or different from those provided as part of the school's usual curriculum.	1.5%	3.2%	17%
% Pupils at School Action Plus When a teacher is provided with advice or support from outside specialists, so that alternative interventions additional or different to those provided for the pupil through School Action can be put in place.	0.8%	1.6%	3.3%
% Statemented pupils	0.4%	0.1%	See Note

YSGOL GREENHILL	Wales	LA	School
	2025		
A child has ALN if s/he has learning difficulties which requires an additional learning provision to be made for him or her. A learning difficulty means that the child has significantly greater difficulty in learning than most children of the same age or that the child has a disability that needs different facilities from those that the school generally provides for children.			
School IDP	1.4%	3.5%	4.1%
Local Authority IDP	1.3%	1%	2.8%

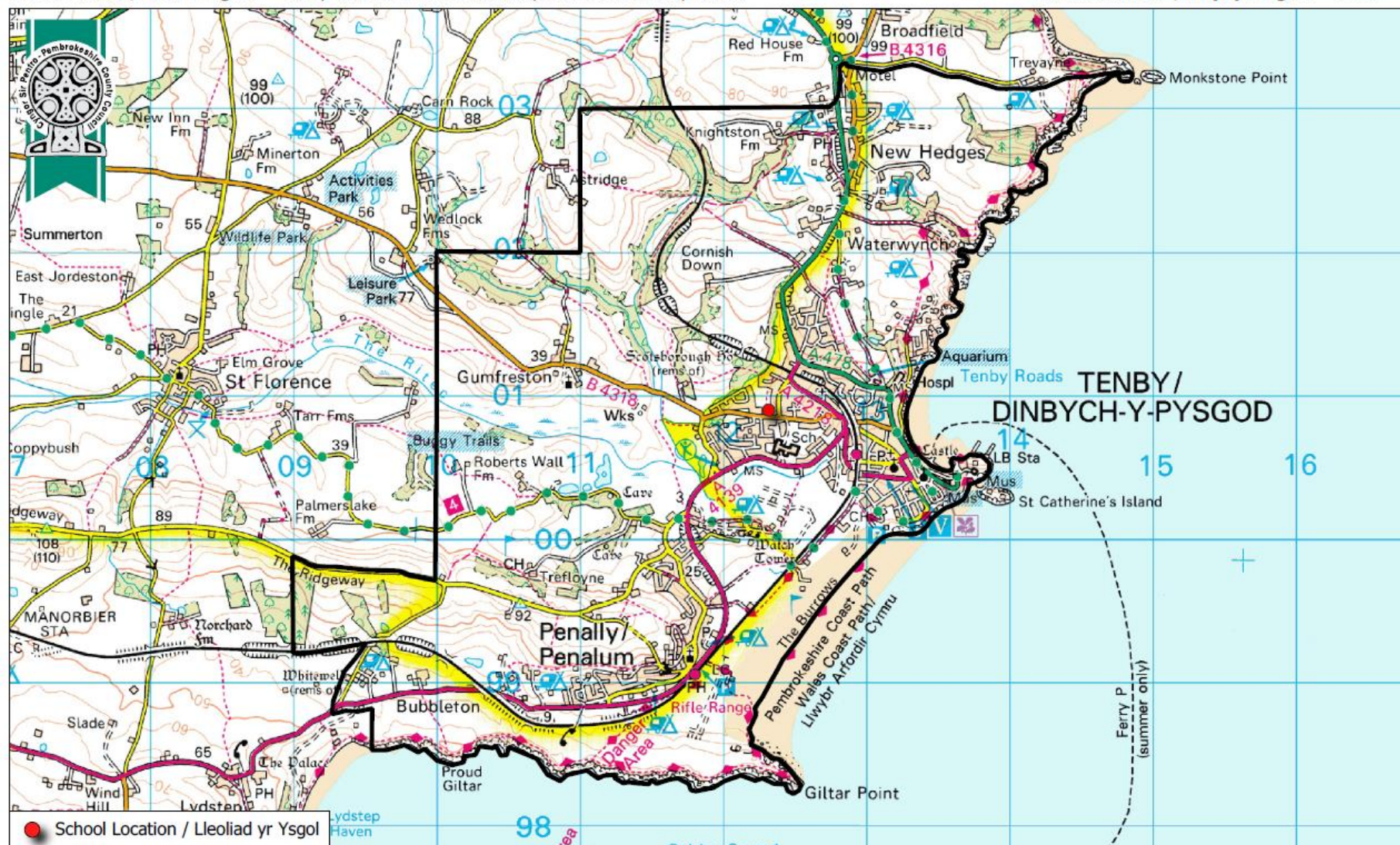
Note: The % figures are blank due to the data being unavailable from My Local School Information

SCHOOL CATCHMENT AREA PLAN / CYNLLUN TALGYLCH YSGOL

(Reviewed May 2021 / Adolygwyd Mai 2021)

School Name / Enw'r Ysgol: Tenby Church in Wales Voluntary Controlled Primary School

School Number / Rhyf yr Ysgol: 3059

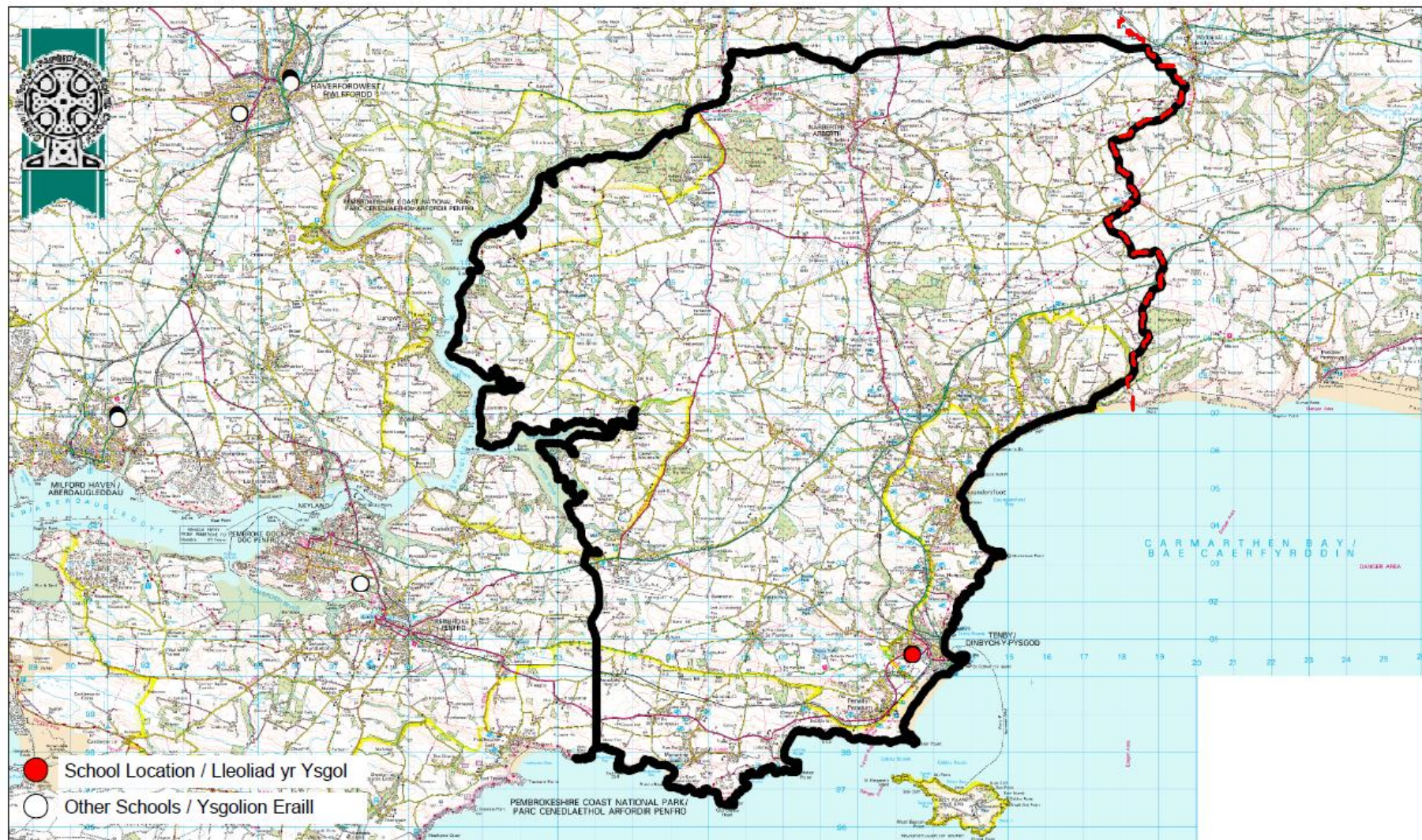


SCHOOL CATCHMENT AREA PLAN / CYNLLUN TALGYLCH YSGOL

(from September 2009 / o Medi 2009)

School Name / Enw'r Ysgol: Greenhill School

School Number / Rhyf yr Ysgol: 4035



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3.3 School Capacity

Capacity is measured using the “Measuring the Capacity of Schools in Wales” formula; this excludes nursery accommodation and nursery pupils. School capacities are reviewed annually and may change when a school changes the way it uses its accommodation and when building alterations take place. In order, to establish a comparison between capacity and usage, nursery pupils are shown separately and excluded from such forecasts.

School	Capacity 2026	
	Full-Time Pupils	Nursery Pupils (FTE)
Tenby VC	318	45
Ysgol Greenhill	1194	

3.4 Pupil Forecasts

3.4.1 Primary Methodology

An exercise to forecast future pupil numbers is undertaken annually following the verification of the January pupil census by Welsh Government. Forecast pupil numbers are calculated using the following assumptions:

- All year 6 pupils move to secondary provision;
- All year groups move forward chronologically;
- Reception pupils based on one of the following:
 - The school’s Admission Number
 - Reception pupils offered places on the common ‘offer date’
 - The school’s own assessment based on local intelligence
 - An average of Reception admission over previous 5 years.

As at the closing date (30 April 2026) for 2027 nursery admissions, there was 8 applications received for Tenby VC.

Pupil Numbers (Reception – Year 6)

	Actual	Forecast				
	2026	2027	2028	2029	2030	2031
Tenby VC School*	188	182	180	174	174	179

Occupancy %

	Actual	Forecast				
	2026	2027	2028	2029	2030	2031
Tenby VC School*	59.1%	57.2	56.6%	54.7	54.7	56.3%

* Both tables exclude the number of pupils attending the LRC

3.4.2 Secondary Methodology

1. Get the finalised PLASC numbers for both Primary and Secondary schools in March

2. Obtain from Admissions the most up to date information regarding Secondary Transfers
3. Using the Admissions data, work out the % of Year 6 pupils in each Primary school that will be going to each of the Secondary Schools

Example for Sageston CP – 90 % to Greenhill, 10 % to Henry Tudor etc

4. Once all these % have been worked out, then those % are applied to the Current Year 6 Pupils in the Primary Schools for the first forecasting year (say 2025)
5. Point 4 is repeated then for the current Year 5 pupils for the following forecasting year (say 2026)
6. Then repeated for Year 4, Year 3, Year 2 etc (say 2027, 2028, 2029 etc)
7. Once all this data has been worked out, then that data is applied to the Secondary pupil numbers
8. Year 13 leave, and The Primary Year 6 come in
9. Repeat Point 8 for each forecasting year
10. There is a % worked out for the 6th Form attendance also and that is applied during the Point 8.

Pupil Numbers (Year 7- Year 13)

	Actual	Forecast				
	2026	2027	2028	2029	2030	2031
Ysgol Greenhill*	883	888	860	831	809	764

Occupancy %

	Actual	Forecast				
	2026	2027	2028	2029	2030	2031
Ysgol Greenhill*	73.9%	74.3%	72.0%	69.6%	67.7%	63.9%

* Both tables exclude the number of pupils attending the LRC

3.5 Pupil Yield from Housing

Tenby VC

Information in relation to the potential pupil yield from new housing in the area is based on both the Council's and the Pembrokeshire Coast National Park's annual monitoring report [AMR]. In the context of this proposal, housing commitments which are either under construction or identified as being deliverable within a five-year period amount to approximately 189 units. Based upon the assumption that each dwelling yields 0.15 for primary pupils, these housing developments would yield approximately 28 pupils.

Settlement	Under Construction	Complete < 5 yrs.	Potential pupil yield
White Lion Street/Deer Park/Upper Park Road (Delphi), Tenby		11	2
Former Royal Mail Delivery Office, Warren Street		34	5
Myrtle House, St Marys Street		5	1
Land West of Narberth Road		14	2
Brynhir		125	19
TOTAL		189	28

Source:

2026 Annual Monitoring Report [AMR] Local Development Plan [PCC]

2026 Annual Monitoring Report [AMR] Local Development Plan 2 (PCNPA)

This does not represent a significant increase in housing and the potential yield resulting from it should be accommodated within current capacity.

Furthermore, there are no housing sites within the Tenby VC Catchment identified as either a Commitment or Allocation in the version of the emerging PCC Local Development Plan (LDP)* 2 submitted to Welsh Government in 2025.

*LDP 2 is currently being independently examined by an Inspector from Planning and Environment Wales.

Ysgol Greenhill

Information in relation to the potential pupil yield from new housing in the area is based on both the Council's and the Pembrokeshire Coast National Park's annual monitoring report [AMR]. In the context of this proposal, housing commitments which are either under construction or identified as being deliverable within a five-year period amount to approximately 277 units. Based upon the assumption that each dwelling yields 0.18 for secondary pupils, these housing developments would yield approximately 51 pupils.

Settlement	Under Construction	Complete < 5 yrs.	Potential pupil yield
Penny Farm		36	6
Buttyland, Manorbier		14	3
West of the Green		10	2

Settlement	Under Construction	Complete < 5 yrs.	Potential pupil yield
Former Royal Mail Delivery Office, Warren Street		34	6
Myrtle House, St Marys Street		5	1
Land West of Narberth Road		14	3
Brynhir		125	23
Adjacent Home Farm		39	7
TOTAL		277	51

Source:

2026 Annual Monitoring Report [AMR] Local Development Plan [PCC]

2026 Annual Monitoring Report [AMR] Local Development Plan 2 (PCNPA)

The potential yield resulting from these proposed housing developments should be accommodated within current capacity.

Furthermore, whilst, Tenby VC's catchment highlights no additional housing sites identified as either a Commitment or Allocation in the version of the emerging PCC Local Development Plan (LDP)* 2, The housing delivery assessment 25/26 indicates that 37 units are coming forward within the Ysgol Greenhill catchment area.

*LDP 2 is currently being independently examined by an Inspector from Planning and Environment Wales.

3.6 Buildings / Accommodation

3.6.1 Tenby VC School was built in 2016 as part of the Welsh Government's Band A investment programme to improve the school estate. The school was developed to support the amalgamation of Tenby VC Infants School and Tenby VC Junior School and is located adjacent to Ysgol Hafan y Môr.

The building is currently rated Condition C in the Welsh Government's 2025 condition survey return due to ongoing issues with the roof, which have resulted in water ingress. As a consequence, the Early Years/Playgroup wing is currently closed, and Acrow props have been installed throughout parts of the building to support vulnerable roof sections.

Pembrokeshire County Council is currently undertaking stage I (pre-construction services) with respect to a full roof replacement programme. Should Cabinet give approval for entering into a stage II construction contract, on completion of stage I, during the subsequent works, Tenby VC School would be temporarily relocated to alternative accommodation. Once the roof replacement has been completed and the associated defects resolved, the condition of the building is expected to improve.

3.6.2. Ysgol Greenhill was constructed in 1961 and is currently assessed as Condition C (Poor) under the Welsh Government's 2025 condition survey, with a suitability rating of B. While the school has had a number of refurbishment projects over the years, the most

significant recent investment was completed in 2013 with the refurbishment of the Mathematics block.

The school occupies a site area of approximately 74,300m² and has recently benefited from the provision of a full-size 3G sports pitch, completed in 2025. In addition, investment has been made in recent years to address fire safety improvements across the site, following recommendations arising from fire safety inspections.

Despite these investments, the school continues to face significant building-related challenges, with the current estimated value of outstanding backlog maintenance works standing at approximately £1.7 million. This highlights the need for continued capital investment to ensure the school remains fit for purpose.

3.7 Schools which may be affected by this proposal.

It is considered that several schools and educational establishments in the area may be affected by this proposal.

School	Address
St Florence VC School	St Florence, Tenby, SA70 8LY
Tenby VC School	Heywood Lane, Tenby, SA70 8VZ
Sageston CP School	Sageston, Tenby, SA70 8SH
Stepaside CP School	Carmarthen Road, Kilgetty, SA68 0UG
St Teilo's Catholic Primary School	Greenhill Road, Tenby, SA70 7LJ
Ysgol Hafan y Mor	Heywood Lane, Tenby, SA70 8BZ
Saundersfoot CP School	Francis Lane, Saundersfoot, SA69 9HB
St Oswald's VA School	Rectory Field, Jeffreyston, Kilgetty, SA68 0SG
Narberth CP School	Jesse Road, Narberth, SA67 7FE
Templeton CP School	Templeton, Narberth, SA67 8RS
Tavernspite CP School	Tavernspite, Whitland, SA34 0NL
Ysgol Bro Preseli	Crymych, SA41 3QH
Ysgol Greenhill	Greenhill Road, Tenby, SA70 7LJ
Haverfordwest High VC	Haverfordwest, SA61 2RE
Ysgol Harri Tudor	Bush Hill, Pembroke, SA71 4RL
Ysgol Dyffryn Taf	North Road, Whitland, SA34 0BD
Pembrokeshire College	Merlins Bridge, Haverfordwest, SA61 1SZ

Information in relation to these schools is included in **Appendix 1**.

3.8 Strengths and Weaknesses of the current situation

School	Strengths	Weaknesses
Tenby VC School	- No requirement for a statutory school organisation process. - Retains the current educational provision and school identity.	Does not address significant surplus places across the school system.

	• Avoids disruption associated with organisational change. • Maintains existing governance and operational arrangements • Maintains faith status • Access to funding via Church in Wales/Diocese still available for work, support, and development	• Current poor state of the building does not make it attractive to prospective families. • Does not provide opportunities to reduce revenue costs. • Does not maximise opportunities to improve efficiency through integrated management and leadership arrangements. • May limit opportunities to improve long-term educational and financial sustainability.
Ysgol Greenhill	• No requirement for a statutory school organisation process. • Retains the current educational provision and school identity. • Avoids disruption associated with organisational change. • Maintains existing governance and operational arrangements	• Does not address the overall condition and suitability of the school estate. • Does not address significant surplus places. • Does not resolve concerns regarding the school's long-term financial sustainability. • Does not provide opportunities to reduce revenue costs. • Does not address demographic challenges if pupil numbers continue to decline.

4. Current School Standards

The most recent Estyn judgements and the reports of the School Improvement Advisor for the schools which are the subject of the proposal are as follows.

4.1 Tenby VC Estyn Inspection and school improvement advisor report

4.1.1 Estyn inspection

The school was last inspected in November 2024; the overview of the inspection report and recommendations are shown below; consultees may access the full report via the [Estyn website](#).

Summary

Tenby Church in Wales Voluntary Controlled School is a happy, nurturing and inclusive school where a focus on values underpins its work. Leaders place a high importance on pupils' well-being. Pupils are well cared for and feel safe.

There are positive working relationships between staff and pupils and an ethos of mutual respect. The school's curriculum is planned well and motivates pupils to engage positively in their learning. Teachers take good account of the school's locality to make learning relevant to pupils. Most pupils make strong progress in their learning as they move through the school. They have positive attitudes to learning and reflect purposefully on their work to bring about improvements. The provision for pupils with additional learning needs (ALN) is a strength of the school and supports these pupils to make good progress towards their individual targets.

Pupils behave very well and there is a calm atmosphere in the school. Overall, pupils have a suitable voice and contribute ideas about what they would like to learn, but their influence through leadership groups on the strategic direction of the school is limited.

The headteacher provides strong leadership. He has built an effective staff team who share his vision. Governors are well informed about the school's strengths and areas for development and offer suitable challenge. Across the school, there is a culture of improving teaching and learning. Senior leaders work effectively to promote this and to provide support and professional learning for all staff. Leaders manage change exceptionally well and this has helped the school to maintain its track record of bringing about improvement.

4.1.2 School Improvement Advisor report (Tenby VC)

The school was last inspected in November 2024. The inspectors highlighted many strengths related to the school's happy, nurturing and inclusive culture, the positive working relationships between staff and pupils within an ethos of mutual respect, and its effective curriculum that enables most pupils to make strong progress. Pupils have positive attitudes to learning and reflect purposefully on their work to continue to improve. The school's support

for pupils with additional needs is a strength, both within its specialist bases and in other classes. The school's inspiring curriculum and how 'the headteacher and governors manage change exceptionally well' were identified as two spotlights of highly effective practice. The inspectors made only one recommendation to help the school continue to improve. This relates to pupils having beneficial opportunities to develop their leadership skills and a stronger voice in the strategic development of the school.

In the last academic year (2025/2026), the school incorporated their recommendation into the school development plan, providing pupils across the school with a range of opportunities to develop their voice and leadership of projects and events within and beyond their classrooms. Pupil voice groups are supported to lead and manage their meetings, with Chairs and secretaries who agree agendas, take minutes and follow up actions. The Pupil School Improvement Committee work specifically on contributing to actions against school improvement priorities.

Leaders, staff and governors have a shared, dynamic commitment to their vision of a 'happy, healthy school, underpinned by strong nurturing values'. They aim to 'inspire and challenge all children to become confident, resilient, independent and creative; supporting talents and widening horizons'.

Leaders have a clear understanding of the school's strengths and areas for improvement. Pupils make strong progress in their knowledge, skills and understanding through the four purposes as leaders systematically build on strong provision, refining or adapting in evidence-informed ways. Leaders are also developing their monitoring and classroom practice to include more insights from learner voice and the sense learners make of their learning experiences.

Leaders at all levels work purposefully to address the school's priorities as well as local and national priorities. The staff work closely together and are very supportive of pupils, families and each other. They are developing a curriculum that aligns well to the principles of Curriculum for Wales, reflecting the local area and community, as well as the wider world.

The school invests well in professional learning, with a useful balance of external expertise and school staff leading on priorities and enquiries. The headteacher is also committed to further strengthening collaboration within and beyond the cluster.

4.2 Greenhill Estyn Inspection and school improvement advisor report

4.2.1 Estyn inspection

The school was last inspected in January 2024; the overview of the inspection report and recommendations are shown below; consultees may access the full report via the [Estyn website](#).

Overview

Under the supportive leadership of the headteacher, staff at Ysgol Greenhill work together effectively to secure a happy and respectful learning community. Together they have developed a culture of openness and collaboration and share an ambitious goal to become a self-improving school. As a result, leaders have secured improvements in many important areas of the school's work, such as pupils' learning and attitudes and the provision of care and support for pupils' wellbeing.

Leaders seek pupils' views regularly on the quality and suitability of its provision and make changes accordingly. This includes amendments to pupils' learning experiences and to the provision for developing pupils' personal and social education. Overall, there is a suitably coordinated approach to improving pupils' literacy, numeracy and digital skills, including support for pupils who have weak basic skills. However, the provision for developing pupils' Welsh language skills and their understanding of the culture and heritage of Wales is limited.

Many teachers plan their lessons well to ensure that pupils make good progress in their learning, subject knowledge and in developing relevant literacy and numeracy skills. Teaching assistants collaborate well with teachers to ensure that pupils who require support receive beneficial assistance as they work. In a few cases, there are shortcomings in teachers' expectations of pupil achievement which means that they either over-manage tasks, give too much support or they do not plan activities that are challenging enough. This means that pupils, especially the more able, do not make as much progress as they could in lessons and over time.

The school has a broad and valuable range of provisions to support pupils' wellbeing. These include individual, tailored resource centres that provide learning, behavioural and emotional support as well as a nurture centre for pupils with low attendance. The school also hosts a local authority learning centre for pupils with autistic spectrum conditions. The additional learning needs team work relentlessly to ensure that pupils who access these provisions are supported purposefully to enable them to make progress in their learning and social skills.

Many pupils have positive attitudes towards school and their learning. They feel safe and value the friendly and supportive nature of staff. They settle swiftly in lessons and engage well in activities. Pupils value the 'Ready to Learn' system which rewards positive behaviour and provides relevant support for any pupil who displays negative behaviour. Despite the school's persistence in promoting good attendance and the interventions it offers to pupils who continue to miss school, attendance rates have not improved well enough since the time of the pandemic.

Sixth form pupils are strong ambassadors of the school. They are friendly and polite towards visitors, conduct themselves well and are good role models for the younger pupils. Nearly all sixth form pupils say they are well supported to make progress in their academic, personal and social development. Many benefit well from valuable opportunities to lead and influence aspects of the school's work. For example, senior prefects run the school's numerous pupil groups, house captains and deputy captains organise and manage house activities and trained peer mentors support younger pupils with their learning and social skills. Overall, sixth form pupils develop

into mature, knowledgeable young people who speak highly of the valuable experiences they have had during their time at school.

4.2.2 School Improvement Advisor report (Ysgol Greenhill)

The School Improvement Adviser's evaluation for Summer 2026 indicates that the school has made positive progress in addressing key improvement priorities and Estyn recommendations. Leaders have embedded comprehensive self-evaluation processes, strengthened accountability arrangements, and developed a strong culture of professional learning.

Standards and Progress

School performance data for 2025 demonstrated the first significant improvement in outcomes after several years of underperformance. All headline measures have improved. Notably:

- Capped 9 outcomes improved from 348.6 to 372.58 points.
- Literacy outcomes improved from 38.25 to 41.67.
- Numeracy outcomes improved from 33.67 to 37.37.
- Science showed the greatest improvement, rising from 34.46 to 40.07.

Leaders have established robust systems for performance tracking and intervention, with targeted support for disadvantaged learners, pupils with ALN and those at risk of underachievement. Literacy interventions, including Read Write Inc., Fresh Start and structured reading initiatives, have contributed to improvements in reading and literacy outcomes. Curriculum development has progressed successfully through the implementation of Made for Wales qualifications and refinement of schemes of learning.

While progress is evident, outcomes remain below modelled expectations, and further work is required to improve numeracy performance, increase challenge for higher-attaining learners and secure greater consistency across subjects.

Teaching, Learning and Curriculum

Leaders have placed significant emphasis on improving teaching quality through the Habits of Excellence framework, instructional coaching and StepLab professional learning. Evidence from quality assurance activities indicates increasing consistency in teacher modelling, questioning, retrieval practice, participation strategies and feedback. Many pupils know their targets, respond positively to feedback, and are developing their knowledge and skills securely.

The school has made progress in responding to Estyn's recommendation on Welsh language development through increased use of incidental Welsh, bilingual communication and

Curriculum Cymreig activities. However, Welsh language development remains an area requiring further improvement.

Wellbeing and Attendance

The school maintains strong pastoral and safeguarding systems and provides effective support for vulnerable learners and those with ALN. Mentoring programmes, family engagement and targeted interventions support pupil inclusion and wellbeing.

Attendance remains the school's most significant challenge. Summer 2026 attendance stood at 87.9%, with attendance for pupils eligible for free school meals at 80.18%. Leaders have introduced a comprehensive attendance strategy, including an Attendance Hub, strengthened tracking systems, enhanced family engagement, first-day response procedures, penalty notices and referrals to external agencies where appropriate. Although attendance remains below desired levels, systems for monitoring and intervention have strengthened considerably.

Leadership and Management

Leadership remains a significant strength of the school. Self-evaluation arrangements are thorough and evidence-based, drawing upon learning walks, book scrutiny, pupil voice, attendance reviews, external evaluations and performance information. Accountability systems are secure and improvement planning is closely aligned to identified priorities.

Professional learning is a notable strength. Staff engagement in coaching, deliberate practice and leadership development programmes is strong. Senior leaders actively participate in regional and national leadership programmes, including Insights into Headship, Pembs50, and the National Professional Qualification for Headship. Collaborative work with external partners, including the Reach Foundation and local schools, has strengthened leadership capacity and school improvement activity.

Overall Evaluation

The evidence from both Estyn and the School Improvement Adviser demonstrates a school with strong leadership, improving outcomes and an increasingly effective culture of improvement. Positive progress has been made in curriculum development, literacy, professional learning and accountability systems. Key priorities moving forward are to improve attendance, strengthen Welsh language provision, increase challenge for more able learners, improve numeracy outcomes and secure greater consistency in teaching and pupil progress across the school.

The Proposal

5.1 The Proposal

The Council’s proposal is as follows:

- (i) Establish a new 3-19 Community school - split site initially, but as part of future Sustainable Communities for Learning investment to rebuild/extend Greenhill site, or on a new site
- (ii) Discontinue Tenby Church in Wales Voluntary Controlled School; and
- (iii) Discontinue Ysgol Greenhill

It is important to understand that, should the proposal be approved, Tenby VC School would cease to operate with voluntary controlled religious status and would become a community school. As Ysgol Greenhill is non-faith, there would be no change to the religious status if the proposal is implemented.

Ysgol Greenhill would continue to operate from its existing site until such time as work is undertaken, as part of the Sustainable Communities for Learning investment programme, to consider options for rebuilding or extending the school, which may include options for a new school at a new site, and any preferred option is implemented. However, with regard to Tenby VC school, the condition of the roof is such that there will be a requirement to relocate education provision, should Cabinet approve construction works to replace the roof. At the time of writing this consultation document, an options appraisal was at an advanced stage with an intention to seek a Cabinet decision on the preferred option in autumn 2026.

If Tenby VC School were to lose its religious character, parents and carers seeking Church in Wales education could express a preference for St Florence VC School or St Oswald's VA School. Forecasts indicate that both schools are expected to have surplus capacity over the next seven years; however, neither school would have sufficient capacity to accommodate all pupils currently attending Tenby VC School. St Florence VC School is approximately 4 miles from Tenby VC School, while St Oswald's VC School is located approximately 6 miles away. Further information on school capacity and projected occupancy is provided in Appendix 1.

Under the School Organisational Code Act 2026, it notes that “*Changing category has the potential to cause disruption to the running of the school and/or place added burdens on the governing body*”. Therefore, there should be a presumption against changes where benefits cannot be identified, however benefits have been identified and these are outlined under 5.1.2.

5.1.2 Advantages and Disadvantages of the Proposal

Discontinue Tenby VC School and Ysgol Greenhill and establish a new 3-19 Community school - split site initially, but as part of future investment to rebuild/extend Greenhill site, or on a new site.
Advantages
First Stage of Proposal (retaining two separate sites)

Discontinue Tenby VC School and Ysgol Greenhill and establish a new 3-19 Community school - split site initially, but as part of future investment to rebuild/extend Greenhill site, or on a new site.

- Continuity of education from ages 3 to 16, providing a seamless transition between primary and secondary phases and reducing disruption for learners.
- No identified concerns regarding educational standards, with the opportunity to build on existing strengths across both schools and further improve outcomes.
- Greater collaboration between primary and secondary phases, enabling the sharing of expertise, resources and best practice across the school.
- Stronger support for learner progression, allowing staff to work together across age ranges to ensure consistency in teaching, learning and wellbeing support.
- Opportunities to review and enhance Additional Learning Needs (ALN) provision, ensuring facilities and services meet current and future demand.
- Alignment with Welsh Government policy, which recognises all-through schools as a model that can provide educational and organisational benefits where locally appropriate.
- Retention of access to faith-based education, as parental preference for church-based primary education could continue to be met through neighbouring Voluntary Aided (VA) and Voluntary Controlled (VC) schools, reducing surplus spaces at these also.
- A single strategic vision for education in Tenby, enabling coherent leadership, planning and decision-making across all phases of education.
- Improved learner wellbeing and pastoral support, as staff can track and support learners throughout their educational journey.
- Greater opportunities for staff development and career progression, helping with recruitment, retention and succession planning.

Second Stage of Proposal (All through school, redeveloped through SCfL)

- Improved learning environments through significant capital investment, providing modern, fit-for-purpose facilities designed to meet 21st-century educational requirements.
- Enhanced curriculum delivery, through facilities specifically designed to support the Curriculum for Wales, including specialist teaching spaces, outdoor learning environments and digital infrastructure.
- Further strengthening of community provision, creating opportunities for wider community use of facilities and the potential development of additional services on a shared site.
- Reduction in surplus school places within the Tenby area, supporting a more efficient use of resources and helping to ensure the long-term sustainability of education provision.
- Improved financial sustainability, through more efficient use of staffing, buildings, maintenance budgets and operational resources.
- Improved environmental performance, with new or refurbished facilities designed to support net-zero carbon objectives, improve energy efficiency and reduce ongoing maintenance requirements.

Discontinue Tenby VC School and Ysgol Greenhill and establish a new 3-19 Community school - split site initially, but as part of future investment to rebuild/extend Greenhill site, or on a new site.
• Potential opportunity to repurpose the existing Tenby VC School building, ensuring that previous investment in the asset continues to provide value to the community. • More effective use of specialist facilities, such as science laboratories, sports facilities, performing arts spaces and outdoor learning areas, which can benefit learners across a wider age range.
Disadvantages
First Stage of Proposal (retaining two separate sites) • Statutory process required to discontinue a school, requiring Council approval and completion of the School Organisation Code process. • Disruption for pupils (and their parents, carers, guardians) who wish to continue with faith-based education, who would need to change local schools in order to do so. • Disruption and uncertainty for pupils, parents and staff associated with organisational change. • Additional change for learners who may already have experienced disruption as a result of previous building and structural issues at Tenby VC School. • Requirement to establish new governance arrangements, which may create uncertainty during the transition period. • Potentially negative impact on staff in Tenby VC school who may have chosen to work there because of faith. Second Stage of Proposal (All through school, redeveloped through SCfL) • Significant capital investment required, with the proposal being dependent on Welsh Government funding approval through the SCfL Programme. • Risk that the required funding may not be approved, which could delay or prevent implementation of the proposal. • A relatively modern primary school building could become surplus to educational requirements, resulting in a period of vacancy until an alternative use is identified. • Potential disruption to teaching and learning during construction works if development is undertaken on an operational school site.

5.1.3 Impact of the proposal

The following information is provided in relation to Tenby VC School and Ysgol Greenhill School and considers the potential impact of the proposal on each school.

Tenby VC School

Proposed 3-19 school
Teaching and learning
The overall quality and consistency of teaching and learning are likely to further improve through closer collaboration across the 3-19 age range. This has the potential to further

strengthen progression between year groups by establishing clear and shared expectations for the systematic development of knowledge, skills and learning behaviours. Increasing coherence in assessment and curriculum planning 3-19 will help learners build systematically on prior learning and support smoother progression throughout their school journey, particularly during the Year 6-7 transition.

The proposal is also expected to have a positive impact on pupil progress and attainment through the sharing of staff expertise, knowledge and professional learning across both settings. Increased collaboration between practitioners should enable the wider dissemination of effective teaching approaches and a deeper understanding of individual learners' needs. This has the potential to improve the consistency and responsiveness of provision, enhance engagement with learning, and strengthen support for all learners, including more able pupils and those with additional learning needs, leading to enhanced outcomes.

The school will continue to deliver a full and broad curriculum for all learners. In addition, the proposal creates opportunities to enrich the curriculum by increasing access to specialist teaching, facilities and resources. Potential benefits include the further development of international languages in primary classes, greater use of subject-specific facilities such as science laboratories and design technology workshops, and expanded opportunities for mentoring and peer support between younger and older learners.

The proposal is not expected to have any negative impact on teaching and learning in schools beyond those directly involved. However, it has the potential to strengthen collaboration across the wider cluster by promoting the sharing of expertise, supporting curriculum continuity and enhancing progression for learners across partner schools.

Well-being, care, support and guidance

The proposal has the potential to further strengthen wellbeing, care, support and guidance across all phases through a more integrated approach to understanding and supporting learners over time. Improved continuity of information, combined with consistent tracking and monitoring processes, will enable a more comprehensive understanding of each learner's academic, social and emotional development from their starting points onwards. This will support earlier identification of needs, more effective planning, and better-informed decision making to help all learners progress well.

A 3-19 approach may also promote a greater sense of shared accountability for securing high standards of both pupil progress and wellbeing. Consistent and cumulative systems across all phases will enable targeted and timely interventions, ensuring that support is coordinated, proportionate and responsive to individual needs, building on existing strengths. This is expected to benefit all learners, particularly those requiring additional support, by reducing barriers to learning and strengthening continuity of provision throughout their time at the school.

The proposal could further enhance safeguarding arrangements by aligning policies, procedures and practices across all phases. A common approach to safeguarding, attendance, wellbeing and learner support will help ensure that concerns are identified, monitored and addressed consistently, providing greater continuity of care for pupils and their families.

The proposal is not expected to have any negative impact on tracking, monitoring, learner support, personal development or safeguarding arrangements in other schools. However, the learning gained from developing and implementing a cohesive 3-19 model may

provide valuable opportunities to share effective practice across the wider cluster, supporting continued improvement.
Leading and improving
The proposal would create opportunities to develop a cohesive leadership structure that draws upon expertise across all age ranges, subject areas and specialisms. A shared vision and strategic approach across the 3-19 continuum would support stronger collaboration between leaders and provide greater continuity in decision-making. This would enable leaders at all levels to develop a more comprehensive understanding of learner needs, progress and outcomes throughout their educational journey, helping to ensure that priorities are informed by evidence and focused on securing the best possible outcomes for all learners. The proposal is also expected to strengthen self-evaluation and improvement planning. Through a considered range of monitoring and evaluation activities across all phases, leaders would be better positioned to identify trends, strengths and areas for development over time. This deeper understanding of learners' experiences and achievements would support more effective planning and enable interventions and improvement strategies to be implemented at an earlier stage, building more coherently on strengths established in the primary years. In addition, the proposal would create enhanced opportunities for collaborative professional learning across all phases. Staff would benefit from increased opportunities to share expertise, develop effective practice and learn from colleagues working with different age groups and specialisms. This culture of professional learning would support ongoing improvement, while helping to build professional capacity across the organisation. The proposal may also improve the efficiency and effectiveness of resource management. Greater collaboration in the use of physical, financial and human resources could deliver improved value for money, maximise access to specialist expertise and facilities, and strengthen the strategic deployment of funding, including grant funding, to support school improvement and learner outcomes. The proposal is not expected to have any negative impact on leadership and management, self-evaluation processes, improvement planning, professional learning or the use of resources in other schools. However, the experience of developing and implementing an integrated 3-19 model may provide valuable learning for the wider cluster, supporting collaboration, leadership development and the sharing of effective practice across partner schools.

Ysgol Greenhill

Proposed 3-19 school
Teaching and learning
The proposal is expected to strengthen teaching and learning across the full 3 to 19 age range through closer collaboration between primary, secondary and post-16 staff. A shared approach to curriculum design, assessment and progression will improve continuity in learning and support learners to make sustained progress throughout their educational journey. Curriculum provision will be broad, balanced and aligned to the

principles of Curriculum for Wales, with enhanced opportunities for learners to develop literacy, numeracy, digital and wider transferable skills. The proposal will particularly strengthen transition between primary and secondary phases, enabling staff to share effective practice and develop innovative approaches to teaching and learning. The combined expertise of staff and improved access to specialist facilities and resources will enhance curriculum delivery and provide learners with a wider range of learning experiences, qualifications and enrichment opportunities. The proposal would also create enhanced enrichment opportunities through collaboration across age groups. In particular, sixth form students would have opportunities to mentor and support younger learners, contribute to tutoring activities and lead extracurricular experiences for primary and secondary-aged pupils. These opportunities would provide meaningful leadership experiences for post-16 learners while also benefiting younger pupils through access to positive role models, coaches and mentors who can raise aspirations, support academic progress, promote positive attitudes to learning and strengthen learners' confidence and wellbeing. The opportunity for younger learners to engage regularly with older students who exemplify the school's values and success pathways would help foster ambition, resilience and a stronger sense of belonging within the school community.
Well-being, care, support and guidance
The proposal is expected to have a positive impact on learner wellbeing, attitudes to learning and personal development. Establishing a unified 3 to 19 learning community will support smoother transitions between phases and foster a stronger sense of belonging, aspiration and engagement among learners. Opportunities for cross-phase collaboration will enable older learners to act as role models and mentors, promoting confidence, leadership and positive relationships across the school community. Arrangements for tracking and monitoring learner progress will be enhanced through shared systems and access to comprehensive learner information across all phases. This will enable earlier identification of needs, more effective interventions and improved support for all learners, including those with Additional Learning Needs, more able and talented learners, and those requiring targeted support. A consistent whole-school approach to learning support will strengthen provision and contribute positively to learner progress and wellbeing. The proposal will also support robust and consistent safeguarding arrangements by aligning safeguarding practices across all age phases and ensuring learner safety and wellbeing remain central to the school's work.
Leading and improving
The proposal will create opportunities for a cohesive leadership structure that draws upon expertise from primary, secondary and post-16 education. This will support the development of a shared vision focused on high standards, learner wellbeing and continuous improvement. Leaders will be better placed to evaluate performance across the full age range, strengthening self-evaluation processes and enabling more strategic improvement planning. Shared professional learning opportunities will encourage collaboration between staff, build leadership capacity and promote the development and dissemination of effective practice across all phases. The proposal will also support the more efficient use of

resources, specialist expertise and facilities, helping to deliver good value for money whilst enhancing educational opportunities for learners.

Overall, the proposal would strengthen the school's capacity to deliver high-quality educational provision through improved curriculum continuity, enhanced learner support systems, stronger leadership and more effective use of resources, whilst maintaining a clear focus on raising standards and improving outcomes for all learners.

5.1.4 Impact on Sixth Form Provision

Please refer to Appendix 6

5.1.5 Impact on Additional Learning Provision (ALP)

There are currently Learning Resource Centres (LRCs) located at both schools, with Tenby VC School providing a 24-place primary LRC and Ysgol Greenhill School providing a 24-place secondary LRC. At the time of writing, the secondary LRC at Ysgol Greenhill School is operating above its planned capacity.

The proposal would bring the leadership and management of both provisions under a single school structure, enabling greater collaboration, consistency and strategic oversight across the primary and secondary phases.

A similar approach has been implemented successfully at Ysgol Penrhyn Dewi in St Davids, where primary and secondary phase LRC provision operates under a single leadership structure.

In the longer term, any redevelopment, extension or replacement of the Ysgol Greenhill School site would provide an opportunity to enhance the physical environment of the LRC provision, particularly the secondary LRC. It would also create opportunities to explore an increase in capacity to better meet current and future demand for specialist provision.

5.2 Key School Information

Location	Tenby Church in Wales VC Primary School, Heywood Lane, Tenby, SA70 8DD Ysgol Greenhill, Heywood Lane, Tenby, SA70 8BN
Category	Tenby VC - Voluntary Controlled – faith school Ysgol Greenhill – community (non-faith)

Admissions Arrangements	Pembrokeshire County Council will be the admissions authority for the school and therefore its admissions policy and oversubscription criteria will apply. 3-19 schools are regarded as “middle schools” according to the Welsh Government’s School Admissions Code. Consequently, this type of model would have separate admission numbers for the primary and secondary phases. Subject to approval, pupils entering the new school in the nursery or Reception in September 2027 will need to apply for admission in accordance with the published admissions policy. In relation to pupils entering the secondary phase (Year 7) in September 2027, the arrangements are proposed as follows: • Pupils attending Year 6 of Tenby VC – no admission applications would be needed as pupils would automatically transfer to Year 7 of the new school, i.e. subject to parental preference. • Pupils attending Year 6 of other schools – parents who wish their child to attend Year 7 of the new school will be required to apply as per the normal secondary transfer admission round. • Subject to parental preference, all pupils attending Tenby VC and Ysgol Greenhill at the time of the implementation of the proposal would transfer to the new school automatically.																
Governance Arrangements	If the proposal is approved, a temporary governing body will be established prior to the opening of the new school. It will be the responsibility of the temporary governing body to prepare for the opening of the new school by taking the necessary actions such as appointing a headteacher, agreeing a staffing structure and adopting policies. In order to ensure continuity, the temporary governing body is likely to consist of some governors from both of the constituent schools and it will undertake its duties in parallel with the governing bodies of those schools until such time as they are dissolved. It is likely that the composition of the governing body of the new school would be as follows: <table border="1" data-bbox="529 1563 1062 1870"> <thead> <tr> <th>Category</th><th>Number</th></tr> </thead> <tbody> <tr> <td>Parents</td><td>6</td></tr> <tr> <td>Local Authority</td><td>5</td></tr> <tr> <td>Teachers</td><td>2</td></tr> <tr> <td>Staff</td><td>1</td></tr> <tr> <td>Community</td><td>5</td></tr> <tr> <td>Headteacher</td><td>1</td></tr> <tr> <td></td><td></td></tr> </tbody> </table> The proposed change in category for Tenby VC School would result in amendments to the school's governance arrangements. At present, the governing body includes Foundation Governor positions. Under the	Category	Number	Parents	6	Local Authority	5	Teachers	2	Staff	1	Community	5	Headteacher	1		
Category	Number																
Parents	6																
Local Authority	5																
Teachers	2																
Staff	1																
Community	5																
Headteacher	1																

	proposed arrangements, there would be no foundation governors, reflecting the school's new category.																		
Age Range	3-19																		
– Capacity / Admission Number	The capacity and Admission Number of the schools would remain the same, however this may be altered in the future as part of any potential new investment/development.																		
Number of Nursery Places	Nursery number would remain the same as now, i.e. 45.																		
Language Category	Both schools are English Medium schools [Category 1]																		
Proposed accommodation	It is proposed that the new school would remain as a split site initially before, at a later date, transitioning to a shared site, either at Greenhill with an extension/rebuild or at a new site. It should be noted that subject to a Cabinet decision expected in autumn 2026, there may be a requirement to decant from Tenby VC school in order to deliver roofing works.																		
ALN Provision	The primary and secondary school both have LRC’s, with occupancy and capacity listed below. <table><tr><td>LRC</td><td>LRC PLASC 2026</td><td>Occupancy%</td><td>Capacity</td></tr><tr><td>Tenby VC</td><td>11</td><td>45.8%</td><td>24</td></tr><tr><td>Ysgol Greenhill</td><td>29</td><td>120.8%</td><td>24</td></tr></table> Additionally, at 2026 PLASC, 16 children were on Tenby VC ALN Register along with 64 pupils in Greenhill School, at the following ALN stages: <table><tr><td colspan="2">Tenby VC</td></tr><tr><td>LA IDP</td><td>11</td></tr><tr><td>School IDP</td><td>5</td></tr></table>	LRC	LRC PLASC 2026	Occupancy%	Capacity	Tenby VC	11	45.8%	24	Ysgol Greenhill	29	120.8%	24	Tenby VC		LA IDP	11	School IDP	5
LRC	LRC PLASC 2026	Occupancy%	Capacity																
Tenby VC	11	45.8%	24																
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	<table border="1"> <tr> <th colspan="2">Greenhill School</th></tr> <tr> <td>LA IDP</td><td>26</td></tr> <tr> <td>School IDP</td><td>38</td></tr> </table>	Greenhill School		LA IDP	26	School IDP	38
Greenhill School							
LA IDP	26						
School IDP	38						
School Transport	Transport arrangements will be in accordance with the law and the Council's policy. Free transport will be provided according to the Learner Travel Wales Measure – Operational Guidance and Pembrokeshire County Council's school transport policy. These arrangements apply to learner's resident in Pembrokeshire or deemed to be the responsibility of Pembrokeshire County Council. The Council will provide transport where a child of compulsory school age receiving primary education, lives over two miles from the nearest suitable school, or in the case of a child receiving secondary education, living over three miles from the nearest suitable school. The Council reserves the right to name as suitable school one which is not the catchment school. Transport will be provided to the catchment area school which is designated by the Authority to serve the pupil's home address, or to the nearest suitable school as determined by the Council. The Council will not provide transport or make any contribution towards transport costs for pupils admitted as a result of a parental expression of preference for a school which is not the nearest or catchment school. In these circumstances families are responsible for making their own transport arrangements and for all transport costs.						
Alternative Schools	Schools listed in Section 3.7 may be regarded by families as alternatives.						

5.3 Pupil Projections

The forecast pupil numbers outlined below reflect the proposed school's population if the proposal is implemented. The figures are based on the forecasting exercise undertaken on the current schools in 2026.

Pupil Forecasts 2027 - 2031

	Actual	Forecast				
	2026	2027	2028	2029	2030	2031
Primary*	188	182	180	174	174	179
Secondary*	883	888	860	831	809	764
Total 3-19 School	1071	1070	1040	1005	983	943

**This excludes Nursery & LRC pupils.*

5.4 Proposed School Catchment

A school's catchment area is the geographical area which it is designated by the County Council that the school should serve. Catchment areas are used by the Council:

- as a planning tool for forecasting demand for and plan provision to meet demand for school places;
- to prioritise the admission of pupils to oversubscribed schools;
- as an element of the home to school transport policy to organise school transport and to control costs;
- to enable schools to identify with the communities they serve;
- to give families an indication of their local school.

Tenby VC School's and Ysgol Greenhill catchment area are set out on Page 15 and 16 of this document. If a decision was made to discontinue both schools, the catchment areas would remain the same.

5.5 Impact Assessments

The following represent the Council's assessment of the impact of the proposal on the community, equalities, the Welsh language, transport and staff.

5.5.1 Community Impact Assessment

An assessment of community impact is attached at **APPENDIX 3**. However, any additional impacts arising as a result of consultation will be reflected in an amended version which will be published as part of the Consultation Report.

5.5.2 Equalities Impact

The proposal is unlikely to result in any negative impact on the protected characteristics identified in the Equality Act 2010. The full assessment is attached as **APPENDIX 4**.

5.5.3 Welsh in Education

A Welsh Language Impact Assessment is provided at **APPENDIX 5**.

The proposal relates to the retention of English-medium primary and secondary education provision whilst addressing strategically, significant surplus capacity within the Tenby area. The assessment concludes that the proposal is not expected to have a detrimental impact on the Welsh language.

Whilst the proposal would not directly increase Welsh-medium education provision, it may present opportunities to expand Welsh-medium capacity in the area. Subject to the outcome of the proposal and subsequent consultation processes, consideration could be given to the future use of the Tenby VC School site to support additional Welsh-medium provision. This could help address capacity pressures at Ysgol Hafan y Môr, which, at the time of writing, was operating near capacity.

5.5.4 Transport Impact

The Learner Travel (Wales) Measure 2008 places a duty on the Council to assess the travel needs of learners under the age of 19. In addition to those children who qualify for free transport provision due to meeting the eligibility for distance between home and school, the Council is under a legal obligation to assess the travel needs of learners who walk to school. In relation to the proposal included within this document, walking routes to schools are assessed to ensure that learners can reach their destination in safety. There are no changes proposed to the Council's Home to School Transport policy, however changes to catchment areas will impact both school admissions and school transport eligibility.

5.5.5 Staff Impact

It is inevitable that various teaching and non-teaching staff will be affected by the proposal. As such, staff and recognised trade unions are statutory consultees, to this consultation. Their views will be considered along with other statutory consultees at this stage in the process. Later in the process, should a Council decision be taken to progress with this proposal, further consultation would take place with affected staff and recognised trade unions on the impact of this decision and next steps.

5.6 Finance

All schools are funded according to a formula which is largely pupil based, and this is the funding which is delegated to school governing bodies for schools' revenue expenditure.

5.6.1 Pupil costs

The current costs per pupil for Tenby VC School and Ysgol Greenhill are as follows:

	2026/27		
	Pupils Jan 2026	Cost per pupil (net of ALN)	Average cost per pupil (net of ALN) – all primary/secondary schools
	FTE	£	£
Tenby VC School	215	6,424	4,973
Ysgol Greenhill	796	6,071	5,835

Note: Based on 2026/27 Education Budget Statement (Section 52 of the School Standards and Framework Act 1998)

5.6.2 Revenue Savings

The proposal has the potential to generate a number of revenue savings, particularly if the schools operate from a shared site. Savings may arise through the rationalisation of services, facilities and leadership structures.

Both schools currently operate separate production kitchens and, therefore, there may be opportunities to reduce catering-related equipment, maintenance and replacement costs through the provision of a single kitchen facility.

Further savings could be achieved if a new or shared school site results in a reduction in the overall building and grounds footprint compared with the combined area of the existing school sites. This could lead to lower building and grounds maintenance costs.

There would also be savings associated with reducing fixed service charges that are currently incurred on a per-school basis, including Education Finance and Governor Support Service Level Agreements.

In addition, the proposed new school would operate under a single leadership structure, requiring one Headteacher rather than two, which could generate further ongoing revenue savings.

It should be noted that many of the efficiencies outlined above are dependent upon the schools operating from a shared site. However, prior to any amalgamation or co-location, governing bodies may wish to review staffing structures to identify opportunities to deliver efficiencies and reduce staffing costs. Any changes would be considered separately and managed in accordance with the appropriate employment policies and procedures.

It is not anticipated that there would be any significant impact on learner transport costs as a result of the proposal, as existing transport routes would be largely unaffected should the new school operate from the proposed shared site.

5.6.3 Capital Investment

Capital investment would be required through a future Sustainable Communities for Learning Programme proposal, which could involve either the redevelopment and extension of the existing Ysgol Greenhill site or the construction of a new school on an alternative site. Subject to approval, this investment would be delivered in partnership with the Welsh Government through the rolling nine-year programme.

At present, Welsh Government may contribute up to 65% of the capital costs associated with a new school development, with the Local Authority funding the remaining balance. However, higher intervention rates are available for specific elements of a scheme, including up to 100% funding for eligible net zero carbon measures and up to 75% funding for Special School and LRC provision.

5.6.4 Title of land and buildings

The title of land and building of Tenby VC School and Ysgol Greenhill is with Pembrokeshire County Council. There is no trust deed on Tenby VC and therefore no need to consider this as part of the proposed change in category.

5.7 Risks and Counter measures

Risk		Risk mitigation
1	Pupil standards fall	The current relationship between Tenby VC and Ysgol Greenhill is good. If this proposal is implemented, increased collaboration and communication between the two schools during the lead up to the new school being established will be needed.
2	Failure to obtain relevant approvals from Council	• Ensure that all options are considered in light of the School Organisation Code 2026.

	and/or failure to comply with due process.	• Ensure sufficient time is allocated to undertake process. • Undertake consultation with appropriate statutory consultees.
3	Pupils have further to travel to school	Initially, the proposal itself would not result in a change of school locations, albeit the ongoing issues with the roof at Tenby VC may affect this. If, as part of future investment, a new site for a 3-19 school were to be approved, transport arrangements would be in accordance with the law and the Council's policy. Free transport would be provided in accordance with the Learner Travel Wales Measure – Operational Guidance and Pembrokeshire County Council's school transport policy.
4	Parental and community opposition to the proposal.	• All relevant details regarding the status quo, the proposal, and alternative options considered, are included in this document. • A 'Frequently Asked Questions' section is included as part of this Consultation Document and ample opportunity is provided for questions to be asked. • Responses to the consultation will be considered as part of the subsequent Consultation Report and will be shared with Council members to aid with the decision-making process.

6 Alternative Options Considered

Section 5 of this document outlines the Council's proposal, i.e. the preferred option. However, the advantages and disadvantages of alternative options considered as part of developing this proposal are outlined below.

Description	Advantages	Disadvantages
Maintain status quo in the area.	- No requirement for a statutory school organisation process. - Retains the current educational provision and school identity. - Avoids disruption associated with organisational change. - Maintains existing governance and operational arrangements - Maintains faith status - Continues the ability to draw down funding via Church in Wales mechanisms - Parents, families and teachers have chosen to learn and work in a church school.	- Does not address significant surplus places across the schools. - Does not provide opportunities to reduce revenue costs. - Does not maximise opportunities to improve efficiency through integrated management and leadership arrangements. - May limit opportunities to improve long-term educational and financial sustainability. - Does not address the overall condition and suitability of Ysgol Greenhill.
Discontinue Tenby VC and Greenhill school and establish new 3-19 school as a VC school, split site initially, but as part of the future SCfL investment to rebuild/extend Greenhill site, or on a new site.	- Retains faith-based education provision within the area, whilst also extending faith-based education within the secondary sector ensuring continued choice for parents, carers and learners who wish to access education within a faith context. - Responds positively to the Diocese's consultation feedback, reflecting its stated preference for a VA or VC model and	- Governance arrangements would require further consideration as foundation governors are required on the governing body. - Ysgol Greenhill currently represents approximately 75% of the overall pupil capacity within the proposal and does not operate with a faith designation. A change to faith status may therefore represent a significant departure from the school's current ethos and established arrangements.

	supporting the continuation of denominational education provision. Approximately 34% of schools within the Tenby cluster are faith schools	Approximately 66% of schools within the Tenby cluster are non-faith schools. As a result, this option may be less reflective of the current pattern of primary school provision and parental preference within the wider catchment area.
Discontinue Tenby VC and Greenhill school and establish a new 3-19 school as a Voluntary Aided (VA) school, split site initially, but as part of the future Sustainable Communities for Learning investment to rebuild/extend Greenhill site, or on a new site.	- Retains faith-based education provision within the area, whilst also extending faith-based education within the secondary sector ensuring continued choice for parents, carers and learners who wish to access education within a faith context. - Responds positively to the Diocese's consultation feedback, reflecting its stated preference for a VA or VC model and supporting the continuation of denominational education provision. - Reduced capital costs for the council, as Welsh Government provide up to 85% of the capital costs for a new development with the governing body required to fund the remaining 15%. - Approximately 34% of schools within the Tenby cluster are faith schools - It is anticipated that the Diocese would work proactively with PCC to try to overcome/mitigate some of the disadvantages articulated with this option.	- Land arrangements would require further consideration and potentially significant change to facilitate a transition to VA status, due to the diocese needing to own the land, the school sits upon. - Considerable change to governance arrangements, as Foundation governors must make up more than half of the governing body, exceeding by two (three on large governing bodies) the total of all governors. - Considerable change to the admissions process, as the governing body are responsible for the admissions policy, rather than the Local Authority (LA). - The school would be subject to a limited Service Level Agreement (SLA) for the upkeep of the building. - Changes to staffing due to the Governing Body acting as the employer, therefore the Transfer of Undertakings (Protection of Employment) (TUPE) Regulations may apply, subject to the circumstances of the transfer. - Ysgol Greenhill currently represents approximately 75% of the overall pupil capacity within the proposal and does not operate with a faith designation. A change to faith status may therefore represent a significant departure from

		the school's current ethos and established arrangements. Approximately 66% of schools within the Tenby cluster are non-faith schools. As a result, this option may be less reflective of the current pattern of primary school provision and parental preference within the wider catchment area.
Discontinue Tenby VC and Greenhill school and establish new 3-19 Welsh Medium school, split site initially, but as part of the future SCfL investment to rebuild/extend Greenhill site, or on a new site.	- Aligns to the targets of the Welsh in Education Strategic Plan (WESP) and the aims of Cymraeg 2050. - Builds on Welsh medium education which is already established within the primary phase of the Tenby and Narberth area, through Ysgol Hafan Y Mor and Narberth CP. - Opportunity to change other English medium schools to dual stream, enhancing Welsh provision within the south of the County. - May improve out of catchment transfers to neighbouring secondary schools that have opportunity for bilingualism. - Reduce travel distance and time for pupils of Ysgol Hafan Y Mor, travelling to Ysgol Bro Preseli in Crymych.	- Tenby is served by a Welsh-medium primary school, Ysgol Hafan y Môr, which is a feeder school for Ysgol Bro Preseli. Establishing an additional Welsh-medium secondary school could increase surplus places at Ysgol Bro Preseli and may impact its long-term sustainability. - Ysgol Greenhill currently has ten feeder primary schools, nine of which are English-medium, with Narberth CP School being the only dual-stream feeder. Converting Ysgol Greenhill to a Welsh-medium secondary school would have a significant impact on pupils transferring from these English-medium feeder schools. There is currently insufficient capacity within neighbouring English-medium secondary schools to accommodate all displaced pupils, and if other secondaries were explored in the county, this could result in increased travel distances, longer journey times for pupils, and additional transport costs. - A change in language medium would require a formal school organisation proposal. - The proposal may not align with parental preference or local demand for English-medium education and could therefore be met with

		opposition from some stakeholders within the community. • The proposal would need to be carefully assessed against current and projected demand for Welsh-medium education to ensure it reflects parental choice and community needs.
Maintain the existing school structure until a Headteacher vacancy arises, then establish a federation between Ysgol Greenhill school and Tenby VC School		• This option is not compatible with the federation arrangements set out in the School Organisation Code 2026 due to one school within the proposal being of faith status. It is not possible to federate schools with differing statuses.
Discontinue Tenby VC School and Ysgol Greenhill, and establish a new primary and new secondary school as separate entities on a shared site.	• Provides modern, fit-for-purpose 21st Century learning environments, improving the condition and suitability of accommodation. • Addresses the condition and suitability concerns associated with the existing Ysgol Greenhill estate. • Enables Learning Resource Centre (LRC) provision to be co-located, providing greater flexibility and opportunities for shared specialist support. • Helps to reduce and better manage surplus school places. • Offers opportunities for shared facilities, resources and services across the campus.	• Does not align with the Welsh Government's preference for exploring all-through school models where appropriate. • Does not deliver the full financial efficiencies that may be achieved through an all-through school model, as two schools and governing bodies would need to be funded and maintained. • The requirement for separate school operations may limit the extent of shared accommodation and resources, resulting in higher capital investment, maintenance and staffing costs. • Potential risk of disruption associated with school reorganisation and transition arrangements. • Establishing a new primary school under the SCfL rolling programme may be difficult to justify given that the existing Tenby VC School building is around 10 years old.

	• Supports continuity of local primary and secondary education provision on a single site. • May improve operational efficiency through shared use of buildings and infrastructure. • Creates opportunities for enhanced curriculum collaboration and transition arrangements between the schools.	• While co-located on the same site, separate primary and secondary schools may not deliver the same level of continuity in learning, pastoral support and transition arrangements as a 3-19 all-through school.
Maintain the current school structure and invest in the redevelopment of Ysgol Greenhill through the Sustainable Communities for Learning Programme either on the existing site or an alternative site.	• Retains Church in Wales VC primary school provision. • Maintains the distinct identities, ethos and governance arrangements of both schools. • Improves the condition, suitability and learning environment of Ysgol Greenhill School. • May not require a statutory school organisation process, dependent on whether the redevelopment would be on the same site or a new site. • Provides investment in secondary school facilities while minimising organisational disruption. • Supports the continued delivery of primary and secondary education within their current structures.	• Does not align with the Welsh Government's preference for exploring all-through school models where appropriate. • Does not deliver the full financial efficiencies that may be achieved through a single all-through school model, limiting opportunities for shared accommodation, facilities and resources, potentially increasing maintenance and staffing costs. • Retaining two separate schools may reduce opportunities for integrated curriculum delivery, learner progression and seamless transition arrangements. • Does not address significant surplus places across the area. • May not maximise opportunities for long-term educational, operational and financial sustainability across both schools.
Discontinue Tenby VC and Greenhill school and establish new 3-16 school, split site initially, but as part of the	• Maximises the benefits of the schools' close geographical proximity, making collaboration, shared leadership, and	• A statutory school organisation process would be required to change the age range of the school. Welsh Government and Medr approval would be needed before implementation, with

future SCfL investment to rebuild/extend Greenhill site, or on a new site.	integrated provision more practical and efficient. • Enables greater focus on improving outcomes during compulsory school years (ages 3-16) by establishing a single leadership structure and unified school improvement strategy. • Provides an opportunity to review post-16 provision across South Pembrokeshire, supporting consideration of collaborative sixth form arrangements with Ysgol Harri Tudor and/or Pembrokeshire College to maximise learner choice and curriculum breadth. • Reduces surplus school places across the area, contributing to a more efficient and financially sustainable use of educational resources. • Supports the long-term sustainability of post-16 education, helping to strengthen learner numbers and capacity within sixth form provision elsewhere in the county. • Creates opportunities for more efficient deployment of staff and resources, including specialist teaching expertise, leadership capacity, and support services across the new all-through school. • Offers many of the recognised benefits associated with all-through schools, including improved transition arrangements, enhanced continuity of learning, stronger pastoral support, and	any proposals relating to the establishment of a sixth form also requiring approval by the Welsh Ministers under section 50(1) of the School Standards and Organisation (Wales) Act 2013. • Any proposals to remove sixth form provision at Greenhill School would be likely to generate significant concern and opposition from some stakeholders and members of the local community. • Some learners would be required to travel further to access post-16 education, potentially increasing travel times and reducing convenience for families. • The transition to post-16 education at another institution may disrupt established relationships with staff, peers and the wider school community, which can play an important role in encouraging learners to continue into further education. Learners may lose the benefits associated with remaining in a familiar learning environment for post-16 study, including continuity of pastoral support and established support networks. • The proposal may be perceived as reducing or altering the established identity and heritage of Greenhill School, particularly given its longstanding role as an 11-19 secondary school.
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	opportunities for long-term educational planning. • Welsh Government may require assurance regarding the long-term sustainability and viability of post-16 provision as part of the Sustainable Communities for Learning business case approval process as a 3-19.	
Federate St Florence and Tenby VC as Headteacher vacancy arises. Add Greenhill to the rolling programme for SCfL future investment to rebuild/extend Greenhill site, or on a new site.	• Retains the primary school's faith designation and distinct ethos • Provides opportunities for financial efficiencies through a federated leadership structure • Enables greater collaboration between schools while retaining their individual identities • Federation could promote more effective sharing of staff expertise and professional learning opportunities • May improve long-term sustainability of school leadership arrangements • Provides opportunities to strengthen leadership capacity and school improvement • Supports continuity for pupils and families • Investment in Greenhill would help address building condition and suitability issues	• Does not directly address existing surplus capacity within the school estate • Does not create the potential benefits of an all-through school model • Opportunities for wider estate rationalisation and resource efficiencies may be limited • Financial savings from a federated leadership model may be relatively modest when compared to those potentially achievable through more fundamental structural change • The benefits of federation can be heavily dependent on the effectiveness of shared leadership arrangements • Would still have to undergo statutory consultation

7 The Statutory Process

The statutory process followed in respect of the proposal included as part of this document will comply with the School Standards and Organisation (Wales) Act 2013 and specifically, the School Organisation Code (001/2026). The process and indicative timetable will be:

Date	Process	
16 th March – 13 th April 2026	Consultation with St David's Diocese	
16 th July 2026	Diocese response considered by Council	
22nd September 2026	Consultation Document Published	
3rd November 2026	Closing date for receipt of observations on the proposal	
At least 2 weeks prior to publishing a Statutory Notice	Publication of Consultation Report - Consultation Report presented to Council <i>Council to decide whether to approve publishing a statutory notice</i> <i>If approved – proceed to Statutory Notice</i> <i>If not approved – proposal ends.</i>	
Within 26 weeks of the above closing date	Publish Statutory Notice (SN) <i>If approved, the SN will be published on the County Council and any other proposer's websites and posted in the named schools and other conspicuous places within the community. Copies of the notice will be made available to the relevant schools to distribute to pupils, parents/carers and members of staff.</i> <i>The SN will be published on a school day and will allow a period of 28 days for objections. 15 of these days (excluding the day of publication) must be school days.</i>	
28 days after date of SN	Closing date for receipt of objections to proposal	
Within 28 days of the end of the Objection Period	<u>Where objections received</u> - Objection Report presented to Council <i>Council to determine proposal in light of the objections received and the content of the Objection Report</i>	<u>Where no objections received</u> <u>Council to determine proposal</u>
Within 16 weeks of the end of the Objection period	Publication of Council Decision	
September 2027	If approved, implementation of proposal	

All reports listed above will be published on the County Council's website with parents/carers/guardians and staff members of the relevant schools advised of their availability. All consultees listed in Section 2 of this document will be emailed a link to the relevant page on the Council website; hard copies of all documents will be made available if requested by emailing EducationConsultations@pembrokeshire.gov.uk or by calling 01437 764551.

8 Frequently Asked Questions

If this proposal goes ahead, when would it be implemented?

Based on our current planning trajectory, Tenby VC School and Ysgol Greenhill would discontinue on 31 st August 2027. Subject to parental preference, pupils would start at the new 3-19 school from the beginning of the 2027/28 academic year.

Are there other primary schools of religious character as an alternative school to Tenby VC within the catchment area?

Yes. There are other schools with a religious character serving the wider area. These include St Florence VC School in St Florence and St Oswald's VA School in Jeffreyston. In addition, St Teilo's RC School provides Roman Catholic education and shares the same catchment area as Tenby VC School and Ysgol Hafan y Môr.

How can I object to the Council's proposal?
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As outlined in Section 7 of this document, the school organisation process is lengthy and can take several months to complete. The current stage of the process is consultation, where anyone can express their views. Responses to this consultation will be made available to Council so that elected members can make an informed decision on whether to proceed. Any objections received during the consultation process will not be treated as such. However, if Council decide to proceed to the next stage, i.e. publishing a statutory notice, then anyone may make a formal objection during the subsequent 28-day Objection period. Again, all objections received will be made available to Council prior to elected members making a final decision on the proposal.
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If Tenby VC School and Ysgol Greenhill are discontinued, how will families be fairly represented on the governing bodies of both schools?
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Should Tenby VC School and Ysgol Greenhill School be discontinued and new schools established, a temporary governing body would be created in accordance with statutory requirements. Membership would be drawn from the governing bodies of both existing schools to ensure balanced representation and support decisions that are in the best interests of pupils, staff and the wider school communities.
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You're consulting with all other schools in the area – doesn't this proposal only affect Tenby VC and Ysgol Greenhill?

The proposal directly relates to Tenby VC School and Ysgol Greenhill School. However, the School Organisation Code requires the Council to consult with all schools, colleges and other stakeholders who may be affected by the proposal. This includes neighbouring schools, as pupil movement is not limited to catchment areas. Some pupils living within the Tenby VC and Ysgol

Greenhill catchment areas attend other schools, while some pupils attending Tenby VC and Ysgol Greenhill live outside the catchment area. As a result, the proposal has the potential to affect a wider range of educational settings and communities.

Details of affected schools

Name of School	Category	Lang. Category	Age Range	Nursery Pupils January 2026	Total NOR Jan 2026	Condition Grade	Suitability Grade
St Florence VC	Voluntary Controlled	Category 1	3-11	11	69	C	C
Tenby VC	Voluntary Controlled	Category 1	3-11	26	225	C	A
Sageston CP	Community	Category 1	3-11	21	121	B	B
Stepaside CP S	Community	Category 1	3-11	15	110	B	B
St Teilo's Catholic Primary	Voluntary Aided	Category 1	3-11	15	83	C	C
Ysgol Hafan y Mor	Community	Category 3	3-11	24	215	B	A
Saundersfoot CP	Community	Category 1	3-11	15	157	B	B
St Oswald's VA	Voluntary Aided	Category 1	3-11	20	135	B	A
Narberth CP School	Community	Category 2	3-11	25	279	B	A
Templeton CP School	Community	Category 1	3-11	6	126	B	B
Tavernspite CP School	Community	Category 1	3-11	12	213	B	B
Greenhill School	Community	Category 1	11-19	0	912	C	B
Ysgol Harri Tudur	Community	Category 1	11-19	0	1144	B	A
Haverfordwest High VC	Voluntary Controlled	Category 1	11-19	0	1764	A	A
Ysgol Bro Preseli	Community	Category 3	3-19	16	Primary: 181 Secondary: 774	Primary: B Secondary: C	Primary: B Secondary: C
Ysgol Dyffryn Taf	Community	T2	11-18	N/A	890		
Pembrokeshire College	Further Education College		Post 16	N/A	1,831 FT learners. All sector subjects covered	B/C	B/C

Notes:

- Pupil numbers are as at January 2026 and include LRC pupils.
- In relation to Condition and Suitability grades
 - A = Good
 - B = Satisfactory (condition) / Reasonable (suitability)
 - C = Poor

School	Capacity	Admission Number	Actual Number on roll (Net of Part Time and Unit Pupils)					Pupil Forecasts* (Net of Part Time and Unit Pupils)				
	2026	2026/27	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
St Florence VC	95	13	53	60	63	63	58	61	61	60	57	54
Tenby VC	318	45	227	225	213	197	188	182	180	174	174	179
Sageston CP	120	17	98	101	94	103	100	96	97	96	88	90
Stepaside CP	200	28	105	105	107	99	95	94	89	89	87	86
St Teilo's Catholic Sch.	96	13	73	65	71	76	68	69	66	69	70	70
Ysgol Hafan y Mor	210	30	184	191	200	202	191	188	189	184	186	185
Saundersfoot CP	297	42	192	180	165	151	142	124	123	120	118	109
St Oswald's VA	120	17	119	120	117	121	115	112	109	107	100	93
Narberth CP School	330	47					254	242	233	219	210	215
Templeton CP School	132	18	120	118	113	115	120	117	114	106	103	106
Tavernspite CP School	205	29	207	208	207	197	201	200	195	191	190	191
Ysgol Y Frenni*	210		146									
Greenhill School**	1194	Y7 – Y11: 204 YR 12: 87	879	864	861	853	883	888	860	831	809	764

Haverfordwest High VC	1750		1576	1572	1632	1699	1764	1777	1764	1749	1756	1698
Ysgol Harri Tudur	1343	Y7-Y11: 241 Y12: 70	1193	1171	1162	1122	1108	1138	1122	1100	1080	1036
Ysgol y Preseli*	1027		773									
Ysgol Bro Preseli	Primary: 210 Secondary: 1027	Primary: 30 Y7-Y11: 168 Y12: 94		149 755	147 753	158 757	165 774	169 794	172 775	173 771	177 775	182 754
Ysgol Dyffryn Taf	1016	177	926	912	902	1017	878	851	820	790	754	732

*Please note, Ysgol y Preseli & Ysgol Y Frenni Amalgamated as Ysgol Bro Preseli in April 2022.

**Greenhill Learning Resource Centre Established September 2022.

Extract from Estyn report

School	Date of most recent Estyn inspection	Estyn Judgements		Comments
St Florence VC	March 2019	<u>St Florence VC Inspection Report 2019</u>		School initially placed in Estyn Review follow-up category but judged to have made sufficient progress in addressing the recommendations and removed from the list of schools requiring Estyn review in February 2021.
		Standards	Adequate and needs improvement	
		Wellbeing & attitudes to learning	Good	
		Teaching and learning experiences	Adequate and needs improvement	
		Care, support and guidance	Good	
		Leadership and management	Adequate and needs improvement	
Sageston CP	January 2019	<u>Sageston CP Inspection Report 2019</u>		School initially placed in Estyn Review follow-up category but judged to have made sufficient progress in addressing the recommendations and removed from the list of schools requiring Estyn review in February 2021.
		Standards	Adequate and needs improvement	
		Wellbeing & attitudes to learning	Adequate and needs improvement	
		Teaching and learning experiences	Adequate and needs improvement	
		Care, support and guidance	Adequate and needs improvement	
		Leadership and managements	Adequate and needs improvement	

School	Date of most recent Estyn inspection	Estyn Judgements	Comments	
Stepaside CP	June 2024	Stepaside Inspection Report 2024 The Estyn inspection report for Stepside CP School in June 2024 praises the school's positive learning environment, effective leadership, and strong community inclusivity. Pupils feel safe and eager to learn, supported by dedicated staff and a broad curriculum. While most pupils make good progress, the report suggests improvements in challenging independent work and ensuring consistent progression across all learning areas. The headteacher's clear vision and high expectations, along with strong governance, contribute significantly to the school's nurturing ethos.		
St Teilo's Catholic Sch.	October 2018 Interim Visit March 2025	St Teilo's VA Inspection Report 2018		School initially placed in Estyn Review follow-up category but judged to have made sufficient progress in addressing the recommendations and removed from the list of schools requiring Estyn review in March 2020.
		Standards	Adequate and needs improvement	
		Wellbeing & attitudes to learning	Good	
		Teaching and learning experiences	Adequate and needs improvement	
		Care, support and guidance	Good	
		Leadership and management	Adequate and needs improvement	
		St Teilo's VA Interim Visit 2025		
Ysgol Hafan y Mor	May 2019	Ysgol Hafan y Mor Inspection Report 2019		
		Standards	Good	
		Wellbeing & attitudes to learning	Good	

School	Date of most recent Estyn inspection	Estyn Judgements		Comments
		Teaching and learning experiences	Good	
		Care, support and guidance	Good	
		Leadership and management	Good	
Saundersfoot CP	March 2026	Saundersfoot CP Inspection Report 2026 The Estyn report for Saundersfoot school describes the school as an inclusive and nurturing community where pupils feel valued and supported. Leadership is effective and, overall, leaders identify aspects of the school's work that need to be improved and the steps that are needed to achieve this. They respond well to the views of staff, parents and pupils and this contributes successfully to the strong relationships that exist between the school and the wider community. Governors are well-informed and play an active role, contributing positively to the school's continued development. Across the school, staff work confidently to promote pupils' wellbeing and improve evaluate progress. Leaders have created a calm and effective indoor learning environment for pupils. However, they have not fully considered how to use outdoor spaces to enhance pupils' learning experiences effectively.		
St Oswald's VA	June 2023	St Oswalds VA Inspection Report 2023 The Estyn report for St Oswald's VA School in June 2023 describes the school as a nurturing and welcoming environment. The staff are dedicated to helping pupils thrive both academically and personally. Pupils generally make good progress, although there are limited opportunities for independent learning. The school grounds are engaging and enhance learning experiences. Feedback to pupils often focuses on basic corrections rather than deeper improvement. Pupils are well-behaved and actively engaged in their learning.		

School	Date of most recent Estyn inspection	Estyn Judgements	Comments
Narberth CP School	March 2026	Narberth CP School Inspection Report 2026 The Estyn report for Narberth Community Primary School, describes the school as a happy, nurturing, bilingual learning community where nearly all pupils, including those with additional learning needs and those from low-income households, make strong progress in developing their skills. Pupils demonstrate an excellent attitude toward their learning. The headteacher is a highly effective leader who is ably supported by a diligent governing body, committed leaders and staff. As a team, they strive constantly to improve provision for pupils. Their work centres on ensuring that all pupils make progress and develop as confident individuals in a supportive and nurturing community.	
Tavernspite School	March 2025	Tavernspite Primary Inspection Report 2025 The Estyn report for Tavernspite Primary School describes the schools as a well-established federation with nearby Templeton Primary School. Together, leaders, staff and governors work purposefully to establish high levels of consistency and success across the federation's common approach to curriculum, teaching and learning. Leaders successfully prioritise the well-being, individual needs and future goals of both pupils and staff. As such, pupils and staff approach school life with notable enthusiasm, confidence and energy. Leaders and staff know the school well. With the active support of the governing body, they accurately identify what the school does effectively and what it needs to do to improve. Recently, this has helped the school to begin to develop a shared understanding of progression in pupils' learning across its curriculum. Provision for pupils with additional learning needs (ALN) is a strong feature of the school's work and forms an integral part of the school's impressive and inclusive ethos.	

School	Date of most recent Estyn inspection	Estyn Judgements	Comments
Templeton CP School	March 2025	<u>Templeton Primary Inspection Report 2025</u> The Estyn report for Templeton Primary School identifies the schools as part of a well-established federation with nearby Tavernspite Primary School, identifying the same strengths in regard to leaders, staff, governors and overall teaching. As such, pupils and staff approach school life with notable enthusiasm, confidence and energy. Overall, pupils develop their mathematics and thinking skills capably as they move through the school. However, teachers do not give pupils enough opportunities to develop and apply these skills independently and in real life contexts. Leaders and staff know the school well. With the active support of the governing body, they accurately identify what the school does effectively and what it needs to do to improve. Recently, this has helped the school to begin to develop a shared understanding of progression in pupils' learning across its curriculum. Provision for pupils with additional learning needs (ALN) is a strong feature of the school's work and forms an integral part of the school's impressive and inclusive ethos.	
Ysgol Bro Preseli	October 2025	<u>Ysgol Bro Preseli Inspection Report 2025</u> The Estyn report for Ysgol Bro Preseli identifies the school as a happy, proud and friendly community where staff and pupils enjoy learning in each other's company. The headteacher's ambitious vision of developing pupils 'From the Roots to the Horizons' can be seen and felt in all aspects of the school's work. Staff plan a valuable curriculum and learning experiences that provide a myriad of beneficial extra-curricular activities that contribute positively to this vision. As a result, pupils develop pride in their local area, thrive in their learning and social development and are ready for the next stage of their learning. It was noted that attendance in the primary sector has improved over time, however the attendance rates in the secondary sector, including pupils who are eligible for free school meals, have not improved sufficiently.	

School	Date of most recent Estyn inspection	Estyn Judgements	Comments										
Ysgol Harri Tudur/Henry Tudor School	December 2025	Ysgol Harri Tudur Inspection Report 2025 The Estyn report for Ysgol Harri Tudur outlines the school strive to provide pupils with a caring environment where every individual is valued and is encouraged to succeed. As a result, many pupils feel well supported and safe in school. However, shortcomings in leadership and provision mean that around half of pupils, including those with additional learning needs (ALN) and those accessing the Learning Resource Centre (LRC) do not always develop positive attitudes to learning or make sufficient progress in developing their knowledge, understanding and skills. Based on their most recent inspection Estyn are in the opinion, that special measures are required in relation to this school.											
Haverfordwest High VC School	December 2019	HHVC Inspection Report 2019 <table><tr><td>Standards</td><td>Adequate and needs improvement</td></tr><tr><td>Wellbeing & attitudes to learning</td><td>Adequate and needs improvement</td></tr><tr><td>Teaching and learning experiences</td><td>Adequate and needs improvement</td></tr><tr><td>Care, support and guidance</td><td>Adequate and needs improvement</td></tr><tr><td>Leadership and managements</td><td>Adequate and needs improvement</td></tr></table>	Standards	Adequate and needs improvement	Wellbeing & attitudes to learning	Adequate and needs improvement	Teaching and learning experiences	Adequate and needs improvement	Care, support and guidance	Adequate and needs improvement	Leadership and managements	Adequate and needs improvement	
Standards	Adequate and needs improvement												
Wellbeing & attitudes to learning	Adequate and needs improvement												
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Care, support and guidance	Adequate and needs improvement												
Leadership and managements	Adequate and needs improvement												

School	Date of most recent Estyn inspection	Estyn Judgements		Comments
Dyffryn Taf School	November 2019	<u>Dyffryn Taf School Inspection Report 2019</u>		
		Standards	Adequate and needs improvement	
		Wellbeing & attitudes to learning	Good	
		Teaching and learning experiences	Adequate and needs improvement	
		Care, support and guidance	Good	
		Leadership and managements	Good	

COMMUNITY IMPACT ASSESSMENT

Impact Area	+/-																																							
Information on the proportion of pupils from the catchment area that attend the school Tenby VC School On the basis of the 2026 PLASC, 289 pupils live in the Tenby VC School catchment area. Of these, only 126 (43.6%) attend Tenby VC School, with the remaining 163 pupils attending the following schools - <table><tr><th>School</th><th>No.</th><th>%</th></tr><tr><td>Sageston CP</td><td>4</td><td>1.4</td></tr><tr><td>Lamphey CP</td><td>1</td><td>0.3</td></tr><tr><td>Pembroke Dock CP</td><td>1</td><td>0.3</td></tr><tr><td>Stepaside CP</td><td>1</td><td>0.3</td></tr><tr><td>Saundersfoot CP</td><td>13</td><td>4.5</td></tr><tr><td>Templeton CP</td><td>1</td><td>0.3</td></tr><tr><td>Monkton Priory CP</td><td>1</td><td>0.3</td></tr><tr><td>Ysgol Hafan Y Mor</td><td>76</td><td>26.3</td></tr><tr><td>St Florence</td><td>7</td><td>2.4</td></tr><tr><td>St Teilos RC</td><td>57</td><td>19.7</td></tr><tr><td>St Oswalds VA</td><td>1</td><td>0.3</td></tr><tr><td>Grand Total</td><td>163</td><td></td></tr></table>	School	No.	%	Sageston CP	4	1.4	Lamphey CP	1	0.3	Pembroke Dock CP	1	0.3	Stepaside CP	1	0.3	Saundersfoot CP	13	4.5	Templeton CP	1	0.3	Monkton Priory CP	1	0.3	Ysgol Hafan Y Mor	76	26.3	St Florence	7	2.4	St Teilos RC	57	19.7	St Oswalds VA	1	0.3	Grand Total	163		Small potential negative impact The proposal is not anticipated to have a significant impact in respect of the proportion of pupils from the catchment area that attend the schools. There is a potential small negative impact in respect of pupils who choose to attend Tenby VC school for faith reasons. This is considered to be a small impact because the nearby St Florence and St Oswalds schools are VC and VA respectively, and both have spare capacity.
School	No.	%																																						
Sageston CP	4	1.4																																						
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Grand Total	163																																							
Ysgol Greenhill On the basis of the 2026 PLASC, 1055 pupils live in the Ysgol Greenhill catchment area. Of these, 836 (79.2%) attend Ysgol Greenhill, with the remaining 219 pupils attending the following schools –																																								

Impact Area			+/-																											
<table><tr><th>School</th><th>No.</th><th>%</th></tr><tr><td>Henry Tudor</td><td>37</td><td>3.5</td></tr><tr><td>Haverfordwest High</td><td>27</td><td>2.6</td></tr><tr><td>Ysgol Caer Elen</td><td>41</td><td>3.9</td></tr><tr><td>Bro Preseli</td><td>112</td><td>10.6</td></tr><tr><td>Penrhyn Dewi</td><td>2</td><td>0.19</td></tr><tr><td>Grand Total</td><td>219</td><td></td></tr></table>			School	No.	%	Henry Tudor	37	3.5	Haverfordwest High	27	2.6	Ysgol Caer Elen	41	3.9	Bro Preseli	112	10.6	Penrhyn Dewi	2	0.19	Grand Total	219								
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Bro Preseli	112	10.6																												
Penrhyn Dewi	2	0.19																												
Grand Total	219																													
Information on the proportion of pupils from outside the catchment area that attend the school Tenby VC School On the basis of the 2026 PLASC, 222 pupils attended Tenby VC School. Of these, 126 (56.8%) attend from the school’s catchment area. The catchments of all 96 pupils attending Tenby VC School, outside of catchment is as follows: <table><tr><th>School</th><th>No.</th><th>%</th></tr><tr><td>Cosheston VC / Bro Penfro</td><td>3</td><td>1.4</td></tr><tr><td>Eglwysrwrw CP</td><td>1</td><td>0.5</td></tr><tr><td>Golden Grove / Bro Penfro</td><td>1</td><td>0.3</td></tr><tr><td>Lamphey CP / Bro Penfro</td><td>1</td><td>0.5</td></tr><tr><td>Manorbier*</td><td>22</td><td>9.9</td></tr><tr><td>Monkton Priory CP/ Golden Grove / Bro Penfro</td><td>1</td><td>0.5</td></tr><tr><td>Pembroke Dock / Caer Elen</td><td>3</td><td>1.4</td></tr><tr><td>Sageston CP</td><td>13</td><td>5.9</td></tr></table>			School	No.	%	Cosheston VC / Bro Penfro	3	1.4	Eglwysrwrw CP	1	0.5	Golden Grove / Bro Penfro	1	0.3	Lamphey CP / Bro Penfro	1	0.5	Manorbier*	22	9.9	Monkton Priory CP/ Golden Grove / Bro Penfro	1	0.5	Pembroke Dock / Caer Elen	3	1.4	Sageston CP	13	5.9	Small potential negative impact as above
School	No.	%																												
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Impact Area				+/-																								
Ysgol Greenhill On the basis of the 2026 PLASC, 907 pupils attended Ysgol Greenhill. Of these, 836 (92.2%) attend from the school’s catchment area. The catchments of all 71 pupils attending Ysgol Greenhill, outside of catchment is as follows: <table><tr><th>School</th><th>No.</th><th>%</th></tr><tr><td>Carmarthenshire</td><td>5</td><td>0.6</td></tr><tr><td>Haverfordwest High / Caer Elen</td><td>5</td><td>0.6</td></tr><tr><td>Henry Tudor / Bro Preseli</td><td>1</td><td>0.11</td></tr><tr><td>Henry Tudor / Caer Elen</td><td>47</td><td>5.2</td></tr><tr><td>Milford Haven School / Caer Elen</td><td>5</td><td>0.6</td></tr><tr><td>Ysgol Bro Preseli</td><td>8</td><td>0.9</td></tr><tr><td>Grand Total</td><td>71</td><td></td></tr></table>	School	No.	%	Carmarthenshire	5	0.6	Haverfordwest High / Caer Elen	5	0.6	Henry Tudor / Bro Preseli	1	0.11	Henry Tudor / Caer Elen	47	5.2	Milford Haven School / Caer Elen	5	0.6	Ysgol Bro Preseli	8	0.9	Grand Total	71		Sageston/Stepaside CP	3	1.4	
	School	No.	%																									
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Saundersfoot	14	6.3																										
St Florence VC	4	1.8																										
St Oswalds VA	4	1.8																										
Stepaside CP	25	11.3																										
Tavernspite CP	1	0.5																										
Grand Total	96																											
*Manorbier was open at the time the 2026 PLASC data was recorded																												
Information on the proportion of learners currently within thresholds for school transport provision (2 miles for primary school and 3 miles for secondary school) that attend the school and how they will be impacted by the proposal.				No Change																								

Impact Area			+/-									
<table><tr><td></td><td>Full Pass</td><td>ALN</td></tr><tr><td>Tenby VC</td><td>0</td><td>6</td></tr><tr><td>Greenhill</td><td>517 (Year 7-11) 141 (Year 12-13)</td><td>22</td></tr></table>				Full Pass	ALN	Tenby VC	0	6	Greenhill	517 (Year 7-11) 141 (Year 12-13)	22	As the proposal would retain the existing school sites, there would be no impact on pupil travel. Should Tenby VC School relocate to the Greenhill site in the future, the distance between the two sites is approximately 0.2 miles and therefore any impact would be minimal. Should a future proposal involve relocation of the school as part of the SCfL investment programme, and the new site be more than one mile from the current location, a separate statutory consultation would be required, at which point any travel impacts would be fully assessed and addressed. For pupils who choose to continue their education at a faith-
	Full Pass	ALN										
Tenby VC	0	6										
Greenhill	517 (Year 7-11) 141 (Year 12-13)	22										

Impact Area	+/-
	based school, we would work with the Transport Team to reassess the impact once the number of pupils requiring this provision is known.
Information about the distance and travelling time (for all modes of transport) involved in attending an alternative school of the same language category; Within the proposal, the pupils are proposed to remain on the same sites to begin, with the potential of moving to Greenhill or onto a new site. Greenhill is 0.2 mile in distance, equating to a two-minute additional drive, 5-minute walk or 3-minute cycle for pupils at Tenby VC. If pupils of Tenby VC wanted to attend another VC school, then the nearest VC would be St Florence VC, which is 3.61 miles (closest distance) which is an approximate 7-minute drive.	Small Negative Change Broadly comparable for pupils remaining at Tenby VC. However, for pupils who choose to retain access to faith-based education, there may be a small daily impact due to increased travel and commuting requirements
Impact on health and wellbeing e.g., if learners would be less able to walk or cycle to school; There would be no impact on pupils who remain at Tenby VC, as they would continue to attend their current school. However, pupils wishing to continue in Church in Wales faith-based education would be required to travel an additional 3.61 miles minimum to the nearest suitable provision. While this may affect the ability of some pupils to walk or cycle to school, eligible pupils would be provided with home-to-school transport in accordance with the Council's transport policy.	Small Negative Change Although the distance is manageable, the roads and cycle/walk routes are not suitable

Impact Area	+/-
	for primary aged pupils.
Information about any wider implications the changes would have on public transport provisions As it is anticipated that most pupils will continue to attend Tenby VC Primary School, and the number of pupils who may choose to attend an alternative Church in Wales school is unknown, no material impact on the wider public transport network is anticipated. Pupils who meet the eligibility criteria for home-to-school transport will be provided with transport assistance in accordance with the Council's transport policy, however within Tenby VC there are none recorded at present. As Greenhill is set to remain on the same site, there is no impact here.	No material impact anticipated
Information on wider community safety issues Impacts on community safety are expected to be minimal, as pupils are anticipated to remain on the current school sites. Traffic and transport movements in the area are already actively managed, and no significant additional risks are anticipated.	No change
Information about any other facilities or services the school accommodates or provides e.g., school clubs, youth club, community library, play group; Tenby VC School During the course of the year (2025-26), the school offered the following extra-curricular experiences for the children: Art Club, Enterprise Club, IT Club, Football Club, Rugby Club, Netball Club, Cricket Club, Tennis Club, Clwb Cymraeg, Cook It, Forest School, Infant Sports Club. Infant Dance Club (private letting) Junior Dance Club (Junior letting). Pupil Voice Groups The school has the following pupil voice/ pupil leader representative groups:	No change

Impact Area	+/-
School Council, Digital Champions, School Ambassadors, Reading Ambassadors, Eco Warriors, Junior Road Safety Officers, Sports Ambassadors, Values Ambassadors, Criw Cymraeg, Pupil Leadership Group. These groups visit other schools to link with pupils in Pembrokeshire and beyond, as well as increasingly becoming involved in wider community issues such as supporting the food bank, working with and visiting the care homes in the area and planning for improvements to the school and community environment. Parents and members of the community access the school in the following ways, using one of two classroom sized spaces that are made available: Room use by health visitors for community courses, for example for expectant parents in the community. Springboard courses weekly for parents and family members with their children. Accredited courses associated with Springboard, for adults only. Courses and experiences offered by the Family Liaison Officer, E.g. FACE project. The hall is let from time to time during evenings or in school holiday periods to a local dance and drama group. Another dance group uses the hall weekly in term time. The school has welcomed families for the Family Information Service-run 'Barnyard Brunch' in two of the last three summer holidays. Greenhill School The school's extracurricular provision includes a wide range of academic, sporting, cultural and enrichment opportunities. These activities vary throughout the academic year and encompass numerous clubs and societies designed to meet the interests, talents and aspirations of pupils across all age groups. Ysgol Greenhill offers many sports, including paddleboarding, surfing and boccia. There are also opportunities for pupils to join the school orchestra, choir, environment club and coding club. Pupil Voice and Leadership Groups The school has the following pupil voice/ pupil leader representative groups:	

Impact Area	+/-
School Senedd, Social Action Team (SAT), Sports Ambassadors, Digital Leaders, Environmental and Sustainability Groups, Sixth Form Leadership Team, House Captains and Deputy House Captains, Peer Mentors, Criw Cymraeg In addition, the Headteacher meets regularly with pupil leaders through weekly Sixth Form Leadership and Senedd meetings, ensuring that pupils have a direct voice in strategic decision-making and school improvement. Ysgol Greenhill has developed strong partnerships with the local community and works closely with a wide range of external organisations. The school regularly hosts events, performances, such as Frozen 2026, information evenings, transition activities and community meetings. It also collaborates extensively with partner primary schools, local businesses, community groups and public services to enhance educational opportunities for learners. The school's facilities are used to support a wide range of sporting, cultural and educational activities beyond the normal school day, providing valuable opportunities for young people and community groups across the locality.	
Information about the facilities and services provided at any alternative school learners may attend It is anticipated that most pupils will remain attending the same school. However, for any pupils who elect to retain faith-based education, the following summarises facilities available at St Florence and St Oswald's: St Florence Breakfast Club from 8:20 AM After School Club (Monday to Thursday until 4:30 PM)	No change

Impact Area	+/-
Enrichment Clubs Bowling, Gymnastics, Sailing, Trampolining, Rock-climbing, ICT, Cookery, Craft Outdoor learning, including: minibeast hunts; gardening; litter picks; pond dipping; art and writing inspired by nature, together with educational trips including 'Source to Sea' with the National Park and Skomer Island visit. Plant beds, reading chair, mud kitchen, class 1 outdoor extension and collaboration with Swansea City Primary Stars for pupils in classes 2 and 3 to undertake pond maintenance work. Yearly residential trip, weekly outdoor off-site learning 'Taffs Tours' based on topic work etc which includes Pembrokeshire coast national parks, involvement with the rivers project. Yearly visit to St Davids cathedral and Caldey island. Criw Cymraeg, digital leaders, reading ambassadors and school council Sport: Swimming, adventure activities, athletics and cross-country, taster sessions and enrichment activities such as sailing and surfing. Once a year residential trip which includes cycling, muddy assault course and water sports. Involvement with Scarlets and Swansea city football. St Oswald's Breakfast Club from 8:00 AM After School Club (Available at the community building) (Jeffresyton Playstation) Monday – Thursday 3:15 until 5pm, except for closure at 4pm on Friday). After school clubs provided by teachers after school until 4pm. These vary each term, but a few examples are - cooking, gardening, art and craft, tennis, football, rugby, Welsh etc.	

Impact Area	+/-
Pupil voice groups available - Faith Ambassadors, Criw Cymraeg, Y Llais (school council), Healthy Heroes, Eco Warriors, Esafety, JRSOs, Mathemagicians, Reading ambassadors. Extra-Curricular Trips - Residential trips to Morfa bay and Pentre Ifan. Day trips to Darwin Science Centre, Manor House Park, Scolton Manor, Carew Castle, River trips etc (depending on topic). St David's Cathedral, Beach trips <u>Sport</u> - Urdd Tag Rugby, Urdd Netball, Urdd Cricket, Urdd cross country. Different classes swim every half term - Cycling involvement with Scarlets rugby and Swansea City football Outdoor learning - scavenger hunts, pond dipping, gardening, litter picks, minibeast hunts, natural material art, writing tasks inspired by nature, sensory walks, Faith and Community Engagement - Regular visits to church for learning and worship - Friends of St Oswald's organise community events for pupils and families, including, fetes, discos and BBQs. Welsh Activities - Annual Welsh Week celebrating Welsh language, heritage and culture - Visiting performers and specialists, including storytellers, drama groups, dancers and sports coaches	

Impact Area	+/-
School Eisteddfod involving parents and the wider community	
How parents' and learners' engagement with the alternative schools or other education institutions and any facilities they may offer could be supported e.g., how learners (and particularly any less advantaged learners) will be helped to participate in after school activities It is anticipated that most pupils will remain attending the same school. Where this is not the case, from a parent/carer/guardian perspective, there will be opportunities, along with members of the wider community, to serve on the governing body of any alternative school, through the existing process when vacancies arise.	No change
Whether or not the school is a real hub of community life, used for other purposes – such as public meetings, local events, fetes, surgeries, and other get togethers – which would either cease or be diminished by being required to move elsewhere This provision could continue, as there are no plans to change the schools in the first instance. Should the second phase of the proposal proceed and the schools merge onto a single site, it would be important that community activities are maintained to support ongoing community engagement. Responsibility for this would rest with the Headteacher, who would determine how these activities are delivered at Greenhill. The new school building and larger site may also provide enhanced opportunities to expand community use and engagement. Any new development would also carry significant opportunities for enhanced provision.	No immediate change, with opportunity for positive impact, particularly in respect of any new development
Whether or not the loss of the school, and potentially families, will have a detrimental effect on the wider economy of the community	No change

Impact Area	+/-
No immediate impact on local services is anticipated, as the school would continue to operate. In the longer term, should the proposal proceed to establish a single school on one site, this may generate positive economic benefits through construction activity and associated opportunities for local suppliers and tradespeople. However, the consolidation of provision onto a single site could potentially reduce staffing requirements over time, which may have a modest impact on the local economy where employees live and spend within the community. Overall, as educational provision would remain available, the impact on other local services and community facilities is expected to be limited.	
The overall effect of closure on the local community (including the loss of school-based facilities which are used by the local community) As mentioned above, schools would continue to operate within the community.	No change
What impact closure might have on other services provided locally, for instance if the school is the only remaining public building in a community No impact as both schools would remain operating.	No change
Whether closure would encourage families with school-age children to leave the community or discourage young families from moving to the community The educational provision is proposed to remain unchanged, with the schools operating under a single leadership structure and potentially from one site in the future. Significant investment in upgraded school facilities could improve the learning environment and may make the community more attractive to families considering moving to the area. Any families who elect to send their children to St Florence or St Oswalds in order to maintain faith-based education, would be unlikely to leave the community, given the short distances involved.	No immediate change but potential for a positive impact in respect of future investment
If accommodation, facilities, or services are provided by a school, where they would be provided in the event of closure	No change

Impact Area	+/-
The proposal is for the schools to amalgamate, rather than remove local educational provision, ensuring that school places continue to be available for local children and young people.	
Whether other facilities available in the immediate local or wider community will or could be enhanced in the event of a school closure (e.g., improvements to village halls, playgrounds, provision of holiday play schemes) Although no direct improvements to other local facilities are proposed, the second phase of the proposal, through SCfL investment, would create opportunities for a range of school facilities to be used by the wider community outside school hours. This could include theatre and performance spaces, sports facilities, and other shared areas. The enhanced provision would not only improve educational facilities but also strengthen the range and quality of facilities available to the local community.	No immediate change but potential for a positive impact in respect of future investment
Whether the proposal will impact on use of Welsh language in the community Considerations with regard to Welsh language in the community is included within appendix 5 (Welsh language impact assessment), such as considering opportunities for members of the community to learn Welsh and/or undertake activities through the medium of Welsh. In addition: Community Welsh Language Profile Based on the 2021 Census, the south Pembrokeshire area served by Greenhill School and Tenby VC School is characterised by comparatively low levels of Welsh language ability compared with the North of the county. Welsh is present within the community and is taught through the curriculum, but it is not generally the principal language of everyday social interaction for most residents. Local figures for the Tenby area are below the national average (17.8%) and Pembrokeshire average (17.2%), indicating that opportunities for children to use Welsh outside formal educational settings may be more limited than in communities with higher percentages of Welsh-speakers. For many pupils	Neutral to positive The proposal has the potential to have a positive effect on Welsh in the community if the new all-age school adopts a whole-school Welsh Language Promotion Strategy. Whilst the proposal does not increase Welsh-medium provision directly, it

Impact Area	+/-
attending schools within the catchment, the school environment may represent one of the principal opportunities to engage with Welsh. Community Language Use A larger school may have greater capacity to host Welsh language cultural events, celebrate Welsh heritage, work with local Welsh language organisations, and facilitate Welsh language extracurricular activities for pupils and families. This could increase opportunities for children, parents and community members to use Welsh beyond formal lessons. Access to Welsh-medium Provision A larger school with enhanced administrative and pastoral capacity may be better placed to provide parents with information about Welsh-medium educational pathways, Welsh immersion opportunities and community Welsh language provision. If clear information is provided to families, the proposal need not adversely affect access to Welsh-medium education and could support informed parental choice. Potential negative impacts The closure of one or more existing school sites may reduce the number of community venues available for Welsh language activities, events and informal interactions. That said, a single larger school may provide more opportunities as highlighted above.	could support the ambitions of Cymraeg 2050 through enhanced Welsh language learning opportunities, stronger community engagement and greater promotion of Welsh language and culture across all age ranges.

How does the proposal fit with Well-being goals for Pembrokeshire/Wales	
Prosperous	The proposal is not expected to have a significant impact on the prosperity of the area. While the amalgamation could potentially lead to staffing reductions, which may affect some employees, the schools would continue to operate and provide educational services within the community. As a result, businesses that benefit from school-generated footfall are expected to continue to be supported, and the overall impact on the local economy is likely to be limited.

Resilient	The proposal should increase school resilience with less surplus places and improve financial viability.
Healthier	No immediate impact. The improved facilities at Greenhill as part of future investment in a new school on the same or different site would enhance the health and wellbeing of both pupils and the wider community. Enhanced sports and recreational provision may encourage greater participation and engagement, while contributing to a more attractive and accessible educational offer.
Equal	See Appendix 4
Cohesive communities	Unlikely to have a material impact.
Vibrant culture & thriving Welsh language	The schools in question are English medium, and the proposal is not anticipated to have any material impact with regard to Welsh language. No impacts anticipated with regard to cultural considerations in the area.
Globally responsible	The proposal is unlikely to have a significant impact in this area. However, the secondary element of the proposal, supported through the Sustainable Communities for Learning programme, would provide an opportunity to develop modern, energy-efficient facilities designed in line with Welsh Government sustainability and carbon reduction objectives. A new school building would be expected to operate more efficiently than the existing estate, potentially reducing energy consumption and carbon emissions. In addition, operating from a single school site rather than two separate sites may generate operational efficiencies, resulting in lower overall energy and utility usage. These factors could have a positive environmental impact for both the school and the wider community.

Appraising sustainability of the proposal

Long term How the proposal balances the short term with safeguarding the ability to meet long term needs	The proposal contributes to addressing a countywide phenomenon of declining pupil numbers, by amalgamating these two schools, it will be more sustainable over the long-term due to leaner staffing structures and associated funding. Continuing to support the current number of schools, given low and declining pupil numbers is not sustainable over the long-term.
Prevention How the proposal may prevent problems occurring or getting worse	Tenby VC School and Ysgol Greenhill are experiencing declining pupil numbers. The proposed amalgamation would ensure that provision is better aligned to projected demand, while addressing the ongoing condition and suitability issues at Greenhill, which are likely to deteriorate further without significant investment. The proposal could also improve financial sustainability through a more efficient staffing and operational model, enabling resources to be focused on teaching and learning. This is expected to have a positive impact on educational outcomes and help prevent future challenges in delivering sustainable, high-quality education.
Integration Considering how the proposal fits with the objectives of other public bodies	The proposal follows Welsh Government statutory consultation requirements and is in line with Welsh Government expectations regarding ensuring education provision in counties is providing value for money, whilst also aligning with improving school estates.
Collaboration How the proposal fits with working with other organisations or other parts of the Council.	Collaboration with other organisations, notably schools' governing bodies within the scope of this proposal, and the St Davids Diocese, is key to ensuring that if the proposal is implemented, it is successful.
Involvement How people have been involved and how have we ensured that those people reflect the diversity of Pembrokeshire.	Prior to this statutory consultation, there has been engagement with the St Davids Diocese. A wide stakeholder involvement is an inherent part of the statutory school organisation process in Pembrokeshire.

APPENDIX 4

Equality Impact Assessment – Summer 2026

Protected Characteristics	Current Schools	Proposal	Impact														
Age	Tenby VC School has a 3-11 age range whilst Ysgol Greenhill is 11-19.	The proposal will continue to accommodate these age ranges.	No change														
Disability	Tenby VC has a suitability and equality rating of A, highlighting its set up is currently accommodating of pupils/staff with disability, whilst Greenhill's sits at grade B for both.	The proposal is for the pupils to remain on the existing site initially, therefore there will be no immediate impact. As part of the Sustainable Communities for Learning (SCfL) investment, the school would be rebuilt to 21st Century School standards, providing enhanced accessibility and disability facilities, particularly at Greenhill, and achieving an overall suitability and equality rating of Grade A.	No change														
Race	– As at the 2026 PLASC, please see ethnicity profiles below. – There is no discrimination against race in the Admissions Policy Tenby VC <table><tr><td>Ethnicity</td><td>%</td></tr><tr><td>White - British</td><td>91%</td></tr><tr><td>Other White</td><td>2%</td></tr><tr><td>White and any other ethnic group</td><td>2%</td></tr><tr><td>White and Asian</td><td>2%</td></tr><tr><td>Indian</td><td>1%</td></tr><tr><td>Other Ethnic Group</td><td>1%</td></tr></table>	Ethnicity	%	White - British	91%	Other White	2%	White and any other ethnic group	2%	White and Asian	2%	Indian	1%	Other Ethnic Group	1%	The proposal does not affect the ethnicity profiling of the school and there is no change is proposed to the Council's Admissions Policy.	No change
Ethnicity	%																
White - British	91%																
Other White	2%																
White and any other ethnic group	2%																
White and Asian	2%																
Indian	1%																
Other Ethnic Group	1%																

Protected Characteristics	Current Schools			Proposal	Impact
	White European Other	1%			
	British Gypsy	1%			
	Turkish/Turkish Cypriot	1%			
	<u>Ysgol Greenhill</u>				
	Ethnicity	%			
	White - British	0.908			
	White and Asian	0.013			
	Information Refused	0.011			
	White and any other ethnic group	0.008			
	Filipino	0.007			
	Indian	0.005			
	Other White	0.004			
	Polish	0.004			
	Other Asian	0.003			
	Ukrainian	0.003			
	White European Other	0.003			
	Bangladeshi	0.002			
	British Gypsy	0.002			
	Not Entered in SIMS	0.002			
	Other mixed background	0.002			
	Romanian	0.002			
	Turkish/Turkish Cypriot	0.002			
	White and Black Caribbean	0.002			
	African Asian	0.001			
	Asian and any other ethnic group	0.001			
	Black and any other ethnic group	0.001			
	Caribbean	0.001			
	Chinese + any other ethnic group	0.001			

Protected Characteristics	Current Schools			Proposal	Impact
	Nepali	0.001			
	Other Black African	0.001			
	Other Chinese	0.001			
	Other Traveller	0.001			
	Sinhalese	0.001			
	Sri Lankan Tamil	0.001			
	Vietnamese	0.001			
	White and Black African	0.001			
	White and Chinese	0.001			
Religion & Belief	Tenby VC School is a faith school and sits under the umbrella of the St David's Diocese, whilst Ysgol Greenhill is a community (non-faith) school.			The proposal is for a single community school, which could have an impact on pupils of Tenby VC who wish to maintain faith-based education. However, two schools within the local area, St Florence VC and St Oswalds VA, are also faith schools. Therefore, there is an opportunity for pupils to continue to access their education in a faith school, subject to parental preference.	Small negative change
Sex	Tenby VC School is a mixed sex school.			No change in the proposal.	No change
Marriage or civil partnership	Tenby VC and Greenhill School, and all other alternative schools meet with the requirements to comply with the Equality Act 2010 within their Strategic Equality Plans.				No change
Pregnancy & maternity					No change
Sexual Orientation					No change
Gender reassignment					No change

APPENDIX 5

WELSH LANGUAGE IMPACT ASSESSMENT – Summer 2026

This assessment has been undertaken in accordance with the guidelines outlined in Annex C of the School Organisation Code.

Impact Area	+/-
Links to the targets within the Welsh in Education Strategic Plan (WESP) and any future actions that will be needed in consequence of the change to continue to comply with the plan or meet targets in the plan; The proposal is not expected to directly contribute to the growth targets set out within the Welsh in Education Strategic Plan (WESP), as it seeks to retain the existing English-medium provision. This reflects the current linguistic profile of the catchment area and the established pattern of learner demand. Eight of the ten primary schools within the Ysgol Greenhill catchment area are English-medium schools, with one dual-stream school providing both English-medium and Welsh-medium education. The catchment areas of both Ysgol Greenhill and Tenby VC School are predominantly English-speaking communities, and current transition patterns indicate that the majority of learners progress from English-medium primary provision. The Tenby area also has a significant proportion of second homes and holiday accommodation, which contributes to the local demographic profile. 2021 Census data indicates relatively low levels of Welsh language proficiency within parts of the catchment compared to the county average, and current demand for Welsh-medium secondary education in the immediate area remains limited and presently able to be accommodated within Ysgol Bro Preseli. Notwithstanding this, Welsh-medium and bilingual educational opportunities are available within reasonable proximity of the catchment area, including Ysgol Hafan y Môr (Tenby) and dual-stream provision in Narberth.	Neutral The proposal is considered to have a neutral impact on the Welsh language. The proposal does not directly support the growth of Welsh-medium education within the area and therefore does not make a positive contribution towards increasing the number of Welsh speakers in the short term. Instead, it maintains the current position and reflects the existing linguistic profile of the catchment area and current patterns of parental demand. The proposal however, does not reduce Welsh-medium educational provision, remove Welsh-medium places, or adversely affect access to Welsh-medium education for learners who choose that pathway. Existing Welsh-medium and

In addition, the school's Learning Resource Centre (LRC) provision requires the educational offer to be aligned with the linguistic needs and profiles of the pupils accessing specialist support. Maintaining provision that reflects the current needs of learners supports the effective delivery of these specialist services while ensuring access to Welsh language learning opportunities in accordance with statutory requirements. However, the second element of the proposal (a redeveloped school on the current site, or new site) is intended to be delivered at a later stage. By that time, further progress will have been made in delivering the WESP objectives and there will be clearer evidence available regarding the impact of Welsh-medium and bilingual provision within the area, including the influence of Ysgol Hafan y Môr and the dual-stream provision in Narberth on learner demand and language acquisition. As a result, there will be an opportunity to review whether the secondary element of the proposed 3 to 19 school should remain a Category 1 English-medium school or whether an alternative model, such as dual-stream provision, would better reflect the prevailing demographics, parental demand and WESP priorities at that time. Consideration should also be given to current learner transition patterns. A proportion of pupils from Ysgol Greenhill's feeder schools choose to transfer to schools in Carmarthenshire, which includes Welsh-medium secondary provision (Ysgol Dyffryn Taf). However, many of these learners are already residents in Carmarthenshire and have exercised parental preference to attend Pembrokeshire primary schools. Therefore, should evidence indicate that access to Welsh-medium education is a significant factor in these transfer decisions, this will need to be carefully considered during the development of the new 3 to 19 school to ensure that future provision reflects both learner demand and the strategic ambitions of the WESP.	bilingual pathways will remain available, including access to provision outside the immediate catchment area.
Compliance with the Welsh language Policy Making Standards and in general with the relevant Local Authority Standards Compliance Notice As the proposal concerns the reorganisation of existing English-medium provision rather than a change in language category, the overall impact on opportunities to use the Welsh language is expected to be neutral. Welsh-medium education will continue to be available through existing Welsh-medium schools within the area for parents wishing to choose that provision. The proposal is being assessed against the requirements of the Welsh Language Standards (No.1) Regulations 2015 with particular regard to the Policy Making Standards to ensure that	Neutral with potential to strengthen Welsh language use and learning. Overall, the proposal is expected to have a largely neutral impact on opportunities to use the Welsh language and on the requirement to treat the Welsh language no

opportunities to use Welsh are not diminished and that Welsh is treated no less favourably than English with regard to the proposal. To meet policy making standards the consultation considers the effects of the proposal on the Welsh language within this consultation document (Welsh language impact assessment). Views are sought on the effects the proposals will have on the Welsh language, and whether the proposal can be changed to be more positive or avoid/reduce negative effects (see question 3 of the response form). Respondents are also asked about their Welsh language skills and main language. Section 5 of this document outlines the Council's proposal, i.e. the preferred option. However, the advantages and disadvantages of alternative options considered as part of developing this proposal are also outlined. This includes the alternative option to discontinue Tenby VC and Greenhill school and establish a new 3-19 Welsh Medium school, split site initially, but as part of the future Sustainable Communities for Learning investment to rebuild/extend Greenhill site, or on a new site. See section 6 for alternative options. Effects of the proposal on the Welsh Language (on people's opportunities to use Welsh and the need to treat the Welsh Language no less favourably than English) • Provides continuity and stability of current education provision for families and learners. • An all-age model would enable leaders and staff to plan coherently for the progressive development of Welsh language skills from the earliest years through to post-16 education. This would support continuity in learning, ensure consistency in expectations and provide a clear pathway for progression in Welsh language acquisition and the promotion of Welsh culture and identity across all phases of education. • Building on the current Welsh language provision and ethos within an all-age school will continue to support and encourage learning and positive attitudes towards Welsh language use and culture. Ysgol Greenhills achievement of the Siater Iaith Bronze Award, and work towards achievement of the Silver Award supports Cymraeg 2025: one million Welsh speakers by 2050 and the Councils' Welsh Language Strategy 2026-31 in promoting the Welsh language and culture. • Curricular and extra-curricular activities will continue to be provided as part of Curriculum for Wales requirements. Welsh will continue to be promoted and used as a language of communication with pupils to improve capacity to use everyday Welsh.	less favourably than English. This is because it does not alter existing Welsh-medium provision nor change the language category of the schools involved (English Medium Category 1). However, the proposal presents opportunities to achieve positive effects by further strengthening the promotion, visibility and use of Welsh across the new 3-19 school. With appropriate mitigation, leadership and proactive Welsh language planning, the proposed creation of a 3 to 19 all-age school presents a significant opportunity to further strengthen Welsh language learning and everyday use. The positive impact of the recent improvement work undertaken to support Welsh language learning provides the proposed all-age school with a strong foundation to build on.
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- The creation of a single all-through school with a unified leadership structure may provide greater continuity and opportunities in the delivery of Welsh language learning between primary and secondary phases.
- The proposal does not remove existing Welsh-medium education provision from the locality.
- The establishment of a new school offers an opportunity to embed bilingual practices from the outset e.g. signage, publications, communications etc.
- A single governance structure may support a more consistent approach to Welsh language planning, compliance, and monitoring.

Negative Impacts

- As the proposed school will remain an English-medium Category 1 school, the proposal does not itself increase Welsh-medium educational provision.
- Some stakeholders may perceive the establishment of a larger English-medium institution as reducing the visibility of Welsh-medium education within the area.

Neutral Impacts

- It is not anticipated that implementation of the proposal would have a significant impact on pupils attending other primary schools in the area. However, there may be a preference by some parents/learners to attend an all-through school.
- The proposal does not alter the language category of the schools involved.
- No existing Welsh-medium school will close or change because of the proposal.
- Parents will continue to have access to Welsh-medium education options through existing alternative schools in the area.
- The proposal does not change statutory requirements relating to the teaching of Welsh.
- Existing rights to communicate with the local authority in Welsh remain unchanged.
- The proposal does not reduce legal rights to receive services in Welsh.
- There is no anticipated reduction in Welsh language provision provided by the local authority.
- The ability of parents, pupils and stakeholders to communicate in Welsh with the authority remains unchanged.

Can the Proposal be Changed to Have More Positive Effects?

The proposal could be strengthened by:

- Developing a whole-school Welsh Language Promotion Strategy covering ages 3-19.
- Increasing opportunities for pupils to use Welsh informally through clubs, sports, cultural activities and pupil leadership initiatives.
- Expanding participation in Welsh language events such as the Urdd and Eisteddfod activities.
- Providing additional Welsh language professional development for staff.
- Creating stronger links with local Welsh-medium schools and Welsh-speaking community organisations.
- The secondary element will be delivered at a later stage, providing opportunity to review if it should remain a Category 1 English-medium school or whether an alternative model, such as dual-stream provision, would better reflect the prevailing demographics, parental demand and WESP priorities at that time.
- Whilst the proposal would not directly increase Welsh-medium education provision, it may present opportunities to expand Welsh-medium capacity in the area. Subject to the outcome of the proposal and subsequent consultation processes, consideration could be given to the future use of the Tenby VC School site to support additional Welsh-medium provision. This could help address capacity pressures at Ysgol Hafan y Môr, which, at the time of writing, was operating near capacity.
- Ensuring consultation materials are bilingual.
- Introducing bilingual branding, signage and digital platforms from the outset.
- Ensuring meetings, engagement events and public communications are accessible in Welsh.
- Monitoring compliance with Welsh Language Standards throughout implementation.
- Including Welsh language considerations within governance and school improvement arrangements.

These measures would support opportunities for learners to hear, use, and develop Welsh.

Potential Measures to Avoid or Reduce Negative Effects

- Maintain bilingual communications throughout consultation.
- Ensure no reduction in Welsh language learning opportunities during transition.
- Incorporate Welsh language objectives within school development planning.
- Monitor Welsh language provision and learner outcomes following implementation.
- Promote Welsh language activities consistently across both sites during the split-site phase.

Local catchment areas (regardless of language provision) and issues around travel distances; Tenby VC School shares its catchment area with Ysgol Hafan y Môr and, therefore, pupils residing within the catchment already have access to both English-medium and Welsh-medium primary provision locally, with no additional travel implications arising from the proposal. For secondary education, the designated Welsh-medium catchment school is Ysgol Bro Preseli in Crymych. Whilst this requires a longer journey for some learners within the Ysgol Greenhill catchment area, this reflects existing Welsh-medium education arrangements and would not be altered by the proposal. In addition, Welsh-medium secondary provision is available through the dual-stream model at Ysgol Dyffryn Taf in Whitland, which is geographically closer for some communities, including Narberth, Templeton, Tavernspite and St Oswalds, Jeffreyston. Learners within these areas already have established patterns of travelling beyond their immediate community, and in some cases outside Pembrokeshire, to access their preferred language provision. It should also be noted that levels of Welsh language ability within parts of the Ysgol Greenhill catchment vary, with the urban area of Narberth recording a proportion of Welsh speakers above the Pembrokeshire average. As a result, Welsh-medium and bilingual education options are available within reasonable proximity for these communities.	Neutral This proposal is not expected to materially alter existing catchment arrangements or significantly affect travel distances for learners seeking Welsh-medium education.
The relevant local planning authority development plan in terms of Technical Advice Note (TAN 20)177 and due regard and consideration of Areas of Linguistic Sensitivity; The area where this proposal affects is not in an area of Linguistic Sensitivity.	Neutral
Links to the relevant local authority 5-year Welsh Language Promotion Strategy; This proposal does not directly contribute to the objectives of the Local Authority's 5-Year Welsh Language Promotion Strategy, as it does not involve any changes to Welsh-medium provision or measures specifically aimed at increasing the number of Welsh speakers.	Neutral The proposal does not directly contribute to the objectives of the 5-Year Welsh Language Promotion Strategy as it does not alter Welsh-medium provision. However, future

However, the Strategy recognises that education alone will not achieve the long-term ambitions for the Welsh language, particularly in areas with demographic challenges such as an ageing population and a high proportion of second homes. The Strategy highlights the need to increase opportunities for people to use Welsh within communities, workplaces and social settings. However, through the secondary element of the proposal, there may be longer-term opportunities arising from the development of facilities. As part of the Sustainable Communities for Learning programme, educational facilities are expected to enhance opportunities for community use, which could include community groups, lifelong learning provision and Welsh language initiatives that support the use of Welsh beyond statutory education. In addition, should the second element of the proposal proceed and Tenby VC School relocate to a new site, there may be opportunities to expand Ysgol Hafan y Môr. This could help increase opportunities for Welsh language learning and community engagement, supporting the aims of both the WESP and the Local Authority's 5-Year Welsh Language Promotion Strategy.	opportunities associated with Sustainable Communities for Learning developments and the potential expansion of Ysgol Hafan y Môr could support increased Welsh language learning and community use of Welsh, contributing to the longer-term aims of both the WESP and the 5-Year Welsh Language Promotion Strategy.
Links to the aims of Cymraeg 2050; This proposal does not actively contribute to the ambitions of Cymraeg 2050, as it relates to English-medium provision and does not currently include any changes to the language medium of education. However, the proposal is not considered to have a negative impact on the objectives of Cymraeg 2050, as it involves a like-for-like replacement based on existing demand. As the aims of Cymraeg 2050 link to the WESP, further analysis has been considered as part of the above section.	Neutral
General links to the goals of the Well-being of Future Generations (Wales) Act 2015; The proposal's contribution to the Well-being of Future Generations (Wales) Act is outlined in Appendix 3. Overall, the proposal is considered to have a limited impact across the well-being goals. However, potential benefits have been identified in relation to creating a more resilient Wales and a healthier Wales, particularly through the provision of modern, sustainable educational facilities and enhanced opportunities for learners and the wider community.	Neutral
Socio-economic considerations (comparison of the ward/Lower Layer Super Output Area (LSOA) data on deprivation with the data on Welsh speakers);	Neutral

There is no evident correlation between levels of deprivation and the proportion of Welsh speakers within the affected area. Welsh speakers are represented across communities with similar socio-economic characteristics, and the proposal is not expected to have a disproportionate impact on Welsh speakers based on deprivation levels.	
Mitigating factors (including cross-boundary and regional issues). The proposal is not expected to have any significant cross-boundary or regional impacts on the Welsh language. Welsh-medium primary and secondary education provision is already available within the wider area, ensuring that learners continue to have access to Welsh-medium pathways throughout their education. Whilst a proportion of learners from Ysgol Greenhill's feeder schools choose to attend schools outside the immediate catchment area, including Ysgol Dyffryn Taf, this is not considered detrimental to the objectives of Cymraeg 2050. A number of these learners are also Carmarthenshire residents who have chosen to attend Pembrokeshire primary schools outside their designated catchment areas. Ysgol Dyffryn Taf operates a dual-stream model which supports the continued delivery and development of Welsh-medium education. As a result, learners will continue to have opportunities to access Welsh-medium provision regardless of catchment or local authority boundaries.	Neutral The proposal does not reduce the availability of Welsh-medium education, nor does it restrict opportunities for learners to access Welsh language provision within the region. Existing Welsh-medium primary and secondary pathways will remain available and continue to support the aims of both the WESP and Cymraeg 2050. Consequently, no adverse cross-boundary or regional impacts on the Welsh language have been identified.
Information on the language category of the school Tenby VC School and Ysgol Greenhill are designated as Category 1 English-medium schools. Census 2021 data indicate that 11.9% of residents aged three and over within the Tenby North and South area are Welsh speakers. Across the wider Ysgol Greenhill catchment, Welsh language ability averages 12.9%, rising to 21% within the urban area of Narberth.	Neutral Welsh language ability within the wider catchment is below the Pembrokeshire average overall; however, levels are higher in Narberth, where the urban area exceeds the county average at 21%, compared with approximately 16% in the surrounding rural area.

Information on the language category of any alternative school or any other education institution that learners may attend The language category of most alternative schools in the area is also Category 1. However, parents/carers/guardians may express a preference for their child to attend Ysgol Hafan y Mor in Tenby; or Ysgol Bro Preseli in Crymych, both of which are Category 3 Welsh medium schools.	Neutral
Assessment of the likely impacts on any other school or education institution likely to be affected by the proposals, irrespective of school category or medium of provision; Of the schools identified as potentially affected by this proposal, the majority are English-medium Category 1 schools. Narberth CP School and Ysgol Dyffryn Taf are the only schools that provide dual-stream provision, whilst Ysgol Bro Preseli and Ysgol Hafan y Môr, Tenby, provide Welsh-medium education as Category 3 schools. As the proposal relates to creating an all through school, initially split-site, from 2 currently separate schools, it is anticipated that the impact on other affected schools will be limited. However, should parents or pupils wish to pursue Welsh-medium education, suitable alternatives are available. Ysgol Hafan y Môr is located adjacent to Tenby VC School and approximately 0.2 miles from Ysgol Greenhill. In addition, Ysgol Bro Preseli is scheduled for redevelopment in the medium-term, providing further investment to improve the condition and suitability of its facilities. Consequently, the proposal for English Medium provision in Tenby is not considered to present a detriment to the already available Welsh-medium provision. This is particularly the case as the planned redevelopment of Ysgol Bro Preseli's 3-19 campus is scheduled to be delivered earlier within the Sustainable Communities Learning rolling programme than the potential redevelopment of Ysgol Greenhill as a 3-19 school, subject to the proposal proceeding. Furthermore, the earlier delivery of the Ysgol Bro Preseli development will provide families within the catchment area with an enhanced opportunity to choose Welsh-medium education, thereby supporting the objectives and targets set out within the WESP. It is not anticipated that the proposal will adversely affect pupil numbers.	Neutral The proposal does not change the availability of Welsh-medium education within the area and therefore maintains existing opportunities for learners and families to access Welsh-medium provision. Established Welsh-medium schools remain available locally, and planned investment in educational facilities across the area will continue to support parental choice and the wider aims of the WESP. In addition, future consideration of the Tenby VC site may present opportunities to further support community use and the promotion of the Welsh language.

Information about standards in the Welsh language in the schools which are the subject of the proposal and any alternative school or other education institution learners may attend

Tenby VC

Tenby VC School continues to make positive progress in developing pupils' Welsh language skills and strengthening its Welsh ethos. A clear whole-school approach has been established through initiatives such as daily *drilio*, the *Phrase of the Fortnight*, *Tocyn Iaith* and the use of *Capten Cymraeg*, alongside the development of Welsh-language resources including *Y Gromlech*, *Maestrol* and *Tric a Chlic*. The school also works collaboratively with the wider cluster through AoLE leader groups to share effective practice.

Monitoring evidence indicates that Welsh is becoming increasingly embedded within the school's wider approach to literacy and reading, and pupils are developing greater confidence in using Welsh in a wider range of contexts. Increased opportunities to use Welsh across the school day, together with Welsh cultural activities and experiences, have strengthened pupils' engagement with both the language and Welsh culture. The school remains committed to ensuring progressive development in Welsh oracy, reading and writing, supported by the consistent use of assessment to identify next steps and provide appropriate support and challenge.

Ysgol Greenhill

Following Estyn's inspection in January 2024, the school was identified as requiring improvement in the development of pupils' Welsh language skills and their understanding of Welsh culture and heritage. Inspectors found that pupils were not making sufficient progress in Welsh and that opportunities to use the language across the curriculum were limited. Since then, the school has taken significant steps to strengthen Welsh language provision, increasing opportunities for pupils to develop their Welsh skills and engage with Welsh culture. This progress is evidenced by the achievement of the Siarter Iaith Bronze Award and ongoing work towards the Silver Award, supported by an active Ciriw Cymraeg and a growing range of Welsh language and cultural activities across the school, with a notable example being the whole-school Eisteddfod.

Both Tenby VC School and Ysgol Greenhill have demonstrated a positive commitment to strengthening Welsh language provision and supporting the aims of Cymraeg 2050. Evidence shows that each school has implemented targeted initiatives to increase pupils' opportunities to develop and use their Welsh language skills, whilst also promoting Welsh culture and identity.

Information about after school activities which provide additional opportunities to use Welsh in the schools which are the subject of the proposals and any alternative school or other education institution learners may attend (e.g. the Urdd, Mentrau Iaith clubs) Tenby VC Tenby VC offer extra-curricular Clwb Cymraeg, which runs on a voluntary basis weekly by a member of the teaching staff. They arrange an Eisteddfod for the pupils annually, on or around Dydd Gwyl Dewi. Where able, winners of their music or recitation competitions are able to attend the regional event at Ysgol Hafan y Mor. They participate in all Urdd Sports competitions, very regularly reaching the national finals in Aberystwyth in many of the sports. Tenby VC also attend the Llangrannog Urdd Centre annually with Year 5 pupils for a residential experience. Tenby VC are not involved with Mentrau Iaith clubs, but are willing to learn more about them and what may be on offer. Ysgol Greenhill Ysgol Greenhill offer lunchtime Cymraeg club, whilst also holding occasionally 'paned a sgwrs' where pupils and staff have the opportunity to hold informal conversations in Welsh.	Neutral
Information about facilities for members of the community to learn Welsh, or undertake activities through the medium of Welsh, at the schools which are the subject of the proposals if provided and where any alternative facilities could be provided Tenby VC Previously, Tenby VC have offered Springboard family learning courses for parents or family members who would like to learn Welsh. However, it has not been an annual event. In the future, once the roof is repaired, Tenby VC will have the space to let a room for Welsh learning/ courses for parents and members of the community. Ysgol Greenhill The school are actively developing community links through the medium of Welsh and are currently within the infant stages of the project. Leaflets are also being designed to ask local	Neutral

businesses to display, to encourage the use of the Welsh language within the high street and community.	
Whether it might be appropriate to provide additional after school facilities at any alternative school to further secure standards in the Welsh language The proposal would not alter the current Welsh language provision available within either of the existing English-medium schools. As such, the provision of additional after-school facilities at an alternative school to further support Welsh language standards is not considered necessary as a direct consequence of this proposal. The area is already served by Ysgol Hafan y Môr, a Welsh-medium school located adjacent to Tenby VC School, which provides Welsh-medium educational opportunities for learners and families who wish to access Welsh-medium provision. The proposal therefore maintains the current position and is not expected to reduce opportunities for learners to engage with or develop their Welsh language skills. However, at present Ysgol Greenhill supports a Welsh language course for sixth form students and staff, delivered online or at Pembrokeshire College.	Neutral The proposal does not change the linguistic character, curriculum offer, or Welsh language provision of the schools concerned; it is not considered that additional after-school Welsh language facilities are required to mitigate any impact arising from the proposal.
How parents' and learners' engagement with any alternative school or other education institution and any specific language enhancement it offers could be supported (e.g. how learners will be helped to participate in activities provided by the Urdd, Mentrau Iaith); Tenby VC Tenby VC would be happy to host/ offer Welsh language training for the community if there was an organisation who would like to offer it from their premises. There is a strengthening relationship between Tenby VC and Ysgol Hafan y Mor and Tenby VC are supportive of working together in this regard. Tenby VC's ongoing Springboard woodland project is a joint undertaking between the two schools, which could be a powerful vehicle for further collaboration and for Welsh development over the medium to long term. Ysgol Greenhill	Neutral

Ysgol Greenhill encourages their pupils to participate in the Urdd and participate in their own Eisteddfod. Ysgol Greenhill also host 'cor nadolig' at Christmas time. Although within the infant stages, the Welsh department would like to create a community day, which would involve the whole school, inclusive of parents called 'Dathlu Dydd Gwyl Dewi' Ysgol Greenhil also offer 'Noson Gymraeg' where the Welsh primary cluster attend the school for their own transition event, with last year also completing the Welsh transition for year 5, to offer further support for the cluster pupils.	
Observations provided by the local authority's Welsh-medium education forum. The Fforwm Cymraeg has not provided an observation to this proposal.	Neutral

Factors to be taken into account in approving/determining school organisation proposal.

School Organisation Code factors	Discontinue Tenby VC School and Ysgol Greenhill. Create a 3-19 all through community school.
1.5 Quality and standards in education Relevant bodies should place the interests of learners above all others. With reference to the three inspection areas of the Office of Her Majesty's Chief Inspector of Education and Training in Wales (Estyn) 'What we inspect handbook', they should consider the likely impact of the proposals and at any other school or education institution the proposer considers is likely to be affected by the proposals. Relevant bodies should pay particular attention to the impact of the proposals on vulnerable groups, including learners with ALN.	
• Teaching and learning • Well-being, care, support and guidance • Leading and improving	The overall quality and consistency of teaching and learning experiences are likely to be enhanced through the proposal as greater collaboration will focus on strengthening progression between year groups as cohorts move through the school. Within a 3-19 model, there is opportunities for sharing effective practice and knowledge of pupils across settings and age ranges is expected to improve the consistency of provision and provide a more seamless transition between year groups. This will further improve wellbeing and attitudes to learning, as well as progression and standards, including for specific groups of learners, such as more able learners and those with other additional learning needs. Furthermore, through the proposal a leadership structure will be designed to incorporate and benefit from knowledge and expertise of all age ranges, subject areas and specialisms, it is unlikely that the proposal will impact on quality and effectiveness of leaders and managers, self-evaluation processes and improvement planning, professional learning and use of resources at any of the other schools likely to be affected by the proposal
1.6 Relevant bodies should also consider the ability of the headteacher/ governing body of schools which are the subject of the proposals to meet their legal requirements under the 2021 Act for the Curriculum for Wales for learners across the 3-16 continuum of education. This consideration should include the quality of curriculum design, adoption and delivery and the extent to which the structure or size of the school is impacting on this.	This has been captured as part of the School Improvement advisors report above.

School Organisation Code factors	Discontinue Tenby VC School and Ysgol Greenhill. Create a 3-19 all through community school.
1.7 In respect of proposals which affect schools with sixth form provision, consideration should be given to the role of the Medr to oversee the regulation, quality, and funding of post-16 provision (including that of learners with ALN in mainstream settings), and its role in respect of forming and planning the curriculum offer for learners aged 16-19.	Consultation will take place with Medr as part of this process, as they are a stated consultee.
1.8 Where proposals involve the transfer of learners to alternative schools or other education institutions, there should normally be evidence that the alternative would deliver outcomes and offer provision at least equivalent to that which is currently available to those learners (including learners with ALN). Advice from Estyn might reasonably be used as evidence in relation to alternative schools or other education institutions which are brand new. Proposers should ensure that the disruption to learners is minimised.	The proposal is for pupils to remain within their current schools, which would amalgamate to form a 3-19 community school. Evaluation has been undertaken through School Improvement Adviser reports; however, consultation with Estyn will form part of the process, and any information received will be evaluated as part of the statutory process.
1.9 In assessing the impact of proposals on quality and standards in education and how effectively the Curriculum for Wales is being realised, relevant bodies should consider any relevant advice from Estyn. Proposers should refer to the most recent Estyn reports, area inspections, where available, and other evidence derived from performance monitoring, and take into consideration any other generally available	Outcomes and provisions at both schools are broadly comparable.

School Organisation Code factors	Discontinue Tenby VC School and Ysgol Greenhill. Create a 3-19 all through community school.
information available on a school's or other education institution's effectiveness.	
Impact on the Welsh language	
1.10 The case prepared by those bringing forward proposals must show the impact of the proposals on the Welsh language. A Welsh language impact assessment (WLIA) must be undertaken for all proposals.	Please refer to Appendix 5.
1.11 In all cases local authorities must consider: - the extent to which the proposal would support the targets in the approved Welsh in Education Strategic Plan (WESP); and - how the proposal would expand or reduce Welsh language provision, and in the case of the latter, set out why provision will be reduced and must evidence mitigating actions.	Further information can be found within the Welsh Impact Assessment; however, the proposal is considered to have a neutral impact on the Welsh language. The proposal does not directly support the growth of Welsh-medium education within the area. Instead, it maintains the current position and reflects the existing linguistic profile of the catchment area and current patterns of parental demand. Therefore, it is not considered to reduce Welsh language provision.
Need for places and the impact on accessibility of schools	
1.12 Local authorities must ensure that there are sufficient schools providing primary and secondary education for their area. Schools are regarded as sufficient if they are sufficient in number, character, and equipment to provide for all pupils the opportunity of appropriate education.	The proposal aims to ensure that school provision within the area remains appropriate and sustainable, with relevant bodies consulted as part of the process.

School Organisation Code factors	Discontinue Tenby VC School and Ysgol Greenhill. Create a 3-19 all through community school.
In order to fulfil these duties, local authorities must ensure that they plan thoroughly and engage fully with relevant partners, including the appropriate religious bodies for schools serving their area which have a designated religious character. They should also engage with Medr in respect of post-16 provision. In light of the above, relevant bodies should have regard to the following factors.	
1.13 Where a school closure, removal of a school sixth form, reduction in capacity, or age range contraction is proposed: • whether alternative school-based or post-16 provision will have sufficient capacity and provide accommodation of at least equivalent quality for existing and projected learner numbers; • with reference to the nature of the schools which are the subject of proposals, whether the alternative school-based provision is sufficient to meet existing and projected demand for schools of the same:	Although the proposal involves the discontinuation of the existing separate school entities, the schools themselves will remain unchanged. Therefore, there will be no impact on post-16 provision or the school sites. However, as part of the second phase of the proposal, accommodation may be enhanced to improve learning environments for all learners.
1.14 For all proposals to open, close or relocate schools, proposers must consider: • statutory requirements as set out in the Learner Travel (Wales) Measure 2008 (“the 2008	The proposal is not expected to impact transport arrangements for pupils who will remain at their current school. Where pupils attending Tenby VC choose to access faith-based education elsewhere, the potential impact has been considered within the Community Impact Assessment (Appendix 3).

School Organisation Code factors	Discontinue Tenby VC School and Ysgol Greenhill. Create a 3-19 all through community school.
Measure”) and associated statutory guidance; the implications for transport and their impact. Local authorities must consider location choice and proposed measures to encourage sustainable travel, such as active travel routes and relevant infrastructure (for example increasing cycle/scooter storage and reducing car parking spaces).	
1.15 It is important to consider the transport implications for learners, staff, and visitors to the site from the outset, as well as the impact on local communities. As set out in the Welsh Government’s Transport Strategy, Llwybr Newydd, our policy is to maximise opportunities to travel by walking, cycling or other sustainable modes, for environmental, societal and health benefits, with a commitment to locate new public services (including education) close to where people live, and to existing public transport routes.	No changes to current transport arrangements as part of this proposal. However, if pupils chose to go out of catchment to remain with faith-based education, there will be an impact on traveling more sustainably due to distance.
1.16 For schools that will need school transport provision, consideration should be given to ensure that safe and suitable infrastructure is available for the relevant vehicles. Consideration should gravitate	This is considered with the Local Authority’s transport policy.

School Organisation Code factors	Discontinue Tenby VC School and Ysgol Greenhill. Create a 3-19 all through community school.
around the future proofing of suitable capacity if learner numbers increase. Proposers must comply with statutory health and safety requirements in this regard.	
1.17 Keeping pedestrians away from vehicles should be one of the key principles when planning a new school site. A well-designed site which segregates pedestrians from vehicles will reduce the likelihood of accidents. Ultimately having in place separate vehicle and pedestrian routes would be desirable in avoiding potential conflict and where the routes cross, proper crossings which are suitably marked so everyone knows where they are.	This will be considered as part of the second part of the proposal under SCfL.
1.18 Accessibility in terms of raised kerbs, dropper kerbs and tactiles are also a priority to complement disability access and the duties/requirements set out in the Public Services Vehicle Accessibility Regulations (PSVAR) 2000.	No changes proposed to current schools, until the second part of the proposal, where this will be considered within the design stage
1.19 In the case of proposed school closures/sixth form removals local authorities	
N/A	
1.20 Where a new school, increase in capacity or age range expansion is proposed;	
the demand for additional provision of any type in an area must be assessed and evidenced. In the case of Welsh-medium provision proposers should consider how the proposal will improve the planning	The proposal does not involve the establishment of an additional school within the area. Instead, it seeks to amalgamate the two existing schools to form a single 3-19 school. The proposal would not alter the current age range of educational provision. The second element of the proposal, which is proposed to be delivered through Sustainable Communities for Learning initiative, bringing the school in line with 21st century schools programme, could improve

School Organisation Code factors	Discontinue Tenby VC School and Ysgol Greenhill. Create a 3-19 all through community school.
and provision of education through the medium of Welsh, and the expectation is that the local authority must create the demand for this type of provision to meet or exceed statutory targets as set out in the WESP. • whether proposals will improve access for disabled learners in accordance with the requirements of section 88 of, and Schedule 10 to, the Equality Act 2010 and the Welsh Government guidance document – Planning to increase access to schools for disabled pupils. • the transport implications for learners, staff and visitors and the need to maximise opportunities to travel by walking, cycling or other sustainable modes, for environmental, societal and health benefits., where appropriate	accessibility for disabled learners and enhance transport arrangements. This is particularly relevant at Ysgol Greenhill, where the existing accommodation is ageing and may benefit from modernisation.
Resourcing of education and other financial implications	
1.21 It is important that funding for education is cost effective. Relevant bodies should take into account the following factors in relation to the resourcing of education:	
• the effect proposals will have on surplus places in the area	The proposal is divided into two stages. The first stage would not reduce the number of surplus school places. However, as part of any future redevelopment through the SCfL Programme, there may be opportunities to reduce surplus capacity through the reconfiguration or resizing of the school, subject to the outcomes of the Strategic Outline Case.

School Organisation Code factors	Discontinue Tenby VC School and Ysgol Greenhill. Create a 3-19 all through community school.
whether proposals form part of the local authority's Sustainable Communities for Learning Investment Programme and contributes to the delivery of sustainable schools for the 21st Century and to the better strategic management of the school estate.	Yes, the second stage of the proposal is intended to form part of the Local Authority's SCfL investment programme and will seek to deliver efficiencies through more effective strategic management and improvements to the condition of the school estate.
1.22 Relevant bodies should also take into account the following factors in relation to finance:	
the recurrent costs of proposals over a period of at least 3 years and whether the necessary recurrent funding is available.	All Directorates within the Council have been tasked with making 5% budget savings per annum, for the next 3 years. The financial sustainability of schools will likely be impacted by this.
additional transport costs incurred as a result of proposals.	Transport costs will not be incurred as part of this proposal, as the proposal is to remain on the same site, with only potential relocation as part of the second phase.
the capital costs of proposals and whether the necessary capital funding is available.	No capital investment would arise directly from the first stage of the proposal. However, the second stage, if progressed through the SCfL Programme, would require capital investment. Local Authority contributions are typically around 35% of the overall project cost, although this may vary depending on the nature of the scheme. Projects that incorporate net zero carbon objectives or specialist facilities, such as LRCs, may attract a higher level of Welsh Government funding, thereby reducing the Local Authority's capital contribution requirement.
The revenue costs of proposals, including staffing and building maintenance costs and whether the necessary revenue funding is available	No additional revenue costs inclusive of staffing and building maintenance costs are anticipated as part of the proposal.
the scale of any projected net savings (taking into account school revenue, transport and capital costs).	It is anticipated that there is potential savings as a result of the proposal, but these will not be known until the governing body decide on their staffing structure.

School Organisation Code factors	Discontinue Tenby VC School and Ysgol Greenhill. Create a 3-19 all through community school.
whether, without the proposals, the schools affected would face budget deficits.	Ysgol Greenhill and Tenby VC are both forecasting surplus budget positions at the end of the 2026/27 financial year. However, Ysgol Greenhill is forecasting a deficit position within its future Medium Term Financial Plan (MTFP) from 2027/28 onwards, with Tenby VC forecasting a deficit position from 2028/29.
whether any savings in recurrent costs will be retained in the local authority's local schools' budget; and	Any savings arising from the proposal will initially be retained in the local authority's schools' budget.
whether the proceeds of sales (capital receipts) of redundant sites are to be made available to meet the costs of the proposal or contribute to the costs of future proposals which will promote effective management of school places.	Capital receipts may be realised in the future depending on what happens with both sites.
Other general factors 1.23 Relevant bodies should take into account the following general factors:	
the impact of proposals on the educational attainment of learners from economically disadvantaged backgrounds	The proposal is not set to impact on the educational attainment of learners from economically disadvantaged backgrounds.
any equality issues, including those identified through equality impact assessments; and	There will be no impact on any of the characteristics covered by the Equality Act 2010.
whether the school or schools which are the subject of the proposals are subject to any trust or charitable interests which are likely to be affected by the proposals, for example in relation to the use or disposal of land.	The title of the land and buildings of Tenby VC School and Ysgol Greenhill are held by Pembrokeshire County Council. There are no other trust or charitable interests.
Specific factors in the consideration of school closures	

School Organisation Code factors	Discontinue Tenby VC School and Ysgol Greenhill. Create a 3-19 all through community school.
1.24 The prime purpose of schools is the provision of education and any case for closure should be robust and in the best interests of educational provision in the area. Nevertheless, in some areas, a school may also be the main focal point for community activity, and its closure could have implications beyond the issue of the provision of education. This may be a particular feature in rural areas if school buildings are used as a place to provide services to the local community.	The proposal is not anticipated to have a significant impact on the community. However, further consideration and analysis have been undertaken as part of the Community Impact Assessment (Appendix 3).
1.25 The case prepared by those bringing forward proposals must show that the impact of closure on the community has been assessed through the production of a community impact assessment (see Annex C), and how any community facilities currently provided by the school could be maintained.	Please refer to Appendix 3
1.26 When considering whether a closure is appropriate, special attention should be given to the following: • whether the establishment of multi-site schools might be considered as a means of retaining buildings, or the reasons for not pursuing this option; • whether alternatives to closure, such as clustering, collaboration, or	Although the proposal would involve the closure of the two existing schools as separate legal entities, the first stage of the proposal would retain educational provision across the two existing school sites. As part of the second stage of the proposal, the Tenby VC site may become vacant; however, further feasibility work would be undertaken to determine the most appropriate future use of the building. Given its location adjacent to Ysgol Hafan y Môr, there may be opportunities to retain the building for community or educational purposes. Federation was considered as an alternative option. However, as Tenby VC has a religious designation and Ysgol Greenhill does not, federation is not considered a viable option under the requirements of the School Organisation Code 2026.

School Organisation Code factors	Discontinue Tenby VC School and Ysgol Greenhill. Create a 3-19 all through community school.
federation with other schools, might be considered, or the reasons for not pursuing these as an alternative; - the possibility of making fuller use of the existing buildings as a 'community hub' to accommodate and support provision of a range of community services, e.g., health, childcare facilities, family and adult learning, community education, sport, recreation, play facilities, social activity, etc.; - whether it would be feasible and economical to co-locate local services within the school to offset the costs of maintaining the school. More information on co-location of - services can be found in the Community Focused Schools guidance.	
1.27 Although under the 2013 Act the requirement to consult does not apply to proposals to discontinue small schools with fewer than 10 learners at the preceding January census point, local authorities and governing bodies bringing forward such proposals must still take into account the factors set out in section 1 of the Code.	
Presumption against the closure of rural schools	
N/A	
Specific factors to be taken into account for proposals to add or remove nursery classes	
N/A	
Specific factors to be taken into account for proposals to reorganise secondary schools or to add or remove sixth forms	
1.45 Relevant bodies should take into account the following factors:	
whether and how proposals will lead to an improvement in the	Improvement in educational and training achievement for learners aged 16-19

School Organisation Code factors	Discontinue Tenby VC School and Ysgol Greenhill. Create a 3-19 all through community school.
educational or training achievements of persons who are above compulsory school age, but below the age of 19; • whether and how proposals will contribute an appropriate and broad range of relevant courses and qualifications and high quality, employer informed, vocational learning routes targeted at learners of all abilities, whilst maintaining GCSE, AS/A level and other established courses, as required under the 2021 Act and section 33A-Q of the Learning and Skills Act 2000 ("the 2000 Act") to support 14-19-year-old learners; • whether proposals are likely to lead to retention and increased participation in learning by learners beyond compulsory school age, taking into account transport issues and costs to the learner and others, the affordability of such costs, and the likelihood of learners being willing to travel; • the extent to which the proposals support digital provision and/or blended learning arrangements; • the extent to which proposals contribute to the enhancement and quality of a wider 14-19 offer taking	The proposal is expected to have a positive impact on the educational achievement, personal development and wider skills of learners aged 16 to 19 through the creation of a more integrated 3 to 19 learning community that strengthens continuity in teaching, learning, assessment and support. The school's recent improvement journey demonstrates secure progress in learner outcomes, leadership and curriculum development, providing a strong foundation upon which post-16 provision can continue to develop. Establishing a 3-19 learning community will create additional opportunities for sixth form learners to undertake mentoring, tutoring and leadership roles with younger pupils, building on existing strengths identified by Estyn. Evidence shows that sixth form students are already strong ambassadors for the school who benefit from leadership opportunities and support younger learners effectively. The proposal would extend and formalise these opportunities, enabling learners to further develop communication, leadership, coaching, organisational and interpersonal skills that support progression into higher education, employment and training. In addition, enhanced opportunities for cross-phase collaboration would support learners' academic, personal and social development alongside their formal qualifications. The proposal would also strengthen curriculum continuity and progression from ages 3 to 19, ensuring learners experience a coherent educational journey supported by improved access to specialist facilities, resources and expertise, whilst benefiting from a broader range of enrichment, leadership and personal development opportunities. Breadth of courses, qualifications and vocational pathways The proposal is expected to maintain and enhance the breadth and quality of academic and vocational opportunities available to post-16 learners. The school already offers a broad curriculum and has made positive progress in implementing Curriculum for Wales and Made for Wales qualifications. Through a unified 3-19 structure and more effective use of specialist facilities, resources and staff expertise, the proposal will strengthen curriculum continuity and progression while supporting the delivery of a broad and balanced curriculum, including GCSE, AS and A Level qualifications alongside wider enrichment and

School Organisation Code factors	Discontinue Tenby VC School and Ysgol Greenhill. Create a 3-19 all through community school.
account of the views of regional 14-19 networks; - the effect of proposals on 11-16 provision in schools and on the development and maintenance of a shared understanding of progression with other schools; - how proposals would affect the viability of providers already providing post-16 provision, including school sixth forms, further education institutions, and private training providers; - how proposals might affect the sustainability or enhancement of Welsh-medium provision in the regional 14-19 networks, local partnership arrangements and wider area and promote access to the Welsh-medium courses in post-16 education and support the strategic duty placed on Medr to 'promote post 16 education and training through the medium of Welsh'. - the extent to which proposals will provide additional learner benefits compared with the status quo and other tenable options for post-16 organisation;	vocational opportunities. For post-16 learners, enhanced opportunities for leadership, mentoring, tutoring and community engagement would support qualifications and wider achievement programmes, including the Advanced Skills Baccalaureate Wales, Duke of Edinburgh's Award and A Level Physical Education. These experiences would help learners develop employability, leadership and transferable skills that are highly valued by employers and higher education providers. The proposal would therefore strengthen existing academic and vocational pathways, whilst maintaining established post-16 provision and expanding opportunities for learners to develop the knowledge, skills and experiences needed for future education, employment and training. The proposal is particularly important within the context of Tenby and the surrounding area, where tourism, hospitality, leisure and associated service industries form a significant part of the local economy. Maintaining high-quality post-16 provision within the local community will help ensure that young people can continue to access a broad range of academic and vocational pathways that reflect local labour market needs as well as individual aspirations. The school is well placed to develop programmes, qualifications and enrichment opportunities that support progression into sectors which are vital to the local economy, whilst also meeting the needs of learners with differing abilities, interests and future destinations. Retaining education provision in Tenby until the age of 19 also enables many learners to continue supporting family-run businesses outside school hours, particularly during the tourism season, while remaining fully engaged in their education. This strengthens links between education, employment and community sustainability and helps ensure that local businesses continue to benefit from a skilled and locally educated workforce Retention, participation and learner engagement The proposal is expected to support the retention and participation of learners beyond compulsory school age by strengthening learner engagement, belonging and aspiration within a cohesive 3-19 learning community. Enhanced opportunities for leadership, mentoring, tutoring and wider enrichment activities would

School Organisation Code factors	Discontinue Tenby VC School and Ysgol Greenhill. Create a 3-19 all through community school.
• how proposals might affect the discretionary transport provision a local authority may provide to learners above compulsory school age; and • how proposals align to the statutory duty to secure the provision of proper facilities for further education and training for learners aged 16 to 19. Facilities are 'proper' if they are of sufficient quantity and adequate quality to meet the reasonable needs of young people. Additionally, such facilities must satisfy learners' entitlements to follow courses of study within the local curriculum formed under section 33A of the 2000 Act¹⁹.	provide additional incentives for learners to remain in school-based post-16 education and participate fully in school life. The proposal is unlikely to have a negative impact on retention or participation, as post-16 provision would continue to be delivered on the existing Ysgol Greenhill School site, or, over the longer term with Sustainable Communities for Learning funding, potentially a new site in the area. Consequently, learners would not be required to travel to alternative providers or incur additional transport costs as a direct result of the proposal, thereby avoiding potential barriers to participation. By maintaining local access to sixth form provision within the Tenby community, the proposal supports learner choice, continuity in education and established progression pathways. Furthermore, the strengthened sense of belonging, continuity and learner engagement associated with an all-through school model may encourage more learners to remain in education beyond compulsory school age whilst benefiting from a broader range of educational, leadership and personal development opportunities. Digital and blended learning The proposal supports the continued development of digital learning and blended approaches through a more coherent and consistent approach to curriculum design, assessment and progression across the 3 to 19 age range. Shared planning and curriculum development will enable learners to progressively develop digital competence and wider transferable skills in line with curriculum for Wales expectations, while ensuring greater continuity in digital learning experiences across all phases. Closer collaboration between staff will facilitate the sharing of effective practice and the consistent use of digital technologies, learning platforms and blended learning approaches to support learner engagement, flexibility and access to learning opportunities. A unified 3 to 19 structure will also enable the more effective deployment of digital resources, facilities and staff expertise across the school. The proposal will allow the school to build upon existing curriculum developments and make strategic use of digital technologies to enhance teaching, learning and assessment.

School Organisation Code factors	Discontinue Tenby VC School and Ysgol Greenhill. Create a 3-19 all through community school.
	This coordinated approach is expected to strengthen digital provision, support learner progression and help ensure that all learners are equipped with the digital skills required for further learning, employment and life. Contribution to the wider 14-19 offer The proposal has the potential to enhance the quality of the wider 14-19 offer through improved educational continuity, stronger progression pathways and increased collaboration across all age phases. A unified 3-19 structure would enable more effective use of specialist facilities, staff expertise and resources, helping to broaden learning experiences and enrichment opportunities available to young people. The development of leadership, mentoring and community engagement programmes would provide valuable experiences that complement academic and vocational study, while supporting learners to develop wider transferable skills. The proposal aligns with Curriculum for Wales principles by strengthening progression across the full learner journey and helping to ensure that learners are well prepared for further education, employment and training. Importantly, the proposal does not reduce existing post-16 provision but instead seeks to enhance opportunities through greater collaboration, improved curriculum coherence and more strategic use of expertise and facilities, thereby strengthening the overall quality and breadth of provision available to learners aged 14 to 19. In considering the wider 14-19 offer, the Headteachers of both schools have discussed existing and future provision with regional secondary school colleagues and have reflected on the broader pattern of post-16 provision across the region. These discussions indicate that maintaining strong local pathways within Tenby complements rather than duplicates neighbouring provision and supports learner choice across Pembrokeshire. The proposal strengthens the local 14-19 offer by ensuring that young people can continue to access high-quality academic and vocational learning within their community whilst benefiting from opportunities for collaboration, progression and engagement with regional partners.

School Organisation Code factors	Discontinue Tenby VC School and Ysgol Greenhill. Create a 3-19 all through community school.
	Impact on 11-16 provision and progression The proposal is expected to have a positive impact on 11-16 education by strengthening curriculum continuity, learner progression and transition arrangements between primary, secondary and post-16 phases. A shared approach to curriculum design, assessment, tracking and progression across the 3-19 continuum will support learners to build knowledge, skills and understanding more effectively throughout their educational journey. Closer collaboration between practitioners will facilitate the sharing of effective practice and promote a common understanding of learner progression, helping to ensure greater consistency in teaching, learning and assessment. Enhanced transition arrangements, shared tracking systems and consistent approaches to support and intervention are expected to improve learner outcomes and ensure that pupils are better prepared for each stage of learning. Improved progression pathways would also support learners in making informed decisions about future study and career opportunities. The proposal is not anticipated to have a significant adverse effect on neighbouring schools or their ability to deliver high-quality 11-16 provision; rather, it is expected to strengthen educational continuity and the overall quality of learning experiences for young people. Impact on existing post-16 providers The proposal does not create a new sixth form nor significantly alter existing learner catchment arrangements. Instead, it retains and strengthens post-16 provision within an existing school structure. As a result, it is not anticipated that the proposal would have a significant adverse impact on the viability of other post-16 providers, including neighbouring school sixth forms, further education institutions or private training providers. Learners would continue to have access to the full range of local and regional post-16 pathways currently available. Welsh-medium provision

School Organisation Code factors	Discontinue Tenby VC School and Ysgol Greenhill. Create a 3-19 all through community school.
	The proposal is not expected to adversely affect Welsh-medium provision across the region. As an English-medium school, Ysgol Greenhill school will continue to support the aims of curriculum for Wales through the promotion of Welsh language, culture and heritage. The proposal provides opportunities to develop a more coherent progression pathway for Welsh language learning across all age phases and supports the school's ongoing work to strengthen Welsh language provision, an area already identified as a school improvement priority. The proposal is not expected to adversely affect access to Welsh-medium education or post-16 opportunities. Learners seeking Welsh-medium pathways will continue to access the existing range of regional provision. Maintaining strong local post-16 provision within Tenby also supports learner wellbeing by reducing the need for unnecessary travel and enabling learners to continue accessing educational opportunities close to home while making informed choices about future pathways. The strengthened collaboration between school leaders and regional colleagues will help ensure that post-16 opportunities, including Welsh-language learning and progression routes, continue to be considered within a broader regional context. Additional learner benefits The proposal offers several additional benefits when compared with the current arrangements and alternative organisational models that could require learners to travel elsewhere to access post-16 education. Retaining high-quality sixth-form provision in Tenby enables young people to continue their education within their local community until the age of 19, supporting continuity of learning, relationships and wellbeing. This is particularly important given the area's reliance on tourism and seasonal employment, where many learners contribute to family-run businesses outside school hours. Local provision allows

School Organisation Code factors	Discontinue Tenby VC School and Ysgol Greenhill. Create a 3-19 all through community school.
	learners to balance educational commitments with family responsibilities without the additional burden of lengthy travel. The proposal also provides particular benefits for learners with additional learning needs and other vulnerable groups, who may experience greater challenges associated with travelling significant distances for post-16 education. By keeping education on their doorstep, learners are afforded more time for study, family commitments, wellbeing and participation in wider school life. Additional benefits include enhanced leadership and mentoring opportunities, improved curriculum continuity from ages 3 to 19, strengthened learner support systems, more effective use of specialist facilities and expertise, and increased opportunities for cross-phase learning and enrichment. Discretionary transport provision The proposal is not anticipated to have a significant impact on local authority discretionary transport arrangements for post-16 learners. The proposal does not require learners to access provision on alternative sites or travel greater distances than under the current arrangements. consequently, no additional transport burden is anticipated for learners or the local authority. Over the longer-term, subject to acquiring Sustainable Communities for Learning funding, it is possible that the school could be rebuilt on a new site. While it is not anticipated that this would have a material impact, any potential implications on transport would be fully considered at that point. Alignment with the duty to secure proper facilities for learners aged 16-19 The proposal supports the local authority's duty to secure appropriate and high-quality facilities for learners aged 16 to 19. The combined use of resources, facilities and specialist expertise within a 3-19 structure will strengthen the school's capacity to deliver a broad curriculum and support learner progression. Improved curriculum continuity, enhanced learner support arrangements and greater access to enrichment

School Organisation Code factors	Discontinue Tenby VC School and Ysgol Greenhill. Create a 3-19 all through community school.
	opportunities will help ensure that post-16 learners continue to receive educational provision of sufficient quality and breadth to meet their reasonable needs and curriculum entitlements. The proposal supports the authority's ability to secure appropriate educational facilities that meet the reasonable needs of learners aged 16-19 by maintaining accessible local provision within the Tenby area. The school's facilities, resources and specialist expertise provide the capacity to deliver a broad academic and vocational curriculum that meets the needs of learners with differing abilities and aspirations. Maintaining provision locally is particularly important within a rural and tourism-based community, where requiring learners to travel considerable distances could adversely affect attendance, participation, wellbeing and study time. Local access to post-16 education ensures that learners can fully benefit from their curriculum entitlement while remaining connected to their families, communities and local employment opportunities. The proposal therefore supports both educational outcomes and wider wellbeing objectives through the continued delivery of high-quality provision within the community it serves.
Specific factors to be taken into account for proposals to increase provision in voluntary schools or establish a new voluntary school	
N/A	
Specific factors in the consideration of proposals for the change of language medium	
N/A	
Specific factors in the consideration of proposals for the change of school category	
1.48 Relevant bodies should take into account the following specific factors:	
- all categories of school – community, foundation, voluntary controlled or voluntary aided – are of equal status; - all permissible proposals to change the category of a school will be	As part of the pre-consultation process, discussions were undertaken with the Diocese in accordance with Section 3.11 of the School Organisation Code. This section requires proposers, where a proposal relates to schools with a designated religious character, to consult the relevant religious body prior to commencing the general consultation process. The Diocese's response was given due consideration, and a report was subsequently presented to Council outlining the differences between VA, VC and Community School status, together with the preferred option for progression.

School Organisation Code factors	Discontinue Tenby VC School and Ysgol Greenhill. Create a 3-19 all through community school.
considered on their individual merits; and - whether any benefits can be identified. Changing category has the potential to cause disruption to the running of the school and/or place added burdens on the governing body and/or add complexity to school reorganisation or admissions. Therefore, there should be a presumption against changes where benefits cannot be identified. - whether any trust deed relating to the school allows for the change of category proposed. If there is any doubt, or if a variation in the trust deed is clearly necessary, proposers should make early contact with the Charity Commission.	The consultation document also sets out the potential advantages and disadvantages associated with changing the category of Tenby VC School. In addition, consideration has been given to whether any trust deeds exist in relation to the school; no such trust deeds have been identified. On this basis, it is considered that all relevant factors have been appropriately reviewed and taken into account in the development of the proposal.
Additional factors to be taken into account in preparing, publishing, approving or determining proposals for the reorganisation of Additional Learning Provision	
1.49 The principles and plans set out elsewhere in the Code should be taken into account in the consideration of proposals for the reorganisation of maintained special schools and specialist resource bases in mainstream schools.	There are currently LRCs located at both schools, with Tenby VC School providing a 24-place primary LRC and Ysgol Greenhill School providing a 24-place secondary LRC. At the time of writing, the secondary LRC at Ysgol Greenhill School is operating above its planned capacity. The proposal would bring the leadership and management of both provisions under a single school structure, enabling greater collaboration, consistency and strategic oversight across the primary and secondary phases.
1.50 Relevant bodies must consider how proposals fit with the local authority's	In the longer term, as part of the proposal any redevelopment, extension or replacement of the Ysgol Greenhill School site would provide an opportunity to enhance the physical environment of the LRC

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duty to promote inclusion (i.e. providing for a higher proportion of learners with ALN to attend mainstream settings) wherever that is appropriate in meeting a child or young person's individual needs, and with its overall strategy for ensuring adequate ALP for the full range of ALN.	provision, particularly the secondary LRC. It would also create opportunities to explore an increase in capacity to better meet current and future demand for specialist provision.
1.51 Relevant bodies should have regard to the factors set out below in relation to proposals affecting special schools and specialist resource bases in mainstream schools.	
Standards of provision	
1.52 In addition to the usual considerations in relation to standards of provision, relevant bodies should consider: • whether proposals will improve standards of accommodation for learners with ALN, including building accessibility in accordance with the Equality Act 2010; • how proposals will address any health, safety and welfare issues • how proposals, where appropriate, will support increased inclusion; • how the proposals will help the school secure additional learning provision for learners with ALN • the impact of proposals on other ALP within the immediate and wider local authority area, including out of county where appropriate	The second stage of the proposal, through the redevelopment of the school estate, would provide an opportunity to enhance the LRC facilities within the secondary phase, improving the learning environment and support available to learners with Additional Learning Needs (ALN). Whilst the proposal itself would not directly secure additional funding for learners with ALN, it would create opportunities to review and improve the suitability, accessibility and capacity of specialist provision as part of the wider redevelopment programme. The proposal would support greater inclusion by establishing a 3-19 school under a single leadership and management structure, enabling learners to be supported consistently throughout their educational journey. This approach would facilitate smoother transition arrangements between phases of education and provide greater continuity of support for learners with ALN, particularly if future developments result in provision being located on a single site. In addition, a 3-19 model would provide increased flexibility to ensure that learners are supported in environments that best meet their individual learning, social and developmental needs, rather than being constrained solely by age-related expectations. This would further support an inclusive approach to education and learner wellbeing. The proposal is not expected to have an adverse impact on other ALP or Learning Resource Centres within the area. Ysgol Greenhill's existing specialist provision currently operates above its planned capacity, demonstrating an established need for such provision locally. As a result, the proposal is unlikely to detract from provision elsewhere and instead reflects the existing demand within the area. Furthermore, the redevelopment phase may provide an opportunity to review the size and configuration of the LRC to ensure that it is appropriately resourced and capable of meeting both current and future learner needs in an inclusive and sustainable manner.

School Organisation Code factors	Discontinue Tenby VC School and Ysgol Greenhill. Create a 3-19 all through community school.
whether there is a need for a particular type of Additional Learning Provision (ALP) within the area	
Need for places and the impact on accessibility of schools	
1.53 In addition to the considerations listed in paragraphs 1.12 to 1.20 relevant bodies should consider:	
- whether there is surplus ALP within the area - whether ALP would be more effective or efficient if regional provision were made - the impact of proposals on the transportation of learners with ALN	There is currently surplus capacity within the primary LRC; however, the secondary LRC is oversubscribed, and there is limited or no surplus specialist provision capacity elsewhere within the southern area. As part of the proposal, learners would remain within their existing LRC provision and, therefore, no impact on transport arrangements is anticipated. The current delivery model is operating effectively and continues to meet identified needs. Consequently, regional specialist provision has not been reviewed as part of this proposal. The proposal is not expected to adversely affect existing ALP arrangements and reflects the established demand for specialist provision within the area.
1.54 Relevant bodies should consider: how changes to ALP in schools are likely to impact on all other services provided in an area for learners with disabilities and/or ALN	No changes proposed to current ALP set up.

Proposal to discontinue Tenby VC School and Ysgol Greenhill, and to establish a new 3-19 Community school - split site initially, and as part of future investment to rebuild/extend the Greenhill site, or on a new site.



1) Please indicate which of the following reflects your views on the proposal:

	Please tick one
I do not feel strongly one way or the other	
I support the proposal	
I do not support the proposal	

2) Please provide any alternatives you have to the Council's proposal.

3) What effects do you feel the proposal(s) would have on

- opportunities for persons to use the Welsh language
- treating the Welsh language no less favourably than the English language.

Please consider if the proposal can be changed so as to have positive effects (or more positive effects), and to avoid or reduce negative effects, on:

- (i) people's opportunities to use Welsh?**
- (ii) the need to treat the Welsh Language no less favourably than English?**

If yes - How? If no - Why not?

4). Please provide any other comments on the proposal.

About you:

4). Please tell us about you *(please tick all that apply)*

Preschool parent	
Staff	
Parent/Carer/Guardian	
Governor	
Local resident	
Other (please state below)	

5). Which school/s or other educational institution are you primarily interested in, in this consultation?

(Please tick all that apply)

Tenby VC School	
St Florence VC School	
Sageston CP School	
Ysgol Hafan y Mor	
St Teilo's Catholic school	
Saundersfoot CP School	
Stepaside CP School	
St Oswald's VA School	
Tavernspite CP School	
Templeton CP School	
Narberth CP School	
Greenhill School	
Ysgol Bro Preseli	
Ysgol Harri Tudur/Henry Tudor School	
Haverfordwest High VC School	
Ysgol Dyffryn Taf	
Pembrokeshire College	

6). Are you? (Please tick only one)

15 or under	
16-24	
25-34	
35-44	
45-54	
55-64	
65-74	
75 +	
I prefer not to say	

7). What gender do you identify as? (Please tick only one)

Male	
Female	
Non-binary	
I prefer to use another term	
I prefer not to say	

8). How would you describe your ethnic group? (Please tick only one)

White	
Gypsy or Irish Traveller	
Roma	
Mixed/Multiple ethnic group	
Asian	
Black/African/Caribbean	
I prefer not to say	
Other	

9). What is your religion or belief? (Please tick only one)

No religion	
Christian (all denominations)	
Buddhist	
Hindu	
Jewish	
Muslim	
Sikh	
I prefer not to say	
Other	

10). Do you have any physical or mental health conditions or illnesses lasting or expected to last 12 months or more? (Please tick only one)

Yes	
No	
I prefer not to say	

11). Do any of your conditions or illnesses reduce your ability to carry out day to day activities? (Please tick only one)

Yes, a lot	
Yes, a little	
Not at all	
I prefer not to say	

12). Do you look after or give any help or support to anyone because they have long-term physical or mental health conditions or illnesses, or problems related to old age? (Please tick only one)

Yes	
No	
I prefer not to say	

13). Can you understand, speak, read or write Welsh?

(Please tick all that apply)

Understand spoken Welsh	
Speak Welsh	
Read Welsh	
Write Welsh	
None of the above	
I prefer not to say	

14). What is your main language? *(Please tick only one)*

Welsh	
English	
I prefer not to say	
Other	

Please tick the box if you wish to be informed of the publication of the Consultation Report. ☐

You are asked to provide email and postal address details ONLY if you wish to receive a copy of the Consultation Report. Other information you are asked to provide is for the purposes of Equalities Monitoring and will be used for statistical purposes only.

Print Name..... Email

Address.....

We will make any comments that you make publicly available as part of the Consultation Report, unless you ask us not to.

Please tick this box if you do not wish for your comments to be made publicly available. ☐

All information will be handled in accordance with the Data Protection Act 2018.

Please return to PCC through one of the contact options below no later than 5pm on 3rd November 2026.

Letter to:	Steven Richards-Downes Director of Education County Hall Haverfordwest SA61 1TP
Email:	EducationConsultations@pembrokeshire.gov.uk
Online:	www.pembrokeshire.gov.uk/haveyoursay

Thank you for your time