

APPENDIX 11

Abertillery Learning Community - Pupil Consultation Thematic Analysis and Council Responses

The primary emergent themes arising from the analysis of written responses including – emails and surveys, along with the frequency of each of the aforementioned themes is detailed below (from the most to the least prevalent issues noted) 10 themes in total:

Theme	Frequency	Council Responses
Top 6 Themes		
<p>Emotional Attachment and School as a Safe Place</p> <p>The most frequently raised theme relates to the emotional importance of Roseheyworth Primary School in pupils’ lives. Many pupils described the school as a place where they feel happy, safe, confident and supported. Younger pupils in particular expressed strong emotional distress at the prospect of closure, including sadness, fear, and worry.</p> <p>Several pupils described the school as their “happy place” and an environment where they feel secure and settled. These responses suggest that Roseheyworth Primary School is perceived not only as an educational setting but also as a key source of emotional stability.</p>	22	<p>The Council recognises and values the strong emotional attachment pupils have to the Abertillery Learning Communities- Roseheyworth Road Campus and acknowledges that many children view the school as a safe, nurturing and supportive environment. The strength of feeling expressed, particularly by younger pupils, is fully noted.</p> <p>Should this proposal proceed, the Council is committed to ensuring that pupils’ emotional wellbeing is prioritised, and we will work with the Abertillery Learning Community to support where needed appropriate transition planning, pastoral support and engagement with families and schools to minimise distress and support pupils to feel safe and secure in new surroundings.</p>
<p>Friendship Groups and Fear of Separation</p> <p>Fear of being separated from long established friendship groups was a dominant concern. Many pupils reported having attended the school since nursery or early years provision and expressed distress at the idea of being split across different schools.</p> <p>Pupils frequently referred to shared histories, long standing friendships, and a strong sense of belonging. Separation from peers was commonly described as unfair and upsetting, with concerns that it would negatively impact both emotional wellbeing and enjoyment of school.</p>	21	<p>The Council acknowledges the importance pupils place on long standing friendships and the distress associated with the potential separation from established peer groups.</p> <p>Where pupils transfer to alternative schools, the Council will work with Abertillery Learning Community on receiving pupils into other campuses and to support group transitions where possible and ensure that opportunities are provided for pupils to maintain friendships and build positive relationships in their new settings.</p>

<p>Anxiety, Emotional Wellbeing and SEND-Related Concerns</p> <p>A significant number of responses highlighted anxiety-related issues and concerns about mental health and emotional wellbeing. Several pupils referred explicitly to autism, sensory sensitivities, anxiety, medical histories, or feelings of being overwhelmed in larger, busier school environments.</p> <p>Respondents emphasised the importance of familiar routines, known staff, and predictable environments in supporting their wellbeing and learning. There was a clear perception that moving to larger schools could increase anxiety and reduce pupils' ability to feel safe and regulated.</p>	18	<p>The Council recognises the concerns raised regarding anxiety, emotional wellbeing and the needs of pupils with Special Educational Needs and Disabilities (SEND). The importance of familiar routines, known staff and predictable environments is acknowledged.</p> <p>As part of any future transitions Abertillery Learning Community would be carefully planned in partnership with parents, pupils as part of the whole approach. Individual support arrangements will be in place to ensure pupils' specific needs are met and that statutory SEND requirements continue to be fulfilled in a nurturing environment.</p>
<p>Staff Relationships and Continuity of Care</p> <p>Many pupils expressed strong attachment to teachers and support staff, often naming individual members of staff. These relationships were described as trusting, nurturing and central to pupils' sense of safety and confidence.</p> <p>Concerns were raised about losing staff who understand their individual needs, learning styles, and emotional triggers. Pupils indicated that the prospect of changing schools felt particularly difficult because it would involve rebuilding these trusted relationships.</p>	14	<p>The Council acknowledges the strong relationships pupils have developed with teaching and support staff within Roseheyworth Road Campus and the role these relationships play in pupils' confidence and sense of security.</p> <p>It is also noted that the children recognise the potential impact of changes to staffing, As Roseheyworth Road Campus is part of the Abertillery Learning Community any transition process would include liaison between Campuses to ensure continuity of care, appropriate sharing of information and support for pupils to establish trusted relationships in their new Campus environments.</p>
<p>Impact on Learning, Class Sizes and Support</p> <p>Pupils raised concerns that closure of Roseheyworth Road Campus would result in larger class sizes in receiving Campuses, leading to reduced individual attention from teachers. Some pupils expressed concern that they would not receive the same level of academic support, particularly those who require additional help or targeted intervention.</p>	12	<p>Concerns regarding class sizes, levels of support and the potential impact on learning outcomes are noted. The Council is committed to ensuring that as a whole Abertillery Learning Community two primary campuses receiving pupils are appropriately resourced and able to meet pupils' learning needs.</p>

<p>Older pupils reflected on the importance of strong primary education as a foundation for secondary school readiness, expressing concern that disruption could negatively affect long term educational outcomes.</p>		<p>Educational provision would continue to be monitored to ensure that pupils receive suitable levels of support and that standards of teaching and learning are maintained as are the existing practice of Abertillery Learning Community.</p>
<p>Travel, Accessibility and Ability to Walk to School</p> <p>A number of pupils highlighted the benefits of attending a locally accessible school. Being able to walk to school was described as supporting independence, confidence and wellbeing. Pupils expressed concern about longer travel distances, increased tiredness, and anxiety linked to unfamiliar journeys.</p> <p>These responses indicate that accessibility and proximity are significant factors in pupils' positive school experiences.</p>	<p>11</p>	<p>The Council acknowledges the importance of local accessibility, and the benefits pupils associate with being able to walk to school.</p> <p>Travel distance, transport arrangements and pupil wellbeing will be key considerations in any future planning with the Council and Abertillery Learning Community. Where required, suitable transport support will be considered in line with the Council's home to school transport policy 2027/28.</p>
<p>Other Themes</p>		
<p>School Environment, Facilities and Outdoor Space</p> <p>Pupils frequently referenced the physical environment of Roseheyworth Road Campus, including large playgrounds, outdoor fields, Forest School activities, planting, animals, and community events. These features were described as contributing positively to learning, enjoyment and emotional regulation.</p> <p>The outdoor environment was often associated with positive memories and experiences beyond the classroom.</p>	<p>10</p>	<p>The Council recognises pupils' appreciation of Roseheyworth Road Campuses physical environment, outdoor spaces and enrichment activities, including Forest School and community events. The value of high-quality outdoor learning environments in supporting wellbeing and engagement is acknowledged.</p> <p>The receiving 2 primary campuses of Abertillery Learning Community will continue with initiative such as Forest Schools and community events and would be able to provide safe, stimulating environments that support both learning and emotional development.</p>
<p>Community Role and Impact on Local Services</p> <p>Some pupils, particularly older pupils and past attendees, demonstrated awareness of Roseheyworth Road Campus's wider role within the local community. References were made to wraparound childcare provision (including Mini</p>	<p>9</p>	<p>The Council acknowledges pupils' awareness of the campus's wider role within the local community, including childcare provision and support for families.</p> <p>The potential wider impacts on the community have and will continue to be considered as part of the consultation process,</p>

<p>Me's), support for working families, and the school as a community hub.</p> <p>Pupils expressed concern that closure would negatively affect families and services beyond the immediate school population.</p>		<p>alongside broader strategic objectives relating to education provision and sustainability.</p>
<p>Trust, Fairness and Consultation Concerns</p> <p>A smaller number of responses expressed anger, frustration or mistrust toward decision makers. Pupils reported feeling unheard or believed that decisions had already been made prior to consultation.</p> <p>While often expressed emotionally, these responses reflect a perception that pupil views and experiences were not being fully valued.</p>	<p>7</p>	<p>The Council notes the concerns raised regarding trust and perceptions of the decision-making process. The pupil voice and consultation form an important part of the overall engagement process, and the views expressed have been carefully considered alongside feedback from parents, staff and other stakeholders.</p> <p>No final decisions will be taken without due consideration of all consultation responses.</p>
<p>Poverty, Deprivation and Family Pressures</p> <p>Some older pupils explicitly referenced the school's location in a deprived area and highlighted potential disproportionate impacts on families experiencing financial hardship. Concerns included transport costs, parents managing multiple school drop-offs, and pressures on working households.</p> <p>These responses indicate an awareness of inequality and the broader socio-economic context.</p>	<p>6</p>	<p>The Council recognises the concerns raised about financial pressures and the potential impact on families, particularly those experiencing deprivation.</p> <p>Equality and socio economic factors are considered as part of the decision-making process, and any outcome from this proposal will be assessed to ensure that disproportionate impacts are identified and mitigated where possible.</p>