



Builth Wells High School and Llandrindod High School

Consultation Report – Responses

August 2016

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REF	ISSUE	RESPONSE
1 Quality of Education		
1.1 Quality of current provision		
1.1.1	Llandrindod High School has since the appointment of a new head teacher started to see an improvement in its leadership and continues to provide a good quality of education to its learners.	<i>The Authority acknowledges that Llandrindod High School is fully committed to its improvement journey, and to its learners. However, the current acting Headteacher has been in post since May 2016. It is too early to evaluate the impact of leadership on standards and quality of provision. There is no evidence yet to corroborate an improvement.</i>
1.1.2	I have 4 children who have and are still being taught in the wonderful, local and inspirational institution that is Llandrindod High School.	
1.1.3	At Llandrindod High School we care about our students. We have a strong commitment to learning and we have high expectations of all our students and staff. We want our students to achieve and we are committed to providing them with the finest opportunities both academically and culturally to enable them to succeed in life. Schools are the most vital social institution in any community. How well they work is a concern for teachers, parents, managers, politicians, local employers and most of all, the students ... our key purpose is to provide a high quality, challenging, broad and balanced curriculum for our students.	
1.1.4	What about the pre 16 provision? I have found the GCSE selection and progress in year 9 quite poor.	
1.1.5	We need more specialists at KS3/KS4	

1.1.6 KS3 seem to get the raw end of the deal and we want the new proposal to tackle quality of provision 11-16 too or it feeds into poor post 16.

1.1.7 When I was a teacher in Llandrindod and before that at [inaudible] the results on average of all P schools was well above the average of the WJEC for the whole of Wales – very often it was the first. Now, what has happened? Could you elaborate on that fact? What is the evidence from Estyn on the deterioration of standards?

1.1.8 The Estyn reports have been given a lot of weight in this particular meeting. And I'd like it noted that both schools – Llandrindod and Builth – are in special measures. I've noticed a great improvement in Llandrindod High School in the last year or so since [inaudible] has been there. And we look forward to things happening at Builth as I understand they are advertising for a new Head Teacher.

1.1.9 Quality of Estyn inspections. If we are comparing like with like as regards schools in South Powys, then we are a bilingual school. We are also in a different FSM league compared with other schools in South Powys. Therefore, you could compare Swansea FC or Chelsea with Macclesfield Town. Would that be a valid comparison? Stamford Bridge football club is not what it should be at the moment but is it of the quality of Macclesfield Town? We could go down the road of how we got into that league - no point about rurality and that is how Powys is disadvantaged in many ways. The majority of parents are very happy.

Estyn stated:

- *performance in key indicators at key stage 4 is considerably below expectations and significantly below that of similar schools;*
- *in key stage 4, boys do not perform as well as girls and the gap has been significantly larger than both family and national averages in many indicators over the last four years;*
- *too many pupils are making insufficient progress in their acquisition of knowledge, understanding and skills;*
- *pupils do not develop their extended writing skills well enough;*
- *the school has not made enough progress towards meeting the statutory requirements of the literacy and numeracy framework;*

In terms of school performance, schools in Wales are compared with similar schools, or families of schools. In both instances, key indicators such as eligibility for schools free school meals, medium of education, ethnicity of pupils and percentage of pupils with special education needs are used to place schools into groups or families of schools.

<p>1.1.10 We've heard from the professionals at the back and at the front that standards have been dropping but nobody seems to be taking responsibility. Not one person has said, 'I get paid for looking after these schools and making them work. [Applause]. The Governing body has taken their share of the responsibility. Mr Williams at the front there and a number of other governors, the head teacher and the teachers themselves ... I was just wondering how Powys CC and their highly paid representatives are going to take share of the responsibility.</p>	<p><i>The responsibility for school improvement; the standards pupils achieve is the responsibility of schools.</i></p> <p><i>However, the LA in cooperation with the ERW consortium in responsible for monitoring, supporting and challenging school performance. These arrangements are in place and regular reports are provided to the</i></p>
<p>1.2 Concerns that the Proposal will not lead to improved education</p>	
<p>1.2.1 This proposal does not explain to us how there will be an improvement in standards to our children. Please can you explain fully how this will happen? We currently have 2 children in full time education in Powys, 1 in year 6 and 1 in year 9. Please give specific examples of the improved education for each child.</p>	<p><i>The Proposal aims to establish a sustainable model of secondary education, which can deliver high-quality education. The current pressures on the secondary sector has already led to a situation when subjects are taught by non-specialist teachers.</i></p> <p><i>The benefits of the Proposal are as follows:</i></p>
<p>1.2.2 Our children will still be taught by non-specialist teachers.</p>	<p>1) <i><u>Improved leadership at all levels:</u> When streamlining the leadership structure following the joining of two schools into one split site secondary school, the newly appointed governing body are able to place the strongest leaders in each position within the new leadership structure. This means we can have the strongest governors, senior leaders, subject leaders and pastoral leaders – those who have the best track record of securing high outcomes and delivering the highest level of care - leading school improvement across the two sites. The joining of two schools represents an opportunity for a step change improvement in the quality of leadership.</i></p>
<p>1.2.3 Very many lessons will be taught by non-specialist teachers. This can only lead to reduced educational standards.</p>	
<p>1.2.4 Page 23 “the learning experiences, teaching, care support and guidance would be at least as good”. This does not state how this will be as good or why only as good is good enough when both schools are currently in special measures so therefore the quality of provision needs to be improved. Where does the proposal explain how teaching standards will be improved? The reason for</p>	<p>2) <i><u>Improved leadership leads to improved teaching:</u> Professor David Reynolds has stated: ‘we know that effective leadership of a school from the Headteacher and through to other ‘middle</i></p>

change on page 2 is the “Poor quality of education” but there is no outcome that shows an improvement!

1.2.5 How will the new school lift standards with less money (the funding being 2/3 teachers per year LESS than the two schools get at the moment)? It will mean less specialists in front of classes, less opportunities for the pupils, lowering standards.

1.2.6 It provides no demonstrable prospect of an improvement in educational outcomes at either pre or post-16 levels in the catchment areas covered by both current schools, and in particular provides no significant prospect of an expansion of learning opportunities or improvement in standards at post-16

1.2.7 A huge part of the truly wonderful educational experience at all schools in Powys comes down to good will of the Teachers caring and wanting to do more. This will not continue.

1.2.8 So how does that impact on the current learners if quality is the important factor? Bearing in mind you still have to have the same number of teachers?

1.2.9 Current proposal don't improve quality only removes special measures status

1.2.10 Are the potential benefits to learning really worth this disruption? Shouldn't we have evidence of how this will improve standards?

1.2.11 How will the quality of teaching be improved? Will the same teachers and classes be in place? How is this going to improve teaching for children?

leadership' positions is important in its own right and important in generating...high quality classroom teaching' (WG PDG guidance 2013-15). Leadership and teaching quality are linked. The research is clear, by securing a step change improvement in leadership, we are able to secure a step change improvement in teaching quality.

3) Improved coaching and mentoring support opportunities for staff: *It is essential that time is allocated to enable the best teaching staff in different subject areas to travel between sites (or communicate regularly via video conferencing arrangements) in order to provide mentoring/coaching/resources for their colleagues on the other campus. This ongoing mentoring support and training can have a considerable impact on teaching quality. One there is a world of difference between the potential impact of loose school-to-school collaboration between separate schools, and the level of collaboration and support in a single school with split sites. The extent to which leaders are willing to invest finite time into engaging in mentoring, coaching and training of staff on the second campus of a single school is considerably higher if leaders are going to be held to account for standards and provision on both sites.*

4) Economies of scale leads to greater investment in teaching and learning: *By having a single leader of each curriculum area across the two school sites and a more streamlined senior leadership structure, savings can be generated over time. The new leadership team would be able to invest these savings in whatever way they believe would make the greatest impact on standards.*

The Authority has established a school across two sites. Newtown High School now includes the John Beddoes Campus in Presteigne. Standards have improved on both sites, but in particular at the John Beddoes campus. In 2015, 62.4% of pupils at Newtown High School

1.2.12 I understand that but currently the head of maths is the best teacher and the one that parents want their children to have when they come to their GCSEs or A levels. So if they're not teaching it can only impact on the quality of the education.

1.2.13 I don't see how the proposals will improve the situation. How is education going to be magically bettered just because you have one head of two schools and how having staff travel between schools using up their precious time – travelling rather than making lesson plans and marking

1.2.14 So I think what you're proposing - one school on two sites – OK you're saving £133k, but that is not a significant saving. I see that you want to have a larger leadership team – that is needed on two sites. However ring fencing staff seems sensible. On the other hand you talked about raising standards and implied that there are pockets that are not as well staffed as others. Therefore, if you are ring fencing all of those staff - good and bad – you're not going to help to raise standards.

1.2.15 Trying to get my head around why one school on two sites will definitely provide choice for under 16s compared to two separate schools – without using words like 'aspiration' can you please give a concrete fact of how there will be a benefit.

1.2.16 Why would there be suddenly specialist teachers if they are still on the two sites?

1.2.17 You were asked earlier how these plans would improve standards. I'm not sure that less contact time will help to

achieved the L2+ indicator which was a 7.6 percentage point improvement on the previous year.

The arrangement would enable more effective and efficient use of staff specialism between sites. The Authority acknowledges that the Proposal, as it stands, does not improve the condition of school buildings.

From September 2017, if the Proposal is implemented, there will be one dual-stream school with two sites. The Welsh-medium provision will be delivered from the Builth Wells site. It will be the decision of the new governing body how it wishes to deliver post-16 education.

It does, however, provide an opportunity to establish a critical mass of post-16 learners, should the new governing body wish to establish one sixth form centre. At KS3 and KS4, it is not expected that pupils would travel between sites. However, the new governing body would be responsible for how it structures the curriculum and timetable, and it may be possible that some subjects would be taught on one site only at KS4. This would increase the options available to those pupil

drive up standards. You mentioned about providing different courses and how are we going to do that given that the staff are going to be the same. I'm not sure. At the High School meeting we went through a number of factual inconsistencies in the consultation document. And our concerns are exactly the same as for the parents. We want the best education and the best standards to be achieved. I am still unconvinced that this proposal will improve standards. I will ask that question again. How exactly will the standards be improved? I'd like to look into the forecasts a little bit more – further into the future and ask what the CC has in plan to make sure that standards improve in the longer term. Because I don't think you have addressed these fundamental issues or that the plans will have a sustained impact. [Applause]. My question is what plans CC has to ensure standards continue to rise in future? And are your further plans for one site, one school. But I'd appreciate if you didn't repeat what you said earlier – students travelling from place to place I don't think will improve standards. Breadth of choice, I don't think will improve standards; having increased class sizes I don't think will improve standards. [Applause] ... R – I want you to tell us what difference we will see in the way our children are taught and the provision for their children – not what the organising bodies do – I want you to tell us what difference they will see since as you have pointed out it will be the same teachers as you point at as being demotivated as a risk in this document. So I would like to know what difference we'll see day to day

1.2.18 It's been hinted that teaching posts will be 'ring fenced' Therefore it would be the same teachers in front of the classroom. With all due respect, if there is an issue about quality of individual departments in schools, that is the

job of the LEA school improvement officers – that's their job! [Prolonged applause] ... the previous speaker was right. If you look at the list of criteria which we need to address, these proposals don't change anything about [inaudible]; they don't change anything about school buildings; they don't change anything about the size of pupils that are in the sixth form – children will still have to continue to travel to access A level classes. These proposals have no impact upon Welsh medium, although the changes to Brecon may have an impact. But these proposals have no impact. Surely the priority for the Council should be on raising standards in the individual schools and this is a diversion from what we should be doing and that is supporting those schools to get out of SMs as quickly as they can, because the staff and the pupils can get those schools out of SM if we dedicate time to do that and not to this proposal ... There are opportunities for greater collaboration, cooperation. That's what happens now. Good practice can be spread. We don't need structural change to allow good practice to spread across the schools. That can happen now. And if we are looking at improving and changing our practice, may I humbly suggest that changes in the curricula focus on collaboration between the primary and secondary sectors would actually bring bigger dividends in terms of educational outcomes for our children

1.2.19 How is your proposal going to benefit our children?
Teachers don't know whether they have jobs or not.

1.2.20 The case for change – I understand the financial pressures and I understand that Estyn aren't terribly happy with us – I don't understand how saving £133,000 and a massive upheaval improves the experience of our pupils.

- 1.2.21** When you're looking at curriculum manager's quality assuring the departments and monitoring what's going on two sites is going to increase their workload and make life extremely challenging for them. I would also argue that having non-specialists ... it hasn't affected our standards at KS3.
- 1.2.22** Please explain what my younger child would see differently in 2018 if this proposal goes ahead. You haven't answered my question. You haven't told me the difference - my son's 11 – he isn't going to know that the head of department or the teaching is different. How is his education going to be different from his older brother – how is he going to get more GCSE choice?
- 1.2.23** What happens on the days when there are three supply teachers in one day? They're not getting a proper education. You've not addressed any of these issues. For the 3 lessons of 5 a day, they have a supply teacher who doesn't know what they're doing. This plan is for 2017 and 2018 – by that time they've left the education system and you are failing them and you have not put any plans in place
- 1.2.24** I know you said it's not about finance but you instantly said the saving would be £133k and you dismissed the option put to you by Llandrindod governors by saying it would be a £230k extra cost. I wonder if this new proposal is a poisoned chalice for the new governing body and they wouldn't actually be able to supply teachers to essentially speaking three different sites: a Welsh medium in Builth, an English medium in Builth and an English medium in Llandrindod to all the subjects from year 7 to 11 and having a subject specialist teacher in

each of those classes. I just don't think it would work. One of the problems now is the falling roles so it's going to get even worse. I do wonder whether it will be a poisoned chalice for a new governing body not being able to fund the school on the basis of the money that's going to be going down anyway and so therefore the fait accompli would be well, we'll have to build a new school. End of story

- 1.2.25** When you open the new school in Sep 17 you will have an English medium site at L; an English medium site at Builth; a WM site at Builth and a sixth form site in B and a sixth form site in L – so you'll still be covering the two sites – exactly the same thing with a different teaching structure. Is that right? So how does that impact on current learners? How will that benefit the current learners? If quality is the important factor because you still have to have the same number of teachers across the two sites?
- 1.2.26** To continue with these proposals at such time will in my opinion will have a negative impact for those finishing off and future learners who will become part of the proposed one school system over two sites.
- 1.2.27** Improving educational standards is not only about Estyn, it's also about having a High School in your local community – having a school that our children can walk to and a school with a leisure centre attached to it so they can go swimming and play lots of sports. Having a school with a big field – making friends who live down the road; having teachers in the local area who have a short commute to work. Where people are happy with their jobs and satisfied – it's about all these things and I just

feel that people are dwelling on money and statistics and the things that are really important are the children.

1.3 Critical Mass Argument and curriculum choice

1.3.1 The Council states that the way to improve our Children's education is to increase the "critical mass of learners". This proposal does **not** do this. For Pre-16 education the same number of children will be in the same school building for each school. Therefore there will be no change in the "Critical Mass". Can you fully explain how this will improve our children's education?

The Authority accepts that the Proposal will not lead to increased groups of pupils on one site, however, as noted earlier, there are significant benefits to this Proposal that could lead to improved standards.

Critical mass is, however, important in the sixth form. The Authority aspires to having sixth forms with a minimum of 150 pupils, which would enable a wider range of provision to be delivered from one site. Currently, pupils travel between schools/college to access subjects that aren't available to them at their home school.

1.3.2 Class sizes will remain the same meaning that the increase in critical mass of students to help fund more specialist teachers will not happen.

The school will be funded in accordance with the Authority's fair funding formula, which is based on pupil numbers and lump sums.

1.3.3 Given that pupil numbers are projected to continuing falling, how soon will it be before you once again have to start reducing the number of subjects offered?

If pupil numbers fall, the amount of funding a school receives also decreases. It is the responsibility of the governing body to manage the budget.

1.3.4 How will running the two schools on two sites enable you to offer more subjects if neither staff nor pupils are travelling between sites?

At KS3 and KS4, it is not expected that pupils would travel between sites. However, the new governing body would be responsible for how it structures the curriculum and timetable, and it may be possible that some subjects would be taught on one site only at KS4. This would increase the options available to those pupils.

1.3.5 Where is the evidence that an average year group of 120 pupils would lead to better outcomes than a group of 100 which is roughly what we have. p 17 says the Council believes a new school with a minimum of 600 pupils in KS3 and KS4 would help to maximise the curriculum benefits. ..But there's no evidence that would lead to better outcomes is there? You know if you could say to me that across schools – if you get to 120 in a year group they statistically do better than kids with 100 in a year

The figure of 600 pupils was agreed by officers of the Authority, in discussions with PriceWaterhouseCoopers (PwC), following their Study into the Viability of Secondary Schools. The Authority currently funds KS3 and KS4 classes that deliver core curriculum subjects on a teacher-pupil ratio of 1- 23, apart from subjects which have a health and safety aspect where it is expected that no class has more than 20 pupils. e.g. science – (these classes make up approximately 20% of the curriculum),

group, I would shut up – because that's presented as some sort of panacea.

In future, it is expected that the maximum teacher-pupil ratio will not exceed 1 – 30/31 for core curriculum subjects.

1.3.6 I want to query how having one school over two sites will benefit up to KS 4 with a mind to increasing the number of options unless you have students and staff travelling between two sites, you are not going to be able to offer additional GCSEs. It's likely we can offer the GCSEs on this site and similar GCSEs on the other site but if you want to include more GCSEs and you only have to take up of 3 on one site and 4 on the other, that's not going to be feasible.

1.3.7 You said about critical mass but for pre 16 education, if you're still running two sites with the same learners in B and the same learners in L, how does that actually impact on critical mass? They're still going to be in the same schools with the same teachers. I understand the leadership ... but I can't quite understand for pre 16.

1.3.8 My question is about collaboration of timetables – we'd have to have synchronisation of timetables. At the moment they (Llandrindod High School) have six lessons; we currently have five – presumably there will have to be parity between the two sites. Obviously if we go to the 50 minute timetable ... so somewhere there's going to be an increase in redundancies ...

1.4 Estyn Monitoring

1.4.1 Estyn report for both schools is not as it should be – is it not putting extra pressure on the education if reorganisation goes ahead. They are trying really hard to up the quality now.

The Authority recognises that both schools are implemented specific post inspection action plans to address the deficiencies identified by Estyn. If the Proposal is implemented, WG and Estyn would still require the new school to be regularly monitored by ERW and by Estyn...

<p>1.4.2 Each school currently is under Estyn Special Measures. This means that each school has a Post Inspection Action Plan tailor made to improve the outcomes for the current learners. If the schools are combined and removed from Estyn special measures what guarantees do the pupils have that their needs will be met and the new school will action the points highlighted by Estyn as they will no longer warrant monitoring on their progress?</p>	<p><i>Estyn inspect all new school within two years of opening, usually when there are two sets of pupil attainment data available.</i></p>
<p>1.4.3 On page 23 of the proposal your statement on “Impact on Provision” states that the “new school would be subject to the requirements of Estyn’s Common Inspection Framework. Does this change anything for the schools as both schools are currently subject to these requirements?</p>	
<p>1.4.4 When will there be another inspection from Estyn after the two schools are joined and Special Measures cease to exist?</p>	
<p>1.4.5 What happens to the special measures? Do they have the same teachers? How do we know if it will be same as the old school because it won’t any longer be monitored by Estyn because it won’t be in Special Measures.?</p>	
<p>1.5 Surplus Places</p>	
<p>1.5.1 What does 17% of vacant places mean to pupil numbers per class?</p>	<p><i>The level of surplus places cannot be evaluated per class, but is the assessment of the overall physical capacity of the school.</i></p>
<p>1.5.2 Page 2 states “surplus places” in each school but the only change will be Welsh stream children moving from Brecon to Builth, if the Brecon/Gwernyfed proposal goes</p>	<p><i>The Consultation Document states that there are too many surplus places in both schools, it does not state that this Proposal will reduce the level of surplus places.</i></p>

through. So please can you explain how this proposal will directly impact on the “surplus places”?

1.6 Experience from merger of Newtown High School and John Beddoes School

1.6.1 A precedent has been set of merging schools in Powys. Would like to know when John Beddoes merged with Newtown. Have you gone into speak with middle managers there to see if that has led to improved range of subjects? If so are there any documents so we can read that please? Because it seems obvious that you would do that first before presenting that model to us.

Challenge advisors working on behalf of the Authority and ERW are continually monitoring schools, including Newtown High School. The evidence shows that standards have improved at the John Beddoes Campus since the school was taken over by Newtown High School.

The Authority believes there are many benefits from the model of one school across two sites.

1.6.2 Have you gone into talk to those staff to get direct feedback from them on the impact?But I would ask that you go out and actually speak to members of staff and gather their experiences – what the pros and cons are of delivering that model.

1.6.3 Refers to presentation slide: You mentioned that surplus places at our High Schools is 17%. Now my question for that is if you close two High Schools and make them into one you'll still have 17% - so how is that 17% going to be filled? Because we all know the WG is obsessed with empty places. We see it in our primary schools ... they've been affected due to surplus places. How is that going to be filled?

Whilst secondary school numbers are projected to fall, the numbers of pupils in the primary sector are forecasted to rise.

REF	ISSUE	RESPONSE
2 Post 16 Education		
2.1 Post 16 choices – Barely meeting minimum requirements even with current inter school collaboration		
2.1.1	Reason for change- talks about difficulty providing a full curriculum and providing a legal minimum through post 16 collaboration - is the school barely achieving this legal minimum at present.	<i>Schools in South Powys deliver post-16 provision through the South Powys Post-16 Partnership. Learners are able to choose subjects from a single timetable with option blocks – learners can then travel to other schools to study subjects not available to them at their home school. This model enables the Authority to meet the statutory requirements of the Learning and Skills Measure – i.e. all learners in South Powys have access to 30 options, 5 of which are vocational. However, the reality is that, depending on school location or other subject choices, a learner’s choice is limited.</i>
2.1.2	The consultation is misleading in implying that Builth High School offers more A Level subjects than Llandrindod High School. Both schools offer 12 subjects through the medium of English. Builth High School offers 5 subjects through the medium of Welsh and Art through the medium of English and Welsh. This accounts for the total of 17.5 shown for Builth but they are not additional subjects.	<i>The Consultation Document does not imply that there is a wider range of subjects at Builth Wells High School than Llandrindod High School. The Consultation Document clearly states (page 8) ‘There are small sixth forms at both schools with a narrow choice of subjects’, and shows the number of funded subjects over the last three years. It does not specify the medium of those subjects.</i>
2.2 Increase migration out of county for Post 16 because of uncertainty		
2.2.1	Will this consultation drive people out of county for post 16 provision?	<i>The Proposal is to establish a new 11 – 18 school across two sites. It would be the decision of the governing body whether it wished to centralise post-16 education on one site, but the Authority would strongly encourage this to happen. The benefits would be increased critical mass, enabling a wider range of subjects to be offered from one location. It is the Authority’s view that this would be attractive to learners and would stem the flow of learners leaving the county for post-16 provision, as currently happens.</i>

2.3 Draw of Brecon learning campus on number of post 16 students in Mid Powys	
2.3.1 Won't the post 16 plans for the Brecon learning campus just take post 16 learners from this area? We've been losing a few but they usually come back as they have to travel.	<i>The current Proposal for the Brecon Learning Campus is to have a sixth form academy run by NPTC Group of Colleges. It is acknowledged that this model may be attractive to learners.</i>
2.4 Single sixth form site for Llandrindod and Builth	
2.4.1 Part of the issue here is transport across more than one site. This applies if we have one school on two sites, so the preference is to have 1 sixth form site on either here or Builth. This option would have given a more positive frame to these proposals- people would buy it here and in Llandrindod. This single sixth for one of the sites will mitigate against people leaving the areas for post 16 provision and there is support for centralising sixth form provision on one of the sites. The two schools already have joint sixth form events. Makes sense to centralise post 16 on one site.	<i>Comment noted</i>
2.4.2 The document is data driven and could do more to sell the benefit of this proposal for post 16. Governors have the choice to deliver in this way, so we could do more to sell this as a benefit (pupils in Llandrindod also wanted central post 16 on one site!)	<i>Comment noted</i>
2.4.3 Do we attract any post 16 from other areas in to mid-Powys? A central sixth form provision may be an incentive for pupils to come into this catchment to study- notwithstanding welsh medium provision.	<i>Pupils from other schools in South Powys travel to both Builth and Llandrindod to study some subjects.</i>

2.5 Need to consider developing the vocational offer post 16 – being over looked in current proposals	
2.5.1 What about those who don't go to sixth form who are not academic, what about those who leave? We need to think about vocational side too. We want vocational provision local too. In this area a greater proportion want vocational training. Greater numbers of learners would seem to allow for this.	<i>If there was a critical mass of learners, then it could be possible to commission providers of vocational learning to deliver in the area, and collaboration could continue with NPTC Group of Colleges.</i>
2.6 Capacity to deliver a greater range of sixth form courses	
2.6.1 How long would it take for sixth form provision to be established? She knows three young people who intend to travel to Hereford.	<i>The Proposal, if supported, would be implemented from September 2017. The delivery of post-16 education would be a decision for the shadow governing body, or ultimately the new governing body. It may be the case that the shadow governing body decides to centralise on one site from September 2017.</i>
2.6.2 But some of those subjects will be the same subjects. I want to know about the breadth and width of the subjects.	<i>This would a decision for the shadow/new governing body in agreement with the Headteacher. However, in comparison, Crickhowell High School has 170 sixth form pupils and receives funding to deliver 24 subjects.</i>
2.6.3 Regarding post 16 education, we know WG would like 25 + 5 courses available for each child. Following merger and assuming it's important for pupils to have equality of education through the medium of Welsh how many courses do you expect to be provided through the medium of Welsh and medium of English.	<i>The Authority agrees that there should be equality between English and Welsh provision, at all key stages. The Learning and Skills (Wales) Measure 2009 requires local authorities to ensure that all post16 learners have access to at least 30 subjects, 5 of these vocational. In terms of Welsh-medium provision, the Measure does not specify the number of courses required – it states instead that 'all efforts must be made to ensure that, where a subject is available in the medium of Welsh at GCSE, then it should be made available at post-16.'</i>
2.6 WG learning measures places stress on rural areas to deliver sufficient range of Post 16 courses	
2.6.1 I can quite understand the dilemma you have with the sixth form. And I'm saddened that we need 30 subjects.	<i>Comment noted</i>

Could we name 30 subjects? You could well cut down on the number of sixth form options.

2.7 Single site for Post 16 at the proposed school

2.7.1 can just see a position where A level provision on one site – I teach biology A level and if I have say doubling up to 25 I haven't sufficient equipment here – I can see that could be quite difficult with teaching allocations and it's all those ramifications. Comment noted

2.7.2 If you have a 6th form of 150 – I appreciate the skills budget, yes. But I've read somewhere where there are people in Welsh Government (WG) possibly starting to question the skills measure. Now if we're talking about kids going down the academic route and going for the very best universities. The Russell Group identifies (in their doc 'Informed Choices') a list of facilitating subjects – 'choosing these at advanced level leaves open a wide range of options for university studies' They list 8 or 9 core 'facilitating subjects' incl sciences, English ... It says if you don't know what you want to study at University by taking two facilitating subjects will leave a wide range of degree subjects open to you. It asks students if you are not taking the core subjects, are you avoiding the challenge. So my question to you is are we trying to avoid the challenge by not supporting small schools, small sixth forms ... For A levels we have the second best average for A* to B and we're third best in the County for A* to C. We have plenty of students going through to the best universities. I think there is a huge flaw in the argument about size of sixth form and the number of subjects you actually need to offer because the best universities are telling us that you only need to offer 10-12. Why are we going down the route of *The Learning and Skills Measure 2009 was reviewed a few years ago, and changes were applied to the 14 – 6 element of the Measure. However, no changes were proposed to the post-16 element. The Authority is not aware of any further reviews of the Measure.*

more subjects? Our concern is that this is based on a policy that is going to be overturned in the future.

2.8 Challenge of delivering the LSM amplified in rural schools

2.8.1 I appreciate that – and what really should be happening is that LAS should be in a position to turn round to WG and say because of the rurality of our situation, we do not have the money to provide the best education service for our pupils. And I appreciate that the WG answer is ‘tough luck’ but the consequence of that is that we find ourselves in a position where putting forward a proposal where the financial side is driving the proposal – consequence of that is that the original aims of improving standards and getting the best education gets pushed aside by the need to save money.

The Authority agrees with this statement. Discussions are on-going with the WG about the sparsity uplift of the post-16 grant.

2.8.2 Going back to the question of efficiencies for A level – you said that music, for example – there are small numbers at Llandrindod. What number would be considered to be efficient?

The Authority’s optimum model for post-16 education is for centres to be able to provide 25 subjects, with a minimum class size of 12 and above.

Each learner, over a two year period, studies an average of 3.5 subjects (4 AS in Year 12, 3 A Levels in Year 13).

On an average class size of 12, the size of a sixth form (Years 12 & 13) would be 180

On an average class size of 15, the size of a sixth form (Years 12 & 13) would be 220.

$$\underline{180 \times 3.5 = 630/50 = 12.6}$$

$$\underline{220 \times 3.5 = 770/50 = 15.4}$$

However, in order to reflect Powys’ extreme rurality and sparsity, officers agreed that the threshold should be 150 pupils.

REF	ISSUES	RESPONSE
3 Travel		
3.1 Home-to-School Transport and Travel		
3.1.1	The closure of a high school in Llandrindod would mean that my children would spend at least 45 minutes on a bus to reach their next nearest high school. This is unacceptable to our family.	<i>The Proposal is to establish one school across two sites, using the current sites of Llandrindod High School and Builth High School.</i>
3.1.2	Increases to the cost of transport for children who are transferring schools would put further pressures on Powys County Council's budget, along with the massive capital investment of building two new schools along with the massive capital investment of building two new schools (refers to all proposals)	<i>As stated in the Consultation Document, the proposal is the first stage of potential wider plans for secondary education in the area. The second stage, which aims to establish the New School on a single site in the locality of Builth Wells, requires further work to understand the overall capital cost and feasibility, and would be subject to another consultation if Cabinet decided to proceed with the second stage.</i>
3.1.3	You will see that large numbers of pupils will have to be transported large distances to access a provision of education. In fact pupils from the Rhayader and Upper Ithon Valley areas may in fact be closed to Llanidloes and Newtown High Schools respectively yet the future of these schools is uncertain because the proposals for the North of the County haven't yet been proposed.	<i>The Authority is currently developing a business case for the establishment of a Category 2A School or Schools in North Powys. It is anticipated that the business case will be considered by Cabinet in autumn 2016.</i>
3.1.4	My daughter is coming up to High School in September – lives out of catchment, so obviously because I work here she's coming here – she'll travel down with me. However, if we become one school does she then become liable to be transported and if so, to which campus?	<i>Eligible pupils will be provided with free home-to-school transport in accordance with the Council's Policy, which provides transport to the closest site. If a pupil wishes to attend a school/site that is not their closest school/site, and there is an available place at that school, parents/carers would need to make their own transport arrangements.</i>
3.1.5	From Rhayader the Welsh medium obviously get bussed down to Builth, but the English Medium don't but what if we were one school ?...	<i>It is the Authority's expectation that if the schools became one school, transport would only be provided to the closest site, and those wishing to</i>

<p>3.1.6 If it became one school- will pupils be able to choose and be transported to their preferred site? Otherwise it seems like it will be no change to how it is now.</p>	<p><i>access Welsh-medium provision would continue to be transported to the Builth site of the new school.</i></p> <p><i>Eligible pupils would be provided free home-to-school transport to their closest school/site, in accordance with Council policy.</i></p>												
<p>3.2 Teachers travelling between sites</p>													
<p>3.2.1 Teachers WILL have to travel between the two sites – taking up time when they could be supporting our children in their education.</p>	<p><i>The costings included within the Consultation Document include provision for additional funding in respect of a school operating over a split-site. If this Proposal are implemented, it would be the responsibility of the governing body to budget and plan for the use of the resource.</i></p>												
<p>3.2.2 Has the increased transport needed for teachers and senior leaders between campuses been taken into account in the proposal? The saving is negligible and will be sucked up in the cost of alterations needed and the increased cost of supporting two campuses.</p>	<p><i>The governing body of the new school would be responsible for how it structures the school timetable, and would have to ensure that any travelling between sites does not adversely impact teaching and learning.</i></p>												
<p>3.2.3 Ian Roberts did suggest at one of the public meetings that specialist teachers would have to move between sites but that does not help if the class sizes are small and there is no additional funding for the extra teachers required to cover the travelling.</p>	<p>The number of pupils in the sixth forms at both schools, according to PLASC 2016, were:</p> <table border="1" data-bbox="1086 941 2049 1085"> <thead> <tr> <th></th> <th>Year 12</th> <th>Year 13</th> </tr> </thead> <tbody> <tr> <td>Builth Wells HS</td> <td>50</td> <td>46</td> </tr> <tr> <td>Llandrindod HS</td> <td>49</td> <td>33</td> </tr> <tr> <td>Total Combined</td> <td>99</td> <td>79</td> </tr> </tbody> </table>		Year 12	Year 13	Builth Wells HS	50	46	Llandrindod HS	49	33	Total Combined	99	79
	Year 12	Year 13											
Builth Wells HS	50	46											
Llandrindod HS	49	33											
Total Combined	99	79											
<p>3.2.4 Are there subjects involving staff travelling between the two sites?</p>													
<p>3.2.5 And how having staff travel between schools using up their precious time – travelling rather than making lesson plans and marking.... Just by having Builth and Llandrindod, you're still going to have a relatively small sixth form – so you'll still have issues with choice – so they'll have to travel so I don't understand from that list of</p>													

things you were concerned about how the current proposal will actually benefit pupils in any way.

3.3 Pupils travelling between sites

3.3.1 Children prefer only one journey a day and not travelling across different sites to access courses

From September 2017, the school would be run as a dual-sited school. At KS3 and KS4, it is not expected that pupils would travel between sites. However, the new governing body would be responsible for how it structures the curriculum and timetable, and it may be possible that some subjects would be taught on one site only at KS4. This would increase the options available to those pupils.

3.3.2 Pre 16 can you guarantee that the children won't be moved or transported to bigger size classes from each of the schools?

3.3.3 In your proposal you said that there would be more choice for KS4 pupils and mentioned the concerns of having KS4 subjects being offered on both sites being unfeasible due to numbers. Therefore, the only way to increase options is where pupils travel between sites. E.g. If Latin was offered in Builth Wells High School and Llandrindod pupils wanted to take Latin, they would have to travel to Builth, which contradicts your concerns about KS5 pupils having to travel to access the curriculum. So if you have a school on two sites and you want to increase the number of subjects at GCSE, we are going to have to accept that our pupils in year 10 and year 11 are going to have to travel between sites to do that. That completely contradicts your concerns. What would be the travel policy for this? Where would the money come from? Would the school pay for the transport to enable those children to access the wide range at KS4? ... R - So you'd be happy for KS4 pupils to travel to access their curriculum, whereas for KS5 pupils it is considered to be detrimental to their education?

The Authority currently funds transport costs for pupils aged 14 – 16 to access the Futures Programme at NPTC Group of Colleges, and this funding would be utilised to support any additional transport costs.

In order to provide a wide ranging post-16 curriculum, the Authority aspires to having sixth forms of a minimum of 150 pupils. This would enable the provision of a wide-ranging curriculum, which would reduce the need for learners to travel between different schools/college, as they do now.

3.4 Travel Costs

3.4.1 Would Powys be willing to fund the travel for students?
Which budget would this come from?

From September 2017, the school would be run as a dual-sited school. At KS3 and KS4, it is not expected that pupils would travel between sites. However, the new governing body would be responsible for how it structures the curriculum and timetable, and it may be possible that some subjects would be taught on one site only at KS4. This would increase the options available to those pupils.

The Authority already provides funding through the 14 – 19 Futures Programme for learners to access additional subjects. Consideration will be given to using this funding stream to support transport costs for learners, if this was required.

3.4.2 Using the precedent of John Beddoes School, how many new staff were appointed and how many old staff claim travel and what is the cost?

The current Proposal is different to the Proposal for John Beddoes and Newtown High School – the Proposal was to expand the capacity of Newtown High School to include the campus of John Beddoes, making it a split-site school.

3.4.3 When you have a school across sites – you then have a cost of staff travel - middle managers and teachers. Implications on insurance premiums on their own cars.

A split-site allowance of £20,495 is given to Newtown High School in this current year, and the governing body and Headteacher are responsible for how to use that allowance to support any travel costs.

The costings included within the Consultation Document include provision for additional funding in respect of a school operating over a split-site. If this Proposal are implemented, it would be the responsibility of the governing body to budget and plan for the use of the resource.

3.4.4 Appendix B 6.5. It does not seem credible that the extra cost to bring Builth students to Llandrindod is £306,318 but the cost of transporting Llandrindod students to Builth is only £238,366. The number of students who attend Llandrindod at no transport cost to PCC is 295. From the

The current and estimated travel costs were calculated following an analysis carried out by officers from the Schools Service and the Transport Unit. An analysis of the additional routes required in both catchment areas was undertaken, including the ability to amalgamate such routes, and providing an estimate for each route of the additional costs that would be

information given at our meeting at County Hall on 27 January 2016 the number for Builth is just over 200. (The Chair of Governors at Llandrindod High School actually asked for the numbers in written questions to that meeting and has yet to receive a reply.)

3.4.5 It defies logic to say that to transport all pupils to Builth would cost less than to transport them to Llandrindod. Where do you get the figures?

incurred. The analysis also included the impact of the revised transport network on any linked transport that is used for primary education as well.

There is already transport running between Llandrindod and Builth for Welsh-medium pupils – pupils would be able to access vacant seats on this transport with no additional cost to the Authority.

REF	ISSUE	RESPONSE
4	Welsh Medium Education	
4.1	General	
4.1.1	Appendix B 6.4 SWOT analysis for Option 3 (Single school in Builth) also does not mention as a threat that parents in Brecon and Sennybridge may prefer to send their children out of county for Welsh medium education. Sennybridge is closer to Ystalyfera than Builth Wells.	<i>As stated in the consultation document, the majority of Welsh-medium pupils from Sennybridge Primary School already transfer out of county to Ysgol Gyfun Ystalyfera, where they are able to access full Welsh-medium provision. The transport provided to Ysgol Gyfun Ystalyfera was provided following a transport appeal where it was recognised by the panel members that the level of Welsh medium provision in Brecon was far below that provided in Ystalyfera.</i>
4.1.2	If Brecon Welsh unit is closed then it is likely that some pupils may transfer out of county for Welsh medium education.	
4.2	Current Staffing Doesn't Currently Allow Welsh Medium Capacity to Grow Quickly	
4.2.1	Every teacher who can teach through welsh already has a full timetable- they can't deliver more overnight. This change and expansion would have to be gradual so won't be an overnight big increase in welsh language provision.	<i>In recent years Builth Wells High School has actively developed its Welsh-medium provision, through the recruitment of additional Welsh-medium teachers. The Authority recognises that it will take time for provision to expand, but an increase in critical mass of pupils would enable a greater range of subjects to be provided, especially at KS4 and post-16.</i>
4.3	Proposals May Diminish Vision of Creating a Fully Bilingual School in Mid Wales	
4.3.1	We have some second welsh medium classes in some year groups due to increased numbers but what are the plans about expanding the welsh stream further. I'm worried about our status as a bilingual school if we merge with an English school. What will be the effect of injecting more English medium pupils into the school by	<i>The Proposal is for the Welsh stream to remain on the Builth Wells site of the new dual-sited school. The new governing body and senior leadership team would be required to develop a strong Welsh ethos across both sites.</i>

<p>a merger? Will this diminish the vision to become a fully bilingual school in mid Wales?</p> <p>4.3.2 But it could possibly go the other way, could the Welsh here be marginalised and Welsh learners be swamped. I'm worried that larger school, dilutes the burgeoning Welsh ethos.</p> <p>4.3.3 It is essential to create the draw from the Brecon area by growing the Welsh ethos here; we can't risk that by marginalising the Welsh stream by merging with an English school.</p>	
<p>4.4 Making each site single language tackles surplus places and final case for change</p>	
<p>4.4.1 Class size can be overcome by putting all English medium in one place. Suggest English on one site; Welsh medium on another (Llandrindod and Builth).</p> <p>4.4.2 Class sizes and financial difficulties - this can be got over by putting students all in one place? By having schools on one site, merge English medium on one site and Welsh and 6th form on the other site to minimise transport and staff.</p>	<p><i>There is insufficient capacity at Llandrindod High School to incorporate all the English-medium pupils, and it would lead to a significant increase in surplus capacity at the Builth Wells site.</i></p>
<p>4.5 Alternative if shortfall in Welsh Medium pupils at Builth</p>	
<p>4.5.1 Let's say that after the consultation in Brecon the Welsh medium students won't go to Builth what change will be made to proposals?</p>	<p><i>In the short term, the Authority would expect there to be some reduction in the proportion of pupils from the Brecon area continuing to access Welsh-medium provision in the secondary sector. However, the current Welsh-medium provision in KS4 in Brecon is very limited, and there is no provision at all at Post-16. The Authority will work with the primary schools concerned and the secondary school provision in Builth Wells and the expectation is that any reduction in transfer rates into KS 3 would be reversed in the longer term</i></p>

		<i>As the Authority will be providing free home to school transport, it is the authority's view that while there may be some parents who choose to opt for the English stream at Brecon High School, the majority of Ysgol y Bannau pupils will continue to transfer to Welsh-medium secondary provision in the long term.</i>
4.5.2	Problem - small cohort of Welsh learners across the County – figures based on South only. Surely it should be looking at the whole picture including North. Feeding to Builth currently. Why not looking at Brecon and Newtown centres as they have the biggest number of learners?	<i>The Authority is currently developing a business case for the establishment of a Welsh-medium secondary school/s in North Powys.</i> <i>Although Brecon is a larger community, the provision in Builth Wells currently serves the towns of Llandrindod Wells and Rhayader as well as Builth Wells, and there are more pupils in primary Welsh medium provision in the Builth catchment area.</i>
4.5.3	But you built a WM primary in Newtown. If you are saying Rhayader is one of the feeder schools why doesn't it go to Newtown?	<i>Pupils from Rhayader Welsh stream are closer to Builth Wells than Newtown.</i>
4.5.4	Remember Builth, Llandrindod and Rhayader are not Welsh speaking towns. The reason there are more learners in Builth is that they are bussed in.	<i>The percentage of residents who have more than one skill in Welsh is higher in Builth Wells than in Brecon.</i>
4.6 Travel and effect on take up of Welsh Medium secondary places		
4.6.1	That may be because people choose not to travel? If you move WM to y Bannau, I know some transferred, and this is so they don't have to transfer at a later date. You don't know what the effect later will be on people having to travel and wanting to do Welsh medium secondary education. Less people may be willing to learn welsh because of travel	<i>As noted in the Consultation Document, The Authority recognises the risk to pupil numbers at Ysgol y Bannau, and would work closely with the school and organisations such as TWF and Menter Brycheiniog to promote the benefits of Welsh-medium education in the local area.</i> <i>Ysgol y Bannau would become an official feeder school for the new dual-stream, dual-sited school in Mid Powys, and both schools would work closely to ensure clear transition and progression routes for pupils. The</i>

Authority would only provide transport for pupils to the nearest school that provides Welsh-medium education.

If the Proposal is implemented from September 2017, the Authority would expect the school in Builth Wells to have developed transition plans along with Ysgol y Bannau in readiness.

As the Authority will be providing free home to school transport, it is the authority's view that while there may be some parents who choose to opt for the English stream at Brecon High School, the majority of Ysgol y Bannau pupils will continue to transfer to Welsh-medium secondary provision in the long term.

4.7 Cost implications of additional lunch time activities and travel time for learners coming from South Powys on access to extracurricular activities

4.7.1 Is all this extra curriculum activities been costed into the proposals and is lunch time enough to provide all the clubs and activities kids need? Point related to impact on after school activities offered to those Welsh medium learners having to travel to Builth from Brecon/Sennybridge area.

The authority acknowledges that there could be a negative impact on learners who live in the Brecon area if they are unable to access after-school activities at Builth. The authority would encourage the school to work with parents to find a solution to this issue.

4.8 Availability of additional Welsh Medium Post 16 Courses

4.8.1 Regarding post 16 education, we know WG would like 25 + 5 courses available for each child. Following merger and assuming it's important for pupils to have equality of education through the medium of Welsh how many courses do you expect to be provided through the medium of Welsh and medium of English. You know the numbers, you've done the modelling ...

The Authority agrees that there should be equality between English and Welsh provision, at all key stages. The Learning and Skills (Wales) Measure 2009 requires local authorities to ensure that all post16 learners have access to at least 30 subjects, 5 of these vocational. In terms of Welsh-medium provision, the Measure does not specify the number of courses required – it states instead that ‘all efforts must be made to ensure that, where a subject is available in the medium of Welsh at GCSE, then it should be made available at post-16.’

<p>4.8.2 Would need a sixth form of about 300 to deliver full range. 8 or 9 Welsh medium out of 26 and rest in English. This is not significantly more than at the moment.</p>	<p><i>The Authority's funding formula for sixth forms would require a sixth form of 180 pupils to be able to deliver 25 academic courses.</i></p>
<p>4.9 Travel Times for pupils into Welsh stream</p>	
<p>4.9.1 In terms of Welsh medium education – there are 129 pupils currently in BW - should the proposals go ahead in S Powys, and all children come from the Brecon area to receive WM education here what would be the final number of pupils receiving WM education in this school and what would be the travelling distance time for a single pupil?</p>	<p><i>According to PLASC 2013, there are 129 pupils currently in the Welsh stream at Builth Wells High School, with 30 pupils at Brecon High School.</i></p> <p><i>Please see page 41 of the Consultation Document for an analysis of pupil travel ties.</i></p>
<p>4.10 Redirecting out of county travel subsidies into Powys Welsh Medium provision</p>	
<p>4.10.1 I am a parent of a child in the Welsh stream. We moved from Brecon High School. It is significant that 3 out of 4 schools that are supposed to be closed are in special measures. If you want to strengthen the Welsh school you shouldn't just dismiss the Sennybridge children and assume they're all going to go to Ystalyfera. It costs you a lot more to pay for a child out of County and if over the years you haven't paid as much transport for children to go out of County it will be more finances for our schools in Powys.</p>	<p><i>As stated in the consultation document, the majority of Welsh-medium pupils from Sennybridge Primary School already transfer out of county to Ysgol Gyfun Ystalyfera, where they are able to access full Welsh-medium provision. The transport provided to Ysgol Gyfun Ystalyfera was provided following a transport appeal where it was recognised by the panel members that the level of Welsh medium provision in Brecon was far below that provided in Ystalyfera.</i></p>
<p>4.11 Reassurances around strengthening Welsh Medium provision</p>	
<p>4.11.1 Parent of child who has just moved from Welsh Medium Brecon to Builth – My child gets on the bus at 25 to 8 in the morning and I've got two other children and I'm hoping they'll come into Welsh Medium education over the next four years – we'd like that to be in Powys. I'd</p>	<p><i>The Authority recognises that any school reorganisation proposal creates a period of uncertainty for pupils, and therefore it is important that the process is undertaken as effectively and swiftly as possible.</i></p>

like reassurance – and I think you are aware that there are a lot of parents of those 30 children in Brecon who want assurance that they are not going to have to travel any further than Builth. There still seems to be discussions of the possibility of one school. I think the WM parents from S Powys need an absolute assurance very quickly if you want to concentrate the WM and include it you need to be telling those parents distinctly that it will be consolidated in Builth and remain that way. You may lose some children out of Powys but the majority of children not just being lost out of County – they’re being lost to private schools or to English medium because people haven’t got that assurance – and I think you need to firm about what the decision is about the WM – If you think you’re going to get those 30 children, you won’t. Don’t count them as 30 but you need to encourage them very quickly.

4.11.2 I am supportive of the proposals for WM education as I said in the meeting last night – it presents opportunities to children who choose to study through the WM. *Comment noted.*

4.12 Existing numbers of Welsh Medium pupils travelling into Builth from Brecon

4.12.1 Welsh language impact assessment on your report P 4 – you have BW currently – Welsh speakers 129 and Brecon 30 – how many children are currently being brought in by bus from Brecon area to make up the 129? *The Authority transports 35 pupils from the Brecon area to Builth currently.*

4.13 Welsh Medium pupil numbers

4.13.1 I wouldn’t say cohorts are small. There are smaller cohorts in Powys. Our cohort here is growing. I heard from Builth Wells Primary School this morning and *Comment noted*

they're almost 50:50 there in regards to who's in English medium and Welsh medium. To say small cohorts; I would say 'smaller' would be better.

4.14 Location of Welsh Medium stream in Proposed New School

4.14.1 Welsh medium here? Does that mean Welsh medium will also be taught in Llandrindod? Will it still be like it is now, bilingual?

The proposed new dual-sited school will be a dual-stream school. The Authority would expect the Welsh stream to be delivered from the Builth Wells site in order to maximise benefits.

4.14.2 Is Powys open to a legal challenge if parents want to send their children to the Llandrindod site for full Welsh medium teaching? Some don't come to Builth because of siblings and peer pressure and staying locally is more important.

REF	ISSUE	RESPONSE
5 Finance		
5.1 Criticism and Queries about the Financial Savings		
5.1.1	Local politics and penny pinching by PCC should not penalise their career opportunities, nor should it cause such uncertainties that people are dissuaded from sending their children to this school.	<i>The Consultation Document outlines the pressures facing secondary schools in Powys. The Proposal is intended to ensure that there is a sustainable, long-term model of education for pupils.</i>
5.1.2	Realistically there will be no money saved. No money to use to improve standards.	<i>The estimated savings are included in the consultation document Section 7.1 page 27.</i>
5.1.3	There is a very small saving on the senior management team through the proposal. Has the increased transport needed for teachers and senior leaders between campuses been taken into account in the proposal? The saving is negligible and will be sucked up in the cost of alterations needed and the increased cost of supporting two campuses.	<i>The figures have been based on the current fair funding formula with the addition of a change to the formula that will be required for 2017/18 to reflect the funding of a split-site school, which is based on an additional .25 FTE teachers for each year group in Years 7 – 11, and an additional assistant head on leadership scale point 12. These changes are subject to full consultation as required under the Fair Funding Formula and Scheme for Financing Schools.</i>
5.1.4	You won't find these saving through cutting middle management but will it find enough to provide these extra courses and staff. Where will the money come from to expand welsh medium provision at a-level.	<p><i>The funding delivered to schools is via a formula which is consulted on and agreed by Cabinet each year where changes are proposed. It is the Governing Bodies responsibility to structure the school in line with statutory requirements and within the funding available.</i></p> <p><i>The Authority receives a grant for post-16 education from the Welsh Government which is based on pupil numbers, plus uplifts for sparsity, deprivation and Welsh-language. The intention of the Proposal is to create a critical mass of learners that will enable the Authority to draw down more funding for Welsh-medium subjects.</i></p>

5.1.5	Can you send a detailed breakdown of all the costs and savings used within the proposal? We can't see where this is explained. What is the £133,000 made up of?	<i>A breakdown of the savings is included in section 7.1 of the consultation document.</i>
5.1.6	If you keep pupils in the same location, you have the same teachers teaching the same pupils. Potential savings are management only. Agreed that management costs will be a saving. Can you make savings by structuring differently?	<i>The Governing Body of the new school would be responsible for the structuring of the school within the available funding delegated via the funding formula to the school.</i>
5.1.7	Can I return to £134k? It hasn't built in the fact that it doesn't account for people who have protected salaries. Council 'believes' rather than you 'know'. Needs to be costed more. Hasn't looked at staff losing jobs and having to reapply etc.	<i>The estimated savings are based on the financial savings the Authority would make from funding 1 school instead of 2 schools. Redundancy costs have not been factored into the financial assessment.</i>
5.1.8	Talking about potential saving and thinking about the challenges faced by the local Authority, is this the thin end of the wedge and will it be a salami slicing exercise and will it (funding) keep going down? Are these just about finance and efficiencies and not about quality? We know the challenge Powys faces and will the combined budget of the new school be enough and is the proposed £133000 enough to go toward improving quality. A: school delegated budget is protected but no guarantees	<i>Officers and members actively seek to influence funding levels for Powys whenever possible. This action successfully gained an additional £1.9m for the 16/17 financial year, of which £1.2m was directed to schools. The Consultation Document outlines the pressures facing secondary schools in Powys. The Proposal is intended to ensure that there is a sustainable, long-term model of education for pupils.</i>
5.1.9	Another aspect to the funding is that education is a large budget, so once this is protected other services suffer but does show the Council's commitment to education.	<i>The Authority notes this comment</i>
5.1.10	Class size problem does not go away - will still be same teachers teaching the same pupils. The savings	<i>The Authority notes this comment</i>

	are management costs but teaching costs will remain, projected savings will still be inadequate.	
5.1.11	Is the funding formula risk assessed- are the calculations based on the single school on two sites?	<i>The proposal is based on a single school across 2 sites. The formula is subject to full consultation and Cabinet approval.</i>
5.1.12	Hardworking Friends of the school. There's been a lot of fundraising for Builth Wells High School. What happens to the funds that have been raised already if the two schools merge?	<i>If these funds are held in accounts separate to the delegated budget, the account holders decide what happens to the money. The Authority cannot dictate this.</i>
5.2 Current Proposals are not a Long Term Solution to the Financial Challenges		
5.2.1	Budget? What is the estimated saving? Is that (£133k p a) going to be enough to keep the status quo of two schools if they are in the financial situations that they are – it says about Llandrindod that their budget forecast being in deficit in future years but it doesn't actually say about B, so it would be nice to know if B is in the same situation. And if finance is a problem how is £133k actually going to impact and actually make a difference between the two schools?	<i>The £133k is the saving to the Authority through reduced funding allowances by creating one school. The Shadow Governing body will be required to structure the school within the funding delivered via the funding formula.</i> <i>The budget projections of both schools at the time of consultation is on page 42 of the consultation document.</i>
5.2.2	I've worked in Cardiff and Bristol and I've just moved here. If the school becomes one will it mean that WG will give us as much money because the money compared with Bristol and Cardiff is three quarters less? Money in this area is a lot less than other areas in Wales. It doesn't mean we'll have all the IT equipment we need. Is it actually in that respect going to benefit compared to South Wales' schools – not a level playing field compared with South Wales' schools. That seems a shame. We moved to here for a better quality of life – it doesn't seem fair and that's why a lot of people move out of the area down to S	<i>Welsh Government funding is based on a number of factors, the number of pupils is a contributing factor, but not the structure of our school sites.</i>

Wales –it’s not just because of the schools – there’s nothing here.

5.3 Likelihood of Increased WG Funding for Education in Powys

5.3.1 I know that Powys schools are the worst funded in Wales. Are Powys looking at the Funding formula and bringing them in line with other Welsh schools?

Powys reviews the formula on a yearly basis, a working group is formed which includes Headteacher representatives. Any proposed changes are subject to full consultation and Cabinet approval before they are implemented. Cabinet and Council consider the amount of funding provided to fund the overall formula on an annual basis.

5.4 Staffing

5.4.1 If there is the same finite pot of money and you’re looking for more courses because you have a greater number of students– that will increase the cost of resourcing the new courses– so you’re not going to have the money – where’s the money going to come from? The only way you can do all this within budget is compress the six lessons in Llandrindod to five to save the staffing costs which you can then use to fund the additional courses or free up middle managers – which then will mean that teachers will lose their jobs. Without any additional money you are hard pressed to raise standards by adding additionality or extra training – we seem to be trying to rob Peter to pay Paul.

It is expected that the Proposal will result in the new school delivering post-16 provision in a more economical way that will be more attractive to learners and therefore would retain more learners in post-16 provision within the Authority. As the funding for post-16 is based on pupil numbers, this would result in more funding being made available from Welsh Government.

The responsibility for developing the curriculum and timetable across the two sites lies with the governing body and Headteacher of the proposed new school, and they would be expected to operate within their delegated budget.

5.4.2 The savings of money across the two sites when it’s under one umbrella – If you’ve got two heads of faculty which will end up being advertised as one then the person that loses their role will still be entitled to their pay for up to three years. And then all the TLR holders will get an increment because they’ll have more teaching responsibilities. Everybody’s wages

The savings shown in the consultation document are based on the current delegated funding formula. The transition of current staff to the new staffing structure will be undertaken through the Authority’s management of change processes and any transitional payments or redundancies will be an additional cost to the Authority.

<p>would go up – so it seems that it will take quite a long time for savings to be made. It seems quite a lot of heartache for what will take a long time to make any savings.</p>	
<p>5.4.3 Looking at the numbers and modelling, is their organigram for staffing structure cost modelled?</p>	<p><i>The funding calculations relate to the funding provided to schools and not the actual cost of a staffing structure that is put in place by the Governing Body. The Governing Body will staff and run the school within the funding made available to them.</i></p>
<p>5.4.4 Then there will be no saving for three years, as pay will be maintained because of cover for teachers' pay. If proposal is that 11-16 in Llandrindod and Builth, timetabling and VCing will be continued, only saving being made is leadership team ignoring redundancy costs?</p>	
<p>5.4.5 Student of Llandrindod High School – so you say I will have the same staff, the pupils would stay on the same sites. But yet just from having one head and one senior leadership team, that's enough money that you will save to risk the education of 1,112 students plus the ones in the future which are growing. This whole thing. Everyone keeps saying it's not about the money but when you get deep into it, it is.</p>	<p><i>The Consultation Document outlines the pressures facing the secondary sector in Powys, which includes ensuring that educational provision is of the highest standard possible within an economic/financial climate that is very challenging. The Proposal is intended to deliver a sustainable model of secondary education, which can deliver high-quality provision.</i></p>
<p>5.4.6 Are you saying if you were in year 8 and you were having a lesson in Welsh you would do it in the same class as one in the medium of English? There would be three classes for that subject. So that's very hard to achieve with the reduced funding.</p>	<p><i>The dual-stream model enables schools to deliver Welsh-medium and English-medium subjects in separate streams. The school across two sites would receive funding in accordance with the Authority's Fair Funding Formula, which includes an additional allowance for Welsh-medium classes, and also a split-site allowance.</i></p>
<p>5.5 Basis of Budgetary Information</p>	
<p>5.5.1 The formal consultation P3 – financial statement. It says in there that you are concerned about the financial liabilities of Llandrindod High School. Having</p>	<p><i>The forecast budget position at the time of consultation for Llandrindod High school on page 42 was showing a rising deficit position. This was the latest</i></p>

	<p>seen their financial statements I can't quite see where you see that. Can you explain why you feel Llandrindod High School is in financial problems?</p>	<p><i>budget held by the Authority and received from the school at the time of consultation.</i></p>
<p>5.5.2 I know that our school hasn't gone into debt with our budget – one of the few schools in P that hasn't – I know that one other school in this consultation has and I know they are Welsh medium and that Welsh medium has more money so when schools like that go into debt and schools that don't get as much money don't, to write in there a statement that makes it look like we are rubbish at managing our budget and to put nothing about the fact that they have had to have a loan to get out of their problem really, really angers me.</p> <p>5.5.3 That budget that I sent out was the first draft and I was asked for it by the GB. For the next two years we were forecasting surplus. The GB said, right so we've got to do something. No rescue plan had been allowed to be put in place. So they've taken that out of context. A rescue plan has now been put in place. In fact have saved money in the last year - we are in surplus for this year. Next year we'll be in surplus. For the following year we'll be in surplus. My accounts have been signed off. My budget's now been licenced.</p>	<p><i>Llandrindod High School ended the 2015/16 financial year with a surplus of £151,986.</i></p> <p><i>The school have a planned surplus of £41,434 for the 2016/17 financial year.</i></p> <p><i>The budget plan used in the consultation document was the latest available that had been received by Finance at the time of consultation which was received from the school on the 19th May 2015. Latest projections for all schools were included in the consultation documents.</i></p> <p><i>The Consultation Document clearly states the source and status of this financial information:</i></p> <p><i>'The budget plans overleaf have been received directly from the four schools over the course of the last year. They indicate that two of the four schools are already forecasting a significant deficit over the next three years. The Authority is currently compiling the final budget allocations for 2016/17 whilst also providing updated indicative funding for the next three year. Once this information has been provided, schools will update their budget plans accordingly.'</i></p>	
<p>5.5.4 Why is there no mention of the budget deficit that has been in Builth High School for several years? Many other schools in P are operating on deficit. We are paying less per child less than the P average by £400 per child than a Builth Wells High School student – that equates to £200,000.</p>	<p>The budgetary information provided in the Consultation Document for both schools was factual at that point in time and clearly states the source and status of the information.</p> <p>Information for Builth Wells' High School's budgetary position was included in the addendum to the Consultation Document.</p>	

REF	ISSUE
6	Buildings
6.1	Maintenance
6.1.1	<p>The document states that Llandrindod High School is in poor condition. Why has the building been left to get in this state? Surely the building should be maintained to an adequate standard.</p> <p><i>In terms of annual repairs and maintenance, the Authority provided Llandrindod High School with an annual revenue stream of £38,769 in 2015/16 through the Fair Funding Formula to carry out repairs and maintenance, and statutory testing requirements. As this forms part of the delegated budget, the school can choose how much of this funding it wishes to use for repairs and maintenance.</i></p>
6.1.2	<p>Having established one school on two sites will you now commit to carrying out the backlog of maintenance identified in the documents?</p> <p><i>The Authority's capital funding for schools is either through the 21st C Schools Programme, or through the Major Repairs and Improvements Capital Budget. The Authority can fund refurbishments or remodelling of schools through either of these capital streams. However, the Authority can only fund new-build schools through the 21st C Schools Programme.</i></p>
6.1.3	<p>A lot of what you've said so far seems to relate back to finances. There seems to be a current estimate of backlog maintenance costs in excess of £5.3m across both sites should things go to the proposed plan – what is the expected timeframe for that single school on two sites to be running. Is this an intermediary measure until something more permanent can get worked up and Government funding or whatever is provided to the Council to allow them to do so?</p> <p><i>In terms of annual repairs and maintenance, the Authority provides schools with an annual revenue stream through the Fair Funding Formula to carry out repairs and maintenance, and statutory testing requirements. As this forms part of the delegated budget, the school can choose how much of this funding it wishes to use for repairs and maintenance.</i></p>
6.1.4	<p>Doing what you are proposing to do may ease some of the financial pressures but there is still as significant deficit of maintenance required today – it's not even looking forward to future maintenance that may be required and I would just like to understand the timeframes to bring the schools up to a standard fabric which makes it presentable to the kids – because there are two aspects to children's learning – the</p> <p><i>The Authority's Cabinet, as part of the Schools Service Asset Management Plan, approved in April 2016, a schools requirement to fund capital expenditure if their revenue spend is lower than an agreed level. The Cabinet also approved a five year rolling programme of condition reassessments, which will be utilised to plan future investment to ensure all buildings are maintained.</i></p>

quality of the teaching the quality of the environment in which they're learning.

6.1.5 Should it go through, will there be capital investment across both sites? What's on the maintenance backlog?

The estimated backlog maintenance costs for both schools is

School	Estimated backlog maintenance costs
Builth Wells High School	£1,743,600
Llandrindod High School	£3,607,800

6.1.6 That is a significant amount of money. I also manage the buildings. I don't know where the figure of £3.6m comes from. We've maintained those buildings. We have not been told there is anything insufficient in it. The chair of governors has not been told anything. I would love to know where that comes from. Builth recently had £2m spent on their new canteen ... Our buildings are a lot older. Nobody has come to me and said we think this needs doing – to work with us on it. I think it's very unfair.

*As part of this Review, the Council's Property Service were requested to carry out a condition survey of the schools - the expenditure has been based on a desk top survey, which identifies the **minimum** investment required to upgrade the school . As stated in the Consultation Document, it is estimated that it would cost £3.6m to upgrade the facilities at Llandrindod High School.*

REF	ISSUE	RESPONSE
7	Impact on students	
	7.1 Specialisms may Improve But May Come at Cost of Relationships with Pupils	
7.1.1	Working the strengths of the two schools is where certain subjects and specialisms are developed- but will this degrade the personal relationship with pupils?	<i>The Authority would expect teachers to provide every pupil with the same level of support as currently provided, even if the school was a dual-sited school.</i>
	7.2 Impact of Travel Time on GCSE	
7.2.1	Travel time for GCSE will be an issue if there is one site per subject. Worries raised about pupils having to travel back and forth between sites	<i>At KS3 and KS4, it is not expected that pupils would travel between sites. However, the new governing body would be responsible for how it structures the curriculum and timetable, and it may be possible that some subjects would be taught on one site only at KS4. This would increase the options available to those pupils.</i>
	7.3 Impact of Students During the Transitional Phase	
7.3.1	Current pupils are at risk of not achieving their full potential during the upheaval.	<i>The Authority accepts that any school reorganisation proposal creates a period of uncertainty for the pupils involved. Should the schools close, it would be expected that the governors and staff of the school would support pupils during, and after, the transition period. The Authority is keen to conclude this process as swiftly as possible in order to minimise this period of uncertainty for pupils.</i>
7.3.2	How is this going to affect the children's education in terms of the transition? My daughter will be studying for her GCSEs at the time.	
7.3.3	Overseeing the management of it I have less concerns with – it's the potential outcome because all of this is happening at the start of a new academic year and as such it is ensuring that there is minimum impact to the children that could be quite heavily affected by the proposed changes.	

7.4 Impact of Changes on Availability of Existing GCSE Subject Choices	
<p>7.4.1 Timeline for potential implementation? There is a requirement for a new HT and the SGB to put in place a curriculum. Just by the nature of the timing of that, with it being right at the start of the academic year, will that impact the subject choice of children that have had to make the choice in advance of that time?</p>	<p><i>The timescale is outlined within the Consultation Document. It is expected that, should the Proposal be implemented, the new school on two sites would open in September 2017.</i></p> <p><i>The Authority would work closely with the shadow governing body of the new school and the Headteacher to develop the curriculum in advance of September 2017.</i></p>
<p>7.4.2 So what you're saying is pupils currently being education in B and L irrespective of the subject would be expected to continue those topics in their current learning environment for the duration of that period. So what you've just said, I'm going to assume that any new curriculum would not be started till the summer of 2018 because that way the children would not be impacted by any decisions to change the range of subjects.</p>	<p><i>The expected efficiencies calculated by the Authority are based on having a revised management structure over the new school. KS3 and KS4 provision delivered on each site would not change before the date indicated in the comment.</i></p>
7.5 Continuity of Teacher-Student Support During Transition	
<p>7.5.1 I am confused. You said that the same teachers will be helping the children through this transition stage. Yet you also said that the teachers would have to apply for their jobs so they will not be supplying the same level of support to the children as they normally would. If they're having to apply for their jobs, the teachers will be worried so they will not be providing the support they normally would.</p>	<p><i>In the Consultation Document, the Authority has highlighted the following as a risk:</i></p> <p><i>'Difficult for both schools to focus on improving outcomes due to the uncertainty caused by the Proposal - may affect standards' with the following mitigation:</i></p> <p><i>'The Council would continue to provide advice and support to both schools and the shadow governing body of the New School to ensure that standards and performance continue to improve during the transition period.'</i></p>

7.6 Migration of Pupils Out of County as a Consequence of Merger

7.6.1 There is evidence for pupils leaving merged schools in Powys so questions this proposal. Some go over the border into other counties. *There is no evidence that pupils are leaving schools that have been 'merged' or reorganised in Powys.*

7.7 Integration of Pupils

7.7.1 What will be done to integrate the pupils from Builth and Llandrindod to make them feel that they do all belong to one school? *A number of actions could be taken forward to support pupils to integrate e.g. establishing a new school Council with representation from both schools; carrying out whole-school activities where possible e.g. sporting activities, extra-curricular activities.*

REF	ISSUE	RESPONSE
8 Impact on teachers		
8.1 Staff Recruitment Issues could be Exacerbated- More Pressure on Current Staff to Deliver Additional Subjects		
8.1.1	How will we recruit with our staff already under pressure? Surely more a-levels will add pressure on teachers.	<p><i>Should the Proposal be implemented, the Council would establish a Management of Change work stream to work closely with the staff and shadow governing body, ensuring that transition arrangements are managed well. A priority would be to work alongside the shadow governing body and Headteacher, when appointed to develop and consult on the proposed staffing structure for the New School.</i></p> <p><i>The Consultation Document states that 'The shadow governing body of the New School would be expected to appoint high-quality teaching and support staff who would be able to provide excellent learning experiences, teaching, care, support and guidance.'</i></p>
8.1.2	The report says teachers will need to apply for their own posts and will result in high quality teachers - How?	
8.2 Staff Recruitment and Retention		
8.2.1	Recruitment to a school going to close is dangerous, people are unlikely to apply to a closing school.	<i>The Authority recognises that any school reorganisation proposal creates a period of uncertainty. As stated in the Consultation Document:</i>
8.2.2	Teachers have low morale, 'being kicked in the teeth'	<i>'It is hoped that the transparency of the process and the ability of staff to participate in the consultation exercise will help to reduce the levels of demotivation</i>
8.2.3	To me, as a service user, now for education in Powys for probably the next 15 years, I would like to know if the quality of standards are going to be maintained to what they are now. We've spoken a lot about bringing teachers to the area. What about retaining the teachers that are here? The children thrive through the teachers. A lot of teachers travel for their jobs here. What's to say if the proposal doesn't succeed, that it goes to an amended timescale, which you haven't given us? Half the teachers in Llandod might	<p><i>It is also hoped that the prospects of being part of a transformational development including a New School with better standards may go some way to mitigating this risk</i></p> <p><i>Should the Proposal be implemented, the Council would establish a Management of Change work stream to work closely with the staff and shadow governing body, ensuring that transition arrangements are managed well. A priority would be to work alongside the shadow governing body and</i></p>

<p>leave for jobs elsewhere. Where is the policy for the retention of the existing staff to ensure the present quality of education?</p> <p>8.2.4 We've got teachers in these schools who deliver standards. Yes, there might be the odd teacher who might not achieve it – the problem you're going to have is that who in their right mind will come to these schools when they're failing – we need, not just as a community but the Council needs to get behind the schools and say we are investing £x million over the next five years</p> <p>8.2.5 It is currently very difficult to recruit teachers to mid-Wales, accepting this proposal will make it impossible.</p> <p>8.2.6 The lack of information will lead to a reduction in education standards and the instability and uncertainty of proposals will make recruiting teachers to mid-Wales even harder than is currently the case.</p>	<p><i>Headteacher, when appointed to develop and consult on the proposed staffing structure for the New School.'</i></p>
<p>8.3 Terms and Conditions of Teacher Contracts</p>	
<p>8.3.1 Would our place of employment change? If A level goes up to Llandod (the two full time teachers here) would have significant gaps in our timetable. However, Llandod has two [subject] teachers as well so if the governors decided that four is too many – one redundancy but then there would be a gap in Llandod to be filled, where would our place of employment be? Would we be expected to travel and how would that be reflected in the cost for staff? Where would we stand in terms of time for travel?</p>	<p><i>f the Proposal is implemented, then a new staffing structure would be developed and staff appointed to the new structure. If the only available suitable post was based at another site there would be a discussion with the member of staff to see if the new base was reasonable taking into account their individual circumstances. There is no hard and fast rule about how long a journey is "reasonable" – it is looked at on a case by case basis. Once agreed then staff who incur a longer home to work journey as a result of a change proposal are financially compensated through the Council's Disturbance Policy. There is no reimbursement of time for a longer journey resulting from a change in base between sites, then staff would with such travel being classed as "business travel".</i></p>

8.3.2	<p>Are you foreseeing a lot of job losses or are you looking for redundancy and then re-assess the situation? If the SGB isn't going to let us know until next April then we might be out of a job by then. If someone's moved to the area and has a job in a local High School for this year and is hoping to stay on – it's going to be a problem for a lot of staff who are set up here to then go looking for jobs elsewhere. There are people who are coming up to retirement age – are you looking for people to take early redundancy to try and minimise the amount of job losses? I'm a TLR holder currently – my staffing job hopefully is ring fenced ... [inaudible] If I have to commute to, say, Swansea ... It needs time – job adverts come out in February and if we're not going to find out till April/May. You could end up with people deciding to jump ship and leave and that means it's going to be a problem for the area. It would be my worry that I'm not going to have a job full stop. Most of us have got mortgages and families ...</p>	<p><i>The financial evaluation within the Consultation Document shows a saving of £133k per annum if this Proposal is implemented – this saving is based on a reduced senior leadership team structure rather than teaching and support staff. A new staffing structure would be developed, and there may be some staff who choose not to apply for posts in the new structure.</i></p>
8.3.3	<p>I was previously employed in John Beddoes School so I have experienced this situation before – we were offered ring fencing of jobs and I am very curious as to what the situation here is.</p>	<p><i>The situation at John Beddoes was different because this was the expansion of one school (Newtown High School) to include another (John Beddoes), not the closure of 2 schools and the opening of a new school. The role of the shadow governing body in the creation of a new school includes deciding on recruitment. Other than for Head Teacher and Deputy Head Teacher posts Powys County Council will recommend to the shadow governing body that they consider ring fenced recruitment to posts in the new school for staff of the existing school, so as to mitigate against redundancy where possible. However, appointment is on merit. The Staffing of Maintained Schools regulations clearly give the shadow governing body the power of appointment and it is for the governing body to decide how it wishes to recruit (with the exception of Head Teacher and Deputy Head Teacher posts).</i></p>
8.3.4	<p>Going back to the ring fencing. Can you elaborate? What it means? If there are two heads of a subject –</p>	<p><i>Ring-fencing means that staff within the existing 2 schools could, if the shadow governing body decide to proceed in this way, be placed into a "pool"</i></p>

<p>there will be one in the new school. What exactly is ring fenced? There will be 'a job' but not 'the job' or salary as now.</p>	<p><i>and recruitment to all posts (with the exception of Head Teacher and Deputy Head Teacher posts) would be restricted to staff within the pool in the first instance. The detail about who would be eligible to apply for which post would be outlined in the consultation document.</i></p>
<p>8.3.5 So it's the new governing body that does the ring-fencing and the ring-fencing is about all the jobs and not the individual roles. Would a maths teacher be able to go for a science job if they weren't qualified or only the type of job they had before?</p>	<p><i>Teachers are usually employed on a generic "teacher" contract rather than being employed as the teacher of a specific subject. In this case teachers in a ring-fenced pool would be able to apply for any post there were eligible to apply for in the new structure. This would be explained in the consultation document. If any teacher believed that they were employed as a subject specific teacher they should raise this during the consultation process as decisions would be made on a case by case basis.</i></p>
<p>8.3.6 You said that there will be new contracts. I had my permanent contract 20 years ago. Does my contract differ from somebody who was given a contract last year regards retirement age and if this is so, would my new contract under a new school change my terms and conditions, for example on things like retirement date?</p>	<p><i>There are no mandatory retirement dates in staff contracts within Powys County Council. Very old contracts may refer to a retirement age but this is superseded by the requirements of the Age Discrimination Regulations 2006 and the Equality Act 2010. Employees chose when they wish to retire subject to the provisions of their individual pension entitlements.</i></p>
<p>8.3.7 Why is there an option to ring fence the head teacher post? It seems an obvious to put out an open advertisement if you want to improve standards</p>	<p><i>The Staffing of Maintained Schools (Wales) Regulations state that the governing body may choose not to advertise if there is already a head or heads in the schools being re-organised who is interested in becoming head of the new school. If the governing body is satisfied that this person or persons is suitable, they may proceed to interview without advertisement. The same applies to deputy Headteachers.</i></p>
<p>8.3.8 Can you confirm which jobs will be ring fenced for current teachers?</p>	<p><i>Ring-fencing means that staff within the existing 2 schools could, if the shadow governing body decide to proceed in this way, be placed into a "pool" and recruitment to all posts (with the exception of Head Teacher and Deputy Head Teacher posts) would be restricted to staff within the pool in the first instance. The detail about who would be eligible to apply for which post would be outlined in the consultation document.</i></p>

8.4 Head Teacher Recruitment	
8.4.1	<p>We would also request that Llandrindod High School be allowed to undergo a formal recruitment process for a permanent Head Teacher as Builth Wells High School was a few months ago. As it stands, as an Acting Head, the current incumbent in Llandrindod High School would not be eligible to be ring-fenced to the joint Head role and therefore it is a <i>fait accompli</i> that Mrs Spowage would become the joint Head. This is not fair on Llandrindod High School.</p>
	<p><i>It would be the decision of the shadow governing body of the new school whether it wished to advertise the Headteacher post or not. The Staffing of Maintained Schools (Wales) Regulations state that the governing body may choose not to advertise if there is already a head or heads in the schools being re-organised who is interested in becoming head of the new school. If the governing body is satisfied that this person or persons is suitable, they may proceed to interview without advertisement. The same applies to deputy Headteachers.</i></p>
8.4.2	<p>What will happen with the headship if this proposal goes through? What grade will a Head over 2 campuses be on? Will this be higher than the current grades of each head and has this been taken into account in the financial effects of the proposal?</p>
	<p><i>The Individual Salary Range of a Headteacher of a school is based on pupil numbers, and therefore the enlarged school would be in a higher group. The Authority has factored the increased costs of the leadership team into the pot.</i></p> <p><i>Based on the current pupil numbers, the new school would be at the top of a Group 6 or bottom of a Group 7, and it is the Authority's view that the Shadow Governing Body would set a salary range for the Headteacher post of between point 24 – point 30, or between point 27 – point 33. Both of these are above the salary of a Headteacher post in the current two schools, which are in Group 5.</i></p>
8.4.3	<p>Currently Builth is the only school with a permanent head teacher. Therefore, does this mean that there will be no external competition for this post? Will Llandrindod be given the support needed by the Council to gain a permanent Head prior to the closure?</p>
	<p><i>See 8.4.1</i></p>
8.4.4	<p>Given that neither school currently has a permanent Headteacher, and the time usually taken in recruiting Headteachers in Powys, what impact will this have on the timescales. Will an 'Acting Head' be appointed?</p>
	<p><i>There is a permanent Headteacher at Builth Wells High School. The first decision that the shadow governing body must make is to agree the salary scale of the Headteacher post. It is the Authority's expectation that the increased salary would be of a scale that would attract high-calibre candidates, and that an appointment would be made.</i></p>

8.4.6	Will that person (new Head Teacher) be a Welsh speaker (has heard anecdotally that assurance has been given about this)?	<i>This will be a decision for the shadow governing body. No decision can be made until the shadow governing body has been appointed.</i>
8.5 Concern about Impact on Staff, Leading to Lowering of Standards.		
8.5.1	This proposal DOES NOT provide a duty of care to the Teachers at both schools.	<i>The Authority has recognised in the Consultation Document a risk that staff may feel demotivated as a result of the uncertainty caused by the Proposal and choose to leave.</i>
8.5.2	To close both schools and re-open them with all the same pupils will achieve nothing apart from giving more stress to a single senior leadership team and governing body who would be responsible for 1 school on 2 sites. Both schools are currently in special measures from Estyn and current workload issues for the senior leadership teams are already overwhelming.	<i>However, it is hoped that the transparency of the process and the ability of staff to participate in the consultation exercise will help to reduce the levels of demotivation It is also hoped that the prospects of being part of a transformational development including a New School with better standards may go some way to mitigating this risk</i>
8.5.3	Reducing the number of members of the Senior Management teams will over-stretch already stressed and unhappy Senior Leaders, leading to increased disenchantment that will filter down through the staff body.	<i>Should the Proposal be implemented, the Council would establish a Management of Change work stream to work closely with the staff and shadow governing body, ensuring that transition arrangements are managed well. A priority would be to work alongside the shadow governing body and Headteacher, when appointed to develop and consult on the proposed staffing structure for the New School</i>
8.5.4	It WILL NOT improve standards and an already stretched Senior Management Team will NOT have time or resources to adequately support failing teachers or to follow correctly the Councils Performance Capability procedure for Teachers.	
8.5.5	This proposal will reduce the numbers of leaders within the two campuses therefore increasing the pressure on those leaders to produce results within	

each field. Where is the duty of care to the staff of the schools within this proposal?

8.5.6 At the moment I have two hours management a fortnight to oversee the department which is easy enough to do. However, timetable-wise it's easy enough to see when you'd need to be in Builth or Llandod but in that management time to try to oversee colleagues on the other campus could be a logistical nightmare.

8.5.7 Myself and a lot of people in my department are currently teaching eight different subjects. If we were a new school site, I can see how we could have new teachers for one subject but I don't see it improving the quality. For example textiles is my specialism. Would I be just the textile teacher for Builth or would I be travelling back and forth. My friends back where I live have to do that and travel in their dinner hours – they are not allowed time to travel – my concern is not having the time to do all that travelling.

9. Impact on Governance

9.1 Shadowing Governing Body

9.1.1 It raises a challenge for us as governors. Will the governing body be made from the two existing governors? We need a high quality body- how do we choose the best people to deliver and face those challenges rather than ducking them? Risk that it is the longest serving that are thought of as the best. We need to ensure the best people are on the new governing body.

The Shadow Governing Body would be formed from amongst those governors currently serving on the governing bodies of Llandrindod and Builth Wells, in accordance with Regulations. Expressions of interest to serve on the shadow governing body would be invited, and it is anticipated that those individuals would be best placed to determine whether they have the available time to commit. The membership would reflect that of any governing body, and would include teacher governors.

9.1.2 You mentioned if this goes ahead there will be a Shadow GB – you haven't mentioned how you are going to formulate picking those members because I understand that SGB may well have a say where the sixth form might be in the future. Llandrindod High School has put a proposal forward and that is English should be spoken in Llandrindod High School from 11 to 16 ... giving you quite a lot of numbers in the sixth form.

The new governing body would be established in accordance with the Education Act 2002, Part 3, Chapter 1, which sets out the framework for the establishment of governing bodies. All school governing bodies are a combination of appointed or elected governors of various types. The composition of each governing body will depend upon the number and age range of pupils at the school and the category of the school i.e. community, community special, foundation, voluntary aided (VA), voluntary controlled (VC) or maintained nursery (MN). The membership of each governing body will be set out in the Instrument of Government of the particular school, which is produced under section 20 of the Education Act 2002. The Instrument of Government will be made in accordance with The Government of Maintained Schools (Wales) Regulations 2005.

9.1.3 So the shadow governing body is extremely instrumental in the process of staffing?

The Shadow Governing Body is responsible for key tasks such as appointment of the Headteacher and overseeing the process of developing a new staffing structure. Other key decisions to be taken are the name of the new school and operational issues such as uniforms.

9.2 Challenges Faced by New Governing body

9.2.1 I am getting worried about the GB and the workload to be undertaken in the coming months.

The Authority recognises that there would be an additional workload for those governors serving on both the current and shadow governing body, but the Authority would provide officer support from a range of service areas

<p>9.2.2 There will be substantial workload on Governors and Senior Leadership team of the new school during the “transition” stage of the proposal. Where will this work go to after? There will still be an increased number of pupils over two sites, in two languages with one senior leadership team and one governing body, surely therefore there will be a continued increase in workload.</p> <p>9.2.3 So within that timeframe that shadow GB would have to meet far more frequently than usual.</p>	<p>– HR, Challenge Advisor, Central Services, Finance etc. The Council would also provide clerking services to the shadow governing body and to the new governing body of the New School for a minimum period first school year</p>
<p>9.3 Middle Management Arrangements in Proposed New School</p>	
<p>9.3.1 Will you change the middle management or is it is the governing body of the school that appoints middle management with support of LA – through teaching and HR.</p>	<p><i>The shadow governing body would be responsible for establishing the staffing structure of the new school, alongside the Headteacher. HR would provide support.</i></p>
<p>9.4 Challenges and Responsibilities of Being a Governor</p>	
<p>9.4.1 Local business person and parent - It’s taken me over four and a half years as a governor to get anywhere near understanding the depth and the level of what’s required. My first umbrage against the governing bodies – not just Llandrindod school – across all the schools in Powys – which we work very, very hard to try and achieve something for nothing. We don’t get paid expenses for meetings. We get put on a cross if we’re wrong and then everything we have to try and do we have to do the accounts [inaudible] and pass it through Powys. I just take a little bit of personal umbrage over these statements against Governing Bodies.</p>	<p><i>The Authority recognises that serving on a governing body is a commitment for those individuals.</i></p>

If this interim governing body is put together and decides that the only way they can deliver 11-16 English medium is on one site – what happens?

Both schools currently have capacities of 659 and 713. According to PLASC 2016, there were 934 pupils in KS3 and KS4 at both schools. It would therefore not be possible to accommodate all 11 – 16 year olds on one site.

REF	ISSUE	RESPONSE
10 The Proposal		
10.1 In Support of Proposal		
10.1.1	I write in support of the above proposal because I believe it has the potential to deliver improvements in standards and management. The combined pupil numbers should make it easier to attract a quality Head teacher and leadership team which as we have seen with the Newtown and John Beddoes experiment really uplifted standards in a very short period of time. I wish to make it clear that my support is for the above proposal only and not for any future aspirations of the Council for a school on one site.	<i>Comments noted</i>
10.1.2	My eldest son will be going to high school this September and he has had a first rate primary education in Builth and I would like to see this continue into High school. It does not bother me on the location be it Builth or Llandrindod that he is taught as long as it is to the high standard we have been accustomed to. Travelling is part and parcel of living in Powys and the time and cost is something that we must bear. The extra cost of this is going to be far better in the long run than having to pay for private tutors or worst still private school.	
10.1.3	As a governing body we are not against the merger. But we don't think your proposal goes far enough – should split into two according to medium. E.g. Welsh and English 11-16 on two separate sites.	

- 10.1.4** Something isn't done urgently then what will happen to our sixth forms. I feel the current proposal is not urgent enough ... Could we do the sixth form process quicker if we moved ahead? Could the potential process of closing L sixth form be done quickly – there is a real urgency – we are losing kids rapidly out of county. So yes, to the WM provision and yes to the proposals for the sixth form
- 10.1.5** I also support post 16 on one site – anything that can be done to reduce travel between the sites is to be welcomed.
- 10.1.6** I understand the theory and I even accept that we have non-specialists teaching subjects. Knowing our school and Builth – I know a lot of the staff there. I don't know how having more of the same ... has a skills audit been carried out? It might improve that KS3. I'm not convinced you'll have the specialist subjects at post 16. So it might cause a little bit of improvement in some places.
- 10.1.7** I would also support the establishment of a single sixth form centre, the additional traveling in the morning and evening would be more than compensated in that there would be very little, if any, requirement for additional travel during the school day.
- 10.1.8** So what solutions are available to save both Llandrindod and Builth High Schools? I was at the meeting in Llandrindod where they unveiled their plan they believe would solve the issues for both towns and both schools. The proposals on the face of it do seem Specific, Measurable, Achievable, and Realistic and have a Time element. Now I am fully aware the

<p>proposals would not be ideal for everyone, but they would solve the current issues at a fraction of the cost of Powys County Councils proposals that they have not got any money for anyway.</p>		
<p>10.2 Acknowledge a Need for Change - but not in Support of Proposal</p>		
<p>10.2.1</p>	<p>We acknowledge that there is a need for change with regard to education in the Mid of Powys. Both schools are small, in special measures and struggling funding wise which is reflected with less specialist teachers in front of our children.</p>	<p><i>Comment noted</i></p>
<p>10.2.2</p>	<p>I realise that there needs to be changes for our learners both for financial reasons but also to make the education on offer to our youngsters in the 21st century second to none. As recommended by the SORP the status quo cannot continue. With falling school numbers and consequently school budgets there needs to be more innovative thinking to achieve a practical solution for Mid Powys.</p>	<p><i>Comment noted</i></p>
<p>10.3 Opposition to Proposal</p>		
<p>10.3.1</p>	<p>It is a tick box exercise designed to appease Estyn; demonstrating that “something” has been done to get the two schools out of special measures quickly, swiftly and without having to address the core issues and concerns raised by Estyn.</p>	<p><i>The Consultation Document outlines the pressures on the Powys secondary education system. The Authority believes that the Proposal has many benefits which will lead to an improvement in educational standards.</i></p>
<p>10.3.2</p>	<p>Much is made in the consultation document of improving services for students yet as can be seen by the wholesale rejection of Powys County Council Cabinet’s school re-organisation programme the overwhelming majority of residents, teachers, governors</p>	<p><i>Both schools are currently implemented post-Estyn Inspection Action Plans, and will continue to be monitored by Estyn.</i></p> <p><i>Estyn and the Welsh Government will still require the new school, if implemented, to be continually monitored.</i></p>

and students simply disagree with the proposals in a fashion that should not, and must not, be disregarded by Powys County Council ... We urge Powys County Council to use the huge enthusiasm currently displayed in our communities towards their schools to achieve something creative and exciting and which meets the aspirations and expectations within the current schools structure.

10.3.3 Political – it is strongly opposed at all political levels within the Builth Wells and Llandrindod Wells area - by the local MP, the local constituency AM, all the local members of Powys County Council (bar the local member for Builth Wells who is currently bound by Cabinet collective responsibility), all local community Councils and every local voluntary sporting, cultural and community group; and opposition to the proposals is widespread among individual local residents

10.3.4 WLD Group believes the proposals should be abandoned and that Powys CC should concentrate on supporting both schools to improve both their learning outcomes and financial management over the coming years. The WLD Group recommends that Powys CC retains both schools as 11-18 schools for the foreseeable future

10.4 Welsh Provision and Reasons for Proposal

10.4.1 It is perfectly clear that the proposals around Builth Wells and Llandrindod Wells High School stem from the change to the Brecon and Gwernyfed High School proposals that see the provision of Welsh Medium Education being provided in Builth Wells High School from 1st September 2017. In fact a proportion of pupils

The Consultation Document clearly outlines the pressures facing the secondary education system in Powys, and the Authority believes that the Proposal has a number of benefits that will lead to improved standards of education in the Mid Powys area.

	from the Brecon Secondary School catchment area are already receiving free transport to Builth Wells High Schools to receive a Welsh Medium Education.	<i>Free home-to-school transport is provided for some pupils from the Brecon area to travel to Builth Wells High School for Welsh-medium provision. This has been provided following a successful transport appeal by parents.</i>
10.5 Wrong Model for Rural Area		
10.5.1	An urban model for education is not appropriate for the most rural county in Wales.	<i>The Proposal retains secondary education across the two communities.</i>
10.6 Only One Option		
10.6.1	I am not happy with you only being given one option to vote on, this is not a choice but an ultimatum. This option may be the best option but with no others supplied to you I would be asking questions, There have been other proposals that have been drawn up but have been rejected out of hand why?	<i>The Consultation Document includes details about the Option Appraisal Exercise that was undertaken as part of this review.</i> <i>The Consultation is not about voting, it is to ensure that everyone has a chance to put their views across on the current Proposal, so that Cabinet can make an informed decision.</i>
10.6.2	The only idea discussed is the proposal and no other ideas or proposals are able to be looked at during this period? ... Does the Council not feel that the general public might have other relevant ideas to put forward?	<i>Alternative options brought forward during the Consultation will be included in the Consultation Report for the consideration of Cabinet, prior to any further decisions on the current Proposal being made.</i>
10.6.3	Can you explain why on page 65 Option 5 has the score of 15 (incorrectly added up) and, therefore, the best scored option but is not being consulted on?	The Authority acknowledges that there was an error in calculating the number of ticks for this option – it should read 15 not 14. However, the scoring was a mechanism to identify those options that scored above the agreed threshold to go from the long-list of options, to the short-list for further evaluation, including costings. Section 6.6 on page 76 of the Consultation Document outlines the rationale for the preferred option and the reasons for discounting Option 5.
10.7 Future Mergers?		
10.7.1	If, as one Councillor suggested at the meeting in May, it becomes Council policy to amalgamate High Schools	<i>The Authority is currently considering the outcome of a separate consultation for Brecon and Gwernyfed High Schools. Any future school</i>

<p>wherever possible. How long will it take for pupil numbers to fall sufficiently for you to consider joining Brecon area High School with Builth/Llandrindod area High School?</p>	<p><i>reorganisation proposals would have to follow the process outlined in the Authority's School Reorganisation Policy 2015.</i></p>
<p>10.8 Underlying Reasons for the Proposal</p>	
<p>10.8.1 Llandrindod County Primary School identifies its aspirations for secondary education. In summary: sustainable and resilient in the long term; a wide range of academic and vocational options; high quality teaching and support staff; premises that conform to the highest modern standards and up to date resources; smooth transition arrangements from primary to secondary education; minimal travel particularly during the school day.</p>	<p><i>Comments noted</i></p>
<p>10.9 Other Proposals</p>	
<p>10.9.1 My second question ... the High School had a meeting where the Governors made a proposal to PCC to put Welsh Medium and provision for 16 to 18 year olds in Builth and the 11-16 year old in Llandrindod. Has this been addressed – has anyone considered that proposal?</p>	<p><i>Llandrindod High School Governing Body submitted a proposal to the Authority's Schools Organisation Review Panel (SORP) as part of this review. The proposal was considered but discounted on the basis that there is insufficient capacity at Llandrindod High School to incorporate all the English-medium pupils, and it would lead to a significant increase in surplus capacity at the Builth Wells site.</i></p>
<p>10.9.2 The proposal is not the one originally identified by Powys several years ago which proposed to put the 2 English streams together to create a larger "critical mass of learners" which would achieve a better outcome for the current learners. Why has this proposal been removed?</p>	<p><i>In 2011, the Authority carried out a county-wide informal consultation on a range of possible options for secondary school reorganisation. Following this consultation, Cabinet agreed to proceed with a number of initiatives to support the secondary sector that did not involve the closure of any schools.</i></p>

REF	ISSUES	RESPONSE
11 Process		
11.1 Consultation Document		
11.1.1	The proposals are rushed and sloppy with mistakes throughout the documents.	<i>The Authority acknowledges that there were some errors in the data presented in the Consultation Document. An Addendum was issued with the correct information.</i>
11.1.2	I have got concerns – this is a document that parents and staff are having and you are asking for a consultation and this has to be accurate. It is not fair on staff, pupils, and parents’ community. I only sat there for a couple of hours and immediately spotted inaccuracies.	
11.1.3	I found the document very hard going, not easy to understand and repetitive. There is not enough information to show how one school over two sites will work. How the schools will come out of special measures? How this will affect the children's education and their emotional wellbeing. It doesn't take into account any additional needs of pupils.	<p><i>The Consultation Document is compliant with the requirements of the School Organisation Code, and includes information about the likely impact of the Proposal on outcomes, provision and leadership and management.</i></p> <p><i>The Consultation Document also states the likely impact on pupils with additional learning needs.</i></p> <p><i>The Authority believes that there are many benefits to the Proposal, as outlined in section 1. If a new school is established, Estyn and Welsh Government will expect the school to be continually monitored.</i></p>
11.2 Pupil Data		
11.2.1	The consultation document appears to use assumptions favourable to Builth Wells and detrimental to Llandrindod. As an example Paragraph 2.2.(i) gives	<i>The following data shows the primary pupil projections (PLASC 2016) for both catchment areas in total, updated August 2016. These do not include nursery-aged pupils.</i>

	<p>the forecast future numbers for Llandrindod and Builth but these do not correspond to the numbers in the primary schools in January 2016 ... These incorrect figures are repeated in Appendix A Part A 2 P35 of consultation document – catchment figures queried.</p> <p>11.2.2 Any projections on future sec school numbers from current cohorts coming through now. Is the decline set to continue? If the numbers increased there would be issues in the future.</p> <p>11.2.3 All the local schools are full so I would like to know what your estimate is for the next few years on where those numbers are going to</p> <p>11.2.4 Appendix A Part A 2 overstates the primary pupil numbers in the catchment area for Builth High School and understates those for Llandrindod as at January 2016.</p>	<p><i>(Please see table at end of this document)</i></p>
<p>11.2.5</p>	<p>Appendix A Part A 1 I) says of Llandrindod High School “about half the pupils coming from the towns of Llandrindod Wells and Rhayader”. 53% of our pupils live within three miles of the school. If Rhayader was included, and using ESTYN definitions, it would either be a majority (over 60%) or many (over 70%). (Llandrindod High School Governors)</p>	<p><i>Comment noted</i></p>
<p>11.2.6</p>	<p>The School Organisation Code also says PCC should take into account “the overall effect of a closure on the local community (including the loss of school based facilities which are used by the local community), particularly in rural areas”. The Impact Assessment issued at the time of the Business Case did not include</p>	<p><i>A draft Community Impact Assessment was prepared as part of this consultation, which included Information about the use of the school’s facilities by the community. The information relating to Llandrindod High School that is included in the draft Community Impact Assessment was provided directly by the school on in January 2016.</i></p>

all the activities at Llandrindod High School despite being provided to PCC. There are also many activities run by Llandrindod Leisure Centre using the High School premises and grounds for which the Leisure Centre receives the income.

11.3 Lack of Detail

11.3.1 How can you change admission structure, 'how, what, who, where, when'. This doc isn't very smart and doesn't give a clear understanding of what will be done and when. How will the state of buildings change where does the money come from?

The Consultation Document is fully compliant with the requirements of the Welsh Government's School Organisation Code.

The Authority provides all schools with an allowance for repairs and maintenance of school buildings in accordance with the Fair Funding Formula.

The Authority's capital funding for schools is either through the 21st C Schools Programme, or through the Major Repairs and Improvements Capital Budget. The Authority can fund refurbishments or remodelling of schools through either of these capital streams. However, the Authority can only fund new-build schools through the 21st C Schools Programme.

11.4 Factual Inaccuracies

11.4.1 In terms of the documentation in front us here, there are a number of errors in there – some have been amended and corrected.

The Authority acknowledges that there were some errors in the data presented in the Consultation Document – these were amended and an Addendum was circulated with the correct information.

The figures have been based on the current fair funding formula with the addition of a change to the formula that will be required for 2017/18 to reflect the funding of a split-site school, which is based on an additional .25 FTE teachers for each year group in Years 7 – 11, and an additional assistant head on leadership scale point 12. These changes are subject to full consultation as required under the Fair Funding Formula and Scheme for Financing Schools.

11.5 Cost of consultation

11.5.1 How much are you getting paid for this consultation?
The question was dodged and not answered publicly although it was mentioned that the question would be answered by email only to Mr Price. Why should he know and I can't as a parent? My reasoning is that the consultation costs a lot (too much and you can't justify it, so keep it quiet).

The Authority has commissioned ORS to support 9 school consultations at a cost of £49,998.

11.6 Primary School Proposals/Consultations etc.

11.6.1 Our daughter is a bright child and we have discussed with her the proposals and changes as they directly affect her. She was asked, as part of her School Council, to attend a consultation meeting at Cefnlllys CP School on Monday 16th May 2016. She was pleased to attend and told us her class had worked out questions that they wished to have answered and these were taken by the School Council to the meeting. We also spent time at the weekend before going through the proposals and checking her understanding of the pros and cons. When I collected her from school the first thing she said to me was that it was a complete waste of time and they were treated like younger children who had no idea. They were set little tasks which meant nothing and wasted time; the proposals and reasoning's were not fully explained and they had only a short Q&A session which meant many of their questions went unanswered. She felt it was pointless and had to report this back to her classmates the following day. These are the customers of this service. The key individuals who futures hang in the balance and they are being made to feel like they have just been a useful exercise in ticking a box and showing everyone that "due

Primary schools in the catchment area of Llandrindod Wells were invited to attend a consultation event at Cefnlllys CP School on Monday 16th May 2016. The format of the meeting was consistent with all other pupil meetings, and the views of pupils is reported within the Consultation Report prepared by ORS.

process” is being followed. We were disgusted by this lack of care for their opinion.

- 11.6.2** My daughter of 11 who went to the consultation event at Cefnlllys school and had completed research prior to going and had questions to ask the Powys panel but came home and stated “I was patronised made to feel like I was a small child and they did not answer my questions” How does this help our learners? Why do you feel that they should not know what the direct impact will be on their education?

11.7 Public Consultation Events

- 11.8.1** I attended both the Llandrindod and Builth Wells public consultation meetings and was saddened by the change in attitude of the panel from the Wednesday to the Thursday evening. I felt the facilitator spoke and responded far more at the Llandrindod event, not allowing Officers to speak and answer questions. He was deflecting questions and strong feeling away from them. It was ridiculous to stop the two Council Members from speaking at Llandrindod when they commented and engaged in the process at Builth Wells.

The Authority notes this view. However, both meetings followed the same process and had the same independent Chair.

The Chair explained that the two Cabinet members on the Panel were here to observe the meetings and to listen to the views of the audience. However, they were able to provide specific responses to questions directed at them so long as they were not pre-determining the outcome of the process.

- 11.8.2** We would also like to point out how disappointed we were with the consultation process that has been conducted by Powys County Council. We went to both the meetings in Llandrindod and Builth. Council members were able to comment and engage in the process in Builth but not in Llandrindod. The person leading the meeting in Llandrindod took up a large amount of time seemingly answering the questions on behalf of the panel and giving his opinion.

11.8.3 Could I ask you, Chair why the decision has been taken this evening that for the chair and the portfolio holder it is inappropriate for them to comment. I attended the meetings in Dolau and Llanbister schools at which the chair and the portfolio both commented on a number of points – and I’m curious to understand if that’s the way the Council decided to run those meetings why has it not been decided to conduct these meetings in the same way. It’s a curiosity to me that there’s been a change in policy ... They were statutory meetings – exactly the same status as this meeting.

11.9 Other Criticisms of Consultation Process

11.9.1 Can you explain why this is called a consultation period when there is no discussion, debate or negotiation. The only idea discussed is the proposal and no other ideas or proposals are able to be looked at during this period? Is this a true consultation? Does the Council not feel that the general public might have other relevant ideas to put forward?

The process is fully compliant with the requirements of the Welsh Government’s School Organisation Code.

The Consultation Document outlines all other options considered and the reasons why the Proposal has been put forward for consultation.

Any alternative options brought forward during the Consultation process will be included in the Consultation Report that will be considered by Cabinet.

11.10 Process Might Have Been Sold Better by not Talking About Closures

11.10.1 Could this be achieved without talking about closing schools- think about the impact of this process, could it have been achieved through e.g. federation and do it through contracts and management changes without talking about closing. Can’t you create a new organisation through changing contract of teachers without closing anything?

As stated in the Consultation Document, collaboration, clustering or federation were not considered practicable, as they did not provide a solution to the challenges faced by the secondary schools.

<p>11.10.2 Is there a sense of brand loyalty to a school? Is it a shame that the one school on one site and closing schools was ever mentioned? Closure is a negative word- the language and the terms used have set things up in a negative frame whereas a rebrand can be a positive thing. Can we change the language in the proposals to put a more positive complexion on it? Sell it in a different way.</p>	<p><i>Comment noted</i></p>
<p>11.11 The Questionnaire</p>	
<p>11.11.1 Our daughter will not be completing the Youth Questionnaire. It is written in a deliberately confusing manner. Upon working through it she questioned a number of times the outcome that the answers would have given saying that it makes her sound as though she wants the school to close and is happy for all these changes. We feel that it is weighted to produce Our children will not be completing the Youth Questionnaire. It appears to be written in a deliberately confusing and biased manner and neither of our children feel able to give their honest opinion of what is best for their education on this form. These are the very pupils that will be affected by this proposal. They are the future and yet they feel unheard, patronised and disenchanted with the whole education Authority through this process. This lack of understanding of their needs and opinions is reprehensible. A positive outcome for the proposal.</p>	<p><i>The School organisation Code sets out the requirement to present supporting information on the case for change in a clear and coherent way. The question on page 2 of the questionnaire is designed to seek responses (either positive or negative) to that case for change. The distinction between asking about the need for change and support for the specific proposals is important as an individual could agree that there is a need for change but might not necessarily agree with the solutions being proposed. Of course, they may also say there is no need to change. The questionnaire then goes on to ask for responses to the specific proposals around the future of English and Welsh medium provision. Furthermore, open text boxes allow respondents to explain why they agree or disagree with the proposals and to suggest alternative proposals including no change.</i></p> <p><i>The specific concern being raised appears to be around whether or not any support for the case for change might be conflated with support for the specific proposals, so it is worth clarifying then that ORS will present data on each question separately as they appear in the questionnaire with supporting verbatim comments to ensure that no such conflation occurs. The bottom line is that the consultation is asking for responses the specific proposals for the reorganisation of schools and this- not response the case for change- is the key measure.</i></p>
<p>11.11.2 The yellow questionnaire that comes out with it (consultation document) doesn't give you the full chance to answer the questions. I feel that the way it has been written is to only give you the option that PCC is putting forward.</p>	

11.12 Cabinet Versus Whole Council Decision

11.12.1 I find the decision of Powys County Council to propose to close these schools difficult to comprehend. I am sure you agree, providing each and every pupil an education is an investment for the future which can only pay off. This a major life changing decision that will affect a large number of families should not be left to the small number of Councillors in the Cabinet but be debated and decided on by the whole Council.

At a meeting of the full Council on the 12th June, it was agreed that any recommendations relating to secondary school reorganisation proposals should be discussed by full Council prior to Cabinet making any further decisions. The process of school reviews is set out in the Schools Transformation Policy 2014 and the updated Schools Reorganisation Policy 2015.

11.12.2 With regard to the 21st century's schools programme – I take an interest in other counties, Carmarthenshire, Ceredigion, Pembrokeshire – school reorganisation - decisions are taken by the full Council not just the cabinet. Could this Council move to this? I have the exact regulation that PCC could to move to – every CC would make a decision.

11.12.3 The present policies for the re-organisation of both primary and secondary schools in Powys have never been approved by the full Powys County Council. They have only been approved by the Cabinet. This would appear to be against County Council Policy whereby it is the full County Council which decides all policy matters. Why have these policies only been approved by the Cabinet?

11.13 Timing of Proposed Changes

11.13.1 We are disappointed with the Estyn report and the level of education in Powys and this is a very serious matter. We both believe this is the wrong time for this type of turmoil process because they won't give

Both schools are currently implementing their post-Estyn Inspection Action Plans, and will continue to be monitored by Estyn. Should the two schools close, Estyn and Welsh Government will still require the schools to be monitored closely.

<p>encouragement to Builth Wells High School and Llandrindod High School to help their uncertainty of a future and the certainty to improve as well. Our view on the matter is it's the wrong time for these proposals to come forward because it won't actually give the encouragement for both schools to improve the quality of teaching and quality of learning that is so important.</p>	
<p>11.14 Public Consultation Process- Ticketing and Access</p>	
<p>11.14.1 The community of BW and surrounding areas has only been given six days for getting tickets for these events – I personally think that is unreasonable within the context of the whole period of the consultation.</p> <p>The community hasn't been given enough time to book tickets for the public meetings – 7 days.</p>	<p><i>Comment noted. However, the public meeting was only one way that stakeholders could participate in the consultation process.</i></p>
<p>11.15 Proposals Disproportionately Hit Mid and South Powys- Cabinet Montgomeryshire</p>	
<p>11.15.1 It does seem a perception that Radnorshire used to be targeted for the closure of primary schools. We now have a high school that's under threat. Now that perception could not be said if we look into Montgomeryshire. In the current situation Powys is made up of 73 CCs – the majority of those County Councillors come from Brecon and Radnor and yet we have a Cabinet that was 7 from Montgomeryshire and 3 from Brecon and Radnorshire – so that perception is, why hasn't Montgomeryshire had something like this?</p>	<p><i>The Cabinet currently includes 5 councillors from Montgomeryshire, 2 from Radnorshire and 2 from Brecknockshire.</i></p> <p><i>A review of secondary education in North Powys is currently underway, and is due to report back to Cabinet in the autumn.</i></p>
<p>11.16 Reversing Decisions Around Education Once Made</p>	
<p>11.16.1 If the cabinet decides to go ahead with the proposal and then next year at the local elections we end up with</p>	<p>Any future school reorganisation proposals would need to follow the process outlined in the Council's Schools Reorganisation Policy 2015.</p>

a new cabinet, could they then decide to reverse the decision?	
11.17 Process- Statutory Notice Period	
11.17.1 You mentioned the terminology 'Statutory notice' that is obviously a legal process. Can you confirm that if the Authority was to close one of the two campuses in the future we would still have the statutory notice or not.	<i>A statutory notice would only be published if Cabinet approved the Proposal following the consultation.</i>
11.18 Recording Strength of Feeling	
11.18.1 90% of people here will not have anything to say this evening and I hope when you are noting the points you should note when comments get widespread applause from people who are not going to say anything else. Applause is our voice.	All stakeholders were able to participate in the consultation through a variety of ways, including attending meetings, completing a questionnaire or in writing.
11.19 Options if Proposals Rejected or Amended	
11.19.1 Your last slide gave the options of what you would do if you proceed. We didn't have a slide to show what would happen with the amended timescales; we didn't have a slide to say what would happen if the proposal was thrown out. So to me that seems quite final.	<i>The timescales shown in the Consultation Document and on the slide are related to the specific proposal.</i>
11.20 Faith in Powys County Council to Deliver Change	
11.20.1 Some years ago Powys put money into consultation reorganisation and nothing has happened. Is this the same on this occasion?	<i>In 2011, the Authority carried out a county-wide informal consultation on a range of possible options for secondary school reorganisation. Following this consultation, Cabinet agreed to proceed with a number of initiatives to support the secondary sector that did not involve the closure of any schools.</i>

This is a formal consultation process, based on the requirements of the Schools Standards and Organisation Act. However, Cabinet has the right to, following consultation, abandon the Proposal, approve the Proposal (with or without modification) or to significantly re-cast the Proposal for reconsultation.

11.21 Objective or Aspiration for a Single Site-Mixed Messages

11.21.1 On page 20 then – the word ‘objective’ – implies something we’d like to happen. It says parents in Llandrindod may choose their children to attend other schools due to the long-term ‘objective’ to establish a new school in the BW area. Use of word ‘objective’. What changed in the four weeks since that was the objective? Mixed messages are being given. On the one hand you say you are going to discuss a single site at this moment but you just said its part of what is potentially your long term plan. What I would like to happen now is that any reference to a single site be removed from this document. If it’s not part of the consultation now, it shouldn’t be in the documentation. Can I as that is done with immediate effect. [

As stated in the Consultation Document, the proposal is the first stage of potential wider plans for secondary education in the area. The second stage, which aims to establish the New School on a single site in the locality of Builth Wells, requires further work to understand the overall capital cost and feasibility, and would be subject to another consultation if Cabinet decided to proceed with the second stage.

11.21.2 I’d like some clarification with some of the terminology. An ‘interim period’ means something else will happen? P 30 secondary education would remain in both communities for the ‘interim period’

11.21.3 What has changed since 23 Feb? Because if the vote had gone the other way we would have been consulting on this new school.

On the 23rd February 2016, Cabinet approved the following recommendation which can be viewed on the Council’s website:

‘To approve the commencement of formal consultation with stakeholders in accordance with Welsh Government’s School Organisation Code on • the closure of Builth Wells High School and Llandrindod High School on

	<i>the 31st August 2017, and to establish a new dual stream secondary school that will operate across the current sites of the two schools from 1st September 2017.</i>
11.22 Inaccuracies in Consultation Document Leading to Criticism of the Process, Confusion and Lack of Confidence in Powys County Council	
11.22.1 As a member of staff and a parent in the community I really want to get behind the process for change but it's very hard for us to get behind the process for change when you're giving us mixed messages. I think you need to work with the community – if you'd like us to get on board with change, you have to meet us half way. I don't feel at the moment you are prepared to do that really.	<i>Comment noted</i>
11.22.2 Why is this plan in the public domain? How has it become public?	<i>It is in the public domain as Cabinet approved to carry out formal consultation at its meeting on the 23rd February 2016.</i>
11.23 Option Appraisal Process Challenged-Specific Inaccuracies to Address	
11.23.1 Page 65 – query the mid Powys option appraisal framework which I assume is one of the key indicators based on the conclusion at the end where the framework decides which is a good option or not. I just wanted to know whether scores at the bottom are based on the ticks that have been given. Option 5 has got 14 at the bottom and I counted it should score as 15. If we turn to p76 where we have the overall conclusion of option appraisal it does say very clearly for parents who are going to be reading this ... the overall conclusion says that following this assessment it is clear that the option that scores highest is Option 3a. Well, that scores 14. Option 5 scores 15. That is	<i>The Authority acknowledges that there was an error in calculating the number of ticks for this option – it should read 15 not 14. However, the scoring was a mechanism to identify those options that scored above the agreed threshold to go from the long-list of options, to the short-list for further evaluation, including costings. Section 6.6 on page 76 of the Consultation Document outlines the rationale for the preferred option and the reasons for discounting Option 5.</i>

<p>important because Option 5 this is a strong argument for English medium education remaining in Llandrindod High School and yet the impression this document gives is that that is not as high a score as Option 3a. That is factually incorrect and you make a conclusion that is incorrect.</p>	
<p>11.23.2 can I just add to that that on page 18 – efficiencies of economies of scale – is an advantage but the third most disadvantageous is marginal economies of scale – it's either one or the other ...</p>	<p>The Advantages and Disadvantages table on page 18 clearly acknowledges that ' there are opportunities to generate some efficiencies in terms of economies of scale' but also recognises that these would be 'marginal as there would still be significant duplicated overheads'. The Authority's view is that this is a reasonable assessment of the Proposal.</p>
<p>11.24 Predetermination Reflected in Factual Inaccuracies</p>	
<p>11.24.1 I've been teaching at Llandrindod High School since 1991. My blood was boiling at the things that are wrong. That were stated about our school that weren't true. If you want us to get involved and be part of it, it has to be right or you get our backs up because it makes us feel you have already made your decision.</p>	<p><i>The Consultation Document and Addendum includes specific information about both schools, as required by the Welsh Government's School Organisation Code.</i></p>
<p>11.24.2 From our point of view it's not that we're against change. We want the best for our pupils but we want something presented to us that is factually correct, balanced – we are being asked to consult on something that is not balanced. We can move on to that. That is really important.</p>	<p><i>Comment noted.</i></p>

REF	ISSUE	RESPONSE
12 School on One Site		
12.1 Comments Related to a Single Sited School		
12.1.1	I believe the present proposals are flawed in many ways. How you can issue a statement about a preferred site for a new secondary school before consultation. This is divisive and I'm guessing a tactic to try and split the two communities. The facts are as I am led to believe is that no site on which to build a school in Builth Wells has been located. There are also no finances in place to build this school, and possibly won't be until the next round of capital funding. It's not looking very positive at the moment is it?	<p><i>The Proposal is to establish one school across two sites, utilising the current sites of Llandrindod and Builth Wells High School.</i></p> <p><i>As stated in the Consultation Document, the proposal is the first stage of potential wider plans for secondary education in the area. The second stage, which aims to establish the New School on a single site in the locality of Builth Wells, requires further work to understand the overall capital cost and feasibility, and would be subject to another consultation if Cabinet decided to proceed with the second stage.</i></p> <p><i>The Authority carried out a review of secondary education in Mid Powys. The review took the form of a business case and included a detailed option appraisal and financial assessment. The outcome of this process was that a single-sited school in Builth Wells was identified as the preferred option for a number of reasons, which are outlined in the Consultation Document.</i></p>
12.1.2	It's clear to me that this proposal is an interim measure – the service can't run over two sites and to say that is proposal is for the foreseeable future isn't good enough for me. I need to know how long there will be an English stream secondary provision in BW. There is talk about the possibility of building a new school.	<p><i>The Consultation Document clearly states: 'The proposal is the first stage of potential wider plans for secondary education in the area. The second stage, which aims to establish the New School on a single site in the locality of Builth Wells, requires further work to understand the overall capital cost and feasibility.'</i></p> <p><i>This consultation document relates only to the above Proposal and does not relate to potential wider plans for secondary education in the area.'</i></p> <p><i>According to PLASC 2016, there were 1112 pupils at both schools, with only 129 of these in the Welsh-medium stream. It would not be possible to centralise all the English-medium pupils onto one site as this would be</i></p>

		<p><i>over-capacity, and would significantly increase the surplus capacity at the (WM) site.</i></p> <p><i>Both schools currently have capacities of 659 (BW) and 713 (LID).</i></p>
12.1.3	<p>The outstanding maintenance costs of both schools has been mentioned. The Council in its capital programme has set aside a figure of £17.62 k and that money exceeds our figure for the maintenance costs of the two schools so it is my assumption that that money is available for a new school on one site. Maybe you can confirm or deny that.</p>	<p><i>The Authority has identified £17.62m in its Capital Strategy for the development of a new school in Mid Powys. However, as stated in the Consultation Document, further work is needed to be carried out to understand its feasibility and overall costs.</i></p>
12.1.4	<p>Finally with regards to a single site. We live in a small area and rumours abound about where a new school will be built. Can I ask you please, has any landowner been asked already about the possibility of building a school on their site?</p>	<p><i>The Authority has not had any discussions with any landowners about potential sites in the Builth Wells area.</i></p>
12.1.5	<p>You say that there's no plan for a single site. However, can you confirm to people here this evening that this week on the grapevine I hear that people living in Builth Wells are hearing about a new school site on the young people's village? Can you confirm it or deny it please.</p>	
12.1.6	<p>The School Organisation Code says PCC should take into account "what impact proposals will have on educational attainment among children from economically deprived backgrounds". Also "how parents' and pupils' engagement with the alternative school and any facilities it may offer could be supported. E.g. How pupils (particularly any less advantaged pupils) will be helped to participate in after school activities". Llandrindod Wells north ward is one</p>	

of the most economically deprived areas in Wales. A New School in Builth Wells would adversely impact this group.

12.1.7 Using existing sites would have significant cost savings if in the future there was a new build or significant modernisation of the school buildings. Existing sites already have connections to mains services and in the case of Llandrindod room to expand the number of buildings if required at some point in the future. The costs of a green field site development would be considerable in comparison. It is difficult to see where a new build school could be accommodated within Builth and how additional traffic would not further congest the streets. (LW Business Group)

12.1.8 Reference is made by Powys County Council of the reduction in pupil numbers in Powys over recent years. However, Powys documents also openly admit that 'pupil numbers in the primary sector are now INCREASING'. They then go on to say that 'this isn't expected to impact on the secondary sector for a number of years.' The fact is, it will impact on the secondary school sector in the not too distant future. Any upheaval to the schools sector now would be premature, damaging and would represent wasted money if used to build new schools. Any available money would be much better spent investing in the existing facilities which are important hubs for educational, economic and social development in a wider number of our communities than that proposed by Powys County Council. (Rhayader Town Council)

- 12.1.9** The idea of building a new school without any firm practical or financial backing in this current era of cutbacks is, I believe, fanciful.
- 12.1.10** There seems no guarantee that the money for this build will be forthcoming. Indeed, both MP Chris Davies and AM Kirsty Williams state that there aren't the funds available for the build. There will also be two elections before the funds can be applied for; what is the guarantee that the current situation will still be in place following these elections?
- 12.1.11** How will a site for one school be identified if the Council proceeds to the next stage of building a new school on one site.
- 12.1.12** Appendix B 6.4 SWOT analysis for Option 3 (Single school in Builth) says “potential constraints of the current Builth Wells High School Site”. The constraints are not potential – they are manifest.

12.2 Impact on Llandrindod Wells Economy Due to Potential Loss of School

12.2.1 We must ensure that families are encouraged to live and work in rural Radnorshire. Taking away the high school from the county town of Radnorshire is not the way to do this. Llandrindod is a town that needs to encourage further investment and growth. I am concerned that losing its high school would lead to further decline within the town ... My first teaching practice was in Pantycelyn in Llandovery and it saddens me to see that town without its high school today.

The Authority notes these comments

<p>12.2.2</p> <p>12.2.3</p>	<p>Llandrindod Wells is already struggling economically and that why it has been identified as the only growth zone by Welsh Government and the appointment of a Town Champion working with the Business led initiative. Without a secondary school Llandrindod Wells will struggle even more and would be hard to think of Llandrindod Wells as the County Town of Powys without any provision for Secondary Education.</p> <p>I think it would be a moral and social outrage to shut Llandrindod High School. It would impact on the whole town and not just the learners</p>	
<p>12.2.4</p>	<p>Like many people in this town I am concerned about the economic implications of these proposals. On behalf of the community I'm asking for some clarity – what would happen if the new split site school did decide in the future to close one of the sites – exactly what that process would be and what have been the experiences in John Beddoes and Newtown? Would it have to be a full cabinet decision, would we have the same rights of objection to the proposals or is it easier for this new school to push through that closure? For the sake of our children and the future of our town we need some clarity around this please</p>	<p><i>Any proposals to close a school site must be carried out in accordance with the School Standards and Framework Act, and the School Organisation Code, if the proposal was deemed to be a 'regulated alteration' to a school.</i></p> <p><i>If the governing body of any dual-sited school wished to close one of the sites, it would have to approach the local Authority to discuss this. If the Portfolio Holder for Education agreed, then Cabinet would be requested to approve the commencement of the statutory process for school reorganisation. The process would be in accordance with the requirements of the Act and the Code.</i></p> <p><i>The Cabinet of the Council would be the decision-maker in this process.</i></p>
<p>12.2.5</p>	<p>From a county town, with a county hall where all the Council works – it needs a school. Because without the school you will not have jobs; without jobs the children will have no need to learn because they won't want to live here – I have a 13 year old who wants to go abroad and work as a carpenter because the work in the area is drying up – he can go out of county and earn £10 - £15 per hour more for the same job. But if</p>	<p><i>The Authority notes these comments</i></p>

investment came into the town, that's going to help it grow f- when people look at the area and see it's got a good school and good leisure facilities. These are all linked and all marry together. Without a school there will be no community.

- 12.2.6** The thing you should be getting from this meeting this evening is you cannot close Builth. You cannot close Llandrindod – you will ruin the towns. You will ruin parents' access to the schools. Your vision is to keep those two schools open

12.3 Impact on the Sports Centre

- 12.3.1** After a recent discussion with the manager of Llandrindod sports centre, he is convinced that if the High school campus is shut then the sports centre will be soon to follow. The indoor dry sided activities will be halved due to losing the gym; the bookings made on behalf of the High School will be very difficult to fill. As the centre is losing money as it stands, how is it going to survive the catastrophe of Llandrindod High School campus being closed (indeed, the same could be said for Builth sports centre, if a new school is built). Who, do you suppose, is likely to move to a town with no school or sports centre? Who is likely to open their business in the town? Businesses, who are struggling at present, will lose out the 'school run' clientele; those who drop in for a quick shop or use the post office etc. when they pick up their children. The effect of losing the campus in town will be catastrophic to a town that is struggling to survive at present.

The Authority notes these comments

12.3.2	If you close the Llandrindod campus, what will happen to the town? The sports centre? I would suggest many will be adversely affected.	
12.4 Proposals are a Precursors to Losing Llandrindod High School		
12.4.1	The concern of this community is that this is a prerequisite to losing their high school. It is inconceivable for this town not to have this school.	<i>The Authority notes these comments</i>
12.4.2	We have a business here in town and one of the big concerns we have – and I really do believe this is a precursor for shutting down the school – and as an employer it is already very difficult to get the staff. This is a learning process for all of us. Until this started I most certainly wasn't aware that 70% to 80% of people who make the decisions on our behalf of our town live in Montgomeryshire ... and whether you say that you'll look after us – I'm very sorry but the decision you make about closing Llandrindod school will have no effect on your life at all but it will on everybody in this room.	
12.5 Underlying Economic Development Issues Need Addressing		
12.5.1	What has happened is you haven't got young families in Builth, Rhayader, Llandrindod, and Presteigne? We haven't had economic development to bring them. So, you have no plan in place for my children - what happens in the meantime? What you need to do is try and attract some teachers to the area. But you can't attract them here – there are no jobs. If Mr and Mrs Jones are in Birmingham and there's a job in Llandrindod High School, they are not going to come for Mrs Jones to teach in Llandrindod High School	<i>The Authority notes this comment</i>

because there's no job for Mr Jones to do. So you're just going to keep failing the children of this area. This is about mid Wales – about Llandrindod High School and the pupils – it's not about Ceredigion or wherever – and at the moment you are failing them. There is no plan in place to provide teachers for those children to get a full education for the whole time they're in school.

12.5.2 One of the businesses we did bring here was [inaudible] supported by the Welsh Assembly – came over with a number of young families and brought new technology of carbon fibre cars etc. One of the really strong things that encouraged them to come to Llandrindod was the High School. They did tours, they thought it was lovely here and their families came with them. If you move the high school it will damage the town and it's going to be a real problem for us and we've got to make sure that Powys CC who wants to attract an awful lot of business rates etc. appreciates the fact that in the real world money talks and what I was thinking is that you're chasing the money from the Welsh Assembly not necessarily what's best for our kids' education.

12.5.3 From your perspective, you are accountable. Taxpayers pay your wages. Now, the only way the schools are going to thrive and continue to develop and deliver an even standard of education across the county is by having a measured service – that we're only going to get by attracting investment not just in terms of jobs but in terms of teaching ... when teachers come to an area the last thing they want is to come to a school which has just come out of special measures, is about to be married to another school

which has just come out of special measures where the surrounding community schools you are trying to close, despite the fact that Llanbister, Dolly and Nantmel are marked for closure, there is proven area going to Llanbister that numbers are increasing year on year for the next five years ... Crossgates which has increasing numbers – which is going to increase numbers going to Llandrindod High School. So by increasing the numbers into the school, that then increases the investment that the County itself can put into the school. My business works all across the UK ... I choose to run it from here because it's my home town, I was born here and it's a lovely place to live But it's slowly dying because of decisions not just [inaudible] but what Powys CC ... the decisions they make for the town. By closing Llandrindod High School –it's going to cause such a downward turn in investment – we've already heard about a company which is earmarked for receiving a large amount from the Welsh Assembly ... this is what we need – businesses to employ these people.

12.6 Impact of Similar Reorganisation on Businesses

12.6.1 We heard scepticism when we heard that Radnor and Llandrindod Wells is dealt with somewhat harshly when it comes to decisions that are being made. One example of that would be the local college where half the students went on to Newtown and the other half down to Brecon, leaving us with about 23 students, leaving us unviable and therefore the building had to close – this is a reality for us on the ground for people who run businesses and live here and try and bring other businesses here.

The Authority notes this comment

The Authority is not responsible for any decisions taken by NPTC Group of Colleges about its provision or campuses.

12.7 Long Term Aspirations for Single Site Would Damage Llandrindod Wells Community

12.7.1 The fifth proposal down says no negative impact on community but there is an objective, something to aim for, which is a new school. As a member of the community that is a huge concern.

The Authority notes these comments

12.7.2 I fail to see how closing both schools and Building a new one will benefit the education of children in the current schools until the new one is built. The uncertainty will lead to low morale in the teaching staff, It will be harder to recruit new staff thus lowering the standard of education being delivered. As I understand the new school could take up to 10 years to build as you do not have planning on a site or the funding. Are you willing to jeopardise a decade of learning?

12.7.3 Can you explain how the County can consult on an “interim proposal”? Without understanding the Council’s plans for the future of the school’s, how can the general public give fully informed feedback?

12.7.4 The current proposal seems flawed in its construction; with the two schools combining together, and remaining on their own sites as an interim measure before a new school is built. There seems no guarantee that the money for this build will be forthcoming. Indeed, both MP Chris Davies and AM Kirsty Williams state that there aren't the funds available for the build. There will also be two elections

before the funds can be applied for; what is the guarantee that the current situation will still be in place following these elections? The uncertainty of this situation is a real concern.

12.7.5 The prospect of the high school closing down has upset both my son and myself. He is very worried about the effects of this and how he will perform at school. He can currently walk to the high school which will help his independence. He doesn't feel that going to Builth High School will help him to excel.

12.7.6 The indication that Powys County Council has placed in its recently approved Capital Strategy the provision of £17.6M over the next couple of years for a new school on the Builth Wells side shows that the intention eventually is to close the Llandrindod Wells High site of the two school option and have all secondary and Welsh Medium education being taught from a new, or remodelled Secondary School on the Builth Wells side of the county. I object to the proposal as they are now, and any future proposals that will see the ceasing of a secondary educational provision in Llandrindod Wells.

12.7.7 The merger between Builth Wells High School and Llandrindod High School is, sadly, a necessity. However, the shutting of the two campuses is ill thought out and damaging to the locality of whichever town loses secondary education.

12.7.8 It is clear though that the intention of the Council is to build one new, shiny school and merge the two onto one premises and this proposal is a way of creeping towards that final goal. With the wait for funding; land

identification and all the building process we are many years off a new school but in the meantime we believe this proposal will lower the morale of the teaching body and leave both schools in a state of limbo. This will impact our children.

12.7.9 We fully understand that there is a need for change, both schools are small in pupil numbers and critical mass, both schools are in special measures, both schools struggle to fund specialist teachers. This document clearly shows that the Council believes the best proposal is for the creation of an English medium school in Llandrindod and a Welsh medium school in Builth but because they think in years to come they might get a shiny new school building they are willing to sacrifice our current learners' education.

12.7.10 I am strongly opposed to an end to secondary education in the town (Llandrindod Wells). The PCC proposal for both Builth Wells and Llandrindod High Schools to merge in 2017 and await the building of a new High School in the Builth area, with no chosen site and no hope of finance for at least five years, is extremely short-sighted, ill thought out and definitely not in the best interests of our children, our towns and businesses and our prospects.

12.7.11 I object to closure of Llandrindod High School and Builth Wells High School and the establishment of a new dual-stream 11 - 18 year old secondary school that will operate across the current sites of the two schools from 1st September 2017. I understand that these proposals are just an interim measure as it is intended to build a new school to accommodate both the present schools on a new site in the Builth Wells

	<p>area. I would also ask that you reject the proposal for one school on a new site in the vicinity of Builth Wells to replace both Builth Wells and Llandrindod High Schools.</p>	
12.7.12	<p>As the business case is trying to justify PCC's proposal for one school on one site "in the vicinity of Builth Wells" the consultation cannot possibly exclude comment about one school on one site "in the vicinity of Builth Wells".</p>	
12.7.13	<p>The information on pupil travel patterns given to us last September based on PLASC 2014 data for years 7-11 was that if Llandrindod school was closed 116 pupils (23.5%) would be closer to a school other than Builth Wells. If they were to transfer the impact on the New School would be substantial. The equivalent data for Builth Wells school is that 19 English medium pupils (5.2%) would be closer to a school other than Llandrindod Wells. There were also 81 Welsh medium pupils that would transfer to Llanidloes (28) or Brecon (53). If the New School were based in Llandrindod the potential Llanidloes pupils would remain as would the larger part of the potential Brecon pupils. <i>Comments noted.</i></p>	
12.8 Impact of Uncertainty in the Longer Term		
12.8.1	<p>As there is no funding for the project and it will be many years before Welsh Assembly funding can be applied for it will create massive uncertainty for students and staff at both schools in the interim.</p>	<i>The Authority notes these comments</i>
12.8.2	<p>The inability of the Schools' Service and Cabinet to currently identify a site for the new 11-18 school in</p>	

12.8.3	<p>Builth Wells presents an unacceptable degree of uncertainty in to the proposal, leaving it in a damaging 'limbo'.</p> <p>The Business Case showed that the potential pupils from new housing developments was three times as many in Llandrindod than in Builth. Given that there are already more pupils in the Llandrindod catchment area than the Builth catchment area this discrepancy can only increase. There would therefore appear to be more future transport costs if the New School were to be built in the vicinity of Builth Wells rather than on the existing Llandrindod site which is already owned by PCC. How would building in Builth Wells meet the Welsh Government's Sustainable Development Framework?</p>	
12.9 Support For a Single Sited School		
12.9.1	<p>Will this consultation drive people out of county for post 16 provision? Until we have the ultimate vision for a new school with a brilliant sixth form, are we damaging the projects by this interim recommendation for a new school on two sites? Why can't we shoot for the stars and make a proposal for a new school?</p>	<p><i>The Authority notes these comments</i></p>
12.9.2	<p>We all agree that single site school has more benefits especially about quality of education.</p>	
12.9.3	<p>The end game is to have a single site isn't it? So, is the current proposal about financial benefit or quality benefit? Might it be better to wait until you have a firm proposal for a single school on one site rather than delivering in two phases? The risk is the second phase is left alone and forgotten about.</p>	

12.9.4 We don't want to accept one part of a two part open proposal that the other bit may never happen. It becomes something that might never happen and makes me worried. There so much talk about the new school that this interim proposal feels like a let-down. People feel like we're the winners in this process but I'm not sure it is unless we get a single sited school. We all agree that single site school has more benefits especially about quality of education.

12.9.5 Only new single site can tackle surplus places and maintenance backlog

12.9.6 I can see the benefit of critical mass but two issues worry me. What about the one site new school. I think the one site model delivers the full benefit but 1 school on two sites doesn't solve surplus places or maintenance backlog issues- so doesn't help.

12.9.7 Instead of doing this and for the sake of a saving of ONLY £133K stop this proposal and look to make a definite move with a new combined site school. Whilst that process is being undertaken work with both schools to continue the work already being done to raise standards.

13 Alternative Options

I believe that we need to be creative when considering how best to meet the needs of delivering a good curriculum model in a challenging financial climate. Please consider the merits of through schools and split sites rather than leaving communities without a school within their towns.

Rather than pushing these proposals forward why not work with the schools as they are and get them out of Estyn special measures. Then take a full proposal for either option 5 or a fully funded new school, financially, environmentally and socially costed. Doing this for the sake of a saving of £133K and getting out of Estyn special measures is an insult to both our learners and our teachers.

As county Councillors I believe you have to look at the bigger picture which is two communities, two schools and the futures of them both. In my opinion your aim needs to be how to find a solution that keeps both towns thriving whilst offering the best educational opportunities for the pupils of both towns. Not an easy task I'm sure, but one you have to find an answer to. Certainly the closure of either school in my opinion is not an option.

I would ask you to reject the proposal put forward by the SORP and ask your officers to draw up a new proposal to keep local provision of education in both Llandrindod and Builth Wells.

Why is there no consideration of a welsh medium through school for Builth Wells to provide primary education for mid-Powys and secondary welsh medium provision for mid and south Powys? As current number of pupils as a barrier to establishing a full 2a welsh school should this not have been considered as an alternative options to make it viable?

It is therefore vitally important that Secondary Education is retained with Llandrindod Wells and that why I'm supportive of the proposals put forward by Llandrindod Wells High School Governing Body.

I strongly believe that the proposal put forward by the governing body of Llandrindod High School, is both pragmatic and logical. It protects a high school in both towns, protects the sports centres in both towns (indeed, strengthens the booking requirements in Llandrindod), yet still maintains Welsh language education in Builth Wells; a driving influence, I believe, on the Council's decision. The critical mass of learners and specialists will be together, giving greater flexibility in time tabling of specialist teachers; thus placing specialists in front of classes, a big problem in both schools at the moment. The Welsh stream would have a dedicated true Welsh environment in which to flourish and the same for the VI form centre. The money saving would be greater without a new build, and transportation of the smaller amount of pupils all contribute. Having a permanent solution to this situation would take away the uncertainty for all involved, not least of all for both towns of Llandrindod and Builth.

I sincerely hope you listen to the governors and teachers excellent proposal to make Llandrindod High School the main English medium school in the area, with Builth Wells becoming a dedicated Welsh medium secondary school and centre for Sixth Form. This would be in the best interests of all students, it would be millions of pounds cheaper to implement and could be actioned sooner rather than later, instead of some 'pie in the sky' plan to build a super high school we cannot afford and do not want.

An alternative is the proposal put forward by the Llandrindod High School Governing body to have English stream 11 – 16 at the Llandrindod Site and Welsh Stream 11 – 16 at the Builth Wells site with a sixth form provision also at the Builth Site. This would see an increase in class sizes and according to your documentation it has fewer cons than it does pros'. Sixth form provision is a big worry for us as parents as we would much prefer her travel to Builth Wells each day than Hereford to undertake her studies. We would support this proposal.

In closing I would like to state that we do not support this proposal but would support Option 5 as suggested by Llandrindod High School Governing Body.

Page 79 "Conclusion" states that Option 5A "should be the preferred option" this is to create an English medium school in Llandrindod and a Welsh medium school in Builth. Why is this not the proposal based on the educational need of our learners? The only reason for not doing this is economic but in every meeting we were told that this was not an economic decision. Why is this?

The proposal from Llandrindod High School would be a practical way to achieve change and to utilise the current excellent school and leisure facilities already in place in both Llandrindod Wells and Builth Wells. This could be achieved in a realistic timescale without huge investment and it would enhance the learning provision to help offer the education our children deserve.

However, if the critical mass of students and staff are permanently together at Llandrindod then this gives greater flexibility for time tabling of specialist teachers and greater provision at Post 16, students will also have greater opportunities afforded them. This fits very well with the proposal put forward by the governors at Llandrindod High School.

Sixth form provision is a big worry for us as parents as we would much prefer her travel to Builth Wells each day than Hereford to undertake her studies. We would support this proposal put forward by Governing Body.

Centralised sixth form provision? Opportunity to develop the post 16 is not something that is coming out strongly enough in these proposals and maybe not being sold to the public as well as it could be. We need a clearer vision of a brand like a sixth form science or arts academy on the sites- somewhere parents and pupils would want to go.

Can't we create a stand-alone 6th form institution on one site and leave the current under 11-16 provisions alone?

I heard reference to a sixth form. I have seven grandchildren. Unfortunately they won't come to Wales. Their parents have got jobs in England. I am familiar, though with what is happening in England. In the rural areas they have secondary schools 11-16 and then they have proper tertiary colleges – not this Mickey Mouse thing forced on Powys several years ago. A proper tertiary college caters for all ranges of ability from your high flyers to those who aren't so academic but still have skills. My suggestion would be this. Any fool can criticise. I'm not criticising. Most schools are good enough and should be kept on their present sites. Build a proper tertiary college. And my suggestion in one organisation who is recognised the advantage that we have in Wales and that is the Royal Welsh Agricultural Society. This tertiary college would cater for the wide range of activities in rural areas – farming, conservation, tourism, forestry.... It would be run by Powys CC, not this organisation we've got now. The Welsh Assembly could make those changes. Points to an example in Shropshire. [applause]

Given the confusion over the current schools modernisation programme, should a line be drawn where we start afresh with a mid-Powys plan taking in Newtown, John Beddoes, Builth Wells, Llandrindod, Gwernyfed and Brecon – looking at delivering an improved 21st century plan to inspire, improve and excite our young people for many years to come and parents, teachers, governors can fully get behind instead of pitting communities against each other. Having worked with former head so education at no time have their past or future ideas ever considered shutting Llandrindod– they had visionary plans for the school. My rationale for looking at the mid Wales reconfiguration is worst case scenario we lose Llandrindod High School, the children in the surrounding area are bussed to Builth - it needs looking at together.

PRIMARY PUPIL PROJECTIONS (Based on PLASC 2016 data, updated August 2016)

		Forecast NOR excl. N1 & N2				
		2017	2018	2019	2020	2021
Llandrindod Catchment	Franksbridge C. P.	33	36	34	35	37
	Llanbister C. P.	26	28	32	35	35
	Cefnlllys C. P. (L'dod Wells)	255	277	286	297	304
	Llanfihangel Rhydithon C. P.	29	28	27	24	25
	Crossgates C. P.	151	146	147	149	148
	Nantmel C. of W	31	34	34	33	34
Shared (Welsh-medium streams at Rhayader and Trefonnen feed into Builth Wells High School. Newbridge pupils have a choice of both schools.						
	Newbridge-on-Wye C. in W.	106	113	119	120	123
	Rhayader C. in W.	156	157	160	163	165
	Trefonnen C. in W. (L'dod Wells)	179	182	174	173	174
Builth Wells Catchment	Ysgol Dolafon	64	68	61	51	58
	Builth Wells C. P.	245	232	230	224	226
	Irfon Valley C. P.	53	50	47	41	44
	Llanelwedd C. in W.	86	86	87	85	93
TOTAL		1413	1436	1436	1430	1465