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CABINET

Tuesday, 13th March, 2018

The use of Welsh by participants is welcomed. If you wish to use Welsh please inform us by noon, two working days before the meeting

SUPPLEMENTARY PACK

- | | |
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| 1. | SCHOOLS POLICY - PLANS FOR POWYS SCHOOLS AND FORWARD TRANSFORMATION WORK PROGRAMME |
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To consider a report by County Councillor Myfanwy Alexander, Portfolio Holder for Education.

(Pages 3 - 60)

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CYNGOR SIR POWYS COUNTY COUNCIL.

**CABINET EXECUTIVE
13th March 2018**

REPORT AUTHOR: County Councillor Myfanwy Alexander
Portfolio Holder for Education and Welsh Language

SUBJECT: School Organisation Policy – Vision 2025

REPORT FOR: Decision

1. Summary

- 1.1 The purpose of this report is to provide information about feedback received during the recent consultation on the Plans for Powys Schools Policy, and to seek approval of an updated version, which has been renamed 'School Organisation Policy', and an associated Delivery Plan which outlines the Council's priorities for the period 2018-2021. The new policy, if approved, will replace the current Schools Organisation Policy 2015, and will become effective from the 1st April 2018.
- 1.2 This report is supported by the following appendices:
- Appendix 1: School Organisation Policy – Vision 2025
 - Appendix 2: Delivery Plan 2018-2021
 - Appendix 3: Consultation Report
 - Appendix 4: Integrated Impact Assessment
 - Appendix 5: Pupil Numbers on Roll (Teachers Centre 11/01/18)

2. Proposal

- 2.1 On the 7th November 2017, Cabinet approved the commencement of consultation on a draft 'Plans for Powys Schools Policy', which took account of the Cabinet's vision, as outlined in Vision 2025.
- 2.2 Consultation on the policy took place from the 21st November 2017 to the 30th January 2018.
- 2.3 The consultation document was available on the Council's website throughout the consultation period. Respondents could respond in writing to the Schools Transformation Team, or could fill in an online response form. In addition, 3 drop in sessions were held across Powys to provide an opportunity for stakeholders to discuss the policy with officers.
- 2.4 91 written responses were received. Of these, 77 were via the online response form, as well as 14 other written responses.

- 2.5 A consultation report which summarises the issues raised in the consultation responses is attached as Appendix 3.
- 2.6 The policy has been updated, taking account of the feedback received during the consultation period. The updated policy is attached as Appendix 1.
- 2.7 The main changes to the policy are outlined below:
- i) Page 1 – Title changed from ‘Plans for Powys Schools’ to ‘School Organisation Policy’ in order to ensure that the purpose of the policy is clearer
 - ii) Page 5 – ‘Background and Context’ section added to outline the background to the policy, the legislative background and to outline links with National and local policies / strategies
 - iii) Page 7 – ‘Our Aims’ section has been renamed ‘Key Purposes and Aims’
 - iv) Page 7 – Aims developed further to take account of feedback received during the consultation period
 - v) Page 9 – ‘How We Will Achieve This’ has been renamed ‘Priorities’ in order to provide greater focus on these elements. Two overarching ‘priorities’ added, which all schools will be encouraged to work towards
 - vi) Page 9 – A section on ‘Closure of provision’ has been added in response to queries raised in the consultation responses
 - vii) Page 11 – ‘The School Organisation Process’ – this section has further developed, and now includes the establishment of a School Organisation Steering Group to monitor progress of the Delivery Plan and make recommendations to Cabinet.
 - viii) ‘Key Considerations’ section has been renamed ‘Development of Proposals’. This section has been updated to link more closely with the requirements of the Welsh Government’s School Organisation Code.
- 2.8 In addition to the updated policy, a Delivery Plan for 2018-2021 has been developed, which outlines the Council’s priorities for School Organisation for this period. This is attached as Appendix 2.

3. Options Considered / Available

n/a

4. Preferred Choice and Reasons

- 4.1 To approve the post-consultation version of the School Organisation Policy – Vision 2025
- 4.2 To approve the Delivery Plan for 2018-21

5. Impact Assessment

- 5.1 Is an impact assessment required? Yes

5.2 If yes is it attached? Yes

6. Corporate Improvement Plan

6.1 Every local authority has a statutory obligation to manage and plan school places. The Policy relates to the Vision 2025 Corporate Improvement Plan’s priority for Learning and Skills, which states that pupils in Powys should have access to education provision that is equitable and access to high quality teaching and learning environments.

7. Local Member(s)

7.1 All local members are affected.

8. Other Front Line Services

Does the recommendation impact on other services run by the Council or on behalf of the Council? Yes

In order to implement school organisational changes, it is necessary to seek support from a number of services, including schools service, HR, finance, legal, governor support, property, ICT and communications. Dependent on the nature of the change proposed, it may be necessary to seek additional support within these service areas from time to time.

9. Communications

Have Communications seen a copy of this report? YES

Have they made a comment? NO

10. Support Services (Legal, Finance, Corporate Property, HR, ICT, Business Services)

10.1 Legal: “The recommendation can be supported from a legal point of view”.

10.2 Finance “I note the contents of the report, the Programmes and timescales. The finance team will fully support the programmes and ensure robust costings are provided as required.”

10.3 Corporate Property (if appropriate)

10.4 HR: “Whilst the proposal outlined in this report has no direct impact on staffing, HR advice and support is available to the Schools’ Service should it be required at a later stage.”

10.5 ICT (if appropriate)

11. Scrutiny

Has this report been scrutinised? No, but Education Scrutiny Committee has been consulted on the draft Policy.

12. Statutory Officers

The Solicitor to the Council (Monitoring Officer) has commented as follows: "I note the legal comment and have nothing to add to the report."

The Head of Financial Services (Acting Section 151 Officer) comments that the funding of schools represents a large proportion of the Council's budget, it is therefore essential that the model for delivering education in Powys is efficient and enables schools to operate effectively within the funding provided to them.

13. Members' Interests

The Monitoring Officer is not aware of any specific interests that may arise in relation to this report. If Members have an interest they should declare it at the start of the meeting and complete the relevant notification form.

Recommendation:	Reason for Recommendation:
1. To approve the post-consultation version of the School Organisation Policy	To enable the Council to move towards a more efficient network of schools
2. To approve the Delivery Plan for 2018-20	

Relevant Policy (ies):	Welsh in Education Strategic Plan & 21 st C Schools Programme Band B		
Within Policy:	Y	Within Budget:	Y

Relevant Local Member(s):	All members
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Person(s) To Implement Decision:	Marianne Evans
Date By When Decision To Be Implemented:	1 April 2018

Contact Officer:	Sarah Astley
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Background Papers used to prepare Report:



School Organisation Policy

Vision 2025

March 2018

CONTENTS

	Page
1. Introduction	3
2. Background and Context	5
3. Key Purposes and Aims	7
4. Priorities	8
5. The School Organisation Process	10
6. Development of Proposals	12
APPENDIX A Glossary	16

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1. INTRODUCTION

A renewed vision for education in Powys

Powys County Council is committed to the success and well-being of every child and young person. We want all children and young people to develop the knowledge, skills and characteristics that will lead them to become personally successful, economically productive and actively engaged citizens.

This is an exciting and inspiring time for education in Powys and Wales. A national educational reform is underway, with a new mission for education, a new curriculum and significant changes to the way support for learners with additional learning needs will be delivered. However, there are also significant challenges facing us, in particular financial pressures, as the Council seeks to balance the needs of a rural authority such as Powys with the reality of reducing funding.

Whilst most Powys schools currently operate as stand-alone primary or secondary schools, many schools are involved in informal collaborative arrangements with one or more other schools, and some are part of new multi-sited models of delivering education. These informal collaborative arrangements and alternative models of delivering education have resulted in many benefits for the schools involved, and have ensured the continued provision of education in rural areas.

This new policy represents a change in the council's approach to developing schools to meet the challenges ahead. We wish to work with schools and communities to develop a positive and innovative network of schools, with schools, families, communities and businesses working together to create a system that is accessible, integrated and responsive, initially focussing on new models of delivering education which would see the retention of provision in rural areas. This does not mean that there will be no school closures in Powys, however the case for closure would need to be strong and not taken until a range of alternative models have been fully explored.

Our education system in Powys is built on a strong partnership with schools, parents, guardians and communities so that our children and young people can become the best they can be and the leaders of tomorrow. We want to further develop this partnership working, and to work with school communities to identify local solutions, acknowledging that there is no single model of delivering education which will be suitable across the whole of Powys. By working together, we can achieve excellence in Powys and give all of our children the opportunity to reach their potential.

Councillor Myfanwy Alexander
Portfolio Holder for Education

Ian Budd
Director of Education

2. BACKGROUND AND CONTEXT

2.1 Background

In 2017, Powys County Council's new Cabinet launched 'Vision 2025', which sets out its priorities for the coming years, one of which is 'Learning and Skills'. In addition, Vision 2025 includes a commitment to engagement with residents and communities, and a commitment to promote strong partnership working.

In order to ensure that the Council's priorities for developing the model of delivering education within Powys and the Council's methods for carrying out this work align with the Cabinet's vision, the Council has reviewed its previous School Reorganisation Policy.

This new policy replaces the Council's School Reorganisation Policy (2015), and will underpin the Council's approach to school reorganisation up to 2025.

2.2 Legislative background

Any changes to the organisation of schools must be undertaken in accordance with

- Section 38 and 39 of the Schools Standards and Organisation (Wales) Act 2013; or
- The Federation of Maintained Schools (Wales) Regulations 2014;

Local authorities and other proposers must comply with the **School Standards and Organisation (Wales) Act 2013** and the School Organisation Code and must consider a range of factors when proposing substantial changes to schools, the prime consideration being the interests of learners.

The **School Standards and Organisation (Wales) Act 2013**, which came into force on the 4th March 2013, requires that the Welsh Ministers issue a School Organisation Code (the "Code"). The Code outlines the legislative process that local authorities are required to follow when preparing, publishing, approving or determining school organisation proposals.

The **Federation of Maintained Schools (Wales) Regulations 2014** which came into force on 22 May 2014 gives effect to local authorities' powers to federate schools. Schools already have powers to federate by choice under provisions introduced in 2010. These powers have now been consolidated into the 2014 Regulations. Statutory guidance containing information and practical advice to governing bodies and local authorities on the federation process has been issued to support the regulations.

2.3 Links to other policies / strategies

This policy links closely with the following national and local policies / strategies / initiatives:

2.3.1 National initiatives

- Well-being of Future Generations Act
- Our National Mission
- Digital Competence Framework
- Cymraeg 2050: A Million Welsh Speakers
- The Additional Learning Needs and Education Tribunal (Wales) Act

2.2.2 Local initiatives

- Vision 2025
- Welsh in Education Strategic Plan

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3. KEY PURPOSES AND AIMS

3.1 Key Purpose

The Council's Key Purpose is to enable the children and young people of Powys to become:

- Safe, healthy, confident and resilient individuals;
- Ambitious, capable learners, ready to learn throughout their lives;
- Enterprising, creative contributors, ready to play a full part in life and work;
- Ethical and informed citizens ready to lead fulfilling lives as valued members of society.

3.2 Aims

To achieve this Key Purpose, the Council aspires to ensure that Powys has the right number of schools in the right place, and in the right condition, for the current and future pupil population.

The Council aims to have an educational model which fulfils the following:

- Provides all learners with the opportunity to achieve their potential
- Has high quality, resilient leadership and management
- Has high quality learning environments, with the long term aim that all schools will be assessed as condition A or B
- Has a greater focus on collaboration and partnership working, in order to enable schools to provide the best possible opportunities for learners
- Enables schools to operate effectively and efficiently within the funding available
- Increases demand for Welsh-medium provision and provides access to provision which will enable pupils to become confident Welsh speakers
- Develops our schools into establishments that are central to community activity
- Has a high quality ICT infrastructure that will enable all schools to provide enhanced opportunities for learners
- Provides access to high quality early years provision
- Provides support for learners with additional learning needs which aligns with the requirements of the new Additional Learning Needs and Education Tribunal (Wales) Act
- Provides access to high quality post-16 provision in schools, which is attractive to learners, financially sustainable and minimises learner travel

4. PRIORITIES

4.1 Delivery Plan

In order to move towards a more efficient schools network, a new Delivery Plan will be implemented with a greater focus on working in partnership with schools and the communities they serve, and on alternative models of delivering education, such as collaboration models, federation, multi-site schools and all-through schools.

The Council's Delivery Plan will focus on delivering the following priorities:

- Secondary schools to become 'all-through schools', or part of multi-sited arrangements
- Small primary schools¹ to be part of formal collaborations / federations / amalgamations
- Remove infant / junior split by creating 'all-through' primary schools
- New Welsh-medium provision to be established
- Improvements to the Powys schools estate, either as part of the Welsh Government's 21st Century Schools Programme or as part of the Council's Asset Management Programme
- A new model for delivering post-16 provision to be implemented
- Transforming the delivery of support for pupils with additional learning needs

In addition to the above priorities, the Council will encourage all schools to:

- Identify areas where staff and / or services can be shared across more than one school in order to improve efficiency
- Develop the use of ICT links between school sites to provide distance learning opportunities

4.2 Closure of provision

The Council's greater focus on alternative models of delivering education does not mean that there will be no closure of provision in Powys.

The current School Organisation Code recognises that the prime purpose of schools is the provision of education and any case for closure should be robust and in the best interests of education provision in the area. However, the Code also recognises that in rural areas a school may also be the main focal point for community activity, and its closure could have implications beyond the issue of the provision of education, particularly if the school buildings are used as a place to provide services to the local community. Any proposals for the closure of provision will only be taken after all alternatives to closure have been conscientiously considered.

There is currently no presumption in favour or against the closure of any type of school. Should any changes to this occur as a result of the Welsh

¹ The Welsh Government defines a 'small school' as a school that contains fewer than 91 registered pupils in the Education (Small Schools) (Wales) Order 2014:
<http://www.legislation.gov.uk/wsi/2014/1133/made>

Government's planned introduction of a new Code, the Council will adhere to those changes.

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5. THE SCHOOL ORGANISATION PROCESS

Any changes to school organisation will be taken forward in discussion with the school communities affected, in order to achieve the best solution for each area, with the Council engaging with governing bodies in order to plan sustainable schools provision for the future. However, whilst the Council will aim to work with governing bodies in order to agree the most appropriate way forward, it is acknowledged that there will be occasions when this will not be possible, and in these cases, the Council will need to make a decision on the most appropriate way forward.

Step 1 – Agreeing the Delivery Plan

- Schools Service Management Team, in conjunction with the Portfolio Holder for Education, to develop a Delivery Plan, focussed on the priorities outlined above, which include an indicative timeframe for each project. Cabinet to approve the Delivery Plan.
- A School Organisation Steering Group to be established to monitor progress of the Delivery Plan.
- Once the Delivery Plan has been approved it is possible that other potential projects will arise, either through requests from individual governing bodies or due to other issues. Any new potential projects will be considered on a case by case basis by the School Organisation Steering Group, who will determine whether or not to incorporate the project into the Delivery Plan

Step 2 – Engagement with school communities

- As part of any project outlined within the Delivery Plan, Council officers will engage in discussions with the governing bodies of the school(s) involved
- Discussions will also take place with Diocesan Representatives and other stakeholders if appropriate
- The aim of these discussions will be to identify a way forward for the school(s) involved

Step 3 – Recommendations

- The School Organisation Steering Group will make a recommendation to the Council's Cabinet on the way forward

Step 4 – Statutory Processes

- Should a solution be identified which requires organisational changes to one or more of the schools involved, e.g. establishing a federation of schools or amalgamating schools, the Council would need to follow the statutory procedures as outlined in The Federation of Maintained Schools (Wales) Regulations or The School Organisation Code
- Cabinet approval would be required at appropriate stages throughout these processes

6. DEVELOPMENT OF PROPOSALS

In pursuing the Key Purposes and Aims outlined in section 3, the Council will take account of, but not be limited to, the following factors:

6.1 Quality and Standards in Education

The Council's principle driver when developing School Organisation proposals will be the impact on the quality of provision available for learners.

Full consideration will be given to the likely impact on the quality of provision for all pupils. This will include vulnerable pupils, such as those with additional learning needs and those belonging to the protected characteristic groups, and appropriate Impact Assessments will be carried out to consider the impact on these groups of pupils.

6.2 Leadership and Management

Many areas of Powys have experienced difficulties in recruiting headteachers, and shared headteacher arrangements have been introduced in many schools in order to overcome these issues. Whilst these arrangements can bring many benefits for school involved, it is acknowledged that these arrangements can also place additional pressure on headteachers. In addition, the current informal arrangement which are often put in place do not always provide certainty and resilience for the schools.

When developing School Organisation proposals, the Council will consider the impact on the quality of leadership, taking into consideration whether the proposed model would provide resilience in terms of leadership, but also considering the impact on the workload of the headteacher and other leaders, including the governing body.

6.3 Capacity and accommodation

The number of school places and quality of accommodation in the local area will be another key consideration when forming School Organisation proposals, with the aim of ensuring that there are sufficient school places available to meet current and future needs, and that the quality of accommodation and facilities available are at least as good as those currently being accessed by pupils.

Powys County Council aims to provide learning environments that meet the aspirations of the Welsh Government's 21st Century Schools programme, and major capital investment in school buildings in Powys will continue to be taken forward through the Welsh Government's 21st Century Schools programme. Alongside this, capital funding through our major repairs programme will be focussed on where the need is greatest, as identified through the Schools Service's Asset Management Plan.

When developing proposals, the Council will consider whether or not there is any need for capital investment, either immediately or in the future, in order to successfully implement the proposal. All improvements to school buildings will need to meet agreed minimum requirements for accessibility.

6.4 Geography

Powys is the most sparsely populated county in England and Wales, and there is considerable travelling distance between some communities. The county's rural nature will be a key consideration in any School Organisation developments. The Council's expectation is that every child will be able to access high quality education within a reasonable distance of their home, and within the guidelines provided in the council's Home to School Transport Policy.

The Council acknowledges the importance of rural schools in rural communities, and the contribution they make to the long-term sustainability of the local community, and will prioritise the retention of educational provision in rural communities where possible, through the introduction of alternative, collaborative models of delivery. The proximity of schools involved in any proposed collaborative arrangements will be a key consideration for the Council when identifying schools to move forward with formal federations or amalgamations – in order to ensure the success of these models, the schools will need to be located within a reasonable distance from each other.

When developing proposals, the Council will give full consideration to the impact on home to school transport, including the nature of journeys to alternative provision and the resulting journey times for pupils and the cost of any additional home to school transport required.

6.5 Use of Financial Resources

Powys County Council, like many other local authorities, is currently facing significant financial pressure, which is unlikely to improve in the coming years. This pressure is affecting all council services, including schools.

In order to continue to provide high quality services in this challenging financial climate, the authority needs to work towards a more efficient model of delivering education, whilst also retaining access to provision in rural communities. To realise this, the authority will facilitate greater collaboration between schools, and will support schools to move towards shared staffing arrangements. These initiatives will enable schools to operate more efficiently, in order to maximise use of their budgets.

Whilst the Council will move forward with a greater focus on working in partnership with schools and the communities they serve, and on alternative, multi-sited models of delivering education, this does not mean that there will be no school closures in Powys. However, the case for closure would need to be strong and not taken until alternative models have been fully explored.

When developing proposals, the Council will consider the impact on the distribution of funding between mainstream schools within the local authority's area, the cost of proposals, any additional transport costs and the scale of any projected net savings.

6.6 The Welsh Language

In July 2017, the Welsh Government launched Cymraeg 2050², an ambitious new Welsh language strategy which sets out the vision to reach one million Welsh speakers by 2050. This strategy acknowledges the role of education in the achievement of this aim, and also states that *‘Welsh-medium immersion education is our principal method for ensuring that children can develop their Welsh language skills, and for creating new speakers.’*

Powys County Council acknowledges the key role that Welsh-medium education will play in achieving the Welsh Government’s aim to increase the number of Welsh speakers. The impact on access to Welsh-medium provision will be a key consideration when developing proposals which impact on Welsh-medium provision, and in these cases, a Welsh language impact assessment will be carried out. In addition, the authority will consider whether there is a need to introduce Welsh-medium provision in areas where there is currently no access to Welsh-medium provision.

6.7 Impact on the community

The Council acknowledges the role of Powys schools within their local communities, particularly in the case of schools in rural locations. Many schools are used extensively by their communities, and make an important contribution to community life.

The Council aspires to maximise this, and to further develop the role of all schools in their community, with the aim of co-locating Council services and other services on school sites, in particular as part of new build projects.

The Council will assess the impact of proposals on the community when developing any School Organisation proposals, and will fully explore alternative models of delivering education which would see the retention of provision in local communities.

² <http://gov.wales/topics/welshlanguage/welsh-language-strategy-and-policies/cymraeg-2050-welsh-language-strategy/lang=en>

APPENDIX A GLOSSARY

All-through school

All-through schools are those that combine primary and secondary education in one establishment. Some are located on separate sites, whilst others are located on one site. Powys currently has one all-through school, Ysgol Bro Hyddgen in Machynlleth, which was established in 2014 following the amalgamation of Machynlleth Primary School and Ysgol Bro Ddyfi. All-through schools are growing in popularity across Wales, in both rural and urban areas.

To establish an all-through school, the authority would need to follow the formal process as outlined in the School Organisation Code.

Amalgamation

An amalgamation would see two or more schools merging and becoming one school, operating on their current sites, under one headteacher and governing body.

In order to amalgamate schools, the authority would need to follow the formal process as outlined in the School Organisation Code.

Collaboration

Bringing schools together under collaboration arrangements can make better use of resources, pool expertise, and allow schools to explore ways of doing things more effectively and efficiently. All schools are encouraged to collaborate with a range of other schools and there is no formal agreement required for this kind of collaboration. However, there are regulations in place to establish more formal partnerships between schools: 'The Collaboration Between Maintained Schools (Wales) Regulations 2008'.

Federation

The term 'federation' describes a formal and legal agreement by which the schools involved work together in formal partnership under a single governing body. Schools in a federation remain separate; they retain their names and their individual identity. They are individually inspected by Estyn, and individual data is collected by the Local Authority and the Welsh Government.

In rural communities, federation is seen as an opportunity to strengthen the sustainability of schools, and to ensure that schools are retained in their local communities. Federation also enables smaller groups of pupils and staff to network and share good practice, ideas and resources.

A proposal to establish a federation can either be taken forward by the local authority or by the governing bodies of the schools involved in the federation. There is a defined process which needs to be followed in order to establish a federation. This process is outlined in the Welsh Government Circular 011/2014, 'Federation process of maintained schools in Wales:

Guidance for governing bodies and local authorities', which was issued in May 2014.

- Multi-sited school** A school that operates across more than one campus e.g. Newtown High School, which includes a second campus in Presteigne.
- Rural School** The Welsh Government has recently consulted on revisions to its School Organisation Code, which has designated some schools as rural primary schools for the purposes of the presumption against closure of rural schools.
- A proposed list comprising “villages in the sparsest context” and “other sparsest context” of the National Statistics Urban-Rural Classification identified 191 schools (out of 1275 primary schools in Wales). A list of schools identified as rural schools was attached to the consultation paper.
- The consultation document suggests that this is the minimum number of schools which should be designated as rural for the purpose of the presumption against closure of rural schools. The final methodology and list will be included in the revised Statutory Code.
- School Organisation Code** The School Organisation Code is made under Sections 38 and 39 of the School Standards and Organisation (Wales) Act 2013. It imposes requirements on relevant bodies and includes statutory guidance which they must take account of when making proposals for the reorganisation of schools.
- Small School** In the Education (Small Schools) (Wales) Order 2014, the Welsh Government defines a ‘Small School’ as a school that contains fewer than 91 registered pupils.³
- Welsh in Education Strategic Plan** All authorities are required to prepare a plan outlining how they will develop Welsh-medium education, with the aim of increasing the number of pupils educated through the medium of Welsh.

³ Education (Small Schools) (Wales) Order 2014: <http://www.legislation.gov.uk/wsi/2014/1133/made>



SCHOOL
ORGANISATION
POLICY

Delivery Plan
2018

1. Background

Powys County Council has recently launched a new School Organisation Policy which reflects the Cabinet's vision as outlined in 'Vision 2025'. The policy sets out the council's priorities for developing the model of delivering education within Powys until 2025, which are as follows:

'The Council's Delivery Plan until 2025 will focus on delivering the following priorities:

- *Secondary schools to become 'all-through schools', or part of multi-sited arrangements*
- *Small primary schools¹ to be part of formal collaborations / federations / amalgamations*
- *Remove infant / junior split by creating 'all-through' primary schools*
- *New Welsh-medium provision to be established*
- *Improvements to the Powys schools estate, either as part of the Welsh Government's 21st Century Schools Programme or as part of the Council's Asset Management Programme*
- *A new model for delivering post-16 provision to be implemented*
- *Transforming the delivery of support for pupils with additional learning needs'*

This Delivery Plan also builds upon the on-going School Organisation Programme that has been underway for a number of years.

1. School Organisation Programme – progress to date

Over the last ten years, the impact of school reorganisation in Powys has resulted in the net closure of 30 Schools. This process has resulted in estimated annual revenue savings of a minimum of £1.5m.

In 2016/17, the authority reconfigured primary provision in the Talgarth and Bronllys areas, and also in Welshpool. This has resulted in the opening of three new schools – Ysgol y Mynydd Du, Ysgol Gymraeg y Trallwng and Welshpool CiW Primary School. The authority also consulted on proposals related to three other primary schools – Llanbister CP School,

¹ The Welsh Government defines a 'small school' as a school that contains fewer than 91 registered pupils in the Education (Small Schools) (Wales) Order 2014: <http://www.legislation.gov.uk/wsi/2014/1133/made>

Llanfihangel Rhydithon CP School and Nantmel CiW School. Cabinet approved the closure of Nantmel CiW School, and the other two schools have entered into collaborative arrangements.

The Council also has an on-going **Secondary School Reorganisation Programme**, to address the challenges faced by the secondary sector. The Programme is based on the following principles:

- **The need to reconfigure secondary and post-16 education** to create a sustainable infrastructure of schools and sixth forms across Powys, enabling a broader range of subjects to be provided from each school site, whilst minimising the need for inter-school travel and transport.
- **The need to reconfigure Welsh-medium education** with the aim of establishing at least one Welsh-medium secondary school in the county, and the consolidation of other Welsh-medium streams into larger units. This will enable schools to provide the appropriate curriculum offer and progression routes for Welsh-medium learners.

The following priorities were included in the Secondary School Reorganisation Programme in 2015:

- **Priority 1** – a review of secondary education in the Brecon and Gwernyfed areas, with the aspiration to build a new English-medium learning campus which would include both Brecon High School and Gwernyfed High School, with a sixth form centre run by NPTC Group of Colleges.
- **Priority 2** – review of Secondary Education in Mid Powys
- **Priority 3** – review of Sixth Form provision at Ysgol Maesydderwen
- **Priority 4** – review of Secondary education in North Powys

Progress against these priorities is outlined below:

Priority 1 - Review completed.

- Following formal consultation, Cabinet decided not to proceed with the proposal, but instead to build a new 11 – 18 campus for Brecon High School and to invest in remodelling facilities in Gwernyfed.

- Cabinet also agreed to keep the small Welsh stream at Brecon High School, as part of the authority's plans to develop and grow Welsh-medium provision.

Priority 2 – Review completed.

- Cabinet approved a proposal to merge Llandrindod and Builth Wells High Schools, and work is progressing well to establish the new school – Ysgol Calon Cymru – across the two sites in September 2018.

Priority 3 – Review completed.

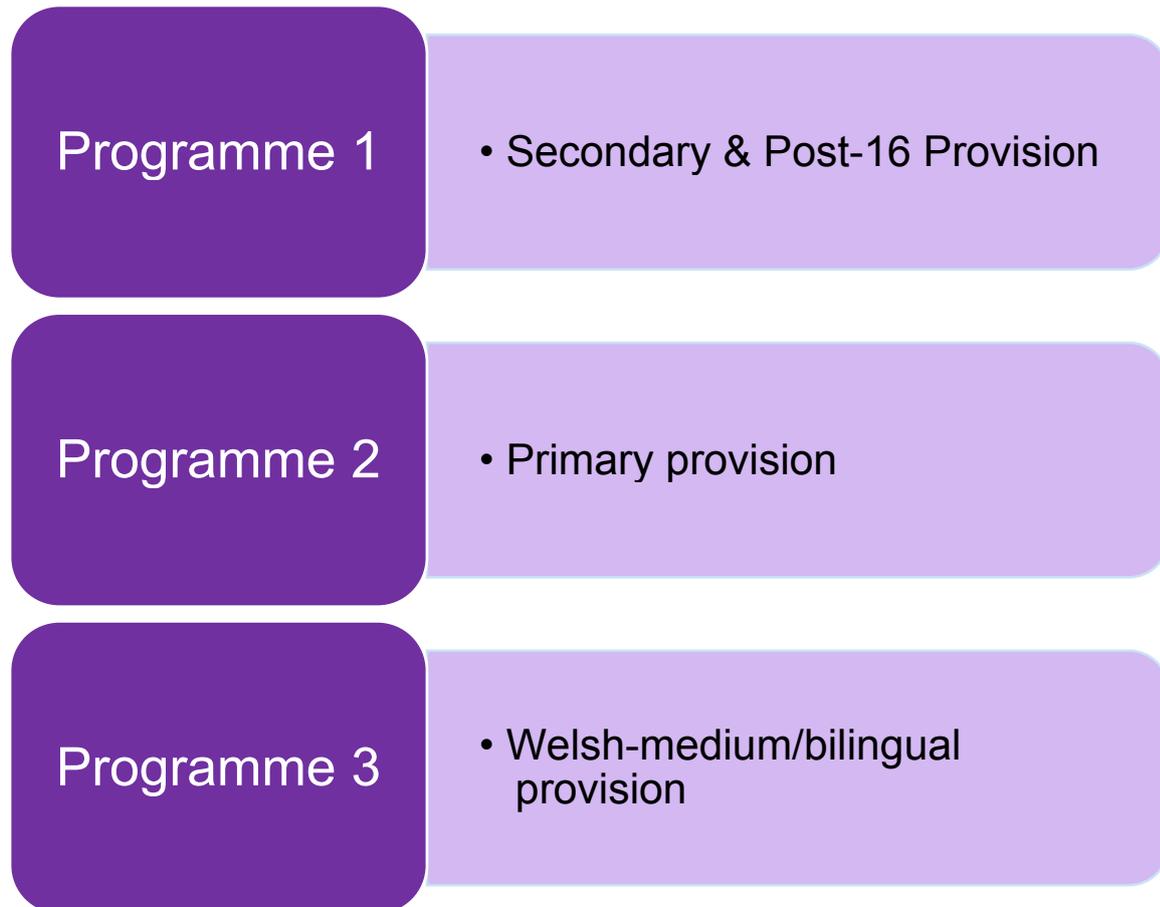
- A review of sixth form provision took place at Ysgol Maesydderwen, with concerns about the low numbers and low staying on rates into sixth form. Cabinet approved the development of a local commissioning model, which has strengthened sixth form provision at the school, broadened the range of subjects which has made it more attractive to pupils, leading to an increased the numbers of pupils.

Priority 4 –This review was carried out in two phases with the first phase of the review completed.

- **Phase 1: Review completed.** As there were a number of dual-stream secondary schools in North Powys, it was agreed that addressing issues related to Welsh-medium provision should be the first stage of this review. Cabinet agreed that it was desirable to establish a bi-lingual category 2A school or schools in North Powys, and this has been subsequently included in the authority's Welsh in Education Strategic Plan 2017 – 2020, with Newtown and/or Welshpool identified as the key strategic location to establish the new provision. However, further assessment of potential sites in both areas has indicated that it is unlikely that a suitable site can be found in Welshpool, therefore Newtown will be the focus of any further option analysis. Funding has been identified and allocated within the authority's 21st C Schools Band B Strategic Outline Programme.
- **Phase 2:** review of secondary education in North Powys – not completed

2. School Organisation Delivery Plan 2018 – 2021

To meet the challenges faced by the education sector in Powys, the following three Programmes of Change will be implemented:



Capital funding from the authority's 21st C Schools Programme, a major capital investment programme which is part funded by the Welsh Government, will be utilised to support the School Organisation Delivery Plan, if required.

During the period of this Delivery Plan, the authority will also complete the projects in Band A of the 21st C Schools Programme, which includes the building of new schools in the Gwernyfed area, Brecon High School, Welshpool, Ysgol Bro Hyddgen and Ysgol Carno, along with the significant remodelling of Gwernyfed High School and Ysgol Glantwymyn. Ysgol Brynlywarch and Ysgol Cedewain will be part of major capital schemes as part of Band B of the 21st C Schools Programme.

The authority will implement a separate ALN Transformation Programme alongside this Delivery Plan.

3. Details of each Programme

**Programme 1:
Secondary &
Post-16
Provision**

- Implement the outcome of phase 1 of the secondary school review - North Powys
- Complete phase 2 of secondary school review - North Powys
- Develop new county-wide sixth form delivery model
- Develop digital learning opportunities and enhance ICT infrastructure

**Programme 2:
Primary
Provision**

- Review primary provision in Newtown and Brecon
- Establish new delivery models of small schools

**Programme 3:
Welsh-medium &
bilingual
provision
(WESP)**

- Develop provision in the following areas:
- Mid Powys
- Ystradgynlais
- Llanidloes
- Gwernyfed
- Newtown (linked to Prog 1)
- Bro Hyddgen (linked to Prog 1)
- Brecon/Crickhowell

4. Action plan

N.B Any reference to 'implementation period' in the section below is without prejudice to any decisions taken by Cabinet/Council in relation to legislative requirements related to the reorganisation of schools.

Programme 1 – Secondary & Post-16 Provision

Ref.	Project	Links to priorities within the School Organisation Policy	What will the project deliver?	Start date	Estimated Delivery Date
1.1	Implement the outcome of phase 1 of the secondary school review – North Powys	<i>New Welsh-medium provision to be established</i>	Recommendation on location for new provision and delivery plan	January 2018	December 2018
			Implementation period	January 2019	March 2023
1.2	Complete phase 2 of secondary school review – North Powys	<i>Secondary schools to become 'all through schools' or part of multi-sited arrangements</i> <i>Improvements to the Powys schools estate, either as part of the Welsh Government's 21st Century Schools Programme or as part of the Council's Asset Management Programme</i>	Recommendations for secondary education in North Powys and implementation plan agreed	April 2018	September 2018
1.3	Develop new county-wide sixth form delivery model	<i>A new model for delivering post-16 provision to be implemented</i>	Recommendations for a new partnership model	In progress	July 2018

			Pilot new partnerships, including digital learning and improvements to the ICT infrastructure	September 2018	September 2019
			Full roll out new partnerships	September 2019	
			Explore feasibility of capital investment for future delivery model	Post-2021	TBA

Programme 2 – Primary Provision

Ref.	Project	Links to priorities within the Schools Organisation Policy	What will the project deliver?	Start date	Estimated Delivery Date
2.1	Review of primary schools Newtown (town)	<p><i>Improvements to the Powys schools estate, either as part of the Welsh Government's 21st Century Schools Programme or as part of the Council's Asset Management Programme</i></p> <p><i>Remove infant / junior split by creating 'all-through' primary schools</i></p>	A recommendation for the future configuration of primary education in Newtown and delivery plan	January 2018	December 2018
			Implementation period	January 2019	September 2023
2.2	Review of primary schools Brecon (town)	<p><i>Improvements to the Powys schools estate, either as part of the Welsh Government's 21st Century Schools Programme or as part of the Council's Asset Management Programme</i></p> <p><i>Remove infant / junior split by creating 'all-through' primary schools</i></p>	A recommendation for the future configuration of primary education in Brecon and delivery plan	January 2020	January 2021
			Implementation period	January 2021	January 2025

2.3	Establish new delivery models of small primary schools	<i>Small primary schools² to be part of formal collaborations / federations / amalgamations</i>	Tba on a case for case basis	tba	tba
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² The Welsh Government defines a 'small school' as a school that contains fewer than 91 registered pupils in the Education (Small Schools) (Wales) Order 2014: <http://www.legislation.gov.uk/wsi/2014/1133/made>

Programme 3 – Welsh-medium / bilingual provision (WESP)

Ref.	Project	Links to priorities within the Schools Organisation Policy	What will the project deliver?	Start date	Estimated Delivery Date
3.1	Mid Powys Primary Review	<i>New Welsh-medium provision to be established</i>	A recommendation for the establishment of a Welsh-medium primary school in the Mid Powys area	In progress	April 2018
			Implementation period	April 2018	September 2020
3.2	Ystradgynlais catchment area Welsh medium review	<i>New Welsh-medium provision to be established</i>	Recommendation on location for new provision and delivery plan	February 2018	July 2018
			Implementation period	September 2018	September 2020
3.3	Llanidloes catchment area Welsh medium review	<i>New Welsh-medium provision to be established</i>	Recommendation on future delivery of Welsh-medium primary provision	September 2019	April 2020
			Implementation period	April 2020	September 2022
3.4	Gwernyfed catchment area Welsh medium review	<i>New Welsh-medium provision to be established</i>	Recommendation on future delivery of Welsh-medium primary provision	January 2020	December 2020
			Implementation period	January 2021	September 2023

3.5	Ysgol Bro Hyddgen, Machynlleth – move along the language continuum	<i>New Welsh-medium provision to be established</i>	Agreed development plan outlining key actions to support the school	April 2018	July 2018
3.6	Brecon/Crickhowell catchment areas Welsh medium review	<i>New Welsh-medium provision to be established</i>	Recommendation on future delivery of Welsh-medium primary provision	January 2021	December 2021
			Implementation period	January 2022	September 2024

5. Risks, constraints and assumptions

Risks

- Officer capacity
- Senior management capacity to support programmes
- Lack of political support
- Resistance to change especially from influential stakeholders
- Resistance to change from communities
- No funding available to deliver the outcomes

Constraints

- Financial resources to sustain programme of work
- Officer capacity at all levels of the organisation to support the programmes
- Statutory process as outlined in School Organisation Code for making changes to school provision
- Planning approval where required

Assumptions

- Budget and resources will be available to deliver the projects
- Other service areas e.g. Communications, IT, Property, HR and Legal will provide support to the programme
- Political approval as required throughout each project



CONSULTATION REPORT

Plans for Powys Schools – Vision 2025

1. Background

The council's draft Plans for Powys Schools policy was approved by Cabinet on the 7th November 2017. Subsequently, consultation was carried out on the draft policy from the 21st November 2017 until the 30th January 2018.

A link to the draft document was distributed to a range of stakeholders, including schools, governing bodies and town and community councils. Respondents could either respond to the consultation via an online response form, or by submitting written responses to the Schools Transformation Team either via e-mail or in writing.

In addition, 3 'drop-in' sessions were held to provide the opportunity for stakeholders to discuss the policy with officers from the Schools Transformation Team. These sessions were held in Brecon, Llandrindod Wells and Newtown. Officers also attended meetings of the Governors Consultative Committee and the Schools Forum.

2. Responses received

A total of 91 written responses were received. 77 responses were via the online questionnaire, along with 14 other written responses.

Responses were received from a wide range of stakeholders including parents, governors, county councillors, town / community councils and members of staff at Powys schools, and from a range of different geographical areas.

3. Feedback received

3.1 Online questionnaire

The online questionnaire asked respondents to provide feedback on each of the 4 sections of the consultation document, and to provide any additional comments. The feedback received for each section is summarised below:

Section 3 – Our Aims

Respondents were asked to state to what extent they agreed that the aims outlined in the policy were the right aims, where 1 = Totally Disagree and 5 = Totally Agree. The average score was **3.79**.

Respondents were also asked to suggest how the aims could be improved. The main points raised are outlined below:

- Develop the use of new technologies
- Develop a more flexible teaching workforce
- Develop a long term stable financial framework for schools
- Ensure school buildings are well maintained
- Queries relating to the commitment to increasing demand for Welsh-medium education
- Pupils should be taught in reasonable sized classes, preferably of only two year groups
- Any partnerships have to be logical and practical in terms of geography
- Need to provide sufficient funding to schools to achieve the aims – should add an aim re finance e.g. 'is adequately financed and resourced to achieve the main aims'
- To ensure schools have the right equipment and enough funding
- Allow schools the flexibility to develop marketing and compete for pupils in order to be successful and drive up standards
- There are too many schools in Powys, and the schools that we have are underfunded
- Sustained access to local school provision
- To achieve excellence in local sixth form provision
- The council should listen to its schools
- Need to ensure robust management of school budgets
- Concern about whether partnership working is feasible with the distances involved
- Need greater equality for those with protected characteristics
- Need to support the well-being of pupils to ensure that all learners feel safe
- Unsure about sharing headteachers – there are examples where this hasn't been successful

Section 4 – How We Will Achieve This / Guiding Principles

Respondents were asked to state to what extent they agreed that the guiding principles outlined in the policy were the right ones, where 1 = Totally Disagree and 5 = Totally Agree. The average score was **3.27**.

Respondents were also asked to suggest how this section could be improved. The suggestions made are summarised below:

- Should be an aim that all schools are in condition A/B buildings, not just special schools
- Develop a long term stable financial framework for all schools
- Include the potential for shared 'back office' functions e.g. business managers
- Need to develop Welsh-medium provision in the secondary sector
- Not necessarily true in all cases that all-through, multi-sited and federated models will improve the current system and deliver the aims
- Concern about the impact on governors
- One of the guiding principles should be 'can we afford it'?
- Multi-site secondary schools gives more responsibility to a smaller group of leaders
- Concern about the impact of more Welsh-medium education on English-medium education
- Very small schools of under 30 pupils should be closed

- Seems clear that there will have to be some school closures – is the political will there?
- Unclear to Infants Schools how creating all-through primaries would improve opportunities for pupils
- Over reliance on collaboration – the Council should take the lead
- Unsure whether the plans will produce enough savings to allow adequate overall funding of all schools
- As a minimum, should change wording to read ‘all secondary schools...’ and ‘all small primary schools...’
- Concern about the suggestion that governing bodies will be expected to take the lead – this is likely to overstretch governors, who are volunteers
- Important that the council is open and transparent in its communication with communities
- What would define a best solution?
- Concern about focus on ‘creating demand’ for Welsh-medium provision
- The council should look at closing very small schools with less than 50 pupils to save money
- Establish more Welsh streams in the primary sector to feed Welsh-medium secondary provision
- Develop the use of technology to improve standards, eg delivering sixth form lessons to multiple sites by video
- Concern about post-16 learners having to travel several hours a day
- Don’t like the idea of ‘super-schools’
- Ensure that impact assessments apply through formal consultation, to publicise the outcomes of consultations and use this to inform Cabinet decisions
- The principles are centred around saving money not the benefit of pupils
- Not all about size – small schools can be efficient and produce excellent results
- Is there evidence that all through schools are more effective?
- Powys is behind the times re Welsh medium provision in comparison to other authorities
- All decisions and resources should be devolved to schools
- Concern about closing schools in order to merge them – learners who have to travel are at a disadvantage due to the longer day
- Concern about implications of collaboration / shared headteacher arrangements on schools
- Do more to attract business to set up in the area
- The council should start looking at multi sited models of education with more pace
- Haven’t seen any sound evidence that backs the all-through model – there are mixed results across Wales, it shouldn’t be seen as a solution for all.

Section 5 – Key Considerations

Respondents were asked to state to what extent they agreed that the key considerations outlined in the policy were the right ones, where 1 = Totally Disagree and 5 = Totally Agree. The average score was **3.70**.

Respondents were also asked to suggest how this section could be improved. The suggestions made are summarised below:

- Develop a long term stable financial framework for all schools
- Ensure all centrally provided support services improve and become more efficient

- Should mention education and it's quality and accessibility
- Leadership could include recruitment and retention
- Need more recognition of post 16 issues
- Would like the considerations to be in priority – would guess finance would be at the top – need to provide the best education for our children that we can afford
- Demography is a critical factor for long term planning, such as this
- The Council needs to make decisions from a county wide perspective
- Need to add reference to use of internet and digital learning
- More emphasis on providing training opportunities for future leaders
- Collaborative working should be encouraged, but doubt that this will provide the financial efficiency needed to sustain the current education model in Powys
- Concern about headteachers overseeing schools in different clusters that are miles apart and have several schools in between
- Need to be open with parents and the public
- Transport is a key consideration
- Concern about impact on the workload of school leaders
- Concern about the definition of a 'small school' as a school with less than 91 pupils
- Concern about very large schools – staff can't get to know children as well
- Close schools with less than 50 pupils as they are not viable
- Re-organise Welsh-medium secondary provision – current providers in north Powys are too close to each other
- Include a maximum journey time for pupils
- Larger schools are not necessarily better
- You talk about negatives in relation to small schools but there are positives too
- Need more focus on financial resources and leadership
- Breakfast and after school clubs should be a focus for working parents
- Well-being of staff that have to deliver has been overlooked
- Small schools should not have safeguarded positions/budgets with regards to funding – they must be financially viable and funded as per larger schools

Section 6 – Work Programme

Respondents were asked to state to what extent they agreed that the approach outlined for agreeing a work programme was the right approach, where 1 = Totally Disagree and 5 = Totally Agree. The average score was **3.33**.

Respondents were also asked to suggest how this section could be improved. The suggestions made are summarised below:

- Needs to be clear how requests from governing bodies will be included in the work plan
- Need for leadership role from local authority rather than leaving this up to individual schools
- Viable post-16 education should feature on this list
- The work programme sounds more reactive than proactive
- Concern about the ability of schools with tiny numbers of pupils to deliver an appropriate education
- A flexible approach could lead to inconsistencies across the county – could one area lag behind another because it lacks the local initiative and skills to look at alternatives?
- Governing bodies shouldn't be expected to lead the engagement with communities

- How will an increased workload for a smaller workforce be avoided?
- WG definition of a small school does not take into account the size of Powys
- Will schools who do not wish to amalgamate / federate be able to make that choice, or will that autonomy be removed?
- Working with and listening to schools is key
- No reference to addressing deficit budgets
- Consultation should be about listening – Powys never seem to listen
- How is having one headteacher for two schools better than having two headteachers for two schools?

Other comments

Respondents were also asked to provide any additional comments on the draft policy. The comments received are summarised below:

- Seems to be no strategy to achieve a long term stable framework to finance all schools in Powys
- Need a stronger commitment to more meaningful dialogue with and support for school governors
- There have been too many consultations using in-house and external consultancies, the process takes too long and the council avoids implementation
- Budget pressures are having an impact on education
- If the remit of headteachers expands e.g. through federation, they will need support e.g. through the appointment of a business manager
- Individual communities do not always see the 'bigger picture' – the LA may need to make difficult decisions in the face of opposition
- Prioritisation of Welsh-medium needs to happen in conjunction with a clear strategy for English-medium which will face pressure as places in Welsh-medium increase
- Document lacks many details – schools want to know what's in it for them
- Difficult to believe the Council can make significant budget savings by increased inter-school collaboration
- There are too many secondary school sites in Powys, which due to small numbers in year groups limits choices at key stage 4 and post 16
- Pace and scale of change by the council does not appear to be quick enough
- School balances are projected to decline, and the document does not clearly set out and commit to how it will deliver a high quality education system that is affordable and sustainable in the long term
- Pleasing to see the acknowledgement of the importance of rural schools in rural communities
- Real action needed to improve post-16 provision – having to attend multiple school sites is having a negative impact on pupils' experience of sixth form
- Need to do more to encourage great teachers to work and live in Powys
- The council is inflicting too much pressure on schools
- The council needs to address some of the runaway budgets of schools that are being allowed to continue
- Give the schools the money and resources they need to provide a decent learning environment

3.2 Other written responses

14 other written responses were received. These responses vary greatly in length and level of detail, however the main issues raised in each response are summarised below:

Number	Issues raised
1	<ul style="list-style-type: none"> - Reference to typing error
2	<ul style="list-style-type: none"> - Need for additional support for Welsh-medium schools for translation services - Need to review SEN provision - Need additional investment in ICT provision - Concern that individual headteachers determine which pupil performance tracking systems they use - Support colocation of council services to schools
3	<ul style="list-style-type: none"> - Request for list of rural schools
4	<ul style="list-style-type: none"> - Support ambition to increase Welsh-medium provision - Pleased to see reference to the role schools play in their communities - In developing new infrastructure, the council has an opportunity to entrench the principles of collaboration by ensuring spaces are appropriately designed and secured by stipulating shared usage at the initial phases
5	<ul style="list-style-type: none"> - Unclear in the document what the step change referred to actually is - Introduction does not mention the main challenge facing the council – the continuing reduction in financial resources available to schools - Some important issues that were mentioned in the 2015 policy which aren't included here - Not clear what the rationale is for moving towards more collaboration and joint working - Need to be clear that headteachers who take responsibility for more than one school will be properly supported - Should be clear that collaboration should normally be between schools in close proximity to each other so that as little travelling time as possible is involved - Effective collaboration will require teachers, governors, councillors and parents to be open to a less parochial approach - Proposal to create demand by increasing Welsh medium places needs to be explained and justified in more detail - Document does not set out an aspiration for school size which were included in the 2015 policy – are these aspirations no longer part of the Council's guiding principles? - Would like more detail on the Council's plans for post-16 provision - Impression given is that the approach to school reorganisation will be rather laissez faire with an emphasis on schools to come forward with proposals. However, local communities do not always see the bigger picture – the Council is in the best position to take the wider view.

	<ul style="list-style-type: none"> - Will be important for the Director of Education to consult with various representative bodies of headteachers and governors before agreeing the work programme with the portfolio holder
6	<ul style="list-style-type: none"> - Broadly satisfied with the general thrust of the document, but find much of the content to be rather vague and general in nature - Lack of any remarks addressing provision for pupils with special learning needs – this appears a major omission - Concern about the heavy-handed implementation of the Welsh Government's Welsh Language policy
7	<ul style="list-style-type: none"> - Welcome statements relating to schools engaging with residents, being involved within community life and school sites being used by the community for services other than education. - Document does not cover how the Council will maximise its aspiration and successfully achieve such activities in communities
8	<ul style="list-style-type: none"> - Key driver seems to be reducing cost not improving education for children - Parents and governing bodies will likely want to know what the policy means for them in reality – this is unclear
9	<ul style="list-style-type: none"> - The Council must have an aim to provide adequate funding for its schools - Some mention must be made of developing digital learning / use of the internet
10	<ul style="list-style-type: none"> - Support for the commitment to increasing demand for Welsh-medium education - Would like to see an acknowledgement of the importance of clear progression from pre-school settings to primary to secondary and post-16
11	<ul style="list-style-type: none"> - Agree with the vision set out in section 2 and pleased to note the commitment to engaging with residents and communities and to promoting stronger partnership working - Reference to secondary schools already working collaboratively in a number of areas with other secondary schools and feeder primary schools - Reasonable travel time is more important a consideration than reasonable distance – would urge the Council to look again at this
12	<ul style="list-style-type: none"> - While a 'one size fits all' may not be appropriate, concerned that too many bespoke solutions may limit Powys' ability to effectively support the new landscape. Some models may be better than others, e.g. school federations do not necessarily provide significant financial savings - What lessons have been learned from existing multi-site, all-through and federated schools? - What cost benefits have been documented from existing collaborations? - What incentives can be supplied to expediate school partnerships? - To what extent have technology solutions been considered? - Concern about whether the plan will lead to significant efficiency gains

13	<ul style="list-style-type: none">- The Council needs to accept that meeting the needs of Welsh-medium pupils means designated schools- What does 'strong and attractive post-16 provision' mean for Welsh-medium pupils?- Reluctance to reorganise educational provision to address falling pupil numbers shows that the authority is avoiding its responsibility
14	<ul style="list-style-type: none">- Need to ensure that you listen to the pupil voice

Cyngor Sir Powys County Council

Impact Assessment (IA)

The integrated approach to support effective decision making



This **Impact Assessment (IA)** toolkit, incorporating Welsh Language, Equalities, Well-being of Future Generations Act, Sustainable Development Principles, Communication and Engagement, Safeguarding, Corporate Parenting, Community Cohesion and Risk Management, supporting effective decision making and ensuring compliance with respective legislation.

Please read the accompanying guidance before completing the form.

Draft versions of the assessment should be watermarked as "Draft" and retained for completeness. However, only the final version will be made publicly available. Draft versions may be provided to regulators if appropriate. In line with Council policy IAs should be retained for 7 years.

Service Area	Schools Service	Head of Service	Gareth Jones	Strategic Director	Ian Budd	Portfolio Holder	Cllr Myfanwy Alexander
Proposal	New Policy – School Organisation Policy						
Outline Summary / Description of Proposal							
A new policy for the development and organisation of schools in Powys has been produced, which will replace the Schools Organisation Policy 2015. Consultation on a draft version of the policy took place between November 2017 and January 2018. The policy has been updated to take account of the feedback received.							

Page 43

Profile of savings delivery (if applicable)

2018-19	2019-20	2020-21	2021-22	2022-23	TOTAL
£N/A	£N/A	£N/A	£N/A	£N/A	£N/A

2. Consultation requirements

Consultation Requirement	Consultation deadline	Feedback considered
Public consultation required	Consultation took place between November 2017 and January 2018.	Yes

3. Version Control (services should consider the impact assessment early in the development process and continually evaluate)

Version	Author	Job Title	Date
1	Sarah Astley	Schools Transformation and Welsh-medium Education Programme Manager	24/10/17
2	Sarah Astley	Schools Transformation and Welsh-medium Education Programme Manager	20/02/18

Cyngor Sir Powys County Council

Impact Assessment (IA)

The integrated approach to support effective decision making



4. Impact on Other Service Areas

Does the proposal have potential to impact on another service area? (Including implication for Health & Safety and Corporate Parenting)
PLEASE ENSURE YOU INFORM / ENGAGE ANY AFFECTED SERVICE AREAS AT THE EARLIEST OPPORTUNITY

N/A

Service Area informed: **Contact Officer liaised with:**

Mitigation

Page 44

4. How does your proposal impact on the council's strategic vision?

Council Priority	How does the proposal impact on this priority?	IMPACT Please select from drop down box below	What will be done to better contribute to positive or mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
The Economy We will develop a vibrant economy	The policy includes a greater commitment to pursuing alternative models of delivering education, which would see the retention of provision in rural communities, and will make a positive contribution to the economy of rural areas and the retention of employment opportunities in these areas.	Good		Choose an item.
Health and Care We will lead the way in effective, integrated rural health and care	The policy includes a greater commitment to pursuing alternative models of delivering education, which would see the retention of provision in rural communities, which will have a positive impact on the health and well-being of pupils living in rural areas.	Good		Choose an item.
Learning and skills We will strengthen learning and skills	The policy sets out the Cabinet's vision to strengthen learning and skills, and sets out the council's aspiration to have an educational infrastructure which will enable the achievement of the Cabinet's vision.	Very Good	N/A	Choose an item.

Cyngor Sir Powys County Council
Impact Assessment (IA)

The integrated approach to support effective decision making



Council Priority	How does the proposal impact on this priority?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to positive or mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
Residents and Communities We will support our residents and communities	The policy includes a greater commitment to developing the role of schools in their communities, as well as a greater commitment to pursuing alternative models of delivering education, which would see the retention of provision in rural communities.	Good	N/A	Choose an item.

Source of Outline Evidence to support judgements
N/A

6. How does your proposal impact on the Welsh Government’s well-being goals?

Page 46

Well-being Goal	How does proposal contribute to this goal?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to positive or mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<p>A prosperous Wales: An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work.</p>	<p>The policy aims to use educational resources efficiently, and includes a greater commitment to pursuing alternative models of delivering education, which would see the retention of provision in rural communities, which would limit the requirement for additional home to school travel for pupils. This would have less of an impact on the environment.</p> <p>The council’s key purpose is to enable the children and young people of Powys to become:</p> <ul style="list-style-type: none"> - safe, healthy, confident and resilient; - ambitious, capable learners, ready to learn throughout their lives; - enterprising, creative contributors, ready to play a full part in life and work; - ethical and informed citizens ready to lead fulfilling lives as valued members of society. 	Good		Choose an item.

Cyngor Sir Powys County Council

Impact Assessment (IA)

The integrated approach to support effective decision making



Page 47

<p>A resilient Wales: A nation which maintains and enhances a biodiverse natural environment with healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for example climate change).</p>	<p>The policy includes a greater commitment to pursuing alternative models of delivering education, which would see the retention of provision in rural communities, which would limit the requirement for additional home to school travel for pupils.</p>	<p>Good</p>		<p>Choose an item.</p>
<p>A healthier Wales: A society in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood.</p>	<p>The policy includes a greater commitment to pursuing alternative models of delivering education, which would see the retention of provision in rural communities, which would have a positive impact on the health and well-being of pupils living in rural areas.</p>	<p>Good</p>		<p>Choose an item.</p>
<p>A Wales of cohesive communities: Attractive, viable, safe and well-connected Communities.</p>	<p>The policy includes a greater commitment to developing the role of schools in their communities, as well as a greater commitment to pursuing alternative models of delivering education, which would see the retention of provision in rural communities. The alternative models to be pursued would see improved links between schools, which would also strengthen links between communities.</p>	<p>Good</p>		<p>Choose an item.</p>
<p>A globally responsible Wales: A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being.</p>	<p>The policy includes a greater focus on engagement with communities in order to encourage stakeholder engagement and collaboration to determine the best solution for each individual area.</p>	<p>Good</p>		<p>Choose an item.</p>
<p>A Wales of vibrant culture and thriving Welsh language: A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation.</p>				
<p>Opportunities for persons to use the Welsh language, and treating the Welsh language no less favourable than the English language</p>	<p>The policy includes an aim to 'increase demand for Welsh-medium provision and provide access to provision which will enable pupils to become confident Welsh speakers'</p>	<p>Good</p>		<p>Choose an item.</p>

Cyngor Sir Powys County Council

Impact Assessment (IA)

The integrated approach to support effective decision making



<i>Opportunities to promote the Welsh language</i>	The policy includes an aim to 'increase demand for Welsh-medium provision and provide access to provision which will enable pupils to become confident Welsh speakers' and a commitment to establish new Welsh-medium provision	Good		Choose an item.
<i>Welsh Language impact on staff</i>	The policy includes an aim to 'increase demand for Welsh-medium provision and provide access to provision which will enable pupils to become confident Welsh speakers'	Good		Choose an item.
<i>People are encouraged to do sport, art and recreation.</i>	N/A	Choose an item.		Choose an item.
A more equal Wales: A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances).				
<i>Age</i>	The policy will affect all school aged pupils in Powys (4-18), which will include pupils belonging to a number of protected characteristic groups, however the policy's aim is to improve the provision available for all Powys pupils, including pupils belonging to protected characteristic groups.	Good		Choose an item.
<i>Disability</i>		Good		Choose an item.
<i>Gender reassignment</i>		Good		Choose an item.
<i>Marriage or civil partnership</i>		Good		Choose an item.
<i>Race</i>		Good		Choose an item.
<i>Religion or belief</i>		Good		Choose an item.
<i>Sex</i>		Good		Choose an item.
<i>Sexual Orientation</i>		Good		Choose an item.
<i>Pregnancy and Maternity</i>		Good		Choose an item.

Page 48

Cyngor Sir Powys County Council

Impact Assessment (IA)

The integrated approach to support effective decision making



Source of Outline Evidence to support judgements

N/A

7. How does your proposal impact on the council's other key guiding principles?

Principle	How does the proposal impact on this principle?	IMPACT Please select from drop down box below	What will be done to better contribute to positive or mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
Sustainable Development Principle (5 ways of working)				
Long Term: Looking to the long term so that we do not compromise the ability of future generations to meet their own needs.	The policy is intended to develop a network of schools that will meet current and longer term requirements within our communities.	Good		Choose an item.
Collaboration: Working with others in a collaborative way to find shared sustainable solutions.	Collaboration is the cornerstone of the new approach to transforming the learning network.	Very Good		Choose an item.
Involvement (including Communication and Engagement): Involving a diversity of the population in the decisions that affect them.	There is an emphasis on early engagement with school communities to find solutions that are acceptable whilst also meeting strategic aims.	Very Good		Choose an item.
Prevention: Understanding the root causes of issues to prevent them from occurring.	The policy will focus on gaining a strong understanding of the issues, not only from data, but also from school communities themselves, in order to find solutions.	Good		Choose an item.
Integration: Taking an integrated approach so that public bodies look at all the well-being goals in deciding on their well-being objectives.	An integrated approach will be required with other public bodies to understand the optimum solutions for our school communities.	Good		Choose an item.
Preventing Poverty: Prevention, including helping people into work and mitigating the impact of poverty.	The policy sets out the Cabinet's vision to strengthen learning and skills, and sets out the council's aspiration to have an educational infrastructure which will enable the achievement of the Cabinet's vision.	Good		Choose an item.

Page 49

Cyngor Sir Powys County Council

Impact Assessment (IA)

The integrated approach to support effective decision making



Page 50

Principle	How does the proposal impact on this principle?	IMPACT Please select from drop down box below	What will be done to better contribute to positive or mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
Unpaid Carers: Ensuring that unpaid carers views are sought and taken into account	N/A	Choose an item.		Choose an item.
Safeguarding: Preventing and responding to abuse and neglect of children, young people and adults with health and social care needs who can't protect themselves.	One of the main aims is to ensure that children and young people of Powys are supported to be: - safe, healthy, confident and resilient;	Good		Choose an item.
Impact on Powys County Council Workforce	Any potential change to the organisation of schools may have an impact on the workforce within those schools. There may also be an additional resources required within local authority departments, for example HR, if any change is required to the organisation of schools as a result of this proposal.	Neutral		Choose an item.
Source of Outline Evidence to support judgements				

8. Achievability of proposal?

Impact on Service / Council	Risk to delivery of the proposal	Inherent Risk
Medium	Medium	Medium
Mitigation		

Cyngor Sir Powys County Council

Impact Assessment (IA)

The integrated approach to support effective decision making



9. What are the risks to service delivery or the council following implementation of this proposal?

Risk Identified	Inherent Risk Rating	Mitigation	Residual Risk Rating
Potential for decisions to be legally challenged	Medium	Ensure all statutory processes are fully compliant with legislation and protocols.	Low
Reliance on a partnership approach to school reorganisation may mean that benefits take longer to be achieved – may have an impact on school leadership, standards and budgets.	Medium	Ensure that any review processes are carried out in an efficient manner, reducing the overall amount of time needed.	Low
	Choose an item.		Choose an item.
Overall judgement (to be included in project risk register)			
Very High Risk	High Risk	Medium Risk	Low Risk
			Low

10. Indicative timetable for actions to deliver change proposal, if approved

Action	Target Date	Outcome	Decisions made
Consultation	To be completed by End of January 2017	Policy and feedback to be considered by Cabinet	Policy to be approved for implementation and Work Programme agreed
Policy implemented	1 April 2017		
Portfolio Holder decision required	No	Date required	
Cabinet decision required	Yes	Date required	13 March 2018
Council decision required	No	Date required	

11. Indicative resource requirements (FTE) – link to Resource Delivery Plan

Support Requirements	2018-19				2019-20				2020-21			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Business Case for additional resources has been submitted to Corporate Mgt Team												

12. Overall Summary and Judgement of this Impact Assessment?

Outline Assessment (to be inserted in cabinet report)	Cabinet Report Reference:
The new Plans for Powys Schools Policy – Vision 2025 has a positive impact on the areas of assessment.	

13. Is there additional evidence to support the Impact Assessment (IA)?

What additional evidence and data has informed the development of your proposal?

The policy has been updated to take account of feedback received during the consultation period.

14. On-going monitoring arrangements?

What arrangements will be put in place to monitor the impact over time?

A Schools Organisation Steering Group will be established to monitor progress of the Delivery Plan.

Please state when this Impact Assessment will be reviewed.

On an annual basis.

15. Sign Off

Page 52

Position	Name	Signature	Date
Impact Assessment Lead:	Sarah Astley		
Head of Service:	Gareth Jones		
Strategic Director:	Ian Budd		
Portfolio Holder:	Cllr Myfanwy Alexander		

16. Governance

Decision to be made by	Date required
Cabinet	13 March 2018

FORM ENDS

Powys Pupils on Roll

Report Date: 11/01/2018			Pupils on School Roll in 'Teacher Centre' MIS as at Report Date																					
Sch. No.	School Name	Sector	N1 (-2)	N2 (-1)	R (0)	Yr.1	Yr.2	Yr.3	Yr.4	Yr.5	Yr.6	Yr.7	Yr.8	Yr.9	Yr.10	Yr.11	Yr.12	Yr.13	Yr.14	School Total	Yr. 1-11 Total	Yr. N1-6 Total	Yr. 7-14 Total	
1102	Powys PRU	EOTAS	0	0	0	0	0	0	0	0	0	0	0	0	8	6	0	0	0	14	14	0	14	
2002	Abermule	PRIM	0	0	5	13	9	7	3	13	9	0	0	0	0	0	0	0	59	54	59	0		
2003	Arddleen	PRIM	0	0	12	13	13	11	11	15	11	0	0	0	0	0	0	0	86	74	86	0		
2004	Banw	PRIM	0	0	2	2	1	7	4	4	6	0	0	0	0	0	0	0	26	24	26	0		
2005	Berriew	PRIM	0	0	7	13	10	12	11	12	9	0	0	0	0	0	0	0	74	67	74	0		
2008	Caersws	PRIM	0	9	5	3	6	4	12	1	11	0	0	0	0	0	0	0	51	37	51	0		
2009	Ysgol Carno	PRIM	0	0	6	3	7	4	6	5	4	0	0	0	0	0	0	0	35	29	35	0		
2010	Carreghofa	PRIM	0	0	9	14	16	17	12	22	11	0	0	0	0	0	0	0	101	92	101	0		
2018	Leighton	PRIM	0	0	7	9	11	11	6	13	6	0	0	0	0	0	0	0	63	56	63	0		
2019	Ysgol Llanbrynmair	PRIM	0	0	9	7	10	9	7	7	7	0	0	0	0	0	0	0	56	47	56	0		
2020	Llandinam	PRIM	0	5	5	6	3	6	4	12	3	0	0	0	0	0	0	0	44	34	44	0		
2021	Llanfair Caereinion	PRIM	0	0	23	22	25	26	26	26	26	0	0	0	0	0	0	0	174	151	174	0		
2030	Ysgol Meifod	PRIM	0	0	10	11	10	15	3	12	12	0	0	0	0	0	0	0	73	63	73	0		
2040	Penygloddfa	PRIM	0	0	36	34	43	46	44	45	42	0	0	0	0	0	0	0	290	254	290	0		
2046	Pontrobert	PRIM	0	0	4	6	2	2	3	7	4	0	0	0	0	0	0	0	28	24	28	0		
2046	Ysgol Dyffryn Trannon	PRIM	0	0	19	17	25	16	19	11	14	0	0	0	0	0	0	0	121	102	121	0		
2048	Ladywell Green	PRIM	0	0	32	31	32	0	0	0	0	0	0	0	0	0	0	0	95	63	95	0		
2049	Guilsfield	PRIM	0	0	23	13	24	9	20	17	27	0	0	0	0	0	0	0	133	110	133	0		
2050	Llanidloes	PRIM	0	0	26	44	36	36	52	48	42	0	0	0	0	0	0	0	284	258	284	0		
2051	Buttington/Trewern	PRIM	0	0	17	25	18	23	26	21	25	0	0	0	0	0	0	0	155	138	155	0		
2053	Brynhafren	PRIM	0	0	5	7	5	6	9	7	1	0	0	0	0	0	0	0	40	35	40	0		
2054	Churchstoke	PRIM	0	0	4	10	5	4	7	5	6	0	0	0	0	0	0	0	41	37	41	0		
2056	Hafren Juniors	PRIM	0	0	0	0	0	35	41	49	33	0	0	0	0	0	0	0	158	158	158	0		
2057	Llanfyllin	PRIM	0	0	18	20	27	16	21	24	27	0	0	0	0	0	0	0	153	135	153	0		
2058	Ysgol Glantwymyn	PRIM	0	0	10	9	14	7	12	5	13	0	0	0	0	0	0	0	70	60	70	0		
2059	Ysgol Pennant	PRIM	0	0	12	11	13	13	5	8	8	0	0	0	0	0	0	0	70	58	70	0		
2060	Maesyrrhandir	PRIM	0	22	19	29	14	25	26	28	22	0	0	0	0	0	0	0	185	144	185	0		
2062	Treowen	PRIM	8	0	28	14	19	24	12	23	18	0	0	0	0	0	0	0	146	110	146	0		
2066	Franksbridge	PRIM	0	0	7	5	2	8	5	4	7	0	0	0	0	0	0	0	38	31	38	0		
2068	Llanbister	PRIM	0	0	7	13	5	7	5	3	1	0	0	0	0	0	0	0	41	34	41	0		
2070	Cefnlllys	PRIM	0	24	29	38	39	30	27	28	33	0	0	0	0	0	0	0	248	195	248	0		
2071	Llanfihangel Rhyd.	PRIM	0	0	9	6	0	5	5	6	4	0	0	0	0	0	0	0	35	26	35	0		
2075	Presteigne	PRIM	0	0	24	24	18	20	22	24	29	0	0	0	0	0	0	0	161	137	161	0		

Powys Pupils on Roll

Report Date: 11/01/2018			Pupils on School Roll in 'Teacher Centre' MIS as at Report Date																				
Sch. No.	School Name	Sector	N1 (-2)	N2 (-1)	R (0)	Yr.1	Yr.2	Yr.3	Yr.4	Yr.5	Yr.6	Yr.7	Yr.8	Yr.9	Yr.10	Yr.11	Yr.12	Yr.13	Yr.14	School Total	Yr. 1-11 Total	Yr. N1-6 Total	Yr. 7-14 Total
2076	Radnor Valley	PRIM	0	4	6	15	7	3	6	5	19	0	0	0	0	0	0	0	0	65	55	65	0
2077	Crossgates	PRIM	0	0	24	18	17	29	18	24	19	0	0	0	0	0	0	0	0	149	125	149	0
2079	Mount Street Junior	PRIM	0	0	0	0	0	43	37	37	29	0	0	0	0	0	0	0	0	146	146	146	0
2080	Mount St. Infants	PRIM	0	38	50	46	39	0	0	0	0	0	0	0	0	0	0	0	0	173	85	173	0
2084	Ysgol Dôlafon	PRIM	0	3	7	8	12	10	4	8	11	0	0	0	0	0	0	0	0	63	53	63	0
2089	Builth Wells	PRIM	0	0	19	33	30	29	33	40	43	0	0	0	0	0	0	0	0	227	208	227	0
2092	Sennybridge	PRIM	0	14	22	22	17	19	16	20	9	0	0	0	0	0	0	0	0	139	103	139	0
2113	Crickhowell	PRIM	0	0	30	17	28	32	30	35	32	0	0	0	0	0	0	0	0	204	174	204	0
2115	Cradoc	PRIM	13	3	22	13	15	17	17	13	19	0	0	0	0	0	0	0	0	132	94	132	0
2116	Hay-on-Wye	PRIM	0	0	27	18	25	23	24	18	21	0	0	0	0	0	0	0	0	156	129	156	0
2117	Llangynidr	PRIM	0	0	18	15	19	22	19	23	21	0	0	0	0	0	0	0	0	137	119	137	0
2120	Llrfon Valley	PRIM	0	5	5	4	5	9	6	10	6	0	0	0	0	0	0	0	0	50	40	50	0
2120	Llanfaes	PRIM	0	21	29	27	30	26	26	26	33	0	0	0	0	0	0	0	0	218	168	218	0
2120	Ysgol Y Bannau	PRIM	0	0	15	16	26	15	13	19	10	0	0	0	0	0	0	0	0	114	99	114	0
2120	Ysgol Rhiw-Bechan	PRIM	0	17	18	17	20	21	26	21	22	0	0	0	0	0	0	0	0	162	127	162	0
2146	Llanrhaeadr Ym Moch.	PRIM	0	0	11	7	11	9	13	11	13	0	0	0	0	0	0	0	0	75	64	75	0
2147	Bro Cynllaith	PRIM	0	0	3	4	1	3	8	6	4	0	0	0	0	0	0	0	0	29	26	29	0
2148	Dafydd Llwyd	PRIM	0	0	21	23	22	23	27	23	30	0	0	0	0	0	0	0	0	169	148	169	0
2149	Cribarth	PRIM	0	11	15	15	18	20	18	24	17	0	0	0	0	0	0	0	0	138	112	138	0
2150	Golwg y Cwm	PRIM	0	28	16	32	30	24	25	23	24	0	0	0	0	0	0	0	0	202	158	202	0
2151	Bro Tawe	PRIM	0	0	12	28	31	28	32	27	28	0	0	0	0	0	0	0	0	186	174	186	0
2152	Dyffryn y Glowyr	PRIM	0	71	49	48	52	45	33	41	29	0	0	0	0	0	0	0	0	368	248	368	0
2153	Ysgol y Mynydd Du	PRIM	0	0	17	6	13	15	13	21	7	0	0	0	0	0	0	0	0	92	75	92	0
2154	Ysgol Gymraeg y Trallwng	PRIM	0	0	14	12	14	12	9	7	8	0	0	0	0	0	0	0	0	76	62	76	0
3000	Llanfechain	PRIM	0	0	4	5	2	5	6	6	11	0	0	0	0	0	0	0	0	39	35	39	0
3002	Montgomery	PRIM	0	0	20	11	19	17	13	17	10	0	0	0	0	0	0	0	0	107	87	107	0
3016	Forden	PRIM	0	0	17	7	8	11	10	9	13	0	0	0	0	0	0	0	0	75	58	75	0
3021	Llandysilio	PRIM	0	0	12	6	13	9	14	12	15	0	0	0	0	0	0	0	0	81	69	81	0
3022	Castle Caereinion	PRIM	0	0	2	4	8	0	6	5	6	0	0	0	0	0	0	0	0	31	29	31	0
3026	Gladestry	PRIM	0	0	6	7	2	7	6	7	6	0	0	0	0	0	0	0	0	41	35	41	0
3030	Trefonnen	PRIM	0	10	29	31	34	24	27	25	28	0	0	0	0	0	0	0	0	208	169	208	0
3031	Newbridge	PRIM	0	9	12	20	12	17	15	19	14	0	0	0	0	0	0	0	0	118	97	118	0
3033	Clyro	PRIM	0	0	13	8	14	6	20	17	6	0	0	0	0	0	0	0	0	84	71	84	0

Powys Pupils on Roll

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Sch. No.	School Name	Sector	N1 (-2)	N2 (-1)	R (0)	Yr.1	Yr.2	Yr.3	Yr.4	Yr.5	Yr.6	Yr.7	Yr.8	Yr.9	Yr.10	Yr.11	Yr.12	Yr.13	Yr.14	School Total	Yr. 1-11 Total	Yr. N1-6 Total	Yr. 7-14 Total
3035	Knighton	PRIM	0	21	31	31	30	29	27	24	27	0	0	0	0	0	0	0	0	220	168	220	0
3036	Rhayader	PRIM	0	0	23	22	32	22	27	23	22	0	0	0	0	0	0	0	0	171	148	171	0
3037	Llanelwedd	PRIM	0	7	10	12	20	17	8	14	14	0	0	0	0	0	0	0	0	102	85	102	0
3046	Llangedwyn	PRIM	0	0	4	0	3	6	5	6	3	0	0	0	0	0	0	0	0	27	23	27	0
3050	Llangors C in W	PRIM	0	0	22	21	22	17	15	21	15	0	0	0	0	0	0	0	0	133	111	133	0
3051	Welshpool C in W	PRIM	0	17	45	38	47	46	40	46	35	0	0	0	0	0	0	0	0	314	252	314	0
3301	St. Michael's	PRIM	0	0	18	16	14	12	19	20	20	0	0	0	0	0	0	0	0	119	101	119	0
3303	Llansantffraid	PRIM	0	0	13	27	15	16	12	9	8	0	0	0	0	0	0	0	0	100	87	100	0
3316	Llanbedr	PRIM	7	3	1	4	6	3	6	7	6	0	0	0	0	0	0	0	0	43	32	43	0
3317	Archdeacon Griffiths	PRIM	2	11	7	19	20	17	10	20	16	0	0	0	0	0	0	0	0	122	102	122	0
3318	Priory	PRIM	0	0	17	10	23	19	28	23	17	0	0	0	0	0	0	0	0	137	120	137	0
3320	St.Mary's	PRIM	0	11	13	9	10	14	16	20	16	0	0	0	0	0	0	0	0	109	85	109	0
3327	Llangattock	PRIM	8	0	15	15	16	11	16	10	15	0	0	0	0	0	0	0	0	106	83	106	0
5208	Llanerfyl	PRIM	0	2	3	4	7	1	5	5	5	0	0	0	0	0	0	0	0	32	27	32	0
5500	Ysgol Bro Hyddgen	MIDD	0	0	17	23	31	22	25	30	29	45	50	37	39	52	50	26	0	476	383	177	299
4000	Caereinion HS	SEC	0	0	0	0	0	0	0	0	0	96	83	74	87	87	29	32	0	488	427	0	488
4001	Llanfyllin HS	SEC	0	0	0	0	0	0	0	0	0	95	122	137	144	107	66	83	0	754	605	0	754
4002	Llanidloes HS	SEC	0	0	0	0	0	0	0	0	0	109	83	103	92	95	38	22	0	542	482	0	542
4011	Newtown HS	SEC	0	0	0	0	0	0	0	0	0	196	191	198	207	186	31	38	0	1,047	978	0	1,047
4013	Welshpool HS	SEC	0	0	0	0	0	0	0	0	0	137	149	167	143	134	67	61	0	858	730	0	858
4019	Llandrindod HS	SEC	0	0	0	0	0	0	0	0	0	89	93	86	78	96	25	31	0	498	442	0	498
4020	Builth Wells HS	SEC	0	0	0	0	0	0	0	0	0	74	97	106	86	87	35	41	0	526	450	0	526
4021	Maesydderwen	SEC	0	0	0	0	0	0	0	0	0	99	94	78	77	76	47	35	0	506	424	0	506
4022	Brecon HS	SEC	0	0	0	0	0	0	0	0	0	86	93	62	100	80	34	27	0	482	421	0	482
4023	Gwernyfed HS	SEC	0	0	0	0	0	0	0	0	0	90	75	80	63	70	32	25	0	435	378	0	435
4024	Crickhowell HS	SEC	0	0	0	0	0	0	0	0	0	143	146	139	136	126	89	90	0	869	690	0	869
7001	Brynllwarch Hall	SPEC	0	0	0	0	0	0	1	1	6	2	7	3	16	6	5	5	3	55	42	8	47
7002	Ysgol Cedewain	SPEC	0	0	3	4	4	5	3	12	8	6	9	11	15	5	8	8	7	108	82	39	69
7004	Ysgol Penmaes	SPEC	0	0	5	5	1	2	5	3	4	10	13	7	12	13	6	10	7	103	75	25	78
3950	EHE (Home Education)	EOTAS	0	1	1	0	8	4	6	6	12	9	13	13	19	18	0	0	0	110	108	38	72
9000	EOTAS	EOTAS	0	0	1	1	2	2	4	1	2	4	2	7	4	6	8	1	3	48	35	13	35
666	Powys Grand Total:		38	367	1,243	1,276	1,367	1,299	1,314	1,405	1,314	1,290	1,320	1,308	1,326	1,250	570	535	20	17,242	14,469	9,623	7,619

Powys Pupils on Roll

Report Date: 11/01/2018			Pupils on School Roll in 'Teacher Centre' MIS as at Report Date																				
Sch. No.	School Name	Sector	N1 (-2)	N2 (-1)	R (0)	Yr.1	Yr.2	Yr.3	Yr.4	Yr.5	Yr.6	Yr.7	Yr.8	Yr.9	Yr.10	Yr.11	Yr.12	Yr.13	Yr.14	School Total	Yr. 1-11 Total	Yr. N1-6 Total	Yr. 7-14 Total
666	Powys Sub-Totals:		38	367	1,243	1,276	1,367	1,299	1,314	1,405	1,314	1,290	1,320	1,308	1,326	1,250	570	535	20	17,242	14,469	9,623	7,619

Scrutiny observations on Schools Policy

Scrutiny Committee B considered the draft Schools Policy at their meeting on the 26th January 2018. Their observations by way of an extract from the minutes of that meeting are attached at Appendix A.

The Scrutiny Group welcome the production of the Schools Policy which provides welcome clarity from the Cabinet regarding their approach in conjunction with Vision 2025. The Schools Policy has been amended in light of the consultation process and some of the observations made by scrutiny have been addressed. However, some concerns remain and in addition other concerns have been raised in the WAO Annual Audit letter. Scrutiny therefore seek assurance from Cabinet that they are content the Policy is sufficiently clear to address these issue:

1 Regulatory concerns:

At Audit Committee on 20th February 2018 the Annual Audit Letter 2016-17 (dated 25th January 2018 was received which included reference to the use of resources:

reported the need for the Council to increase the pace and scale of change in implementing its 'Schools Organisation Policy, Planning Education Provision', in order to achieve an affordable and sustainable education service.

This came from the Annual Improvement Report 2016-17 which included reference to the Review of Education and Finance June 2017 where the following recommendation was made:

In order to achieve an affordable and adequately resourced school system, the Council should increase the pace and scale of change in implementing its Schools Organisation Policy, Planning Education Provision. In particular, the Council should work with partners inside and outside Wales to ensure that learners aged 16 to 19 are able to access a suitable curriculum in the language of their choice.

Scrutiny seek assurance that Cabinet have been mindful of these Auditor recommendations when preparing the policy.

2. Post 16 provision:

The proposals within the Delivery Plan are noted. This needs to proceed at pace as noted by the WAO report. Scrutiny understand that the number of pupils accessing Post 16 provision has dropped by approximately 100 over the last 5 years. These pupils are choosing to access quality provision outside of Powys and the Schools Policy gives an opportunity to refresh what is on offer to pupils within Powys. It is disappointing that it is only intended to implement a new model from September 2019 which the 2018 cohort will not be able to access. The decline in pupils accessing Post 16 in Powys has been known for some years and assurance is sought that this is addressed at pace and within the timescales set out in the Plan.

3. Governance

The governance of this programme remains unclear. A Delivery Plan has been put together for agreement at Cabinet with monitoring at a Steering Group who may consider and include other potential projects. Clarity around the Steering Group's role, terms of reference and reporting mechanisms to Cabinet is lacking within the report and further detail is sought regarding the public oversight and accountability of decisions regarding School Organisation.

Extract from minutes of Scrutiny Committee B 26th January 2018

The Schools Manager Schools Transformation introduced the Draft Schools Policy which is out for consultation (copy filed with signed minutes).

The Portfolio Holder and Director of Education provided additional detail in response to questions and it is the view of scrutiny that it should not be necessary to question the Portfolio Holder and Director of Education to gain an understanding of the Policy. The Policy should contain sufficient detail to be standalone.

The following observations are made:

- The Policy outlines high level aspirations and is short on the level of detail which would be expected in such a policy as to how these will be achieved. It needs to be motivational.
- There is particular lack of detail regarding the financial sustainability of schools and reference needs to be made to the Formula Funding review
- In respect of alternative models of delivery these will need to be based on sound educational principles and research and consideration should be given to referencing this in Section 3 paragraph 4 of the Policy
- Section 5 rightly includes leadership as a key consideration with appropriate aspirations. Consideration should be given to including a similar section on teaching and aspirations relating thereto
- Post 16 provision needs additional detail regarding the current work which is being undertaken with providers. The document acknowledges that schools are challenged by increased competition from out of county providers and notes that joint working will be undertaken to provide a curriculum that meets the needs of learners. This will have to be considerably more attractive than at present. Learners are demonstrating that they are prepared to travel considerable distances and spend a considerable amount of time to access excellent provision on single sites, something the collaborative curriculum within Powys has demonstrably not been able to compete with. There is an urgent need to progress this part of the Policy.
- There is a lack of reference to the role of Governors in supporting the aims of the authority expressed within this policy. Governors will need training and support to fulfil their role.
- There is a lack of reference to early years which are intimately linked to school provision and should be referenced
- The opportunities offered by e-learning should be included with an acknowledgment of what can be delivered using the current infrastructure and what would be needed to fully access the opportunities offered by this technology
- With regard to Governance if the Learning and Skills Programme Board are monitoring progress on the Work Programme they should also be involved in the setting of the Work Programme

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