

Public Document Pack

Cabinet

Meeting Venue
**Committee Room A - County Hall,
Llandrindod Wells, Powys**

Meeting date
Tuesday, 24 May 2016

Meeting time
1.00 pm



County Hall
Llandrindod Wells
Powys
LD1 5LG

For further information please contact
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18 May 2016

AGENDA

1.	APOLOGIES	C88- 2016
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To receive apologies for absence.

2.	MINUTES	C89- 2016
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To authorise the Leader to sign the minutes of the last meeting held on 10th May 2016.

(Pages 5 - 10)

3.	DECLARATIONS OF INTEREST	C90- 2016
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To receive any declarations of interest from Members relating to items to be considered on the agenda.

4.	TALGARTH AND BRONLLYS CP SCHOOLS	C91- 2016
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To consider a report by County Councillor Arwel Jones, Portfolio Holder for Education.

(Pages 11 - 182)

5.	WELSH MEDIUM STREAM AT YSGOL DOLAFON	C92- 2016
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To consider a report by County Councillor Arwel Jones, Portfolio Holder for Education.

(Pages 183 - 190)

6.	HIGHWAYS CAPITAL PROGRAMME 2016-17	C93- 2016
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To consider a report by County Councillor John Brunt, Portfolio Holder for Education.
(Pages 191 - 198)

7.	REVIEW OF THE PLAY SUFFICIENCY ASSESSMENT (WALES) REGULATIONS 2012 - POWYS ACTION PLAN	C94- 2016
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To consider a report by County Councillor Graham Brown, Portfolio Holder for Commissioning, Procurement and Children's Services.
(Pages 199 - 424)

8.	BRECON CULTURAL HUB	C95- 2016
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To consider a report by County Councillor Graham Brown, Portfolio Holder for Commissioning, Procurement and Children's Services, County Councillor Rosemarie Harris, Portfolio Holder for Property, Buildings & Housing, County Councillor Wynne Jones, Portfolio Holder for Finance and County Councillor Avril York, Portfolio Holder for Regeneration.
(Pages 425 - 448)

9.	SCHOOL SCRUTINY PANEL REPORT	C96- 2016
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To receive and consider the report of the School Scrutiny Panel.
(Pages 449 - 466)

10.	CORRESPONDENCE	C97- 2016
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10.1. **Motorsport Activity in Wales**

To consider an email received concerning motorsport activity in Wales.
(Pages 467 - 468)

11.	DELEGATED DECISIONS TAKEN SINCE THE LAST MEETING	C98- 2016
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To note the delegated decisions taken since the last meeting.
(Pages 469 - 470)

12.	FORWARD WORK PROGRAMME	C99- 2016
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To consider the Cabinet forward work programme.
(Pages 471 - 474)

13.	EXEMPT ITEMS	C100- 2016
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The Monitoring Officer has determined that category 1 of the Access to Information Procedure Rules applies to the following item. His view on the public interest test (having taken account of the provisions of Rule 11.8 of the Council's Access to Information Rules) was that to make this information public would disclose personal data relating to an individual in contravention of the principles of the Data Protection Act. Because of this and since there did not appear to be an overwhelming public interest requiring the disclosure of personal data he felt that the public interest in maintaining the exemption outweighs the public interest in disclosing the information. Members are asked to consider these factors when determining the public interest test, which they must decide when considering excluding the public from this part of the meeting.

14.	SCHOOLS SERVICE SENIOR MANAGEMENT CAPACITY	C101- 2016
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To consider a report by the Leader, County Councillor Barry Thomas and the Portfolio Holder for Education, County Councillor Arwel Jones.
(Pages 475 - 496)

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C89- 2016

MINUTES OF A MEETING OF THE CABINET HELD AT COMMITTEE ROOM A - COUNTY HALL, LLANDRINDOD WELLS, POWYS ON TUESDAY, 10 MAY 2016

PRESENT

County Councillor W B Thomas (Chair)

County Councillors R G Brown, J H Brunt, M R Harris, S M Hayes, W T Jones, W J T Powell and E A York

In attendance

County Councillors KW Curry, AW Davies, DC Jones, JG Morris, JG Shearer, K Roberts-Jones, GP Vaughan and JM Williams.

The Leader welcomed County Councillor Rosemarie Harris to the Cabinet and placed on record his thanks to County Councillor Phil Pritchard for his work on the Cabinet. He also extended a welcome to County Councillor Kelvyn Curry who was attending his first Cabinet meeting since his appointment as Chair of the Place Scrutiny Committee.

1.	APOLOGIES	C75 - 2016
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Apologies for absence were received from County Councillor EA Jones and from County Councillor SC Davies, Leader of the Labour Group.

2.	MINUTES	C76 - 2016
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The Leader was authorised to sign the minutes of the last meeting held on 12th April 2016 as a correct record.

3.	DECLARATIONS OF INTEREST	C77 - 2016
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There were no declarations of interest reported.

4.	BUDGET SETTING FOR 2017/18 AND UPDATING THE MEDIUM TERM FINANCIAL STRATEGY	C78 - 2016
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Cabinet considered the proposed approach to budget setting for 2017/18 as well as the steps to be taken to agree the next update of the Medium Term Financial Strategy (MTFS) covering 2017 to 2020. Members were advised that the budget process was being brought forward with the first of three Council seminars taking place in July. The Portfolio Holder for Finance acknowledged the comments made about the need to ensure that impact assessments were completed consistently and advised that a sub group of the Cabinet would be examining them. He also confirmed that he was happy to discuss with the Joint Chairs Scrutiny's input in the budget process.

RESOLVED	Reason for Decision:
That the approach to budget setting for 2017/18 and the Medium Term	To aid business planning and development of the budget over a 3

Financial Strategy and the timetable outlined in the report is agreed.	year period.
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County Councillor York abstained having missed the start of the debate.

5.	PCC STRATEGIC EQUALITY PLAN 2016/20	C79 - 2016
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Cabinet considered the Strategic Equality Plan for 2016/20. The plan set out seven Equality Objectives for the Council and the actions the Council would take to fulfil those objectives. The detail on how these actions would be achieved, would be contained within various Services Team plans, Service Improvement Plans, Powys One Plan, the Hearts and Minds Delivery Plan or the Community Cohesion National Delivery Plan. A report on the outcomes from the existing equality plan would be brought to Cabinet in June.

RESOLVED	Reason for Decision
That the Strategic Equality Plan 2016-20 be approved.	To comply with statutory requirements and good business practice.

6.	JOINT CHAIRS REPORT ON THE COMMISSIONING AND PROCUREMENT BOARD	C80 - 2016
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Cabinet received the report from Joint Chairs on the Commissioning and Procurement Board. The Portfolio Holder for Commissioning and Procurement advised that a response was being drafted and would be available for consideration firstly by the Commissioning and Procurement Board and then by the Cabinet within 6 weeks. The Portfolio Holder also confirmed that he would be happy to meet the Joint Chairs after Cabinet had considered its response.

RESOLVED	Reason for Decision
That a response to the Joint Chairs report be prepared within 6 weeks.	Response to report

7.	REVIEW OF SATURDAY BULKY SERVICE IN MACHYNLLETH	C81 - 2016
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Cabinet considered a proposal to cease the Saturday collection of residual waste in Machynlleth. The collection had been introduced as a pilot mitigation measure following the closure of the Household Waste and Recycling Centre in Machynlleth, for 6 months and had now been operating for over 12 months. Due to the amount of waste being collected, the low recycling rates and the savings the service was required to make, the collection was no longer viable. The Portfolio Holder for Environment and Sustainability noted letters had been received from Llanbrynmair Community Council, Machynlleth Town Council, Glantwymyn Community Council and Cadfarch Community Council, Ecodeyfi Partnership and two individuals opposing the withdrawal of the collection.

County Councillors DC Jones, GP Vaughan and JM Williams spoke as local members to oppose the withdrawal of the Saturday collection. They questioned why west Montgomeryshire was being treated in this way and referred to the long distances that people would have to travel to an alternative site. They also expressed concerns that there would be an increase in fly-tipping.

The Portfolio Holder advised that provision at the community recycling site would be improved by introducing facilities to receive small electrical goods. He also advised that the service was not aware of any increase in fly-tipping. The Portfolio Holder reminded Members that the HTR service had to make further savings and he advised that each of the Household Waste Recycling Centres would be reviewed with two of the five sites liable to close. There would be a report to Cabinet in 3 months once the review had been completed.

RESOLVED	Reason for Decision:
1) To approve Option 3 – Reduce service to fortnightly and restrict residual ‘black bag’ waste. To be implemented from June 1st 2016 for a period of three months followed by Option 5 – Remove the service – from September 1st 2016.	To reduce overspend and help to bring the service back in line with the existing budget and contribute to achieving the Welsh Government’s Statutory Recycling Target.
2) To undertake a communications and awareness campaign in the Machynlleth area.	To ensure residents are fully aware of the alternative provisions and their options for recycling from the kerbside
3) To further improve provision at the Community Recycling Site.	To maximise opportunities for residents to recycle through the kerbside and Community Recycling Site.

8.	TREASURY MANAGEMENT REPORT FOR QUARTER 4	C82 - 2016
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Cabinet received and considered the Treasury Management for Quarter 4.

RESOLVED	Reason for Decision:
That the Treasury Management Quarterly Report be received	To ensure Cabinet remains informed about current Treasury Management performance

9.	CORRESPONDENCE	C83 - 2016
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There were no items of correspondence reported.

10.	DELEGATED DECISIONS TAKEN SINCE THE LAST MEETING	C84- 2016
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Cabinet received details of delegated decisions taken by Portfolio Holders since the last meeting.

11.	FORWARD WORK PROGRAMME	C85 - 2016
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Cabinet received the forward work programme.

12.	EXEMPT ITEMS	C86 - 2016
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RESOLVED to exclude the public for the following items of business on the grounds that there would be disclosure to them of exempt information under category 1 of The Local Authorities (Access to Information) (Variation) (Wales) Order 2007).

County Councillor WT Jones left the meeting.

13.	DEPOT REVIEW	C87 - 2016
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The Highways, Transport and Recycling Service had begun a review of depots starting with Llanfyllin, Llanbrynmair, Presteigne and Crickhowell depots as they are the smaller depots in terms of facilities, staff numbers and services provided. An informal consultation had been conducted with all staff at Llanfyllin, Llanbrynmair, Presteigne and Crickhowell Depots.

It was proposed that a formal consultation process be commenced with the intention of relocating Crickhowell depot staff to Brecon and Presteigne depot staff to Penybont depot at the earliest opportunity with the depots being retained in the interim as a non-operational salt storage facility until such time as a salt storage strategy has been formulated with the aid of route optimisation results.

It was further proposed that Llanbrynmair and Llanfyllin depots continue in their current format until the route optimisation results for winter maintenance are obtained. Route optimisation software would be used to help determine the best locations for depots.

RESOLVED	Reason for Decision:
1. To progress the proposed review of operational activities at the Crickhowell and Presteigne depots to formal consultation.	To enable a full understanding of the potential changes to be considered.
2. To bring back to Cabinet the outcome of any formal consultation exercise in due course.	To ensure that cabinet approve the service recommendations prior to implementation.

County Councillor W B Thomas (Chair)

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C91- 2016

CYNGOR SIR POWYS COUNTY COUNCIL.

CABINET EXECUTIVE

May 24th 2016

REPORT AUTHOR: County Councillor Arwel Jones
Portfolio Holder for Education

SUBJECT: Formal Consultation - Talgarth and Bronllys C.P.
Schools

REPORT FOR: Decision

Summary

1. Further to the decision made by Cabinet on the 26th January 2016, the authority has carried out a formal consultation on the following proposal:
 - **To close Talgarth and Bronllys C.P. Schools from August 2017, and to establish a new community primary school on the current sites in September 2017, until a new school building is constructed on a new site in Talgarth and opens in September 2018**
2. The purpose of this report is
 - to receive the Consultation Report in respect of the proposal related to Talgarth and Bronllys C.P. Schools; and
 - to recommend the publication of statutory notices for the closure of Talgarth and Bronllys C.P. Schools on the 31st August 2017, in accordance with the School Standards and Organisation (Wales) Act 2013, and to establish a new community primary school on the 1st September 2017 that will operate across the current two sites. Upon the opening of a new school building in Talgarth, the two current sites will close.
3. The report is supported by the following appendices:
 - Appendix A – Consultation Document
 - Appendix B – Consultation Report
 - Appendix C – Impact Assessments

Background

Formal Consultation Period

4. Formal consultation was carried out in accordance with the requirements of the School Organisation Code (2013) from the 7^h March 2016 to the 18th April 2016. The consultation documentation was distributed to stakeholders as required by the Code, and was available on the Council's website throughout the Consultation Period.
5. The consultation document was available on the Council's website throughout the consultation period. The document was also distributed to stakeholders as required by the School Organisation Code (2013). The consultation document that was issued is attached as Appendix A.
6. Consultees were invited to respond to the consultation by either completing the online consultation form, filling in a paper copy of the form and returning it to the Schools Transformation Team, or by writing to the Schools Transformation Team.
7. During the consultation period, meetings were also held with the following:
 - Staff at Talgarth and Bronllys C.P. Schools
 - Governors at Talgarth and Bronllys C.P. Schools
 - Parents / community at Talgarth and Bronllys C.P. Schools
 - School Councils of Talgarth and Bronllys C.P. Schools

Consultation Responses

8. A total of 52 written responses were received to the consultation. This includes responses received via the online response form, the paper response form, other written responses and responses from pupils received using the questionnaire in the young people's version of the consultation document.
9. All issues raised during the consultation period, including those raised in written responses and those raised in the consultation meetings, are listed in the Consultation Report (attached as Appendix B), along with the authority's response to these issues.

Proposal

- i) To receive the Consultation Report in respect of the proposal related to Talgarth and Bronllys C.P. Schools.
 - ii) to recommend the C.P. Schools on the 31st August 2017, in accordance with the School Standards and Organisation (Wales) Act 2013, and to establish a new community primary school on the 1st September 2017 that will operate across the current two sites. Upon the opening of a new school building in Talgarth, the two current sites will close.
10. A financial analysis of the draft recommendation has been carried out.
- From September 2017, the total net savings are £49,495.00 – as the school operates across two sites as an interim arrangement;
 - From September 2018, the total net savings for the new school on a single site are £62,477.00.

One Powys Plan

'Transforming Learning and Skills' is one of the priorities within the One Powys Plan. Within this priority, the Plan states that *'There is a need to review the provision of Additional Learning Needs and Behaviour services'*, and that the authority will *'Work with our partners to review and re-configure services for children and young people with additional learning needs to...provide improved support for children and young people and all schools.'*

Options Considered/Available

N/A – consultation is a statutory requirement in any school reorganisation proposals.

Preferred Choice and Reasons

N/A

Sustainability and Environmental Issues/Equalities/Crime and Disorder,/Welsh Language/Other Policies etc

An Equality Impact Assessment on the proposal has been produced and is attached as Appendix C.

A Community Impact Assessment is attached as Appendix D.

Children and Young People's Impact Statement - Safeguarding and Wellbeing

The wellbeing and educational progress of young learners is central to delivery of the ALN strategy. Having full access to mainstream classes with appropriate levels of support facilitates access to the school curriculum delivery model and the range of relationships that all other children in school enjoy. This gives children equal access to the range of opportunities both socially and academically within a school.

Local Member(s)

No comments were received by the Local Members.

Other Front Line Services

N/A

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

HR: If a decision is made to proceed with the proposal outlined in this report, any implications for staff employment would be taken forward by the schools, supported by HR, in line with the relevant employment law and the schools' policies and procedures.

Finance Business Partner Schools comments: I can confirm the estimated interim and final savings of £49,495 and £62,477 within the report. The figures have been updated to take account of the 2016/17 funding formula in place and has been run for the proposed school on current numbers, this generates the majority of the funding, however for premises related elements a number of assumptions have been made, as follows for the final option:

- Floor areas have been provided for the proposed school
- Rates have been maintained at current cost
- Statutory testing has been included at the cost of similar size school
- Grounds area has been included as the current site for Talgarth

These figures do not include any redundancy costs

Both schools ended the 15/16 financial year in a surplus position and in accordance with the scheme for financing of schools, finance are working with the schools to ensure that resources are used appropriately.

Capital and Financial Planning Accountant comments: I can confirm that the New School in Talgarth is included in the Capital Programme. The assumption is that the school will be funded by a 50% WG grant, excluding any site access works which have to be funded solely by the Council. The site purchase is included in the budget for the project.

The Professional Lead Legal comments: the process of formal consultation as set out in the Welsh Government’s School Organisation Code 2013 has been followed, and the closure of the Talgarth and Bronllys C.P. schools is in line with current Local Authority priorities.

Local Service Board/Partnerships/Stakeholders etc

N/A

Corporate Communications

Communications Comment: The report is of public interest and requires use of news release and appropriate social media to publicise the decision.

Statutory Officers

The **Professional Lead Legal (Deputy Monitoring Officer)** has commented as follows: “I note the legal comment and have nothing to add to the report.”

The **Strategic Director Resources** (Section 151 Officer) notes the comments made by Finance, and notes that Welsh Government is expected to fund 50% of the Capital cost.

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:
<ul style="list-style-type: none"> • to receive the Consultation Report in respect of the proposal related to Talgarth and Bronllys C.P. Schools; • to recommend the publication of statutory notices for the closure of Talgarth and Bronllys C.P. Schools on the 31st August 2017, in accordance with the School Standards and 	<p>To provide a sustainable model of education within the Gwernyfed Primaries Catchment Area</p>

<p>Organisation (Wales) Act 2013, and to establish a new community primary school on the 1st September 2017 that will operate across the current two sites. Upon the opening of a new school building in Talgarth, the two current sites will close.</p>	
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Relevant Policy (ies):	School Transformation Policy		
Within Policy:	Y	Within Budget:	Y

Relevant Local Member(s):	Cllr Steve Davies and Cllr William Powell
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Person(s) To Implement Decision:	Marianne Evans
Date By When Decision To Be Implemented:	End of May 2016

Contact Officer Name:	Tel:	Fax:	Email:
Betsan Ifan	01597 826954	N/A	Betsan.ifan@powys.gov.uk

Background Papers used to prepare Report:



POWYS COUNTY COUNCIL

CONSULTATION DOCUMENT

**Bronllys Community Primary School
and
Talgarth Community Primary School**

Consultation dates: 7th March 2016 - 18th April 2016

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Appendix B Community Impact Assessment	35
Appendix C Response form	39

As Talgarth and Bronllys Community Primary (C.P.) Schools are English medium schools, the consultation documentation is only available in English.

If a Welsh language copy is required, or if you require a copy of the document in a different format, please contact the School Modernisation Team on 01597 826265, or e-mail school.modernisation@powys.gov.uk

1. THE PROPOSAL

Powys County Council (“the authority”) is proposing to close Talgarth and Bronllys C.P. Schools from August 2017, and establish a new community primary school on the current sites in September 2017, until a new school building is constructed on a new site in Talgarth and opens in September 2018.

1.1 Background to the proposal

The Gwernyfed primary school catchment review began in 2010 with the formation of an Area Project Board (APB) of local members, school representatives and other partner organisations. The APB agreed in January 2011 that the number of schools in the catchment should reduce from ten down to five. Subsequently, the authority has submitted business cases to the Welsh Government for capital funding to build five new primary schools in the catchment, as part of the 21st Century Schools Programme.

The Welsh Government has approved both the Strategic Outline Case and the Outline Business Case for the development of a new school building in Talgarth. A Full Business Case is now under development and will be submitted to the Welsh Government later this year. It is anticipated that the new school will be completed in 2018.

Formal consultation took place in 2012 on a proposal to close Talgarth and Bronllys C.P. Schools. However, this consultation has now lapsed and it is necessary to re-consult, in accordance with the Welsh Government’s School Organisation Code 2013 and the authority’s Schools Reorganisation Policy 2015.

On 26th January 2016, the authority’s Cabinet formally approved the completion of an Option Agreement to acquire the freehold of land which is in private ownership to construct the new school at a site in Talgarth.

Consultation is planned to take place from 7th March 2016 to 18th April 2016.

1.2 Reasons for the proposal

The authority is proposing to close Talgarth and Bronllys C.P. Schools from August 2017, and establish a new community primary school on the current sites in September 2017, until a new school building is constructed on a new site in Talgarth and opened in 2018 for the following reasons:

- To reduce the running costs per pupil through the delegated budget for schools to be no more than 20% greater than the county average
- To deliver a fit for purpose solution that:
 - Delivers a learning environment fit for 21st Century Schools conditions.
 - Accommodates predicted demand.
 - Provides infrastructure flexibility to accommodate long-term trends.
- To optimise local service delivery through consolidation where possible, in accordance with the authority's Community Focussed Schools Strategy and the One Powys Plan
- To manage surplus places in the primary sector in Powys to be less than 10%
- To minimise the dependency on temporary accommodation

1.3 Advantages and disadvantages of the proposal

Advantages	Disadvantages
Greater opportunity for Talgarth and Bronllys pupils to learn with other pupils of the same age – pupils are taught in two classes with mixed age groups	Loss of primary provision in Bronllys
Increased opportunities for pupils to participate in social, cultural and sporting activities by being part of larger year groups	Pupils who are used to a small school environment may not adapt quickly to a larger school environment
Reduction in the level of surplus places in the authority	Increase in travel time and distance for pupils from the Bronllys area
Improved efficiency in the use of resources	Both schools lose their own identities
In a larger school, the headteacher has no classroom responsibility and therefore has more capacity to focus on the strategic development of the school and improving standards	Development of new day to day operational challenges of a new amalgamated school i.e. school layout, new uniforms, new school name etc.
One staffing and governance structure with a shared ethos.	
Staff can work together creating stability and a shared vision to provide a consistent and	

coherent teaching environment and offering greater potential for improving levels of achievement within the school.
Increased pupil projections will enable the school to attract enough funding to provide appropriate staffing levels
Improved learning environment fit for the 21 st Century - The proposed new school will be a Condition A school, replacing Bronllys, which is a Condition B school, and Talgarth, which is a Condition C School

1.4 Alternative options considered

A range of options for the delivery of primary education in the Talgarth / Bronllys area were considered as part of the wider Gwernyfed Catchment Area review process. These included the continuation of the current structure of schools, establishing a federation of schools using existing buildings and the amalgamation of the schools onto fewer sites.

The consensus of the members involved in the area review process was that the number of schools in the wider catchment was too high and that the pupil numbers in the majority of the schools was too low to meet the objectives of delivering a sustainable and efficient net of schools for the future. Of the 10 schools in the catchment, 5 had less than 50 pupils with only 2 classes and a further 2 schools having 4 or less classes and pupil numbers of around 100 pupils.

The members of the area review concluded that to ensure an effective primary school provision, whilst still maintaining the mixture of community and church schools, the number of schools in the catchment should be reduced to 4 or 5.

i) Status quo

Strengths	Weaknesses
No additional transport or travel required	Does not create a structure where standards of teaching and learning can improve
Maintains provision in the local communities of Talgarth and Bronllys	Pupil numbers continue to be below 50 in Bronllys C.P. School
	Potentially difficult to recruit permanent headteachers to Bronllys and Talgarth C.P. Schools
	Surplus places continue to be over the authority's accepted threshold
	The school buildings would continue to be condition B/C for suitability.
	The schools maintenance backlog costs would continue to rise.

ii) Federation of Talgarth and Bronllys C.P. Schools

Strengths	Weaknesses
No additional transport or travel required	The school buildings would continue to be category B/C for sustainability.
Maintains provision in the local communities of Talgarth and Bronllys	The schools maintenance backlog costs would continue to rise.
May create a structure where standards of teaching and learning can improve	Pupil numbers in Bronllys C.P. School would continue to be below 50
Increased opportunities for networking and sharing best practice between staff	Surplus places continue to be over the authority's accepted threshold
Both schools would retain their own identity	

iii) Amalgamation of Talgarth and Bronllys C.P. Schools to create a new school on two sites

Strengths	Weaknesses
No additional transport or travel required	The school buildings would continue to be category B/C for sustainability, will continue to deteriorate and the maintenance backlog costs would continue to rise
Maintains provision in the local communities of Talgarth and Bronllys	Pupil numbers on the Bronllys site would continue to be below 50
May create a structure where standards of teaching and learning can improve	Surplus places continue to be over the authority's accepted threshold
Increased opportunities for networking and sharing best practice between staff	Both schools would lose their own identities
One staffing and governance structure with a shared ethos.	Development of new day to day operational challenges of a new amalgamated school i.e. school layout, new uniforms, new school name
Staff can work together creating stability and a shared vision to provide a consistent and coherent teaching environment and offering greater potential for improving levels of achievement within the school.	

1.6 Risks associated with the proposal

The following risks are associated with the proposal:

Risk	Probability	Impact	Response Strategy
The parents of pupils currently attending Bronllys C.P. School and Talgarth C.P. School choose not to transfer to the new school in Talgarth	Low	Low	Following evaluation of Bronllys C.P. School pupils' addresses, the impact on other schools which pupils might reasonably be expected to transfer to following the closure of Bronllys and Talgarth C.P. Schools is considered to be minimal. The proposed school site in Talgarth will continue to be the nearest school.
There is an increase or decrease in the demand for primary education in the Talgarth and Bronllys locality	Medium	Low	The new build school will be constructed to be flexible to accommodate varying influxes of primary pupils, for example, with scope to build extra classrooms.

2. Impact and implications of the proposal

2.1 Impact of the proposal

2.1.1 Impact on the affected schools

i) Impact on the affected schools' ability to deliver the full curriculum in each key stage

Given the current low number of 43 (PLASC 2015 data) at Bronllys C.P. School and that Bronllys and Talgarth already share the same acting Headteacher, the authority would expect the impact on the schools' ability to deliver the full curriculum in each key stage to be very low.

By closing the schools and establishing a new-build school, the proposal would enable the new school to run more efficiently, ensuring that teaching resources are shared, and improving and modernising the learning environment for the pupils from both schools, therefore supporting the new school's ability to deliver the full curriculum in each key stage to the highest quality.

ii) Impact on outcomes at the affected schools

Due to the proposal involving establishing and constructing a new, fit-for purpose school for the 21st Century, it is not anticipated that the proposal would have any significant or negative impact on outcomes at any of the affected schools.

Talgarth C.P. School was inspected under ESTYN's previous framework in 2009, where no overall judgement was given. Below is a table demonstrating grade's against the seven key questions.

Key question	Grade
1. How well do learners achieve?	2
2. How effective are teaching, training and assessment?	2
3. How well do the learning experiences meet the needs and interests of learners and the wider community?	2
4. How well are learners cared for, guided and supported?	2
5. How effective are leadership and strategic management?	2
6. How well to leaders and managers evaluate and improve quality and standards?	2
7. How efficient are leaders and managers in using resources?	2

According to ESTYN's November 2013 inspection of Bronllys C.P. School, the current performance is categorised as 'Good' and the school's prospect for improvement is also 'Good'.

Amalgamation would build upon the work that the headteacher, staff and governing bodies have already undertaken in order to improve school standards. This work could more easily be built upon in a newly built school, allowing collaboration and positive outcomes on pupils' standards, enhanced provision, leadership and management.

iii) Impact on provision at the affected schools

Implementation of the proposal would mean that primary school provision would no longer be available in the village of Bronllys. However, the distance between the villages of Talgarth and Bronllys is less than 2 miles, with the distance between the current two schools being 1.2 miles. The new school would be constructed in the village of Talgarth, across the road from where the current school is situated. A location map of the proposed site can be seen on page 14 of this consultation document.

By closing and establishing a new community primary school, and by constructing a new-build for the current schools, this will secure the future of local primary school provision in the Talgarth/ Bronllys locality, supporting Powys County Council's Community Focussed Schools Strategy.

The establishment of a new school would ensure high quality provision and learning environment. This would impact positively on pupil, wellbeing, achievement and attainment. This would also facilitate more effective leadership though enabling the establishment of robust systems and procedures to ensure high quality provision and outcomes. It would also promote greater interaction allowing opportunities for additional activities.

iv) Impact on leadership and management at the affected schools

Talgarth and Bronllys currently share the same acting Headteacher; by formally merging the schools and in constructing a 21st Century new-build school, it is anticipated that the proposal would have a positive impact on leadership and management by streamlining the arrangements that are already in place, making it easier to recruit a permanent headteacher.

A shadow governing body would be appointed and established from the current two existing governing bodies before the new school would open in September 2017.

2.1.2 Impact on staff

If a decision is made to proceed with the closure of Talgarth and Bronllys C.P. Schools in August 2017, in order to establish a dual-sited school in September 2017 until the new community primary school is constructed on a new site in Talgarth and opens in September 2018, any implications or changes to staff employments would be taken forward by the schools in accordance with the authority's Management of Change procedures.

The current number of teaching staff at Talgarth and Bronllys are:

	Talgarth	Bronllys
Total number of teaching staff	3	3
Total number of non-teaching staff	11	7

Talgarth and Bronllys C.P. Schools currently share an Acting Headteacher and an Assistant Headteacher.

2.1.3 Impact Assessments

i) Equality Impact Assessment

An Equality Impact Assessment has been carried out on the proposal to close Talgarth and Bronllys C.P. Schools from August 2017, in order to establish a dual-sited school in September 2017 until a new community primary school is constructed on a new site in Talgarth and opens in September 2018. This assessment is provided in Appendix A.

The authority is confident that the proposal, in accordance with the Welsh Government's School Organisation Code, will not significantly affect the pupils; the needs of each individual pupil currently attending Talgarth and Bronllys C.P. Schools who belong to a protected characteristic group will continue to be met.

Free home to school transport would be provided to qualifying pupils.

ii) Community Impact Assessment

A Community Impact Assessment has been carried out in respect of the proposal to close Talgarth and Bronllys C.P. Schools from August 2017, in order to establish a dual-sited school in September 2017 until a new community primary school is constructed on a new site in Talgarth. This assessment is provided in Appendix B.

The authority acknowledges that there will always be an impact on the local community with regards to school reorganisation, especially in Bronllys where the school would be closed. It's clear that both schools have strong links with the local community, especially in utilising the schools' facilities for a wide range of community focussed activities and events such as Young Farmers and the Talgarth Male Voice Choir meetings.

However, the authority is satisfied that the community impact would be minimal should Talgarth and Bronllys C.P. Schools close to form a new community primary school. The new school will operate from a new purpose-built English-medium 120 to 150 place school + early-years provision at a new site in Talgarth as part of the Gwernyfed Primaries Catchment Area Project. The authority is satisfied that the community impact would be minimal especially given that the newly constructed school will have new, state of the art, community friendly facilities.

In terms of extra-curricular activities, a wide range of activities are offered by both schools, and the authority is satisfied that pupils would have the opportunity to take part in a similar range of activities during the short-term plans (amalgamating the current schools to establish a single, dual-sited school) and during the long-term plans (pupils being educated in a newly constructed school at a new site in Talgarth).

However the authority acknowledges that the impact for both the pupils and wider community would be greater in Bronllys than in Talgarth due to the new school being built at a site in Talgarth, therefore increasing school travelling times for the current pupils at Bronllys. Nonetheless, the current two schools are only 1.2 miles apart, therefore the increase in travelling times would be minimal and would be of little significance in terms of its effect on extra-curricular activities.

In response to the Community Impact Questionnaires, it was noted twice that there are real concerns about the safety of pupils from Bronllys who would be walking to the new school, down the road to Talgarth. The authority is in agreement and has agreed due to Health and Safety and Safeguarding issues to fund transportation costs for affected pupils.

iii) Welsh Language Impact Assessment

A Welsh language Impact Assessment is not required as part of the consultation process, in accordance with the School Organisation Code (2013) due to the linguistic category of Talgarth and Bronllys C.P. Schools and the new school being the same: Category 5 'Predominantly English-medium Primary School according to Welsh Government: Defining Schools according to Welsh-medium Primary, October 2007'.

Information from the 2011 Census shows that only 17.38% of the Bronllys Community Council area have one or more skills in Welsh, whilst 20.53% of the Talgarth Community Council area have one or more skills in Welsh¹.

The Census data reflects the low demand for Welsh-medium education in the locality, however Welsh-medium education can be accessed in nearby Ysgol y Bannau in Brecon, which is around 7.5 miles from Bronllys, or in Builth Wells which is around 14 miles north of Bronllys.

2.2 Other implications

i) Financial implications

The current funding formula has been run for the proposed school on current numbers, this generates the majority of the funding, however for premises related elements a number of assumptions have been made, as follows:

Floor areas have been provided for the proposed school

Rates have been maintained at current cost

Statutory testing has been included at the cost of similar size school

Grounds area has been included as the current site for Talgarth

No redundancy costs are included in the below figures.

The authority has agreed that the transport route between Bronllys and the proposed new school site is an unsafe route for primary age pupils to walk along due to the requirement to cross a trunk road. The net additional cost of the transport is estimated to be £20,900 per annum. These costs would be met through additional central savings through the requirement to provide meals from a single kitchen and the requirement to fund a single headteacher.

Interim Arrangements

The figures shown below have been based on the current fair funding formula with the addition of a change to the formula that will be required for 2017/18 to reflect the funding of a split-site school, which is based on an additional .25 FTE teacher.

Current Delegated Budget: 2 Schools	£473,941
Revised Funding Based on Dual Sited School	£459,662
Total Delegated Saving (includes assumption of additional 0.25 FTE for split site)	£14,279
Additional savings re Headteacher	£15,580
Net savings	£29,859

¹ 2011 Census information for the two Community Council areas, taken from <http://www.powys.gov.uk/en/statistics/view-statistics-about-your-area/detailed-census-information/>

New School Arrangements

Current Delegated Budget: 2 Schools	£473,941
Revised Delegated Funding: 1 School	£427,647
Total Delegated Saving	£46,294
Total Additional Saving (Headteacher and catering savings)	£23,500
Total Saving	£69,794
Additional Transport Costs	£20,900
Total Net saving	£48,894

ii) Estimated capital cost of the proposal

As stated in the Outline Business Case, the total estimated capital cost for building the new school in Talgarth is around £5.35m, with £2,836,102 capital cost investment from Powys County Council, and £2,511,938 capital cost contribution from the Welsh Government. These costings are subject to further evaluation following evaluation and approval from Welsh Government at Full Business Case stage.

The project forms part of the wider Gwernyfed Catchment Area project which will see a total of five new-build schools in the area.

The project includes the construction of the following schools:

Archdeacon Griffithes CiW School, Llyswen
Clyro CiW Primary School
Hay-on-Wye CP School
Llangors CiW School
New school in Talgarth

In October 2015, the Welsh Government approved the Outline Business Case under the 21st Century Schools Programme in line with HM Treasury 5 case business model.

Powys County Council is currently developing the Full Business Case, ready for Welsh Government submission later this year.

Any Capital Receipts and other savings arising from the disposal of the two current school sites on completion of the new-build will be utilized in accordance with the authority's Capital Programme and will be used to support future capital projects including the 21st Century Schools Programme.

iv) Schools maintenance backlog costs

The proposal forms part of the authority's 21st Century Schools Investment Programme and contributes to the delivery of sustainable schools for the 21st Century and better strategic management of the school estate through the removal of maintenance backlogs and school buildings which are inefficient or in poor condition.

The below table concludes the maintenance backlog costs of the schools:

Bronllys	£120,000
Talgarth	£509,400

v) Land, buildings and resources

On the 31st of July 2012, the authority's Cabinet agreed that the authority continues negotiations with the landowner of the Talgarth site to secure it for a new school. On the 2nd of October 2012, the authority's Cabinet approved that the design and feasibility of the new school at Talgarth is to be progressed.

On 26th January 2016, the authority's Cabinet formally approved the completion of an Option Agreement to acquire the freehold of land which is in private ownership to construct the new school at a site in Talgarth.

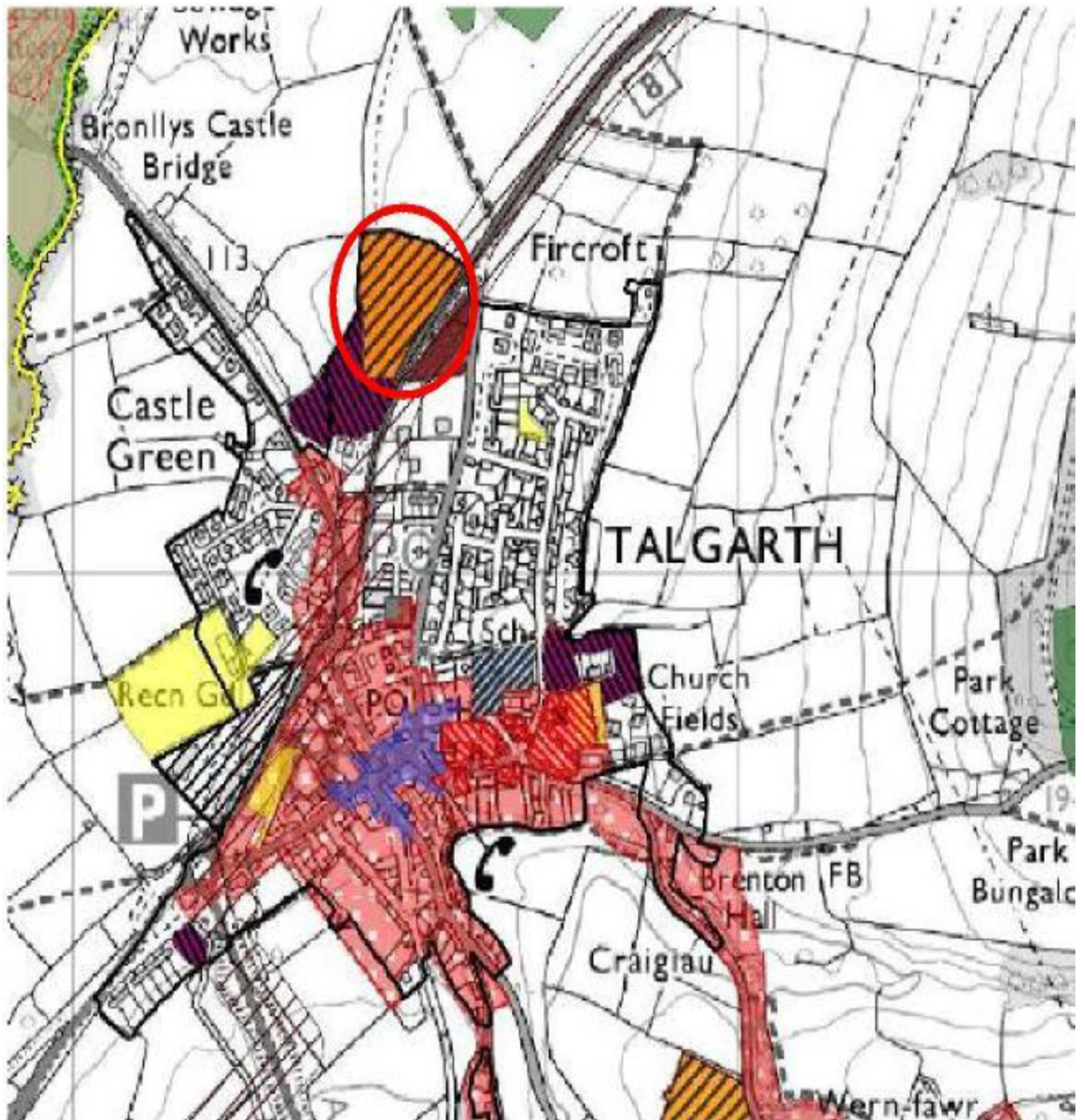
An Option Agreement is a legal contract binding both parties and a mechanism that allows the authority the option of acquiring the site at a pre-agreed figure on the basis that certain pre-requisites are achieved. These are:

- The receipt of planning permission for the proposed community primary use.
- Confirmation from Welsh Government of the Final Business Case is approved and that funding is forthcoming.
- Final confirmation from the authority's Cabinet that the freehold purchase shall be completed.

Accordingly, the authority has identified a site within the Brecon Beacons National Park Authority and worked with its strategic partner to ensure this is identified for future school development. The authority has also concluded negotiation with the landowner and an Option Agreement for the purchase subject to the conditions described above is to be completed.

A Development Brief was jointly submitted by Powys County Council and the Brecon Beacons National Park, and was subsequently approved for mixed-development use.

Below is an extract from the Brecon Beacons National Park Local Development Plan (LDP), showing the extent of the proposed site for the mixed-use development:



Brecon Beacons National Park LDP Proposals Map for Talgarth

vi) Transport and travel

In the event of the closure of Talgarth and Bronllys C.P. Schools, the authority acknowledges that the impact will be greater on pupils who currently attend Bronllys C.P. School rather than Talgarth C.P. School, due to the new school being situated on a new site in Talgarth, therefore increasing school travelling times for Bronllys pupils when the new school is constructed and opens in September 2018. Nonetheless, the current two schools are only 1.2 miles apart, therefore the increase in travelling time would be minimal.

Although Bronllys is within 2 miles of the new site, transport would be provided due to the authority determining that the transport route between Bronllys and the proposed new school site is unsafe for primary age pupils to walk along due to the requirement to cross a trunk road.

In accordance with the authority's School Transportation Policy, transport will be provided to qualifying pupils. The current policy is that pupils are eligible for free transport if they meet each of the following criteria:

- They are of primary school age, in accordance with the authority's admissions policy
- They attend their nearest school, or the school designated by the authority
- They live further away from the school than the statutory walking distance of two miles.

It should be noted:

- Distance is measured by the shortest walking route between home and school (from the nearest council maintained road to the property, to the nearest school entrance onto the school site).
- Where contract or public passenger vehicles are used, it is not always possible to arrange the routes of vehicles to pass close to the home of all pupils. Therefore parents may be required to make their own arrangements for their children to get to and from the nearest 'pick-up' point of the vehicle. Every effort is made to keep this distance to a minimum and should not exceed 1 mile.

vii) Admissions

Admissions for both Talgarth and Bronllys C.P. Schools are administered by the authority.

In the event of closure of Talgarth and Bronllys C.P. Schools, the two schools would amalgamate and become a single dual-sited school, under one governance and leadership structure from 1st September 2017. As the two schools would be closing, and a new school opening, parents of pupils currently attending Talgarth and Bronllys schools would automatically be given a place at the new school (on dual sites) and at the new-build school site in Talgarth.

Should a parent need to apply for a place at another chosen school, this should be done in accordance with the authority's Admissions Process, which is as follows:

- i) Parents to complete an application form, which will be provided by the authority
- ii) Admissions form to be returned to the authority
- iii) Authority to inform parents whether admission to the chosen school has been granted.

For pupils wishing to transfer to schools located in other authorities, parents would need to follow the same procedure, and would need to apply via their home authority.

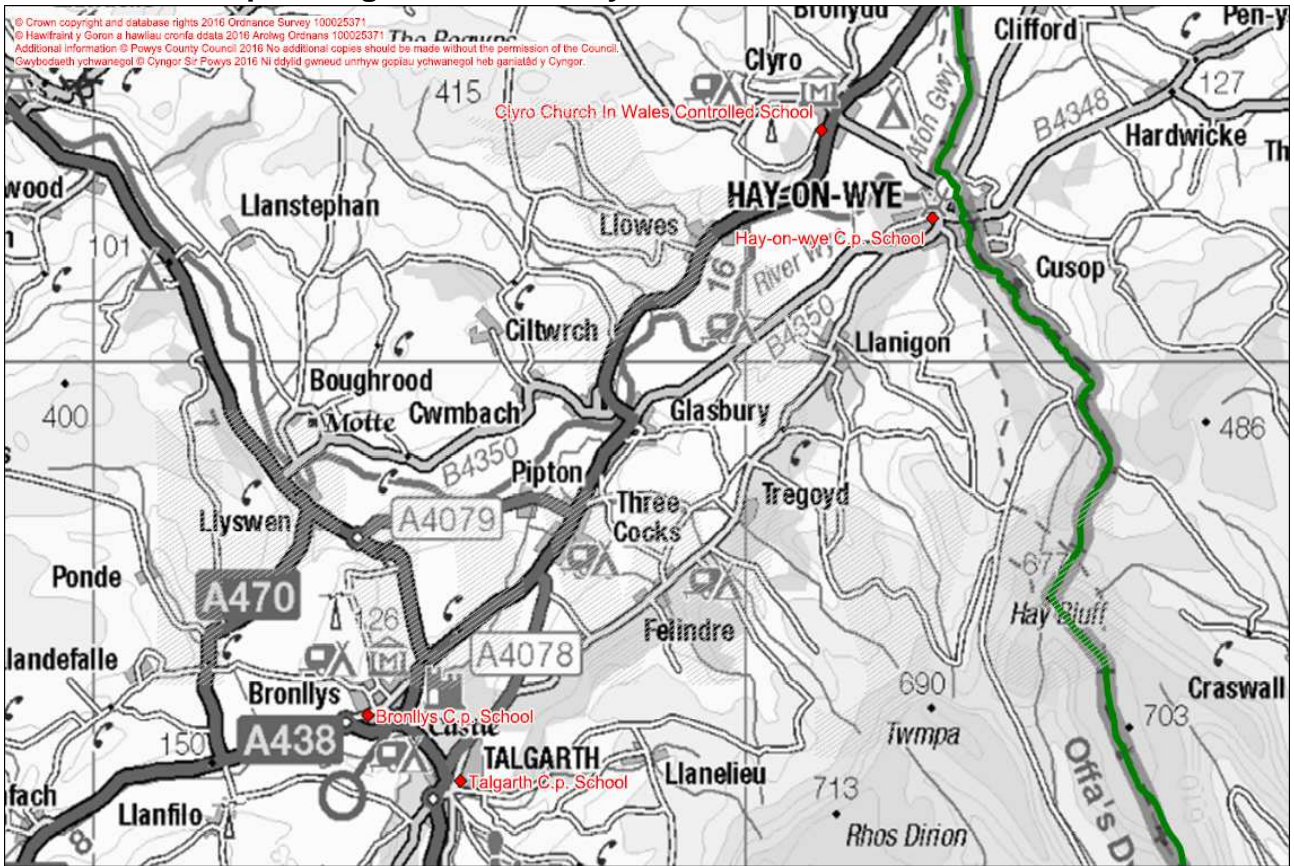
The authority's Admissions Team can be contacted by e-mailing admissionsandtransport@powys.gov.uk or by phoning (01597) 826477.

3. DETAILS OF AFFECTED SCHOOLS

The School Organisation Code states that information must be provided during a consultation about any schools affected by the proposal – these include any schools to which it might reasonably be considered that pupils may wish to transfer.

Having evaluated pupil addresses of the current Bronllys CP and Talgarth CP Schools, two pupils who currently attend Bronllys CP live in Llyswen, making Archdeacon Griffiths Church in Wales Aided Primary School, Llyswen a potential affected school.

3.1 Location map of Talgarth and Bronllys C.P. Schools



School details

School	School Type	Language Category	Admission Number	Surplus Capacity	Nursery Places Available	Pupil numbers PLASC Jan 2015 *	Age Range
Bronllys C.P. School	Community Primary	English	7	17	7	43	4 - 11
Talgarth C.P. School	Community Primary	English	13	32	13	68	4 – 11
Archdeacon Griffiths CiW Aided Primary	Church in Wales Aided Primary School	English	17	9	17	111	4 - 11

*excludes nursery

i) Current and historical pupil numbers

Based on PLASC information, the total number of pupils (R – Yr 6) in each of the schools over the last 5 years is as follows:

School	January 2015	January 2014	January 2013	January 2012	January 2011	January 2010
Bronllys	43	40	33	20	25	28
Talgarth	68	75	73	59	60	51
Archdeacon Griffiths CiW Aided Primary	97	100	93	76	89	98

ii) Projected pupil numbers (R – Yr 6)

School	January 2016	January 2017	January 2018	January 2019	January 2020
Bronllys C.P. School	34	35	45	53	50
Talgarth C.P. School	71	58	70	80	83
Archdeacon Griffiths CiW Aided Primary	106	116	120	122	122

i) Current capacity according to the Annual School Places Return for Welsh Government 2015:

School	Total number of places	Number of surplus places (Jan 2015)	Total surplus capacity (Jan 2015)
Bronllys C.P. School	54	11	20.37%
Talgarth C.P. School	93	25	26.88%
Archdeacon Griffiths CiW Aided School	137	26	19%

ii) Building condition

School	Condition	Suitability	Sustainability
Bronllys C.P. School	B	B/C	B
Talgarth C.P.School	C	B/C	D
Archdeacon Griffiths CiW Aided Primary	B	B/C	B

iii) Quality of education – Estyn inspections

School	Date of inspection	School's current performance	Prospects for improvement	Follow-up activity
Bronllys C.P. School	November 2013	Good	Good	n/a
Talgarth C.P. School	November 2009	The school was inspected on the previous inspection framework and received 7 'grade 2s' against each key question.	n/a	n/a
Archdeacon Griffiths CiW Aided Primary	March 2013	Adequate	Adequate	Archdeacon Griffiths CiW Aided Primary is judged to have made good progress in respect of the key issues for action following Estyn visit. The school has been removed from the list of schools requiring Estyn monitoring. There will be no further Estyn monitoring visit in relation to this inspection.

iv) National School Categorisation System

The National School Categorisation system gives a clear and fair picture of how well a school is performing compared with other schools across Wales and helps to identify the schools that need the most help, support and guidance to improve.

The system has been developed collectively between regional education consortia and Welsh Government. Its primary function is to identify, across Wales, the schools that need the most support. The colour category of support allocated to a school will trigger a bespoke, tailored support programme.

The system is based on three steps. It is not purely data-driven and takes into account the quality of leadership, teaching and learning in schools.

- **Step one – Standards group:** A range of information is used to make a judgement about the school's standards, resulting in a standards group

- **Step two – Improvement capacity:** An evaluation of the school's capacity to improve further, taking account of the evidence about the standards and the quality of leadership, teaching and learning, resulting in an improvement capacity

- **Step three – Support category:** Bringing the judgement on the standards group and improvement capacity together to decide on the school's support category, colour coded either green, yellow, amber or red.

The affected schools were categorised as follows during 2015/16:

School	Standards Group	Improvement Capacity	Support Category
Bronllys C.P. School	2	C	Amber
Talgarth C.P. School	1	C	Amber
Archdeacon Griffiths CiW Aided Primary	2	A	Yellow

v) Financial information

School	School's Budget Share 2015-16	Funding per pupil 2015-16
Bronllys C.P. School	£200,000	£4527
Talgarth C.P. School	£274,000	£3686
Powys average funding per pupil		£3777

vi) Details of the new school

School details:

- The newly constructed school would accommodate pupils between the ages of 4 to 11.
- The newly constructed community primary school would have a 120 to 150 pupil capacity with provision for early-years.
- The admission number for the new school would be 17, if the authority approves the proposal to raise the age of admission in Powys (the number would be 15 if the age of admission would remain the same).
- The new building would also accommodate a community room, a library storage and a Hall available for community use.
- Details of school designs will be provided and communicated to local stakeholders after the successful appointment of a contractor in March/ April 2016.
- It is anticipated that the new school would open its doors for pupils in September 2018.

It is not envisaged that the nursery places at the existing schools would be affected by the proposals as nursery provision would be provided at the new school.

4. CONSULTATION DETAILS

4.1 CONSULTATION DETAILS

4.1 Who will we consult with?

The authority will consult with the pupils, parents, governors and staff of Talgarth and Bronllys C.P. Schools and also Archdeacon Griffiths Church in Wales Aided Primary School. A copy of the consultation document will also be provided to all those required in accordance with the School Organisation Code 2013, which includes the following:

- The Governing Bodies of Talgarth, Bronllys C.P. School and Archdeacon Griffiths Church in Wales Aided Primary Schools
- Parents, carers, guardians and staff of Talgarth, Bronllys C.P, Archdeacon Griffiths Church in Wales Aided Primary Schools and the private nursery settings in Talgarth and Bronllys
- Pupils of Talgarth, Bronllys C.P. and Archdeacon Griffiths Church in Wales Aided Primary Schools
- The Church in Wales and Roman Catholic Diocesan Authorities
- The Welsh Minister for Education & Skills
- Neighbouring Local Authorities
- Local Powys Councillors
- Town and Community Councils in the local area
- The AM for Brecon and Radnorshire and regional AMs for the area
- The MP for Brecon and Radnorshire
- Estyn
- Teaching and staff trade unions
- ERW
- The Police & Crime Commissioner
- The Regional Transport Consortium
- Nursery providers in the local area
- The Powys Children and Young People's Partnership

4.2 The consultation period

The consultation period for the current proposal to close Talgarth and Bronllys C.P. Schools from August 2017, and establish a new community primary school on the current sites in September 2017, until a new school building is constructed on a new site in Talgarth will commence on 7 March 2016 and will end on 18 April 2016.

4.3 The statutory process

Consultation on this proposal will follow the guidelines set out by the Welsh Government in the School Organisation Code (2013). The process is summarised below:

4.3.1 Consultation

Consultation will start on 7 March 2016 and will end at 5pm on the 18 April 2016. Feedback from the consultation will be collated and summarised, and it is anticipated that a report will be presented to the authority's Cabinet early in/ during the summer term 2016. The authority's Cabinet will consider the report and the feedback received during the consultation period, and will decide whether to proceed with the proposal, to make changes to the proposal or to not proceed with the proposal. If the Cabinet decides not to proceed, that will be the end of this proposal.

4.3.2 Statutory notice

If the authority's Cabinet decides to proceed, a statutory notice will be published, which will give a period of 28 days for people to submit written objections.

If there are objections, the authority will publish an objection report providing a summary of the objections and the authority's response to them before the end of 7 days beginning with the day of the local authority's determination. Only written objections submitted during the statutory notice period will be considered in this report. Comments submitted as part of the consultation period will need to be re-submitted in writing during the statutory notice period if they are to be considered as objections.

A further report will be presented to the authority's Cabinet, which they will consider alongside the objection report, in order to decide whether or not to approve the proposal.

4.3.3 Implementation

If the authority's Cabinet approves the proposal, it will be implemented in accordance with the date given in the statutory notice or any subsequently modified date.

4.4 How to respond to the consultation

A consultation questionnaire is attached to this document, and is also available on the authority's internet site at

<http://www.powys.gov.uk/en/schools-students/plans-for-powys-schools/>.

Alternatively, you can respond in writing.

Completed questionnaires and other written responses should be sent to the following address:

School Transformation Team, Powys County Council, County Hall, Llandrindod Wells, LD1 5LG

E-mail: school.modernisation@powys.gov.uk

All correspondence should be received **no later than 5pm on the 18th of April 2016.**

If you have any further questions about this proposal, you can contact the School Transformation Team using the above contact details, or on (01597) 826265.

APPENDIX A



Powys County Council

Equality Impact Assessment (EqIA) – Decision Assessment reporting template

This EqIA reporting template is designed to assist in the analysis of gathered data and evidence, to determine the equality impact of a proposal to change existing practices of a Council service. Once complete, the template should be made fully accessible to the public e.g. inclusion with publicly available Cabinet reports and/or publication on the Powys County Council website. For confidential matters, this should be made available once a decision has been taken.

N.B. Please contact the Council's Organisational Development Officer (Equalities) early on in the process if you require advice to conduct an assessment.

Proposal	Formal consultation to close Talgarth and Bronllys Community Primary (CP) Schools	Lead Person undertaking the assessment	Betsan Ifan
Service Area	Schools Service	Relevant Head of Service who has agreed this assessment	Ian Roberts Head of Schools
Date of Assessment	21 December 2015, updated 28 th January 2016		

The Equality Act 2010, requires that public sector organisations in the exercise of their functions, pay due regard to the following 'general duty':

- (a) Eliminating discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;**
- (b) Advancing equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;**
- (c) Fostering good relations between persons who share a relevant protected characteristic and persons who do not share it.**

The protected characteristics include: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, marriage and civil partnership, sex and sexual orientation. This assessment also includes a consideration of impact upon people and communities whose language of choice is Welsh.

The specific regulations for Wales [Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011] require public sector bodies to monitor relevant policy and practises and then assess and report on the impact based upon an analysis of relevant data and evidence.

1. AIM or PURPOSE	
Briefly describe the aim or purpose of the change proposal being assessed.	This consultation is about whether Powys County Council should commence the statutory process for the following: To close Talgarth and Bronllys Community Primary Schools from August 2017, and establish a new community primary school on the current sites in September 2017, until a new school building is constructed on a new site in Talgarth and opens in September 2018.
2. OBJECTIVES	
Please state the current business objectives of the change proposal.	<p>The authority is commencing formal consultation, in accordance with the Welsh Government's School Organisation Code, to close Talgarth and Bronllys CP Schools from August 2017, and establish a new community primary school on the current sites in September 2017, until a new school building is constructed on a new site in Talgarth and opens in September 2018 because:</p> <p>This proposal forms part of the Gwernyfed Primaries Catchment Area Project Outline Business Case that was approved by Cabinet on 21 April 2015.</p> <p>As stated on page 6 of the Outline Business Case (that was approved by Welsh Government in October 2015), the case for change is as follows:</p> <ul style="list-style-type: none"> - There is a need to significantly improve the learning environment in all five schools - There is a need to provide the right number and right type of schools in the right places to meet the needs of distinct communities within the catchment, ensuring an appropriate mix of community and faith places - There is a need to reduce the level of surplus places - There is a need to ensure better use of resources
3. BENEFITS and OUTCOMES	
i) What are the intended benefits or outcomes from the change proposal?	<p>The benefits of the proposal are:</p> <ul style="list-style-type: none"> - Reduced surplus capacity across the catchment - Improved learning environments - Improved learner experience - Schools of the right size and the right type in the right locations, meeting the needs of local communities

4. CORPORATE RELEVANCE		
How does this change proposal relate to the Powys Change Plan and/or Powys One Plan?	<p>The proposal supports Powys County Council's vision for education, which is outlined within the One Powys Plan for 2014-17. 'Transforming Learning and Skills' is one of the priorities within this plan, and within this priority, the Plan states that</p> <p><i>'We need to re-organise schools (primary, secondary and post 16) to ensure affordability, sustainability and appropriate leadership capacity'</i></p>	
5. DATA USED		
5.1. What data has been used to conduct this assessment? Tick/shade boxes as appropriate.	Profiling of service users, providing a breakdown of who uses the service by the protected characteristics.	✓
	Service user satisfaction rates, broken down by the protected characteristics.	
	Qualitative data (analysed against the protected characteristics) which provides evidence about current services users experience accessing the service.	
	Qualitative data gathered from those that are not currently using the service.	
	Complaints monitoring against the protected characteristics	
	Wider research reports and findings.	
	Relevant service based Equality Impact Assessment	
5.2. Are there any gaps in the data?	<p>Yes <input type="checkbox"/> ✓ Please state the gaps: Qualitative data is not currently provided</p> <p>How will the gaps be addressed going forward?</p> <p>Qualitative data will be gathered during the consultation process and the EqIA will be updated to reflect the qualitative information received.</p>	No <input type="checkbox"/>

6. DATA ANALYSIS

6.1 Quantitative

Summarise the key quantitative data analysis results, providing key headline statistics.

Include data that relates to existing provision and also data relating to proposal. E.g. statistics generated from a consultation questionnaire.

Key questions:

- i) Are certain groups currently underrepresented in service user figures? Will a change affect this?
- ii) How do satisfaction levels compare across the protected characteristic groups? How will a change affect this?

Information on pupils who attend Bronllys and Talgarth CP Schools can be obtained via the Pupil Level Annual School Census 2015 (PLASC), which shows the profile of pupils according to a range of criteria, including age, free school meals, gender, special educational needs, ethnicity, use of Welsh and disabilities. In relation to the protected characteristic groups, the profile of pupils at each affected school is as follows:

Bronllys CP School:

- 44 pupils in total, aged between 3 and 11. 35 pupils aged between 5 and 11.
- Gender: Of the pupils attending the school, 19 (43%) are boys and 25 (57%) are girls.
- Free school meals: 7 pupils (16%) is eligible for free school meals.
- SEN: 0 pupils in the school have Statements of Special Educational Needs. 5 pupils (11%) have special needs but do not have a statement – 5 pupils (11%) are on School Action Plus.
- Disabilities: 0 pupils have additional learning needs
- English as an Additional Language: English is an additional language for 4 pupils.
- Welsh language: 1 pupil speaks Welsh fluently at home.

Race/ethnicity: PLASC only provides information about the nationality and ethnic group of pupils aged 5 and over.

- The nationality of pupils aged 5 and over at the school is as follows:
 - Welsh – 17 (49%)
 - English – 2 (6%)
 - British – 13 (37%)
 - Other – 3 (9%)
- The ethnic group of pupils aged 5 and over at the school is as follows:
 - White British – 32 (91%)

- Indian – 1 (3%)
- Any other Asian background – 2 (6%)

Talgarth CP School:

- 74 pupils in total, aged between 3 and 11. 59 pupils aged between 5 and 11.
- Gender: Of the pupils attending the school, 41 (55%) are boys and 33 (45%) are girls.
- Free school meals: 5 pupils (7%) is eligible for free school meals.
- SEN: 1 pupil in the school has a Statement of Special Educational Needs. 14 pupils (19%) have special needs but do not have a statement –11 pupils (15%) are on School Action Plus, 3 pupils (4%) is on School Action
- Disabilities: 1 pupil has additional learning needs
- English as an Additional Language: English is an additional language for 1 pupil.
- Welsh language: 2 pupils (3%) do not speak Welsh at home but are fluent.

Race/ethnicity: PLASC only provides information about the nationality and ethnic group of pupils aged 5 and over.

- The nationality of pupils aged 5 and over at the school is as follows:
 - Welsh – 9 (15%)
 - English – 6 (10%)
 - British – 43 (73%)
 - Other – 1 (2%)
- The ethnic group of pupils aged 5 and over at the school is as follows:
 - White British – 56 (95%)
 - Italian – 1 (2%)
 - Scandinavian – 1 (2%)
 - White European other – 1 (2%)

This information shows that the proportion of pupils that belong to the protected characteristic groups are comparatively low and varies little between schools.

Combining the figures from both schools, there is 1 pupil with additional learning needs that is in a protected characteristic group for disability, there are 3 pupils (9%) that are in a protected characteristic group due to

their ethnic group and 12 pupils are eligible for Free School Meals. Altogether, only 1 pupil comes from a home where some Welsh is spoken and 2 pupils are fluent Welsh speakers, but do not speak Welsh at home.

6.2 Qualitative

Summarise the key qualitative data analysis, providing key themes or patterns.

Include data that relates to existing provision and also data relating to proposal. E.g. protected characteristics focus group on the proposal.

Key questions:

- i)** Do certain groups have a different service user experience? How will a change affect this?
- ii)** Have any areas for improvement been communicated by particular groups? Will a change have an impact upon these views?
- iii)** What are the reasons behind some groups not using the service? How will a change affect this position?
- iv)** What has consultation on your proposals revealed about impact on the protected characteristics?

Consultation on the closure of Talgarth and Bronllys CP Schools from August 2017, and the establishment of a new community primary school on the current sites in September 2017, until a new school building is constructed on a new site in Talgarth and opens in September 2018 will be carried out in accordance with the requirements of the School Organisation Code (2013). This will provide qualitative data in respect of the proposal, and the impact on pupils that belong to the protected characteristic groups.

Further detail would be added to the EqIA following the conclusion of the consultation period and consideration of the responses received.

7. EqIA RESULT		
Based on an analysis of the available qualitative and quantitative data, please tick/shade the appropriate box opposite to provide the EqIA assessment result.	The proposal does not present any adverse impact on equality. [Proceed to question 10]	
	The proposal presents some adverse impact on equality. [Proceed to question 8]	✓
	The proposal presents significant impact on equality [Proceed to question 8]	
8. AREAS for IMPROVEMENT		
<p>Please provide detail of weak or sensitive areas of the proposal identified by the assessment.</p> <p>i) Which protected characteristic groups are particularly affected?</p> <p>ii) Will people on low incomes be affected?</p> <p>iii) Will Welsh speakers be affected?</p>	<p>i) This information shows that the proportion of pupils that belong to the protected characteristic groups are comparatively low and varies little between the two schools.</p> <p>Combining the figures from both schools, there is 1 pupil with additional learning needs that is in a protected characteristic group for disability, there are 3 pupils (9%) that are in a protected characteristic group due to their ethnic group and 12 pupils are eligible for Free School Meals. Altogether, only 1 pupil comes from a home where some Welsh is spoken.</p> <p>ii) It is envisaged that the changes will have minimal impact on people on low incomes. Free transport will be provided to qualifying pupils, in accordance with Powys County Council School Transportation Policy. Based on the 2015 PLASC information, 12 pupils at both schools are eligible for Free School Meals.</p> <p>iii) It is not anticipated that the proposal would have an immediate adverse impact on Welsh speakers due to the number of speakers in the community being low. Only 1 pupil out of both schools speaks Welsh fluently at home. However, on a long term basis, the impact could be greater</p>	

	<p>due to the fact that there is little opportunity for pupils to learn through the medium of Welsh in the immediate Gwernyfed catchment area – although currently there is little demand that demand could significantly grow in the future. The authority is aware of the situation and will continue to monitor the demand for Welsh language education.</p>	
9. EQUALITY IMPROVEMENT		
<p>9.1 Having identified problematic aspects to the proposal, how will this now be addressed?</p> <p><i>i.e. Are you able to involve (in some capacity) people from protected characteristic groups, Welsh Speakers, people on low incomes, to assist you in this process?</i></p> <p>i) Can the impact be mitigated, and how will this be done? ii) Does the proposal require modification to reduce or remove this impact? iii) Should the proposal be considered for removal, owing to the degree of impact it is likely to have?</p>	<p>i) The authority is confident that the proposed plans, in accordance with the Welsh Government’s School Organisation Code, to close Talgarth and Bronllys CP Schools from August 2017, and establish a new community primary school on the current sites in September 2017, until the new school building is constructed on a new site in Talgarth and opens in September 2018 will not significantly affect and will continue to meet the needs of each individual pupil currently attending the above schools who belong to a protected characteristic group. Free home to school transport would be provided to qualifying pupils to the new proposed school in Talgarth when it opens.</p> <p>ii) At the current time, the proposal does not require modification to reduce or remove the impact, however this EqIA will be reviewed and updated following the formal consultation exercise.</p> <p>iii) At the current time, the proposal should not be considered for removal. However this EqIA will be reviewed and updated following the formal consultation exercise.</p>	
<p>9.2 Will the management of the impact as outlined in 9.1, be included in the Service Improvement Plan?</p>	<p>Yes <input type="checkbox"/></p> <p>Date added.....</p> <p>Reference.....</p>	<p>No <input checked="" type="checkbox"/></p> <p>If no, please explain why not: Need was not identified at time of writing Service Strategy</p>
10. ONGOING MONITORING		
		Please tick/shade

How will the decision now be monitored on an ongoing basis to consider its impact over time?		
	Equality monitoring of uptake of the service within which the decision was made	✓
	Satisfaction monitoring of service users (broken down by protected characteristic)	
	Recording and analysing complaints/requests/compliments	
	Targeted periodic focus groups/service user interviews/feedback sessions	
	Other (please specify)	
Monitoring arrangements		
<p>The Schools Transformation Programme Board is responsible for overseeing the strategic direction of the modernisation agenda: setting direction, implementing change, monitoring and reporting to the Cabinet of the Council.</p> <p>Equality monitoring will form an integral part of the County Council's arrangements for any school reorganisation and will be undertaken where a significant or material change in provision is proposed.</p> <p>The Head of Schools Service will be responsible for on-going monitoring.</p>		
Publication of results of the impact assessment		
The results of the impact assessment will be published on the Council's website		
Equality Impact Assessment Action Plan		
Any actions identified as a result of this impact assessment will be taken forward for inclusion in the Schools Service Business Plan		

APPENDIX B COMMUNITY IMPACT ASSESSMENT

1. The affected community

Talgarth and Bronllys C.P. Schools are two of five schools which form part of the Gwernyfed Primary Schools Catchment Area Project, an area that comprises a large rural area in South East Powys. Principal towns include Hay on Wye and Talgarth with the catchment area extending to Rhosgoch in the north to Llangros in the south.

Topography poses a challenge to the population in terms of how and where it can access services. Reflecting its rural nature, most journeys are conducted by car as public bus services are infrequent and there is limited rail transport. This has an impact on overall journey time and increased travel for pupils.

To the east of Gwernyfed catchment area adjoins the English border and at Hay and Clyro there are a small number of pupils who attend the schools from Herefordshire.

Based on the 2011 Census, 18.6% of the County's population speak Welsh (a 3% fall since 2001). Within the Gwernyfed catchment area, the Welsh speaking population is estimated to be as low as 5%.

Although both schools within this proposal come under different Welsh Government statistics in terms of the Welsh Index for Multiple Deprivation, it is worth noting that the current schools are only 1.2 miles apart.

1.1 Talgarth

English is the main language spoken in the area, and according to the 2011 census, although 20.53% of the population have one or more skills in Welsh. Only 1.28% of the population belong to ethnic groups other than white and 2.44% of the residents were born in Europe outside of the UK, which is significantly lower than some areas in the North of the County.

The Welsh Index of Multiple Deprivation 2014 ranks areas known as Local Super Output Areas (LSOA) in terms of deprivation, where 1 is the most deprived and 1909 is the least deprived. The Welshpool Town LSOA's are ranked as follows²:

Local Super Output Area (LSOA)	WIMD Rank 2014
Talgarth	1,260

The above WIMD rank confirms that the Talgarth area is amongst the 50% (rate band 1 to 22) least deprived area in Wales.

² <https://statswales.wales.gov.uk/Catalogue/Community-Safety-and-Social-Inclusion/Welsh-Index-of-Multiple-Deprivation/WIMD-2014>

1.2 Bronllys

English is the main language spoken in the area, and according to the 2011 census, 18.07% of the population have one or more skills in Welsh. Only 1.09% of the population belong to ethnic groups other than white and 2.18% of the residents were born in Europe outside of the UK, which is significantly lower than some areas in the North of the County.

The Welsh Index of Multiple Deprivation 2014 ranks areas known as Local Super Output Areas (LSOA) in terms of deprivation, where 1 is the most deprived and 1909 is the least deprived. The Welshpool Town LSOA's are ranked as follows³:

Local Super Output Area (LSOA)	WIMD Rank 2014
Bronllys	1,255

The above WIMD rank confirms that the Bronllys area is amongst the 50% (rate band 1 to 22) least deprived area in Wales.

2. Community Impact Assessment

2.1 Extra-curricular activities provided by the schools

Bronllys

The following clubs are provided by the school outside school hours:

Daily After-school club
Daily Breakfast club

Extra-curricular activities include a regular sports club with its activity varying depending on weather and time of year.

Talgarth

The following clubs are provided by the school outside of school hours:

Daily After-school club
Daily Breakfast club

Extra-curricular activities includes 3 to 4 clubs that are run by staff each week, including sports, music, art and Welsh activities.

³ <https://stats.wales.gov.uk/Catalogue/Community-Safety-and-Social-Inclusion/Welsh-Index-of-Multiple-Deprivation/WIMD-2014>

2.2 Community use of the school building and community links

Bronllys

The school's facilities are used by the community for concerts, library visits, meetings with Community Councillors and with the Credit Union.

Talgarth

The school's facilities are used by the community for the following activities:

Library visits, St John's Badger (first aid) training for children and adults, Housing meetings, Credit Union meetings, Talgarth mill, multi-agency meetings, Talgarth festival activities such as showcasing films.

In addition, local members of the community arrange various concerts that are held in the school's hall and the local Young Farmers Club use the facilities regularly. The facilities are also regularly used by the local Talgarth Male Voice Choir.

Close links are also maintained with the local Bethlehem chapel and Gwendoline's Church.

2.3 Conclusion

The authority acknowledges that there will always be an impact on the local community with regards to school reorganisation, especially in Bronllys where the school would be closed. It's clear that both schools have strong links with the local community, especially in utilising the schools' facilities for a wide range of community focussed activities and events such as Young Farmers and the Talgarth Male Voice Choir meetings.

However, the authority is satisfied that the community impact would be minimal should Talgarth and Bronllys C.P. Schools close to form a new community primary school. The new school will operate from a new purpose-built English-medium 120 to 150 place school + early-years provision at a new site in Talgarth as part of the Gwernyfed Primaries Catchment Area Project. The authority is satisfied that the community impact would be minimal especially given that the newly constructed school will have new, state of the art, community friendly facilities.

In terms of extra-curricular activities, a wide range of activities are offered by both schools, and the authority is satisfied that pupils would have the opportunity to take part in a similar range of activities during the short-term plans (amalgamating the current schools to establish a single, dual-sited school) and during the long-term

plans (pupils being educated in a newly constructed school at a new site in Talgarth).

However the authority acknowledges that the impact for both the pupils and wider community would be greater in Bronllys than in Talgarth due to the new school being built at a site in Talgarth, therefore increasing school travelling times for the current pupils at Bronllys. Nonetheless, the current school sites are only 1.2 miles apart, therefore the increase in travelling times would be minimal and would be of little significance in terms of its effect on extra-curricular activities.

In response to the Community Impact Questionnaires, it was noted twice that there are real concerns about the safety of pupils from Bronllys who would be walking to the new school, down the road to Talgarth. The authority is in agreement and has agreed due to Health and Safety and Safeguarding issues to fund transportation costs for affected pupils.

APPENDIX C - RESPONSE FORM – Talgarth and Bronllys C.P. Schools

Please provide your comments in the space provided. You can use additional sheets if necessary.

- 1. Please let us know your views on the proposal to close Talgarth and Bronllys C.P. Schools from August 2017, and establish a new community primary school on the current sites in September 2017, until a new school building is constructed on a new site in Talgarth and opens in September 2018, including any alternatives to the proposal you think we should consider:

- 2. Please indicate who you are (e.g. parent, member of staff, governor)

- 3. Name (optional)

- 4(a). Would you like to be informed of the publication of the consultation report?

Yes No

- 4(b). If you answered 'Yes', please provide an e-mail address or postal address:

Completed questionnaires should be sent to the following address, to arrive **no later than the 18th April 2016**:

School Modernisation Team, Powys County Council, County Hall, Llandrindod Wells, LD1 5LG

E-mail: school.modernisation@powys.gov.uk

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Appendix B



Talgarth and Bronllys Community Primary Schools

Consultation Report

May 2016

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1. Overview of the consultation

Powys County Council has carried out a formal consultation, in accordance with the School Standards and Organisation (Wales) Act 2013, on the following proposal:

- **to close Talgarth and Bronllys community primary schools from August 2017, and to establish a new community primary school on the current sites in September 2017, until a new school building is constructed on a new site in Talgarth and opens in September 2018.**

The consultation was carried out between 7th March 2016 and 18th April 2016.

1.1 Consultation methods

The consultation documentation was available on the council's website throughout the consultation period, and was distributed to stakeholders, as required by the School Organisation Code (2013). A separate version for young people was also available and distributed to pupils, and was also available on the council's website throughout the consultation period.

Consultees were invited to respond to the consultation by either completing an online consultation form, filling in a paper copy of the form and returning it to the School Modernisation Team at County Hall, or writing to the School Modernisation Team.

Meetings were also held with the following:

- Talgarth School Council – 12th April 2016
- Bronllys School Council – 12th April 2016
- Staff – 14th March 2016
- Governors – 14th March 2016
- Parents / Community of Talgarth– 14th March 2016
- Parents/ Community of Bronllys – 16th March 2016

1.2 Responses received

A total of 52 written responses were received to the consultation. These included:

- i) 10 written responses
- ii) with 42 responses from pupils using the questionnaire included in the young people's version of the consultation document.

This included a response from Estyn, which is provided on page 12.

2 Consultation with pupils

2.1 Written responses from pupils

42 responses were received from pupils using the questionnaire included in the young people's version of the consultation document. The majority of the responses were received from pupils who currently attend Talgarth C.P. School, however responses were also received from the School Councils of both Talgarth and Bronllys C.P. Schools.

The issues raised in the responses received from the pupils who currently attend Talgarth School is summarised below:

- The route from Bronllys to Talgarth is unsafe for walking and cycling
- It's sad because the school has been here a long time
- There will be more bullying at a bigger school
- Smaller school is better
- Pupils are used to the current building
- Pupils are used to their teachers
- Pupils like the current playing yard
- The new school will take longer to get there
- Memories of the current school will be lost
- The current school and yard will be turned into houses

- The current school building is very old
- It will be a good opportunity to make new friends
- It will be good to have new classrooms
- It will be closer for some pupils to get to school
- The toilets will be better
- There will be better whiteboards and books
- There will be better access for disabled children
- Both schools are currently very small

The issues raised in the response received from the School Council of Talgarth C.P. School are summarised below:

- it would be a good idea for Talgarth and Bronllys pupils to get to know each other better before a new school would open
- pupils would like to see more books in the library
- pupils would like to continue to walk to school

The issues raised in the response received from the School Council of Bronllys C.P. School are summarized below:

- the pupils were worried about going to a bigger school with more pupils and teachers
- Talgarth and Bronllys pupils need to be nice to each other
- better choice of books in a new school would be a good idea

2.2 Meeting with the School Councils

Officers from the local authority met with the School Council of Talgarth C.P. School and the School Council of Bronllys C.P. School to get their views on the proposal. The issues raised in the meetings are summarised below:

What do you like about Talgarth School?

- The teachers
- Everyone is friendly
- The equipment in the hall
- It's a small school
- The playground
- The garden
- Most pupils can walk to school
- We have built a bug house
- The lessons
- Sports opportunities – sports day, football, cross country running
- End of term plays and concerts
- School dinners
- After school clubs
- School organises for people to come in to do talks e.g. Techniquet
- The library
- Trips to Llangrannog, the theatre and the forest
- The school building – like how the classrooms are set up – the school sort of looks nice from the outside
- The school fields
- Fruity Friday
- The activities with Bronllys e.g. swimming and some year 5 and 6 pupils have done some science project activities with Bronllys pupils, like measuring which playground had the most weed
- Making new friends with pupils from Bronllys

What don't you like about Talgarth School?

- Want to change the school dinner menu to the old menu
- Not allowed to get muddy
- Not allowed to fight
- The toilets are old, but the boys ones are new
- The school needs painting outside

- Holes in the shelter
- Don't like Welsh lessons, some of the books are boring
- Would like a bigger library and more choice of books to read
- Pupils want proper football goalposts – we only have small netted ones

What would be better in a new school?

- Better play equipment
- Better buildings
- Schools would look better from the outside
- Better classrooms
- Better library and books
- Bigger and better staff room for the teachers – better furniture

What would be worse in a new school?

- Wouldn't want the school to be too far away – more people would have to use cars and we would like to continue to walk to school
- What if pupils from Talgarth and Bronllys don't get along? We could have a meet and greet for one day before starting at the new school?

If the schools were to close and one of the pupils here had additional needs, how do you think it would affect them?

- It's difficult for get around Talgarth school as there are lots of steps
- New school would probably have a ramp as well, but ramps are slippery on rainy days
- New school would be better for pupils with additional learning needs – more space to go out of the classroom – would be more pupils, classes and doors
- Pupils to go the library or to the staff room to work – would be good in the new school to have more space for extra help

Pupils were asked whether they had any further comments or concerns to raise. The following issues were raised:

- Don't want to change
- Some pupils are quiet from Bronllys, would be good to have an opportunity to get to know each other before starting in the new school
- Some pupils start fights
- We know some of the teachers in Bronllys but it would be good to have the chance to get to know the teachers before going to the new school
- Would the school need a new name?

- Would the new school be bigger?
- Would there be two floors like Christ College Primary School? Pupils wanted a school on more than one floor. Pupils with disabilities could use a lift. Two floors would be better – infants could be on one floor and juniors on another floor. Also could have fun sliding down the stairs.
- There needs to be a breakfast club there, there is a breakfast club here and in Bronllys
- Pupils would like to see the site where the new school is going to be built
- White board/ smart TV – would we be able to have that in the new school?
- Will there be better books?
- Will there be codes to get into the school?
- Year 6 pupils will not see the new school, suggested that they could come back to visit when the new school is open.
- When will the new school be built?
- I would like a better choice of school dinners
- One pupil used to go to Cwmdu school and misses that school
- Will we have to speak Welsh in the new school?
- Will we be able to see what the new school looks like?
- Will we be able to choose where we can sit?
- What will the uniform be like?

What do you like about Bronllys School?

- There are not too many pupils, we can play without people running into us and can work easily
- We all know each other
- We like the library, lots of book choice
- There aren't too many teachers, we know them all and they are really nice – we have a good relationship with the teachers
- We have a big hall, lots of room to play
- Haven't got really big classrooms, feels cosy
- School dinners are nice, they get cooked in the school kitchen
- Organised games, but no rough games so that pupils are safe
- The lessons are good, pupils like a different variety of subjects e.g. P.E and Science and they do lots of experiments
- Sports – apparatus and Callum comes in to do sports
- Tag Rugby, 7 a side – all pupils can be in a team so that all pupils get a chance – in another school, it would only be the best so not everyone would have the chance
- Plenty of space to play – field outside with football posts and the field is open to the public too, but people walk their dogs there and it's dirty.
- Enough space in the hall to play when it's rainy outside
- Toy boxes for each day of the week
- We have a toy day at the end of term and we can bring toys in from home and play with them and we get to watch films.
- Children in Need day, we get to dress up in pyjamas
- Wprls book day
- Golden time – if you've finished working and teachers are pleased, we can get some free time.
- Help other children if they get stuck
- Like how the school looks from the outside – looks welcoming
- Equipment on the grass outside – like an obstacle course
- Lovely view from outside – the mountains
- Have all the white boards in the classrooms
- Cooking classes
- We all celebrate each other's birthdays
- Sale day – raise money for year 6 leaving day
- we have some friends in Talgarth school, we go swimming
- go to Talgarth school sometimes form science projects
- Bronllys do better than Talgarth in tag rugby because we are a small school and we work together better

What don't you like about Bronllys School?

- Not enough books, the library is very small
- All teachers are female – some would like a male teacher
- Some smaller children fights
- Don't like Welsh lessons
- School computer systems – miss Windows XP and Vista, only two Windows XPs left
- Don't like how it looks from the outside – all bricks. But looks nicer inside. Would look nicer if it was all smooth, not bricks.
- Girls have more toilets than the boys – boys only have three toilets
- Toilets are olds and the boys toilets smell bad
- Toilets aren't very private
- Books in the library are old
- There aren't many computers in the library
- Sometimes people take books and don't bring them back so we have less books

What do you think about the plans?

- Most think that it's a bad idea because parents will have to move pupils from Bronllys

What would be worse if you had to move to a different school?

- Would rather just stay here
- Some of the teachers might not be here anymore
- Some pupils in Talgarth are not very nice to us
- Bigger classes – it would be noisier and harder to concentrate
- Worried that the pupils will not know each other

Is there anything that would be better if you had to move to a different school?

- There would be more pupils, we would be able to make more friends

If the school were to close and one of the pupils here had additional needs, how do you think it would affect them?

- They would be frustrated
- If pupils need to get out of class, teachers sometimes bring them into the library and computer room to work with them – in a new school there would be more room where they could do this

Pupils were asked whether they had any further comments or concerns to raise. The following issues were raised:

- Worried about what will happen to Gwernyfed High School
- Need to make sure that everyone's nice to each other in a new school
- Would like to get to know the new teachers before going to a new school
- Worried about going to a bigger school and that pupils will get lost
- Can we take toys from this school with us?
- What will the uniform be?
- How many children will there be in a new school?
- Will it be more modern than this school?

3 Consultation meetings

Joint consultation meetings were held between Talgarth and Bronllys staff, and a further joint meeting for the school governors, whilst separate meetings were held for the parents and the communities of Talgarth and Bronllys during the consultation period.

The minutes for each meeting can be found at Appendix 1 of this Report (page 50)

4 ESTYN

Estyn's response to the consultation is provided below:

Estyn's response to the proposal to close Talgarth and Bronllys C.P. Schools from August 2017, and establish a new community primary school on the current sites in September 2017 until a new school building is constructed on a new site in Talgarth and opens in September 2018.

This report has been prepared by Her Majesty's Inspectors of Education and Training in Wales.

Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However, Estyn is not a body that is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals.

Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer.

Introduction

The consultation proposal is from Powys County Council. The proposal is to:

- *Close Talgarth and Bronllys CP schools from August 2017*
- *Establish a new community primary school on the current sites in September 2017*
- *Construct a new school building on a new site in Talgarth with planned opening in September 2018.*

Summary/Conclusion

The County Council has a legal duty to look at the number and type of schools it has in Powys and is required to make sure that they are located in the right place, have the right facilities for the future and have the right resources to deliver education and training for pupils.

The plan is part of the council's Gwernyfed catchment area modernisation proposals. This is the second formal consultation as the original took place in 2012 and has now lapsed. In line with the Welsh Government's School Organisation Code 2013 and the authority's Schools Reorganisation Policy 2015, it is necessary to undertake a new programme of consultation.

It is Estyn's opinion that the proposal will at least maintain the current standards of education in the area.

Description and benefits

The proposer has provided a clear rationale for the proposal. It states that it is line with the decision of the Area Project Board's decision in January 2011 that the number of schools in the catchment should reduce from ten down to five and to building five new primary schools in the catchment area, in line with the 21st Century Schools Programme. The Welsh Government has approved the Strategic Outline Case and the Outline Business case for the development of a new school building in Talgarth.

The proposer clearly defines the expected benefits of the proposal. These appear to be reasonable, and include greater opportunities for Talgarth and Bronllys CP pupils to learn with other pupils of the same age and increase their social, cultural and sporting activities by being part of larger year groups. The proposal will also reduce the level of surplus places in the authority, in line with the proposer's Community Focussed Schools strategy and the One Powys Plan.

The proposer has compared the benefits of the proposal with the status quo and has considered all other reasonable options fairly. They have demonstrated clearly the advantages and disadvantages of each option and the reasons for their preferred option.

The proposal identifies the number of current teaching staff at Talgarth and Bronllys and states that any implications or changes to staff employment would be taken forward by the schools in accordance with the authority's Management of Change procedures.

Educational aspects of the proposal

The proposer has considered well all available data for all affected schools, including the judgements made in the most recent Estyn inspection reports. In Estyn's opinion, the proposer has made reasonable assertion from the available data that the new provision will at least maintain the standard of education for the pupils of Talgarth and Bronllys CP schools and that it is likely that pupils will benefit from the high quality learning environment that the new build will offer.

At present both schools share an acting headteacher, and that it is likely that the proposal will make it easier to recruit a permanent member of staff into this position. The proposer has provided details of the equality and community impact assessments that have been completed. Whilst the Council is confident that the proposal will not significantly affect the pupils of each school. It does however recognise in the case of transport for pupils from Bronllys school, that the proposed new school site is an unsafe route for primary age pupils to walk along. The Council have therefore agreed to provide suitable transport. No Welsh language impact assessment has been undertaken due to the linguistic category of Talgarth and Bronllys CP schools and the proposed new school being predominantly English-medium.

The proposer has outlined well the transitional arrangements to ensure minimal disruption to pupils, indicating that parents of pupils currently attending Talgarth and Bronllys schools would automatically be given a place at the new school (on dual

sites) in September 2017 and at the new-build school site in Talgarth from September 2018.

5 ISSUES RAISED DURING THE CONSULTATION PERIOD

The following tables list the issues raised during the consultation period, including all issues raised in writing by pupils and all other consultees, and all issues raised in the consultation meetings held with the School Council, staff, governors and parents / the community.

REF	ISSUE	LOCAL AUTHORITY RESPONSE
1. IMPACT ON PUPILS		
	Concerns were raised that pupils will need opportunity to get to know each other before the changes are to be implemented.	<p>The authority accepts that any school reorganisation proposal creates a period of uncertainty for pupils, however should the schools close and re-opened as dual-sited schools from September 2017, the pupils from both schools will have opportunity to learn and play together before the new school is opened.</p> <p>Time will be allowed to ensure that the new school ethos is instilled and that teachers are fully able to support pupils in the transition period.</p>
	Concerns were raised about the continuity of teachers and Headteacher teaching the pupils.	The authority accepts that any school reorganisation proposal creates a period of uncertainty for pupils and staff. The Shadow Governing Body will appoint the headteacher and staff for the new school. The authority will work with the Shadow Governing Body to ensure that the lack of continuity of teachers for pupils will be kept to a minimum.
	Concerns were raised that the interim arrangements mean that pupils will be disrupted twice. Why not amalgamate when the new school is ready?	<p>The authority accepts that any school reorganisation proposal creates a period of uncertainty for pupils and staff, however it is of the authority's view that by placing the interim arrangements for 12 months before staff and pupils relocate to the new school, this enables the staffing structure and governance of the new school to be in place before the relocation, resulting in less disruption for pupils.</p> <p>One of the first duties of the Shadow Governing Body of the new school will be to appoint a headteacher. The headteacher would then work with the Shadow Governing Body to establish a staffing structure for the new school. If</p>

	<p>Cabinet approve the proposal, the process of establishing the Shadow Governing Body could commence in the autumn term of 2016. Once the headteacher is appointed, the new staffing structure can be planned. Once the new school is set-up, the school will have 12 months to instil its ethos and will allow time for the pupils from both schools to get to know each other through learning and playing before they all move into the new school building.</p>
<p>You believe a 12 month gap for the interim arrangement is in the best interests of the children?</p>	<p>The authority is of the view that by providing a transition period of 12 months, the pupils will have a whole school academic year worth of experience working with the teachers and learning with other pupils.</p>
<p>Will the children remain on current school site with their present teachers when the new school is established?</p>	<p>The shadow governing body and headteacher will work together to finalise teaching arrangements for the interim period. It is likely that the pupils from Talgarth will remain in the same school building and pupils from Bronllys will remain in the same school building for the interim period.</p>
<p>Pupils of Bronllys CP School will remain in Bronllys and pupils of Talgarth CP School will remain in Talgarth until the new school building is ready. What is the difference?</p>	<p>When the new school is established, there will be one school with one governing body, one headteacher, one budget, one staffing structure and one Estyn inspection. The authority is of the view that by establishing the new school structure 12 months in advance of relocating to the new school will make the transition to the new school smoother as staff and pupils will already be familiar with each other and the new school structure and ethos.</p>
<p>Concerns were raised about children being taught in mixed aged classes.</p>	<p>The proposal is to build a new 150 pupil capacity school, with 5 classrooms + early year's provision, this means that some of the pupils will be taught in mixed- aged classes. Both of the current schools operate with mixed age classes of up to 4 year groups, it is envisaged that the new school will have a maximum of 2 age groups per class.</p>
<p>What sort of measures will Powys County Council take to ensure that children will be mentored/ buddied?</p>	<p>The shadow governing body will work with the appointed headteacher and teachers to ensure that all pupils are fully supported throughout the transition process, with advice and guidance from the authority.</p>

Do you think children learn more in a larger rather than a small classroom?	The authority is of the view that pupils can learn better in a larger physical classroom with appropriate and 21 st Century facilities. The learning experience for each pupil will depend on the quality of leadership and management and the teaching and learning.
Who will speak to our children about the proposals?	The authority, as part of the formal consultation process, have made arrangements to speak to the School Council of Talgarth and the School Council of Bronllys (notes from the school council meetings can be seen on page 5 of this document).
Concerns were raised about the upheaval for pupils. Will it be the decision of the Shadow Governing Body to decide whether they ring-fence posts so the member of staff providing one to one support for individual pupils moves with the child?	The Shadow Governing Body will decide whether to ring-fence posts, with advice and guidance from the authority's Human Resources department. It is the authority's expectations that the posts will be ring fenced to staff currently employed across the two schools.
Concerns were raise about some pupils having to move primary schools twice.	Some pupils across the two schools were previously pupils in Glasbury on Wye which closed in December 2012. The authority will work closely with these pupils and parents to ensure that there is a smooth transition into the new school.
Concerns were raised that there could be more bullying at a bigger school	The teachers will work with parents and pupils to ensure that no bullying will happen at the new school.
Pupils are used to the current buildings, teachers and playing yard	The authority notes this comment.
The new school will take longer to get there	The authority notes this comment.
Memories of the currents schools will be lost	The authority notes this comment.

It will be sad to lose the school because pupils have been here a long time	The authority notes this comment.
Smaller school is better	The authority is of the view that small schools and larger schools are good in different ways.
The current school building is very old	The authority notes this comment.
It will be a good opportunity to make new friends	The authority notes this comment.
It will be good to have new classrooms	The authority notes this comment.
It will be closer for some pupils to get to school	The authority notes this comment.
The facilities will be better for pupils – toilets, whiteboards and books	The authority notes this comment.
There will be better access for disabled children in a new school	The authority notes this comments.
Currently, Talgarth and Bronllys schools are very small	The authority notes this comment.
2. IMPACT OF ADDITIONAL TRAVEL / IMPACT OF NEW TRAVEL ARRANGEMENTS	
What will be the arrangements for the pupils who want to walk or cycle to the new school?	The authority has undertaken an assessment of the route from Bronllys to Talgarth, and although there is a footpath from Bronllys to Talgarth, there is also a busy trunk road that would need crossing, because of this, the route has been deemed as an unsafe route and the authority will provide Home to

	School Transport. The authority will work with the communities on options for developing a safe routes to the new site.
Would any new school transport provision be permanent? What if the authority changes its School transportation Policy?	The authority has duties around health and safety regulations, therefore the authority would provide transport for as long as the route was deemed unsafe.
Concerns were raised about a safe walking and cycling route from Bronllys to Talgarth.	The authority's Schools Service department and Transport and Highways Department will work together in relation to develop options for a safe route to school.
Does the authority not have a duty under the Travel Act 2014, to provide a safe walking and cycling route to schools?	Yes.
Will there be a pedestrian crossing?	The authority's Schools Service department and Transport and Highways Department will work together in relation to safe routes to school and consider what if any pedestrian crossing should be provided.
Concerns were raised about the speed of traffic on the trunk road and there is a need for a pavement for the walking route to the new school site	The authority's Schools Service department and Transport and Highways Department will work together in relation to safe routes to school. The authority will also evaluate whether there is a need to reduce the speed limit and to erect extra signage on the trunk road during the start and end of the school day.
Concerns were raised that the footpath on Hay road is incomplete	The authority will assess the access routes to the school, especially for those children living in Talgarth.
3. IMPACT ON STAFF	
Do we run for a term with the same staffing structure or will we have new	If the Cabinet approves the proposal, it is likely that the shadow governing body will be formed in the autumn of this year. The shadow governing body will comprise of the current governors from the existing schools. The authority

<p>contracts from when the new schools open?</p>	<p>will support the process to ensure that there is balance of representation from both Talgarth and Bronllys.</p> <p>One of the first duties of the shadow governing body of the new school will be to appoint a headteacher. The headteacher would then work with the shadow governing body to establish a staffing structure for the new school. The new staffing structure will be implemented from when the new school opens in September 2017.</p>
<p>Will staff who might not have a job in the new school have to remain in post for the term when the school is operating over the 2 sites?</p>	<p>The new staffing structure will be implemented when the new school opens in September 2017.</p> <p>The shadow governing body will determine what staff will have contracts in the new school. For the interim period before the new school building is open, it is likely that staff will work between the two sites.</p> <p>Notice for staff not appointed to the new school would be effective from the date that the new building opens. Teachers working their notices may be working for one term, however the authority will enter discussions with staff working their notices to evaluate practicalities.</p> <p>Staff will be entitled to a period of notice, either 1 week for every year of service up to a maximum of 12 weeks – or contractual notice. Support staff with longer than four years of continuous service will be entitled to be a given statutory notice period.</p>
<p>Would the authority be looking to redeploy staff who were not appointed to the new school or to make them redundant?</p>	<p>The authority's policy is to redeploy staff, where possible.</p> <p>All staff will be consulted in relation to their employment and consideration will be given to redeploying staff, where possible, in order to avoid compulsory redundancy. In the case of redeployment to another school, it is the governing body of that school who ultimately decides who is appointed to any vacant post</p>
<p>How many staff will be needed in the new school? What staff?</p>	<p>The Shadow Governing Body will work with the appointed headteacher to devise a staffing structure for the new school.</p>

<p>Will staff need to be interviewed for jobs in the new school?</p>	<p>Staff will not be required to complete application forms, however staff will be required to go through a selection process. The current policies require teachers to undertake a skills audit and support staff to go through an interview process.</p>
<p>Will all existing staff in Talgarth and Bronllys Schools be made redundant?</p>	<p>The posts would be made redundant as the current schools would no longer exist; however the authority would advise the Shadow Governing Body about ring-fencing posts within the new school. Some staff may request voluntary redundancy but it is anticipated that a significant proportion of the remaining staff will be successfully employed within the new school.</p>
<p>Would the contracts for staff in the new school be temporary or permanent?</p>	<p>Staff at the new school would be employed on permanent contracts.</p>
<p>If a member of staff currently works on a one to one basis supporting an individual child, would they have to reapply to work with that child?</p>	<p>All staff with the same job description would be treated together. If a circumstance arose where a member of staff was the only one providing one-to-one support for an individual pupil, the shadow governing body would make the decision as to how posts are ring-fenced, supported and guided by the authority's Human Resources department.</p>
<p>Will the Unions be involved when staffing structures change?</p>	<p>Yes, the Unions will be involved. The relevant documentation will be shared with unions and affected staff a week before the staff consultation commences. There would also be a pre-consultation meeting with the teaching and support staff unions.</p>
<p>If a member of staff is part time, are their days protected in the new school?</p>	<p>The shadow governing body would decide the new staffing structure with the appointed headteacher, fully supported by the authority's Human Resources department. The part-time opportunities would be looked upon on an individual basis. There is no guarantee that an employee's offer of a new role within the new school would be on the same days but part time staff cannot be treated less favourably than full time staff.</p>
<p>Will there be part-time positions available in the new school?</p>	<p>The shadow governing body would decide on the new staffing structure with the appointed headteacher, fully supported by the authority's Human</p>

	Resources Department. Part-time staff have protected rights under the “Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000 (Amendment) Regulations 2002 Act”.
When will staff be declared to be at risk of redundancy?	At the point at which that member of staff was not successful in securing employment at the new school.
Where could staff be redeployed to?	The authority would consider individual needs as to what would be deemed reasonable in terms of the role; the reasonability of a redeployed post will depend on individual circumstances.
Will the level of pay be a factor in terms of what job is offered?	The Shadow Governing Body will decide upon a staffing structure with the appointed headteacher of the new school. If a member of staff are to be employed in a role with lower pay or reduced hours, that member of staff would receive a one-off taxable compensatory payment.
How would Level 2 and level 3 be taken into account?	Any decision with regards to Level 2 and 3 will be made by the shadow governing body
What will be the position of staff on rolling temporary contracts?	Any current member of staff who has been on a fixed-term contract for 4 years or more will automatically become a permanent employee, unless the employer can demonstrate that there is a good reason not to do so. During the Human Resources consultation process, information in relation to staff contracts including length of service will be looked at in detail.
With regards to the interim arrangements, if a teacher teaches year 3 and year 4 pupils, would the teacher need to move between Bronllys and Talgarth schools?	The proposal is to establish the new school, operating on the current sites from September 2017. Staff will be given new contracts which could allow them to move between sites so that pupils get used to their teachers.
Will there be support from the authority’s HR Service?	The authority’s Human Resources service will fully support the process by providing advice and guidance to the shadow governing body and by supporting the headteacher in leading on staff consultations.

<p>Why can't staff have some reassurance as to where they are going in 12/18 months' time?</p>	<p>The authority acknowledges that any school reorganisation process will create a period of uncertainty for teachers, however, there is a strict process to follow. The shadow governing body cannot be formed until the formal consultation to close Talgarth and Bronllys schools is approved by Cabinet. Once the shadow governing body is established, it will then appoint a headteacher. The shadow governing body and headteacher will then devise a staffing structure – this will be followed by formal staff consultation supported by the authority's Human Resources department. Staff will be appointed following the conclusion of these processes.</p>
<p>Originally when school closures were discussed by the Area Project Board, all the school staff at Bronllys and Talgarth were going to be the last pool.</p>	<p>The situation is different now due to the fact that 4 primary schools in the area have already closed, as part of that original review. The ring-fencing pool would therefore only include staff from Bronllys and Talgarth schools.</p>
<p>4. IMPACT ON PARENTS</p>	
<p>Do you build a school for the size of the town or at a size which reflects (parental) choice?</p>	<p>The new school size will reflect the current pupil numbers in Talgarth and Bronllys School, together with pupil projections taking into account the Local Development Plan.</p> <p>It is proposed that a new 150 pupil place school (reception to year 6) will be established and built in the town of Talgarth.</p> <p>The new school will be designed to accommodate maximum flexibility, a building that can be easily extended in the future, if needed.</p>
<p>Concerns were raised about the proposal to close Gwernyfed High School and the effect that may have on the demand of primary provision in Talgarth / Bronllys.</p>	<p>The authority notes this comment.</p>

Concerns were raised that parents may wish to transfer their children to other schools once the new school in Talgarth opens.	The authority notes this comment.
5. IMPACT ON THE COMMUNITY	
What would be the potential advantage of this proposal in terms of the impact on the community and use of sport facilities in Talgarth?	<p>On the new school site, the proposal is to build a new school, car parking facilities, an area of land designated for outdoor learning, a hard play area, and consideration will be given as to what leisure/ sports facilities might be included on the site, however the site is limited.</p> <p>The community use of any sport facilities outside of schools hours on the new school site would be determined by the governing body.</p>
Concerns were raised that if Gwernyfed High School were to close, there will be more demand and need for community facilities on the new school site at Talgarth e.g. sports facilities such as an astro turf pitch.	The authority notes this comment.
Concerns were raised that Bronllys will lose primary provision in the village	The authority accepts that any school reorganisation process will create uncertainty, especially for the community of Bronllys, where it is proposed that the primary school would close and that the provision would no longer be available in the village. However the authority is of the view that by providing a new 21 st Century School just over a mile down the road in the town of Talgarth, the learning experience of the pupils from Bronllys will be enhanced
6. POSITIVES ABOUT TALGARTH SCHOOL	
Talgarth pupils have access to a large playing area	The authority notes this comment, the new school will be established in accordance with Building Bulletin.

Everyone is friendly and it's quite a small school	The authority notes this comment
Most pupils can walk to school	The authority notes this comment, and will work with the community to ensure that children in Talgarth will still be able to access the school by foot
7. POSITIVES ABOUT BRONLLYS SCHOOL	
Bronllys is a small school where all pupils know each other	The authority notes this comment, the new school is planned with a capacity of 150 pupils and is not considered to be a large school
Bronllys is a small school and more inclusive when playing sports	The authority notes this comment, and the new school will be established in accordance with Building Bulletin
Bronllys school pupils have access to a large playing field	The authority notes this comment, and the new school will be established in accordance with Building Bulletin
8. NEW SCHOOL ARRANGEMENTS	
Would the new school need a new name?	The shadow governing body would decide on the new school name, for approval by the portfolio holder for schools
Would the new school be bigger?	The new school will be bigger than the current Talgarth School and the current Bronllys School. The new school is planned with a capacity of 150 pupils.
Will the new school design be on two floors?	The new school will not have two floors.
Concerns were raised around Safeguarding issues with the proposal to situate a community library within the school. Will the public only be	Safeguarding is of the utmost priority and all safeguarding procedures will be followed. The new school will be designed so that the community/ library room could be accessed separately from the school. The library would only be open out of normal school hours.

accessing the building during hours when the school is shut?	
Will there be better books?	The shadow governing body and the teachers will decide upon which books to transfer to the new school and if there will be a need to purchase new books for pupils.
Will the new school be modern and have modern facilities such as a white board and Smart TV?	The new school will have all the modern facilities to enhance the teaching and learning experience for pupils.
When will the new school be built?	Construction will begin in early 2017, if Welsh Government approve the Final Business Case, which will be submitted in the autumn of this year.
Will the lessons remain the same in the new school, e.g. will pupils receive Welsh lessons at the new school?	The teachers will continue to deliver the school curriculum
Will the communities and pupils be able to see what the new school looks like?	Yes. Once the appointed contractors have draft school designs, the authority will make arrangements for the contractors and Powys County Council staff to meet with the schools and stakeholders to discuss the designs. Arrangements can also be made for the pupils who currently attend Talgarth and Bronllys schools to visit the new school site when the construction starts.
What will be the classroom configuration - will pupils choose where we sit?	The school teachers will decide who sits where.
What will the uniform be like?	The shadow governing body, with input from teachers, pupils and parents will decide what the new school uniform will look like.
Can pupils take toys from the current school to the new school?	The shadow governing body and teachers will decide what toys can be transferred to the new school

Will there be more outside playing space for the pupils?	The proposal is to build a new school, car parking facilities, an area of land designated for outdoor learning, a hard play area, and consideration will be given as to what leisure/ sports facilities might be included on the site, however the site is limited.
What will be the size of the site for the new school, and how much land will there be around it?	The new school will have a 150 pupil capacity, with 5 classrooms + early year's provision. Although the site is constrained in terms outside space, there are guidelines in place around outside space for the new school.
Will there be a SEN Centre and a Welsh Unit in the new school?	The Area Review Board led on discussions on what provision the new school should have and it was of the Area Review Board's view that an SEN Centre and Welsh Unit was not needed at this present time, however this could change in the future.
Comments were made that it would be good for pupils with additional learning needs to have extra space/ break out area	The new school will have 'break out' are space for pupils with additional learning needs. Issues around pedagogy will be discussed in detail during initial design evaluations with the appointed contractors.
What would happen to the budget of Talgarth and Bronllys schools if they close?	If Cabinet approve the proposal, the new school would have a single budget from September 2017 onwards, any surplus or deficit held by the schools at the date of closure will be written off by the authority
What would happen to equipment in the present schools on closure?	The authority will work with the shadow governing body and teachers to conduct an audit of the current school equipment in order to determine what equipment would be needed in the new school and what new equipment would need to be purchased.
Concerns were raised about the cost to parents, e.g. the need to purchase new school uniforms.	The shadow governing body will work with parents to ensure that costs to parents is not too high.
Will the new school be a bespoke or a standardised design?	The proposal to build a new school in Talgarth forms part of a larger proposal to build further 4 new primary schools in the Gwernyfed catchment area. The schools will be of standardised designs, but with input from pupils and

	stakeholders, making some elements of the designs bespoke to an individual school.
Will there be two year groups in one classroom in the new school?	The proposal is to build a 150 pupil capacity school, with 5 classrooms and early year's provision. This means that some classrooms will consist of two year groups.
Concerns were raised that that there will not be enough children in the new school to have one teacher per year group.	The proposal is to build a 150 pupil capacity school, with 5 classrooms and early year's provision. This means that some classrooms will consist of two year groups
In the interim period, will the pupils from both sites have the same school uniform and will the school have a new name?	The shadow governing body together with the appointed headteacher will decide on the new school uniform and new school name, however the authority envisages that these arrangements would be in place in the interim period from September 2017.
Will the children be given an opportunity to choose an identity for the new school?	The shadow governing body will work with the appointed headteacher to decide on the new school identity, in consultation with Talgarth and Bronllys pupils.
Concerns were raised about the size of the classes in the new school, classes of single year groups with no more than 20 pupils.	The proposal is to build a 150 pupil capacity school, with 5 classrooms and early year's provision. This means that some classrooms will consist of two year groups, the authority currently funds on a pupil : teacher ratio of 1:25 and it is expected that the classes will have more than 20 pupils in them
Can you confirm that the new school will definitely open in 2018?	The authority is currently on target to construct the new school by September 2018, subject to Welsh Government Full Business Case approval.
Concerns were raised around the authority's proposal to change the age of admissions. Will the new school have provision for a pre-school setting?	The proposal is to include an early year's setting in the new school. The authority has a duty to fund a minimum of 10 hours pre-school provision for children commencing pre-school provision after their 3 rd birthday. The size of the pre-school provision will be different if the proposal to change the age of admission is approved.

<p>Will the Puddleducks pre-school setting close with the school?</p>	<p>If the change of the age of admission is approved, the authority would recommission pre-school provision; pre-school settings will be included in the new school.</p>
<p>In terms of the new school size, have you considered the possibility of increased pupil numbers, especially with the planned new housing developments in the area?</p>	<p>The proposal is to build a 150 pupil capacity school. This figure considers current pupil numbers (Reception to Year 6) at both Talgarth and Bronllys and projected pupil numbers up until 2020. The projected pupil numbers take into account the proposed new dwellings in the area within the Local Development Plan.</p>
<p>Concerns were raised that the projected pupil numbers at Bronllys school suggest it will soon be to the County average in terms of cost per pupil, whilst Talgarth is already there. A new school is likely to see more children (possibly including our own and particularly those from Bronllys) choosing Llangors school instead.</p>	<p>The fair funding formula is a complex formula which takes account of a number of factors. The new school will be funded in accordance with the agreed fair funding formula for the Primary Schools, it is expected that the larger school will have a lower cost per pupil (excluding NNDR).</p>
<p>Comments were received requesting that the authority takes into account the needs of pupils with additional learning needs in its design and implementation plans - also that the school be built with the highest available specification in terms of acoustics, for the benefit of all pupils, not least those with hearing impairments.</p>	<p>The authority will take into account the needs of pupils with additional learning needs in the design and implementation of the new school.</p>

<p>Will the new build be phased and when will the community be alerted as to what the phasing will be?</p>	<p>The new school in Talgarth will be on top of the priority list together with Hay on Wye and Clyro. The building work will be phased and the phasing will be communicated to the schools once the appointed contractor has finalised the arrangements. This will be before the Full Business Case is submitted to welsh government in the autumn of this year.</p>
<p>Comments were received on the importance of the new school incorporating the highest possible eco values and sustainability features. It must be designed and delivered with effective teaching at its core.</p>	<p>The new school will be built to meet BREEAM excellent standards.</p>
<p>Concerns were raised about the educational and financial benefits of the proposal</p>	<p>The authority is of the view that educational standards will be at least as good as in the current two schools. A full analysis of benefits and risks has been included in the Outline Business Case that has been supported by the Welsh Government.</p> <p>A financial analysis of the draft recommendation has been carried out, the interim arrangements net savings would be £49,495.00, and the total net savings for the new school arrangements would be £62,477.00.</p> <p>The proposal would also address the issue of the school maintenance backlog costs, which are £120,000 for Bronllys School, and £509,400 for Talgarth school.</p> <p>Analysis of figures can be found in the Consultation Document.</p>
<p>Concerns were raised that the costs and impact on a proposal to remodel the current schools are not considered.</p>	<p>The authority has evaluated the cost and impact of remodelling the schools, the issues are addressed in the Strategic Outline Case and in the Outline Business Case.</p>
<p>9. CRITICISM OF THE AUTHORITY</p>	
<p>The school reorganisation process has been going on for a long time, the uncertainty of school closures has</p>	<p>The authority notes this comment.</p>

<p>meant that parents have opted to send their children to other primary schools.</p> <p>What has the authority done to promote the new school in the area?</p>	<p>The authority will keep the schools and stakeholders within the communities of Talgarth and Bronllys updated about project and school development.</p>
<p>Concerns were raised that the process has been going on for a long time, with promises made and broken.</p>	<p>The authority notes this comment.</p>
<p>Concerns were raised that this is the second formal consultation process.</p>	<p>The previous formal consultation lapsed because Cabinet made the decision to postpone until an Option Agreement on site acquisition has been</p> <p>Cabinet formally approved the completion of an Option Agreement to acquire the freehold of land on the new school site in Talgarth on January 26, 2016.</p>
<p>Concerns were raised that goal posts in terms of time-scales have continuously slipped. Teachers have concerns that the interim arrangements are for 12 months, and not for one school terms as the authority originally stated.</p>	<p>The authority notes this comment.</p>
<p>Why has the timescales slipped?</p>	<p>The original timescale has slipped due to a number of issues, the authority is confident that the current proposed timescale will be met.</p>
<p>Concerns were raised that the authority cannot offer a definite opening date for the new school. Dates on the original timeline and the slippage meaning that the school will</p>	<p>The Final Business Case is due for Welsh Government submission in the autumn of this year, once the business case is approved, the building work can commence.</p>

<p>not be ready until September 2018. The dates keep changing.</p>	
<p>Concerns were raised that if there were to be a change in Welsh Government, that could mean further uncertainty for the project, staff, pupils and parents.</p>	<p>The 21st Century Schools Programme has been approved to run until March 2019, and the authority has a requirement to submit the Final Business Case by Autumn 2016.</p>
<p>Concerns were raised about the building schedule of the new school and that Talgarth should be prioritised given the current state of the buildings and the interim arrangements.</p>	<p>The new school in Talgarth is planned to be prioritised as one of the first three schools in the catchment with Hay-on-Wye and Clyro.</p>
<p>Concerns were raised that the Outline Business Case for the project was approved last year and the formal consultation process is only starting now. There's already been a 12 month slippage.</p>	<p>The Outline Business Case was formally approved by Welsh Government in October 2015. Powys County Council subsequently approved that formal consultation to close Talgarth and Bronllys schools should commence on 26th of January 2016. The formal consultation process opened on March the 7th and closed on April 18th, 2016.</p>
<p>Further concerns were raised about slippage. What assurance can the authority provide that the funding for the project is secure?</p>	<p>Welsh Government have already approved the Strategic Outline Case and the Outline Business Case for the project. The Final Business Case will be submitted this autumn, meaning that the building work can commence soon after. However, a new school in Talgarth will only happen if Cabinet approve the proposal.</p>
<p>Concerns were raised about the lack of parental presence in the consultation meeting in Talgarth due to parent believing that the project is a certainty when it's not. Parents do not understand why the consultation</p>	<p>The previous formal consultation lapsed because Cabinet made the decision to postpone until an Option Agreement on site acquisition has been Cabinet formally approved the completion of an Option Agreement to acquire the freehold of land on the new school site in Talgarth on January 26, 2016.</p>

process is happening for a second time.	
Concerns were raised about the authority's lack of planning in terms of current site disposal at both Talgarth and Bronllys.	If Cabinet approve the proposal and the schools were to close, the authority's Schools Service would declare the Talgarth and Bronllys sites surplus to schools service use. The site would thereafter be offered to other departments within the authority and other partner agencies. If there were no interest, the authority would look to sell the site for other purposes and the capital receipt would go back to the authority.
Concerns were raised that nobody from the authority will be held to account for the continuous time slippage.	The authority notes this comment.
Concerns were raised that the community will not feel confident that the new school project will be going ahead until foundations are laid.	The authority notes this comment.
Concerns were raised about the closure of Bronllys CP School. 50 new housing developments have been granted planning permission in Bronllys alone. Perspective buyers may not want to settle in Bronllys due to the proposals.	The authority accepts that any school reorganisation process will create uncertainty, especially for the community of Bronllys, where it is proposed that the primary school would close and that the provision would no longer be available in the village. However the authority is of the view that by providing a new 21 st Century School just over a mile down the road in Talgarth, the learning experience of the pupils who currently attend Bronllys school will be enhanced.
Concerns were raised that the authority has not undertaken adequate planning in terms of school size, especially due to the new housing developments.	The projected pupil numbers for Talgarth and Bronllys school for the year 2020 is 133 pupils (Reception to year 6), taking into account the proposed dwellings within the Local Development Plan. The authority is of the view that a school of 150 pupil capacity is suffice to meet pupil learning needs,

<p>Concerns were raised about the uncertainty the whole school organisation process has created in the locality.</p>	<p>The authority notes this comment.</p>
<p>Concerns were raised that some pupils will have to move schools twice in their primary education duration due to Bronllys school being the receiving school following the closure of Glasbury school.</p>	<p>The authority notes this comment. Some pupils across the two schools were previously pupils in Glasbury on Wye which closed in December 2012. The authority will work closely with these pupils and parents to ensure that there is a smooth transition into the new school.</p>
<p>Concerns were raised about the authority's lack of assurances that the transition process will happen smoothly.</p>	<p>The authority accept that any school reorganisation will create a period of uncertainty, especially in the transition process. The authority will support the Shadow Governing Body (and the permanent Governing Body thereafter) and teachers throughout the process to ensure that the transition period will have minimal impact on pupils.</p>
<p>Concerns were raised about the authority's lack of evaluation to upgrade the schools rather than build a new school.</p>	<p>The school maintenance backlog costs for Bronllys school is £120,000 and £509,400 at Talgarth School. Following Welsh Government's evaluation of the schools building condition, Talgarth was graded a D for sustainability and Bronllys B/C for suitability.</p> <p>The options around refurbishing the schools are considered within the Strategic Outline case and the Outline Business Case. It the authority's view that building a new school for the pupils of Talgarth and Bronllys, rather than refurbishment is the best possible long-term solution for the pupils and the communities of Talgarth and Bronllys.</p>
<p>10. QUESTIONS ABOUT / ISSUES WITH THE PROCESS</p>	
<p>Has the Business case in respect of funding for the new school been completed?</p>	<p>The authority must follow a 5 Case Business Model process to secure Welsh Government funding for the proposal. Welsh Government approval has been received for the Strategic Outline Case and for the Outline Business Case for 5 new primary schools in Gwernyfed catchment.</p>

	The Full Business Case (which is the final business case) will be submitted to Welsh Government in the autumn of this year.
Is the process too far down the line for the project not to happen?	The authority has already gained Welsh Government approval for the first two business cases. If the authority gains Full Business Case approval, the contractors can begin the construction work.
As far as the authority is concerned, the new school will go ahead?	The authority is confident that the project will go ahead. This statement is without prejudice to the Cabinet decision making process.
If the proposal is approved, when will you know what the staffing structure will be?	The shadow governing body will appoint a headteacher and they will work collaboratively to devise a staffing structure for the new school. The process of forming the Shadow Governing Body will begin if and when the formal consultation process to close the schools is fully concluded – this could be in October or November 2016.
What are the Management of Change procedures and can the authority distribute it?	Neither Talgarth nor Bronllys CP Schools have adopted the authority's Management of Change Policy. The policy is currently being worked on by the authority.
Does the redundancy policy make any specific mention about staff who are on maternity leave?	If a member of staff is selected for redundancy whilst on maternity leave, their employment continues until the end of the statutory pay period. Employers must not discriminate against someone who is on maternity leave. By law, once a woman who is on maternity leave has been selected for redundancy, the employer has to give her preference over other redeployees when finding alternative work.
If an employee's name is on the Redeployment Register, are they guaranteed a post?	The authority's redeployment policy needs to be strengthened as currently, not everyone who is on the redeployment register is guaranteed a post. When staff are given notice and there are no issues in relation to capability, another school would need to give good reasons for not considering an applicant whose name was on the redeployment register.

What does the Final Business Case involve?	<p>The Strategic Outline Case focusses on the strategic justification, the investment objectives, the reasoning of the options and the proposed management structure of the proposal.</p> <p>The Outline Business Case focusses on the commercial strategy, the detailed analysis of the options, and details of match funding and profile of spend.</p> <p>Both business cases have been approved by Welsh Government.</p> <p>The Full Business Case ties every detail together, from the management structure, monitoring and evaluating the benefits and the agreed contract.</p>
Is it possible that approval may be retracted if there is a change of administration following the Welsh Assembly elections?	The 21 st Century Schools Programme will run until March 2019, therefore the project must be completed before then.
Will there be an opportunity to see the design of the new school?	The authority will ensure that the pupils and stakeholders have the opportunity to have an input in the designs. Although the proposed 5 new primary schools in the Gwernyfed catchment will be of standardised design, the appointed contractors and Powys County Council staff will work with pupils and stakeholders to finalise the initial designs.
If someone in the community objects to the proposal, even if they are not connected with school that could mean the proposal was rejected?	If Cabinet approves the proposal, there will be a 28 day objection period for people to submit their objections. An objection report will then go back to cabinet for consideration. It will be Cabinet's decision whether to approve the proposal, or not.
Has the timeframe you have given been planned on the basis that there are likely to be objections to the proposal?	If Cabinet approves the proposal, there will be a 28 day objection period for people to submit their objections. An objection report will then go back to Cabinet for consideration. The objection report will go to Cabinet in September 2016.

How is a Shadow Governing Body formed?	The shadow governing body would be established to include governors from the two existing schools. The authority will manage the process and would seek to achieve a balance of governors between the two existing schools. The authority would also provide a clerk to the new shadow governing body to provide independent advice and support. The process will also be fully supported by the authority's officers.
When do you envisage a Shadow Governing Body being established?	The shadow governing body will be established when the formal consultation process to close the schools is fully concluded and approved by Cabinet – this could be in October or November 2016.
Will there be a new prospectus for the new school when the new Shadow Governing Body is established?	There would need to be a statement around the vision for the new school before the new school is established in September 2017.
Concerns were raised about staff uncertainty and that they may look for new jobs. Is there any way the new build could be brought forward?	The authority accepts that any school reorganisation process will create a period of uncertainty for all involved, however the completion of the new school in Talgarth is a priority and it will be in the top half of the priority list of the 5 new build schools.
Why is there a need for the interim arrangements? Why not wait until the new school is ready?	The authority is of the view that by establishing the new school 12 months in advance of relocating to the new building, the pupils will have time to get to know each other through learning and activities, the pupils will get to know the teachers, and time is given for the new school arrangements and ethos to be instilled.
What is the possibility of the one school two-sited option being shortened so this can be one term rather than full school year?	The authority is of the view that by establishing the new school 12 months in advance of relocating to the new building, the pupils will have time to get to know each other through learning and activities, the pupils will get to know the teachers, and time is given for the new school arrangements and ethos to be instilled. The authority is of the view that this wouldn't be feasible during one school term.

What happens with the governing bodies and shadow governing body running concurrently because governors are appointed for a four-year term?	Governors would be appointed to the Shadow Governing Body but their appointment would cease upon the formation of a permanent governing body.
Would there be teacher governor on the Shadow Governing Body?	As the regulations currently stand, yes a teacher governor will form part of the shadow governing body.
Will it be possible for governors to be on both the governing body of the existing school and the Shadow Governing Body of the new school?	Yes.
What if you only have one year left as governor from the old school and there is a four-year term of office on new governing body?	Governors would be appointed to the Shadow Governing Body but their appointment would cease upon the formation of a permanent governing body.
Will the opening of the new school on two sites generate an Estyn inspection?	It is the authority's view that it would be highly unlikely for Estyn to inspect a new school within 18 months of opening, however that cannot be guaranteed. Any school is only 20 days from inspection.
Has the new school site been purchased?	The land has not been formally purchased, however the authority and the current landowner's legal representatives have agreed an Options Agreement. The Options Agreement is expected to be in place before the consultation process concludes. A 'break out' clause has been included within the Options Agreement by which the authority can pull out of the agreement at a cost to the authority. However, the landowner would be committed to the Options Agreement once it has been signed.
What would make Powys County Council pull out of the options agreement?	The authority would not commit to a significant sum of money without having an option to pull out, however the authority is confident that there is no

	significant issue that would halt the process. This is without prejudice to the Cabinet decision making process.
Has the timescale for all 5 new primary schools slipped?	The timescale for building all five primary schools proposed within the overall project has slipped against the original time-frame. The proposal to build the new school in Talgarth is part of the same overall project.
Will the authority be placing contracts with contractors this year?	The authority has met it's timescale for awarding the contract for the design and build of the schools. If all goes to plan, it is proposed that the new school would open in September 2018.
Why can't the new school open when the new school building is ready?	The authority is of the view that by establishing the new school 12 months in advance of relocating to the new building, the pupils will have time to get to know each other through learning and activities, the pupils will get to know the teachers, and time is given for the new school arrangements and ethos to be instilled. The authority is of the view that this wouldn't be feasible if all upheaval would happen at once, when the new school opens.
Concerns were raised about the interim proposals, why can't the new school open on two sites in September 2016?	It would not be possible to establish the new school on two sites from September 2016 because the authority has to adhere by the Welsh Government School Organisation Code (2013). The consultation process has to conclude before the new school can be established. It is the authority' view that the process will be concluded by October/ November 2016.
Is there a risk that the new school building will not go ahead if the administration is Welsh Government changes?	The 21 st Century Schools Programme has been approved to run until 2019.
Could the authority provide the names of those responsible for seeing through the project?	Gareth Jones, Senior Manager Central Support Services Marianne Evans, Senior Schools Transformation Manager
Is September 2018 the very last date by which the new school will be open?	The earliest time the school could open would be the beginning of the summer term in 2018, but if there were to be slippage, this would be September 2018.

What problems might there be which would cause further delay?	Several processes need to be concluded before the Final business Case can be submitted for Welsh Government approval in the autumn.
Has the Brecon Beacons National Park authority been consulted?	The authority's property department have had several discussions with the National Park Authority.
As part of the tendering process for the potential contractors, would you provide an outline plan of what the new school will be?	Yes.
Will governors have an input in terms of the design of the new school, inside and outside?	Yes. The authority will make arrangements for the contractors to consult with pupils, teachers, governors and parents about the new school designs.
Has the Outline Business Case covered the travel facilities, paths, sports grounds, library, and if it has not, with the Full Business Case include this?	The Full Business Case will include all details of the new school. Travel arrangements will need to be evaluated by the authority under its schools transport policy.
Is the full Business Case ready?	The authority is currently developing the Full Business Case ready for Welsh Government submission in the autumn of this year.
If the cabinet rejects the proposal will the project go to the 'bottom of the pile'?	If the Cabinet rejects the proposal, it will not be possible to proceed with closure of Talgarth and Bronllys Schools and the opening of the new school.
If the Cabinet rejects the proposal in relation to Talgarth/ Bronllys will the four other new school builds go ahead?	Yes.

Could this proposal be derailed by proposals for other primary schools on Gwernyfed catchment?	No due to the fact that the other 4 new primary schools are not required to go through a statutory process.
Concerns were raised that if the other new primary schools proposed for the catchment were built and the proposal for Talgarth did not go ahead, that would mean we would lose pupils.	The authority notes this comment.
Will the new build be phased and when will the community be alerted as to what the phasing will be?	The new schools to be built at Hay, Clyro and Talgarth will be priorities. The order in which the schools are to be built will be discussed in detail with the contractor.
Will one contractor be appointed for all the new school builds in the Gwernyfed catchment?	Yes.
Who is the named person/s who going to be responsible for the Full Business Case? Can we contact them directly?	Gareth Jones and Marianne Evans, as Senior Managers within the Schools Service. Betsan Ifan, the Schools Transformation Project Manager should be contacted directly with any queries.
Has Welsh Government funding been secured for the new school and, if so, is this likely to change following change in administration at Welsh Government or if the UK leaves Europe?	The 21 st Century Schools Programme has been approved to run until March 2019.
Why weren't Opinion Research Services brought in at an earlier stage so that we could feel reassured throughout the process?	The authority notes this comment. Opinion Research Services will be involved throughout the Talgarth and Bronllys CP Schools formal consultation process.

Will parents, pupils and staff be involved in discussion concerning the design of the new school?	Yes
Does the authority now own the site identified for the new school?	The land has not been formally purchased, however the authority and the current landowner's legal representatives have agreed an Options Agreement. The Options Agreement is expected to be in place before the consultation process concludes. A 'break out' clause has been included within the Options Agreement by which the authority can pull out of the agreement at a cost to the authority. However, the landowner would be committed to the Options Agreement once it has been signed.
If the Cabinet approves the proposal, what date will the statutory notice be published?	The formal consultation process end date is April 18, 2016. The consultation report will be written and submitted to Cabinet in June. If Cabinet approve the proposal, a 28 days objection period will commence. An objection report will then be submitted to Cabinet in September 2016.
Will there be another meeting to update parents?	The authority will not hold another public meeting for parents. Teachers, governors and parents will be updated throughout the process.
(directed at Opinion Research) Are you still involved in the process when the report goes to Cabinet?	Opinion Research Services will only be involved during the formal consultation period.
What length of time will be included in the Options Agreement for payment for the site?	The full payment of the site will be made if and when Welsh Government approve the Full Business Case.
Concerns were raised that due to the authority not being able to provide assurances that the funding has been secured for the new-build, the schools will be stuck with the interim	The authority notes this comment.

arrangements and travelling between the schools for years to come.	
11. QUESTIONS ABOUT / ISSUES WITH THE CONSULTATION DOCUMENTATION	
Concerns were raised that the Consultation Document failed to consider the establishment of a Welsh-medium primary school in the area, or the viability of establishing a Welsh-medium stream.	The Area Review Board discussed the viability of establishing a Welsh stream as part of the area review process. A Welsh work-stream was established but it was their recommendation not to develop a Welsh stream in the Gwernyfed catchment. Indications are that the learners attending Ysgol y Bannau were from the West side of the catchment area and no children attend Ysgol y Bannau from Clyro, Glasbury, Hay-on-Wye area.
Concerns were raised that no mention is made in the Consultation Document on the safe walking and cycling route to school for pupils from Talgarth and Bronllys	The authority notes this comment and will work with parents on the issue of a safe walking/ cycling route to school.
12. OTHER COMMENTS AND QUESTIONS	
Is the authority aware of the potential for housing development on the same site as the new school?	Yes.
Will housing on the site be developed in tandem with the school? What about provision for works access?	The authority's property department have been in discussions with the developer about access to the school site.
Has sustainability been considered?	Yes. The new schools will be built to BREAAAM excellence standards.

Will the proposal to close Gwernyfed High School affect this proposal?	No.
Will the proposal to close Gwernyfed High School affect what kind of school will be built here?	No.
Is the authority aware of any conversation taking place in relation to using an anaerobic digestion heating source to supply heating for the new school building?	The authority is aware of this.
With regards to the anaerobic digester plant, concerns were raised that the authority has a default obligation in providing acceptable primary education in the area.	<p>The authority notes this comment and is fully aware of its obligation in providing acceptable primary education in the area.</p> <p>The authority has taken advice on the impact this facility will have on the proposed location of the new school without any identified issues.</p>
Concerns were raised about the authority choosing a site adjacent to an anaerobic digester plant and its associated noxious odours and its effect on outdoor play.	<p>The anaerobic digester plant is on a farm which is approximately 500metres from the Talgarth site. The proposed school site is designated for community sand school use under the Brecon Beacons National Park Authority Local Development Plan in the knowledge of the presence of the plant. Whilst the authority understands that the plant had some initial concerns, these concerns have reduced as the plant has been in operation.</p> <p>The authority would expect that as the plant is operating to standards set by the NRW and Local Authority Environmental Health, that good environmental controls are maintained. These controls will be tested during the planning application stage of the proposed development.</p> <p>The authority has taken advice on the impact this facility will have on the proposed location of the new school without any identified issues.</p>

Concerns were raised about the need to maintain the school buildings in the interim, e.g. school toilets are in a bad state and the need to invest in the school buildings in the short term.	The authority accepts that there are significant school backlog maintenance costs at both schools, however minimal investments will be undertaken to ensure that the schools meet H & S requirements.
What will happen to the current school sites? Will they become derelict?	If Cabinet approve the proposal and the schools close, the Schools Service would declare the Bronllys and Talgarth CP School sites surplus to requirement. The sites would be offered to other departments within the authority and to other partner agencies. If there was no interest, the authority would look to sell the site for other purposes and the capital receipts would go back to the authority.
Concerns were raised about the National Park Authority favouring developments of brown field rather than green field sites	The authority's property team have had several discussions with the Brecon Beacons National Park Authority.
How long will the school stand empty waiting for a purchaser?	The school will stand empty until a purchaser is found.
Concerns were raised about the inadequate sewerage system in Talgarth.	The authority notes this comment.
Concerns were raised that the authority have not aspired to having Welsh medium in the Gwernyfed catchment area - but the new school should not be delayed because of it	The Area Review Board discussed the viability of establishing a Welsh stream as part of the area review process. A Welsh work-stream was established but it was their recommendation not to develop a Welsh stream in the Gwernyfed catchment. Indications are that the learners attending Ysgol y Bannau were from the West side of the catchment area and no children attend Ysgol y Bannau from Clyro, Glasbury, Hay-on-Wye area.
Concerns were raised that parents are under the impression that some pupils	The shadow governing body in collaboration with the teachers and parents will decide upon the new school uniform policy.

will receive free school uniforms, and other will not.	
Comments were received urging the authority to be transparent and to effectively communicate project updates to all stakeholders	The authority notes this comment.
Comment was made that the potential contractors had visited all of the other Gwenryfed catchment schools, but not Talgarth and Bronllys schools	The potential contractors were visiting the new school sites and not the actual schools. The reason that the potential contractors visited the other schools was that their new schools will be situated on the current school grounds (or adjacent to it). The situation in Talgarth and Bronllys is different as the new proposed school site is not situated near either the school.
13. COMMENTS IN FAVOUR OF THE PROPOSAL	
“The staff are keen for the new schools to become one school. We do work closely together as two schools and we are keen for that to continue and to move into the new building. We are supportive of a new school.”	The authority notes this comment
“I have not received any feedback from constituents to say that they don’t want this project to happen”	The authority notes this comment.
“The children deserve to have a decent school building. Teachers deserve not to be penalised because	The authority notes this comment

of the fabric of the building when the school is inspected.”	
“In my opinion, the sooner there is one school, the better.”	The authority notes this comment
“It would be nice if the pupils were involved in suggesting name of the new school This current school building is disinteresting and is putting off prospective parents.”	The authority notes this comment
Concerns were raised that if this project was not to proceed, the town of Talgarth would lose more primary pupils	The authority notes this comment
“The staff are keen for the new schools to become one school. We do work closely together as two schools and we are keen for that to continue and to move into the new building.”	The authority notes this comment
“I write in support of the principle of the creation of new school for pupils at Talgarth and Bronllys Schools at the identified site in Talgarth. It is clear that that there is a great deal of community support for the proposals, but considerable disappointment that the new school building maybe further delayed. I would urge the Council to do all that it	The authority notes this comment

<p>can to expedite the building of the new facilities.</p> <p>I am also concerned that Powys County Council give full consideration and develop plans to address the issue of safe routes to Schools that would maximise the opportunity for children to pursue active travel measures to and from school. This must include appropriate speed limits, crossing provision and safe walking cycling routes.</p> <p>I hope you will take on board my points as part of this consultation.”</p>	
<p>“I am for closure of the 2 sites; the new school should have wrap around childcare + the nursery should also accept childcare vouchers”</p>	<p>The authority notes this comment</p>
<p>14. COMMENTS AGAINST THE PROPOSAL</p>	
<p>One written response was received objecting the proposal for the reason that it would likely to worsen primary provision in the Talgarth/ Bronllys area for the following reasons:</p> <ol style="list-style-type: none"> 1) The close proximity of the site to an anaerobic digester plant 2) Road safety 3) Educational value for pupils and the impact on a proposal to remodel the current schools. 	<p>The authority notes the objection and has responded to each issue within the consultation report.</p> <p>1) The anaerobic digester plant is on a farm which is approximately 500metres from the Talgarth site. The proposed school site is designated for community sand school use under the Brecon Beacons National Park Authority Local Development Plan in the knowledge of the presence of the plant. Whilst the authority understands that the plant had some initial concerns, these concerns have reduced as the plant has been in operation.</p> <p>The authority would expect that as the plant is operating to standards set by the NRW and Local Authority Environmental Health, that good environmental controls are maintained. These controls will be tested during the planning application stage of the proposed development.</p>

The authority has taken advice on the impact this facility will have on the proposed location of the new school without any identified issues

2) The authority has undertaken an assessment of the route from Bronllys to Talgarth, and although there is a footpath from Bronllys to Talgarth, there is also a busy trunk road that would need crossing, because of this, the route has been deemed as an unsafe route and the authority will provide Home to School Transport. The authority will work with the communities on options for developing a safe routes to the new site.

3) The authority is of the view that pupils can learn better in a larger physical classroom with appropriate and 21st Century facilities. The learning experience for each pupil will depend on the quality of leadership and management and the teaching and learning.

The authority has evaluated the cost and impact of remodelling the schools, the issues are addressed in the Strategic Outline Case and in the Outline Business Case.

APPENDIX 1 – Minutes of Meetings

Minutes of a consultation meeting with governors of Bronllys and Talgarth CP Schools, held on 14th March, 2016, on a proposal to close Talgarth and Bronllys CP School from August 2017 and establish a new community primary school on the current sites in September 2017 until a new school building is constructed on a new site in Talgarth and opens in September 2018.

Present

Ian Roberts, Head of Schools Service
Marianne Evans, Senior Manager School Transformation
Gareth Jones, Senior Manager, School Central Support Service
Jane Thomas, Professional Lead Finance

Darren Ivey, Opinion Research Services
Kara Stedman, Opinion Research Services

Governors

Tara Morgan	Teacher Govr. Bronllys CP	Ruth Ryan	Parent Governor, Talgarth CP
Anita Powell	Bronllys CP	William Powell	LEA Governor, Talgarth CP
Bev Matthews	Parent Govr. Bronllys CP	Nigel Martin	
Marie Blackwell	Minor Authority, Bronllys	Ann Dierikx	Parent Governor, Talgarth CP
Belinda Owen	Bronllys CP	Malcolm Dodds	Community Governor, Talgarth
Sam Toone	Acting Head Bronllys & Talgarth CP	Sophie Phillips	Teacher Governor, Talgarth CP

Ian Roberts thanked governors for agreeing to attend the meeting as two governing bodies. Officers and governors introduced themselves.

Governors were informed that Welsh Government have, without prejudice to the outcome of consultation, approved the Outline Business Case to build a new primary school in Talgarth. He explained that the purpose of consultation is to obtain views on a proposal to establish a new school on the current sites of Talgarth and Bronllys CP Schools in September 2017 until a new school is constructed in September 2018. Governors were informed that the meeting was part of the formal consultation process defined by the Welsh Government School Organisation Code.

It was noted that issues raised during consultation and the Authority's response to them would be included in a consultation report to be considered by the Council's Cabinet at the end of the consultation period. Governors were advised that the consultation period would run to 18th April, 2016. Ian Roberts invited questions/comments from governors.

1. Question/Comment

**Where are we at in terms of pre application discussion in relation to the site of the new school?
The school organisation process has taken a long time.**

Response

In terms of awarding the contract for development of the new school for this area and other 4 schools, tender documentation from 5 companies is being evaluated currently and it is expected that

a decision to appoint a contractor will be made by the end of this week. Following appointment of the contractor there will be a 10-day period during which the contractors who have not been appointed have a right of appeal. The authority should be in a position to name the contractor by the end of the school Easter break. Colleagues in the Property Service have had discussions with the Brecon Beacons National Park Authority about the planning processes to be followed. The final business case will need to be submitted to Welsh Government by the end of October/early November.

2. Question

What does the Final Business Case involve?

Response

Welsh Government has approved the Strategic Outline Case. When that has been approved an Outline Business Case needs to be completed – this is more detailed than the Strategic Outline Case and includes financial information and information on the options. Once the Outline Business Case is approved, a Final Business Case, including information on planning and design and detailed financial information needs to be completed. Welsh Government has approved the Outline Business Case. The next stage is completion of the Final Business Case. Welsh Government will not approve the Final Business Case until the statutory process has been completed and the planning application has been approved.

3. Question

Is it possible that approval may be retracted if there is a change of administration following the Welsh Assembly elections?

Response

I am not in a position to speak on behalf of Welsh Government but capital funding has been allocated for Band A of the programme and there has been no indication from Welsh Government that the funding will not be honoured.

Response

Powys Legal Team is in discussion with the legal representatives of the landowner of the proposed site for the new school in relation to an options agreement and once that agreement is in place it commits the landowner to selling the site subject to the Final Business Case being approved. There is a “break out” clause within the agreement which means the Authority can opt out of the agreement but the landowner can't.

4. Question

Is the Authority aware of the potential for housing development on the same site as the school?

Response

It is understood that there will be some residential development on the site as well as the school. As part of the Schools Service Asset Management Plan all potential sites for housing development within the Brecon Beacons Park Authority area and the Local Development plan have been identified in order to plan school places.

5. Question

Will housing on the site be developed in tandem with the school? What about provision for works access?

Response

It is understood that colleagues in Property Services have had discussion with the developer about access to the school site.

Even if there is a change of administration following the Welsh Assembly elections, the civil servants in the 21st Century Schools section of Welsh Government will remain broadly the same.

6. Comment

At one time, there was a concern regarding the specification for new school builds. The Minister has advised that local authorities are expected to be sensitive to the surrounding area when considering designs for new school buildings especially when these are in a national park setting.

Response

Welsh Government is looking to more standardised school buildings but it is sensitive to local planning needs. Quality will not be sacrificed at the expense of standardisation.

Comment

When the tender documentation was sent to contractors they were asked how they can assure flexibility within the design to accommodate changes of educational delivery into the future.

7. Comment

Contractors tendering for the design and build of the new schools have visited staff in other schools in the catchment but they did not visit Talgarth or Bronllys CP School.

Response

We need to ensure that once a contractor has been appointed there is early engagement with schools.

8. Question

Has sustainability been considered?

Response

It is expected that the new schools will be built to BREAAAM excellence standard. Contractors will have to achieve sustainability.

9. Question

Will there be an opportunity see the design for the new school?

Response

Contractors will need to work with teaching professionals as to what works in terms of design. What is important is that children have high quality classroom environments. New schools will have ICT wireless connectivity and touch screens.

Response

Ysgol Trefonnen in Llandrindod Wells was built with an ICT classroom. Once a contractor has been appointed, site visits need to be arranged.

Response

The contractor will need to discuss with staff the requirements for the new schools. Even the colour of the walls in classrooms is important. The classroom environment has to be suitable for pupils with additional needs such as dyslexia and sensory impairment.

10. Comment

We are lucky with the surroundings at this school. We have plenty of outdoor space which is important particularly for the Foundation Phase. What is the size of the site for the new school and how much land will there be around it?

Response

There are guidelines in place around outside space for new schools.

Response

Consideration will be given to car parking and safe routes to school.

Response

It has yet to be determined whether the school will be designed with a capacity to accommodate the number of primary school living in the catchment areas of Talgarth and Bronllys CP schools or the current pupils of both schools.

11. Comment/Question

We are aware of potential bleed from some schools because of the uncertainty in relation to the future of Gwernyfed High School. Will the Gwernyfed issue affect what sort of school we will have?

Response

It is currently planned to build an English medium primary school to accommodate between 120 and 150 pupils. It is not appropriate to discuss the Secondary school proposal at this meeting.

Response

The new school needs to be of sufficient size to accommodate the current pupils of both schools and to have capacity to expand, if required in future.

12. Comment

As a governor of Talgarth School I am fairly certain that governors are all in favour of the new school but we have had so many promises and we have been waiting for so long. We want something concrete. Bronllys governors may have a different view.

Response

It is important to understand this is consultation on the closure of the two schools and there is no guarantee that the proposal will be taken forward as Cabinet may decide not to progress if there is a significant level of opposition. I am not hearing opposition to the proposal tonight but we do not know what the outcome of consultation will be. The Portfolio Holder and Leader of the Council are attending the public consultation meeting this evening. It is not possible to progress to the next stage until the consultation phase has been completed.

13. Question

So if someone in the community objects to the proposal, even if they are not connected with school that could mean the proposal was rejected?

Response

All the issues raised during the consultation period and the authority's response to them will be collated and included in a consultation report to the Cabinet which has a duty to consider all the issues raised before taking a decision.

Response

An objection or a significant number of objections does not mean that the proposal will not go ahead.

Response

The consultation is not a referendum. It is about collating all the issues.

Response

It will be for the Council's Cabinet, not the Minister, to decide on the next steps. Under the current code, because the schools are County Primary schools, it will be the Council's Cabinet which takes the decision on the proposal. If there was an objection concerning the proposed site for the new school – for example, from someone living adjacent to the site, they would have the option to submit an objection under planning regulations.

14. Question

Has the timeframe you have given been planned on the basis that there are likely to be objections to the proposal?

Response

The statutory consultation period is for 42 days. If, following the consultation period, the Cabinet decides to proceed with the proposal statutory notices of closure will be published, following which there will be a statutory objection period of 28 days. During that time any objections submitted during the consultation period will need to be resubmitted in order to count as an objection.

15. Comment

We have been through the consultation process before.

Response

There was a formal consultation in 2012. Cabinet did not agree to publish notices then as there were issues around the site so there was a need to consult again.

16. Comment/Question

A parent raised concerns about a safe walking route from Bronllys to Talgarth. What happens if the authority changes its school transport plan?

Response

The reason why the authority said school transport would be provided from Bronllys was because there was an issue with pupils having to cross the main trunk road.

17. Comment

Parents of pupils in Talgarth School are also anxious about the walking route to the site of the new school. There is no safe footpath on some of the route.

Response

We will need to work with colleagues from the Highways Department regarding safe routes to school.

18. Question

Does the authority not have a duty under the Travel Act, 2014, to provide a safe walking and cycling route to schools?

Response

Yes

19. Question

Will there be a pedestrian crossing?

Response

Officers in the Schools Service will work with colleagues in the Transport and Highways Department in relation to safe routes to school.

20. Comment

Many pupils cycle to school. Consideration also needs to be given to a safe cycling route. I would not want children cycling on the main road.

21. Question

How is a shadow governing body formed?

Response

A shadow governing body would be established to include existing governors of the two schools. We would aim to achieve a balance of governors between the two schools. The Authority would probably provide a clerk to the new shadow governing body to provide independent advice and support. Senior Management would also provide support.

22. Question

When do you envisage a shadow governing body being established?

Response

That question was raised in the staff meeting in relation to concerns around their employment. If the Cabinet decide to proceed with the proposal a final decision may be taken by October half term. The Authority would provide support in establishing a shadow governing body for the new school. The two existing governing bodies would continue to run until the schools close.

23. Question

Will there be a new prospectus for the new school when the new shadow governing body is established? Staff will need a prospectus for the new school to be in place before the new build has been completed.

Response

There would need to be a statement around the vision for the new school before it is built.

24. Comment

In the staff meeting it was stated that, hopefully, staff would be transferring to the new build in September 2017 and I brought up an issue that members of staff are going to be expected to

operate from two sites for a term before the new school is ready. Staff might be prepared to do this for a term but it would be different if this was for a whole year.

Response

It is planned that the new school build will be ready in September, 2018.

25. Comment

The impression given was that 12 months would be the maximum period taken for the new school to be built. The goal posts have changed – one school on two sites for a whole year would be different to one term. Teachers have concerns about a whole year when the new school would be over two sites and, as a governor, I would have concerns about that as well. One school on two sites for a full year is very different to one term.

Response

Is it possible to do everything you need to do to establish a new school within a term?

26. Comment

The dates are totally different to what we were originally told. I thought originally that the new school was going to open September, 2017, and then the date was pushed back to January 2018, but September 2018 is taking it too far.

27. Comment/Question

An extra school year will mean the potential for problems if there are any objections and if there is a change at Welsh Government that could mean another year of uncertainty for staff. The dates keep changing. Are they going to keep moving?

Response

We would not want to move pupils into the new school too soon but we don't want the school ready to be occupied and leave it nine months before the pupils move in.

Response

For one year there will be a governing body and one staffing structure working across two sites. That will allow an opportunity for policies to be developed in advance of the move to the new build.

28. Comment/Question

There is concern about members of staff having to work 12 months and they will not have post in new school. They may look for new jobs. Is there any way the new build could be brought forward?

Response

It is necessary to follow due process. The outcome of consultation cannot be predetermined. Welsh Government has approved the Outline Business Case but we need to go through the planning process.

29. Comment

I am starting to feel anxious about possible stumbling blocks. You have already been through the consultation process once and now it is being carried out again.

Response

The statutory process has to be completed. The contract to develop the new schools is about to be awarded and that is a significant step. From then on the contractor will be working with the school on the design stage. At the same time the statutory process and planning process will be followed and Welsh Government approval sought for the Final Business Case. On the timescale provided by the Property Service, if there is a final decision for the new school to open on 2 sites in 2017, and the contractor develops the designs for the new school, the contractor could be in position to begin construction at this time next year. Welsh Government need the Full Business Case by November. If construction can begin this time next year it would be a 12-month build.

30. Comment

We understood that construction would begin on the new school at Talgarth after the new school at Hay because we are in a unique situation, but we have heard that the new school at Clyro will be the second school to be developed.

Response

That would be part of the discussion to be had with the developer.

One of the advantages, in relation to the development of the new school at Talgarth, is that it will be built on a green field site.

Response

It is also of benefit that one contractor will be developing all 5 new schools.

31. Comment/Question

The other four schools will continue with the same governance and staffing structure. Our schools are unique because everything is going to change for the two schools. There is going to be a massive impact on staff, pupils and parents so the shorter period between establishing one school and the new school building opening the better. What is the possibility of the one school two-sited option being shortened so this can be one term rather than full school year?

Response

There would need to be discussion with the HR department about the impact in terms of staffing and how long the appointment process would take. The appointment process would take at least 2 terms. It would be unlikely that the process could be completed in a term.

32. Comment

We were led to believe the new school would only operate over two sites for one term.

Response

A shadow governing body cannot be established until the Cabinet takes the final decision on the proposal to establish a new school.

Response

2 terms would probably be sufficient for a primary school to set up a new school structure but there would be a time pressure. There would be a process for the shadow governing body to complete in relation to appointment of a headteacher for the new school and to establishing a staffing structure.

The Authority would be appointing a clerk and identifying a senior manager as well as HR support to support the shadow governing body through the process.

33. Question

What happens with the governing bodies and a shadow governing body running concurrently because governors are appointed for a four-year term?

Response

Governors would be appointed to the shadow governing body but their appointment would cease upon formation of a permanent governing body.

34. Question

Would there be teacher governor on the shadow governing body?

Response

Yes. The first task of the shadow governing body, following the official opening of the new school, would be to appoint a permanent governing body. Parent governors would also need to be appointed.

35. Question

Will it be possible for governors to be on both the governing body of the existing school and the shadow governing body of the new school?

Response

Yes

36. Question

What if you only have one year left as governor from the old school and there is a four-year term of office on new governing body?

37. Question

Are you aware of any conversation taking place in relation to using an anaerobic digestion heating source to supply heating for the new school building?

Response

There were discussions in relation to this 18 months ago but I am aware that the community may not support this.

38. Question

Will the opening of a new school on two sites generate an Estyn inspection?

Response

It is highly unlikely Estyn would inspect a new school within 18 months of it being opened but that cannot be guaranteed. Any school is only 20 days from inspection.

Ian Roberts informed governors of the methods by which they could respond to the consultation.

It was noted that the consultation report would be publicly available a week in advance of the Cabinet meeting and that the minutes of the meeting would be included with the report.

Minutes of a consultation meeting with staff of Bronllys and Talgarth CP Schools, held on 14th March, 2016, on a proposal to close Talgarth and Bronllys CP Schools from August 2017 and establish a new community primary school on the current sites in September 2017 until a new school building is constructed on a new site in Talgarth and opens in September 2018.

Present

Gareth Jones, Senior Manager, School Central School Support Services
 Catherine Cottle, Human Resources Business Partner
 Marianne Evans, Senior Manager, Schools Transformation

Staff Members

Lorna Olley	Talgarth CP	Anita Powell	Bronllys CP
Sophie Phillips	Talgarth CP	Julie Robinson	Bronllys CP
Anthea Coles	Talgarth CP	Janet Lewis	Bronllys CP
Nicole Carey	Talgarth CP	Catarina Owen	Bronllys CP
Simon Johnson	Talgarth CP	Tara Morgan	Bronllys CP
Hazel Williams	Talgarth CP	Zoe Argent	Bronllys CP
Sarah James	Talgarth CP	Ydwena Jones	Bronllys and Talgarth CP
Cheryl Beckett	Talgarth CP	Sam Toone	Bronllys and Talgarth CP
Debbie Lewis	Talgarth CP	Vicki Williams	Bronllys and Talgarth CP
Becki Humphreys	Talgarth CP		
Leanne Davies	Talgarth CP		

Gareth Jones thanked staff for attending the. Officers and staff members introduced themselves.

Gareth Jones explained the purpose of the meeting was to gain views on the proposal to close both Bronllys and Talgarth C P Schools from August, 2017 and to establish a new community primary school on the current sites in September, 2017, until a new school building is constructed on a new site in Talgarth and opens in September, 2018. Staff were informed that if they had any questions around the HR process these could be discussed without prejudice to the Cabinet’s decision but the main purpose of the meeting was to formally consult with staff on the school closure proposal. Gareth Jones informed staff about the background leading up to the proposal. It was noted that it had been the recommendation of the Area Project Board to close four of the 10 primary schools within the Gwernfyfed catchment area and four of these – Ffynnongynydd Church in Wales School, Glasbury Church in Wales School and Llanigon and Rhosgoch CP School had already closed. Following completion of consultation, a report, including issues raised during consultation, would be considered by the Council’s Cabinet and if members decided to proceed with the proposal then a statutory notices of closure of both schools would be published. A statutory objection period of 28 days, to include 15 schools days, would follow the publication of statutory notices. Following the objection period, a further report, including an analysis of any objections received, would be considered by the Cabinet, which would take the final decision on the proposal. Once the final decision had been taken the HR process would begin. It was noted that the situation in terms of the HR process for Bronllys and Talgarth CP schools, this would be different to that followed in respect of the other four closed primary schools in the Gwernfyfed catchment. If a decision is taken to close both schools, and to open a new school, there would be a revised staffing structure for the new school and posts in the new school would be ringfenced to the existing staff of Bronllys and Talgarth CP Schools. It was noted that because the proposal is to close both schools and to open a new school from the existing sites from September 2017, the new school could be based on the 2 existing school sites until the new building opens.

1. Question

Has the Business Case in respect of funding for the new school been completed?

Response

Welsh Government approval has been received for the Strategic Outline Case and for the Outline Business Case for 5 new primary schools in Gwernyfed catchment. The Full Business Case must be with Welsh Government by the end of October.

As part of the process the Authority, needs to have planning permission for the new school and contractors appointed by the FBC stage. The new schools will be built on design and build basis. By the time schools return from the Easter break the contract should have been awarded. Evaluation of tenders is based 60% on quality and 40% on price.

2. Question

So the process is too far down the line for something to go wrong and for us not to have a new school? What about the impact of the proposal in respect of Gwernyfed High School?

Response

The Secondary school reorganisation process is linked but will not impact on the primary school development. In the Full Business Case, we will need to justify the size of the proposed new primary schools. Currently, more primary school-aged children live in Talgarth and Bronllys school catchments than attend the schools. There is a decision to be taken as to whether or not the new school is built to accommodate the number of primary school pupils in the catchment areas of both schools or whether it is built to accommodate the current pupils of both schools.

In relation to the site for the new school the Authority's legal representatives and representatives of the landowner are discussing an options agreement.

Once the options agreement has been signed by Powys County Council and the landowner then the landowner does not have an option to step away from that agreement, although that option remains open to the Authority.

3. Question

So as far as you are concerned the new school will go ahead?

Response

Yes

4. Question

If the proposal is approved, when will you know what the staffing structure will be?

5. Question

Do we run for a term with the same staffing structure or will we have new contracts from when the new school opens?

Response

If the Cabinet decide to take forward the proposal it is likely to be October or November before steps are taken to establish a shadow governing body for the new school. The shadow governing body will be made up of governors from the governing bodies from the existing schools and the Authority will support the process to ensure that there is a balance of representation from both Bronllys and Talgarth schools on the shadow governing body.

One of the first duties of the shadow governing body of the new school will be to appoint a headteacher. The headteacher would then work with the shadow governing body on a staffing structure for the new school.

If the Cabinet approve the proposal to close both Talgarth and Bronllys CP School and establish a new school, we would hope that the process for establishing a shadow governing body for the new school would begin in the autumn term, 2016.

The timing of the staffing process will depend on the appointment of the new headteacher who will then work with the shadow governing body. Once a headteacher has been appointed to the new school then the staffing structure for the new school can be planned. Discussion will also need to take place as to how the administration of the school will be managed. A library and a pre-school setting may be based in the new school.

6. Comment

There is already a pre-school setting at Talgarth School. If there is a pre-school setting attached to a school, children in the setting usually join the school when they reach school age.

Response

There is second consultation around a proposal to change to the age of school admission and if that proposal goes ahead, the numbers in pre-school may increase.

7. Question

If the new school initially operates over the sites of the existing schools, would staff have two places of work?

Response

The long-term staffing structure for the new school would need to be determined and then it would need to be decided what additional staffing would be needed to operate over both sites.

8. Question

Are you expecting staff who might not have a job in the new school to remain in post for that term when the school is operating over the 2 sites? I think that is ridiculous.

Response

I would be recommending to the governing body that they determine what staff will be needed in the new school and make those appointments and, in the meantime, staff would be expected work across both schools. Notice for those staff not appointed to the new school would be effective from the date the new building opens. Teachers working their notice may well be working for that 1 term. We would discuss with those staff how to make that work for them. Staff will be entitled to a period of notice, either 1 week for every year of service up to a maximum of 12 weeks or contractual notice, whichever is longer. Support staff with longer than four years continuous service will be entitled to be given statutory notice period.

9. Question

Would the Authority be looking to redeploy staff who were not appointed to the new school or to make them redundant?

Response

The Authority's policy is to deploy staff, where possible.

There would be separate consultation with staff in relation to their employment and consideration would be given to redeploying staff, where possible, in order to avoid compulsory redundancy.

10. Question

Have you any idea how many staff will be needed in the new school?

Response

It would most likely be fewer staff than in employed in the two schools at the moment taking into account the change of school admission age.

11. Question

What staff?

Response

It is more likely that fewer teaching staff than support staff will be needed because of the way they are funded.

12. Comment

If the new school has capacity for 120 children it will be decided that there will be 4 classes of 30 pupils and that may not be appropriate.

Response

The authority has powers give protection around pupil numbers but the finance team will work with the schools on a joint budget for the schools.

13. Question

Will staff need to be interviewed for jobs in the new school?

Response

Staff will not have to fill in an application form but will have to go through a selection process. Usually for teachers this is a paper exercise based on a skills audit. For support staff there would be an interview.

Response

The Staff Disciplinary and Dismissals Committee of the shadow governing body will be responsible for selecting staff for redundancy.

14. Question

Will all existing staff in Talgarth and Bronllys Schools be made redundant?

Response

The posts would be made redundant but we would be looking to find staff employment in the new school. So not all the people would be made redundant.

15. Question

Would the contracts be temporary or permanent?

Response

If staff were employed in the new school this would be on permanent contracts and there would be no break in service and so there would be no impact on entitlement to sickness payment holiday entitlement. If some posts were available on a fixed term contract these entitlements would remain and staff would still be entitled to redundancy at the end of the fixed term contract if suitable alternative employment had not been found.

Comment

For staff who work in canteens there will be a separate consultation led by the Catering and Cleaning Service.

16. Question

If a member of staff currently works on a one to one basis supporting an individual child would they have to reapply to work with that child?

Response

All staff with the same job description would be treated together. If you are the only teacher with a particular pupil it would be a decision for the governing body, supported by HR, as to how the posts are ringfenced.

17. Comment

Parents will wish continuity of support to be maintained for their child because continuity is in the child's best interests.

Response

The Governing Body may decide to ringfence a post in the best interests of a pupil. That could be challenged by a union but it would be for the governing body to decide whether or not to protect that post.

18. Comment

The school reorganisation process has been going on for a long time now. I have come across a lot of parents who would have sent their children to Talgarth or Bronllys Schools but have opted for different schools because of the uncertainty. What have you done to promote the new school in the area? Have you considered the possibility of increased pupil numbers? There could be an influx of pupils particularly with the planned new housing developments in the area?

Response

That is a good question. Consideration needs to be given to the size of the new school. If it is built to a capacity to accommodate children who live in area then there would be 6/7 classrooms. If the new school is built to accommodate children currently in Talgarth and Bronllys CP School it would be a school with 4/5 classrooms, but flexibility to extend would need to be built into the design of the new school.

19. Comment

Parents who have opted for other schools may choose to transfer their children to the new school once it has been built.

20. Comment

A brand new pre-school setting will have the same effect.

21. Comment

The site for the new school isn't exceptionally large if you are putting in a pre-school setting, a library and the youth centre. I don't remember being told the field was large enough to extend.

Response

The Library Service is considering different ways of delivering the service.

22. Question

Will there be outside space? We don't want to move to a school where there will be less outside space.

23. Comment

It would be good to have a dedicated meeting room and space for pupils needing individual support with speech and language etc.

Response

That would be part of a discussion with the contractor once a contractor has been appointed.

24. Comment/Question

The Gwernfyfed Area Project Board had discussions about an SEN Centre and a Welsh Unit. Is that possibility still being considered?

Response

It is proposed to establish an English medium primary school without an SEN unit. If it is your view that a Welsh medium stream and an SEN centre should be developed, that would need to be given consideration. However consideration is being given to closing specialist SEN centres. The specialist centre at Crickhowell Primary School is closing due to lack of numbers.

Question

In terms of the authority's proposal to close both schools and open one school are staff generally in support of this?

25. Question/Comment

It would depend on the budget made available to schools. What would happen to the budget of Talgarth and Bronlly Schools if they close? What would happen to equipment in the present schools on closure?

Response

Any underspend /overspend at the date of closure would be written off. In terms of equipment for the new school a budget would be provided for fixtures and fittings and ICT. Ysgol Dafydd Llwyd in Newtown and the new primary schools in Ystradgynlais have all new equipment.

An audit of equipment in the existing schools would be completed. When there is surplus equipment this is normally offered to neighbouring schools.

.Do I gather there is general support of the two schools closing and opening one new school?

26. Comment

In my opinion, the sooner there is one school the better.

Response

A suggestion has been received for the name for the proposed new school - Ysgol Mynydd Ddu- but it would be for the shadow governing body to propose a name for the school.

27. Comment

It would be nice if the pupils were involved in suggesting the name of the new school.

28. Comment/Question

The outdoor space at Talgarth CP School is huge resource in school particularly the forest area. It would be nice if thought was given to that provision in the new school. We don't want a concrete yard. Outdoor space for the pupils is important and schools are expected to have outdoor provision. Will there be enough space for that?

29. Comment

If there is a new uniform for pupils in the new school it will mean a lot of expense for parents. Parents may not be able to afford the financial outlay for a new uniform. Do we offer one new jumper?

Response

That is something that parents would need to raise. In Welshpool, the Authority is proposing to close three infants' schools and open one new County Primary school. It has been decided that pupils will retain their present uniform but there will be a new badge.

Response

In one new school the shadow governing body decided they wanted a new uniform for the school but allowed parents to choose for children to continue wearing the old uniform until they needed to buy a new uniform.

Response

The school or local authority cannot impose a uniform for primary school aged children because uniform is only compulsory for secondary school pupils.

30. Question

What are the Management of Change procedures and can we have a copy of them?

Response

Neither of the schools involved have adopted the Council's Management of Change policy. The policy is being worked on at the moment so I cannot let you have a copy of it at the moment. The policy is being worked on over the Easter holidays.

Response

The Redeployment Policy needs to be strengthened as the success of redeploying staff following small school closures has been quite low.

Response

It is expected that both schools will have adopted the Council's Redundancy Policy. There are separate policies for teaching and support staff which are available on the Intranet.

31. Question

What about involvement of the unions?

Response

Consultation paperwork would be sent to unions and affected staff a week before the consultation with the staff. There is always a pre consultation meeting with the teaching and support staff unions.

32. Question

If a member of staff is part time are their days protected in the new school?

Response

Not necessarily. That would be looked at on an individual basis.

33. Question

Will there be part time positions available in the new school?

Response

It would be the role of the governing body to decide that but governors would be advised that they should not discriminate against part time workers. They have rights protected under the "The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000 (Amendment) Regulations 2002"

34. Question

Does the policy make any specific mention about staff who are on maternity leave?

Response

There is information that says if a woman is selected for redundancy while on maternity leave their employment continues until end of the statutory pay period. There are laws against discrimination. Employers must not discriminate against someone who is on maternity leave. By law, once a woman is on maternity leave has been selected for redundancy, the employer has to give her preference over other redeployees over finding alternative work.

35. Question

If an employee's name is on the Redeployment Register are they guaranteed a post?

Response

Not at the moment. We are aiming to strengthen the redeployment policy. When staff are given notice and there are no issues in relation to capability, another school would need to give good reasons for not considering an applicant whose name was on the Redeployment Register.

36. Question

When will staff be declared to be at risk of redundancy?

Response

At the point at which they were not successful in getting a job at the new school.

37. Comment

Every member of staff works so hard and we would hope there would be some loyalty to us as staff. It is very disturbing for a lot of staff that the school has been under threat of closure for a long time. Staff do not know what the future is.

Response

So many schools are going through a process of change now, that it is recognised staff may find themselves in a redundancy situation through no fault of their own. The authority's aim would be to redeploy staff wherever possible. We would want to retain people redundant who have good experience and skills.

38. Question

Where could staff be redeployed to?

Response

Consideration would need to be given as to what would be reasonable in terms of your role. Say, if you were a midday supervisor working 1.25 hours a day, it would not be reasonable for you to travel 10 miles but for a Headteacher that may be reasonable. What makes a job reasonable will be depend on your individual circumstances. What may not suit one person may suit another. There is no definition of what is reasonable. If there is no suitable alternative employment for you then there may be no alternative to redundancy.

Response

Consideration may be given to opening up a voluntary redundancy scheme if the proposal to change the school admission age goes ahead.

39. Question

Will the level of pay be a factor in terms of what job is offered?

Response

The school's governing body will create a staffing structure with the headteacher of the new school. If staff are employed in a role with lower a pay or reduced hours they would receive a one-off compensatory payment.

Response

TLRs have 3-year protection. The compensatory payment would be taxable whereas redundancy payments up to £30K are not.

40. Question

How would Level 2 and Level 3 be taken into account?

Response

That would be up to the governing body.

41. Comment

Originally when school closures were discussed by the Area Project Board when all the school close staff at Bronllys and Talgarth were going to be the last pool.

Response

In Ystradgynlais, when the 10 primary schools closed on the same day, all staff in those schools were included in the pool. In Gwernyfed the situation is different because 4 schools have already closed. The ringfencing pool would therefore only include staff from Bronllys and Talgarth schools.

42. Question

What about the position of staff on rolling temporary contracts?

Response

Any employee on fixed-term contracts for 4 or more years will automatically become a permanent employee, unless the employer can show there is a good business reason not to do so. During the HR consultation, information in relation to staff contracts including length of service will be looked at in detail.

Gareth Jones thanked staff for attending and for their contribution to the meeting. He informed them that those members of staff who were governors or community members would be welcome to attend the governors' consultation meeting and/or public consultation meeting taking place later that evening. He explained that the consultation period closes on 18th April, 2016, and that any responses received during that period would be analysed and included in a report to the Council's Cabinet at the end of May/early June. It was noted that if the Cabinet decide to take forward the proposal then statutory notices of closure for each of the schools would be published for a period of 28 days, 15 of which would be school days. Following the end of the objection period a further report would be submitted to the Cabinet, including analysis of any issues raised during the objection period and the Authority's response to them. It would be for the Cabinet to make the final decision, which would not be referred to Welsh Government.

Staff were informed that the minutes of the meeting would be shared with the headteacher and would be included with the Cabinet report. It was noted that if Cabinet members decide to take the proposal forward then the process to establish the shadow governing body for the new school would begin in October. As soon as the shadow governing body is in place, consultation with staff would begin. It was suggested that by the time the shadow governing body is in place the opening date for the new school would be confirmed.

43. Comment

We understood that it would take around 12 months for the new school to be completed. We think the new school at Talgarth should be prioritised over some of the other new school because the buildings here are falling apart.

Response

The first three schools to be built will be the new schools at Hay, Talgarth and Clyro.

Response

It is hoped to award the contract to build the new school within the next week and we will let school know who the contractor is. The contractor will be engaging with schools to work out the design of the new schools.

Minutes of a consultation meeting with parents and community of Talgarth CP School, held on 14th March, 2016, on a proposal to close Talgarth and Bronllys CP School from August 2017 and establish a new community primary school on the current sites in September 2017 until a new school building is constructed on a new site in Talgarth and opens in September 2018.

Present

Cllr Barry Thomas, Council Leader
 Cllr Arwel Jones, Portfolio Holder for Education
 Ian Roberts, Head of Schools Service
 Marianne Evans, Senior Manager, Schools Transformation
 Jane Thomas, Professional Lead Finance
 Gareth Jones, Senior Manager, School Central Support Services
 Betsan Ifan, Project Manager, Schools Transformation Team.

Kara Steadman, ORS
 Darren Ivey, ORS

Wendy May	Parent		Zoe Argent	Parent
Julie Evans	Parent		Bev Matthews	Governor Bronllys
Jo Hansel Davies	Parent		Heather Summerfield	Governor Talgarth
Julie Argent	Parent		Ruth Ryan	Parent & Governor Talgarth CP
Tom Slater	Parent/Governor		Pip Turner	Parent & Town Councillor
Kirsty Williams	AM Brecon & Radnor Representing		Jacqui Wilding	School Governor & Dep. Mayor Talgarth
Nigel Martin	William Powell AM			

Cllr Arwel Jones welcomed parents and community members to the meeting. Panel members introduced themselves.

Marianne Evans explained the background leading up to the proposal to close Bronllys and Talgarth Schools from August 2017 and establish a new community primary school on the current sites in September 2017, until a new school building is constructed on a new site in Talgarth. It was noted that the review of Gwernyfed catchment primary schools began in 2009/10 and, in 2011, the Gwernyfed Area Project Board had agreed to reduce the number of primary schools in the catchment from 10 to 5 and a Business Case for capital funding to support the project was submitted to Welsh Government. In 2012, there was formal consultation on the proposal to close both Bronllys and Talgarth Primary Schools but the Cabinet did not approve publication of statutory notices at that time so the formal consultation process is now being repeated. There is a three-stage Business Case process to be completed in order to apply for Welsh Government funding. Welsh Government has approved the first and secondary business cases (Strategic Outline Case and Outline Business Case) and the final Full Business Case is now being developed with a view to this being submitted to Welsh Government in November. The Full Business Case will include information on the design elements and detailed financial information.

It was noted that the minutes of the meeting would be included with the consultation report to be considered by the Council’s Cabinet when the formal consultation period has closed.

Parents and community members were invited to ask questions and to give their views on the proposal.

1. Question

Has the site been purchased?

Response

The land has not yet been purchased although Powys County Council's and the landowner's legal representatives have agreed a purchase and are in the process of finalising an options agreement and it is expected that an options agreement will be in place before the end of the consultation process. A "break out" clause has been included within the options agreement by which the Authority can pull out of the agreement but there would be a cost to the Authority. However, the landowner would be committed to the options agreement once it has been signed.

2. Question

What would make Powys County Council pull out of the options agreement?

Response

The Authority does not want to commit to a significant sum of money without having an option to pull out but nothing is seen as a major hurdle to stop the development.

3. Question/Comment

Why has the schedule slipped by 12 months again? Originally, the plan was to open the new school in September, 2017.

Response

Tenders for the design and build are currently being evaluated and it is hoped to appoint a contractor by the end of March. As soon as the contract has been awarded, the Authority will be working with contractor. Part of discussion with the appointed developer will be about the timeline for prioritisation of the new school builds. September, 2018, is the latest date by which we expect the new school at Talgarth to be built. How long the interim period when the new school is run over two sites will be is a discussion to be had with the governing body.

4. Question

Why has the timescale slipped? This meeting is taking place 3 months later than we expected. You are obviously confident you are going to get through this consultation process. The Outline Business case was approved last year. I don't understand why there has been 12 months slippage.

Response

The Outline Business Case was submitted in May and we did not receive notification of approval of the Outline Business Case from Welsh Government until October, 2015 so this affected the timescales.

5. Question

Has the timescale for all 5 new primary schools slipped?

Response

Yes, they are all part of the same project.

Response

Once a contractor has been appointed there can be discussion in relation to the detail of the plan.

6. Comment

I would need to check my notes but I thought you said you were going to be placing contracts with contractors this year.

Response

The timescale for awarding the contract has been met. The new school will be ready in September, 2018, if everything goes to plan. A number of processes are happening at the same time. Consultation is one process, the process around awarding of the contract, and the planning process. Once the contract has been awarded the appointed contractor will be liaising with the school on design of the new school. The Full Business Case needs to be with Welsh Government by November, 2016, so all the processes need to have been completed by that time.

7. Comment

You said that there was a preferred builder.

Response

No, I said that contracts were being evaluated and that by the end of this month there would be a preferred contractor appointed.

Gareth Jones explained the tendering process:

A multi-disciplinary team will be evaluating the tenders. Once the contract has been awarded there will be 10-day period for other contractors to object. Following that, the Council will start the process with the appointed contractor. The appointed contractor will be working on the design and build plans at risk to the authority until the Full Business Case has been approved by Welsh Government. The Full Business Case needs to be submitted to Welsh Government by November, 2016.

8. Comment/Question

I worry about the process slipping again and again. People think we have been here before. This is a good school. We do not want this school to close and an interim arrangement to go on for years. What assurance do we have that the funding will be a reality?

Response

This consultation process ends mid-April and a consultation report will be submitted to the Cabinet in late May or early June. If the Cabinet decides to proceed with the proposal, statutory notices will be published in relation to the closure of both Talgarth and Bronllys Schools and establishing a new school which will operate as a dual-sited school from September 2017, until the new school building has been completed. The statutory notice must be published for 28 days of which 15 must be school days. Following closure of the statutory objection period, any responses received during that period and the Authority's response to them will be included in an objection report for the Council's Cabinet which will take the final decision on the proposal. The design process will proceed concurrently with the statutory process. The site for the new school has been identified as a joint use site for the school and housing.

9. Question

Why can't the new school open when the new school building is ready?

Response

The children will be taught at the current sites of Talgarth and Bronllys Schools while the new school is built.

10. Comment

There is no guarantee that the children will have the same headteacher and staff in the new school.

Response

The acting headteacher will remain in place until the new school opens. The shadow governing body would appoint a headteacher for the new school and the headteacher would work with the shadow governing body to establish a staffing structure ahead of the move into the new build. It has been brought to our attention by governors the period between the opening of the new school and moving into the new build may be too long.

Response

For all posts, except those on leadership scale, the Authority would encourage the shadow governing body to ringfence posts to staff in the existing schools.

11. Comment

We currently have an acting headteacher covering both schools. We are in danger of a situation happening where the school loses its identity. I am not sure of the value of having a 12-month period where the school is operating as a new entity before moving to the new build. Is it not a paperwork exercise to go through the process of telling parents the school is closing before opening of new school?

Response

The question is how resilient is the current situation? There is potential for a situation where there is no leadership in either school. The sooner permanent leadership is secured across the two schools the more resilient the situation will be.

12. Comment/Question

Governors of Talgarth and Bronllys schools have made it clear that they are happy to work together. I would counter what you said with yes I agree but why delay until September 2017? Why can't we open as one school in September, 2016? Why drag out the process because Welsh Government took so long to approve the business case last year? It is frustrating.

Response

It is not possible to for the existing schools to close and to open a new school by September this year because of the statutory process to be followed.

Question

So your view would be that we should not move to one school on two sites but we should just move to the new school when it is ready?

Comment

There has to be a consultation process so that the proposal is open to objections. There appears to be broad support for the long term vision but there are concerns regarding the timetable for implementation.

13. Comment

The staff are keen for the schools to become one school. We do work closely together as two schools and we are keen for that to continue and to move into the new building.

14. Comment

There needs to be more clarity for parents. I rang round parents tonight as I was concerned that there were not many parents at this meeting. The parents seem to believe that the new school is set in stone. I get the impression that parents think this new school is going to happen when I

understand this is not guaranteed. Parents do not understand why the consultation process is happening again. I am concerned that parents' perception of what is going on is not clear. There are not enough parents here to understand the process.

Response

The key point is that the intention is to have a new school in Talgarth and a contractor is about to be appointed but the statutory process needs to be followed.

15. Comment

There is concern that, in the meantime, there is a need to maintain the current school buildings so that they are fit for purpose. The staff make a fantastic effort but there are problems with the existing school buildings. Friends of the school have raised funds for the school and bought whiteboards but are keen for the new school.

16. Comment

Parents are also concerned about the proposal for Gwernyfed High School and that this may overshadow the process for this school.

Response

Formal consultation on the Secondary school proposal has not yet started so that cannot be debated this evening. I would agree with you that this school building is worn.

17. Comment

This school building is disintegrating and it is putting off prospective parents.

18. Question

Is there a risk that the new school building will not go ahead if the administration in Welsh Government changes?

Response

Welsh Government has approved the Outline Business Case and has committed to fund the new primary schools in the Gwernyfed catchment. It is unlikely that the commitment will not be honoured.

19. Comment

It is concerning that there are not many parents of younger pupils at the meeting tonight.

20. Comment

We are supportive of a new school.

21. Comment

I have not received any feedback from constituents to say that they don't want this project to happen. We have had concerns raised about the travel arrangements for the pupils from Bronllys to the new school site in Talgarth. What arrangement will be put in place for the children to walk or cycle to the new site? There are concerns about pedestrian safety and how children are going to get to the new school site safely.

Response

Governors brought up that issue at the meeting held earlier this evening. It is understood that many of the pupils living in Talgarth currently cycle to school and there is a need for safe cycle routes. That is something that needs to be considered and responded to within the consultation document.

22. Comment

There are also concerns about the speed of traffic on the trunk road and there is a need for a pavement for the walking route to the new school site.

23. Comment

Personally, I like schools to be in towns. One of the best things about this school building is its central location within Talgarth. What does Powys intend to do with the current site? Powys is a bit littered with old Council sites. The perception is that Powys County Council is closing down services in Talgarth but not legacy planning. I would like a new school to be built on this site. What do you intend doing with this site once it is no longer needed for the school?

Response

Once the schools close, the Schools Service would declare the Bronllys and Talgarth CP School sites surplus to schools services use. I would expect the Youth service would look to declare their site surplus together with the Bronllys site. The sites would be offered to other departments within the Council and to other partner agencies. If there was no interest, the Authority would look to sell the site for other purposes and the capital receipts would go back to the Authority.

Response

Part of the Council's Medium Term Financial Strategy is planning capital receipts for major projects. Any capital receipts from the sale of school sites would be used to fund future projects within the 21st Century Schools Programme or other prioritised projects.

24. Comment

I would have thought the National Park Authority would favour the development of brown field rather than green field sites.

25. Question/Comment

How long will the school stand empty waiting for purchaser? Ysgol Thomas Stephens was sold but nothing being done with it.

26. Comment

There is concern in the Talgarth community that the site will be allowed to become derelict because of what has happened with Mid Wales hospital.

27. Comment

You have an opportunity to do something positive with the site. I find it surprising that you do not have a plan of whether you are going to sell or use the site.

28. Comment

There is a rumour in the town that the site may be used for housing once it is no longer needed for a school.

29. Comment

When I attended a previous meeting I was totally assured that the new school would be opening its doors in September, 2017. I am wondering why the statutory procedures have not been undertaken before now. We have been promised a new school for a long time. It is a poor show that a site has been identified when you have not yet fulfilled the statutory requirements. What

have you been doing up to now? It is infuriating to be here again and to be told the new school will not be ready until September 2018. That is not good enough.

Response

I can appreciate your frustration but it is not possible to turn back the clock. We need to ensure that the statutory process is followed and proceeds to timescale. It is essential that the consultation is completed and for the Cabinet to consider the consultation report. It is essential that Welsh Government receives the Full Business Case by November, 2016, that a contractor is appointed, and a shadow governing body is established for the new school.

30. Comment

No one will be held to account for this not being done previously. We have been coming to meetings for four years and discussing this.

Response

Consultation took place in 2012 but the Cabinet decided not to publish a statutory notice, at that stage, so the statutory process had to be repeated. Since that time, work has been undertaken to complete and submit business cases to Welsh Government but it took Welsh Government 5 months to approve the Outline Business Case. Following formal consultation in 2012, the Cabinet wanted further work to be undertaken in relation to purchasing a site for the new school, so a statutory notice was not published at that time.

31. Question

Could we have the timescales and the names of those responsible for seeing through the project? What problems might there be which would cause further delay? Is September, 2018, the very last date by which the new school will be open?

Response

The consultation report will be considered by the Cabinet in May. If Cabinet members take a decision to publish a statutory notice, the notice will be published before the summer holidays. Following a statutory period of 28 days when objections may be received, an objection report will be completed and considered by the Cabinet in September, 2016. If Cabinet members decide to proceed with the recommendation, following consideration of the objection report, a shadow governing body will be established for the new school. The Authority is about to award the contract for development of the new schools and the name of the contractor will be announced after the school Easter holiday. The contractor will begin work on the design stage and a Full Business Case will be submitted to Welsh Government in November. Once Welsh Government approve the Full Business Case, work can begin on site. The earliest time the school could open would be the beginning of the summer term, 2018, but if there is slippage this would be September, 2018.

32. Question

Has the Brecon Beacons National Park Authority been consulted?

Response

Colleagues in the Council's Property Service have had discussions with the National Park Authority.

Comment

One of options for this site could be public sale.

33. Comment

We need social houses and homes for more families to move in but there cannot be more housing development in Talgarth because the sewerage system is inadequate.

34. Comment

With regard to the capacity of the sewerage system, members of staff at Powys County Council and Welsh Water are meeting on a regular basis to discuss sewerage capacity for Talgarth. If the sale of the school site goes through this will trigger demand for greater sewerage capacity in the town. Welsh Water are aware of new school and that will trigger a new sewerage system for the whole area.

35. Comment/Question

I have heard that a public library will be included on the school site. What measures will be put in place to safeguard the children? Are the public going to be accessing the school? Will the public only be accessing the building during hours when the school is shut?

Response

There will be robust safeguarding procedures in place. If there is a community library in the school building there would need to be a separate entrance. Access for the public would be restricted. The safety of the children is paramount.

36. Question

Would my child's one to one support have to reapply for her job?

Response

If a learner has a complex need there would be consideration as to whether the same member of staff should continue to work with that child in the new school to ensure consistency in terms of transition and that would be discussed with you as the child's parent.

37. Question

At the governors meeting, the possibility of visiting a new school with a standardised design was discussed. Will the school be a bespoke design?

Response

No, the new school will be built to a standardised design. Once the contractor has been appointed then it can be arranged for governors to visit a new standardised designed school designed by the contractor.

38. Question

As part of the tendering process would you provide an outline plan of what the new school will be?

Response

We would look at baseline costs provided by the construction industry but within a window of funding of what is possible in terms of Welsh Government funding.

39. Question

Will governors have an input in terms of the design of the new school?

Response

Although the new school will be built to a standardised school design, it will not be "off the shelf". Each of the tendering contractors will have their expectation of a standardised build. Although it is

not going to be a school specific design, the contractor will need to take account of individualities as far as the site is concerned. There will be some flexibility within the design and the contractor will be working with schools in relation to the interior areas of the school e.g in relation to where the Foundation Class might be positioned within the school.

40. Question

Will that include the external areas as well? I would like to see better sports facilities for the primary school and for the community as well.

Response

There is an issue around whether the pitch can be used outside school hours and that would be for the governing body to decide.

Question

If the proposal goes ahead what would be the potential advantage of this in terms of the impact on the community and use of sport facilities?

41. Comment

It is huge. We would like a good sports ground on the school site, which could be used by the community. If the sports hall was available for hire and there was a floodlit 3G pitch that would be popular with the community. We want to make sure that there are excellent sports facilities on the site.

42. Question

Has the Outline Business Case covered the travel facilities, paths, sports grounds, library, and if it has not, will the Full Business Case include this? Is the Full Business Case ready? We don't want there to be any further delay. Can we be assured that the Full Business Case will be ready?

43. Question

If the Cabinet rejects the proposal will the project go to the "bottom of the pile"?

Response

If the Cabinet rejects the proposal it will not be possible to proceed with closure of Talgarth and Bronllys Schools and the opening of a new school.

44. Question

If the Cabinet rejects the proposal in relation to Talgarth/Bronllys will the four other new school builds go ahead?

Response

Yes

45. Comment

If Gwernyfed High School is closed there will be more demand for community facilities on the new school site at Talgarth e.g. sports facilities such as an astro turf pitch.

Response

On the site of the new school there will be a school, car parking, an area of land designated for outdoor learning, a hard play area and consideration would be given as to what leisure/sports facilities might be included on the site such as a grass or hard surface games area but the site is limited.

46. Question

Could this proposal be derailed by proposals for other primary schools in the Gwernyfed catchment?

Response

No, the proposal for the other new primary schools does not involve a statutory process.

47. Comment

If the other new primary schools proposed for the catchment were built and the proposal for Talgarth did not go ahead that would mean we would lose pupils.

Response

That is why the authority is looking at the catchment as a whole. Do we build the school to a capacity to accommodate children living in the community or for pupils in the schools? There is a difference.

48. Question

Will the new builds be phased and when will the community be alerted as to what the phasing will be?

Response

The new schools to be built at Hay, Talgarth and Clyro will be prioritised. The order in which the schools are to be built will be discussed with the contractor.

49. Question

Will one contractor be appointed for all the new school builds in the Gwernyfed catchment?

Response

Yes

50. Question

Can you give me the name of the person/s who are going to be responsible for the Full Business Case?

Response

Marianne Evans and Gareth Jones

51. Question

So we can contact you to receive up to date information?

Response

I agree that communications need to be improved and we need to provide staff and governors with regular updates. Betsan Ifan is the named link for Gwernyfed catchment schools and there is also a named lead for the construction process.

52. Comment

The consultation process seems to take a long time and I am not convinced that the new build is going to happen. Until I see the foundations going in I can't believe the new school will be built.

Question

Is there anyone here tonight who would prefer the status quo or another option?

53. Question

Will there be two year groups in one classroom in the new school?

Response

It is planned to build an 120-place school so there will be more than one age group in a class. There would need to be 210-place school for there to be single age group classes.

54. Question

Do you build a school for the size of the town or at a size which reflects parental choice?

Response

Or compromise with flexibility to add to the school?

55. Comment

I think parents will not choose to send their children to school here if a decision is taken to close Gwernyfed High School so you would have to build the new primary school to a capacity based on the number of pupils here.

56. Comment

The school building here is appalling. This building is tumbling down. Will there be any finance available to this school to help it to be useable and tidy for the next two years?

Response

There is a Schools Major Improvement Programme and if there are any health and safety concerns these need to be addressed, but there are limits as to what can be spent on the present building when it is proposed to build a new school.

57. Comment

I am concerned about the state of the toilets in the junior part of the school.

Response

If there are concerns in relation to health and safety, it can be arranged for an officer for the Health and Safety team to visit the school.

58. Comment

There are no imminent health and safety issues but there are concerns about the poor state of the toilets.

59. Comment

Some money needs to be invested into this school building to make some improvements.

60. Comment

I have friends who send their children to Ysgol y Bannau for Welsh medium education. The statistics show that the number of children in the Gwernyfed catchment accessing Welsh medium education isn't very high but there is school transport from Talgarth to Ysgol y Bannau. I think we should think about offering a Welsh language stream in future. That option should at least be included in the consultation document. We have teachers here who speak Welsh. It is an 8-mile bus journey from Talgarth for the children who attend Ysgol y Bannau.

Response

A Welsh stream was discussed as part of the area review process. There was a Welsh workstream but its recommendation was not to develop a Welsh stream in Gwernyfed catchment. Indications

are that the learners attending Ysgol y Bannau were from the West side of the catchment area and no children attend Ysgol y Bannau from the Clyro, Glasbury, Hay area.

61. Comment

The ties with Welsh culture are not so strong in that area.

Response

I think the reason that there were fewer learners travelling from that area to attend Welsh medium education at Ysgol y Bannau was due to travelling distances and times but that would need to be checked.

62. Comment

There are teachers in this school who are able to speak and teach through the medium of Welsh and have attended Welsh language sabbaticals.

Response

Those sabbaticals are aimed at Welsh 2nd language competency. Teachers within a Welsh stream need to have language competency to teach the whole curriculum through the medium of Welsh.

63. Comment

I think the viability of a Welsh stream should be discussed.

Response

If a Welsh stream was to be considered there would be a need to consult again.

Response

Should there be a demand for a Welsh stream there would be nothing to stop that discussion happening once the school is in place. The Authority's strategy is to develop Welsh medium education. Gwernyfed is one of the two catchment areas where there is no school with a Welsh stream.

Response

The impact of having a Welsh stream in the Gwernyfed catchment area on Ysgol y Bannau would need to be considered as part of that discussion.

64. Comment

There is evidence to indicate that for children to become bilingual they need to be in a Welsh medium school. What happens in a stream environment is that the language of the playground is often English. There should definitely be an aspiration that every catchment in Powys should have a Welsh medium option. If people in Clyro and Hay had a choice locally they would opt for Welsh medium education as parents see the advantage of their children being bilingual. The Council should aspire to having Welsh medium in this catchment but the new school should not be delayed because of it.

Cllr Arwel Jones thanked parents and community members for attending the meeting. It was noted that the minutes of the meeting would be included with the consultation report for the Cabinet. Parents and community members were reminded that the consultation closes 18th April and were advised to respond to the consultation either online or by writing to the School Modernisation Team at County Hall or by e-mail to school.modernisation@powys.gov.uk.

Cllr Barry Thomas thanked parents and community members for their contributions to the meeting.

Minutes of a consultation meeting with parents and community of Bronllys CP School, held on 16th March, 2016, on a proposal to close Talgarth and Bronllys CP School from August 2017 and establish a new community primary school on the current sites in September 2017 until a new school building is constructed on a new site in Talgarth and opens in September 2018.

Present

Cllr B Thomas, Council Leader
 Cllr A Jones, Portfolio Holder for Education
 Ian Roberts, Head of Schools Service
 Marianne Evans, Senior Manager, Schools Transformation
 Gareth Jones, Senior Manager, School Central Support Service
 Jane Thomas, Professional Lead, Finance

Chris Doel, Opinion Research Services
 Darren Ivey, Opinion Research Services

Sonia Huddleston	Vice Chair of Governors	Huw Lewis	Bronlly C.C.
Bev Matthews	Chair of Governors	Aimie Bevan	Parent of pupil
Melanie Evans	Parent of pupil	Gareth Court	Parent of pupil
Lorna Olley	Community member, parent of former pupil & staff member Talgarth	Paula Bedford	Grandparent of pupil
Anita Powell	Staff member Bronllys	Louise Graham	Parent of pupil
Sam Toone	Acting Head, Bronllys & Talgarth	Stuart Graham	Parent of pupil
Kate Thomas	Parent of pupil	Sadie Williams	Parent & Playgroup Leader
Chris Perry	Grandparent of pupil	Shauna Harding	Parent, Playgroup and After School club asst.
Hayley Rendell	Parent of pupil	Karen Laurie-Parry	Community member
Sue Richard	Chair Bronllys CC	Victoria Jones	Parent of pupil
Janet Lewis	Staff Bronllys	Belinda Owen	Governor
Phoebe	Pupil	Rebecca Days	Parent of pupil
		Julie Jones	Auntie of pupil

Cllr Arwel Jones welcomed parents and community members to the meeting. He explained the meeting formed part of the statutory consultation process.

Darren Ivey welcomed all to the meeting and explained his role as an independent facilitator.

He informed parents and community members that the purpose of the meeting was to receive their views on the proposal to close Bronllys and Talgarth CP School from August, 2017, and to open a new school from September, 2017, to be run on the current sites until the new school is built on a new site in Talgarth. He explained that no decisions had yet been taken on the proposal and the purpose of consultation is to inform the decision. It was noted that the Cabinet has a duty to take account of the issues raised during consultation and the Authority's response to them before taking a final decision on the proposal.

Marianne Evans provided an overview of the background leading up to the proposal. It was noted that review of the Gwernyfed primary schools had commenced in 2010 and that the Gwernyfed Area

Project Board had recommended reduction of the number of primary schools in the catchment to 5 schools and to build 5 new primary schools.

Formal consultation took place in 2012, but, at that time, the Cabinet decided that statutory notices should not be published in relation to closure of Talgarth and Bronllys CP Schools. In the meantime work continued on the Business Cases in relation to the bid for Welsh Government funding towards the new schools. Welsh Government has approved both the Strategic Outline Case and the Outline Business Case. The proposal is to close Bronllys and Talgarth CP Schools from 31st August, 2017 and reopen a single school on the two existing school sites until the new school is ready in September, 2018. If the new school building is ready it is possible that the new school building could be operational before September, 2018. Welsh Government will be providing 50% funding for the new schools. Tenders are currently being evaluated and it is hoped to appoint a contractor before the end of March, 2016. The consultation process concludes in April and it is intended to bring a consultation report to Cabinet in May.

Attendees were invited to ask questions and to comment on the proposal.

1. Question

You are planning to open the new school building in 2018 but to close the Bronllys and Talgarth schools the year before. Why disrupt the children twice? Why not leave Bronllys and Talgarth School as they are until the new school is ready?

Response

The aim is to ensure minimal disruption to the children. 12 months enables the Local Authority to establish a shadow governing body for the new school. At the moment, there is an acting headteacher of both schools and that position is not robust. The governing body of Talgarth School could decide they no longer want the shared headteacher arrangement. 12 months will enable staff to work with the pupils and the community to develop the ethos and the policies for the new school so that when it is ready there will be a seamless transfer to the new building.

2. Question

**So you believe a 12 month gap is in the best interests of the children?
Will the children remain on current school site with their present teachers when the new school is established?**

Response

A shadow governing body will be formed, which will appoint a headteacher for the new school. The headteacher will work with the shadow governing body and Local Authority officers to establish a staffing structure for the new school. By having a 12-month lead in period it enables children to continue to work on the existing sites until the new school building is ready. There may be changes of staff but the children will have had a year of working with the new teachers when they move into the new building.

3. Comment

Bronllys CP School is a small school. I am concerned that the children will be disrupted twice – a change of teacher possibly in this school, possibly not. There will be disruption for 12 months and then you will be moving the children into a new school.

Response

The Panel is here tonight to listen to your views and not to debate with you. You are right there is potential for two phases of disruption. If the view of the community is strong the Cabinet may consider whether or not it is desirable for the pupils to be working over the two school sites for 12

months but 12 months enables the staffing structure and governance of the new school to be in place when the new school building opens.

4. Comment/Question

You are saying pupils of Bronllys CP School will remain in Bronllys and pupils of Talgarth CP School will remain in Talgarth until the new school building is ready. What is the difference?

Response

When the new school is established there will be one school with one governing body, one headteacher, one budget, one staffing structure and one Estyn inspection. By having that already in place the transition into the new school building will be smoother.

5. Comment

It won't be smoother for the children because they will be mixed in classes with children they don't know.

Response

It is intended that the children of both schools will get to know each other through joint events and activities before the new school is established.

Comment

It is expected that all five new primary schools will be constructed by the same contractor. Some of the new schools may be ready for occupancy before September. 2018. The new school is one of the two new school builds to be prioritised.

Comment

It would not be possible to take occupancy of the new school building unless one school has already been established.

6. Question

Being a member of staff at Talgarth School I attended the consultation meeting for staff on Monday night. Is it possible that you may have a teacher working between years 3 and 4 and would it be possible that the teacher will need to move between schools beforehand?

Response

If the new school is established from September 2017, staff will have new contracts which could allow them to move between sites so that pupils get used to their teachers.

Response

Staff with specific subject specialisms may teach over two sites.

7. Comment/Question

Planning permission has been granted for around 50 new houses in Bronllys which may bring new families to the area. They are going to be coming to a village where the school is closing. Closing the school may deter people from settling in the village so it will be just the older generation who are left. It seems short sighted of Powys to close the school then grant permission for new houses in the village. It has been said that this is going to be a derelict site. What will happen to this site? The field has always been used by the local community. Is that going to be sold off?

Response

I understand your views about the school not being in the community. We are talking about a brand new building which will have all the facilities that you would expect of a 21st Century learning environment. I would not say that this school building is not fit for purpose but it is a “tired” build. It was built in the 1970s when there were different approaches to teaching – open plan environment and steps between teaching areas. Accessibility needs to be taken into account. Welsh Government would not fund new schools for 50, 60 or 70 pupils. I agree that when any school closes in a village there is an impact on the community.

Response

When planning pupil places, account is taken of the Local Development Plan. About 2/3 years ago there were just over 60,000 “Band D” properties in Powys, and at that time, it was estimated that there was 1 school-aged child for every 10 houses. In terms of overall planning for this area, there are a significant number of houses in the development area and the Authority will be making Section 106 funding bids against planning gain. In terms of the current school site, use of the field needs to be taken account of in the Community Impact Assessment. In terms of this building and site, when the new school is built and this site is surplus, the Authority’s Asset Management Process will be followed. The site would be offered to other services in the Authority and to partner agencies but account would need to be taken of the views of the community. If, following completion of the Asset Management disposal process, the site is bought by another party it would be up to the other party to decide how the land is used.

8. Comment

You said there would be likely to about 15 more school aged pupils as a result of the new development in Bronllys for which planning permission has been granted, but there is going to be a lot more development.

Response

As the officer with responsibility for planning school places, I have been through the Local Development Plan, identified sites for development and allocated developments against a school. We don’t want to be in a position where there are not enough pupil places but there is an issue to be considered when deciding on the capacity of the new school in Talgarth. A significant number of children living in Talgarth attend schools outside the catchment. Do we plan for pupils who live in Talgarth or for pupils who currently attend the school?

9. Comment

I am a parent of primary school-aged children living in the catchment of Bronllys CP School. Powys County Council made it a nightmare for me to decide which school to send my children to because there is so much uncertainty over the primary schools. My children should be at this school but Bronllys School has been under threat of closure for a number of years so my children now attend Llyswen V. A. School.

Response

As an admissions authority we have to plan school places for children living within the catchment area of a school but parents have a right to apply for a school place at any school they wish their children to attend. Where schools are oversubscribed the Authority applies admission criteria.

10. Comment

My children should have come to this school. I was a pupil at this school. There has been so much uncertainty in local communities. My children are at school in Llyswen and that school building is in a poor state.

Response

The Authority intends for five new primary schools to be built in the Gwernyfed catchment. We are aiming for quality across primary school buildings in the catchment. Most of the children will attend a primary school in their local community. I agree there has been a delay which has caused uncertainty.

11. Comment/Question

I don't believe you can sell the site of Bronllys School because it was my understanding that there is a clause within the sale agreement that said the site could only be used for educational or community purposes. Has Welsh Government funding been secured for the new school and, if so, is this likely to change following a change in administration at Welsh Government or if the U.K. leaves the E.E.C.?

Response

The deeds in relation to use of the school site/facilities will need to be checked.

Response

A change of government may mean a change of priorities but the civil servants in 21st Century Schools Division at Welsh Government will not change following the Assembly election and I don't think "Brexit" would affect Welsh Government's commitment to fund the new primary schools. 21st Century Schools funding is part of Welsh Government's strategy to improve schools across Wales. It is likely that those schemes currently in the programme will be the prioritised. There is a risk but it is likely to be minimal.

12. Comment/Question

Why weren't Opinion Research Services brought in at an early stage so that we were reassured throughout the process?

Response

No decision on the proposal has yet been made and Opinion Research Services will be involved throughout the process.

Response

The award of the contract will be made without prejudice to the Cabinet decision. In terms of the other four new primary schools there is no consultation because those schools are not changing. Those will progress. The only reason for the build not to progress at Talgarth is if the Cabinet decides not to progress the proposal following consultation.

Response

In relation to the award of the contract to the developer, there is a "break clause" included. The first stage of the tender is the design element.

13. Question

With regard to the setting up of the new school in September 2017, will both schools run under a new name and will the children on both sites have the same uniform?

Response

The new school will have one name. The Authority will expect the headteacher and governing body to work with parents in relation to uniform requirements. In Welshpool, where it is planned to close 4 primary schools and build a new English medium primary school. The governors and headteachers

have introduced a new crest, which can be sewn onto their uniforms following establishment of the new school.

14. Question

Will the children be given an opportunity to choose an identity for the new school?

Response

It will be right for the pupils to be involved in the process of choosing a name for the new school. We want the children to feel involved in the process.

15. Comment

I think there is concern that the new school will be in Talgarth.

Response

The new school will have to have a neutral identity.

Response

The temporary governing body of the new school will be made up of governors from the existing governing bodies of Talgarth and Bronllys CP Schools. The temporary governing body will be similar in composition to the current governing bodies. There will be parent, teacher and staff governors and a balance of representation from both schools.

16. Comment

This school is so unique because there are the quieter/more vulnerable pupils in this school who are encouraged to take part in activities and are valued for who they are. What sort of measures will you have in a larger school that these children will be mentored/buddied?

Response

The new school will still be a relatively small school - 120 children.

17. Comment

That is a large school compared to the number of children the pupils at this school have been used to.

Response

The new school will be allocated a budget and a formula. There will be a need to ensure more vulnerable children are supported and pupils with additional learning needs are provided with the right level of support so that they are given the opportunity to flourish. I don't think it is an issue. The staff already know the pupils. It is not as if they will be new pupils from out of the catchment.

18. Question

Do you think children learn more in a larger rather than a small classroom?

Response

That depends on the quality of teaching. In Powys there are examples of quality teaching in classes of 30 as well as in classes of 12.

19. Comment

I was taught in a big class and found that the "bright" pupils were pushed and the ones that were less so were left behind.

20. Comment

The size of the classes in the new school will depend on the number of children in a particular age group. This school has benefited my son.

Response

What is important is the quality of teaching, governance and leadership. Every child has a right to be given an opportunity to succeed.

21. Comment

Teachers have too much paperwork.

Response

You are right. There is too much bureaucracy in the education system.

22. Comment

I think happy teachers mean happy pupils and I want to know that there will be support from the Authority's HR Service. Teachers are feeling vulnerable because of the uncertainty and that will have an effect on the children.

Response

The sooner we move to creation of the new school the uncertainty will be removed but guarantees of a post for every member of staff in the new school cannot be given. There were no compulsory redundancies when schools were reorganised in Ystradgynlais. HR support will be available to staff. It is crucial that the staff are happy and their views are taken on board throughout this process.

23. Question

Who will speak to our children?

Response

Officers from the Schools Service will be meeting with the school council.

Response

Sometimes messages are best given by the staff who work with the children on a daily basis.

Response

A consultation meeting with staff of both Bronllys and Talgarth Schools took place on Monday evening, as part of the consultation process, but that is not the only dialogue there will be with staff.

Comment

I need to assure you that the proposal has nothing to do with the standards or quality of teaching in either Talgarth or Bronllys CP Schools.

24. Comment

I was a staff member at Glasbury School and my nephew attended the nursery there. My nephew had to go through the process of transferring here during his first year. For the whole of his primary school he has had uncertainty. He has flourished in Bronllys School but his whole primary school life has been spent fearing he will need to move to another school. He will be starting year 6 in the new school. In his primary school life alone, he will have attended three different schools and there will then be uncertainty over Gwernyfed High School.

Response

I understand the point you are making.

25. Comment

At the meeting on Monday there were some points raised about the size and site of the school. Hopefully, the size of the classes in the new school will be 20 pupils or less with their own year group teacher and single age classes. That is of benefit to the pupils.

Response

A school of 120-150 pupils will not have single age group classes. It is possible there will be 2 year groups in one class. Even in a big school there might be mixed year groups. Development is far more important than age.

Response

The Fair Funding Formula is made up of mix of factors. The main funding stream for staff is based on pupil numbers and there are some lump sum elements. In terms of teacher pupil ratio, the formula is currently based on a 1:26 or 1:27. Classes of 20 are not affordable within the current budget. Key Stage 2 classes will be built to a size of 56 square metres to accommodate up to 30 pupils. For younger children the classes will be 65 square metres. The new school will be a 150-place school with 5 classrooms.

Response

Flexible teaching spaces will be built into the design of the school in order to take into account future changes.

26. Comment

The children deserve to have a decent school building. Teachers deserve not to be penalised because of the fabric of the building when the school is inspected.

Response

What is important is the quality of the teaching. It is hoped that the new school building will remove issues around maintenance.

Response

Flexibility around use of internal space in the new school building and around external space will be included in the brief for the tender.

27. Question

Will parents, pupils and staff be involved in discussion concerning the design of the new school?

Response

We would want staff and governance to be part of decision-making concerning the internal structure of school – for example colour schemes and layout.

28. Comment/Question

I appreciate the current financial problems but I am slightly concerned there is a teacher pupil ratio budget for new school. Why can't staff have some reassurance as to where they are going in 12/18 months' time?

Response

As soon as the consultation has finished and if the Cabinet takes a decision for a statutory notice of closure to be published, there can be discussion with staff regarding their position but this cannot happen before the Cabinet decision because it could be perceived that the outcome has been predetermined.

Response

A representative from one of the teaching unions was present at the consultation meeting with staff held on Monday evening. Although the consultation meeting was around the proposal, some questions were raised in relation to staffing and staff were reassured that there would be separate consultation with staff once the Cabinet has taken a decision on the proposal.

29. Comment/Question

The majority of the pupils who live in Bronllys walk or cycle to school. What will be the arrangements for getting them to the new school?

Response

An assessment of the route from Bronllys to Talgarth has been completed and there is a footpath all the way down. We are aware there is a trunk road and the outcome of the assessment undertaken was it would be unsafe for children to walk to the new school and transport would be provided. We need to work with the community on options for developing a safe route, for instance, temporary speed limits but unless there is a safe walking route, school transport will be provided.

30. Question

Would the school transport provision be permanent?

Response

School transport would be provided as long as there was no safe route. The Authority has a duty around health and safety.

31. Comment

I live in Talgarth and my children come to this school. The footpath along the Hay road is incomplete.

Response

We will work with colleagues in the Highways Department to ensure there is a safe route to school. Highways are a relevant consultee in the consultation process.

32. Question

Does the Council own the site identified for the new school?

Response

The Council does not currently own the site but there has been detailed discussion with the landowner's representatives. An Options Agreement is being developed which will name a price for the site. The Options Agreement is with the Authority's Legal Department and officers from the Authority's Asset Management Department do not foresee any problems with this. An escape clause has been written into the Options Agreement which means that Powys County Council can withdraw from the agreement but this option is not open to the landowner.

33. Question

Can you confirm that the new school will definitely open in 2018?

Response

It will only happen if the Cabinet approve the creation of a new school following this consultation. Should they not do so, then it won't happen.

34. Comment

There has been a lot of uncertainty in the community and the school has lost a lot of pupils. Parents are concerned that Talgarth and Bronllys communities are going to be served by one primary school when, historically, there has been some rivalry between the two communities. You need to guarantee to parents that in 2018 the transition to the new school is going to happen smoothly. Parents need reassurance.

Response

Until the statutory consultation process is complete and the Cabinet has taken a decision to proceed with the proposal, the new school cannot be guaranteed.

35. Question

If the Cabinet approves the proposal, what date will the statutory notice be published?

Response

The consultation will finish on 18th April. Following this, officers will draft a report for Cabinet which will include all the issues raised during the consultation period and the Authority's response to them. The Council's Cabinet will consider the consultation report and take a decision on whether or not to proceed to the next stage. If the Cabinet decides to take the proposal forward then a statutory notice will be published for a period of 28 days, of which 15 must be school days, during which objections to the proposal may be received. Following the statutory objection period, officers will draft an objection report summarising all the issues which will be considered by the Cabinet. It is anticipated that Cabinet will consider the consultation report in May. If, at that stage, the Cabinet decides to proceed with the proposal, statutory notices could be published in June and an objection report taken to Cabinet in July.

Response

We would aspire for Cabinet to have taken a final decision on the proposal before the summer holidays. The Final Business Case cannot be submitted to Welsh Government until the statutory consultation process has concluded.

36. Question

Will there be another meeting to update parents?

Response

We do not intend to hold another public meeting but there will be drop in sessions.

37. Comment

People are so attached to this school. I came to this school.

Response

After this meeting, you will still have an opportunity to contribute your views before the end of the consultation period. You can submit your views by writing to the School Modernisation Team at County Hall or by e-mailing school.modernisation@powys.gov.uk

Comment

Potentially we could have another 2 ½ years in this school. This school has to be fit for purpose. There is an issue with the flooring in here and in the infants class and I know the budget has been cut. I am for the new school but Talgarth and Bronllys CP Schools have to be fit for purpose and safe for the pupils during the time before the new school is ready.

Response

The Authority is not going to spend large amounts on these buildings but we need to ensure safety is maintained.

Response

If there are issues I would ask the Headteacher to draw our attention to them.

38. Comment

Somebody told me they were going to send their children to Talgarth School as they were offered free school uniforms.

Response

That is not true. Pupils who qualify for free school meals are entitled to a uniform grant when they transfer to High school but there is no statutory requirement for school uniform in a primary school.

39. Question (directed to Darren Ivey of ORS)

Are you still involved in the process when the report goes to Cabinet?

Response

The plan, at this stage, is that we are not.

Response

The Cabinet is duty bound to consider all the responses before making a decision. Opinion Research Services are here tonight to facilitate the consultation.

Response

The minutes of this meeting will be shared with the headteacher and the chair of governors to ensure they are true reflection of what is said.

40. Question

What length of time will be included in the Options Agreement for payment for the site?

Response

Probably 12-18 months

Response

Welsh Government Band "A" funding runs from 2014 -2019. The Authority has to draw down funding from Welsh Government within that period of time.

Response

If everything goes to plan we would expect construction to begin on site by early 2017. The site for the school is also identified as a site for housing within the Brecon Beacons Park Authority Development Plan.

41. Question

Will we be able to see plans of what the new school will look like?

Response

The plans will be publicly available as part of the planning process.

Response

Welsh Government require the school building to be built according to BREAAAM excellence standards.

Question

Are there people here who have concerns or objections to the plans?

42. Comment/Question

I agree with what is happening but there is a need to look at the bigger picture. I am concerned about the upheaval. A lot of parents travel to bring their children here because they want them to go this school. I am parent of a child who finds it difficult to deal with change. Is it going to be down to the shadow governing body to decide whether they ringfence posts so the member of staff providing one to one support for individual pupils moves with the child?

Response

We need to ensure that there is continuity for children who have one to one support but it cannot be guaranteed that the same member of staff will be supporting the child in the new school. We would work with the school. If the school felt an assessment of the child's needs was required, that could be arranged.

43. Comment/Question

I know that there is a proposal to change the age of school admission. Will the new school have provision for a pre-school setting?

Response

The Council has completed consultation on the age of school admission and the Cabinet will be considering a report on this in April. It is planned that the new school will have pre-school provision. The Authority has a duty to fund a minimum of 10 hours pre-school provision for those children commencing pre-school provision after their 3rd birthday. The size of the pre-school provision will be different if the proposal to change the age of school admission is approved.

44. Question

Will the Puddleducks pre-school setting close with the school?

Response

If the change of school admission age is approved there will be a need to recommission pre-school provision but I would expect there to be pre-school provision at the new school. The report on the proposal to change the school admission age will be considered by the Cabinet on 12th April and the Cabinet will take a decision on whether or not the school admission age will be changed.

45. Comment

I assume the other four new primary school builds are going ahead.

Response

Each of the companies that have put in a tender were given an opportunity to visit the sites. Until a contractor is appointed it is not possible to say what the design of the new schools will be.

We would want the designs to be shared with the Schools Service and the school staff as well. The school environment has to be right for all the pupils including those pupils with additional learning needs/sensory impairment.

Response

The tender documentation has been based 60% on quality and 40% on price. Quality carries more weight than price.

46. Comment

The other four new primary schools are going ahead.

Response

There is no requirement under the School Organisation Code to consult on the proposal for the other four new primary schools but all five new school builds are part of the same business case.

Response

There is a different funding element for one of the new primary schools because of the Church in Wales element. There will be some funding from the Church in Wales in respect of the new school at Llyswen because it is a Church in Wales Aided School but all 5 new primary schools are part of the same programme. There will be the same contractor across the five schools and the Authority will determine in what order the schools are built.

47. Comment

There will be an advantage for pupils in the other schools to see their new school being built but there will also be an advantage for pupils in Talgarth and Bronllys Schools that the new school is not being built on the same site and that they continue to be taught at the current sites while the new school is constructed.

Darren Ivey thanked parents and community members for contributing their views. He reminded them that they would have further opportunity to respond to the consultation before the end of the consultation period. It was noted that the minutes of the meeting would be included with the consultation report for Cabinet and account would be taken of all the responses. Attendees were informed that the consultation period closes on 18th April.

Cllr Arwel Jones thanked parents and community members for attending the meeting and for the useful and constructive debate. It was noted that the main concerns raised were in relation to transition of the pupils to the new school.

Cllr Barry Thomas thanked parents and community members for attending the meeting and assured them that Cabinet members would read the consultation report and take account of all the issues raised.

Appendix C – Impact Assessments

Content

- Equality Impact Assessment
- Single Integrated Impact Assessment
- Community Impact Assessment

Equality Impact Assessment (EqIA) – Decision Assessment reporting template

This EqIA reporting template is designed to assist in the analysis of gathered data and evidence, to determine the equality impact of a proposal to change existing practices of a Council service. Once complete, the template should be made fully accessible to the public e.g. inclusion with publicly available Cabinet reports and/or publication on the Powys County Council website. For confidential matters, this should be made available once a decision has been taken.

N.B. Please contact the Council’s Organisational Development Officer (Equalities) early on in the process if you require advice to conduct an assessment.

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Proposal	Formal consultation to close Talgarth and Bronllys Community Primary (CP) Schools	Lead Person undertaking the assessment	Betsan Ifan
Service Area	Schools Service	Relevant Head of Service who has agreed this assessment	Ian Roberts Head of Schools
Date of Assessment	21 December 2015, updated 28 th January 2016, updated again on 11 th May 2016.		

The Equality Act 2010, requires that public sector organisations in the exercise of their functions, pay due regard to the following ‘general duty’:

- (a) Eliminating discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;**
- (b) Advancing equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;**
- (c) Fostering good relations between persons who share a relevant protected characteristic and persons who do not share it.**

The protected characteristics include: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, marriage and civil partnership, sex and sexual orientation. This assessment also includes a consideration of impact upon people and communities whose language of choice is Welsh.

The specific regulations for Wales [Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011] require public sector bodies to monitor relevant policy and practises and then assess and report on the impact based upon an analysis of relevant data and evidence.

1. AIM or PURPOSE	
Briefly describe the aim or purpose of the change proposal being assessed.	<p>This consultation is about whether Powys County Council should proceed with the statutory process for the following:</p> <ul style="list-style-type: none"> • to close Talgarth and Bronllys community primary schools from August 2017, and to establish a new community primary school on the current sites in September 2017, until a new school building is constructed on a new site in Talgarth and opens in September 2018.
2. OBJECTIVES	
Please state the current business objectives of the change proposal.	<p>The authority has formally consulted on the following proposals, in accordance with the School Standards and Organisation (Wales) Act 2013:</p> <ul style="list-style-type: none"> • to close Talgarth and Bronllys community primary schools from August 2017, and to establish a new community primary school on the current sites in September 2017, until a new school building is constructed on a new site in Talgarth and opens in September 2018. <p>This proposal forms part of the Gwernyfed Primaries Catchment Area Project Outline Business Case that was approved by Cabinet on 21 April 2015.</p> <p>As stated on page 6 of the Outline Business Case (that was approved by Welsh Government in October 2015), the case for change is as follows:</p> <ul style="list-style-type: none"> - There is a need to significantly improve the learning environment in all five schools - There is a need to provide the right number and right type of schools in the right places to meet the needs of distinct communities within the catchment, ensuring an appropriate mix of community and faith places - There is a need to reduce the level of surplus places - There is a need to ensure better use of resources
3. BENEFITS and OUTCOMES	
i) What are the intended benefits or outcomes from the change proposal?	<p>The benefits of the proposal are:</p> <ul style="list-style-type: none"> - Reduced surplus capacity across the catchment - Improved learning environments - Improved learner experience

	- Schools of the right size and the right type in the right locations, meeting the needs of local communities	
4. CORPORATE RELEVANCE		
How does this change proposal relate to the Powys Change Plan and/or Powys One Plan?	<p>The proposal supports Powys County Council's vision for education, which is outlined within the One Powys Plan for 2014-17. 'Transforming Learning and Skills' is one of the priorities within this plan, and within this priority, the Plan states that</p> <p><i>'We need to re-organise schools (primary, secondary and post 16) to ensure affordability, sustainability and appropriate leadership capacity'</i></p>	
5. DATA USED		
5.1. What data has been used to conduct this assessment? Tick/shade boxes as appropriate.	Profiling of service users, providing a breakdown of who uses the service by the protected characteristics.	✓
	Service user satisfaction rates, broken down by the protected characteristics.	
	Qualitative data (analysed against the protected characteristics) which provides evidence about current services users experience accessing the service.	
	Qualitative data gathered from those that are not currently using the service.	
	Complaints monitoring against the protected characteristics	
	Wider research reports and findings.	
	Relevant service based Equality Impact Assessment	
5.2. Are there any gaps in the data? Yes <input type="checkbox"/> Please state the gaps: Qualitative data is not currently provided How will the gaps be addressed going forward? Qualitative data was gathered during the consultation process and the EqIA has been updated to reflect the qualitative information received.	No ✓	

6. DATA ANALYSIS		
<p>6.1 Quantitative Summarise the key quantitative data analysis results, providing key headline statistics. Include data that relates to existing provision and also data relating to proposal. E.g. statistics generated from a consultation questionnaire.</p> <p>Key questions:</p> <p>i) Are certain groups currently underrepresented in service user figures? Will a change affect this?</p> <p>ii) How do satisfaction levels compare across the protected characteristic groups? How will a change affect this?</p>	<p>Information on pupils who attend Bronllys and Talgarth CP Schools can be obtained via the Pupil Level Annual School Census 2016 (PLASC), which shows the profile of pupils according to a range of criteria, including age, free school meals, gender, special educational needs, ethnicity, use of Welsh and disabilities. In relation to the protected characteristic groups, the profile of pupils at each affected school is as follows:</p> <p>Bronllys CP School:</p> <ul style="list-style-type: none"> - 38 pupils in total, aged between 3 and 11. 33 pupils aged between 5 and 11. - Gender: Of the pupils attending the school, 50% are boys and 50% are girls. - Free school meals: 18% are eligible for free school meals. - SEN: 0 pupils in the school have Statements of Special Educational Needs. 8% have additional learning needs but do not have a statement - Disabilities: 0 pupils - English as an Additional Language: English is an additional language for 3% of pupils - Welsh language: 3% of pupils speak Welsh fluently at home. <p>Race/ethnicity: PLASC only provides information about the nationality and ethnic group of pupils aged 5 and over.</p> <ul style="list-style-type: none"> - The nationality of pupils aged 5 and over at the school is as follows: <ul style="list-style-type: none"> - Welsh – 45% - English – 9% - British – 39% - Other – 6% 	

- The ethnic group of pupils aged 5 and over at the school is as follows:
 - White British – 97%
 - Indian – 3%

Talgarth CP School:

- 73 pupils in total, aged between 3 and 11. 60 pupils aged between 5 and 11.
 - Gender: Of the pupils attending the school, 56% are boys and 45% are girls.
 - Free school meals: 8% of pupils are eligible for free school meals.
 - SEN: 3% in the school has a Statement of Special Educational Needs. 27% have additional learning needs but do not have a statement
 - Disabilities: 3% are identified as having a disability
 - English as an Additional Language: English is an additional language for 2% of pupils.
 - Welsh language: 3% do not speak Welsh at home but are fluent.
- Race/ethnicity: PLASC only provides information about the nationality and ethnic group of pupils aged 5 and over.

- The nationality of pupils aged 5 and over at the school is as follows:
 - Welsh – 13%
 - English – 5%
 - British – 73%
 - Other – 8%

- The ethnic group of pupils aged 5 and over at the school is as follows:
 - White British – 95%
 - Italian – 2%
 - Scandinavian – 2%
 - White European other – 2%

This information shows that the proportion of pupils that belong to the protected characteristic groups are comparatively low and varies little between schools.

<p>Summarise the key qualitative data analysis, providing key themes or patterns. Include data that relates to existing provision and also data relating to proposal. E.g. protected characteristics focus group on the proposal.</p> <p>Key questions:</p> <ul style="list-style-type: none"> i) Do certain groups have a different service user experience? How will a change affect this? ii) Have any areas for improvement been communicated by particular groups? Will a change have an impact upon these views? iii) What are the reasons behind some groups not using the service? How will a change affect this position? iv) What has consultation on your proposals revealed about impact on the protected characteristics? 	<p>Consultation on the closure of Talgarth and Bronllys CP Schools from August 2017, and the establishment of a new community primary school on the current sites in September 2017, until a new school building is constructed on a new site in Talgarth and opens in September 2018 has been carried out in accordance with the School Standards and Organisation (Wales) Act. This has provided additional qualitative data in respect of the proposal, and the impact on pupils that belong to the protected characteristic groups.</p> <ul style="list-style-type: none"> i) During the consultation period, it was noted that the pupils attending Bronllys CP School, which is the smaller of the two schools, may have different learning experiences from pupils at Talgarth School, due to being in a smaller school. The proposal would mean that the pupils of Bronllys would become part of a larger school which may cause them uncertainty for a period of time. ii) Concerns were raised about the effect the proposal will have on those pupils with additional learning needs due to the change to a new school. Concerns were raised that pupils who currently receive additional support would not be supported by the same teachers in the new school – continuity of teaching and support was noted to be an important factor for pupils with disabilities or additional learning needs. iii) During the consultation process, it was noted that pupils with disabilities or additional learning needs should have a separate learning area away from the classroom, with hearing loop facilities installed in each classroom. iv) The formal consultation revealed that the current facilities at Talgarth and Bronllys CP Schools are not ideal environments for people with a disability and the fact that pupils with additional learning needs do not have sufficient ‘break out’ space was raised by Talgarth School Council.
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7. EqIA RESULT		
<p>Based on an analysis of the available qualitative and quantitative data, please</p>	<p>The proposal does not present any adverse impact on equality. [Proceed to question 10]</p>	
	<p>The proposal presents some adverse impact on equality. [Proceed to question 8]</p>	✓

<p>tick/shade the appropriate box opposite to provide the EqIA assessment result.</p>	<p>The proposal presents significant impact on equality [Proceed to question 8]</p>	
<p>8. AREAS for IMPROVEMENT</p>		
<p>Please provide detail of weak or sensitive areas of the proposal identified by the assessment.</p> <p>i) Which protected characteristic groups are particularly affected?</p> <p>ii) Will people on low incomes be affected?</p> <p>iii) Will Welsh speakers be affected?</p>	<p>i) This information shows that the proportion of pupils that belong to the protected characteristic groups are comparatively low and varies little between the two schools.</p> <p>ii) It is envisaged that the changes will have minimal impact on people on low incomes. Free transport will be provided to qualifying pupils, in accordance with Powys County Council School Transportation Policy.</p> <p>iii) It is not anticipated that the proposal would have an immediate adverse impact on Welsh speakers due to the number of speakers in the school being low. However, on a long term basis, the impact could be greater due to the fact that there is little opportunity for pupils to learn through the medium of Welsh in the immediate Gwernyfed catchment area – although currently there is little demand - that demand could significantly grow in the future. The authority is aware of the situation and will continue to monitor the demand for Welsh language education.</p>	
<p>9. EQUALITY IMPROVEMENT</p>		
<p>9.1 Having identified problematic aspects to the proposal, how will this now be addressed?</p> <p><i>i.e. Are you able to involve (in some capacity) people from protected characteristic groups, Welsh Speakers, people on low incomes, to assist you in this process?</i></p>	<p>i) The authority is confident that the proposed plans, in accordance with the Welsh Government's School Organisation Code, to close Talgarth and Bronllys CP Schools from August 2017, and establish a new community primary school on the current sites in September 2017, until the new school building is constructed on a new site in Talgarth and opens in September 2018 will not significantly affect and will continue to meet the needs of each individual pupil currently attending the above schools who belong to a protected characteristic group. The new school facilities proposed for the new school will be fit for 21st Century learning, with better facilities to enhance the learning</p>	

<p>i) Can the impact be mitigated, and how will this be done? ii) Does the proposal require modification to reduce or remove this impact? iii) Should the proposal be considered for removal, owing to the degree of impact it is likely to have?</p>	<p>experiences of those with disabilities of additional learning needs. Free home to school transport would be provided to qualifying pupils to the new proposed school in Talgarth when it opens.</p> <p>The authority accepts that the school reorganisation proposal will create a period of uncertainty for pupils, however the authority will work closely with the shadow governing body, teachers and parents to ensure minimal disruption to pupils who receive additional learning support. The proposal is to implement a 12 month transition period before the new school opens - this will provide pupils with additional learning needs more time to get to know their teachers, ensuring minimal disruption for pupils.</p> <p>The authority is of the view that by proceeding with the proposal, the impact on those pupils in a protected characteristic group, especially those with disabilities would be positive due to the proposed new school being fully DDA compliant, with modern technology (such as the instalment of hearing loop and additional space for 'break out' areas), fit for the 21st Century learning. The current schools of Talgarth and Bronllys do not have these facilities, therefore the authority is of the view that the proposal would have a positive impact on pupils in a protected characteristic group.</p> <p>ii) The proposal does not require modification to reduce or remove the impact. iii) The proposal should not be considered for removal, owing to the degree of impact it is likely to have.</p>	
<p>9.2 Will the management of the impact as outlined in 9.1, be included in the Service Improvement Plan?</p>	<p>Yes <input type="checkbox"/></p> <p>Date added.....</p> <p>Reference.....</p>	<p>No ✓</p> <p>If no, please explain why not: The need was not identified at time of writing Service Strategy</p>

10. ONGOING MONITORING

How will the decision now be monitored on an ongoing basis to consider its impact over time?		Please tick/shade
	Equality monitoring of uptake of the service within which the decision was made	✓
	Satisfaction monitoring of service users (broken down by protected characteristic)	
	Recording and analysing complaints/requests/compliments	
	Targeted periodic focus groups/service user interviews/feedback sessions	
	Other (please specify)	

Monitoring arrangements

The Schools Transformation Programme Board is responsible for overseeing the strategic direction of the modernisation agenda: setting direction, implementing change, monitoring and reporting to the Cabinet of the Council.

Equality monitoring will form an integral part of the County Council's arrangements for any school reorganisation and will be undertaken where a significant or material change in provision is proposed.

The Head of Schools Service will be responsible for on-going monitoring.

Publication of results of the impact assessment

The results of the impact assessment will be published on the Council's website

Equality Impact Assessment Action Plan

Any actions identified as a result of this impact assessment will be taken forward for inclusion in the Schools Service Business Plan

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.

Service Area	Schools Service	Head of Service	Ian Roberts	Strategic Director	Jeremy Patterson	Portfolio Holder	Cllr Arwel Jones
Policy / Change Objective / Budget Saving	Schools Transformation Policy						
Outline Summary							
<p>This consultation is about whether Powys County Council should proceed with the statutory process for the following: To close Talgarth and Bronllys Community Primary Schools from August 2017, and to establish a new community primary school on the current sites in September 2017, until a new school building is constructed on a new site in Talgarth and opens in September 2018.</p>							

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

Version	Author	Job Title	Date
1	Betsan Ifan	Project Manager, Schools Transformation	16/5/2016
2	Marianne Evans	Senior Manager Schools Transformation	18/5/2106

2. How does your policy / change objective / budget saving impact on the council's strategic vision?

Council Priority	How does the policy / change objective impact on this priority?	<u>Inherent Judgement</u> Please select from drop down box below	What will be done to better contribute to positive or mitigate any negative impacts?	<u>Residual Judgement</u> Please select from drop down box below	Source of Outline Evidence to support judgement

<p>Supporting people in the community to live fulfilled lives</p>	<p>By closing Talgarth and Bronllys Community Primary schools, and establishing and building a new primary school in Talgarth, this will secure primary provision in the area for future generations. Although the distance between Talgarth and Bronllys is just over one mile, the proposal does mean the loss of primary provision in Bronllys village, which could have an impact on the community.</p>	<p>Neutral</p>	<p>Ensure that the formal consultation complies with the School Organisation Code and the Gunning Principles to allow everybody to have their say on the future direction of the delivery of the education system in Powys.</p>	<p>Good</p>	<p>Consultations to close Talgarth and Bronllys CP Schools has concluded. One Powys Plan 2013-2017</p>
<p>Developing the economy</p>	<p>Potential impact on local businesses in Powys if more young people are better educated and are in employment or training within Powys. This will result in retaining a young skilled workforce in Powys which in turn will develop the economy.</p>	<p>Neutral</p>	<p>Work with our partner to promote the availability and opportunities for volunteering, training, work experience placements, graduates and apprenticeships.</p>	<p>Good</p>	<p>One Powys Plan 2013-2017, Transforming Learning & Skills Programme Board and Youth Engagement & Progression Framework board and Youth Academy Working Group</p>

<p>Improving learner outcomes for all, minimising disadvantage</p>	<p>The proposal aims to ensure that high quality education is accessible to all, and that is affordable and sustainable with a focus on high quality leadership, teaching and learning.</p> <p>All children and young people (including those on free school meals and with additional learning needs) will be supported to achieve their full potential.</p> <p>The new school facilities will have 21st Century, state of the art teaching equipment and will be fully DDA compliant.</p>	<p>Good</p>	<p>The authority will continue to engage fully with both schools during the transition process to the new school on two sites, and subsequently during the design and build stage. This will enable the authority to work closely with the school communities to ensure that the needs of all learners are met.</p>	<p>Good</p>	<p>ERW school improvement strategy, One Powys Plan.</p>
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<p>Remodelling council services to respond to reduced funding</p>	<p>The proposal will provide better value for money in the long term, by providing education from one purpose-built school rather than maintaining the current buildings.</p> <p>The proposals will:</p> <ul style="list-style-type: none"> i) reduce overall surplus capacity at the current Talgarth and Bronllys CP Schools ii) improve the learning environment iii) deliver a more cost-effective delivery of learning iv) remove backlog maintenance costs of the current schools and v) provide an infrastructure that is resilient to future demographic or financial challenges 	<p>Good</p>	<p>Deliver the new school building by September 2018</p>	<p>Good</p>	<p>PWC Report 2014.</p> <p>Strategic Outline Case/ Outline Business Case for the 21st Century Schools Project in the Gwernyfed catchment area.</p>
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3. How does your policy / change objective / budget saving impact on the Welsh Assembly’s well-being goals?

Well-being goal	How does the policy / change objective contribute this goal?	<u>Inherent Judgement</u> Please select from drop down box below	What will be done to better contribute to positive or mitigate any negative impacts?	<u>Residual Judgement</u> Please select from drop down box below	Source of Outline Evidence to support judgement
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<p>A prosperous Wales: Efficient use of resources, skilled, educated people, generates wealth, provides jobs.</p>	<p>The proposal aims to secure primary education in the Talgarth/ Bronllys area for future generations, contributing to prosperous communities, and provide education in a more cost-effective way in a purpose-built learning environment</p>	<p>Good</p>	<p>Deliver the new school building by September 2018</p>	<p>Good</p>	<p>Powys One Plan Strategic Outline Case/ Outline Business Case/ Full Business Case</p>
<p>A resilient Wales: Maintain and enhance biodiversity and ecosystems that support resilience and can adapt to change (e.g. climate change).</p>	<p>It is proposed that the new school will achieve BREEAM excellent standard, the highest level of energy efficiency a building can be awarded.</p>	<p>Good</p>	<p>Ensure that BREEAM excellent standards are met through planning and monitoring arrangements.</p>	<p>Good</p>	<p>Strategic Outline Case/ Outline Business Case/ Full Business Case for the Gwernyfed catchment project. Powys County Council Property services</p>

<p>A healthier Wales: People's physical and mental well-being is maximised and health impacts are understood.</p>	<p>The new school will achieve BREEAM excellent standards in terms of environmental sustainability.</p> <p>The new school will also have outdoor learning and playing space, with hard-play and soft-play areas, encouraging the physical and mental health and wellbeing of the pupils.</p> <p>However, concerns were raised during the consultation process that the new site is situated near an anaerobic digester plant. These issues are raised and addressed within the Consultation Report.</p>	<p>Neutral</p>	<p>Ensure that BREEAM excellent standards are met through planning and monitoring arrangements.</p> <p>Ensure that the authority meets its statutory obligation to provide sufficient outdoor learning and playing space for the pupils.</p> <p>Ensure that the anaerobic digester plant poses no risk to health and safety of staff and pupils of the new school.</p>	<p>Good</p>	<p>Powys One Plan</p> <p>Strategic Outline Case/ Outline Business Case and Full Business Case for the Gwernyfed catchment primary schools project</p>
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<p>A Wales of cohesive communities: Communities are attractive, viable, safe and well connected.</p>	<p>After school activities are currently held at Bronllys CP School. These will continue to be available at the new school in Talgarth. The distance between the village of Bronllys and the identified site in Talgarth is just over one mile, therefore it is unlikely that the proposal will have a significant impact on children able to access after-school activities at the new school. By having more children on one school site, the school may be able to offer a wider range of after-school activities to the pupils.</p> <p>During the consultation process, it was noted on numerous occasions that the cycling/ walking route between Bronllys and Talgarth is dangerous and incomplete. This could have an effect on the communities and pupils.</p>	Neutral	<p>The authority has held formal consultations with the staff, governors, parents and wider communities of Talgarth and Bronllys to identify the impact on the community and complete the community impact assessment. In accordance with the Schools Organisation Code.</p> <p>The Schools Service department and the Transport and Highways department will work with parents to ensure that a safe walking/ cycling route to school can be agreed. Free school transport will be provided to those pupils affected by the unsafe walking/ cycling route to school and other options such as reducing the speed limit will be evaluated.</p>	Neutral	<p>Consultation Report and EIA on the closure of Talgarth and Bronllys CP Schools.</p> <p>Schools Service and Highways and Transport department.</p>
<p>A globally responsible Wales: Taking account of impact on global well-being when considering local social, economic and environmental well-being.</p>	<p>Potential impact on social, economic and environmental well-being in communities where the school will be closed.</p>	Neutral	<p>The authority has concluded full consultation to hear the views of all stakeholders.</p>	Neutral	<p>Consultation Report, see Cabinet papers</p>

A Wales of vibrant culture and thriving Welsh language: Culture, heritage and Welsh language are promoted and protected.					
<p><i>Opportunities for persons to use the Welsh language</i></p>	<p>During earlier discussions around the configuration of primary schools in the Gwernyfed catchment area, the Area Review Panel established a Welsh language work-stream to evaluate the possibilities of establishing a new Welsh-medium school (or a Welsh-medium stream) in the Gwernyfed area. It was the view of that work-stream that there wasn't sufficient demand for Welsh-medium primary education in the area, therefore the proposed new school in Talgarth would not change its linguistic category and would continue to be an English-medium primary school. Currently, pupils who receive Welsh-medium primary education travel to Brecon. Although the proposal will not specifically increase opportunities for persons to use the Welsh language, this does not mean that a Welsh-stream could not be established within the school in the future, if parental demand increases.</p>	<p>Neutral</p>	<p>The authority will continue to monitor Welsh-medium primary education demand in the area.</p>	<p>Neutral</p>	<p>Welsh in Education Strategic Programme (WESP)</p>
<p><i>Treating the Welsh language no less favourable than the English language</i></p>	<p>As above</p>	<p>Neutral</p>		<p>Neutral</p>	

<i>Opportunities to promote the Welsh language</i>	As above	Neutral		Neutral	
<i>Welsh Language impact on staff</i>	As above	Neutral		Neutral	
<i>People are encouraged to do sport, art and recreation.</i>	The new school will have facilities for recreation, internally and externally, in accordance with national guidelines. The YFC, Urdd are commissioned to deliver sport, art and recreation activities. In addition the PCC Sports Development unit also facilitate such activities	Neutral	Continue to work with partners to provide sport, art and recreation activities.	Neutral	
A more equal Wales: People can fulfil their potential no matter what their background or circumstances.					
<i>Age</i>	Please see Equality Impact Assessment above				
<i>Disability</i>	As above				
<i>Gender reassignment</i>	As above				
<i>Marriage or civil partnership</i>	As above				
<i>Race</i>	As above				
<i>Religion or belief</i>	As above				
<i>Sex</i>	As above				
<i>Sexual Orientation</i>	As above				

<i>Pregnancy and Maternity</i>	As above				
<i>Equality Impact on PCC Staff</i>	As above				

4. How does your policy / change objective / budget saving impact on the council's other key guiding principles?

Principle	How does the policy / change objective impact on this principle?	<u>Inherent Judgement</u> Please select from drop down box below	What will be done to better contribute to positive or mitigate any negative impacts?	<u>Residual Judgement</u> Please select from drop down box below	Source of Outline Evidence to support judgement
Sustainable Development Principle					
<i>Long Term: Balancing short term need with long term and planning for the future.</i>	The proposal would have a positive long-term effect as the new school would provide a 21 st Century learning environment for the primary pupils of Talgarth and Bronllys and would secure primary provision in the area.	Good	Ensure that the communities are properly informed throughout each step of the proposal. The communities of both Talgarth and Bronllys were consulted as part of the formal consultation process.	Good	Consultation Report/ Strategic Outline Case/ Outline Business Case/ Full business Case
<i>Collaboration: Working together with other partners to deliver.</i>	Local stakeholders have been involved in discussions since project inception. If the proposal were to proceed, local stakeholders would be involved in designing the new school.	Good	Ensure that the communities are properly informed throughout each step of the proposal. The communities of both Talgarth and Bronllys were consulted as part of the formal consultation process.	Good	Consultation Report/ Strategic Outline Case/ Outline Business Case/ Full business Case

<p>Involvement: <i>Involving those with an interest and seeking their views.</i> Communication and Engagement</p>	<p>Local stakeholders have been involved in discussions since project inception. If the proposal were to proceed, local stakeholders would be involved in designing the new school.</p>	<p>Good</p>	<p>Ensure that the communities are properly informed throughout each step of the proposal.</p> <p>The communities of both Talgarth and Bronllys were consulted as part of the formal consultation process.</p>	<p>Good</p>	<p>Consultation Report/ Strategic Outline Case/ Outline Business Case/ Full business Case</p>
<p>Prevention: <i>Putting resources into preventing problems occurring or getting worse.</i></p>	<p>Local stakeholders have been involved in discussion since project inception.</p>	<p>Good</p>	<p>Ensure that the communities are properly informed throughout each step of the proposal.</p> <p>The communities of both Talgarth and Bronllys were consulted as part of the formal consultation process.</p>	<p>Good</p>	<p>Consultation Report/ Strategic Outline Case/ Outline Business Case/ Full business Case</p>
<p>Integration: <i>Positively impacting on people, economy, environment and culture and trying to benefit all three.</i></p>	<p>Local stakeholders have been involved in discussion since project inception</p>	<p>Neutral</p>	<p>Ensure that the communities are properly informed throughout each step of the proposal.</p> <p>The communities of both Talgarth and Bronllys were consulted as part of the formal consultation process.</p>	<p>Neutral</p>	<p>Consultation Report/ Strategic Outline Case/ Outline Business Case/ Full business Case</p>

<p>Preventing Poverty: Prevention, including helping people into work and mitigating the impact of poverty.</p>	<p>The proposal would provide a 21st Century schools learning environment which would support those pupils eligible for free school meals.</p> <p>The Pupil Deprivation Grant will be used by the school to enhance provision for those eligible for Free School Meals</p>	Neutral	<p>Ensure that the communities are properly informed throughout each step of the proposal.</p> <p>The communities of both Talgarth and Bronllys were consulted as part of the formal consultation process.</p>	Neutral	<p>Consultation Report/ Strategic Outline Case/ Outline Business Case/ Full business Case</p>
<p>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.</p>	<p>Safeguarding is of the utmost importance and safeguarding measures will be implemented in the new school, should the proposal go ahead. Modern safeguarding technology including password protected entry would be introduced, which would be better than current provision.</p> <p>Local stakeholders have been involved in discussions since project inception. If the proposal were to proceed, local stakeholders would be involved in designing the new school – including safeguarding issues.</p>	Very Good	<p>Ensure that the communities are properly informed throughout each step of the proposal.</p> <p>The communities of both Talgarth and Bronllys were consulted as part of the formal consultation process.</p>	Very Good	<p>Consultation Report/ Strategic Outline Case/ Outline Business Case/ Full business Case</p>
<p>Corporate Parenting: Enabling our looked after children to fulfil their potential.</p>	<p>The proposal would provide a 21st Century schools learning environment for all pupils, which also includes looked after children.</p>	Neutral	<p>Ensure that the authority fully supports each individual child by providing specialist services: Challenge Advisor, ALN, Social Services etc.</p>	Neutral	<p>Consultation Report/ Strategic Outline Case/ Outline Business Case/ Full business Case</p>

5. What are the risks to service delivery or the council following implementation of this Policy / Change Objective / Budget Saving?

Description of risks

That parents of pupils who current attend Bronllys and Talgarth CP Schools choose not to transfer to the new school in Talgarth

There is an increase or decrease in demand for primary education in the Talgarth and Bronllys locality		
Impact on Service	Deliverability of Policy / Change Objective / Budget Saving	Inherent Risk
Medium	Medium	Medium
Mitigating Actions		Residual Risk
The authority constantly monitor potential and projected pupil numbers		Medium
The authority will ensure that the new building is flexible to accommodate fluctuations in demand for primary education		Medium
		Choose an item.
Does the Policy / Change Objective / Budget Saving have potential to impact on another service area?		
n/a		

6. Overall Summary and Judgement of this Impact Assessment?

Outline Assessment (to be inserted in cabinet report)		Cabinet Report Reference:	
<p>It is accepted that the impact on the community of Bronllys would be greater than on the community of Talgarth, due to Bronllys losing primary provision in the village. However, the distance between Talgarth and Bronllys is just over a mile. It is envisaged that by closing the two schools and establishing and building a school at a new site in Talgarth, the proposal would secure primary provision in the locality for future generations.</p> <p>Although it is accepted that the proposal may have a short-term impact on pupils, especially those who have additional learning needs due to the need to move schools – in the long term, it is envisaged that the new facilities within the new school would better accommodate the needs of disabled pupils and those with ALN. The new school would provide a 21st Century school learning environment, with modern hearing loop technology, break out learning areas, and would be fully DDA compliant.</p>			
Judgement (to be included in service risk register)			
Very High Risk	High Risk	Medium Risk	Low Risk
			v

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

What additional evidence and data has informed the development of your proposal?
Consultation Report on the closure of Talgarth and Bronllys Community Primary Schools

8. On-going monitoring arrangements?

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

Equality monitoring of uptake of the service within which the decision was made.

9. Sign Off

Position	Name	Signature	Date
Service Manager:	Marianne Evans	M Evans	18/05/2016
Head of Service:	Ian Roberts	Ian Roberts	19/05/2016
Strategic Director:	Jeremy Patterson	Jeremy Patterson	19/05/2016
Portfolio Holder:	Arwel Jones	Arwel Jones	19/05/2016

COMMUNITY IMPACT ASSESSMENT

1. The affected communities

Talgarth and Bronllys C.P. Schools form part of the Gwernyfed Primary Schools Catchment Area Project – the Gwernyfed High School catchment comprises a large rural area in South East Powys. Principal towns include Hay-on-Wye and Talgarth.

Topography poses a challenge to the population in terms of how and where it can access services. Reflecting its rural nature, most journeys are conducted by car as public bus services are infrequent. This has an impact on overall journey time and increased travel for pupils.

Based on the 2011 Census, 18.6% of the County's population speak Welsh (a 3% fall since 2001). Within the Gwernyfed catchment area, the Welsh speaking population is estimated to be as low as 5%.

Talgarth C.P. School is located in the town of Talgarth, whilst Bronllys C.P. School is located over a mile away, in the neighbouring village of Bronllys.

1.1 Talgarth

The majority of the population is described as 'white' in terms of ethnicity. English is the main language spoken in the area, and according to the 2011 census, although 20.53% of the population have one or more skills in Welsh.

The Welsh Index of Multiple Deprivation (WIMD) 2014 ranks areas in terms of deprivation - known as Local Super Output Areas (LSOA) - where 1 is the most deprived and 1909 is the least deprived. The Talgarth LSOA is ranked as follows¹:

Local Super Output Area (LSOA)	WIMD Rank 2014
Talgarth	1,260

¹ <https://statswales.wales.gov.uk/Catalogue/Community-Safety-and-Social-Inclusion/Welsh-Index-of-Multiple-Deprivation/WIMD-2014>

The above WIMD rank confirms that the Talgarth area is amongst the 50% (rate band 1 to 22) least deprived area in Wales.

1.2 Bronllys

The majority of the population of Bronllys are described as 'white' in terms of ethnicity. English is the main language spoken in the area, and according to the 2011 census, 18.07% of the population have one or more skills in Welsh.

The WIMD rank below confirms that the Bronllys area is amongst the 50% (rate band 1 to 22) least deprived area in Wales.

Local Super Output Area (LSOA)	WIMD Rank 2014
Bronllys	1,255

2. Community Impact Assessment

2.1 Extra-curricular activities provided by the schools

Bronllys

The following clubs are provided by the school outside school hours:

- Daily After-school club
- Daily Breakfast club

Extra-curricular activities include a regular sports club with its activity varying depending on weather and time of year.

Talgarth

The following clubs are provided by the school outside of school hours:

- Daily After-school club
- Daily Breakfast club

Extra-curricular activities includes 3 to 4 clubs that are run by staff each week, including sports, music, art and Welsh activities.

2.2 Community use of the school building and community links

Bronllys

The school's facilities are used by the community for concerts, library visits, meetings with Community Councillors and with the Credit Union.

Talgarth

The school's facilities are used by the community for the following activities:

Library visits, St John's Badger (first aid) training for children and adults, Housing meetings, Credit Union meetings, Talgarth mill, multi-agency meetings, Talgarth festival activities such as showcasing films.

In addition, local members of the community arrange various concerts that are held in the school's hall and the local Young Farmers Club use the facilities regularly. The facilities are also regularly used by the local Talgarth Male Voice Choir.

Close links are also maintained with the local Bethlehem chapel and Gwendoline's Church.

2.3 Conclusion

The authority acknowledges that there will always be an impact on the local community with regards to school reorganisation.

It is clear that both schools have strong links with the local community, especially in utilising the schools' facilities for a wide range of community focussed activities and events such as Young Farmers and the Talgarth Male Voice Choir meetings.

However, the authority is satisfied that the proposal will not have a significant impact on either community. The closure of the village school may have a higher impact on the village of Bronllys, but the new school will be sited just over a mile away from the village, therefore it is still accessible.

The new school will operate from a new purpose-built English-medium 150 place school with 5 classrooms + early-years provision at a new site in Talgarth as part of the Gwernyfed Primaries Catchment Area Project. The authority is satisfied that the community impact would be minimal especially given that the newly constructed school will have facilities for the community, such as library provision.

One issue raised during the formal consultation process was the need for better sporting facilities at the new school, although the new site is restricted in terms of size, the authority will work with the schools during early design stage to determine and agree the sporting and playing facilities.

In terms of extra-curricular activities, a wide range of activities are offered by both schools, and the authority is satisfied that pupils would have the opportunity to take part in a similar range of activities during the short-term plans (amalgamating the current schools to establish a single, dual-sited school) and during the long-term plans (pupils being educated in a newly constructed school at a new site in Talgarth).

However the authority acknowledges that the impact for both the pupils and wider community would be greater in Bronllys than in Talgarth due to the new school being built at a site in Talgarth, therefore increasing school travelling times for the current pupils at Bronllys. Nonetheless, the current school sites are only 1.2 miles apart, therefore the increase in travelling times would be minimal and would be of little significance in terms of its effect on extra-curricular activities.

In response to the Community Impact Questionnaires, it was noted twice that there are real concerns about the safety of pupils from Bronllys who would be walking to the new school, down the road to Talgarth. This was also a major issue that surfaced during the formal consultation process, during the meetings with parents and in the written responses received. The authority is in agreement that the route is unsafe, and has agreed due to Health and Safety and Safeguarding issues to fund transportation costs for affected pupils. The authority's Schools Service department will collaborate with the Highways and Transport department and will also work with the schools and parents to determine a safe walking and cycling route to school, this may mean evaluating the speed limit on the trunk road between Talgarth and Bronllys.

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CYNGOR SIR POWYS COUNTY COUNCIL.

CABINET EXECUTIVE May 24th 2016

REPORT AUTHOR: County Councillor Arwel Jones
Portfolio Holder for Education

SUBJECT: Welsh-medium Stream at Ysgol Dolafon

REPORT FOR: Decision

Summary

Further to the decision made by Cabinet on the 22nd March 2016, the authority published a Statutory Notice to discontinue the Welsh-medium stream at Ysgol Dolafon, Llanwrtyd Wells and to change the language category of the school from dual stream to English-medium. The Statutory Notice was published on the 7th April 2016.

This report provides information about the outcome of the statutory objection period, and includes a recommendation to discontinue the Welsh-medium stream at Ysgol Dolafon from the 31st August 2016.

Background

Formal Consultation

Formal consultation in relation to closure of the Welsh-medium stream at Ysgol Dolafon was carried out in accordance with the requirements of the School Organisation Code (2013) from the 8th January 2016 to the 19th February 2016. A Consultation Report listing all issues raised during the consultation and the authority's response to them was considered by Cabinet on the 22nd March 2016.

Statutory Notice

Further to the decision made by Cabinet on the 22nd March 2016, the authority published a Statutory Notice to discontinue the Welsh-medium stream at Ysgol Dolafon on the 7th April 2016 for a period of 28 days, in accordance with the guidance within the School Organisation Code.

No objections were received during the statutory objection period.

Proposal

As no objections were received during the statutory objection period, it is recommended that the Welsh-medium stream at Ysgol Dolafon is discontinued from the 31st August 2016. Alternative Welsh-medium provision for pupils currently served by the Welsh-medium stream at Ysgol Dolafon would be provided at Builth Wells CP School, which is a dual stream primary school. Transport would be provided to pupils in accordance with the authority's Home to School Transport Policy.

It is estimated that closure of the Welsh-medium stream at Ysgol Dolafon would lead to annual savings of £17,271.

One Powys Plan

'Transforming Learning and Skills' is a key priority within the One Powys Plan, and the Authority's aim is to ensure that 'all children and young people are supported to achieve their potential'. The plan states that the Authority needs to 'reorganise schools (primary, secondary and post 16) to ensure affordability, sustainability and appropriate leadership capacity'.

Options Considered/Available

N/A

Preferred Choice and Reasons

N/A

Sustainability and Environmental Issues/Equalities/Crime and Disorder,/Welsh Language/Other Policies etc

An Equality Impact Assessment on the proposal was produced and was considered by Cabinet on the 22nd March 2016 when considering whether or not to publish a Statutory Notice in respect of discontinuing the Welsh-medium stream.

A Community Impact Assessment and Welsh Language Impact Assessment in respect of this proposal were included in the Consultation Document. A number of issues relating to the proposal's impact on the community and the Welsh language were raised in the consultation responses. These were listed in the Consultation Report produced in respect of this proposal, along with the authority's response to them.

Children and Young People's Impact Statement - Safeguarding and Wellbeing

The Authority's Schools Transformation Programme is intended to improve educational outcomes for children and young people. This aligns with the aspiration to improve safeguarding and well-being for children and young people.

Local Member(s)

(Explain whether or not the proposal has particular effect on or significance for only one or some electoral divisions (as opposed to applying with equal force across the whole County) and, if so, set out the views of the Local Member(s) of that/those electoral divisions)

Other Front Line Services

N/A

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

Legal: The Professional Lead – Legal has commented as follows: The process of formal consultation as set out in the Welsh Government's School Organisation Code 2013 has been followed, and the discontinuation of the Welsh-medium stream at Ysgol Dolafon is in line with current Local Authority priorities.

Finance: I can confirm the estimated savings in the report of £17,271 inclusive of transport costs. There are no redundancy costs included in the figures. Finance will continue to work with the school to manage the changes arising in order to ensure compliance with the Scheme for Financing Schools in relation to setting a balanced budget

HR: Any staffing issues will be managed in line with the Human Resources policies of the affected schools.

Local Service Board/Partnerships/Stakeholders etc

N/A

Corporate Communications

Communications Comment: The report is of public interest and requires the use of news releases and social media to publicise the decision.

Statutory Officers

The Strategic Director Resources (S151 Officer) notes the comments made by Finance.

The Professional Lead-Legal (Deputy Monitoring Officer) has commented as follows: "I note the legal comment and have nothing to add to the report."

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:
To approve the discontinuation of the Welsh-medium stream at Ysgol Dolafon and change the language category from Dual Stream to English-medium from the 31 st August 2016.	To ensure future sustainability of primary education

Relevant Policy (ies):	School Transformation Policy, Welsh in Education Strategic Plan		
Within Policy:	Y	Within Budget:	Y

Relevant Local Member(s):	Cllr T J Van-Rees
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Person(s) To Implement Decision:	School Transformation Team
Date By When Decision To Be Implemented:	31 st August 2016

Contact Officer Name:	Tel:	Fax:	Email:
Sarah Astley	01597 826265	N/A	sarah.astley@powys.gov.uk

Background Papers used to prepare Report:

CABINET REPORT TEMPLATE VERSION 3

CYNGOR SIR POWYS COUNTY COUNCIL.

**GWEITHREDIAETH Y CABINET
24 Mai 2016**

**AWDUR YR
ADRODDIAD:** **Cynghorydd Sir Arwel Jones
Aelod Portffolio Addysg**

PWNC: **Ffrwd Cyfrwng Cymraeg yn Ysgol Dolafon**

**ADRODDIAD AR Penderfyniad
GYFER:**

Crynodeb

Ymhellach at y penderfyniad a wnaed gan y Cabinet ar y 22 Mawrth 2016, cyhoeddwyd Rhybudd Statudol gan yr awdurdod i derfynu'r ffrwd cyfrwng Cymraeg yn Ysgol Dolafon, Llanwrtyd a newid categori iaith yr ysgol o ysgol ddwy ffrwd i ysgol cyfrwng Saesneg. Cyhoeddwyd y Rhybudd Statudol ar y 7 Ebrill 2016.

Mae'r adroddiad hwn yn cyflwyno gwybodaeth ar ganlyniad y cyfnod gwrthwynebu statudol, ac yn cynnwys argymhelliad i derfynu'r ffrwd cyfrwng Cymraeg yn Ysgol Dolafon o'r 31 Awst 2016.

Cefndir

Ymgynghoriad Ffurfiol

Cynhaliwyd yr ymgynghoriad ffurfiol mewn perthynas â chau'r ffrwd Cyfrwng Cymraeg yn Ysgol Dolafon yn unol â'r gofynion o fewn Cod Trefniadaeth Ysgolion (2013) o'r 8 Ionawr 2016 hyd at y 19 Chwefror 2016. Cafodd Adroddiad Ymgynghori sy'n rhestru'r holl faterion a godwyd yn ystod yr ymgynghoriad ac ymateb yr awdurdod iddynt ei ystyried gan y Cabinet ar y 22 Mawrth 2016.

Rhybudd Statudol

Ymhellach at y penderfyniad a wnaed gan y Cabinet ar y 22 Mawrth 2016, cyhoeddwyd Rhybudd Statudol gan yr awdurdod i derfynu'r ffrwd Cyfrwng Cymraeg yn Ysgol Dolafon ar y 7 Ebrill 2016 ar gyfer cyfnod o 28 diwrnod, yn unol â'r cyfarwyddyd o fewn y Cod Trefniadaeth Ysgolion.

Ni dderbyniwyd gwrthwynebiadau yn ystod y cyfnod gwrthwynebu statudol.

Cynnig

Gan na dderbyniwyd gwrthwynebiadau yn ystod y cyfnod gwrthwynebu statudol, argymhellir y bydd y ffrwd Cyfrwng Cymraeg yn Ysgol Dolafon yn cael ei therfynu o'r 31 Awst 2016. Byddai darpariaeth Cyfrwng Cymraeg arall i ddisgyblion a wasanaethir ar hyn o bryd gan y ffrwd Cyfrwng Cymraeg yn Ysgol Dolafon yn cael ei gynnig yn Ysgol G G Llanfair-ym-Muallt, sy'n ysgol gynradd ddwy ffrwd. Byddai cludiant yn cael ei ddarparu ar gyfer disgyblion yn unol â Pholisi Cludiant yr awdurdod o'r Cartref i'r Ysgol.

Amcangyfrifir y bydd cau'r ffrwd Cyfrwng Cymraeg yn Ysgol Dolafon yn arwain at arbedion blynyddol o £17,271.

Cynllun Powys yn Un

Mae 'Trawsnewid Dysgu a Sgiliau' yn flaenoriaeth allweddol o fewn Cynllun Powys yn Un, a nod yr Awdurdod yw sicrhau fod pob 'plentyn ac unigolyn ifanc yn cael eu cefnogi i gyflawni eu potensial'. Mae'r cynllun yn nodi fod yr Awdurdod angen 'aidrefnu ysgolion (cynradd, uwchradd ac ôl-16) i sicrhau fforddiadwyedd, cynaliadwyedd a gallu priodol o ran arweinyddiaeth'.

Opsiynau a Ystyriwyd/sydd ar Gael

D/G

Y Dewis a Ffafir a'r Rhesymau

D/G

Materion Cynaliadwyedd ac Amgylcheddol/Cydraddoldeb/Trosedd ac Anrhefn/Yr Iaith Gymraeg/Polisiau eraill ac ati

Lluniwyd Asesiad Effaith Cydraddoldeb ar y cynnig ac fe'i hystyriwyd gan y Cabinet ar yr 22 Mawrth 2016 wrth ystyried i beidio â chyhoeddi'r Rhybudd Statudol ai peidio mewn perthynas â therfynu'r ffrwd Cyfrwng Cymraeg.

Cafodd Asesiad Effaith Cymunedol ac Asesiad Effaith Iaith Gymraeg mewn perthynas â'r cynnig hwn eu cynnwys yn y Ddogfen Ymgynghori. Cafodd nifer o faterion eu codi sy'n ymwneud ag effaith y cynnig ar y gymuned a'r Iaith Gymraeg yn yr ymatebion ymgynghori. Rhestrwyd y rhain yn y Ddogfen Ymgynghori mewn perthynas â'r cynnig hwn, ynghyd ag ymateb yr awdurdod iddynt.

Datganiad Effaith Plant a Phobl ifanc – Diogelu a Lles

Bwriad Rhaglen Trawsnewid Ysgolion yr Awdurdod yw gwella deilliannau addysgol i blant a phobl ifanc. Mae hyn yn cyd-fynd â'r dyhead i wella diogelwch a lles i blant a phobl ifanc.

Aelod(au) Lleol

(Esboniwch a yw'r cynnig yn cael effaith benodol neu arwyddocâd ai peidio ar gyfer dim ond un neu ran o'r rhanbarthau etholiadol (o'i gymharu â'i gymhwyso gyda'r un effaith ar draws y Sir gyfan), ac, os felly, nodwch safbwyntiau Aelod(au) Lleol y rhanbarth etholiadol yma/rhanbarthau etholiadol hyn)

Gwasanaethau Rheng Flaen Eraill

D/G

Gwasanaethau Cefnogi (Cyfreithiol, Cyllid, Eiddo Corfforaethol, Adnoddau Dynol, TGCh, Gwasanaethau Busnes)

Cyfreithiol: Mae'r Arweinydd Proffesiynol – Y Gyfraith wedi rhoi'r sylwadau canlynol: Dilynwyd y broses o ymgynghori ffurfiol yn unol â Chod Trefniadaeth Ysgol 2013 Llywodraeth Cymru, ac mae cau ffrwd cyfrwng Cymraeg Ysgol Dolafon yn unol â blaenoriaethau cyfredol yr Awdurdod Lleol.

Cyllid: Gallaf gadarnhau'r amcangyfrif o arbedion yn yr adroddiad o £17,271 yn cynnwys costau cludiant. Nid oes unrhyw gostau colli swyddi wedi'u cynnwys yn y ffigyrau. Bydd yr adran gyllid yn parhau i weithio gyda'r ysgol i reoli'r newidiadau a fydd yn codi er mwyn sicrhau cydymffurfiaeth â'r Cynllun Cyllido Ysgolion i bennu cyllideb gytbwys.

Adnoddau Dynol: Bydd unrhyw faterion sy'n ymwneud â staff yn cael eu rheoli yn unol â pholisïau Adnoddau Dynol yr ysgolion dan sylw.

Bwrdd Gwasanaeth Lleol/Partneriaethau/Rhanddeiliaid ac ati

D/G

Cyfathrebu Corfforaethol

Sylwadau Cyfathrebu: Mae'r adroddiad o ddiddordeb cyhoeddus a bydd angen defnyddio datganiadau i'r wasg a chyfryngau cymdeithasol i roi cyhoeddusrwydd i'r penderfyniad.

Swyddogion Statudol

Mae'r Cyfarwyddwr Strategol Adnoddau (Swyddog S151) yn nodi'r sylwadau a wnaed gan yr Adran Gyllid.

Mae'r Arweinydd Proffesiynol – Y Gyfraith (Dirprwy Swyddog Monitro) wedi gwneud y sylwadau a ganlyn: “Yr wyf wedi nodi'r sylwadau cyfreithiol ac nid oes gennyf unrhyw beth i'w ychwanegu at yr adroddiad.”

Diddordebau Aelodau

Nid yw'r Swyddog Monitro yn ymwybodol o unrhyw ddiddordebau penodol a all godi mewn perthynas â'r adroddiad hwn. Os oes gan aelodau ddiddordeb, dylent eu datgan ar ddechrau'r cyfarfod a llenwi'r ffurflen hysbysu berthnasol.

Argymhelliad:	Rheswm dros yr Argymhelliad:
Cymeradwyo terfynu'r ffrwd Cyfrwng Cymraeg yn Ysgol Dolafon a newid y categori iaith o Ysgol Ddwy Ffrwd i Ysgol Cyfrwng Saesneg o'r 31 Awst 2016.	Sicrhau cynaliadwyedd addysg gynradd yn y dyfodol.

Polisi (au) Perthnasol:	Polisi Trawsnewid Ysgolion, Cynllun Strategol y Gymraeg mewn Addysg		
O fewn Polisi:	Y	O fewn y Gyllideb:	Y

Aelod(au) Lleol Perthnasol:	Cyng. T J Van-Rees
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Unigolyn (Unigolion) i Weithredu Penderfyniad:	Tîm Trawsnewid Ysgolion
Dyddiad erbyn Pryd y mae'r Penderfyniad i'w Weithredu	31 Awst 2016

Enw Swyddog Cyswllt:	Ffôn:	Ffacs:	E-bost:
Sarah Astley	01597 826265	D/G	sarah.astley@powys.gov.uk

Papurau Cefndir a ddefnyddir i lunio Adroddiad:

CABINET REPORT TEMPLATE VERSION 3

C93- 2016

CYNGOR SIR POWYS COUNTY COUNCIL.

CABINET
24 May 2016

REPORT AUTHOR: County Councillor John Brunt
Portfolio Holder for Highways

SUBJECT: Highways Capital Programme 2016 - 2017

REPORT FOR: Decision

1.0 Summary

1.1 This report outlines proposals for the allocation of capital funding for the Highways and Transport service areas in line with the budget allocations in the Council's 2016-17 Budget Book. Funding secured through grant bids is also included.

2.0 Proposal

2.1 To allocate capital expenditure for the Highway network as set out in Appendix A and Appendix B.

3.0 One Powys Plan

3.1 The proposal supports the objectives for Stronger Communities and Financially Balanced and fit for purpose public service.

4.0 Background

4.1 The backlog of work across the highway network continues to exceed an estimated £40 million for carriageways. Condition surveys carried out during 15/16 indicate minor variations in road conditions compared with the previous year but there are still 19% of classified roads (A, B and C roads) in the red category that potentially require work in the near future. This amounts to around 1,100 km of road.

4.2 Around 20 bridges have failed their routine assessment and potentially require work, with half of these having weight restrictions imposed. The others have no restriction at present but are being monitored. Of those bridges left to assess it is estimated that a further 80 are likely to fail and require some form of remedial work. The projected costs for dealing with these is over £8 million. In addition, a further £9 million (exclusive of fees and environmental compliance costs) has been identified for maintenance works to bridges. These works are not sufficient to cause failure during the assessment process but will lead to accelerated deterioration and likely failure if not addressed.

- 4.3 Scheme priorities have been established using the approved scheme ranking system to help ensure appropriate allocation on a needs basis. Candidate schemes have been identified from routine inspections, stakeholder raised issues (e.g. public, Town & Community Councils) as well as those put forward for consideration by County Councillors through the regular area liaison forums between Members and Highways Grounds and Street Scene (HGSS) Managers.
- 4.4 The end of the Welsh Government Local Government Borrowing Initiative in 2014 has significantly reduced available funding. With a large number of schemes competing for less funding it has been necessary to review further the high priority schemes in order to target allocations appropriately. In light of these pressures it would seem appropriate to review the existing scheme ranking process as part of the update to the Highways Asset Management Plan (HAMP) and to consider a potential growth bid for surface dressing, surfacing and bridge works for 2017/2018.

5.0 Recommendation.

- 5.1 The recommended allocation is as set out in Appendix A (Summary of Income and Proposed Expenditure) and Appendix B (Proposed Scheme Expenditure).
- 5.2 It is proposed that the moratorium on Major Strategic Schemes continues in order to focus on investment in the existing infrastructure. Such schemes will therefore only be considered if they unlock significant regeneration potential or are primarily funded through external sources. Any such proposals would require approval through Cabinet or Council.
- 5.3 The Transport allocations are funded from specific Welsh Government grants. Requests have been received for other schemes in this category, such as a bus stop at Welshpool Railway Station. Given the pressures from managing the condition of the existing infrastructure it is not proposed to make any allocation from core funding this year for such expenditure.
- 5.4 A specific allocation has been made to convert the remaining street lighting stock to energy efficient fitting using LED technology. This will enable significant cost saving on energy and is included within the MTFS.
- 5.5 The highway core funding of £1.5 million is proposed to be allocated to: major remedial earthworks; structural drainage; highway strengthening (resurfacing) as well as structures strengthening and renewals. For roads the proposed allocation is £1.982 million against a projected backlog of over £40 million. For bridge strengthening the proposed allocation is £0.35 million (projected £8 million backlog) whilst for bridge maintenance an allocation of £0.124 million is proposed (£9 million backlog).

- 5.6 Of the core funding the road safety and traffic management allocation of £100,000 will continue to deliver schemes approved by the Shire committees and are prioritised through the approved ranking system.
- 5.7 The council has made available funding of £1.12 million for the structural maintenance of roads. It should be noted that there will be no surface dressing programme in 16/17 with £850k being removed from the capital programme. This is a very cost effective maintenance technique and its removal will need to be carefully considered in relation to the update of the HAMP. To reintroduce a meaningful programme a potential growth bid will need to be considered for 17/18.
- 5.8 A number of grant bids have been submitted to Welsh Government with successful allocations this year for Road Safety Grants and Safe Routes in the Communities as well as transport (Local Transport Fund). Bids submitted for future years have not received allocations as yet but external funding opportunities will continue to be pursued where appropriate.
- 5.9 Welsh Government allocations for flood alleviation schemes continue and further bid submissions are being considered.

6.0 Sustainability and Environmental Issues/Equalities/Crime and Disorder,/Welsh Language/Other Policies etc

- 6.1 Issues of sustainability and environment will be considered on a scheme by scheme basis. There are no known overarching impacts at this time.

7.0 Children and Young People's Impact Statement - Safeguarding and Wellbeing

- 7.1 There are no identified impacts at this time.

8.0 Local Member(s)

- 8.1 Local Members have the opportunity to raise matters and discuss progress on schemes through the regular area liaison meetings with HGSS staff.

9.0 Other Front Line Services

- 9.1 There are no overarching impacts at this time. Issues may be identified on an individual scheme basis that will need to be addressed before the scheme can progress.

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

- 10.1 The Capital and Financial Planning Accountant confirms that the budgets are included in the Capital Programme.

10.2 Legal: The recommendations can be supported from a legal point of view.

11.0 Local Service Board/Partnerships/Stakeholders etc

11.1 No implications have been identified at this time.

12.0 Corporate Communications

12.1 The report is of considerable public interest and requires full use of news release and social media to publicise the decision.

13.0 Statutory Officers

13.1 The Strategic Director Resources (Section 151 Officer) notes the comments made by finance.

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

14.0 Members' Interests

14.1 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:
That the funding proposals outlined in Appendix A and Appendix B are approved.	To enable delivery of infrastructure investment to protect council assets.

Relevant Policy (ies):			
Within Policy:	Y / N	Within Budget:	Y / N

Relevant Local Member(s):	n/a
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Person(s) To Implement Decision:	Head of Highways, Transport and Recycling
Date By When Decision To Be Implemented:	Relevant financial year

Contact Officer Name(s):	Tel:	Fax:	Email:
Nigel Brinn	01597 826613		Nigel.brinn@powys.gov.uk

Background Papers used to prepare Report:
Budget book

Place
Highways, Grounds and Street Scene Capital Programme 2016 - 2019
Summary of Income and Proposed Expenditure

Capital Programme - Highways, Grounds & Street Scene		Proposed	Proposed	Proposed	Notes
		2016/2017	2017/2018	2018/2019	
		£	£	£	
Proposed Expenditure					
9T121	Major Strategic	£246,222			Current moratorium on schemes unless they unlock significant inward investment
9T122	Integrated Transport	£420,000			Predominantly grant or developer funded
9T124	Street Lighting (Environmental and Highway)	£776,000	£776,000		Specific allocation from prudential borrowing
9T125	Major Remedial Earthworks	£41,500			Allocations from a combination of Council funding (core, specific or prudential borrowing), grant or income
9T126	Structural Drainage Improvements	£52,500			
9T127	Vehicle Containment at Hazards				
9T128	Highway Strengthening (Resurfacing)	£862,000			
9T131	Structural Repair of Town Centre Footways				
9T133	Advance Preparations	£20,000	£20,000	£20,000	Priorities based on ranking schemes and deliverability
9T135	Structures Strengthening and Renewals	£474,000			
9T136	Structural Maintenance - Roads	£1,120,000	£1,120,000	£1,120,000	
9T137	Surface Dressing				
9T150	Road Safety & Traffic Management	£100,000	£100,000	£100,000	Scheme allocations approved through Shire Committees based on ranked priority
9T180	Road Safety	£199,000			Welsh Government Grant
9T204	Flood Alleviation	£920,000			Welsh Government Grant & Beneficiary Contribution
9T205	Strategic Salt Reserve		£1,488,000		
9T222	Safe Routes in Communities	£151,500			Welsh Government Grant
Total HGSS Expenditure		£5,382,722	£3,504,000	£1,240,000	
Income					
Supported Borrowing and General Capital Grant (Core Allocation - All Areas)		£1,500,000	£1,500,000	£1,500,000	2016/2017 to 2018/2019 Core allocation (includes £100k for Road Safety & Traffic Management Schemes)
Supported Borrowing Roll Forwards					
9T128	Coelbren	£50,000			2015/2016 Roll Forward (Indicative)
Additional funding through Specific Bids					
9T121	Brecon Inner Relief Road	£2,674			Part 1 Claims + balance roll forward from 2015/2016
9T121	Ddole Road Link Road	£243,548			Part 1 Claims + balance roll forward from 2015/2016
9T124	Streetlighting Efficiency Upgrades	£776,000	£776,000		Financed from Prudential Borrowing + balance roll forward from 2015/2016
9T136	Structural Maintenance - Roads	£1,120,000	£1,120,000	£1,120,000	Financed from Prudential Borrowing
9T137	Surface Dressing				Financed from Prudential Borrowing
9T205	Strategic Salt Reserve		£1,488,000		Financed from Supporting Borrowing
Welsh Government Grants					
9T121	Local Transport Fund	£420,000			Welsh Government Grant
9T180	Road Safety	£199,000			Welsh Government Grant
9T222	Safe Routes in Communities	£151,500			Welsh Government Grant
Flood Alleviation					
9T204	Talgarth Phase 3	£187,000			Welsh Government Grant & Beneficiary Contribution
9T204	Talgarth Phase 2	£600,000			Welsh Government Grant & Beneficiary Contribution
9T204	Welshpool Phase 3	£133,000			Welsh Government Grant & Beneficiary Contribution
Total HGSS Income		£5,382,722	£4,884,000	£2,620,000	

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**Place
Highways, Grounds and Street Scene
Proposed Capital Programme 2016 / 2017**

Cost Centre	Work Category / Scheme Name	Proposed 2016/2017	Comments
9T121	Major Strategic	£246,222	
9T121	Ship Street / Struet Link, Brecon - Part 1 Compensation Claims	£2,674	Part 1 Compensation Claims
9T121	Ddole Road Link Road - Part 1 Compensation Claims	£243,548	Part 1 Compensation Claims
9T122	Integrated Transport	£420,000	
9T122	TrawsCymru T4 (Newtown to Cardiff) Route Improvements	£420,000	Local Transport Fund (LTF) WG Grant
9T124	Street Lighting (Environmental & Highway)	£776,000	
9T124	Efficiency Upgrades - Countywide	£776,000	
9T125	Major Remedial Earthworks	£41,500	
9T125	C85 Cwm Farm, Talgarth	£7,500	
9T125	C35 Gwenddwr Village	£4,000	
9T125	B4368 Abermule Dingle	£30,000	
9T126	Structural Drainage Improvements	£52,500	
9T126	U1494 Gladestry Village	£2,500	
9T126	C2048 Pandy Dingle	£50,000	
9T128	Highway Strengthening (Resurfacing)	£862,000	
9T128*	<i>C193, C197 & C198 Coelbren</i>	£50,000	Roll forward from 2015/2016 (Indicative)
9T128	B4385 Dolarddyn Jct to Castle Caereinion	£45,000	
9T128	U2606 Penschwa Lane, Newtown	£18,000	
9T128	B4396 B4580 Jct & Pedairffordd nr C2092 Jct	£12,000	
9T128	B4393 From A490 Jct	£45,000	
9T128	B4393 A495 Llansantffraid to Speed Limit Sign	£34,000	
9T128	B4393 Llanfechain	£9,000	
9T128	U4102 Church Lane / Place, Llanidloes	£14,000	
9T128	B4569 Trefeglwys Village	£10,000	
9T128	C2018 Bwlch-y-Glyn Mynydd	£28,000	
9T128	U2891 Glanamorfa, Llangadfan	£20,000	
9T128	U2348 A458 to C2031	£17,000	
9T128	U2349 A458 to C2031 & Maesyllan Estate	£18,000	
9T128	B4389 C2010 Jct Tregynon to 30mph sign Concrete Cottages	£25,200	
9T128	U1673 Alexandra Terrace, Llandrindod Wells	£8,000	
9T128	U1682 Pentrosfa Road, Llandrindod Wells	£8,000	
9T128	A4081 Fiveways to Gwalia Roundabout, Llandrindod Wells	£25,000	
9T128	U1723 A4113 to Dingle, Knighton	£15,000	
9T128	B4356 Llangunllo Village	£30,000	
9T128	U1740 A4113 to past Car Park, Knighton	£5,000	
9T128	U1347 Caenbrook Estate, Presteigne	£15,000	
9T128	B4594 Dolycannau to Newchurch	£20,000	
9T128	B4348 County Boundary to Blue Boar, Hay-on-Wye	£27,000	
9T128	C218 Heol-y-Dwr, Hay-on-Wye	£12,600	
9T128	A4221 A4067 Jct, Abercrave	£14,000	
9T128	U389 Ynyscedwyn Road (School Entrance)	£26,000	
9T128	B4599 College Row to Mini Roundabout, Ystradgynlais	£37,000	
9T128	B4520 Jct A483 Rugby Club to Wool Exchange, Builth Wells	£22,500	
9T128	C2 Allt Hebog Barn, Abergwesyn	£15,000	
9T128	C4 Beulah to Abergwesyn	£35,000	
9T128	A4077 Crickhowell High School to Bridge	£16,000	
9T128	U582 Plasderwen Roundabout, Llangattock	£12,000	
9T128	A4077 Traffic Light section, Usk Bridge	£24,000	
9T128	U641 Penentre, Talybont (Henderson Hall)	£4,500	
9T128	U675 Maesmawr Close, Talybont-on-Usk	£11,000	
9T128	U758 Canal Road, Brecon	£8,000	
9T128	U701 Ffynnon Dewi, Brecon	£5,000	
9T128	U498 Cwmgu, Tretower	£9,500	
9T128	U734 Lion Street, Brecon	£6,000	
9T128	U708 Silver Street & Newton Green, Brecon	£23,500	
9T128	C168 Danygraig, Defynnog	£25,000	
9T128	U725 Coryton Close/Bryn-de-Winton, Brecon	£14,000	
9T128	North Area resurfacing	£43,200	

Place
Highways, Grounds and Street Scene
Proposed Capital Programme 2016 / 2017

Cost Centre	Work Category / Scheme Name	Proposed 2016/2017	Comments
9T133	Advance Preparations	£20,000	
9T133	Advance Design, Land Acqisition & Completions	£20,000	
9T135	Structures Strengthening and Renewals	£474,000	
9T135	C2111 Felin Fach (CB02731) - Redecking	£120,000	Partial roll forward from 2015/2016
9T135	U2308 Cringoed (CB03007) - Replacement	£80,000	
9T135	B4393 Llandrinio (CB02270) - Strengthening	£150,000	
9T135	Planned Structures Maintenance - North	£62,000	
9T135	Planned Structures Maintenance - South	£62,000	
9T136	Structural Maintenance - Roads	£1,120,000	
9T136	Structural Maintenance - Roads - South HGSS (Brecknockshire & Radnorshire)	£580,000	
9T136	Structural Maintenance - Roads - North HGSS (Montgomeryshire)	£500,000	
9T136	Car Parks - Countywide	£40,000	
9T150	Road Safety & Traffic Management	£100,000	
9T150	C199 Neath Road, Ystradgynlais - Traffic Calming	£39,000	
9T150	B4385 Castle Caereinion C in W School	£24,700	Scheme split over 2 years (Total value £39,000)
9T150	B4518 St Harmon Road, Rhayader - Traffic Calming	£12,500	
9T150	U1602 Lant Avenue Junction, Llandrindod Wells - Junction Improvement	£11,800	
9T150	C108 B4560 Bwlch to Llangors	£12,000	
9T180	Road Safety	£199,000	WG Grant
9T180	B4560 Llangynidr Mountain Road	£63,000	
9T180	A495 Meifod to County Boundary	£125,000	
9T180	B4568 Back Lane, Newtown	£11,000	
9T204	Flood Alleviation	£920,000	
9T204	Talgarth - Phase 3	£187,000	
9T204	Talgarth - Phase 2	£600,000	
9T204	Welshpool - Phase 3	£133,000	
9T222	Safe Routes in Communities	£151,500	WG Grant
9T222	Maesydderwen School, Ystradgynlais Walking & Cycling Facilities	£62,000	
9T222	Llanfyllin Walking & Cycling Links	£84,500	
9T222	Active Travel Mapping	£5,000	

C94- 2016

CYNGOR SIR POWYS COUNTY COUNCIL

CABINET REPORT 24th May 2016

REPORT AUTHOR: County Councillor Graham Brown
Portfolio Holder for Commissioning and Procurement

SUBJECT: Review of the Play Sufficiency Assessment (Wales)
Regulations 2012 (“the regulations”) – Powys CC Action
Plan

REPORT FOR: Decision

1.0 Background

- 1.1 Following the Welsh Government’s implementation of the Play Sufficiency Assessment (Wales) Regulations 2012 and Statutory Guidance in 2012 we are required to undertake a regular three year review of the local authority’s position in terms of play sufficiency and develop an accompanying action plan.
- 1.2 The Play Sufficiency Assessment must demonstrate that the Local Authority has taken into account and assessed the matters set out in The Play Sufficiency Assessment (Wales) Regulations 2012 and Statutory Guidance (Appendix 1 & supporting information).

2.0 Conducting the Play Sufficiency Assessment

- 2.1 As well as establishing a baseline of provision, the Play Sufficiency Assessment will enable the following:
 - Identification of gaps in information, provision, service delivery and policy implementation
 - Support the establishment of evidence to give an indication of distance travelled in relation to play sufficiency
 - Highlight potential ways of addressing issues relating to partnership working
 - The input and involvement of all partners in increasing levels of knowledge and understanding
 - A monitoring system which will involve and improve communication between professionals
 - The identification of good practice examples
 - Increased levels of partnerships in assessing sufficient play opportunities
 - The identification of actions for the Securing Play Sufficiency Action Plan which accompanies the Play Sufficiency Assessment

3.0 Powys Play Strategy

- 3.1 The Powys Play Strategy is based upon Welsh Government Guidance produced in July 2014 and following the format of the matters identified and reported against for the Play Sufficiency Assessment. The Play Strategy feeds into the Children & Families Programme Board, being a thematic programme board of the Single Integrated Plan, One Powys.

- 3.2 The Play Strategy supports and contributes towards the outcomes Children & Young People's Partnerships plans, specifically the themes of:
- Emotional Health & Wellbeing
 - Family & Behaviour Support
- 3.3 With the focus on the policy of early intervention and prevention Play is very much embedded in the parenting programmes used i.e. 'Incredible Years' to support parents/carers and schools/settings to invest time and space to play.
- 3.4 The Aim and Vision within the Play Strategy clearly states: 'All children and young people in Powys will be satisfied with';
- The amount of time they have for playing
 - The amount and quality of space they have available for playing
 - That they are supported by the adults, communities and services around them which fosters a positive attitude towards children and young people's play opportunities.

4.0 Powys One Plan

- 4.1 The Play Sufficiency Assessment will form part of the Powys One Plan and will support and meet the following objectives –
- *Integrated health & adult social care*
 - *Children & Young People*
 - *Transforming learning & skills*
 - *Stronger, safer and economically viable communities*
 - *Financially balanced and fit for purpose public services*
- 4.2 The Play Sufficiency Assessment is also named within the guidance for the Future Generations Act as a document which must be considered as part of the Wellbeing Assessment.

5.0 The Process

- 5.1 Welsh Government provided guidance to all local authorities in 2012 detailing how to conduct the first Play Sufficiency Assessment. The local authority followed this guidance and published the first Play Sufficiency Assessment for Powys and accompanying documents in March 2013 – the below summarises the documents published as per the guidance:-
1. The Play Sufficiency Assessment – a full assessment of the play opportunities in the Local Authority area.
 2. Results of the Play Sufficiency Assessments – to include a summary of the outcomes from the Play Sufficiency Assessment and highlights the actions that the Local Authority propose to take to achieve sufficiency. The summary to be published to the Local Authority web site.
 3. Action Plan – with associated costs, setting out targets, priorities and milestones for achieving play sufficiency over the three year period. The plan to include indicative budget requirements for achieving sufficient play opportunities in the Local Authority area, and indicative budget requirements for developing the full action plan once the second part of the duty is commenced. The action plans are expected to indicate where existing funding streams may be utilised for the purposes of the Action Plan.
- 5.2 Following publication, Welsh Government allocated grant funding to Secure Sufficient Play Opportunities to all local authorities in 2013/14. In Powys, the Strategic Play Management

Group utilised this funding to support the actions from the first Play Sufficiency Action Plan. This funding also supported the preparations for the next play sufficiency assessment.

5.3 The Play Sufficiency Assessment has been undertaken by Powys Association of Voluntary Organisations (PAVO) in its role as facilitator and coordinator of the development and delivery of playing opportunities across Powys. A Play Sufficiency Working Group was established to meet periodically to monitor the completion of the Play Sufficiency Assessment and comprised of:

- The lead for Play within the Council/Project Sponsor (Leisure & Recreation)
- Project Manager (PAVO)
- Policy Officer (Leisure & Recreation)
- Youth & Family Information Manager (Youth Service)
- CYPP Strategic Commissioning & Project Manager

5.4 PAVO is part of a multi-agency Strategic Management Group which regularly comes together to plan for play. The membership of the Strategic Management Group consists of representation from:

- Powys County Council:
- Policy Officer - Leisure & Recreation Department
- Outdoor Recreation Officer
- Powys Youth Services
- Powys Family Information Service
- CYPP Officers: Early Years Lead, Strategic Commissioning & Project Manager
- Play Networks: Play Montgomeryshire, Play Radnor, Brecknock Play Network
- Dyfodol Powys Futures
- PAVO

5.5 A wider range of stakeholders receives updates and information from the Strategic Management Group via PAVO's and Children & Families Board's communication channels.

5.6 The planned methodology for undertaking the Play Sufficiency Audit included:

- Facilitated Group Work in Schools
- Feedback from children/young people at play events.
- Online Survey to children, young people, parents, play work, youth work, leisure/recreation & childcare settings, professionals, town & community councils.
- Focus Groups of parents/carers, professionals and marginalised groups
- Semi-Structured Interviews with lead professionals associated with policy areas identified in play sufficiency guidance
- Mapping and Data Collection. Data gathered from existing sources including: Children & Families Board, JSNA, Education, Planning, Family Information Service, Leisure and Recreation departments.

6.0 Challenges

6.1 Play, as a behaviour and developmental process for children/young people, has wide ranging and cross cutting implications for a vast range of community services and developments. This isn't always recognised by those planning and delivering services in communities, especially if they cannot see a direct link between their service and the needs of children/young people. For example, housing departments and traffic/transport departments have to weigh up the evidence of need of all groups i.e.: older people, people with disabilities, adults as well as children/young people. Much of their work is guided by directives from Welsh Government which in some cases, also demonstrate scant regard for children's right to access play.

- 6.2 Whilst resource has been allocated to undertake the PSA this has naturally been limited. The scope and depth of data collected and analysed reflects this. Nonetheless, the PSA aims to provide a realistic picture of the good practice that has been achieved, balanced with identifying areas where attention is still needed in order to provide sufficient play opportunities for all children in Powys.
- 6.3 Some responses from stakeholders/partners have been slow to gather. Staffing levels within the local authority have declined over the past 12 months leaving significantly fewer staff to deal with a much broader remit. Very often, play is not seen as within their sphere of responsibility, so can become lost in the noise of information dissemination and requests for evidence.

7.0 Mechanism to take forward Action Plan

- 7.1 The Play Strategic Management Group has become an effective mechanism for planning and coordinating best practice for play across the county. The continuation will depend on a minimum level of resource to make this happen. In addition, the positive response as a result of undertaking the PSA, has helped to identify a wider range of partners who are interested in becoming more involved with the process. Links through the Children & Families Board Thematic Groups e.g. Childcare Strategy Group, Family Behaviour Support and Emotional Health & Wellbeing enables those working closely with children and young people to have a mechanism whereby they can recognise and support positive play attitudes.

8.0 Partnership Working

- 8.1 In Powys, the Play Strategic Management Group (which was initially created as a result of BIG Lottery funding) brings together key partners to help plan and coordinate play across the county. The plans of the Strategic Management Group then feed into other key strategic partnership thematic groups which are accountable to the Children & Families Programme Board. This in turn, forms part of the Local Service Board structure, delivering the Single Integrated Plan, One Powys.
- 8.2 Whilst this has continued to be a small group, the act of undertaking the Play Sufficiency Assessment has raised awareness of the considerations that partners can make towards children accessing play.
- 8.3 Town & Community Councils: the voices and views of Town & Community Councils have been canvassed and some valuable feedback provided. The Town & Community Councils have all received the Powys Play Pledge: A Charter for Play. This has increased some awareness and a few town/community councils have made contact.
- 8.4 Third Sector Organisations, particularly regional play associations & Other Community Groups: In Powys there have been long established 3 independent Play Networks/Associations which cover the whole of Powys. They have delivered open access play sessions and undertaken some of the research whilst doing so to help inform the play needs of children/young people in Powys.
- 8.5 Play Associations/Networks develop links within the community: a family day at Oriel Gallery, Newtown with Play Montgomeryshire, Wyese Arts Centre with Play Radnor. Community Groups are able to keep up to date with the developments around play via the PAVO Children & Families information blog which regularly disseminates information on play. Other social media platforms help to spread the word.

- 8.6 The private sector: has not directly taken part. Strategic Partners are aware of private provision currently on offer. The Stronger Communities Programme under the One Powys Plan has been focused on economic development. Unfortunately, partners have not made the link or recognised how play could contribute towards economic development eg: as a tourist attraction/feature, as a business e.g. soft play/adventure centres and employment opportunities as play workers.
- 8.7 Communities First Partnerships: There are no Communities First areas currently in Powys. However, we make use of the Flying Start areas to identify areas of deprivation based on the numbers of Free School Meals. We also have to acknowledge in Powys, due to its deep rurality and sparse population that many children, young people and families are deprived in relation to accessing services.

9.0 Completion of the Assessments

- 9.1 The Local Authority has the duty to assess for, and with regard to the assessment, develop an action plan which must include indicative costs for securing sufficient play opportunities.
- 9.2 Where an assessment identifies an insufficiency in play opportunities for children in the Local Authority area, the action plan must set out what steps need to be taken to improve the opportunities for children to play within that Local Authority area.
- 9.3 Where an assessment identifies that opportunities for children to play in the Local Authority area are sufficient, the action plan must set out what steps need to be taken to maintain opportunities for children to play within that Local Authority area.
- 9.4 Local Authorities and key partner agencies are required in law to cooperate to improve the wellbeing of children and young people in the local area. The Children Act 2004 placed a duty on every Local Authority in Wales to appoint a lead director and lead member for children and young people's services. It is expected that these lead directors and members will be responsible for the completion of the Play Sufficiency Assessment.
- 9.5 The One Powys Plan is the mechanism through which action on local priorities is planned and delivered, and outcomes monitored and evaluated, based on an assessment of local needs. Action to develop, monitor and scrutinise the Single Integrated plan is coordinated by the Public Service Board, bringing together leaders of local government, the NHS, the police, third sector and the Welsh Government itself.
- 9.6 Local Authority representatives on the Local Service Board should ensure that the Play Sufficiency Assessments form part of the local needs assessment. Progress made to improve the opportunities for children to play, as set out in the Single Integrated Plan should follow the planning cycle in the Guidance on Shared Purpose – Shared Delivery: Integrating Partnerships and Plans. The assessment and the proposals for securing sufficient play opportunities should be integrated into the planning, implementation and review of the Single Integrated Plan at every stage of the planning cycle.
- 9.7 Action plans are the essential building blocks of the Single Integrated Plan. They set out in detail what actions each of the Local Service Board partners will undertake over 3–5 years to achieve outcomes which contribute towards identified long-term goals.
- 9.8 Legal duties on local partners in respect of play remain. Participation of children in planning for play and the monitoring of play provision should become part of developing citizen engagement and scrutiny procedures.
- 9.9 Play covers a wide range of provision, facilities, services and community organisation, therefore it is essential that budgets that cover all these areas contribute towards the purpose of achieving sufficient play opportunities.

- 9.10 It is anticipated that with a slight shift in emphasis in how a budget is utilised a significant improvement in the availability of play opportunities can be achieved.
- 9.11 Local partners should identify and consider use of these budgets in developing the Action Plans for improving play opportunities, including reprioritisation if necessary. Review of budgets of relevant policy areas that affect children's play opportunities and maximise their benefit for play should contribute to the Single Integrated Plans
- 9.12 The PSA Summary Report outlines current funding and resources coming into the county from various sources, how they are used to support children's playing opportunities.

10.0 Consultation & Participation

- 10.1 For play opportunities to meet the requirements of children it is essential that they are consulted on what they want from play and recreational activities. The PSA Summary Report sets out the methodology of the consultation and engagement activities that were undertaken to complete the Assessment.
- 10.2 The Local Authority should consult with children as to what play opportunities, play provision, activities and events they want in their area. The participation and consultation methods should comply with the Welsh Government's Children and Young People's Participation Standards and Section 12 of the Children and Families (Wales) Measure 2010 on Participation. The Authority should also consult with parents, the local community and any other interested stakeholders on the development of play opportunities and developing child and play friendly communities. The National Principles for Public Engagement in Wales can be used to support this process.
- 10.3 This duty commenced on 2 November 2012. Local Authorities were required to complete and submit a draft copy of their Play Sufficiency Assessments, the Results of the Play Sufficiency Assessments and the Action Plan (with associated costs) to the Welsh Government. Approval of Cabinet was granted on 12th March 2013.
- 10.4 The documents required to be submitted to Welsh Ministers on 31 March 2016 are:
1. The Play Sufficiency Assessment – which must be a full assessment of the play opportunities in the Local Authority area.
 2. Results of the Play Sufficiency Assessments – which must include a summary of the outcomes from the Play Sufficiency Assessment and highlight the actions that the Local Authority propose to take to achieve sufficiency. This summary must be published to the Local Authority web site.
 3. Action Plan – with associated costs, which sets out the targets, priorities and milestones for achieving play sufficiency over the three year period. The plan must include indicative budget requirements for achieving sufficient play opportunities in the Local Authority area, and indicative budget requirements for developing the full action plan. The action plans are also expected to indicate where existing funding streams may be utilised for the purposes of the Action Plan.
- 10.6 The Local Authority must complete a Play Sufficiency Assessment every three years following the first assessment.
- 10.7 The Definition of Play is set out in Appendix 1

11.0 Assessment Development in Powys

- 11.1 The second Play Sufficiency Assessment in Powys has been carried out by a multiagency team with input from a wide range of services, organisations and partners as identified on the Play Sufficiency Assessment Guidance. In order to ensure that the final Assessment was as objective as possible, collation of the information was led by an officer from PAVO.

11.2 As part of the first Play Sufficiency Assessment, play provision in Powys was mapped in conjunction with colleagues in the Planning Department to feed into the Open Space Assessment. This information was then published alongside data about childcare provision in Powys on the Family Information Service website. Following the developments to the Council's website, this information is now being analysed by the Corporate GIS team so that the play provision locations are available on a map, making them more accessible to the public.

11.3 Amount of consultations carried out and / or planned with children and their families:

The PSA summary provides more details on the methodology of consultation and engagement. A variety of methods were used including:

- Online surveys aimed at children, young people and parents/carers
- Focus groups of parents/carers and children/young people with disabilities
- Youth Forum focus group
- Feedback from children/young people during open access play sessions during summer 2015.

11.4 The requirement to complete the assessment through the toolkit has involved numerous Council services and partner organisations who understand the importance of contribution to this process. (*Appendix 2*)

12.0 Sustainability and Environmental Issues/Equalities/Crime and Disorder / Welsh Language/Other Policies etc.

12.1 Following completion and submission of the Assessment and Action Plan, Powys will need to determine the sustainability of sufficient play opportunities within the county. Equalities Impact Assessments will provide a supportive tool to identify potential gaps in provision which may require a more targeted focus towards certain groups.

12.2 We will work with services, organisations and partner agencies to address diversionary activities through play which has shown to contribute to a reduction in crime and anti-social behaviour.

12.3 It is yet to be determined whether the toolkit and / or the action plan will be fully translated due to technicality, however play opportunities where appropriate will be delivered bilingually or through the medium of Welsh.

13.0 Children and Young People's Impact Statement - Safeguarding and Wellbeing

13.1 Practitioners involved within the play sector and profession, and those delivering play opportunities to children and young people will be appropriately qualified in their respective areas of expertise and conform to Disclosure and Barring regulations. The safeguarding and wellbeing of children and young people will be at the forefront of play delivery opportunities.

14.0 Local Member(s)

14.1 This new legislation will be relevant to all local members and will require co-operation throughout all wards in Powys.

15.0 Other Front Line Services

- 15.1 All front line services have an obligation to consider children's access to the UNCRC article 31 (see appendix). The Powys Play Pledge: A Charter for Play, enables individuals, services and organisations to demonstrate their support for play. Developing a positive attitude and supporting children's access to play does not always mean additional expense.

16.0 Support Services (Legal, Finance, HR, ICT, BPU)

16.1 Legal

There are no legal implications with the recommendations.

16.2 HR

There are no staff implications at this time, however, should any issues arise in the future, they will be dealt with in line with the Management of Change policy.

The PSA highlights the need for investment in Continuous Provision Development across a wide range of partners/stakeholders to advocate for children's right to play.

16.3 Finance

We are not aware that there will be a further allocation of additional funding from Welsh Government to undertake the actions arising from the Play Sufficiency Assessment.

- 16.4 The action plan determines the sustainability of sufficient play opportunities within the county and identifies the potential gaps in provision together with the associated costs that may be required for a more targeted focus towards certain groups. The Council may not be able to meet these costs if there is no 'new burdens' funding to support this duty due to continual financial pressure and reduction of all budgets.

- 16.5 It is also hoped that partner organisations and agencies would make a contribution to this duty to maximise play opportunities in Powys.

- 16.6 The PSA Summary identifies a range of financial sources which could support children/young people's access to playing opportunities. It requires a whole community approach to support and fund this essential element of childhood.

16.7 Business Support

The Business Support Unit is pleased to lend its support and we understand that the draw on our resources for the collection of play data is likely to be minimal. We would appreciate further involvement in this as the scope of the requirement becomes clear.

17.0 Local Service Board/Partnerships/Stakeholders etc

- 17.1 The Single Integrated Plan is the mechanism through which action on local priorities are planned and delivered, and outcomes monitored and evaluated, based on an assessment of local needs. Action to develop, monitor and scrutinise the Single Integrated plan is coordinated by the Local Service Board, bringing together leaders of local government, the NHS, the police, third sector and the Welsh Government itself.

- 17.2 Local Authority representatives on the Local Service Board should ensure that the Play Sufficiency Assessments form part of the local needs assessment. Progress made to improve the opportunities for children to play, as set out in the Single Integrated Plan should follow the planning cycle in the Guidance on Shared Purpose – Shared Delivery: Integrating Partnerships and Plans. The assessment and the proposals for securing sufficient play opportunities should be integrated into the planning, implementation and review of the Single Integrated Plan at every stage of the planning cycle.

- 17.3 Action plans are the essential building blocks of the Single Integrated Plan. They set out in detail what actions each of the Local Service Board partners will undertake over 3–5 years to achieve outcomes which contribute towards identified long-term goals.
- 17.4 Legal duties on local partners in respect of play remain. Participation of children in planning for play and the monitoring of play provision should become part of developing citizen engagement and scrutiny procedures.

18.0 Priority Areas for future consideration

- 18.1 From the feedback of the surveys, focus groups and analysis of the criteria, the following four main objectives will help to enhance playing opportunities in the future –
- Supporting communities to make best use of their public open spaces to encourage and enable children and young people to play/hang out in their local communities.
 - Debating issues around health & safety and behaviour in relation to the level of adult intervention needed to achieve child led play experiences.
 - Investing in continuous professional development within the children/young people’s workforce and wider stakeholders.
 - Identify Play Champions who will advocate for our children’s right to play.
 - Tackling the transport difficulties that children & young people have to access their right to play.

Partnership Structures:

- 18.2 The Play Strategic Management Group can continue to meet together under the leadership of the local authority. In order to keep progressing at a local delivery level the infrastructure of the Play Networks/Association will be essential in the co-production of play provision. Without these Networks, making links at grassroots level, providing advice and developing play projects with other community focused groups there will be little support to achieve the actions.
- 18.3 Links through the Children & Families Board Thematic Groups eg: Childcare Strategy Group, Family Behaviour Support and Emotional Health & Wellbeing enables those working closely with children and young people to have a mechanism whereby they can recognise and support positive play attitudes.

19.0 Communications

- 19.1 The Play Sufficiency Assessment Toolkit has already been shared with a wide range of services, organisations and partner agencies. The resulting Action Plan will need to be communicated in the same way, and appropriate mechanisms will be used to best effect.

20.0 Statutory Officers

- 20.1 The Strategic Director: Law & Governance and Monitoring Officer has no comment on the proposed Strategy and Action Plan
- 20.2 The Strategic Director Resources (S151 Officer) notes the comments made by finance. Should any additional expenditure be required as a result of any action plan this will need to be considered against other commitments before Cabinet make a decision.

21.0 Members' Interests

21.1 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:
To approve the Play Sufficiency Assessment and Action Plan for Powys for submission to Welsh Government	To comply with Welsh Government Duty & legislation
Where reasonably possible – “Implement the actions which have secured funding and await confirmation of additional funding to implement the remaining actions within the action plan.”	To support and enable appropriate play opportunities for children & young people in Powys

Relevant Policy (ies):	LSB One Powys Plan Future Generations Bill		
Within Policy:	Y	Within Budget:	Dependant on budget

Relevant Local Member(s):	Cllr Graham Brown
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Person(s) To Implement Decision:	PCC Cabinet
Date By When Decision To Be Implemented:	May 2016

Contact Officer Name:	Tel:	Fax:	Email:
Jenny Ashton	01597 827590		jenny.ashton@powys.gov.uk
John Morgan	01597 826352		john.morgan2@powys.gov.uk

Background Papers used to prepare Report:

Appendix 1	Play Sufficiency Statutory Guidance
Appendix 2	PSA Summary Report
Appendix 3	Play Sufficiency Assessment Document
Appendix 4	Data Analysis Report

Appendix 1

- 1.1 The Regulations which are made under section 11(1) of the Children and Families (Wales) Measure 2010 (local authority duties in respect of play opportunities for children) set out the required content of a local authority's assessment of the sufficiency of play opportunities in its area (regulation 3). The Regulations set out the individuals and groups that a local authority must consult (regulation 4). There is also a requirement for an action plan to be prepared as part of the assessment by each local authority (regulation 5). The Regulations provide for the frequency of the assessments (regulation 6), and the manner in which the results of the assessments must be published (regulations 7 and 8).
- 1.2 Wales is the first Government in the world to legislate for children's play and they are committed to driving this agenda forward through commencing this duty. They intend to continue to support and improve opportunities for all children and young people to play in safety and, in particular, to support improved access to play for children with disabilities.
- 1.3 The Welsh Government strongly believe in the importance of play in children's lives and the benefits it gives to their health, happiness and well-being. It is also important in laying the foundation for each child in reaching their full potential during their adult life.
- 1.4 Through this legislation the intention is to make Wales a country where every child has a wide range of challenging and interesting opportunities to play and to enjoy their leisure time. This is a task that will involve working with various and numerous partners to consider the many aspects of community life that affect play opportunities. These include use of the environment, traffic and transport, play and leisure provision, and parental and community involvement with play.

Play Policy development in Wales

- 1.5 To achieve the outcomes for children that play provides, the Welsh Government worked with stakeholder organisations to create the **Play Policy** in 2002 and the **Play Policy Implementation Plan** in 2006 (see Appendix A, Associated Policy documents). These documents set out the Welsh Government's vision for Play for children in Wales and the actions that it intended to take to realise this vision. The Welsh Government recognises that to achieve the aim of creating a play friendly Wales and to provide excellent play opportunities for our children, it is necessary for Local Authorities, their partners and other stakeholders to also work towards this purpose. Therefore a section on "Play Opportunities" was included in the **Children and Families (Wales) Measure**, which received royal assent in 2010.

2.0 The Children & Families (Wales) Measure 2010

- 2.1 The Welsh Government places great value on play and its importance in the lives of children in our society. They believe that children have a fundamental right to be able to play, and that play is central to their enjoyment of life and contributes to their well-being. They also believe that play is essential for the growth in children's cognitive; physical; social and emotional development. There is much evidence to support this belief and an increasing understanding of play's contribution not only to children's lives, but also to the well-being of their families and the wider community¹.
- 2.2 Children's right to play is enshrined in Article 31 of the United Nations Convention on the Rights of the Child (UNCRC). The Welsh Government formally adopted the United Nations Convention on the Rights of the Child in 2004, and are committed to making the principles of the UNCRC a reality for all children and young people. There are three articles which particularly relate to this duty:

- 2.3 • **Article 31 (Leisure, play and culture):** Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.²
- 2.4 • **Article 15 (Freedom of association):** Children have the right to meet together and to join groups and organisations.
- 2.5 • **Article 12 (Respect for the views of the child):** When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account.
- 2.6 In Wales play is established as one of children’s rights under Core Aim 4 – Play, Sport, Leisure and Culture, of the Welsh Government’s 7 Core Aims for Children, set out in *Children & Young People: Rights to Action, 2004*.³
- 2.7 The Welsh Government also believes that high quality play opportunities for all children may contribute to mitigating the negative effects of poverty on children’s lives and help to build their resilience. Play can also be a means of reducing inequalities between children living in families that can afford costly recreational provision and those that cannot so reducing poverty of experience for all children.
- 2.8 The Welsh Government wishes to create an environment in Wales where children have excellent opportunities to play and enjoy their recreation time. Our Play Policy states that: 2
- 2.9 “ Play is so critically important to all children in the development of their physical, social, mental, emotional and creative skills that society should seek every opportunity to support it and create an environment that fosters it. Decision making at all levels of government should include a consideration of the impact of those decisions, on children’s opportunities to play.”
- 2.10 To achieve this purpose the Welsh Government is now commencing the first part of the duty under section 11 of the Children and Families (Wales) Measure 2010, Play Opportunities for Children. The duty requires Local Authorities to assess the sufficiency of play opportunities for children in their areas.
- 2.11 Wales is the first country in the world to establish such a duty within its legislative framework, so there are no precedents for this work. The Welsh Government wish to work with all stakeholders to make this legislation fit for the purpose of creating a play friendly Wales with all the benefits that this will offer to our children. We welcome your endorsement of this Statutory Guidance and ongoing involvement with the play agenda.

Play Opportunities

- 2.12 Section 11: Local authority duties in respect of play opportunities for children
- 2.13 (1) A local authority must assess the sufficiency of play opportunities in its area for children in accordance with regulations.
- 2.14 (2) Regulations may include provision about: a) The matters to be taken into account in assessing sufficiency. b) The date by which a first assessment is to be carried out. c) Frequency of assessments. d) Review of assessments e) Publication of assessments.
- 2.15 *Not yet in force*(3) *A local authority must secure sufficient play opportunities in its area for children, so far as reasonably practicable, having regard to its assessment under subsection (1).*
- 2.16 *Not yet in force* (4) *A local authority must: a) Publish information about play opportunities in the authority’s area for children, and b) Keep the information published up to date.*
- 2.17 (5) In performing its duties under this section, a local authority must have regard (among other things): a) To the needs of children who are disabled persons (within the meaning of

section 1 of the Disability Discrimination Act 1995 (c. 50) b) To the needs of children of different ages.

- 2.18 (6) In this section: “play” includes any recreational activity; “sufficient”, in relation to play opportunities, means sufficient having regard to quantity and quality.
- 2.19 Welsh Ministers have decided to commence the duty in two parts. The first part will cover the duty on Local Authorities to assess for sufficient play opportunities, sections 11(1); 11(2); 11(5); 11(6) and commenced in 2012.
- 2.20 In the future the second part of the duty will be placed on Local Authorities to secure sufficient play opportunities in their areas for children, so far as reasonably practicable, having regard to the assessments 11(3); and the duty to publish information about play opportunities for children in their areas and keep the information up to date 11(4) will be commenced after full consideration has been given to the Play Sufficiency Assessments and the Local Authorities’ Action Plans for improving play opportunities.
- 2.21 This Statutory Guidance with regards to the new measure is intended to support Local Authorities in completing their Play Sufficiency Assessments and sets out the purpose of the duty and the matters to be taken into account in assessing sufficiency, as set out under section 10. A toolkit has also been made available to support the production of the assessments.⁶
- 2.22 Under Section 71 of the measure, “child” (“plenty”) means a person who has not attained the age of 18.
- 2.23 The guidance provided is issued in accordance with Section 17(3) of the Children and Families (Wales) Measure, which states that:
- 2.24 *In exercising its functions under **sections 11** (Local authority duties in respect of play opportunities for children) **and 12** (Participation of children in local authority decision making), a local authority **must** have regard to any guidance given from time to time by the Welsh Ministers.*

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PLAY SUFFICIENCY ASSESSMENT 2016

Powys

Conducting the Assessment – Play Sufficiency Assessment

As well as establishing a baseline of provision, the Play Sufficiency Assessment will enable the following:

- Identification of gaps in information, provision, service delivery and policy implementation
- Support the establishment of evidence to give an indication of distance travelled in relation to play sufficiency
- Highlight potential ways of addressing issues relating to partnership working
- The input and involvement of all partners increasing levels of knowledge and understanding
- A monitoring system which will involve and improve communication between professionals
- The identification of good practice examples
- Increased levels of partnerships in assessing sufficient play opportunities
- The identification of actions for the Securing Play Sufficiency Action Plan which accompanies the Play Sufficiency Assessment

A template has been produced to support a corporate appraisal of the matters that need to be taken into account as set out in the Statutory Guidance. The indicators listed within each matter are provided as sample indicators which should be amended to meet local issues as appropriate.

The Play Sufficiency Assessment must demonstrate that the Local Authority has taken into account and assessed the matters set out in The Play Sufficiency Assessment (Wales) Regulations 2012 and Statutory Guidance.

As well as providing baseline information, the Assessment can include examples of current practice that the Local Authority wishes to highlight.

Local Authorities might consider structuring the Play Sufficiency Assessment in the following way and as a minimum address all the identified sections.

Principle Statement

This section should be used to articulate the Local Authority's acknowledgement of the value and importance of play in the lives of children.

"Play encompasses children's behaviour which is freely chosen, personally directed and intrinsically motivated. It is performed for no external goal or reward, and is a fundamental and integral part of healthy development - not only for individual children, but also for the society in which they live".

Welsh Government "Creating a Play Friendly Wales" 2012

"The right to play is a child's first claim on the community. Play is nature's training for life. No community can infringe that right without doing deep and enduring harm to the minds and bodies of its citizens"

David Lloyd George (1925)

The following aim/vision is extracted directly from the Powys Play Strategy which was finalised and adopted in October 2014:



Play Strategy OCT
14 Final.pdf

Aim/Vision:

All children and young people in Powys will be satisfied with:

- The amount of time they have for playing,
- The amount and quality of space they have available for playing,
- And that they are supported by the adults, communities and services around them which foster a positive attitude towards children and young people's play opportunities.

The Strategy is based upon Welsh Government Guidance produced in July 2014 and following the format of the matters identified and reported against for the Play Sufficiency Assessment. The Play Strategy feeds into the Children & Families Programme Board, being a thematic programme board of the Single Integrated Plan, One Powys.

The Play Strategy supports and contributes towards the outcomes Children & Young People's Partnerships plans, specifically the themes of:

- Emotional Health & Wellbeing
- Family & Behaviour Support

With the focus on the policy of early intervention and prevention Play is very much embedded in the parenting programmes used ie: Incredible Years to support parents/carers and schools/settings to invest time and space to play.

Powys County Council and all key organisations responsible for delivering public services within Powys have recognised via the Single Integrated Plan process and the One Powys Yn Un Plan, the importance of delivering 10 outcomes. Of these 10 outcomes, play contributes to the delivery of the following:-

- People in Powys live in supportive, sharing and self-reliant communities,

- Powys families are safe and supportive places in which to live,
- People in Powys are healthy and independent,
- People in Powys enjoy a clean, safe and green environment,
- People in Powys are supported to get out of poverty,
- People in Powys can easily access the services they need.

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Context

This section should describe the methodology used to undertake and approve the Play Sufficiency Assessment and Action Plan and any consultation with partners on the Assessment/Action Plan. It should also list the key partners that engaged with the process and identify any challenges in undertaking the Assessment. It should describe the mechanism that the Local Authority proposes to use to take forward the identified actions for the action plan.

The Play Sufficiency Assessment has been undertaken by Powys Association of Voluntary Organisations (PAVO) in its role as facilitator and coordinator of the development and delivery of playing opportunities across Powys. A Play Sufficiency Working Group comprising of:

the lead for Play within the Council/Project Sponsor (Leisure & Recreation)
Project Manager (PAVO)
Policy Officer (Leisure & Recreation)
Youth & Family Information Manager (Youth Service)
CYPP Strategic Commissioning & Project Manager

was established to meet periodically to monitor the completion of the Play Sufficiency Assessment.

PAVO is part of a multi-agency Strategic Management Group which regularly comes together to plan for play. The membership of the Strategic Management Group consists of representation from / by:

Powys County Council:
Policy Officer - Leisure & Recreation Department
Outdoor Recreation Officer
Powys Youth Services
Powys Family Information Service
CYPP Officers: Early Years Lead, Strategic Commissioning & Project Manager
Play Networks: Play Montgomeryshire, Play Radnor, Brecknock Play Network
Dyfodol Powys Futures
PAVO

A wider range of stakeholders also receive updates and information from the Strategic Management Group via PAVO's and Children

& Families Board's communication channels.

The planned methodology for undertaking the Play Sufficiency Audit included:

Facilitated Group Work in Schools

Feedback from children/young people at play events.

Online Survey to children, young people, parents, play work, youth work, leisure/recreation & childcare settings, professionals, town & community councils.

Focus Groups of parents/carers, professionals and marginalised groups

Semi-Structured Interviews with lead professionals associated with policy areas identified in play sufficiency guidance

Mapping and Data Collection. Data gathered from existing sources including: Children & Families Board, JSNA, Education, Planning, Family Information Service, Leisure and Recreation departments.

Challenges:

Play, as a behaviour and developmental process for children/young people, has wide ranging and cross cutting implications for a vast range of community services and developments. This isn't always recognised by those planning and delivering services in communities, especially if they cannot see a direct link between their service and the needs of children/young people. For example, housing departments and traffic/transport departments have to weigh up the evidence of need of all groups ie: older people, people with disabilities, adults as well as children/young people. Much of their work is guided by directives from Welsh Government which in some cases, also demonstrate scant regard for children's right to access play.

Whilst resource has been allocated to undertake the PSA this has naturally been limited. The scope and depth of data collected and analysed reflects this. Nonetheless, the PSA aims to provide a realistic picture of the good practice that has been achieved, balanced with identifying areas where attention is still needed in order to provide sufficient play opportunities for all children in Powys.

Some responses from stakeholders/partners have been slow to gather. Staffing levels within the local authority have declined over the past 12 months leaving significantly fewer staff to deal with a much broader remit. Very often, play is not seen as within their

sphere of responsibility, so can become lost in the noise of information dissemination and requests for evidence.

Mechanism to take forward Action Plan:

It is hoped that within Powys we will be able to continue to support the facilitation of the Play Strategic Management Group as an effective mechanism for planning and coordinating best practice for play across the county. This will depend on a minimum level of resource to make this happen but it has proved beneficial for partners over many years now. In addition, the positive response received from partners, as a result of undertaking the PSA, has helped to identify a wider range of partners who are interested in becoming more involved with the process. Links through the Children & Families Board Thematic Groups eg: Childcare Strategy Group, Family Behaviour Support and Emotional Health & Wellbeing enables those working closely with children and young people to have a mechanism whereby they can recognise and support positive play attitudes.

Partnership working

This section should demonstrate to what extent the following (and others) were involved in the undertaking of the Assessment and the development of the action plan:

- Town and Community Councils
- Third sector organisations, particularly regional play associations
- The private sector if appropriate
- Community groups
- Community First Partnerships

In Powys, for a number of years, we have had in place the Play Strategic Management Group which brings together key partners to help plan and coordinate play across the county. The plans of the Strategic Management Group then feed into other key strategic partnership thematic groups which are all accountable to the Children & Families Programme Board. This, in turn, forms part of the Local Service Board structure, delivering the Single Integrated Plan, One Powys.

Whilst this has continued to be a small group, the act of undertaking the Play Sufficiency Assessment has raised awareness of the considerations that partners can make towards children accessing play.

Town & Community Councils:

It was hoped to hold a focus group with Town & Community Councils for the purpose of the PSA. However, timing and lack of resources have prevented this. Nonetheless, the voices and views of Town & Community Councils have been canvassed and some valuable feedback provided. The Town & Community Councils have all received the Powys Play Pledge: A Charter for Play. This has increased some awareness and a few town/community councils have made contact.

Third Sector Organisations, particularly regional play associations & Other Community Groups:

In Powys there have been long established 3 independent Play Networks/Associations which cover the whole of Powys. They have delivered open access play sessions and undertaken some of the research whilst doing so to help inform the play needs of children/young people in Powys.

Each of the Play Associations/Networks also develop links within the community and play projects evolve eg: a family day at Oriel

Gallery, Newtown with Play Montgomeryshire, Wyeseide Arts Centre with Play Radnor. Community Groups are able to keep up to date with the developments around play via the PAVO Children & Families information blog which regularly disseminates information on play. In addition, there are other social media platforms that help to spread the word.

The private sector:

The private sector has not directly taken part. Strategic Partners are aware of private provision currently on offer. The Stronger Communities Programme under the One Powys Plan has been focused on economic development. Unfortunately, partners have not made the link or recognised how play could contribute towards economic development eg: as a tourist attraction/feature, as a business eg: soft play/adventure centres and employment opportunities as play workers.

Communities First Partnerships:

There are no Communities First areas currently in Powys. However, we make use of the Flying Start areas to identify areas of deprivation based on the numbers of Free School Meals. We also have to acknowledge in Powys, due to it's deep rurality and sparse population that many children, young people and families are deprived in relation to accessing services.

Consultation and participation

This section should describe how the Local Authority has:

- Obtained the views of children with regards to the play opportunities they currently access, how they would like the community to better support them to play and what barriers stop them from playing
- Obtained the views on play provision from parents, families and other stakeholders
- Analysed the information and have used it to inform future plans

An online survey aimed at Children under 11 and Young People over 11 in both Welsh & English was made available via partners' websites and communication channels.

An online survey for parents/carers was also made available, being disseminated and promoted via partners/stakeholders networks.

The Youth Forum has been involved as a focus group and the views of members sought on the state of Play in Powys.

A focus group of parents/carers and children/young people with disabilities was held with the dual purpose of finding out more about families' needs in reviewing Short Breaks Provision and Community Support Service. Families were also asked about their access to playing opportunities. These focus groups were held very informally through conversations with the families. It was explained to families what was happening in terms of why their views are important. Feedback to the families will be disseminated. These focus groups were held with the support and expertise of Action for Children.

Play Networks/Associations have provided feedback from play events carried out over the summer. Levels of satisfaction were recorded directly from children and observations from play workers recorded.

"Better off" measures were taken to demonstrate any changes at the start and end of the programme in increasing playing for children & young people. This enabled a 'distance travelled' measurement.

Some key issues have emerged from a range of programmes:

Health & Safety concerns are high on the list of providers.

Parental expectations on play in childcare settings - expect a higher level of adult intervention in play rather than an adult free

experience.

Debate around acceptable standards of behaviour when/if adult intervention is required.

Road Safety - communities may ask for traffic calming measures but these may not be the best solution and would not necessarily solve the problem.

Dog Fouling - a problem in many areas and a county wide survey is currently underway. In one place, after regular and frequent play sessions the level of dog fouling decreased as the space was seen as the “children’s play space” rather than dog walking area.

Travel - difficult to take children, especially those with disabilities, to play spaces and opportunities due to the need for transport.

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Maximising resources

This section should provide an overview as to how partners currently use their existing budgets to support children's access to play opportunities. It should identify how budgets have been reprioritised as part of the 2013 Play Sufficiency Assessments and subsequent plans.

Families First budget provided play opportunities identified in Flying Start areas, as areas of deprivation.

Welsh Government Additional Funding - additional play opportunities in rural, socially deprived areas throughout Powys. Additional support for schools to enhance playing opportunities - developed schools programme targeted at schools in defined areas. Support provided to communities and schools via the availability of toolkits and continuous professional development opportunities.

Welsh Government - funded Groundworks - to deliver play events across and Wales and to deliver inclusive play training. By negotiation the Powys Strategic Management group were able to coordinate play opportunities to deliver where local providers had gaps in provision due to lack of funding capacity.

Play Wales - the support that Play Wales provides in terms of the information, online resources, networking and training provides a solid foundation for Continuous Professional Development across the County, at a strategic level and for play workers. Play Wales makes a contribution towards achieving better quality play experiences.

Community Enablement Grants. Small but essential grants paid to Play Networks which help community development of play projects along side other community groups. This grant is constantly under threat, especially when the local authority need to make drastic budget cuts. There does not seem to be clear, transparent way of how the grant is distributed or how it supports strategic developments. Brecknock Play Network does not currently receive this grant. The total amount of grants paid to the two Play Networks between 2011-2014 totalled £101,000. Combined, the Networks then attracted an additional £219,100 from other trusts/grants, service provision and other income generation activities. This gives a return on investment of £1:£2.15

Project by project funding bids. Play Networks/Associations apply for additional funding for projects from a variety of trusts and grants, very often with values below £5000. Children in Need provide funding for activities which support play opportunities aimed at children with disabilities. Some town & community councils also provide some grant funding. Other activities are self-funded eg: stay n play

sessions. The Play Networks/Associations have also been contracted to deliver open access play sessions.

A range of childcare providers including pre-school playgroups, afterschool clubs, breakfast clubs and parent/toddler groups all provide opportunities for children to play. Some receive Welsh government grant funding under Flying Start and 3 year old funded places programmes. Many of these settings are placed in the third sector and have to be financially sustainable. Settings apply for project funding, fundraise and self-fund activities.

Youth Services are provided by Powys Youth Service and a wide range of third sector organisations. Other than the Welsh Government grants and core funding there are no specific funding streams directed to support play within the youth sector.

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
The Play Sufficiency Assessment and the Single Integrated Plan

This section should identify how the Play Sufficiency Assessments form part of the local needs assessment and to what extent the Play Sufficiency Assessment and Action Plan are integrated into the planning, implementation and review of the Single Integrated Plan.

Matter A: Population

The Play Sufficiency Assessment should present data about the number of children living in the Local Authority to enable an assessment of their potential play requirements. The data should provide information about the numbers of children in different categories that may affect their play requirements. The data should also show if the area is classified as one of disadvantage/deprivation and whether a 5 year population projection is available.

RAG STATUS:

Criteria fully met.	
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General Comments: Population Measures**How has/will the Local Authority use its population data to plan for sufficient play opportunities locally?**

50 Facts for Powys produced February 2015 with estimated population figures mid 2013 and making use of census data 2011.

Childcare sufficiency refresh exercise completed March 2015 provides further population details of children and their needs around disability, Welsh Language and cultural /ethnic groupings which are also relevant to support the planning of play opportunities.

For strategic planning purposes:

The population statistics will help us to identify where resources need to be targeted locally. This may mean being able to identify where children are socially and rurally isolated due to low density populations. The data is useful to help identify poverty in terms of lack of access to services and information. We currently use the Flying Start areas to identify areas to target support for families with levels of poverty deprivation.

We use the Flying Start areas to identify areas of deprivation across Powys. However, we also have to consider the low population density across a large rural county of Powys and that consequently many families experience low levels of access to services and are therefore socially and rurally isolated.


For identifying needs at a local level:

This data is available via Powys' CYPP, PAVO and others to help support local groups seeking to gather data to support project/service development and funding applications and in identifying needs within their own communities.

Matter B: Providing for Diverse Needs

The Play Sufficiency Assessment should present data about how the Local Authority and partners aim to offer play opportunities that are inclusive and encourage all children to play and meet together.

RAG Status:

Criteria partially met.	
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General Comments: Providing for Diverse Needs

How has data been used (or how will the data be used) to address the barriers that children with diverse needs face in accessing inclusive opportunities for playing?

Data for Children with Disabilities has just been collated and analysed as part of the Integrated Disability Services development under the CYPP. The data will be used to help inform the tender process to commission a combined Referral Scheme and Community Support service. The Referral Scheme aims to skill up and make settings more accessible whilst the Community Support provides a flexible respite service for families and enables children with disabilities to access the community. Feedback from the children and young people state that they want to access universal services; to be the same as everyone else and have the same opportunities.

KIVA an anti-bullying programme is being piloted in primary schools across Powys. Inclusive practice is always considered in any commissioning and inspection regimes. Training is provided via the Integrated Workforce Programme and is accessible for all settings.

Many children in Powys are living in socially, rurally isolated villages, hamlets and farms. Transport is a key issue for many and certainly restricts opportunities to access playing with others. There has been more community based play projects delivered across the county in the past few years to help overcome some of these issues. Welsh Government Funding has enabled more play opportunities to be delivered in identified areas of income deprivation focused on the Flying Start areas.

The reducing levels of available public funding for transporting children/young people will be challenging in the future. Families will be expected to meet this cost and availability. Whilst delivery may well be focused on income deprived areas, such as Flying Start areas, many children/young people in Powys will experience deprived access to services. Children with disabilities also remain having transport difficulties which limit their access to play. Children/young people who access the two specialist schools in the county have difficulty in meeting up with their friendship groups. The schools have large catchment areas which means friends can live a long way from each other.

Matter C: Space available for children to play: Open Spaces and Outdoor unstaffed designated play spaces

The Local Authority should recognise that all open spaces within their area are potentially important areas where children can play or pass through to reach other play areas or places where they go.

RAG Status

Criteria partially met. 

General Comments: Open Spaces

How has the Local Authority ensured collaboration between Open Space Assessments (OSAs) and Play Sufficiency Assessments to improve spaces for play?

Welsh Government additional funding allowed 65+ Play Value Assessments to be undertaken by trained Play Workers across the County.

Outdoor Recreation staff are able to be part of discussions and coordination at Strategic Management Group level. Outdoor Recreation Staff provide support and guidance to Town & Community Councils on maintaining open spaces. PAVO Development Officers, alongside Outdoor Recreation staff, provide support and guidance for community groups to help administer and manage open spaces for public use.

Other Comments on Outdoor unstaffed designated play spaces

Community Asset Transfer to Town & Community Councils/Communities will mean that data and information will be more difficult to track at a county wide, strategic level. However, this may well lead to more ownership by communities and responsive to the needs and voices of children and young people.

Support for Town & Community Councils/Communities will be essential to invest in the right play experiences for children/young people - rather than preconceived ideas around fixed play equipment. Support package for communities to make best use of their public spaces for play/hanging out.

Consideration to the loss of playing fields and open spaces in as part of small rural schools should also be considered and the effect of this minimized for children accessing local areas to play.

Feedback from families indicate that the standard of equipment in designated play areas has deteriorated across the county in the past 3 years. Under the policy of Community Asset Transfer, equipment is not being replaced or repaired. Communities need to understand that the local authority will not always be responsible for the standard of play equipment and that they have an opportunity to have ownership and develop sites to meet local needs.

Matter D: Supervised provision

The Local Authority should aim to offer a range of supervised play provision.

General Comments: Supervised play provision

Where the Local Authority has assessed settings as part of the Childcare Sufficiency Assessments (CSAs), how have these settings been assessed in respect of the quality of play opportunities they provide and offer?

Settings are assessed in line with Foundation Phase for 3 year old funding. A review of provision last year was carried out to consider how best raise quality of settings whilst remaining accessible in communities.

How has provision that is not part of the CSA been assessed in respect of the quality of play opportunities they provide and offer?

Play Networks provide the majority of the Open Access Play opportunities in the county. Play Networks have undertaken play value assessments of open spaces.

Powys Youth Services provide youth work settings and the third sector youth services provision was mapped out during the autumn of 2015. This considered the capacity and capability of the sector to deliver youth services across the county. More indepth study of inclusiveness is still needed.

No specific assessment of other settings undertaken. This would have to be a self-assessment basis due to lack of any further resource to undertake such assessments.

Reduced levels of public funding may impact on the availability of supervised provision in the coming years

Matter E: Charges for play provision

The Local Authority should consider which play opportunities involve a charge and the extent to which the Local Authority takes these charges into account in assessing for sufficient play opportunities for children living in low income families as set out in the Statutory Guidance.

RAG status

Criteria partially met. 

General Comments: Charge for play provision

More information and accessible information for parents/carers to access no/low cost provision is available via a number of channels eg:

Easily accessible information about available no/low cost provision is provided via:

- Family Information Service
- Play Networks: Play Montgomeryshire, Play Radnor & Brecknock Play Networks
- Leisure Centres each have a website and make use of Facebook to promote activities
- PAVO blog postings and information briefings
- Powys 'Summer Holidays Activities Brochure'
- Press releases/local newspapers
- Facebook pages and twitter via partners/stakeholders accounts are seeing increased use.
- Some activities are promoted via school bag but this is down to each individual school.

How is the Local Authority ensuring that children have access to no or low cost provision?

The Local Authority ensures provision by:

Investing in Play Networks across the county who can promote, develop and support no/low cost play via: play advice, play resources and play workers. They have also provided a programme of open access play sessions across the county, when appropriate funding is available.

Welsh Government funding has been targeted in areas of low income/areas of deprivation and deep rural, social isolation to improve access to no/low cost provision.

The partners/stakeholders also plan and coordinate childcare provision across the county. Business Support is provided to help sustain childcare places so that they are affordable by the working population.

There are a range of outside designated play spaces across the county. The local authority, under its Community Asset Transfer policy are hoping that local communities will take on the responsibility for these spaces, over the next strategic period.

Matter F: Access to space/provision

The Local Authority should consider all the factors that contribute to children's access to play or moving around their community.

RAG Status

Criteria partially met. 

General Comments: **Access to space/provision**

How has the Local Authority ensured collaboration to ensure children can move around their communities to increase access to opportunities for playing?

Play Strategic Management Group and Powys Play Consortia work together to promote access to space/provision, via all their own communication channels eg: newsletters and social media platforms.

Childcare Strategy - information available for families via the Family Information Service.

Team Around the Family model to ensure that families receive the information, advice and guidance to access playing opportunities which meet their needs.

General Comments Information, publicity, events

How has the Local Authority positively used information to support access to play provision?

Family Information Service website has listed provision and outdoor play spaces available.

TOWIP website aimed at young people promote activities across the county.

Flying Start has a programme to promote the benefits of play for families.

Play Networks promote play activities happening at a local level. They use Facebook pages to promote their own events

Play events are promoted via PAVO Children & Families Blog - community organisations are then informed and able to promote across their own networks.

Drafted play spaces directory to be available online and printed format.

Parents of Children with disabilities reported access to information was a major issue for them. (Report on the consultation stage of the Short Breaks Review Feb 2016)

Matter G: Securing and developing the play workforce

The Local Authority should provide information on the organisational structure of the policy area which manages the play agenda and the play workforce.

RAG status

Criteria partially met. 

General Comments Securing and developing the play workforce

How has the Local Authority met the requirement to undertake or secure the managerial and delivery functions necessary to achieve sufficient play opportunities?

The Play Strategy was developed and agreed in October 2014. This communicates how services can incorporate play into their planning of services. The Conference in 2013 was a participative event to jointly develop the Charter for Play: Powys Play Pledge. This enables organisations/services to sign up to play, raising awareness of how they can support children/young people to access their right to play.

How has the Local Authority ensured it understands and provides for the workforce development needs of the play workforce (as defined in *Wales: A Play Friendly Country*)?

How has the Local Authority ensured it understands and provides the playwork workforce (as defined in *Wales: A Play Friendly Country*)?


Integrated Workforce Development programme covers all professions working in the health & social care workforce. This includes health care workers, childcare workers, learning assistants, youth workers, family aide workers, family support workers etc. The training covers all core and mandatory training.

In addition, there is training at level 3 and above offered across the workforce to develop relevant supervision and management skills.

Matter H: Community engagement and participation.

The Local Authority should consult widely with children, their families and other stakeholders on their views on play provision. It should also promote wide community engagement in providing play friendly communities.

RAG Status

Criteria partially met. 

General Comments Community engagement and participation.

How has the Local Authority effectively used existing mechanisms for children's participation and family consultation processes with regards to play?

The Play Networks feed into the Play Strategic Management Group to inform and influence planning at a strategic level. Powys Youth Forum are able to feed in their views into the Strategic Management Group. Other related strategic planning groups, under the Children & Young People's Partnership eg: childcare strategy, strategic parenting, family & behaviour support thematic groups receive feedback and views via service providers.

The Joint Strategic Needs Assessment has collated population and related statistics. There are plans to develop more sophisticated means of collating more detailed and softer needs assessment data..

Feedback from town & community councils who have surveyed as part of this assessment record that:

"We feel the key is to listen to our communities and find out what they want in terms of groups and facilities so we can respond to changing needs and ideas. We do this through surveys, talking to groups, listening o the school council etc."

Matter I: Play within all relevant policy and implementation agendas

The Local Authority should examine all its policy agendas for their potential impact on children's opportunities to play and embed targets and action to enhance children's play opportunities within all such policies and strategies.

RAG Status

Criteria partially met. 

General Comments: Play within relevant policy and implementation agendas

Please use this section to highlight successes of collaboration across policy areas to improve play opportunities.

examples:

General Comments: Play within relevant policy and implementation agendas

Please use this section to highlight successes of collaboration across policy areas to improve play opportunities.

examples:

The existence of the Play SMG and the multi agency development Play Strategy includes a range of departments within public sector bodies, Powys County Council, Powys teaching Health Board and the Third Sector. Representation and involvement of the 3 play networks/associations means that well informed communities are involved with strategic planning and decision making on issues around play.

The two conferences we held have been an opportunity for partners and stakeholders to come together to focus on specific tasks eg: the Powys Play Pledge: A Charter for Play and the risk/benefit position statement. This means that wider stakeholders are able to benefit from the learning opportunity of these conferences long after the events. These conferences provided an opportunity for a wide range of stakeholders to work together. A number of partners were able to visit Wrexham to see examples of good practice outside of Powys.

Health & safety remains an area of concern especially for schools. We are beginning to raise awareness of this and have open debates about the risks children/young people need to take in play.

The additional funding from Welsh Government has meant that Powys wide projects have been able to be delivered in the communities where children/young people live. This has given us the opportunity to ensure that we can target those most in need in a coordinated approach.

Conclusion

This section should identify the key priorities for the Local Authorities in accordance with the regulations and described in the Statutory Guidance.

SUMMARY OF OVERALL RAG STATUS ACROSS ALL MATTERS:

Matter A: Population

The Play Sufficiency Assessment should present data about the number of children living in the Local Authority to enable an assessment of their potential play requirements. The data should provide information about the numbers of children in different categories that may affect their play requirements. The data should also show if the area is classified as one of disadvantage/deprivation and whether a 5 year population projection is available.

RAG STATUS:

Criteria fully met.



Matter B: Providing for Diverse Needs

The Play Sufficiency Assessment should present data about how the Local Authority and partners aim to offer play opportunities that are inclusive and encourage all children to play and meet together.

RAG Status:

Criteria partially met.



Matter C: Space available for children to play: Open Spaces and Outdoor unstaffed designated play spaces

The Local Authority should recognise that all open spaces within their area are potentially important areas where children can play or pass through to reach other play areas or places where they go.

RAG Status


Criteria partially met.



Matter D: Supervised provision

The Local Authority should aim to offer a range of supervised play provision.


RAG Status

Criteria partially met. 

Matter E: Charges for play provision

The Local Authority should consider which play opportunities involve a charge and the extent to which the Local Authority takes these charges into account in assessing for sufficient play opportunities for children living in low income families as set out in the Statutory Guidance.

RAG status

Criteria partially met. 

Matter F: Access to space/provision

The Local Authority should consider all the factors that contribute to children's access to play or moving around their community.

RAG Status

Criteria partially met. 

Matter G: Securing and developing the play workforce

The Local Authority should provide information on the organisational structure of the policy area which manages the play agenda and the play workforce.

RAG status

Criteria partially met. 

Matter H: Community engagement and participation.

The Local Authority should consult widely with children, their families and other stakeholders on their views on play provision. It should also promote wide community engagement in providing play friendly communities.

RAG Status


Criteria partially met. 

Matter I: Play within all relevant policy and implementation agendas

The Local Authority should examine all its policy agendas for their potential impact on children's opportunities to play and embed targets and

action to enhance children's play opportunities within all such policies and strategies.

RAG Status

Criteria partially met. 

KEY AREAS OF IMPROVEMENT ACHIEVED DURING 2013-2016

The following criteria moved from Red to Amber RAG status during the period:

Matter C: Space available for children to play: Open Spaces and Outdoor unstaffed designated play spaces

The Local Authority has introduced smoke-free playgrounds. The Local Authority has adopted a voluntary smoke-free ban in playgrounds. However, with more playgrounds being transferred across to community groups in the future town & community councils will be better placed to support this policy.

Matter I: Play within all relevant policy and implementation agendas

The Local Authority offers guidance to ensure schools understand and ensure that regular outdoor play is not curtailed. The Healthy Schools Initiative and the pilot play project have provided some good practice examples making use of a whole school approach. However, schools feel under pressure to deliver on academic achievement which could easily impede on play time. There are also concerns for schools around health and safety during playtimes. This raises the debate about how much adult intervention is needed within the "intrinsically driven, child-led" play behaviour advocated by play work.

There are a range of play based approaches to inter-generational activity &

There is a creative approach to inter-generational activity which encourages better interaction between children of different ages

Opportunities have been built up between the community based play networks and other community groups to enable more projects to be delivered on a wider community basis. In addition, we are aware of the work of the Tenant Participation Panels supported by the local authority to help deal with competing needs of communities. Play Radnor have recently been successful in securing funding to run a Play Memories project to share the changing picture of play in living memory.

The following criteria moved from Red to Green:

Matter E: Charges for play provision

The Local Authority keeps records of the number of disabled children and those with particular needs. We now have detailed data on the children with disabilities collated and analysed to help with the strategic planning of services.

The following criteria moved Amber to Green:

Matter G: Securing and developing the play workforce

There is a comprehensive range of Continuing Professional Development (CPD) opportunities available for playworkers in the area. We have been able to take full advantage of Welsh Government funding to have a comprehensive range of Continuous Professional Development over the period. This has included two Conferences in Powys which has reached out to a wider range of stakeholders. A number of partners have been able to attend Play Wales national Conferences which provides an opportunity to raise standards, sharing good practice from across the world, UK and Wales. We have had the opportunity to visit other areas of Wales to see play areas in Wrexham. A wide range of training has been available: including play tasters aimed at volunteers and families through to level 2 play work qualifications.

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There are a number of criteria within the Toolkit that was recorded as RED in 2013 and remain RED in 2016. These are:

Matter D: Supervision Provision

The Local Authority provides council premises and space free of charge to organisations which provide free (at the point of access) play provision for children

Matter E: Charges for play provision

The Local Authority provides subsidised transport for children travelling to play opportunities

The Local Authority considers children's needs to access play opportunities when making decisions about public transport planning and expenditure

Matter G: Securing and Developing the Play Workforce

The Local Authority has a staff development budget ring fenced for play, including playwork

Matter I: Play within all relevant policy and implementation agendas

The local Transport Plan identifies ways of assessing and addressing the needs of all groups including those which are often marginalised.

The Local Authority offers the provision of insurance through the Local Authority scheme to all third sector play providers and community councils.

It has to be noted that these criteria have significant financial implications and will remain especially challenging in the next strategic period. Overall in 2013 there were 18 criteria in RED with only 6 criteria in RED in 2016.

Page 242 **SUMMARY OF FEEDBACK FROM CHILDREN, YOUNG PEOPLE & FAMILIES**

The aim/vision for the Powys Play Strategy states:

All children and young people in Powys will be satisfied with:

- The amount of time they have for playing
- The amount and quality of space they have available for playing
- And that they are supported by the adults, communities and services around them which foster a positive attitude children and young people's play opportunities.

The survey was framed to measure the above outcomes.

Children/young people satisfied with the amount of time to play:

How often do you play?	2013	2016
Most days	28%	23%
A few days	31%	25%
Hardly	29%	21%
Never	2%	5%
Don't play outside		5%

No responses: 12% 20%

Favourite Places to play:

Most popular places to play:

Garden & families gardens

Local grassy areas

Designated play areas

Least popular places to play:

Play areas with water/sand

Indoor adventure play areas

What stops you from playing/hanging out:

Same issues in 2013 and 2016 data

- No places/facilities for older children/teenagers
- Transport issues (can't get to places where friends are etc.)
- Parks - out of date and broken

New issues (2016 data)

- Dog fouling
- Not enough cycle routes/paths
- Traffic (too fast on certain roads/areas)
- No indoor facilities (not many said this)

We do not have enough feedback from children/young people to make any validated conclusions on if we have improved the opportunities for children/young people to play in comparison with 2013 and 2016. The action plan suggests that Play Networks and partners undertake broader annual survey/focus groups, to monitor the levels of satisfaction and measure outcomes.

The attached report displays the summary of surveys and collates together the supervision play provision available across Powys. We also have PAVO's report from the mapping of Youth Services from across Powys.



Data Analysis Report
2016.pdf

In addition, Tros Gynnal did a piece of work on children's voices. Their views on play are captured creatively in poetry:



Don't Ask a Lion
They Will Lie - Poetry

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Much of the feedback received recorded a lack of satisfaction with the quality of designated play spaces. Keeping play spaces maintained will be a challenge in the future as the local authority transfer responsibility to communities. The survey also points out that children's/young people's favourite places to play are close to home and in their gardens.

Similarly, the Children's Commissioner for Wales recent Wales wide survey *Beth Nesa? What Next?* has identified, amongst others, "*the importance of play and freedom and of leisure facilities in the local area*".

Providing support to communities to help maintain their public spaces and make the best use of this provision would seem to be a priority area to focus on. Continuing to support settings and communities with training, resources and continuous professional development will entirely depend on the level of funding that can be sourced from various income streams.

Way forward

This section should briefly introduce the Action Plan which sets out what steps need to be taken to improve the opportunities for children to play within the Local Authority area, including what mechanism and criteria were used to agree and prioritise actions. It should also describe the actions the Local Authority will take with regards to change in infrastructure, partnership working or mechanisms to ensure that it is well placed to deliver on the duty to secure sufficient play opportunities.

As part of the whole commissioning cycle this Play Sufficiency Assessment has been an exercise in *reviewing* the work and activities over the past 3 years. The process has also started mapping and gapping demand/supply in the *analysing* stage, ready to start more detailed planning in the next strategic period. More detailed and ongoing research will help to collect data to identify validated evidence of need. The emerging trends will help to guide the implementation of the Powys Play Strategy:

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Play Strategy OCT
14 Final.pdf

Children's access to play faces considerable challenges over the next financial and strategic period. Play is often seen as an "added extra". An activity which can only be paid for once all other essential expenses are covered. Do we view that play is funded from "disposable income" before we can justify spending on play?

Under the UNCRC, article 31 children have the right to rest, play, leisure, recreation, sport, art & culture. There is a wealth of research available nationally which provides an evidence base of the positive outcomes that children/young people gain from accessing their right to play, leisure and recreation. In Powys, we are signed up to the policy of early intervention and prevention. This was recognised by Lloyd George:

"The right to play is a child's first claim on the community. Play is nature's training for life. No community can infringe that right without doing deep and enduring harm to the minds and bodies of its citizens"

Possible sources of funding:

As a county we will need to invest some funding in developing opportunities for our children to play/hang out. This funding will have to be attained from a wide variety sources including:

- Local Authority & Welsh Government grants and revenue support grant
- Town & community councils precepts
- Charitable Trusts & Grants
- Local businesses & sponsorship
- Community fundraising
- Self-funded by families

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It's not just money though that will support children/young people to access their right to play. A positive attitude towards our children/young people will help to eliminate barriers, as adults we inadvertently put in place. In the Powys 2013 Play Conference Stuart Lester encouraged us to *maintain the dialogue* and that:

Consultation and participation with children helps communities, organisations and partnerships to build “Collective Wisdom” in considering the ways in which the conditions for children’s play are inhibited or enhanced.



Conference Report.pdf

We have a number of partners and stakeholder in Powys that are committed to support children and young people access play. Future funding for supporting an infrastructure may mean that there is less coordination and fewer opportunities to raise the standards in play work to really make the most of children’s playful behaviour.

The action plan has identified many ways in which we can support playing opportunities, many of them using existing or little additional

resource. Much of the actions are about partners working together, engaging with communities to value and invest in our children and young people. The action plan identifies a range of partners and key stakeholders who are in a position to take forward actions independently.

Areas for Prioritising

From the feedback of the surveys, focus groups and analysis of the criteria, the following four main objectives will help to enhance playing opportunities in the future.

- Supporting communities to make best use of their public open spaces to encourage and enable children and young people to play/hang out in their local communities.
- Debating issues around health & safety and behaviour in relation to the level of adult intervention needed to achieve child led play experiences.
- Investing in continuous professional development within the children/young people's workforce and wider stakeholders. Identify Play Champions who will advocate for our children's right to play.
- Tackling the transport difficulties that children & young people have to access their right to play.

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Partnership Structures:

The Play Strategic Management Group can continue to meet together under the leadership of the local authority. In order to keep progressing at a local delivery level the infrastructure of the Play Networks/Association will be essential in the co-production of play provision. Without these Networks, making links at grassroots level, providing advice and developing play projects with other community focused groups there will be little support to achieve the actions.

Mechanism to take forward Action Plan:

It is hoped that within Powys we will be able to continue to support the facilitation of the Play Strategic Management Group as an effective mechanism for planning and coordinating best practice for play across the county. This will depend on a minimum level of resource to make this happen but it has proved beneficial for partners over many years now. In addition, the positive response received from partners, as a result of undertaking the PSA, has helped to identify a wider range of partners who are interested in becoming more involved with the process. It is hoped that identified Play Champions within the Local Authority, Town & Community Councils and other community groups

will have the opportunity to share, learn and develop their understanding on an annual basis. This will help to inform the next PSA.

Links through the Children & Families Board Thematic Groups eg: Childcare Strategy Group, Family Behaviour Support and Emotional Health & Wellbeing enables those working closely with children and young people to have a mechanism whereby they can recognise and support positive play attitudes.

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Play Sufficiency Action Plan

Actions to be taken to address the issues / shortcomings recorded in the Play Sufficiency Assessment

Proposed actions for the period of 1st April 2016 – 31st March 2017

(Funding source: funding from Local Authority own budgets and to be included in the Single Integrated Plan).

Matter	Priorities	Targets	Milestones	Resources, including costs	Funding source (new or existing funding streams)
Statutory Guidance-policy framework	Identify named roles within Local Authority, Health Board and third sector to champion play to engage with planning and coordinating play.	All departments listed in PSA have a named role attached. 50% of Town & Community Councils have an identified Play Champion	50% of roles identified and engaged in the process. 25% of Town & Community Councils have an identified Play Champion	Officer Time.	Families First. Community Enablement Grant. Other trust funding to be identified.
Matter A: Population	CYPP, PAVO, Play Networks and other partners to house key data available for all stakeholders to access to help all	Data Sets available via key partners websites		Officer Time (CYPP, PAVO, PCC, Play Networks, town & community	Families First funded projects

	organisations with planning of play activities/ opportunities. eg: Powys 50 Facts. PSA, Childcare Sufficiency Refresh, JSNA.			Councils)	
Matter B: Providing for diverse needs	<p>Annual survey of children/young people to find out from across more communities. Target different communities each year, over a 3 year period.</p> <p>Disseminate highlighted findings from PSA to key stakeholders. Suggest key actions for organisations, agencies and strategic partnerships to adopt.</p> <p>Re-commissioning of access support</p>	<p>500 children & young people surveyed over 3 year period.</p> <p>Key Actions Adopted by partners.</p>	<p>150 in year 1 (North Powys) 150 in year 2 (Mid Powys) 150 in year 3 (South Powys) 70 Children with Disabilities & other additional needs.</p> <p>Report disseminated</p> <p>Capacity Building for settings</p>	<p>Officer Time (Schools, Play Networks, other providers, PAVO, CYPP, PCC)</p> <p>Officer Time Via CYPP</p>	<p>Families First funded projects Existing Local Authority grant funding</p> <p>Existing resource</p>

	<p>service (combining Referral Scheme and Community Support Service for CWD) due to take place Spring 2016.</p>	<p>Service commissioned</p>	<p>incorporated into new contract to support CWD to access universal provision. It is anticipated that gaining a baseline of the standard of universal provision will be part of the recommissioned disability support service.</p>	<p>Officer Time (CYPP, IDS)</p>	<p>Families First funding + existing LA funding</p>
	<p>Recommend that PCC Workforce Development keep detailed records of training accessed by individuals in Care, Play and Youth Work Sector.</p>	<p>Registered Play Workers in Powys.</p>	<p>Establish register of workforce accessing training.</p>	<p>Officer Time (PCC training unit, CYPP, PAVO)</p>	<p>Existing Resource</p>
	<p>Recommend that Integrated Disability Services Thematic group review traffic and transport initiatives in the next</p>	<p>Traffic & transport initiatives reviewed.</p>	<p>Recommendation made and received by Integrated Disability Service</p>	<p>Officer Time (CYPP, PCC, IDS)</p>	<p>Existing Resource</p>

	strategic period.				
Matter C: Space available for children to play	Once existing provision across the County has been assessed the LDP will seek to help to address any issues arising through specific policies, if seen as necessary	Raise any issues with key partners.	Issues identified via the LDP	Officer Time (CYPP, PCC, PAVO, Play networks, Town & Community Councils)	Existing Resource
	Make use of existing resource to support community groups to assess and make safe public spaces	CATs: Upto 12 Community Groups Supported.	Clear development support package promoted to Community Groups.	Officer Time (PCC, PAVO, Play Networks)	Existing Resource
	Recommendation to Town & Community Councils to adopt a policy of making public play spaces Smoke Free Play Areas	Town & Community Councils adopt policies of Smoke Free Play areas	Invite all Town & Community Councils to adopt the policy.	Officer Time (CYPP, THB, PAVO, Town & Community Councils)	Existing Resource
	Recommend to PCC	100% Tenant	Invite all Tenant		Existing

	<p>Tenant Participation Panels to sign up to the Powys Play Pledge and assign a Play Champion.</p> <p>Recommend that play areas in schools in remote villages are considered when they are closed. Add into impact assessment when considering closing school. What could be saved, alternative options of accessing the outdoor play space?</p>	<p>Participation Panels sign up to Play Pledge & assign a Play Champion</p> <p>School play areas are considered when remote village school are closed.</p>	<p>Participation Panels to sign up Play Pledge etc.</p> <p>Incorporated clearly and specifically within the Impact Assessment.</p>	<p>Officer Time Via CYPP</p> <p>Officer Time Via: CYPP</p>	<p>Resource</p> <p>Existing Resource</p>
<p>Matter D: Supervised provision</p>	<p>Recommend that PCC incorporate the requirement to provide a rich play environment into any contracting arrangements with providers. Ongoing monitoring of these contracts will provide</p>	<p>Contracts include references to a rich play environment, sign up to</p>	<p>Incorporated into future contracting arrangements.</p>	<p>Officer time (CYPP)</p>	<p>Existing Resource</p>

	<p>data.</p> <p>Recommend that any contracted services sign up to the Powys Play Pledge: Charter for Play.</p> <p>Community Play Networks/ Associations are enabled to provide specialist play advice, resources and play workers to community play providers.</p> <p>Changes in CSSIW registration requirements to under 12s: Annual review of funding available to provide support to meet requirements via CYPP.</p> <p>Quality Assurance of settings/provision: Recommend that</p>	<p>Powys Play Pledge: Charter for Play</p> <p>Sustainable Community Play Networks /Associations</p> <p>Review funding and demand levels.</p> <p>All settings with QA are</p>	<p>Provide sustainability support and resources</p> <p>Annual review of funding available.</p> <p>Establish QA field on database of</p>	<p>Officer Time (PAVO, Play Networks, PCC) Core funding investment of £50,000 approx</p> <p>Officer Time (CYPP)</p> <p>Officer Time (FIS)</p>	<p>Financial Strategy: Local Authority Town & Community Councils Trusts/Grants Self Funded</p> <p>Existing Resource</p> <p>Existing Resource</p>
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	<p>each key partners feed in their data to a central portal.</p> <p>Recommend that Play Networks /Associations & town & community Councils monitor impact of costs for spaces available for open access play.</p> <p>1) Record any service cuts and the impact on children & young people to access Core Aim 4, article 31.</p> <p>2) Ensure that where services/facilities are being transferred to other agencies or communities for delivery, that the transfer arrangements (and any ongoing support mechanisms)</p>	<p>recorded.</p> <p>Impact on play provision monitored.</p> <p>Impact recorded</p> <p>See Matters C & D</p>	<p>provision.</p> <p>Make recommendation to Play Networks & Town & Community Councils ready to feed into next PSA</p> <p>Service cuts recorded. 1)Ongoing promotion activity for play and the Powys Play Pledge</p> <p>Matter C: Clear development support package promoted to Community Groups</p> <p>Matter D: Provide sustainability support and</p>	<p>Officer Time (Play Networks, Town & Community Councils, PAVO)</p> <p>Officer Time (CYPP, PCC, PAVO, Play networks, Town & Community Councils)</p>	<p>Existing Resource</p>
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	<p>appropriately reflect the necessary commitments and obligations to maintain the provision of structured recreational activity for children.</p> <p>3) Ensure recommendations/actions arising from public consultation upon 'Active Travel' routes reflect the needs of children's access to play and recreational activities.</p>	<p>Children's needs to access play and recreational activities are clearly acknowledged</p>	<p>resources for Play Networks/ Associations</p> <p>2) Utilise the Local Authority's Community Delivered Services agenda as a vehicle develop Town & Community Councils' understanding of the provision of local play amenities and opportunities.</p> <p>Active Travel routes recommendations are considered.</p> <p>Consultation of Active Travel. Findings/ recommendations to help plan services for children.</p> <p>Over a 2 year</p>		
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	<p>4) Ensure that any restructuring of open access Youth Club provision in 2016/17 supports a level of opportunities for children's recreation and association that is equivalent (if not better) than that provided through the current model of provision. Publish feedback report on Review impact of LAPA funding reductions in 2017.</p>	<p>Young People are able to access leisure & recreation provision across the county.</p>	<p>period integrated maps for settlements of 2000+ people will be provided.</p> <p>Review consultation on Active Travel recommendations</p> <p>Monitor provision and demand.</p>		
<p>Matter E: Charges for</p>	<p>1) The implications for reduced access to</p>	<p>Children's</p>	<p>Make</p>		

<p>play provision</p>	<p>play opportunities arising from reductions in the number of public bus services subsidised by the Local Authority, need to be demonstrably considered within the decision making processes regarding subsidised public transport provision.</p>	<p>needs to access transport for playing opportunities are considered.</p>	<p>recommendation to consider children's needs and evidence when decision making.</p>	<p>Officer Time. (PAVO, PCC, CYPP)</p>	<p>Existing Resource to consider evidence of need.</p>
<p>Matter F: Access to space/provision</p>	<p>1. Improve links needed between PCC's RSU and Highways Department and the Powys Play SMG to support decisions upon road safety measures are appropriately informed by and supportive of, the need for children to be able to play outside safely.</p> <p>2. Recommendations/actions arising from</p>	<p>Links between Play & RSU/ Highways are improved.</p>	<p>Cases are shared between Play SMG & RSU & Highways to problem solve with communities</p>	<p>Officer Time (PAVO, Play Networks, PCC)</p>	<p>Existing Resource</p>

	<p>public consultation upon 'Active Travel' routes reflect the needs of children's access to play and recreational activities.</p> <p>3. Ensure Local Authority decisions regarding transport routes and expenditure for public transport services include demonstrable consideration of children and young people's needs to access play opportunities.</p>	<p>Identified Actions are implemented.</p> <p>CYP needs and evidence are considered.</p>	<p>Identify and share actions from Active Travel consultation.</p> <p>Make recommendation to consider children's needs and evidence when decision making.</p> <p>Ensure Community Transport services are supported to improve the availability and accessibility of their services for children and young people seeking to access play opportunities</p>	<p>Officer Time (PAVO, PCC, Schools, Play networks)</p>	
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Matter G: Securing and developing the workforce	Recommend that PCC Workforce Development Unit collect data across whole child/young people workforce: Childcare, Play & Youth to develop a flexible and holistic approach.	Register of Play Workers in Powys.	Establish register of workforce accessing training.	Officer Time (PCC Workforce Development)	Existing Resource
	Develop & implement sustainable Financial Strategy for Workforce Development	Fully implemented Financial Strategy.	Financial Strategy developed across partners. LA has a staff development budget ring fenced for play, including playwork.	Officer Time (Play Networks, DPF, PAVO, PCC)	Existing Resource to complete financial strategy
Matter H: Community engagement and participation	Promote the Powys Play Pledge across partners.	Increased levels of sign up to Powys Play Pledge by individual organisations/ services.	Promote the Powys Play Pledge	Officer Time (PAVO, PCC, Play Networks, DPF)	Existing Resource.
Matter I: Play within all	1) Identify named PSB member to act	Identified named PSB	PSB invited to name member to	Officer Time. (PCC)	

<p>relevant policy and implementation agendas</p>	<p>as a champion for play as part of the restructuring of the LSB to PSB in 2016.</p> <p>Education & Schools: Propose to PCC Schools Service that feedback from children/young people is collated on their views on school break times. Benefits to wellbeing elements in Estyn Inspection</p> <p>Recommend: survey schools to monitor action & identify needs for access to school grounds and levels of walking/cycling to school and levels of outdoor play. Benefits wellbeing elements in estyn inspection.</p> <p>Town & Country Planning</p>	<p>member to champion Play.</p> <p>Views of children & young people on their break times, access to outdoor play and levels of walking/cycling are collated.</p>	<p>champion Play.</p> <p>Schools are provided with surveys & engagement material to collate views.</p> <p>Schools & School Councils canvass views.</p> <p>Play Networks able to provide specialist support to meet identified need.</p>	<p>Officer Time: PAVO, CYPP, Schools Services.</p>	<p>Existing Resources.</p>
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	<p>Propose that LDP incorporate data and intelligence collated for the Play Sufficiency Assessments</p> <p>Traffic & Transport</p> <p>Propose future local transport strategies and plans to expressly consider and address the needs of children and young people and use the data/intelligence gathered in Play Sufficiency Assessment to provide evidence of need.</p> <p>Intergenerational Projects</p> <p>Develop the potential for more projects</p>	<p>LDP take into account outdoor play needs of children.</p> <p>Transport plans expressly consider the needs of children & young people.</p> <p>2 more intergeneratio</p>	<p>Provide evidence collated as part of PSA to support the LDP.</p> <p>Provide the data collated as part of PSA to inform future Transport plans.</p> <p>Working group with Housing & Play</p>	<p>Officer Time. (PAVO, LDP)</p> <p>Officer Time. (CYPP, PAVO, PCC Transport)</p> <p>Officer Time (PCC Housing, Play</p>	
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	<p>across the county</p> <p>Community Development Propose that the One Powys Plan refresh makes a clear statement regarding the rights of the children to play within their communities.</p> <p>Local Authority budget decisions in respect of the funding allocation for community grant schemes need to give appropriate regard to their importance in enabling communities to provide play opportunities.</p> <p>Propose that Town & Community councils are informed on the feedback from</p>	<p>nal projects developed.</p> <p>Clear statement in One Powys Plan regarding the right to play, leisure & recreation (article 31)</p> <p>Play is considered in budget decisions.</p> <p>Issues raised in feedback are responded to.</p>	<p>Networks established. Play Networks secure grant funding for projects.</p> <p>Cross reference and make links between the One Powys Plan & CYPP plans and the Powys Play Strategy.</p> <p>Evidence of need collated within PSA helps to inform budget decisions</p> <p>Disseminate findings from PSA evidence of issues to partners.</p> <p>Review feedback from children & young people in</p>	<p>Networks)</p> <p>Officer Time: PSB CYPP</p> <p>Officer Time: (PAVO, PCC)</p> <p>Officer Time: (PAVO, Town & Community Councils)</p>	
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	<p>children & young people on their environment at a local level.</p> <p>Health & Safety Agree with PCC H&S dept to discuss play time issues at any opportunity to support understanding of benefit/risk of play.</p>	<p>Schools enable risky play.</p>	<p>next survey</p> <p>Provide schools with feedback data on health & safety risk regarding play.</p> <p>Raise awareness with schools on the benefit/risk of play times.</p>	<p>Officer Time (PAVO, PCC, Schools)</p>	
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Play Sufficiency Assessment Form



Llywodraeth Cymru
Welsh Government

Name of Local Authority: Powys

Name of responsible officer: Jenny Ashton/John Morgan

Job title: Service Strategy & Development Manager/ Research, Monitoring & Evaluation Officer

Date of completion:

Please note that the Play Sufficiency Assessment must be received by the Welsh Government by 31st March 2016

Conducting the Assessment – Play Sufficiency Assessment

As well as establishing a baseline of provision, the Play Sufficiency Assessment will enable the following:

- Identification of gaps in information, provision, service delivery and policy implementation
- Support the establishment of evidence to give an indication of distance travelled in relation to play sufficiency
- Highlight potential ways of addressing issues relating to partnership working
- The input and involvement of all partners increasing levels of knowledge and understanding
- A monitoring system which will involve and improve communication between professionals
- The identification of good practice examples
- Increased levels of partnerships in assessing sufficient play opportunities
- The identification of actions for the Securing Play Sufficiency Action Plan which accompanies the Play Sufficiency Assessment

A template has been produced to support a corporate appraisal of the matters that need to be taken into account as set out in the Statutory Guidance. The indicators listed within each matter are provided as sample indicators which should be amended to meet local issues as appropriate.

The Play Sufficiency Assessment must demonstrate that the Local Authority has taken into account and assessed the matters set out in The Play Sufficiency Assessment (Wales) Regulations 2012 and Statutory Guidance.

As well as providing baseline information, the Assessment can include examples of current practice that the Local Authority wishes to highlight.

Local Authorities might consider structuring the Play Sufficiency Assessment in the following way and as a minimum address all the identified sections.

Principle Statement

This section should be used to articulate the Local Authority's acknowledgement of the value and importance of play in the lives of children.

"Play encompasses children's behaviour which is freely chosen, personally directed and intrinsically motivated. It is performed for no external goal or reward, and is a fundamental and integral part of healthy development - not only for individual children, but also for the society in which they live".

Welsh Government "Creating a Play Friendly Wales" 2012

"The right to play is a child's first claim on the community. Play is nature's training for life. No community can infringe that right without doing deep and enduring harm to the minds and bodies of its citizens"

David Lloyd George (1925)

The following aim/vision is extracted directly from the Powys Play Strategy which was finalised and adopted in October 2014:

Aim/Vision:

All children and young people in Powys will be satisfied with:

- The amount of time they have for playing,
- The amount and quality of space they have available for playing,
- And that they are supported by the adults, communities and services around them which foster a positive attitude towards children and young people's play opportunities.

The Strategy is based upon Welsh Government Guidance produced in July 2014 and following the format of the matters identified and reported against for the Play Sufficiency Assessment. The Play Strategy feeds into the Children & Families Programme Board, being a thematic programme board of the Single Integrated Plan, One Powys.

The Play Strategy supports and contributes towards the outcomes Children & Young People's Partnerships plans, specifically the themes of:

- Emotional Health & Wellbeing
- Family & Behaviour Support

With the focus on the policy of early intervention and prevention Play is very much embedded in the parenting programmes used ie: Incredible Years to support parents/carers and schools/settings to invest time and space to play.

Powys County Council and all key organisations responsible for delivering public services within Powys have recognised via the Single Integrated Plan process and the One Powys Yn Un Plan, the importance of delivering 10 outcomes. Of these 10 outcomes, play contributes to the delivery of the following:-

- People in Powys live in supportive, sharing and self-reliant communities,
- Powys families are safe and supportive places in which to live,

- People in Powys are healthy and independent,
- People in Powys enjoy a clean, safe and green environment,
- People in Powys are supported to get out of poverty,
- People in Powys can easily access the services they need.

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Context

This section should describe the methodology used to undertake and approve the Play Sufficiency Assessment and Action Plan and any consultation with partners on the Assessment/Action Plan. It should also list the key partners that engaged with the process and identify any challenges in undertaking the Assessment. It should describe the mechanism that the Local Authority proposes to use to take forward the identified actions for the action plan.

The Play Sufficiency Assessment has been undertaken by Powys Association of Voluntary Organisations (PAVO) in its role as facilitator and coordinator of the development and delivery of playing opportunities across Powys. A Play Sufficiency Working Group comprising of:

the lead for Play within the Council/Project Sponsor (Leisure & Recreation)
Project Manager (PAVO)
Policy Officer (Leisure & Recreation)
Youth & Family Information Manager (Youth Service)
CYPP Strategic Commissioning & Project Manager

was established to meet periodically to monitor the completion of the Play Sufficiency Assessment.

A multi-agency Strategic Management Group which regularly comes together to plan for play. The membership of the Strategic Management Group consists of representation from / by:

Powys County Council:
Policy Officer - Leisure & Recreation Department
Outdoor Recreation Officer
Powys Youth Services
Powys Family Information Service
CYPP Officers: Early Years Lead, Strategic Commissioning & Project Manager
Play Networks: Play Montgomeryshire, Play Radnor, Brecknock Play Network
Dyfodol Powys Futures
PAVO

A wider range of stakeholders also receive updates and information from the Strategic Management Group via PAVO's and Children & Families Board's communication channels.

The planned methodology for undertaking the Play Sufficiency Audit included:

Facilitated Group Work in Schools

Feedback from children/young people at play events.

Online Survey to children, young people, parents, play work, youth work, leisure/recreation & childcare settings, professionals, town & community councils.

Focus Groups of parents/carers, professionals and marginalised groups

Semi-Structured Interviews with lead professionals associated with policy areas identified in play sufficiency guidance

Mapping and Data Collection. Data gathered from existing sources including: Children & Families Board, JSNA, Education, Planning, Family Information Service, Leisure and Recreation departments.

Challenges:

Play, as a behaviour and developmental process for children/young people, has wide ranging and cross cutting implications for a vast range of community services and developments. This isn't always recognised by those planning and delivering services in communities, especially if they cannot see a direct link between their service and the needs of children/young people. For example, housing departments and traffic/transport departments have to weigh up the evidence of need of all groups ie: older people, people with disabilities, adults as well as children/young people. Much of their work is guided by directives from Welsh Government which in some cases, demonstrate scant regard for children's right to access play.

Whilst resource has been allocated to undertake the PSA this has naturally been limited. The scope and depth of data collected and analysed reflects this. Nonetheless, the PSA aims to provide a realistic picture of the good practice that has been achieved, balanced with identifying areas where attention is still needed in order to provide sufficient play opportunities for all children in Powys.

Some responses from stakeholders/partners have been slow to gather. Staffing levels within the local authority have declined over the past 12 months leaving significantly fewer staff to deal with a much broader remit. Very often, play is not seen as within their sphere of responsibility, so can become lost in the noise of information dissemination and requests for evidence.

Mechanism to take forward Action Plan:

It is hoped that within Powys we will be able to continue to support the facilitation of the Play Strategic Management Group as an effective mechanism for planning and coordinating best practice for play across the county. This will depend on a minimum level of resource to make this happen but it has proved beneficial for partners over many years now. In addition, the positive response received from partners, as a result of undertaking the PSA, has helped to identify a wider range of partners who are interested in becoming more involved with the process. Links through the Children & Families Board Thematic Groups eg: Childcare Strategy Group, Family Behaviour Support and Emotional Health & Wellbeing enables those working closely with children and young people to have a mechanism whereby they can recognise and support positive play attitudes.

Partnership working

This section should demonstrate to what extent the following (and others) were involved in the undertaking of the Assessment and the development of the action plan:

- Town and Community Councils
- Third sector organisations, particularly regional play associations
- The private sector if appropriate
- Community groups
- Community First Partnerships

In Powys, for a number of years, we have had in place the Play Strategic Management Group which brings together key partners to help plan and coordinate play across the county. The plans of the Strategic Management Group then feed into other key strategic partnership thematic groups which are all accountable to the Children & Families Programme Board. This, in turn, forms part of the Local Service Board structure, delivering the Single Integrated Plan, One Powys.

Whilst this has continued to be a small group, the act of undertaking the Play Sufficiency Assessment has raised awareness of the considerations that partners can make towards children accessing play.

Town & Community Councils:

It was hoped to hold a focus group with Town & Community Councils for the purpose of the PSA. However, timing and lack of resources have prevented this. Nonetheless, the voices and views of Town & Community Councils have been canvassed and some valuable feedback provided. The Town & Community Councils have all received the Powys Play Pledge: A Charter for Play. This has increased some awareness and a few town/community councils have made contact.

Third Sector Organisations, particularly regional play associations & Other Community Groups:

In Powys there have been long established 3 independent Play Networks/Associations which cover the whole of Powys. They have delivered open access play sessions and undertaken some of the research whilst doing so to help inform the play needs of

children/young people in Powys.

Each of the Play Associations/Networks also develop links within the community and play projects evolve eg: a family day at Oriel Gallery, Newtown with Play Montgomeryshire, Wyeseide Arts Centre with Play Radnor. Community Groups are able to keep up to date with the developments around play via the PAVO Children & Families information blog which regularly disseminates information on play. In addition, there are other social media platforms that help to spread the word.

The private sector:

The private sector has not directly taken part. Strategic Partners are aware of private provision currently on offer. The Stronger Communities Programme under the One Powys Plan has been focused on economic development. Unfortunately, partners have not made the link or recognised how play could contribute towards economic development eg: as a tourist attraction/feature, as a business eg: soft play/adventure centres and employment opportunities as play workers.

Communities First Partnerships:

There are no Communities First areas currently in Powys. However, we make use of the Flying Start areas to identify areas of deprivation based on the numbers of Free School Meals. We also have to acknowledge in Powys, due to it's deep rurality and sparse population that many children, young people and families are deprived in relation to accessing services.

Consultation and participation

This section should describe how the Local Authority has:

- Obtained the views of children with regards to the play opportunities they currently access, how they would like the community to better support them to play and what barriers stop them from playing
- Obtained the views on play provision from parents, families and other stakeholders
- Analysed the information and have used it to inform future plans

An online survey aimed at Children under 11 and Young People over 11 in both Welsh & English was made available via partners' websites and communication channels.

An online survey for parents/carers was also made available, being disseminated and promoted via partners/stakeholders networks.

The Youth Forum has been involved and the views of members sought on the state of Play in Powys.

A focus group of parents/carers and children/young people with disabilities was held with the dual purpose of finding out more about families' needs in reviewing Short Breaks Provision and Community Support Service. Families were also asked about their access to playing opportunities. These focus groups were held very informally through conversations with the families. It was explained to families what was happening in terms of why their views are important. Feedback to the families will be disseminated. These focus groups were held with the support and expertise of Action for Children.

Play Networks/Associations have provided feedback from play events carried out over the summer. Levels of satisfaction were recorded directly from children and observations from play workers recorded.

"Better off" measures were taken to demonstrate any changes at the start and end of the programme in increasing playing for children &

young people. This enabled a 'distance travelled' measurement.

Some key issues have emerged from a range of programmes:

Health & Safety concerns are high on the list of providers.

Parental expectations on play in childcare settings - expect a higher level of adult intervention in play rather than an adult free experience.

Debate around acceptable standards of behaviour when/if adult intervention is required.

Road Safety - communities may ask for traffic calming measures but these may not be the best solution and would not necessarily solve the problem.

Dog Fouling - a problem in many areas and a county wide survey is currently underway. In one place, after regular and frequent play sessions the level of dog fouling decreased as the space was seen as the "children's play space" rather than dog walking area.

Travel - difficult to take children, especially those with disabilities, to play spaces and opportunities due to the need for transport.

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Maximising resources

This section should provide an overview as to how partners currently use their existing budgets to support children's access to play opportunities. It should identify how budgets have been reprioritised as part of the 2013 Play Sufficiency Assessments and subsequent plans.

Families First budget provided play opportunities identified in Flying Start areas, as areas of deprivation.

Welsh Government Additional Funding - additional play opportunities in rural, socially deprived areas throughout Powys. Additional support for schools to enhance playing opportunities - developed schools programme targeted at schools in defined areas. Support provided to communities and schools via the availability of toolkits and continuous professional development opportunities.

Welsh Government - funded Groundworks - to deliver play events across and Wales and to deliver inclusive play training. By negotiation the Powys Strategic Management groups were able to coordinate play opportunities to deliver where local providers had gaps in provision due to lack of funding capacity.

Play Wales - the support that Play Wales provides in terms of the information, online resources, networking and training provides a solid foundation for Continuous Professional Development across the County, at a strategic level and for play workers. Play Wales makes a contribution towards achieving better quality play experiences.

Community Enablement Grants. Small but essential grants paid to Play Networks which help community development of play projects along side other community groups. This grant is constantly under threat, especially when the local authority need to make drastic budget cuts. There does not seem to be clear, transparent way of how the grant is distributed or how it supports strategic developments. Brecknock Play Network does not currently receive this grant. The total amount of grants paid to the two Play Networks between 2011-2014 totalled £101,000. Combined, the Networks then attracted an additional £219,100 from other trusts/grants, service provision and other income generation activities. This gives a return on investment of £1:£2.15

Project by project funding bids. Play Networks/Associations apply for additional funding for projects from a variety of trusts and grants, very often with values below £5000. Children in Need provide funding for activities which support play opportunities aimed at children with disabilities. Some town & community councils also provide some grant funding. Other activities are self-funded eg: stay n play sessions. The Play Networks/Associations have also been contracted to deliver open access play sessions.

A range of childcare providers including pre-school playgroups, afterschool clubs, breakfast clubs and parent/toddler groups all provide opportunities for children to play. Some receive Welsh government grant funding under Flying Start and 3 year old funded places programmes. Many of these settings are placed in the third sector and have to be financially sustainable. Settings apply for project funding, fundraise and self-fund activities.

Youth Services are provided by Powys Youth Service and a wide range of third sector organisations. Other than the Welsh Government grants and core funding there are no specific funding streams directed to support play within the youth sector. The voluntary youth sector have a mix of funding including local authority grants, grants/trust funds, self-funded and fundraising. WCVA annual statistical report provides a breakdown of income streams to the sector, from across Wales:

The Play Sufficiency Assessment and the Single Integrated Plan

This section should identify how the Play Sufficiency Assessments form part of the local needs assessment and to what extent the Play Sufficiency Assessment and Action Plan are integrated into the planning, implementation and review of the Single Integrated Plan.

The findings and recommendations from the Play Sufficiency Assessments will feed into the Well Being Assessment for the Powys Well Being Plan. In addition, other data and intelligence from the Well Being Assessment will also help to inform the Play Sufficiency Assessment. This aims to avoid duplication of work. The Play Sufficiency Assessment has made use of existing data via the Childcare Sufficiency Refresh, research undertaken by Children & Families Board for commissioning of services eg: disability population profile.

The identified actions from this PSA will be sent to an identified individuals across Partners to help take forward, on a multi-agency

basis. Embedding the actions within agencies' planning will be essential in the next period. Separate, ring-fenced funding to coordinate the Play Strategy may no longer be available. However, by embedding the actions within key strategic planning thematics' and agencies' delivery plans, it is intended that Play will be on every-one's agenda and integrated into the planning and delivery of services.

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Criteria

This section contains the “matters that need to be taken into account” as set out under section 10 of the Statutory Guidance.

The Criteria column: sets out the data that needs to be available and the extent to which Local Authorities meet the stated criteria.

The RAG status column: provides a drop down box, whereby the Local Authority can show its assessment of whether that criterion is fully met; partially met; or not met. These have been given Red, Amber Green markers, which appear as words in the drop down boxes.

Red, Amber Green (RAG) status is a tool to communicate status quickly and effectively.

RAG status

Criteria fully met.	Fully met
Criteria partially met.	Partially met
Criteria not met.	Not met

The Evidence to support strengths column: should be used to provide the reason for the chosen criteria status and how the evidence is held.

The Shortfall column: should be used to explain the areas in which the Local Authority does not fully meet the criteria.

The Identified Action for Action Plan column: Should be used to show the Local Authority action planning priorities for that Matter.

The General Comments: for each matter should give a clear overview of how the Local Authority complies with the intention and implementation of this matter as set out fully in the Statutory Guidance.

The template should be monitored by the officer who is co-ordinating the Assessment and reviewed on a regular basis by the Play Sufficiency Working Group.

Matter A: Population

The Play Sufficiency Assessment should present data about the number of children living in the Local Authority to enable an assessment of their potential play requirements. The data should provide information about the numbers of children in different categories that may affect their play requirements. The data should also show if the area is classified as one of disadvantage/deprivation and whether a 5 year population projection is available.

RAG Status

Criteria fully met.	
Criteria partially met.	
Criteria not met.	

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
There is data broken down by Lower Super Output Areas (LSOAs)			Data is recorded within the Childcare Sufficiency Audit Refresh 2015. The local authority	Making Data accessible to help partners, stakeholders and communities to be informed on identified	

			produced Powys 50 Facts.	and evidenced need in order to respond and secure resources. Powys 50 Facts promoted via local authority website & PAVO.	
There is up to date data for ages:					
0-3					
4-7					
8-12					
13-15					
16-17					
There is an up to date recorded number of disabled children in each age group			CYPP have collated data on numbers of children with disabilities and long term health conditions to help with planning of an Integrated Disability Service.	Making Data accessible to help partners, stakeholders and communities to be informed on identified and evidenced need in order to respond and secure resources.	CYPP, PAVO, Play Networks and other partners to house key data available for all stakeholders to access to help all organisations with planning of play activities/ opportunities. eg: Powys 50 Facts. PSA, Childcare Sufficiency Refresh, JSNA.
There is up to date information regarding the number of children for whom Welsh is their first language or attend Welsh medium schools			There are estimated numbers of children with disabilities, under the age of 17, and projected until 2017, within the Childcare Sufficiency Audit Refresh 2015.	Making Data accessible to help partners, stakeholders and communities to be informed on identified and evidenced need in order to respond and	

				secure resources.	
There is up to date information regarding other recorded cultural factors, including other language, and gypsy traveller children			<p>Numbers of children/young people recorded with Welsh Language skills are recorded in Childcare Sufficiency Refresh 2015</p> <p>Cultural and social needs are recorded in the Childcare Sufficiency Refresh Audit 2015. This includes the numbers of families from different ethnic groups and languages.</p>	Making Data accessible to help partners, stakeholders and communities to be informed on identified and evidenced need in order to respond and secure resources.	

General Comments: Population Measures

How has/will the Local Authority use its population data to plan for sufficient play opportunities locally?

50 Facts for Powys produced February 2015 with estimated population figures mid 2013 and making use of census data 2011.

Childcare sufficiency refresh exercise completed March 2015 provides further population details of children and their needs around disability, Welsh Language and cultural /ethnic groupings which are also relevant to support the planning of play opportunities.

For strategic planning purposes:

The population statistics will help us to identify where resources need to be targeted locally. This may mean being able to identify where children are socially and rurally isolated due to low density populations. The data is useful to help identify poverty in terms of lack of access to services and information. We currently use the Flying Start areas to identify areas to target support for families with levels of poverty deprivation.

We use the Flying Start areas to identify areas of deprivation across Powys. However, we also have to consider the low population density across a large rural county of Powys and that consequently many families experience low levels of access to services and are therefore socially and rurally isolated.

For identifying needs at a local level:

This data is available via Powys' CYPP, PAVO and others to help support local groups seeking to gather data to support project/service development and funding applications and in identifying needs within their own communities.

Matter B: Providing for Diverse Needs

The Play Sufficiency Assessment should present data about how the Local Authority and partners aim to offer play opportunities that are inclusive and encourage all children to play and meet together.

RAG Status:

Criteria fully met.	
Criteria partially met.	
Criteria not met.	

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Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
The play requirements of children living in isolated rural areas are understood and provided for			<p>2013 & 2016 survey findings showed that own/friends' gardens & local grassy areas/fields are the most popular places to play.</p> <p>Transport to play areas/provision is one of the biggest barriers.</p> <p>Cold/wet weather also stops children/young people from playing/hanging out.</p> <p>Children/young people report that they do not play out after dark.</p>	<p>More feedback from more children/young people and their families to have a fuller picture.</p> <p>Make intelligence accessible to help partners, stakeholders and communities to be informed on identified and evidenced need in order to respond and secure resources.</p>	<p>Annual survey of children/young people to find out from across more communities. Target different communities each year, over a 3 year period.</p> <p>Disseminate highlighted findings from PSA to key stakeholders.</p>

			<p>Most popular places to play: Gardens & friends' gardens. Local grassy areas. Designated play areas. Least popular: Hard to get to where I want to go. Don't go out if its raining/cold or too dark</p> <p>Youth Forum Feedback from focus groups: Do you have enough time to play? 70% said NO. Do you have enough suitable space to play? 55% said YES Are you encouraged to with positive attitudes to play? 70% said NO.</p> <p>More community based play opportunities delivered across the county.</p>		<p>Suggest key actions for organisations, agencies and strategic partnerships to adopt.</p>
The play requirements of			Cylchoedd Ti a Fi groups	Making Data accessible	

Welsh language speaking children are understood and provided for			<p>operate throughout the county – staff are trained via Mudiad Meithrin and have immersion training to ensure that the provision is solely through the medium of Welsh. Welsh medium youth club provision from Urdd operates in targeted areas of the county.</p> <p>The Childcare Sufficiency Refresh Audit 2015 provides details on numbers and distribution of Welsh Speakers across the county.</p>	to help partners, stakeholders and communities to be informed on identified and evidenced need in order to respond and secure resources.	
The play requirements of children from different cultural background are understood and provided for			<p>The aim to be all inclusive and welcoming regardless of cultural backgrounds. Diversity awareness training is available via Integrated Training.</p> <p>Evidence based KIVA Anti-bullying programmes is being delivered in some primary schools.</p> <p>The Play Survey results</p>	Making Data accessible to help partners, stakeholders and communities to be informed on identified and evidenced need in order to respond and secure resources.	

			<p>indicate that dealing with bullies is not an issue.</p> <p>Data collected as part of Childcare Sufficiency Audit 2015</p>		
<p>The play requirements and support needs of disabled children are understood and provided for.</p>			<p>Engagement with children/young people and parents/carers has been undertaken as part of the re-commissioning of the referral scheme and community support service. Consultation report on access to services with feedback from parents/carers and children/young people with disabilities and health conditions.</p> <p>The Referral Scheme supports children with additional needs to access non statutory universal service provision including play, leisure and recreation activities including Powys</p>	<p>Review of Short Breaks Statement currently underway with children, young people and parents/carers.</p>	<p>Re-commissioning of access support service (combining Referral Scheme and Community Support Service for CWD) due to take place Spring 2016.</p>

			<p>Youth Service activities.</p> <p>It should be noted that ultimate aim is to work towards inclusive provision for all.</p> <p>Referral Scheme and Community Support Services provide settings and individuals to enable disabled children to access play, leisure & recreational activities.</p> <p>Links are made via the CYPP Integrated Disability Thematic Group to gather an understanding of requirements.</p>		
<p>Play projects and providers have access to a range of resources which support inclusion</p>			<p>Diversity training is available to all sectors. Key partners have access to resources. It should be noted that the ultimate aim is to work towards inclusive provision for all.</p>	<p>Lack of evidence of the capability of the workforce to be inclusive of disabilities.</p>	<p>Propose that PCC Workforce Development keep detailed records of training accessed by Care, Play and Youth Work Sector.</p>

			<p>Re-commissioning of short breaks services - a combined referral scheme and community support service is in place. This will provide support to providers to increase their inclusive practice and support individuals to access universal services.</p>		<p>Capacity Building for settings incorporated into new contract to support CWD to access universal provision.</p>
<p>There is a well known and agreed mechanism which is used to identify the need for separate provision for disabled children</p>			<p>Team Around the Family is the main mechanism to identify individual needs for separate provision of disabled children.</p> <p>The CYPP Integrated Disability Thematic Group continues to work together to identify specific needs across the County.</p> <p>Specific groups run regularly across the county, which have been set up and supported by family and community groups. These groups are run under the</p>		

			<p>Community Play Networks.</p> <p>All settings aim to be inclusive.</p>		
Access audits for all play provision as described in the guidance are undertaken			<p>All childcare settings registered with CCSIW have to comply with access provision.</p> <p>Play Value Assessments have been undertaken and cover accessibility in open spaces.</p>	Other settings, which are not CCSIW registered are not necessarily audited.	It is anticipated that gaining a baseline of the standard of universal provision will be part of the recommissioned disability support service.
Designated play space is provided and well maintained on gypsy traveller sites			<p>The Housing (Wales) Act 2014 requires local authorities to provide Gypsy and Traveller pitches for the unmet need identified in new Gypsy Traveller Accommodation Assessments (GTAA). By the end of February 2016, the Welsh Government should have received GTAA reports relating to each of</p>		

			<p>the 22 local authorities, There is designated play space for Brecon Gypsy & Traveller site.</p>		
<p>The requirements of young carers are understood and provided for</p>			<p>Activities aimed at Young Carers are provided via Powys Carers Services. All other play provision is offered to all as inclusive practice.</p> <p>Powys Carers provide services in response to the needs of young carers.</p> <p>Feedback includes: Barriers: Lack of free time due to their caring role. Transport to access community events/clubs etc Isolation, living in remote areas. What would help? Confidence building Increased awareness of Young Carers so they don't</p>		

			feel so different Awareness by YC about the importance of play to their health & wellbeing.		
The requirements of lesbian, gay or bisexual (LGB) children are understood and provided for			Two Freedom groups operate within the county and via Facebook. Counselling services also provide support. Diversity Training and Equalities Training is available to all sectors. It should be noted that the ultimate aim is to work towards inclusive provision for all. Stonewall are currently delivering Healthy Friendships/Relationships and awareness raising programme across schools in Powys.		
The requirements of disabled children are understood and provided for within traffic and transport initiatives			All public transport service vehicles will be DDA compliant by 2016.	More detailed evidence of need is required. Short Breaks Review	Recommend that Integrated Disability Services Thematic group review traffic

			<p>Whilst the requirements of disabled children are understood, the Local Authority's financial situation will mean reduced levels of funding to support bus services across the county, which may lead to a reduction in services.</p>	<p>feedback report shows that children/ young people are not always able to meet up outside of school due to transport and the time it takes to reach one another.</p>	<p>and transport initiatives in the next strategic period.</p>
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General Comments: Providing for Diverse Needs

How has data been used (or how will the data be used) to address the barriers that children with diverse needs face in accessing inclusive opportunities for playing?

Data for Children with Disabilities has just been collated and analysed as part of the Integrated Disability Services development under the CYPP. The data will be used to help inform the tender process to commission a combined Referral Scheme and Community Support service. The Referral Scheme aims to skill up and make settings more accessible whilst the Community Support provides a flexible respite service for families and enables children with disabilities to access the community. Feedback from the children and young people state that they want to access universal services; to be the same as everyone else and have the same opportunities.

KIVA an anti-bullying programme is being piloted in primary schools across Powys. Inclusive practice is always considered in any commissioning and inspection regimes. Training is provided via the Integrated Workforce Programme and is accessible for all settings.

Many children in Powys are living in socially, rurally isolated villages, hamlets and farms. Transport is a key issue for many and certainly restricts opportunities to access playing with others. There has been more community based play projects delivered across the county in the past few years to help overcome some of these issues. Welsh Government Funding has enabled more play opportunities to be delivered in identified areas of income deprivation focused on the Flying Start areas and in rurally socially isolated areas.

The reducing levels of available public funding for transporting children/young people will be challenging in the future. Families will be expected to meet this cost and availability. Whilst delivery may well be focused on income deprived areas, such as Flying Start areas, many children/young people in Powys will experience deprived access to services. Children with disabilities continue to have transport difficulties which limit their access to play. Children/young people who access the two specialist schools in the county have difficulty in meeting up with their friendship groups. Each school has large catchment areas which means friends can live a long way from each other. Parents don't know each other due to the logistics and geography. Setting up "play dates" doesn't happen, as a result.

Matter C: Space available for children to play: Open Spaces and Outdoor unstaffed designated play spaces

The Local Authority should recognise that all open spaces within their area are potentially important areas where children can play or pass through to reach other play areas or places where they go.

RAG Status

Criteria fully met.	
Criteria partially met.	
Criteria not met.	

Open Spaces

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
The Local Authority has undertaken an Open Space Assessment (OSA) that maps areas that are used, or might be used for playing as listed in the Statutory Guidance			The Open Space Assessment was carried out with the team undertaking the Play Sufficiency work.	Due to resources and timeframe not all settlements within Powys were assessed, only the 30 largest settlements identified for key growth within the Preferred Strategy	Once existing provision across the County has been assessed the LDP will seek to help to address any issues arising through specific policies, if seen as necessary

<p>The Local Authority has undertaken an Accessible Greenspace Study that maps areas that are used for playing</p>			<p>The CCW toolkit was adapted and integrated into the Open Space Assessment, to identify greenspace provision in key settlements within Powys</p>	<p>Due to lack of resources only certain aspects of the CCW toolkit were used and developed. Accessibility was only accounted for in terms of proximity. The potential for physical access was not considered, only if a site was fully accessible (e.g no monetary or time restrictions) or conditional (accessible but with monetary or time restrictions)</p>	<p>Once existing provision across the County has been assessed the LDP will seek to help to address any issues arising through specific policies, if seen as necessary.</p>
<p>The Local Authority undertakes access audits at all open spaces and implements proposals to improve access and safety</p>			<p>Outdoor Recreation complete regular inspections of all our managed sites, any safety issues that are found are rectified. Outdoor Recreation also looks at ways to improve access to our managed sites.</p> <p>This will change in the coming years as Powys County Council transfers assets to community</p>	<p>There will be a future need to ensure that organisations taking over responsibility for Local Authority managed sites are equipped to undertake actions to ensure these sites are accessible and safe.</p>	

			groups, including Town & Community Councils, to reduce the Local Authority's financial commitments.		
The Local Authority has developed its own Open Space Standards in accordance with the advice and requirements of Planning Policy Wales			The OSA methodology incorporated the necessary parts of Planning Policy Wales documentation in addition to other recognised standards. The two key toolkits used, and adapted, for the Open Space Assessment were methodologies set out by CCW and Fields in Trust, and supported by TAN 16: Sport, Recreation and Open Space.	Due to resources some aspects of provision set out in PPW and TAN 16 were not fully measured – water and green corridors, where provision was mapped to help identify accessibility, but not measured to identify provision.	
The Local Authority undertakes and actions Play Space assessments which include actions to make public space clear from hazards			Outdoor Recreation completes regular inspections of all its managed sites. Any safety and hazardous issues that are found are rectified. Regular playground inspections are a part of the regime.	There will be a future need to ensure that organisations taking over responsibility for Local Authority managed sites are equipped to undertake actions to ensure these continue to be free from hazards.	Make use of existing resource to support community groups to assess and make safe public spaces

			In future years, this responsibility will be dispersed to Town & Community Councils and other community groups as they take on community assets as part of the Community Asset Transfer policy.	
Brownfield sites owned by the Local Authority are assessed for the potential for the site to be reclaimed to provide for children's play			The Local Authority promotes Community Asset Transfers (CATs) whereby community groups can apply to take over land or property owned by the Council. At present, Corporate Property is currently reviewing an application to provide a piece of land for a play area. The Council will look at each case on its business merits; this includes Town and Community Councils	Part of local authorities Community Asset Transfer policy

Outdoor Unstaffed Designated Play Spaces

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
The Local Authority keeps an up to date record of all designated play space as described in the Statutory Guidance			This information has been collated as part of the joint Play Sufficiency and Open Space Assessment processes.	Due to the timescales, only larger settlements were considered, in line with the Open Space Assessment process so there may be instances where some provision has been missed.	
The Local Authority assesses play spaces for play value and potential to increase in play use as set out in the Statutory Guidance			Outdoor Recreation currently assesses play space and play value for each fixed playground. Play Value Assessments in over 65 open spaces have been undertaken, as a result of additional Welsh Government funding.	Under the current financial climate it will potentially be harder to increase play use, unless there is a local action group or Town & Community Council or other community groups take a lead.	
The Local Authority undertakes access audits at all designated play spaces and implements proposals to improve access and safety			Outdoor Recreation organises independent annual inspections (RoSPA) to undertake audits of all our fixed equipment play areas, and implement any high risk issues raised. Inspections	With the Local Authority's Community Asset Transfer policy there will not be central monitoring of all designated play spaces. Access and Safety advice will	

			are also undertaken on behalf of community councils.	be available via PCC safety department and via the Play Strategic Members.	
The Local Authority has developed and agreed a new fixed play provision standard			Local authority Outdoor Recreation department has an agreed fixed play provision standard.		
The Local Authority undertakes and actions play space assessments in designated play spaces			<p>Play space assessments are carried out on all Council owned or managed designated play spaces.</p> <p>Where ownership of a play space transfers to another party, e.g. to a community council, the space is still assessed by the Council's Parks team.</p> <p>Play Networks are able undertake play value assessments.</p>	As designated play spaces are taken up by communities they need to be aware of the support and assessments available from play specialists.	
The Local Authority has introduced smoke-free playgrounds			A voluntary smoke-free ban in Local Authority playgrounds has been accepted. Roll out of signage is due to take place.	Smoke free play spaces outside control of PCC play grounds ie: town & community councils or other community groups.	Recommendation to Town & Community Councils to adopt a policy of making public play spaces Smoke Free Play Areas

The Local Authority has removed 'no ball games' signs to encourage more children playing in the community	Red	Orange	Signage used in PCC's housing estate is kept to a minimum. The tenants liaison forum and tenants panels are an avenue for tenants to bring up issues and concerns that arise.	No specific policy agreed.	Recommend to PCC Tenant Participation Panels to sign up to the Powys Play Pledge and assign a Play Champion.
The Local Authority has erected signs, such as Play Priority Signs to encourage more children playing in the community			Signage for local authority play areas are well signposted. Design of Play Priority Signs are currently been drawn up and ready for distribution.	Lack of data collected to enable full monitoring of effectiveness.	
The Local Authority includes a recognition of the importance of playing fields to children's play when any disposal decisions are made	Green	Orange	The Playing Fields (Community Involvement in Disposal Decisions) (Wales) Regulations 2015 places a duty on the Local Authority to consult where playing fields are considered for disposal.	Improve levels of community engagement on the impact of the loss of schools facilities in the wider community.	Recommend that play areas in schools in remote villages are considered when
The school closure programme generally encompasses this consultation process. Where this takes place the decision					

			would then be exempt from the regulations as stated above.		they are closed. . Add into impact assessment when considering closing school.
The Local Authority includes children and their families in any consultations regarding decisions to dispose of playing fields			The Corporate Asset Policy (CAP) sets out the procedures governing the disposal of building or land assets. As the asset moves through the policy a range of stakeholders are advised which includes Community and Town Councils and Local Members. Stakeholder engagement is in part service led as the CAP policy is enabled at the point of the service declaring the asset surplus.	Monitoring and tracking of voices are considered when decisions are made. You Said/We Did processes being set up in any consultation processes.	What could be saved, alternative options of accessing the outdoor play space?

General Comments: Open Spaces

How has the Local Authority ensured collaboration between Open Space Assessments (OSAs) and Play Sufficiency Assessments to improve spaces for play?

Welsh Government additional funding allowed 65+ Play Value Assessments to be undertaken by trained Play Workers across the County.

- Outdoor Recreation staff are able to be part of discussions and coordination at Strategic Management Group level.
- Outdoor Recreation Staff provide support and guidance to Town & Community Councils on maintaining open spaces.
- PAVO Development Officers, alongside Outdoor Recreation staff, provide support and guidance for community groups to help administer and manage open spaces for public use.

Other Comments on Outdoor unstaffed designated play spaces

Community Asset Transfer to Town & Community Councils/Communities will mean that data and information will be more difficult to track at a county wide, strategic level. However, this may well lead to greater ownership by communities and responsive to the needs and voices of children and young people.

Support for Town & Community Councils/Communities will be essential to invest in the right play experiences for children/young people - rather than preconceived ideas around fixed play equipment. Support package for communities to make best use of their public spaces for play/hanging out.

Consideration to the loss of playing fields and open spaces in as part of small rural schools should also be considered and the effect of this minimized for children accessing local areas to play.

Feedback from families indicate that the standard of equipment in designated play areas has deteriorated across the county in the past 3 years. Under the policy of Community Asset Transfer, equipment is not being replaced or repaired. Communities need to understand that the local authority will not always be responsible for the standard of play equipment and that they have an opportunity to have ownership and develop sites to meet local needs.

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Matter D: Supervised provision

The Local Authority should aim to offer a range of supervised play provision.

RAG Status

Criteria fully met.	
Criteria partially met.	
Criteria not met.	

Play work provision

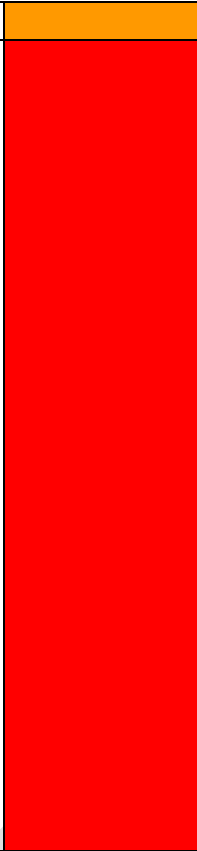
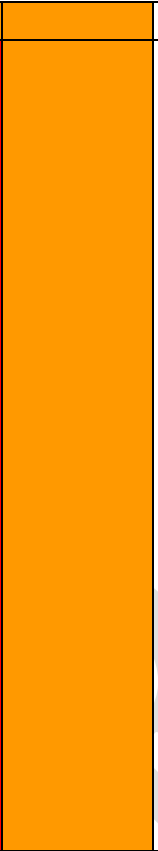
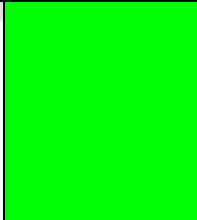
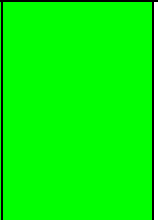
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Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
The Local Authority keeps an up to date record of all supervised play provision as described in the Statutory Guidance			Supervised play provision information is provided via the FIS as the central point for enquiries relating to childcare or play. The Leisure & Recreation service pages also contain further detail about the Council's supervised provision. In addition InfoEngine		

			provides an online Database organisations can use to register their provision.		
The Local Authority offers play provision which offers a rich play environment as described in the Statutory Guidance			<p>Play provision offered by the Council, such as youth clubs and holiday play schemes, aim to provide children with a rich play environment.</p> <p>Early Years Review process will mean that any funded childcare setting will be required to provide a rich play environment.</p> <p>Third sector organisations provide rich play environments within childcare settings.</p> <p>The Powys Play</p>	Lack of data to monitor levels and quality.	Propose that PCC incorporate the requirement to provide a rich play environment into any contracting arrangements with providers. Ongoing monitoring of these contracts will provide data.

			Pledge was developed to help organisations and agencies to recognise the value of play.		
The Local Authority ensures that partners are supported to offer rich play environments as described in the Statutory Guidance			The Council encourages its partners to ensure that a rich environment is offered. Play workers ensure that their work offers those attending a rich play environment. Conference of partners produced a Charter for Play: Powys Play Pledge.	More partners to sign up to the Charter for Play: Powys Play Pledge Local authority budget restrictions in the future may mean a reduction in the level of support available.	Play Networks/Associations are able to provide specialist play advice, resources and play workers to community play providers. Propose that any contracted services sign up to the Powys Play Pledge: Charter for Play and identify a role for Play Champion, within services.
Staffed play provision that the Local Authority provides meets the regulatory requirements and National Minimum Standards			The Council ensures that the holiday clubs it provides, in addition to youth club provision, meet regulatory requirements and the National Minimum Standards.		

<p>Staffed play provision that the Local Authority funds meets the regulatory requirements and National Minimum Standards</p>			<p>Contracts agreed between providers and the Council to provide staffed play provision include a clause to ensure that the provision meets all regulatory requirements.</p> <p>The Council's Community Enablement Fund provides grant funding some community play schemes. They are not registered but are advised to run to the minimum standards.</p>	<p>Changes in CSSIW registration requirements to under 12s will mean more settings will be meeting the National Minimum Standards.</p> <p>Support maybe needed for this.</p>	<p>Propose: Annual review of funding available to provide support to meet requirements via CYPP.</p>
<p>Staffed play provision that the Local Authority's partners provide meets the regulatory requirements and National Minimum Standards</p>			<p>Registered holiday schemes would be compliant with CSSIW standards. Play workers work to the CSSIW standards and have appropriate risk assessments and statutory policies in</p>	<p>Changes in CSSIW registration requirements to under 12s will mean more settings will be meeting the National Minimum Standards.</p>	

<p>Staffed play provision across the Local Authority works to a recognised quality assurance programme</p>			<p>place. The Childcare Business Support Service provides quality assurance for settings and support for them to reach minimum national standards. Third sector settings can make use of PQASSO and other quality assurance programmes such as Mudiads' Rhagol and Wales PPA' . Youth services work to minimum quality standards. Play Wales' First Claim is available for all organisations to use.</p>	<p>Lack of monitoring data collected centrally.</p>	<p>Proposal: that each key partners feed in their data to a central portal.</p>
<p>The Local Authority priorities quality issues when engaging with/ commissioning the private sector to deliver recreational activities for</p>			<p>Within Flying Start, Community Advisory Teachers engage with all childcare providers (including private sector) to</p>		

children.			<p>ensure quality of provision is prioritised.</p> <p>The CYPP commissions a business support service for Powys' childcare providers and if identified, further support can be offered to improve any issues (including quality) via a Team Around the Setting approach.</p>		
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<p>The Local Authority provides council premises and space free of charge to organisations which provide free (at the point of access) play provision for children</p>			<p>This is not always possible as Local Authority funding requires full cost recovery of venues. Local Authority provided activities would make use of current premises.</p> <p>Third Sector organisations build in venue costs for any grant funding applications to enable families to access FOC provision. Increasing competition for grants in light of public sector cuts may impact.</p>	<p>Diminishing financial sources and grant funding opportunities may adversely of PCC to provide council premises free of charge.</p> <p>With Third Sector FOC play providers income from PCC potentially under threat from significant reductions in PCC community grants, this capability to deliver FOC play opportunities may be further constrained.</p>	<p>Recommend that Play Networks/Associations & town & community Councils monitor impact of costs of spaces available for open access play.</p>
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Structured recreational activities for children

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
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<p>The Local Authority is delivering on its responsibility to secure the services set out under Core Aim 4 for sport, leisure and culture</p>			<p>Children and young people in Powys have access to a variety of play, leisure, sporting and cultural activities to enhance their health and well-being, regardless of their ability, language, race or gender:-</p> <ul style="list-style-type: none"> • Leisure & Sports Centres • Sports Development • 5x60 • Active Young People • Outdoor Centres • Parks & Playgrounds • Playgroups & early years • Open Spaces • Arts • Culture • Libraries • Museums • Youth / Family 	<p>Local Authority Budget setting and consequent reductions in spending may impact negatively on many aspects of the current range of provision in 2016/17 and beyond.</p> <p>In future some elements of the current range of provision may be delivered through new service models or by community delivery of services.</p>	<ol style="list-style-type: none"> 1) Record any service cuts and the impact on children & young people to access Core Aim 4, article 31. 2) Ensure that where services/facilities are being transferred to other agencies or communities for delivery, that the transfer arrangements (and any ongoing support mechanisms) appropriately reflect the necessary commitments and obligations to maintain the provision of structured recreational activity for children. 3) Ensure recommendations/actions arising from public consultation upon 'Active Travel' routes reflect the needs of children's access to play and recreational activities.
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			Information Services		<p>4) Ensure that any restructuring of open access Youth Club provision in 2016/17 supports a level of opportunities for children's recreation and association that is equivalent (if not better) than that provided through the current model of provision.</p> <p>Publish feedback report on Consultation of Active Travel. Findings/ recommendations to help plan services for children.</p> <p>Over a 2 year period integrated maps for settlements of 2000+ people will be provided.</p>
The local "Creating an			The Local Authority	When published, the	Review consultation on

<p>Active Wales” plan is increasing play and recreational activities for children</p>			<p>has recently concluded a public consultation upon Powys' designated 'Active Travel' routes, seeking citizen's views to shape the provision of safe, accessible, routes.</p> <p>These include many routes used by children and young people to and from school and other amenities.</p> <p>Mapping of existing routes in Powys has been completed and was submitted to WG on 22/1/16.</p> <p>Updating Access Land data.</p> <p>Updating “Rights of Way” data.</p> <p>Access Travel routes will be digitised.</p>	<p>report on the findings of the public consultation upon Active Travel Routes, and any recommendations arising from it, will need to be considered to ensure that the needs of children’s access to play and recreational activities are appropriately addressed.</p>	<p>Active Travel recommendations.</p>
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<p>Local Authority Partnership Agreements (LAPAs) are contributing to increasing free play and recreational activities</p>			<p>Delivered through the Sports Development Community Officers Team in schools and the local communities. SDCO's deliver a variety of programmes, activities and events during school time, after school and in holiday periods. The activities aim to attract all children & young people. The majority of the sessions are free of charge with a nominal fee being required for specialist coaches or travel to and from events. The School Sports Survey was published in the Autumn of 2015 and showed an increase</p>	<p>There is a possibility that the LAPA funding (from Sports Wales) will reduce in 2016-17. This could have an impact on some areas as the provision, resources and staffing will need to be reviewed as a result</p>	<p>Review impact of LAPA funding reductions in 2017.</p>

			<p>in participation of CYPP in schools & clubs. Powys performed particularly well (results available if required). The LAPA also contributes to the Free Swim Programme which is delivered by the Council's operating partner Freedom Leisure. The LAPA funding provides a wealth of opportunity to CYPP throughout Powys. A programme that is being particularly well received is the Physical Literacy scheme being piloted in some schools.</p>		
<p>The sports agenda contributes to the provision of sufficient recreational activities for children</p>			<p>Powys Local Health Board: Health Promotion lead a multi-agency Healthy Weights Task Force.</p>		

			<p>The Action Plan is implemented to increase physical activity levels across all community groups.</p> <p>Along with this are activities that are delivered through the 'Sports Development'; 5x60 officers. These posts now cover the whole community.</p> <p>'MEND' clinical obesity intervention programme. has been successfully delivered until December 2015. Another programme (FRESH) which will need to gather evidence, will replace MEND and be open access whilst targeted towards families needs.</p>		
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			<p>3rd sector Youth Services Mapping exercise identified 127 sports clubs aimed at young people.</p>		
<p>The cultural and arts agenda, is contributing to the provision of sufficient recreational activities for children</p>			<p>Books and stories inspire a world of imaginative play for children, and a range of suitable books in Welsh and English are available through all branch and mobile libraries across Powys; in addition, libraries across the county offer a play friendly environment through storytimes, lego clubs, craft and summer reading challenge activities and other events for children, often working with partners such as Play Montgomery, Twf, Mentrau Iaith, Action</p>	<p>Libraries, as many local authority services, are under review. Alternative delivery options and models will be considered due to budget restrictions and necessary saving targets. Where possible, services will be co-located, transferred to the community/town councils or delivered differently.</p>	

			<p>for Children, and the Family Information Service.</p>		
<p>The Local Authority Youth Service provides for children's opportunities for leisure and association</p>			<p>The Youth Service provides youth clubs throughout the county and via the Youth Information Service, runs the Council's youth website.</p> <p>The recent mapping of third sector youth services has identified a wide range of leisure, cultural and recreational activities, this includes: YFC, uniformed associations and a number of independent youth clubs.</p>	<p>It is envisaged that a significant reduction in the level of funding available for Youth Services for 2016/17 will result in a restructuring of open access youth services. Youth Services are currently in discussion with partners to develop and implement an alternative model of delivery that will reduce cost whilst still maintaining current levels of provision.</p>	

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General Comments: Supervised play provision

Where the Local Authority has assessed settings as part of the Childcare Sufficiency Assessments (CSAs), how have these settings been assessed in respect of the quality of play opportunities they provide and offer?

Settings are assessed in line with Foundation Phase for 3 year old funding. A review of provision last year was carried out to consider how best raise quality of settings whilst remaining accessible in communities. There is currently an Early Years Review being carried out. Plans for delivery are currently being set. Any contracted service receiving 3 year old funding will need to comply with the Foundation Phase criteria for quality play opportunities.

How has provision that is not part of the CSA been assessed in respect of the quality of play opportunities they provide and offer?

Play Networks/Associations provide the majority of the Open Access Play opportunities in the county. Play Networks have undertaken play value assessments of open spaces.

Powys Youth Services provide youth work settings and the third sector youth services provision was mapped out during the autumn of 2015. This considered the capacity and capability of the sector to deliver youth services across the county. More indepth study of inclusiveness is still needed. Powys Youth Services have to meet minimum quality standards.

No specific assessment of other settings undertaken. This would have to be a self-assessment basis due to lack of any further resource to undertake such assessments.

Reduced levels of public funding may impact on the availability of supervised provision in the coming years.



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Matter E: Charges for play provision

The Local Authority should consider which play opportunities involve a charge and the extent to which the Local Authority takes these charges into account in assessing for sufficient play opportunities for children living in low income families as set out in the Statutory Guidance.

RAG status

Criteria fully met.	
Criteria partially met.	
Criteria not met.	

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Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
The Local Authority keeps records of the number of children living in low income families			The Council uses the data published by StatsWales and will take into account more robust and up to date figures once these are available from the Census 2011.		1) The implications for reduced access to play opportunities arising from reductions in the number of public bus services subsidised by the Local Authority, need to be demonstrably considered within the decision making processes regarding subsidised public transport provision.
The Local Authority keeps records of the number of children living in areas of deprivation			These figures are provided by the Welsh Index for Multiple Deprivation (which details with		

			areas are deprived) and the LSOA population figures. A further proxy for this data would be children eligible for free school meals, which can provide more accurate data.	
The Local Authority keeps records of the number of children living in rural areas			The majority of the county is rural and these figures are available via LSOA population figures.	Access to services and the limited availability of transport to playing opportunities is a major barrier for children/young people and their families across the whole of Powys.
The Local Authority keeps records of the number of disabled children and those with particular needs.			The CYPP Integrated Disability Thematic Group have recently collated and analysed data on CWD and other health needs, including geographical spread.	

<p>The Local Authority records the availability of no cost provision</p>			<p>The Powys Play Networks' provision and activity provide low/no cost playing opportunities.</p> <p>Annual Reports record availability and accessibility.</p> <p>In addition the Family Information Service collects information on no cost provision across the county.</p> <p>Powys InfoEngine has the potential to record this data.</p>	<p>Lack of data of provision outside the Play Networks and other stakeholders provision is not currently recorded. ie: anything that maybe provided by the private sector.</p>	
<p>The Local Authority records the provision of no cost / low cost premises used for play provision</p>			<p>PAVO provides a venue's database of community located venues.</p> <p>CYPP have a policy of co-location and building on</p>	<p>The venues database isn't specifically marketed as play provision, as they tend to be community/ village hall with a range of different facilities.</p>	

			<p>Community Focused Schools to be able to access buildings outside of school hours.</p> <p>In addition information is also gathered and held on some aspects of provision by the Local Authority through it's Family Information Service and it's Childcare Sufficiency assessment.</p> <p>Powys InfoEngine has the potential to record this provision.</p>		
<p>The Local Authority records the provisions where grants or subsidies are available for play providers</p>			<p>Information is currently held by PAVO, the grant awarding departments within</p>		

			<p>the Local authority and other third sector organisations. PAVO's funding blog regularly promotes availability of grants.</p>		
<p>The Local Authority provides subsidised transport for children travelling to play opportunities</p>			<p>There is no specific subsidised transport service for children travelling to play opportunities.</p> <p>There are a range of subsidised bus services that pass play areas but a play area itself does not form a principal location for determining a bus route; this decision tends to be focused upon access to work, education and health services.</p>	<p>Whilst there is extensive subsidy of public bus services by the Local Authority their usefulness is limited to those children who live upon or near to such bus routes.</p> <p>Significant reductions in the Local Authority's budget to provide subsidies to support public bus routes 2016/2019 will potentially lead to a reduction in services, thus removing this as a means to access play opportunities for more children.</p>	

General Comments: Charge for play provision**More information and accessible information for parents/carers to access no/low cost provision is available via a number of channels eg:**

Easily accessible information about available no/low cost provision is provided via:

- Family Information Service
- Play Networks: Play Montgomeryshire, Play Radnor & Brecknock Play Networks
- Leisure Centres each have a website and make use of Facebook to promote activities
- PAVO blog postings and information briefings
- Powys 'Summer Holidays Activities Brochure'
- Press releases/local newspapers
- Facebook pages and twitter via partners/stakeholders accounts are seeing increased use.
- Some activities are promoted via school bag but this is down to each individual school.

How is the Local Authority ensuring that children have access to no or low cost provision?

The Local Authority ensures provision by:

Investing in Play Networks across the county who can promote, develop and support no/low cost play via: play advice, play resources and play workers. They have also provided a programme of open access play sessions across the county, when appropriate funding is available.

Welsh Government funding has been targeted in areas of low income/areas of deprivation and deep rural, social isolation to improve access to no/low cost provision.




The partners/stakeholders also plan and coordinate childcare provision across the county. Business Support is provided to help sustain childcare places so that they are affordable by the working population.

There is a range of outside designated play spaces across the county. The local authority, under its Community Asset Transfer policy are hoping that local communities will take on the responsibility for these spaces, over the next strategic period.

Matter F: Access to space/provision

The Local Authority should consider all the factors that contribute to children’s access to play or moving around their community.

RAG Status

Criteria fully met.	
Criteria partially met.	
Criteria not met.	

Criteria	RAG Status	RAG Status	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
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	2013	2016			
The Local Authority keeps an up to date record of the number of 20 mph zones/school safety zones in residential areas			98% of schools now have 20 mph. Powys County Council's Road Safety Department keeps records updated.		<p>1. Better links needed between PCC's RSU and Highways Department and the Powys Play SMG to support decisions upon road safety measures are appropriately informed by and supportive of, the need for children to be able to play outside safely.</p> <p>2. Ensure recommendations/actions arising from public consultation upon 'Active Travel' routes reflect the needs of children's access to play and recreational activities.</p> <p>3. Ensure Local Authority decisions regarding transport routes and expenditure for public transport services include demonstrable consideration of children and young</p>
The Local Authority has an identified mechanism for assessing the impact of speed reduction and other road safety measures on the opportunity for children to play outside in their communities			Powys County Council's Road Safety Department has a system to assess the road safety measures for children in their communities.		
The Local Authority has a plan(s) to reduce the negative effect of busy roads and junctions through the introduction of speed reduction measures and provision of safe crossing points/routes for pedestrians and cyclists			Powys County Council Road Safety Department have plans in place to reduce the negative effect of busy roads. Current priorities are focused on reducing number of motor cycle accidents on roads.		
The Local Authority has a plan(s) to improve walking and cycle access to parks,			Powys County Council has an Active Travel Strategy and has	When published, the report on the findings of the public consultation upon	

outdoor play facilities and local leisure centres from residential areas			recently concluded a public Active Travel routes consultation on key walking and cycle routes which seeks citizens views on the safety needs of these routes.	Active Travel Routes, and any recommendations arising from it will, need to be considered to ensure that the needs of children's access to play and recreational activities are appropriately addressed.	peoples needs to access play opportunities. 4. Ensure Community Transport services are supported to improve the availability and accessibility of their services for children and young people seeking to access play opportunities.
There is potential for the Local Authority to take further action to reduce traffic speed and improve road safety to promote play opportunities			The recently undertaken Active Travel consultation will potentially identify travel calming and safety needs for the county's active travel routes.		
The Local Authority uses road safety grants and/or other funding to support delivery of cycling training for children to national standards			PCC Road Safety department deliver Cycle training to schools (928 passed in 2014/15)		
The Local Authority uses road safety grants and/or other funding to provide pedestrian safety training for children			Powys Road Safety Unit provide 10-15 schools per annum with kerb craft skills training. The work of the Unit is based on Welsh Government's Road		

			Safety Framework for Wales 2013		
The Local Authority has an accessible and well-known way of arranging temporary road closures, to support more children to play outside their homes			<p>Roads are able to be closed following an online application process. This requires 10 weeks notice. Costs are charged to recover public notification.</p> <p>As at October 2015 Charges for temporary closure of streets now cost: £460 for the 1st event and £330 for repeat events within the last 6 months.</p>		
The Local Authority refers to <i>Manual for Streets</i> when considering new developments and changes to the highway network/urban realm			Manual for Streets is always considered when developments are undertaken. It is used to support or challenge the design of developments. There are many competing needs to be considered when planning any design. Any evidence of		

			need within communities are considered when prioritising needs.		
The Local Authority works to nationally recognised good practice guidelines when developing walking and cycling facilities			The Local Authority has identified 'active travel' routes and has publicly consulted upon these, as well as their users needs and safety concerns in respect of them		
The Local Authority uses child pedestrian road accident casualty data to inform the location and design of interventions which help children get around independently in their communities			<p>Casualty data is collected.</p> <p>During 2014: Nil fatalities 4 serious injury collisions 15 slight injuries (2 aged under 11).</p> <p>Powys is a very rural county with many small country roads. Many connecting roads are busy A-roads with heavy lorries and fast moving vehicles. Many children</p>		

			<p>have difficulty moving around independently unless they are living in one of the market towns.</p>		
<p>The Local Authority considers children's needs to access play opportunities when making decisions about public transport planning and expenditure</p>			<p>Transport routes are prioritised for: Health, Employment & Economy - access to retail. Most routes are to take people out of county. Little/no consideration for play & leisure activities. Most leisure centres based at schools and on a main/major bus route.</p> <p>The Local Authority sought the views of young people via the Powys Youth Forum as part of its public consultation on bus routes in 2015. These were included within the evidence considered by PCC cabinet in making its decisions. Although</p>	<p>Children's needs to access play opportunities is not evidenced as being a primary consideration in the Local Authority's decision making about public transport planning and expenditure.</p> <p>The Local Authority's support arrangements for Community Transport services need to more strongly support greater accessibility and use of these services by children and young people wishing to access play opportunities.</p>	

			<p>the consultation identified a wide range of general concerns regarding access issues to amenities, services and social opportunities, specific access to play opportunities did not feature in these.</p> <p>The Local Authority's arrangements financial support for Community Transport services does not include a specific focus upon ensuring the accessibility of these services to children wishing to access play opportunities. Children and young people currently comprise only a small proportion of the users of these services.</p>	
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Information, publicity and events:

For children and families to take part in play opportunities, recreational activities and events it is necessary for them to know what is available in their area.

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
The Local Authority has a clearly identified section on its website which gives information about play opportunities as described in the Statutory Guidance (play areas, play provision, clubs and their accessibility)			The Council will be making a list of known provision within the county that children, young people and their families can use available via the Family Information Service (FIS). In some instances, signposting will be made from the FIS website to appropriate partners.		1)Ongoing promotion activity for play and the Powys Play Pledge 2) Utilise the Local Authority's Community Delivered Services agenda as a vehicle develop Town & Community Councils' understanding of the provision of local play amenities and opportunities.
The Local Authority provides information on			The Council will provide information		

access to play opportunities and contact for support if required			on access to play opportunities and signpost to partners, such as the Referral Scheme, Early Intervention service etc. More local information is available via the Family Information Service website		
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<p>The Local Authority supports and publicises events which encourage play opportunities and events for children and families</p>			<p>The CYPP has promoted multi-agency play days, publicised play related articles for carers and professionals working with children and young people.</p> <p>The Council promotes local play events, leisure centre activities and sports development activities via its website and press releases issued to the local press.</p> <p>Partners and Family Information Service make use of Social Media platforms.</p>		
<p>The Local Authority publicises information which contributes to</p>			<p>CYPP InFocus magazines carries articles on play and</p>	<p>Ongoing activity is needed to continue the promotion and take up of the Powys Play Pledge.</p>	

positive community attitudes to play			signposts to the latest research and information on play. Play Strategy has promoted positive attitude towards play. Powys Play Pledge.		
The Local Authority publicises helpful hints and support for parents to help them encourage their children to play			Flying Start. Early Intervention Service and Incredible Years parenting programme all foster a positive support for play and parents.	lack of outcome data to evidence that parents encourage their children to play.	
The Local Authority widely uses on-site signposting to safeguard and promote play			The Charter for Play: Powys Play Pledge is intended that all organisations/agencies can support and encourage play and access to play.	Lack of take up of the Powys Play Pledge.	
The Local Authority engages with the media to encourage the positive portrayal of children			The work of the CYPP's Communications & Marketing Officer	There is an ongoing need to continue promotion of the benefit and value of play and play opportunities to the wider public	

playing in the local area			includes the positive promotion of young people image within the local community / media, which includes play.	and community bodies. In particular there is a need to broaden understanding of play provision beyond that of providing fixed play provision. Potential exists within the Local Authority's work with Town & Community Councils in respect of community delivered services to develop this understanding further.	
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General Comments: Access to space/provision

How has the Local Authority ensured collaboration to ensure children can move around their communities to increase access to opportunities for playing?

Play Strategic Management Group and Powys Play Consortia work together to promote access to space/provision, via all their own communication channels eg: newsletters and social media platforms.

Childcare Strategy - information available for families via the Family Information Service.

Team Around the Family model to ensure that families receive the information, advice and guidance to access playing opportunities which meet their needs.

General Comments

Information, publicity, events

How has the Local Authority positively used information to support access to play provision?

Family Information Service website has listed provision and outdoor play spaces available.

TOWIP website aimed at young people promote activities across the county.

Flying Start has a programme to promote the benefits of play for families.

Play Networks promote play activities happening at a local level. They use Facebook pages to promote their own events

Play events are promoted via PAVO Children & Families Blog - community organisations are then informed and able to promote across their own networks.

Drafted play spaces directory to be made available online and printed format.

Parents of Children with disabilities reported access to information was a major issue for them. (Report on the consultation stage of the Short Breaks Review Feb 2016)

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Matter G: Securing and developing the play workforce

The Local Authority should provide information on the organisational structure of the policy area which manages the play agenda and the play workforce.

RAG status

Criteria fully met.	
Criteria partially met.	
Criteria not met.	

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Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
The Local Authority keeps up to date information regarding the workforce across the Local Authority (this should include the number of playworkers, play management structure, qualification levels, training opportunities and volunteers)			Data of playworkers within the authority area are kept with individual providers. PCC Training Unit monitor access to core training from across the social care & child care sector.	Central coordination of workforce.	Propose that PCC Workforce Development Unit collect data across whole child/young people workforce: Childcare, Play &
The Local Authority supports all of the workforce to achieve the qualification			Links are made with the childcare strategy and integrated workforce	Central coordination and monitoring of whole workforce development	

level required by the Welsh Government's National minimum Standards			developments.	across the sector.	Youth to develop a flexible and holistic approach.
The Local Authority supports the workforce to achieve the accepted qualification levels set out by SkillsActive			Training for playworkers has been delivered but has been reliant on running when funding has become available. 2014: 5 level 2 playwork	Lack of financial strategy to resource ongoing specific playwork training means this is not sustainable.	
The Local Authority includes playwork within its Workforce Development strategies			Training needs are identified via the Integrated Workforce Development Unit via the annual Training Needs Analysis.		
The Local Authority supports partners to deliver appropriate training to community groups, parents and volunteers			Play Networks, Dyfodol Powys Futures and other partners deliver training to parents and volunteers as and when funding is available. 2014: 22 parents/carers. Inclusive Training was made available via SNAP during 2015.	Lack of financial strategy to resource ongoing specific playwork training means this is not sustainable.	
The Local Authority has undertaken a			The Council carries out a comprehensive training needs		

comprehensive training needs analysis for the play workforce as defined in the toolkit glossary			analysis (TNA) for the workforce within the Local Safeguarding Children's Board, Children & Young People's Partnership, Adult & Children's Social Care and Powys teaching Health Board. Many of the professionals who complete the forms will undertake roles which impact directly and indirectly on children's access to play. TNA and workforce data is coordinated and by the Workforce Development Unit. Results are fed back to the Integrated Workforce Board.	
The Local Authority has a staff development budget ring fenced for play, including playwork			Funding for training under the Integrated Workforce Development is prioritise to meet CCSIW national minimum standards.	Reducing local authority budgets will mean that training will be focused on meeting CCSIW standards.
The Local Authority takes action to expand the variety of learning and development opportunities that are offered to staff			Information collected from the Training Needs Analysis and workforce data is fed into developing the annual training programme.	
There is a comprehensive			A variety of opportunities,	The lack of a long term

<p>range of Continuing Professional Development (CPD) opportunities available for playworkers in the area</p>			<p>including Conferences, published articles, key research papers have been made available to a wide range of partners and for playworkers via social media platforms. Key Play Workers have been able to attend Play Wales national conference to maintain CPD. Specifically, Play Networks regularly meet up to share good practice and ideas.</p>	<p>financial strategy for CPD focused on Play will place this under threat.</p>	
<p>There is a comprehensive range of CPD opportunities for a range of professionals who work with children</p>			<p>An integrated training brochure is published by the Council, incorporating courses from the Local Safeguarding Children's Board, Children & Young People's Partnership, Adult & Children's Social Care and Powys teaching Health Board. The Integrated Training Brochure offers information about partner organisations with regards to their services and training opportunities. This is a continual</p>		

			development each year to include more training that they offer.	
Training is available for volunteers and parents to develop their knowledge on skills in play work			Play Networks and Dyfodol Powys Futures have provided training and support for volunteers/parents as part of the delivery of open access play provision in communities. 22+ parents/carers trained in 2014.	Training has been available due to grant funding made available via Welsh Government. The lack of a sustainable financial strategy put this activity at risk for the future.
Training awareness sessions are available for professionals and decision makers whose work impacts on children's opportunities to play			This has been part of the CPD available - including 2 Powys Conferences, playwork workshops, visits to other play spaces, funded places to Play Wales Conference	These activities have been made available due to Welsh Government grant funded projects. The lack of a financial strategy puts these activities at risk in the longer term.

General Comments Securing and developing the play workforce**How has the Local Authority met the requirement to undertake or secure the managerial and delivery functions necessary to achieve sufficient play opportunities?**

The Play Strategy was developed and agreed in October 2014. This communicates how services can incorporate play into their planning of services.

The Conference in 2013 was a participative event to jointly develop the Charter for Play: Powys Play Pledge. This enables organisations/services to sign up to play, raising awareness of how they can support children/young people to access their right to play.

A second multi-agency Conference in 2014 focused on Risk in Play. This had been identified as a major barrier to children accessing play. The Conference developed a Benefit/Risk Position Statement which is adopted in the Play Strategy.

How has the Local Authority ensured it understands and provides for the workforce development needs of the play workforce (as defined in *Wales: A Play Friendly Country*)?**How has the Local Authority ensured it understands and provides the playwork workforce (as defined in *Wales: A Play Friendly Country*)?**

Integrated Workforce Development programme covers all professions working in the health & social care workforce. This includes health care workers, childcare workers, learning assistants, youth workers, family aide workers, family support workers etc. The training covers all core and mandatory training.

In addition, there is training at level 3 and above offered across the workforce to develop relevant supervision and management skills.



Matter H: Community engagement and participation.

The Local Authority should consult widely with children, their families and other stakeholders on their views on play provision. It should also promote wide community engagement in providing play friendly communities.

RAG Status

Criteria fully met.	
Criteria partially met.	
Criteria not met.	

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Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
The Local Authority promotes initiatives to engage youth groups, school councils, school governing bodies, community groups and other relevant groups in enhancing play opportunities for children in its area.			<p>Play Charter: Play Pledge to sign up and commitment to play</p> <p>Powys Play Strategy adopted by the CYPP and partners. This focus Focus on Time</p>	Lack of sign up generally, after initial promotion.	<p>Promote the Powys Play Pledge across partners.</p> <p>Propose that organisations/services identify a Play Champion to advocate for consideration of children's play.</p>

			<p>Space Attitude.</p> <p>Encompasses: Play Practice Principles, Powys Play Pledge,</p>		
<p>The Local Authority promotes community engagement in:</p> <ul style="list-style-type: none"> - making space available and suitable for play - organising play events - positive attitudes towards children and play - training on the importance of play. 			<p>The National Participation Standards are adopted and used by the Local Authority when consulting in respect of services. Third sector organisations are supported and encouraged to undertake Young People's Participation Standards.</p> <p>The 3 shire locally based Play Networks are embedded into the community to provide play events, support play space development and advocate for play. They promote training and recruit and support volunteers. They are part of the community delivering for the</p>	<p>Lack of monitoring & recording of evidence of direct community engagement and participation.</p>	

			<p>community.</p> <p>In addition, other community based organisations work to provide play opportunities within communities eg: afterschool clubs, pre-school playgroups, youth activity clubs. Action for Children provide an early intervention, family support service with play as a foundation to build positive adult/child relationships.</p>	
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General Comments:**Community engagement and participation.****How has the Local Authority effectively used existing mechanisms for children's participation and family consultation processes with regards to play?**

The Play Networks/Associations feed into the Play Strategic Management Group to inform and influence planning at a strategic level. The Play Networks/Association are community based organisations; ran by the community for the community.

Powys Youth Forum are able to feed in their views into the Strategic Management Group. Other related strategic planning groups, under the Children & Young People's Partnership eg: childcare strategy, strategic parenting, family & behaviour support thematic groups receive feedback and views via service providers.

The Joint Strategic Needs Assessment has collated population and related statistics. There are plans to develop more sophisticated means of collating more detailed and softer needs assessment data.

Feedback from town & community councils who have been surveyed as part of this assessment record that:

"We feel the key is to listen to our communities and find out what they want in terms of groups and facilities so we can respond to changing needs and ideas. We do this through surveys, talking to groups, listening to the school council etc."

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Matter I: Play within all relevant policy and implementation agendas

The Local Authority should examine all its policy agendas for their potential impact on children’s opportunities to play and embed targets and action to enhance children’s play opportunities within all such policies and strategies.

RAG Status

Criteria fully met.	
Criteria partially met.	
Criteria not met.	

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Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
There is a named person on the Local Service Board who champions children’s play and ensures that the Play Sufficiency Assessment and Action Plan contribute to and are incorporated within the Single Integrated Plan			<p>Children's play is addressed through the collective LSB partnership structure.</p> <p>This is primarily achieved through the work of the Children's and Families Board. Play is included in the JSNA and incorporated into CYPP thematic</p>	The LSB is currently being reviewed to realign into the PSB. Membership and roles are currently under negotiation.	1) Identify named PSB member to act as a champion for play as part of the restructuring of the LSB to PSB in 2016.

			streams: The Strategic Management Group feeds into the CYPP, to support other programmes. eg: Flying Start, Childcare Strategy, Early Intervention Service, Parenting programmes.	
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Education and schools

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
Schools ensure that children are provided with a rich play environment for breaks during the school day			As part of the Healthy Schools Initiative some schools have used elements of play to help increase levels of physical activity and provide a variety of activities at play	Lack of feedback from children/young people on their views of rich play environments for breaks during the school day.	Propose to PCC Schools Service that

			<p>times. Number of schools taking part in Healthy Schools initiative: Phase 1 - 5 + PEA+NQA TOTAL: 98</p> <p>Powys Playful Schools project is being rolled out for schools.</p> <p>Anti-bullying programme KIVA support children to deal with conflict.</p> <p>IY programmes in schools provide a culture of positive behaviour.</p>		<p>feedback from children/young people is collated on their views on school break times. Benefits to wellbeing elements in Estyn Inspection.</p>
<p>Schools provide play opportunities during out of teaching hours</p>			<p>As part of the Healthy Schools Initiative some schools have used elements of play to help increase levels of physical activity and provide a variety of activities at play times.</p>	<p>Demanding curriculum impinges greatly on time available for free play.</p> <p>Estyn could incorporate rich play opportunities for break times.</p>	

			<p>Powys Playful Schools project is being rolled out for schools.</p> <p>Anti-bullying programme KIVA support children to deal with conflict.</p> <p>IY programmes in schools provide a culture of positive behaviour.</p>		
Schools provide access to school grounds for playing out of school times			<p>Toolkits are available for schools to provide access to school grounds for playing out of school times.</p> <p>Schools project has been developed to support schools to take a whole school approach to play.</p>	Lack of data available on the number of schools providing access to grounds for playing out of school times.	Propose: survey schools to monitor action & identify needs for access to school grounds and levels of walking/cycling to school and levels of outdoor play. Benefits wellbeing elements in
Schools encourage children to walk and cycle to school			<p>Safer routes to school. Road Safety unit have undertaken Kerb Safety sessions in Schools. Cycling delivered in Schools.</p>	Lack of data on the number of children walking/cycling to school.	

<p>The Local Authority offers guidance to ensure schools understand and ensure that regular outdoor play is not curtailed</p>			<p>Foundation Phase with younger children having more access to play throughout the whole day rather than at "play times". Estyn inspections including "wellbeing".</p> <p>Some examples of good practice in some schools, supported via Health Schools initiatives and Schools Play Project.</p> <p>Health & Safety adviser provides support, on demand for schools. A health & safety policy template is provided by the authority and adapted by schools. Health & Safety adviser recommends that there should not be activities that are banned on the grounds of H&S. Benefit/Risk Assessments can be carried out and reviewed.</p>	<p>Lack of monitoring and data of the provision of regular outdoor play in schools.</p> <p>Changes in curriculum mean that time for play time is seriously under threat. Demands put on schools to demonstrate academic achievement and reach targets impinges on time for play.</p>	<p>estyn inspection.</p> <p>Play Networks able to provide specialist support to meet identified need.</p>
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Town and Country Planning

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
The Local Development Plan recognises and addresses the outdoor play needs of children of various age groups and abilities			The Local Development Plan will take into account the findings of the open space assessment and seek to address any emerging issues surrounding play provision for children across the county.	Lack of evidence based needs of children/young people feeding into the LDP.	Propose that LDP incorporate data and intelligence collated for the Play Sufficiency Assessments.

Traffic and Transport

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
The local Transport Plan recognises the importance of local streets, roads and walking and cycling route in offering play opportunities for children of different ages and abilities			The Mid Wales Local Transport Plan 2015-2020 recognises the need to promote road safety training and cycle training .	The Mid Wales Local Transport Plan 2015-2020 does not directly acknowledge the importance of local streets, roads, walking and cycle routes as a means of	Propose future local transport strategies and plans to expressly consider and address the needs of children and young people and

				offering play opportunities.	use the data/intelligence gathered in Play Sufficiency Assessment to provide evidence of need.
The local Transport Plan identifies ways of assessing and addressing the needs of all groups including those which are often marginalised.			The Mid Wales Local Transport Plan 2015-2020 addresses a range of general access requirements and needs which will benefit all groups. Community consultation on public transport carried out during 2015.	The Mid Wales Local Transport Plan 2015-2020 lacks any explicit focus upon assessing and meeting the needs of children and young people.	

Health and Wellbeing

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
The Local Authority plans and agenda to promote health and well-being recognise the importance of play for children's and families' physical health and well-being			A multi-agency group meets to develop and implement the Healthy Weights Action Plan. This is focused on children and early interventions. Evidence based IY parenting programmes are		

			<p>funded and delivered across the county, targeted to those families accessing the early intervention service.</p> <p>MEND has been delivered in leisure centres across the county with positive results. This has recently been superseded by FRESH programme due to funding constraints. Evidence will be collated.</p> <p>5 x 60 Officers are now based within communities to encourage increased physical activity.</p> <p>Healthy Schools Initiative are rolled out to primary schools.</p>		
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Child Poverty

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
<p>The Local Authority's tackling poverty agenda and plans recognise the importance of ensuring that play opportunities are available to all families regardless of their income.</p>			<p>The Play Strategy supports the tackling poverty strategies in Flying Start areas.</p> <p>Play supports the delivery of IY programmes which are targeted in Flying Start areas.</p> <p>Flying Start areas are used to identify areas of deprivation. Any WG funding for Play activities and other support are focused on these geographical areas, as a priority.</p>		

Early Years/Childcare

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
Early Years, and Flying Start plans and services recognise the importance of play and contribute to the provision of rich play opportunities for younger children			<p>The current Flying Start plan acknowledges the importance of play opportunities; e.g. the importance of free flow play from indoors to outdoors.</p> <p>The Pre School funded settings in Powys follow the Foundation Phase Curriculum. The play opportunities are available in the continuous provision, enhanced provision and adult focus activities in both the indoors and outdoors.</p>		
The Childcare Strategy offers guidance to ensure local childcare providers understand the importance of and			The Childcare Strategy identifies that a business support service is offered to all providers, which includes a focus		

provide a rich play environment as a routine part of the care they provide			on quality of provision (including play). The Strategy also outlines that it will work with non-registered settings, to help them to become registered, which will help improve settings' play environments.		
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Family policy and initiatives

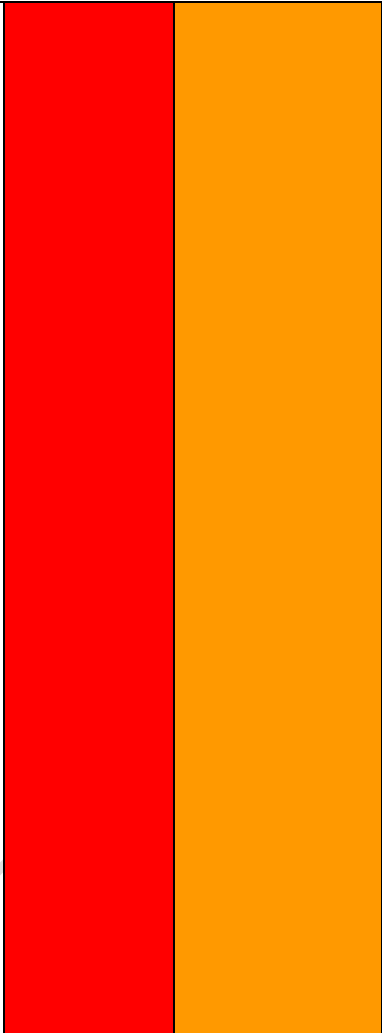
Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
Family support initiatives provide up to date information and support for parents to enable them to support their children to play			Early Intervention Services deliver programmes within Powys, including the Incredible Years programme and LAP/NAP, both of which are play based. These provide information to parents to support their children.		

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Inter-generational policy and initiatives

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
There are a range of play based approaches to inter-generational activity			<p>Some examples of intergenerational activity do take place, e.g. Stay & Play sessions, which offer those attending with a child the opportunity to interact with others.</p> <p>Some examples do take place at some locations, e.g. some play sessions encourage siblings to attend with their parents eg: Oriel Gallery, Newtown aimed at all members of the family.</p> <p>Play memories project about to commence funded via the Lottery Heritage Fund.</p>	Room for development of more projects across the county.	Develop more intergenerational projects across the county.

There is a creative approach to inter-generational activity which encourages better interaction between children of different ages



Some examples of intergenerational activity do take place, e.g. Stay & Play sessions, which offer those attending with a child the opportunity to interact with others.
Some examples do take place at some locations, e.g. some play sessions encourage siblings to attend with their parents.
Open access play sessions are equally open to children of any age.
PCC Housing department support Tenant Participation Panels which brings together representatives of residents to discuss and solve intergenerational issues.
Facebook page promotes community activities to appeal to all members of the community.

Community Development

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
The Community Strategy makes a clear statement regarding the rights of children to play within their communities			<p>There is no separate Community Strategy for Powys, as it is incorporated within the overarching One Powys Plan.</p> <p>The One Powys Plan references the UNCRC.</p> <p>The Powys Play Strategy makes a clear statement regarding the rights of children to play.</p> <p>As the overarching strategic plan for Powys the One Powys Plan includes the CYPP and Play strategies which specifically address this criteria.</p>		<p>Propose that the One Powys Plan refresh makes a clear statement regarding the rights of the children to play within their communities.</p> <p>Local Authority budget decisions in respect of the funding allocation for community grant schemes need to give appropriate regard to</p>
The Community Strategy supports communities to provide play opportunities for their children			The One Powys Plan has 'Stronger Communities' as one of its core programmes. The activity delivered in	The Local Authority's community grant schemes which can be used to assist communities to provide play	

			<p>support of this programme include a range of interventions which support the capability of communities to provide play opportunities. These include:</p> <ul style="list-style-type: none"> • Community asset and service transfers • Volunteer recruitment • Support to build communities capacity to develop and deliver services and to run physical assets <p>In addition the Local Authority's community grants scheme can provide funding for community groups and voluntary organisations seeking to establish or improve play spaces or provide play and recreational activities.</p>	<p>opportunities have experienced ongoing reductions to the amount of funding available due to financial pressures faced by the Council. This is mitigated to some extent by the information and support provided by the Local Authority and PAVO to communities seeking to access alternative grant funding sources.</p>	<p>their importance in enabling communities to provide play opportunities.</p>
<p>The Community Strategy makes a clear statement regarding how providing play opportunities</p>			<p>The One Powys Plan itself does not include such a statement, however it is underpinned through the</p>	<p>The One Powys Plan does not make the clear specific statement regarding how providing play opportunities</p>	

contributes to community cohesion			commitments within the content of the CYPP strategy and Powys Play Strategy	contributes to community cohesion	
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Community Safety

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
The Community Safety Strategy makes a clear statement which recognises the rights of children to play in their communities			<p>The Community Safety Strategy is now incorporated into the One Powys Plan, with the CYPP Strategy feeding into this.</p> <p>Children’s Rights (including article 31) are clearly reflected into the CYPP Strategy. Play has not been specifically prioritised within the One Powys Plan or CYPP Strategy. However, PCC has adopted the Powys Play Strategy and is reflected in plans and supports elements of initiatives.</p>		Cross reference and make links between the One Powys Plan & CYPP plans and the Powys Play Strategy.

The Community Safety Strategy includes actions which provide a safe environment for children to play in their communities			<p>The Community Safety Strategy is now incorporated into the One Powys Plan, with the CYPP Strategy feeding into this.</p> <p>Children's Rights are clearly reflected into the CYPP Strategy.</p>	<p>Feedback from surveys report key issues which prevent children playing:</p> <p>dog fouling lack of designated outdoor spaces in small rural communities. poor state of play equipment in designated play areas.</p>	<p>Propose that Town & Community councils are informed on the feedback from children & young people on their environment at a local level. Review feedback from children & young people in next survey.</p>

Health and Safety	
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Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
The Health and Safety policies explicitly recognise the value of children being able to experience risk and challenge			<p>PCC Health & Safety department have a schools template policy. This recognises that This template can be adapted by schools, for their own use.</p>	<p>Individual schools have high levels of concerns over health & safety issues.</p> <p>Schools feel that parents expect their children to be closer supervised than at</p>	<p>Agree with PCC H&S dept to discuss play time issues at any opportunity to support understanding the benefit/risk of play.</p>

			<p>Pupils</p> <p>Pupils, allowing for their age and aptitude, are expected to:</p> <ul style="list-style-type: none"> a) Exercise personal responsibility for the health and safety of themselves and others. b) Observe standards of dress consistent with safety and/or hygiene. c) Observe all the health and safety rules of the school and in particular the instructions of staff given in an emergency. d) Use and not wilfully misuse, neglect or interfere with things provided for their health and safety. 	<p>home. Parents bring insurance claims which takes up time and resource.</p>	<p>Provide schools with feedback data on health & safety risk regarding play.</p> <p>Raise awareness with schools on the benefit/risk of play times.</p>
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<p>The Health and Safety policies and procedures incorporate the risk-benefit approach to health and safety assessments as recommended by the Health and Safety Executive (HSE)</p>			<p>The PCC health & safety department responds to queries, carry out inspections on request, brief new headteachers. The H&S dept feed into the Education Dept's team meetings but focus on trends and buildings.</p>	<p>There is no specific reporting or monitoring of health & safety issues relating specifically to play.</p>	
<p>The Local Authority offers the provision of insurance through the Local Authority scheme to all third sector play providers and community councils</p>			<p>The local authority would not insure provision or play grounds/spaces delivered by any third parties. The third party would have to take responsibility for this.</p>	<p>Lack of information available for the local authority to take a forward a different policy.</p>	

General Comments: Play within relevant policy and implementation agendas

Please use this section to highlight successes of collaboration across policy areas to improve play opportunities.

examples:

The existence of the Play SMG and the multi agency development Play Strategy includes a range of departments within public sector bodies, Powys County Council, Powys teaching Health Board and the Third Sector. Representation and involvement of the 3 play networks/associations means that well informed communities are involved with strategic planning and decision making on issues around play.

The two conferences we held have been an opportunity for partners and stakeholders to come together to focus on specific tasks eg: the Powys Play Pledge: A Charter for Play and the risk/benefit position statement. This means that wider stakeholders are able to benefit from the learning opportunity of these conferences long after the events. These conferences provided an opportunity for a wide range of stakeholders to work together. A number of partners were able to visit Wrexham to see examples of good practice outside of Powys.

Health & safety remains an area of concern especially for schools. We are beginning to raise awareness of this and have open up more debates about the risks children/young people need to take in play. Though we have an agreed position statement on Benefit/Risk this remains to be owned by a wider range of partners/stakeholders to implement.

The additional funding from Welsh Government has meant that Powys wide projects have been able to be delivered in the communities where children/young people live. This has given us the opportunity to ensure that we can target those most in need in a coordinated approach.

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Conclusion

This section should identify the key priorities for the Local Authorities in accordance with the regulations and described in the Statutory Guidance.

SUMMARY OF OVERALL RAG STATUS ACROSS ALL MATTERS:

Matter A: Population

The Play Sufficiency Assessment should present data about the number of children living in the Local Authority to enable an assessment of their potential play requirements. The data should provide information about the numbers of children in different categories that may affect their play requirements. The data should also show if the area is classified as one of disadvantage/deprivation and whether a 5 year population projection is available.

RAG STATUS:

Criteria fully met.



Matter B: Providing for Diverse Needs

The Play Sufficiency Assessment should present data about how the Local Authority and partners aim to offer play opportunities that are inclusive and encourage all children to play and meet together.

RAG Status:

Criteria partially met.



Matter C: Space available for children to play: Open Spaces and Outdoor unstaffed designated play spaces

The Local Authority should recognise that all open spaces within their area are potentially important areas where children can play or pass through to reach other play areas or places where they go.

RAG Status

Criteria partially met.



Matter D: Supervised provision

The Local Authority should aim to offer a range of supervised play provision.


RAG Status

Criteria partially met. 

Matter E: Charges for play provision

The Local Authority should consider which play opportunities involve a charge and the extent to which the Local Authority takes these charges into account in assessing for sufficient play opportunities for children living in low income families as set out in the Statutory Guidance.


RAG status

Criteria partially met. 

Matter F: Access to space/provision

The Local Authority should consider all the factors that contribute to children's access to play or moving around their community.


RAG Status

Criteria partially met. 

Matter G: Securing and developing the play workforce

The Local Authority should provide information on the organisational structure of the policy area which manages the play agenda and the play workforce.

RAG status

Criteria partially met. 

Matter H: Community engagement and participation.

The Local Authority should consult widely with children, their families and other stakeholders on their views on play provision. It should also

promote wide community engagement in providing play friendly communities.

RAG Status

Criteria partially met. 

Matter I: Play within all relevant policy and implementation agendas

The Local Authority should examine all its policy agendas for their potential impact on children's opportunities to play and embed targets and action to enhance children's play opportunities within all such policies and strategies.

RAG Status

Criteria partially met. 

Page 380 KEY AREAS OF IMPROVEMENT ACHIEVED DURING 2013-2016

The following criteria moved from Red to Amber RAG status during the period:

Matter C: Space available for children to play: Open Spaces and Outdoor unstaffed designated play spaces

The Local Authority has introduced smoke-free playgrounds. The Local Authority has adopted a voluntary smoke-free ban in playgrounds. However, with more playgrounds being transferred across to community groups in the future town & community councils will be better placed to support this policy.

Matter I: Play within all relevant policy and implementation agendas

The Local Authority offers guidance to ensure schools understand and ensure that regular outdoor play is not curtailed. The Healthy Schools Initiative and the pilot play project have provided some good practice examples making use of a whole school approach. However, schools feel under pressure to deliver on academic achievement which could easily impede on play time. There are also concerns for schools around health and safety during playtimes. This raises the debate about how much adult intervention is needed within the "intrinsicly driven, child-led" play behaviour advocated by play work.

There are a range of play based approaches to inter-generational activity &

There is a creative approach to inter-generational activity which encourages better interaction between children of different ages

Opportunities have been built up between the community based play networks and other community groups to enable more projects to be delivered on a wider community basis. In addition, we are aware of the work of the Tenant Participation Panels supported by the local authority to help deal with competing needs of communities. Play Radnor have recently been successful in securing funding to run a Play Memories project to share the changing picture of play in living memory.

The following criteria moved from Red to Green:

Matter E: Charges for play provision

The Local Authority keeps records of the number of disabled children and those with particular needs. We now have detailed data on the children with disabilities collated and analysed to help with the strategic planning of services.

The following criteria moved Amber to Green:

Matter G: Securing and developing the play workforce

There is a comprehensive range of Continuing Professional Development (CPD) opportunities available for playworkers in the area. We have been able to take full advantage of Welsh Government funding to have a comprehensive range of Continuous Professional Development over the period. This has included two Conferences in Powys which has reached out to a wider range of stakeholders. A number of partners have been able to attend Play Wales national Conferences which provides an opportunity to raise standards, sharing good practice from across the world, UK and Wales. We have had the opportunity to visit other areas of Wales to see play areas in Wrexham. A wide range of training has been available: including play tasters aimed at volunteers and families through to level 2 play work qualifications.

There are a number of criteria within the Toolkit that was recorded as RED in 2013 and remain RED in 2016. These are:

Matter D: Supervision Provision

The Local Authority provides council premises and space free of charge to organisations which provide free (at the point of access) play provision for children

Matter E: Charges for play provision

The Local Authority provides subsidised transport for children travelling to play opportunities

The Local Authority considers children's needs to access play opportunities when making decisions about public transport planning and expenditure

Matter G: Securing and Developing the Play Workforce

The Local Authority has a staff development budget ring fenced for play, including playwork

Matter I: Play within all relevant policy and implementation agendas

The local Transport Plan identifies ways of assessing and addressing the needs of all groups including those which are often marginalised.

The Local Authority offers the provision of insurance through the Local Authority scheme to all third sector play providers and community councils.

It has to be noted that these criteria have significant financial implications and will remain especially challenging in the next strategic period. Overall in 2013 there were 18 criteria in RED with only 6 criteria in RED in 2016.

SUMMARY OF FEEDBACK FROM CHILDREN, YOUNG PEOPLE & FAMILIES

The aim/vision for the Powys Play Strategy states:

All children and young people in Powys will be satisfied with:

- The amount of time they have for playing
- The amount and quality of space they have available for playing
- And that they are supported by the adults, communities and services around them which foster a positive attitude children and young people's play opportunities.

The survey was framed to measure the above outcomes.

Children/young people satisfied with the amount of time to play:

How often do you play?	2013	2016
Most days	28%	23%
A few days	31%	25%
Hardly	29%	21%
Never	2%	5%
Don't play outside		5%
No responses:	12%	20%

Favourite Places to play:

Most popular places to play:

Garden & families gardens

Local grassy areas

Designated play areas

Least popular places to play:

Play areas with water/sand

Indoor adventure play areas

What stops you from playing/hanging out:

Same issues in 2013 and 2016 data

- No places/facilities for older children/teenagers
- Transport issues (can't get to places where friends are etc.)
- Parks - out of date and broken

New issues (2016 data)

- Dog fouling
- Not enough cycle routes/paths
- Traffic (too fast on certain roads/areas)
- No indoor facilities (not many said this)

We do not have enough feedback from children/young people to make any validated conclusions on if we have improved the opportunities for children/young people to play in comparison with 2013 and 2016. The action plan suggests that Play Networks and partners undertake broader annual survey/focus groups, to monitor the levels of satisfaction and measure outcomes.

The attached report displays the summary of surveys and collates together the supervision play provision available across Powys. We also have PAVO's report from the mapping of Youth Services from across Powys.



Data Analysis Report
2016.pdf

In addition, Tros Gynnal did a piece of work on children's voices. Their views on play are captured creatively in poetry:



Don't Ask a Lion
They Will Lie - Poetry

Much of the feedback received recorded a lack of satisfaction with the quality of designated play spaces. Keeping play spaces maintained will be a challenge in the future as the local authority transfer responsibility to communities. The survey also points out that children's/young people's favourite places to play are close to home and in their gardens.

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Similarly, the Children's Commissioner for Wales recent Wales wide survey *Beth Nesa? What Next?* has identified, amongst others, "*the importance of play and freedom and of leisure facilities in the local area*".
Providing support to communities to help maintain their public spaces and make the best use of this provision would seem to be a priority area to focus on. Continuing to support settings and communities with training, resources and continuous professional development will entirely depend on the level of funding that can be sourced from various income streams.

Way forward

This section should briefly introduce the Action Plan which sets out what steps need to be taken to improve the opportunities for children to play within the Local Authority area, including what mechanism and criteria were used to agree and prioritise actions. It should also describe the actions the Local Authority will take with regards to change in infrastructure, partnership working or mechanisms to ensure that it is well placed to deliver on the duty to secure sufficient play opportunities.

As part of the whole commissioning cycle this Play Sufficiency Assessment has been an exercise in *reviewing* the work and activities over the past 3 years. The process has also started mapping and gapping demand/supply in the *analysing* stage, ready to start more detailed planning in the next strategic period. More detailed and ongoing research will help to collect data to identify validated evidence of need. The emerging trends will help to guide the implementation of the Powys Play Strategy:

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Play Strategy OCT
14 Final.pdf

Children's access to play faces considerable challenges over the next financial and strategic period. Play is often seen as an "added extra". An activity which can only be paid for once all other essential expenses are covered. Do we view that play is funded from "disposable income" before we can justify spending on play?

Under the UNCRC, article 31 children have the right to rest, play, leisure, recreation, sport, art & culture. There is a wealth of research available nationally which provides an evidence base of the positive outcomes that children/young people gain from accessing their right to play, leisure and recreation. In Powys, we are signed up to the policy of early intervention and prevention. This was recognised by Lloyd George:

"The right to play is a child's first claim on the community. Play is nature's training for life. No community can infringe that right without doing deep and enduring harm to the minds and bodies of its citizens"

As a county we will need to invest some funding in developing opportunities for our children to play/hang out. This funding will have to be attained from a wide variety sources including:

- Local Authority & Welsh Government grants and revenue support grant
- Town & community councils precepts
- Charitable Trusts & Grants
- Local businesses & sponsorship
- Community fundraising
- Self-funded by families

It's not just money though that will support children/young people to access their right to play. A positive attitude towards our children/young people will help to eliminate barriers, as adults we inadvertently put in place. In the Powys 2013 Play Conference Stuart Lester encouraged us to *maintain the dialogue* and that:

Consultation and participation with children helps communities, organisations and partnerships to build “Collective Wisdom” in considering the ways in which the conditions for children’s play are inhibited or enhanced.



Conference
Report.pdf

We have a number of partners and stakeholder in Powys that are committed to support children and young people access play. Future funding for supporting an infrastructure may mean that there is less coordination and fewer opportunities to raise the standards in play work

to really make the most of children's playful behaviour.

The action plan has identified many ways in which we can support playing opportunities, many of them using existing or little additional resource. Much of the actions are about partners working together, engaging with communities to value and invest in our children and young people. The action plan identifies a range of partners and key stakeholders who are in a position to take forward actions independently.

From the feedback of the surveys, focus groups and analysis of the criteria, the following four main objectives will help to enhance playing opportunities in the future.

- Supporting communities to make best use of their public open spaces to encourage and enable children and young people to play/hang out in their local communities.
- Debating issues around health & safety and behaviour in relation to the level of adult intervention needed to achieve child led play experiences.
- Investing in continuous professional development within the children/young people's workforce and wider stakeholders. Identify Play Champions who will advocate for our children's right to play.
- Tackling the transport difficulties that children & young people have to access their right to play.

Partnership Structures:

The Play Strategic Management Group can continue to meet together under the leadership of the local authority. In order to keep progressing at a local delivery level the infrastructure of the Play Networks/Association will be essential in the co-production of play provision. Without these Networks, making links at grassroots level, providing advice and developing play projects with other community focused groups there will be little support to achieve the actions.

Facilitation for the Strategic Management Group may not be necessarily available. Therefore, the purpose of identifying key roles within the

local authority departments will mean greater ownership at operational level. It is proposed that Play Champions from across the local authority can come together to review progress and move forward on the plans for play. They would only need to meet every 9 months, or so, over the next 3 year period. Funding for the facilitation and research/reporting on the Play Sufficiency Assessment will be reliant on additional funding sources.

Signed:

Date:

Play Sufficiency Action Plan

Actions to be taken to address the issues / shortcomings recorded in the Play Sufficiency Assessment

Proposed actions for the period of 1st April 2016 – 31st March 2017

(Funding source: funding from Local Authority own budgets and to be included in the Single Integrated Plan).

Matter	Priorities	Targets	Milestones	Resources, including costs	Funding source (new or existing funding streams)
Statutory Guidance-policy framework	Identify named roles within Local Authority, Health Board and third sector to champion play to engage with planning and coordinating play.	All departments listed in PSA have a named role attached. 50% of Town & Community Councils have an identified Play Champion	50% of roles identified and engaged in the process. 25% of Town & Community Councils have an identified Play Champion	Officer Time.	Families First. Community Enablement Grant. Other trust funding to be identified.
Matter A: Population	CYPP, PAVO, Play Networks and other	Data Sets		Officer Time	Families First funded projects

	partners to house key data available for all stakeholders to access to help all organisations with planning of play activities/ opportunities. eg: Powys 50 Facts. PSA, Childcare Sufficiency Refresh, JSNA.	available via key partners websites		(CYPP, PAVO, PCC, Play Networks, town & community Councils)	
Matter B: Providing for diverse needs	Annual survey of children/young people to find out from across more communities. Target different communities each year, over a 3 year period. Disseminate highlighted findings from PSA to key stakeholders. Suggest key actions	500 children & young people surveyed over 3 year period. Key Actions Adopted by	150 in year 1 (North Powys) 150 in year 2 (Mid Powys) 150 in year 3 (South Powys) 70 Children with Disabilities & other additional needs. Report disseminated	Officer Time (Schools, Play Networks, other providers, PAVO, CYPP, PCC) Officer Time Via CYPP	Families First funded projects Existing Local Authority grant funding Existing resource

	<p>for organisations, agencies and strategic partnerships to adopt.</p> <p>Re-commissioning of access support service (combining Referral Scheme and Community Support Service for CWD) due to take place Spring 2016.</p>	<p>partners.</p> <p>Service commissioned</p>	<p>Capacity Building for settings incorporated into new contract to support CWD to access universal provision.</p> <p>It is anticipated that gaining a baseline of the standard of universal provision will be part of the recommissioned disability support service.</p>	<p>Officer Time (CYPP, IDS)</p>	<p>Families First funding + existing LA funding</p>
	<p>Recommend that PCC Workforce Development keep detailed records of training accessed by individuals in Care,</p>	<p>Registered Play Workers in Powys.</p>	<p>Establish register of workforce accessing training.</p>	<p>Officer Time (PCC training unit, CYPP, PAVO)</p>	<p>Existing Resource</p>

	<p>Play and Youth Work Sector.</p> <p>Recommend that Integrated Disability Services Thematic group review traffic and transport initiatives in the next strategic period.</p>	Traffic & transport initiatives reviewed.	Recommendation made and received by Integrated Disability Service	Officer Time (CYPP, PCC, IDS)	Existing Resource
Matter C: Space available for children to play	<p>Once existing provision across the County has been assessed the LDP will seek to help to address any issues arising through specific policies, if seen as necessary</p> <p>Make use of existing resource to support community groups to assess and make</p>	<p>Raise any issues with key partners.</p> <p>CATs: Upto 12 Community Groups</p>	<p>Issues identified via the LDP</p> <p>Clear development support package promoted to Community Groups.</p>	<p>Officer Time (CYPP, PCC, PAVO, Play networks, Town & Community Councils)</p> <p>Officer Time (PCC, PAVO, Play Networks)</p>	<p>Existing Resource</p> <p>Existing Resource</p>

	<p>safe public spaces</p> <p>Recommendation to Town & Community Councils to adopt a policy of making public play spaces Smoke Free Play Areas</p>	<p>Supported.</p> <p>Town & Community Councils adopt policies of Smoke Free Play areas</p>	<p>Invite all Town & Community Councils to adopt the policy.</p>	<p>Officer Time (CYPP, THB, PAVO, Town & Community Councils)</p>	<p>Existing Resource</p>
	<p>Recommend to PCC Tenant Participation Panels to sign up to the Powys Play Pledge and assign a Play Champion.</p>	<p>100% Tenant Participation Panels sign up to Play Pledge & assign a Play Champion</p>	<p>Invite all Tenant Participation Panels to sign up Play Pledge etc.</p>	<p>Officer Time Via CYPP</p>	<p>Existing Resource</p>
	<p>Recommend that play areas in schools in remote villages are considered when they are closed. Add into impact assessment when considering</p>	<p>School play areas are considered when remote village school are closed.</p>	<p>Incorporated clearly and specifically within the Impact Assessment.</p>	<p>Officer Time Via: CYPP</p>	<p>Existing Resource</p>

	closing school. What could be saved, alternative options of accessing the outdoor play space?				
Matter D: Supervised provision	<p>Recommend that PCC incorporate the requirement to provide a rich play environment into any contracting arrangements with providers. Ongoing monitoring of these contracts will provide data.</p> <p>Recommend that any contracted services sign up to the Powys Play Pledge: Charter for Play.</p> <p>Community Play Networks/ Associations are enabled to provide</p>	<p>Contracts include references to a rich play environment, sign up to Powys Play Pledge: Charter for Play</p> <p>Sustainable Community</p>	<p>Incorporated into future contracting arrangements.</p> <p>Provide sustainability</p>	<p>Officer time (CYPP)</p> <p>Officer Time (PAVO, Play Networks, PCC)</p>	<p>Existing Resource</p> <p>Financial Strategy: Local Authority Town &</p>

	<p>specialist play advice, resources and play workers to community play providers.</p> <p>Changes in CSSIW registration requirements to under 12s: Annual review of funding available to provide support to meet requirements via CYPP.</p> <p>Quality Assurance of settings/provision: Recommend that each key partners feed in their data to a central portal.</p> <p>Recommend that Play Networks /Associations & town & community Councils monitor impact of</p>	<p>Play Networks /Associations</p> <p>Review funding and demand levels.</p> <p>All settings with QA are recorded.</p> <p>Impact on play provision monitored.</p>	<p>support and resources</p> <p>Annual review of funding available.</p> <p>Establish QA field on database of provision.</p> <p>Make recommendation to Play Networks & Town & Community</p>	<p>Core funding investment of £50,000 approx</p> <p>Officer Time (CYPP)</p> <p>Officer Time (FIS)</p> <p>Officer Time (Play Networks, Town & Community</p>	<p>Community Councils Trusts/Grants Self Funded</p> <p>Existing Resource</p> <p>Existing Resource</p> <p>Existing Resource</p>
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	<p>costs for spaces available for open access play.</p> <p>1) Record any service cuts and the impact on children & young people to access Core Aim 4, article 31.</p> <p>2) Ensure that where services/facilities are being transferred to other agencies or communities for delivery, that the transfer arrangements (and any ongoing support mechanisms) appropriately reflect the necessary commitments and obligations to maintain the provision of structured recreational activity</p>	<p>Impact recorded</p> <p>See Matters C & D</p>	<p>Councils ready to feed into next PSA</p> <p>Service cuts recorded.</p> <p>1) Ongoing promotion activity for play and the Powys Play Pledge</p> <p>Matter C: Clear development support package promoted to Community Groups</p> <p>Matter D: Provide sustainability support and resources for Play Networks/Associations</p> <p>2) Utilise the Local Authority's Community</p>	<p>Councils, PAVO)</p> <p>Officer Time (CYPP, PCC, PAVO, Play networks, Town & Community Councils)</p>	
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	<p>for children.</p> <p>3) Ensure recommendations/actions arising from public consultation upon 'Active Travel' routes reflect the needs of children's access to play and recreational activities.</p>	<p>Children's needs to access play and recreational activities are clearly acknowledged</p>	<p>Delivered Services agenda as a vehicle develop Town & Community Councils' understanding of the provision of local play amenities and opportunities.</p> <p>Active Travel routes recommendations are considered.</p> <p>Consultation of Active Travel. Findings/ recommendations to help plan services for children.</p> <p>Over a 2 year period integrated maps for settlements of 2000+ people will</p>		
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	<p>4) Ensure that any restructuring of open access Youth Club provision in 2016/17 supports a level of opportunities for children's recreation and association that is equivalent (if not better) than that provided through the current model of provision. Publish feedback report on Review impact of LAPA funding reductions in 2017.</p>	<p>Young People are able to access leisure & recreation provision across the county.</p>	<p>be provided. Review consultation on Active Travel recommendations Monitor provision and demand.</p>		
<p>Matter E: Charges for play provision</p>	<p>1) The implications for reduced access to play opportunities</p>	<p>Children's needs to</p>	<p>Make recommendation to</p>		

	<p>arising from reductions in the number of public bus services subsidised by the Local Authority, need to be demonstrably considered within the decision making processes regarding subsidised public transport provision.</p>	<p>access transport for playing opportunities are considered.</p>	<p>consider children's needs and evidence when decision making.</p>	<p>Officer Time. (PAVO, PCC, CYPP)</p>	<p>Existing Resource to consider evidence of need.</p>
<p>Matter F: Access to space/provision</p>	<p>1. Improve links needed between PCC's RSU and Highways Department and the Powys Play SMG to support decisions upon road safety measures are appropriately informed by and supportive of, the need for children to be able to play outside safely.</p> <p>2.</p>	<p>Links between Play & RSU/ Highways are improved.</p>	<p>Cases are shared between Play SMG & RSU & Highways to problem solve with communities</p>	<p>Officer Time (PAVO, Play Networks, PCC)</p>	<p>Existing Resource</p>

	<p>Recommendations/actions arising from public consultation upon 'Active Travel' routes reflect the needs of children's access to play and recreational activities.</p> <p>3. Ensure Local Authority decisions regarding transport routes and expenditure for public transport services include demonstrable consideration of children and young people's needs to access play opportunities.</p>	<p>Identified Actions are implemented.</p> <p>CYP needs and evidence are considered.</p>	<p>Identify and share actions from Active Travel consultation.</p> <p>Make recommendation to consider children's needs and evidence when decision making.</p> <p>Ensure Community Transport services are supported to improve the availability and accessibility of their services for children and young people seeking to access play opportunities</p>	<p>Officer Time (PAVO, PCC, Schools, Play networks)</p>	
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<p>Matter G: Securing and developing the workforce</p>	<p>Recommend that PCC Workforce Development Unit collect data across whole child/young people workforce: Childcare, Play & Youth to develop a flexible and holistic approach.</p> <p>Develop & implement sustainable Financial Strategy for Workforce Development</p>	<p>Register of Play Workers in Powys.</p> <p>Fully implemented Financial Strategy.</p>	<p>Establish register of workforce accessing training.</p> <p>Financial Strategy developed across partners.</p> <p>LA has a staff development budget ring fenced for play, including playwork.</p>	<p>Officer Time (PCC Workforce Development)</p> <p>Officer Time (Play Networks, DPF, PAVO, PCC)</p>	<p>Existing Resource</p> <p>Existing Resource to complete financial strategy</p>

Matter H: Community engagement and participation	Promote the Powys Play Pledge across partners.	Increased levels of sign up to Powys Play Pledge by individual organisations/ services.	Promote the Powys Play Pledge	Officer Time (PAVO, PCC, Play Networks, DPF)	Existing Resource.
Matter I: Play within all relevant policy and implementation agendas	<p>1) Identify named PSB member to act as a champion for play as part of the restructuring of the LSB to PSB in 2016.</p> <p>Education & Schools: Propose to PCC Schools Service that feedback from children/young people is collated on their views on school break times. Benefits to wellbeing elements in Estyn Inspection</p> <p>Propose: survey schools to monitor action & identify needs for access to</p>	<p>Identified named PSB member to champion Play.</p> <p>Views of children & young people on their break times, access to outdoor play and levels of walking/</p>	<p>PSB invited to name member to champion Play.</p> <p>Schools are provided with surveys & engagement material to collate views.</p> <p>Schools & School Councils canvass views.</p>	<p>Officer Time. (PCC)</p> <p>Officer Time: PAVO, CYPP, Schools Services.</p>	Existing Resources.

	<p>school grounds and levels of walking/cycling to school and levels or outdoor play. Benefits wellbeing elements in estyn inspection.</p> <p>Town & Country Planning Propose that LDP incorporate data and intelligence collated for the Play Sufficiency Assessments</p> <p>Traffic & Transport Propose future local transport strategies and plans to expressly consider and address the needs of children and young people and use the</p>	<p>cycling are collated.</p> <p>LDP take into account outdoor play needs of children.</p> <p>Transport plans expressly consider the</p>	<p>Play Networks able to provide specialist support to meet identified need.</p> <p>Provide evidence collated as part of PSA to support the LDP.</p> <p>Provide the data collated as part of PSA to inform future Transport plans.</p>	<p>Officer Time. (PAVO, LDP)</p> <p>Officer Time. (CYPP, PAVO, PCC Transport)</p>	
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	<p>data/intelligence gathered in Play Sufficiency Assessment to provide evidence of need.</p> <p>Intergenerational Projects</p> <p>Develop the potential for more projects across the county</p> <p>Community Development</p> <p>Propose that the One Powys Plan refresh makes a clear statement regarding the rights of the children to play within</p>	<p>needs of children & young people.</p> <p>2 more intergenerational projects developed.</p> <p>Clear statement in One Powys Plan regarding the right to play, leisure & recreation</p>	<p>Working group with Housing & Play Networks established. Play Networks secure grant funding for projects.</p> <p>Cross reference and make links between the One Powys Plan & CYPP plans and the Powys Play</p>	<p>Officer Time (PCC Housing, Play Networks)</p> <p>Officer Time: PSB</p>	
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	<p>their communities.</p> <p>Local Authority budget decisions in respect of the funding allocation for community grant schemes need to give appropriate regard to their importance in enabling communities to provide play opportunities.</p> <p>Propose that Town & Community councils are informed on the feedback from children & young people on their environment at a local level.</p> <p>Health & Safety Agree with PCC H&S dept to discuss play</p>	<p>(article 31)</p> <p>Play is considered in budget decisions.</p> <p>Issues raised in feedback are responded to.</p> <p>Schools</p>	<p>Strategy.</p> <p>Evidence of need collated within PSA helps to inform budget decisions</p> <p>Disseminate findings from PSA evidence of issues to partners.</p> <p>Review feedback from children & young people in next survey</p> <p>Provide schools with feedback data on health & safety</p>	<p>CYPP</p> <p>Officer Time: (PAVO, PCC)</p> <p>Officer Time: (PAVO, Town & Community Councils)</p> <p>Officer Time</p>	
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	time issues at any opportunity to support understanding of benefit/risk of play.	enable risky play.	risk regarding play. Raise awareness with schools on the benefit/risk of play times.	(PAVO, PCC, Schools)	
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DRAFT

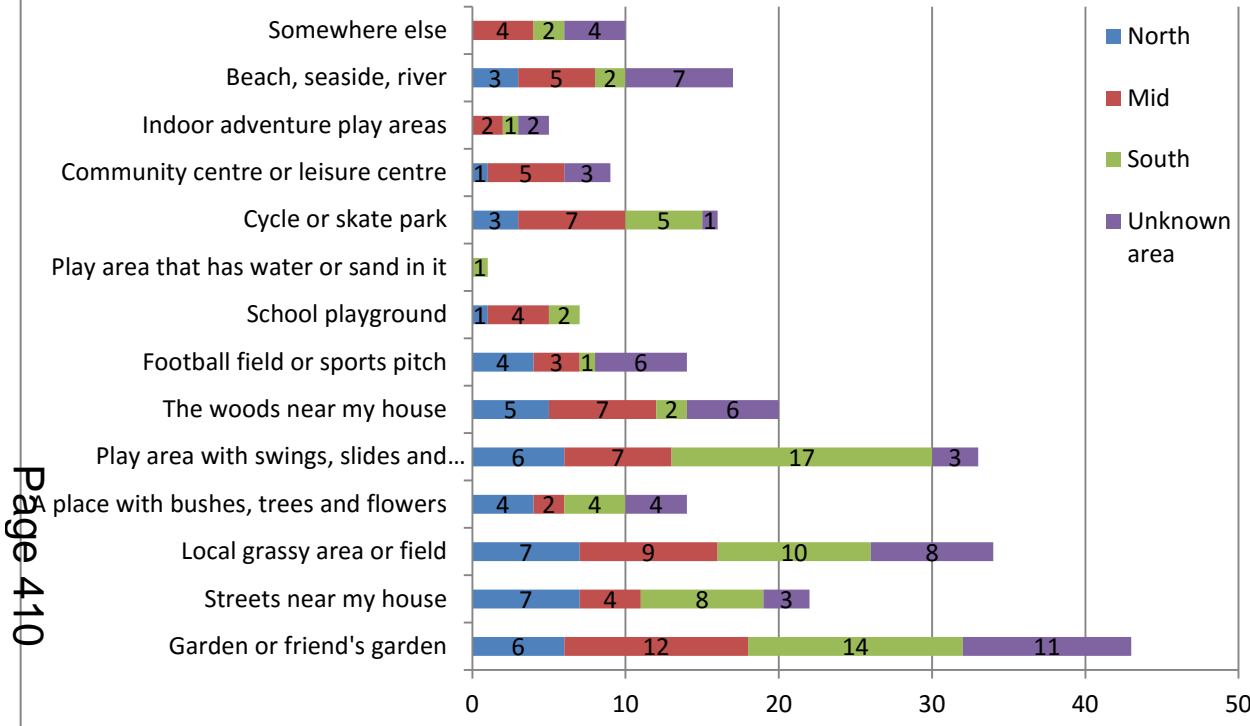
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POWYS PLAY SUFFICIENCY ASSESSMENT

Data analysis of children, young people and families surveys and playing provision. Includes comparison with 2013 data.

*Data Collection & Analysis
2016*

Where is your favourite place to play or hang out in your neighbourhood when you have free time?



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Comments for somewhere else (unknown area)

Child: Friends' house

Child: Live on farm

Child: Tennis courts

Child: Youth Club

Comments for somewhere else (Mid Powys)

Adult: We have a pub in the village with a play area, otherwise they are not allowed to go out and play in the fields and woods around the houses, so have to wait until taken to organised activities in Built Wells (2 miles away on busy main road not suitable to walk).

Adult: The children that come to Ashfield really love playing in the small children's garden provided by Play Radnor and also at the forest school site provided by Local Roots down by the stream and under the trees.

Child: The lakeside

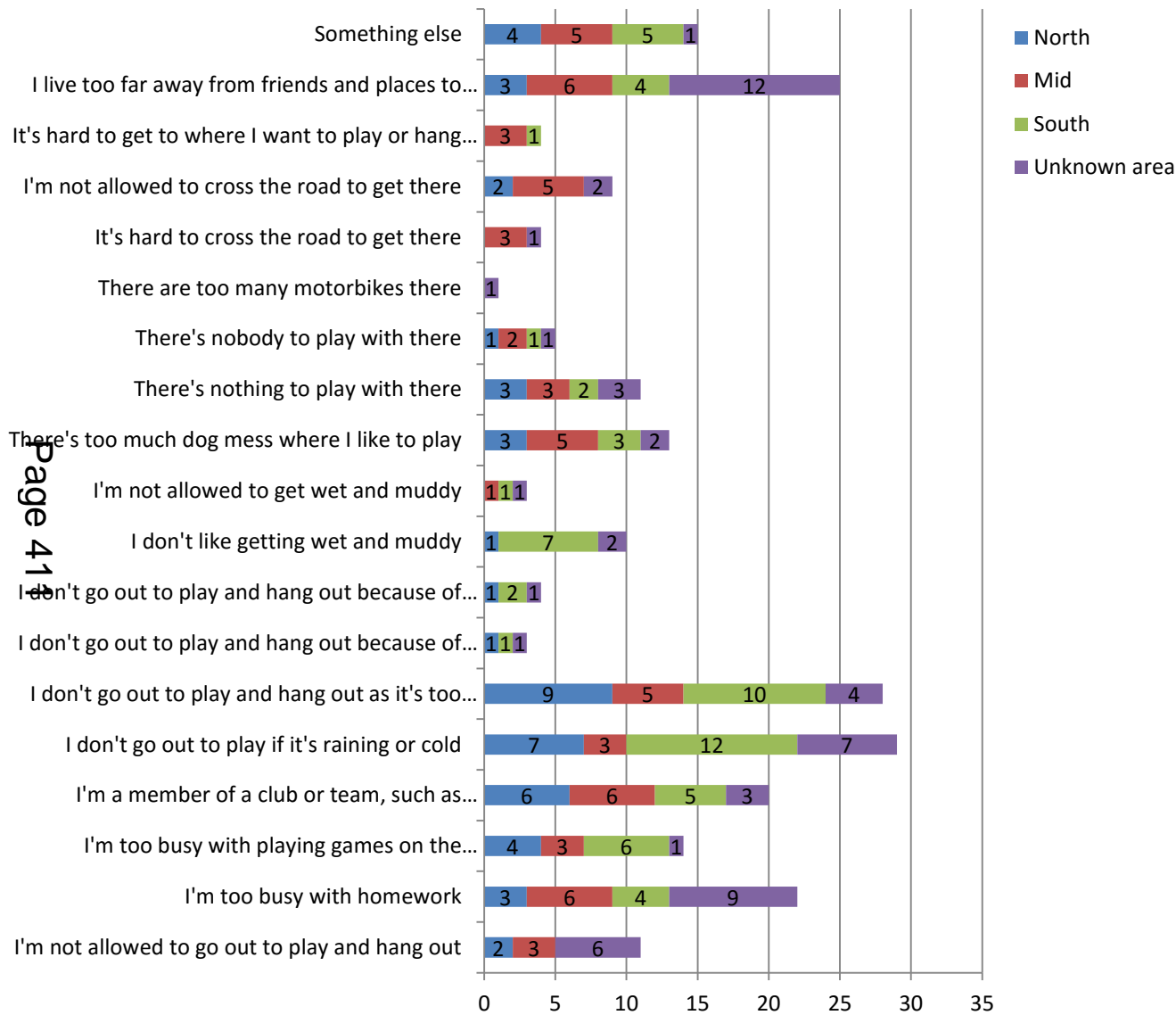
Child: Friends' houses

Comments for somewhere else (South Powys)

Adult: Not allowed to go out to play and hang out

Adult: Local farmers field due to no local council area/park.

What stops you playing out?



Comments for Something else (North Powys)

Child: If I'm grounded I can't go out

Child: My friends live too far away

Child: Friends don't always want to hang out - prefer Xbox type games

Child: Attitude of adults, get chased away from places or we feel nervous near adults.

Comments for Something else (Mid Powys)

Adult: Need to be supervised at all times

Adult: Have a learning disability and cannot safely play out without an adult

Adult: Some of the children that come to Ashfield to play say that their friends would also like to come but are not able because they can't get here. Others are not allowed to get wet and muddy. Local Roots is not able to run their outdoor play club after school after the clocks go back in October as it's too dark.

Child: There is a lack of transport to get around to visit friends. We live a village only 2 miles away from Builth but because the road is too dangerous to walk or cycle it's not easy just to drop into see friends.

Comments for Something else (South Powys)

Adult: Child with additional needs requiring constant supervision

Adult: Needs supervision

Adult: Small hamlet doesn't have the facilities for outdoor play for anything other than very small children at the soon to be sold(?) school playground. Parents have to drive into Hay to enable children to meet up with other children same age.

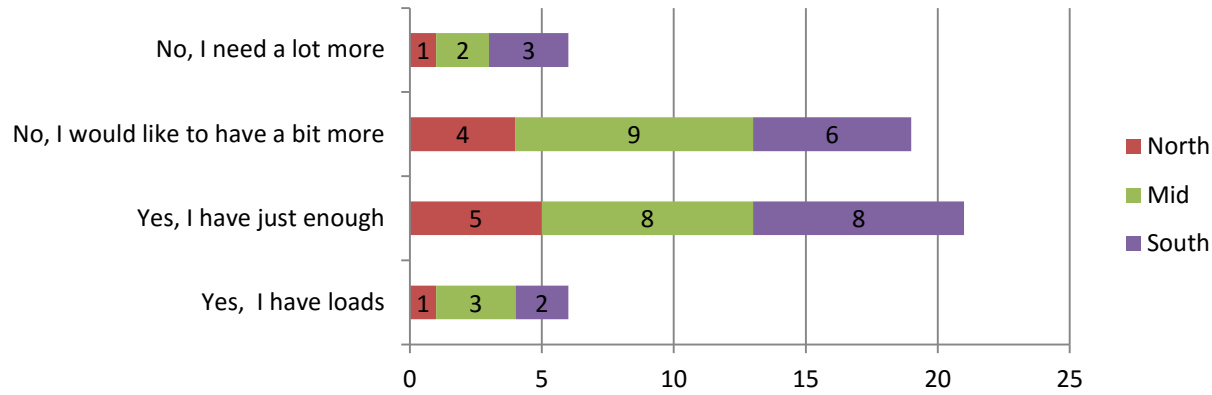
Adult: Need to be accompanied by an adult

Adult: Only allowed to play very close to home too much traffic, speeding fear of "stranger danger"

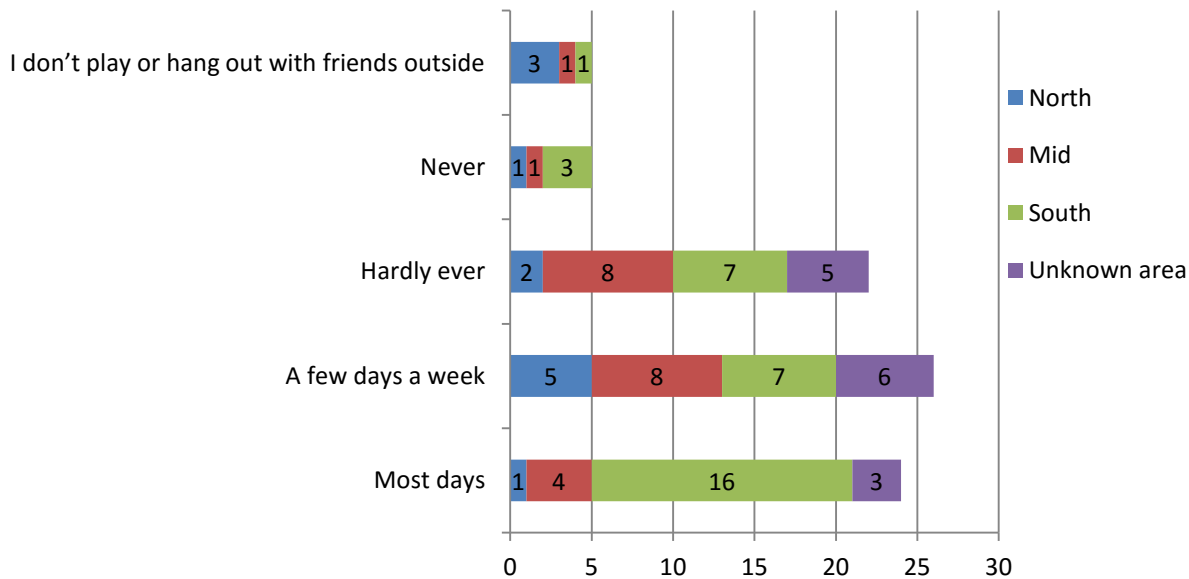
Comments from Young Carers: (Comments collected from interactions with Young Carers – not necessarily incorporated into the data survey results above)

- Lack of free time due to their caring role.
- Lack of playing within the family if disability or illness affects parents/siblings ability to do this.
- Transport to access community events, clubs etc.
- Lack of access to afterschool sports and recreation clubs, often due to responsibilities and/or lack of transport.
- Isolation, living in remote areas.
- Feeling different, making it harder to be a part of peer groupings. Also can be linked to lack of confidence and self esteem
- Being unaware of the importance of play and recreation for their health and wellbeing.
- Lack of awareness in wider community.

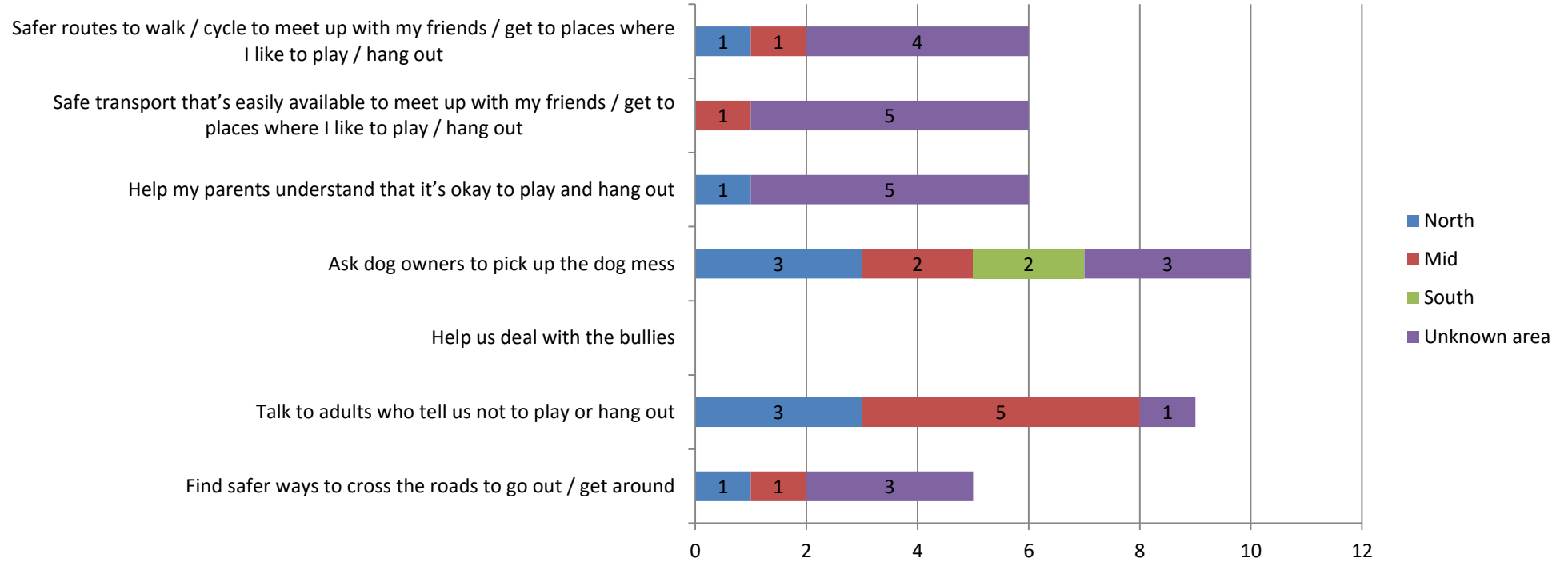
Do you think you have enough time for playing or hanging out with friends?



How often do you go out to play and hang out with friends?

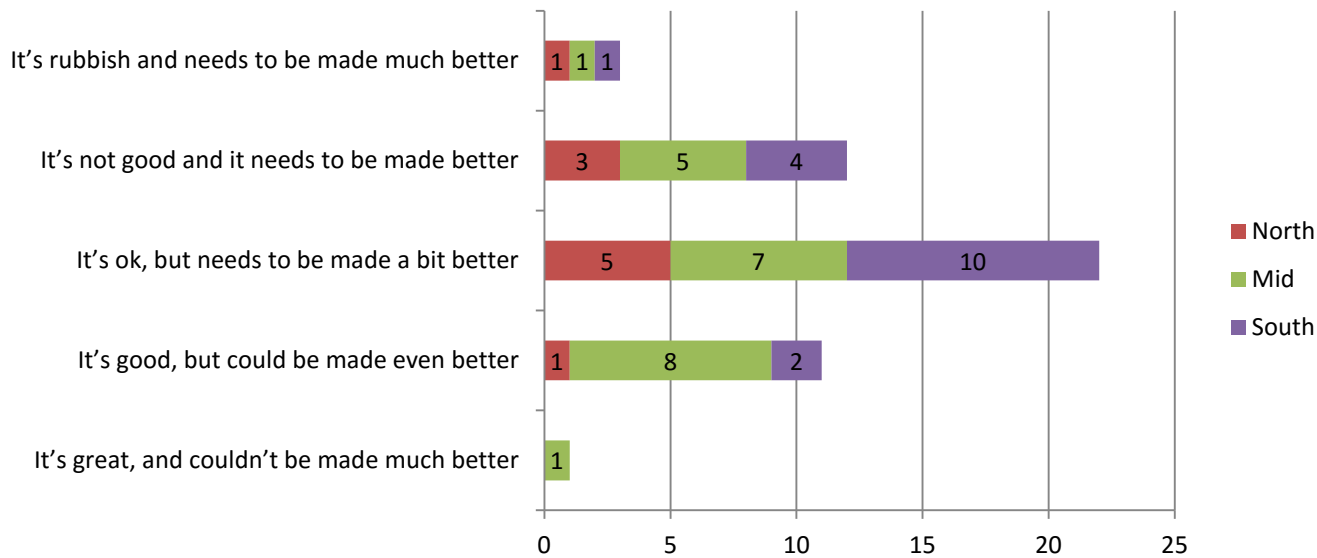


How can we help you to play and hang out more often?



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Overall how good are your children's opportunities for playing out in Powys?



What could we do to help improve your children's opportunities for play?

Comments from North Powys

- **Cycle paths** away from traffic,
- A lot of the **play areas** need upgrading or painting.
- Better crossing for pedestrians on main A483 in village would be a much safer way for children to **access playground**, skate park etc.
- **more to engage older children**, new parks were built on our estate but were for the little children, there is **also a lot of rubbish and dog fouling** around
- **Play centres for older kids**
- Volunteering opportunities that are 'sold' in a fun way
- Well maintained and exciting **parks to play in!** Other areas of Newtown seem to have adequate parks to play in, Treowen does not!
- There are two **play areas** near my house, that should be play areas but the council did not make sure the builder completed them. The builder has now left and gone bankrupt. (Even though his company are still operating in Newtown). **The two areas are now dog toilets.**
- The skate park in Newtown is well used and children love it. It would be good to have another similar area in another part of town. There needs to be more upkeep of the areas that there are. **Also the needs of older children are not catered to.** An outdoor climbing area, for example.
- Improve the playing fields, cut the grass. Ensure **dog fouling** is punished properly
- Fix the broken **play areas** where I live. I live right by a park but there is nothing in it, it's all broken it makes me sad.

Comments from Mid Powys

- The Builth Wells **play area** needs a real overhaul. It is poorly maintained and needs updating, painting, grass cutting more frequently. When we go to towns like Aberystwyth and use their play facilities, we realise just how poor the one in Builth is. I would like to see improvements in Builth and a **really good park** would make such a difference.
- **Accessible activity areas** in villages with play equipment like large stones/rocks, nets, and wheelie bins with play equipment in them.
- **Maintain Park** - green spaces
- Better, safer **cycling paths**

- really needs supervised places to play, as not safe to play alone due to disability
- Lots of amenities require travel to get to - it isn't always possible to be the parental taxi service to make those journeys.
- More accessible areas free of **dog mess**, in walking distance with no main roads to cross.
- Make local roads (main, as well as within villages) safer by **slowing traffic** - cars, delivery vans and tractors race around our village making walking with kids and bikes dangerous.
- Improve **local playgrounds** - many of which are uninspiring. We mainly travel to playgrounds in neighbouring Shropshire.
- small local **parks** are getting more and more run down (equipment taken away and not replaced when broken, old stuff with no imagination) - can't always drive into Llandrindod or other larger towns - looking at parks in Aberystwyth and England, our kids are missing out on imaginative, stimulating **play equipment** that would make them want to stay and play longer
- **dog fouling** problems in open spaces
- speed of **traffic/visibility**
- More transport available and better space to be able to move around on **foot and cycling**.
- Make some better **play areas**, the play ground near the lake in Llandrindod could do with a better toddler play area.
- Improving the quality of the **local park** because the swings and spinner are broken.
- Create a central **playground** with good quality range of activities, swings, slides, mega plus things very small children and lots of seating for Mums and Grannies. The only **playground** is right on one edge of town and very isolated. Does not feel very safe to let 8 and 9 year olds to go there unattended especially as most of the play equipment is broken
- Herefordshire **playgrounds** are much better equipped with a great range of activities which include all abilities. Roundabouts with wheelchair access etc. as standard.
- The local **playground** is near our house but the equipment is very dated. The equipment is often broken/not there and the wooden planks used to surround the chippings are rotten and dangerous. There is also nowhere to sit apart from a broken bench!
- More facilities, improvement to existing facilities,
- Invest in **playgrounds**, stop leaving equipment to rot or concentrating only on major towns

Comments from South Powys

- My son has special needs and I would just like to have a nice place to go without **dog mess**, teenagers drinking/taking drugs. He loves the outdoors but we usually travel to Talybont on usk as the **play area** there is excellent and lovely and clean. The facilities in the Uplands are terrible. **Dog mess**, drinking, drugs, litter and useless play
- Making attractive park **play areas** for **young teenagers** a skate ,roller blade park and decent play surfaces needed at leisure centre to make playing sport available in Crickhowell area
- Children are in school all day ,reduce homework and encourage physical activity after school
- We need more activities to **engage young minds** and bodies. For example bike tracks /adventure **playgrounds** and creatively managed indoor spaces.
- More adventure style **play areas** such as the style at Garwanant or Pontypridd
- Help with getting updated **play equipment** - we rely on local groups to fundraise and most of the play equipment is now high risk its so out of da
- Powys CC makes no provision for **play** in Talybont at all.

Comments from unknown areas

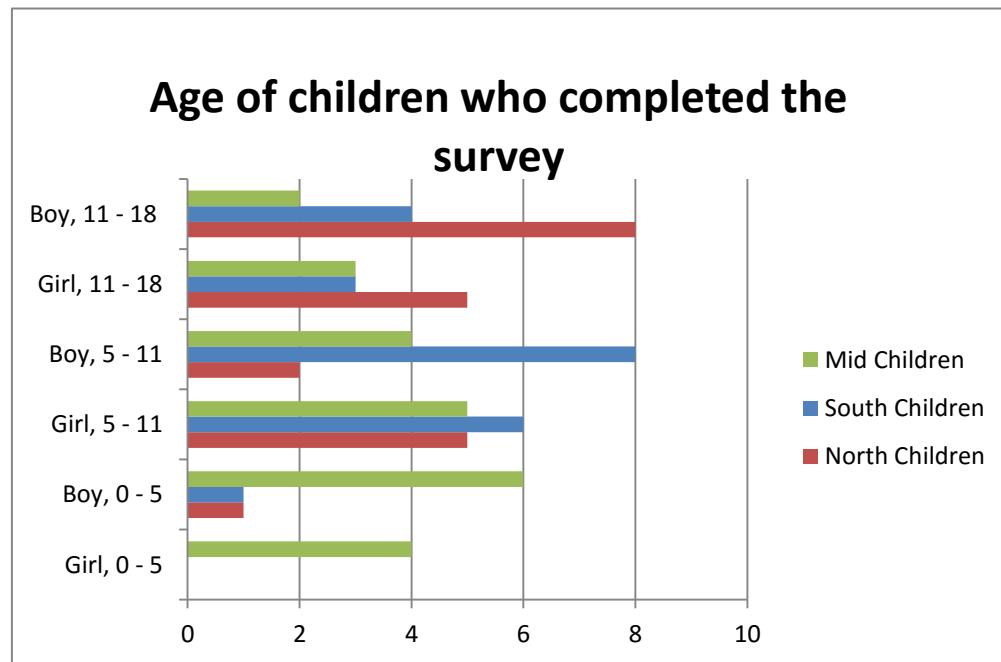
- More **play facilities** or areas to hang out
- better **playground** equipment - if its broken or old don't just take it away and leave a gap - put something new and exciting to play on
- The local **park** is too far away for us to go to on our own and the things are all old - when they break they get taken away and a gap left or just a cheap bench put in. Other places I go like Aberystwyth have brilliant play areas.
- I think more **indoor facilities** would be of great benefit to young people in my area.

Comments from Young Carers: : (Comments collected from interactions with Young Carers – not necessarily incorporated into the data survey results above)

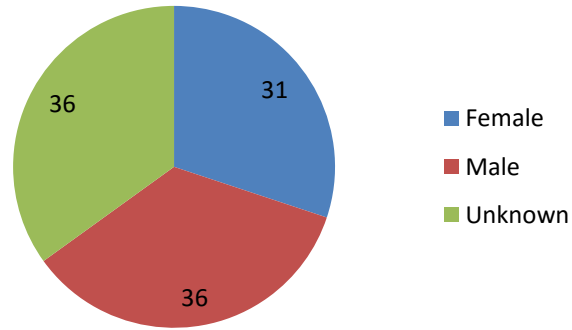
- Better family support to allow Young Carers to access respite opportunities.
- Confidence building.
- Peer support to improve friendships.

- Increased awareness so that Young Carers don't feel so different to their peers (many report that our Young Carer groups are the only place that they can really be themselves)
- Transport solutions to allow better access to clubs, recreational spaces and opportunities. Cost and availability not to be a barrier.
- A range of affordable, accessible and rewarding recreational and voluntary opportunities, which reflect the needs of Young Carers and that they are given particular encouragement to take them up.
- Schools and community groups (inc children's clubs) are aware of Young Carers and work with them to help them to be able to participate around their caring role.
- Young Carers are consulted and listened to about decisions on recreational provision, particularly focussing on what they most enjoy and involving them in the planning where possible.
- Awareness raising amongst Young Carers about the importance of play to their health and wellbeing.

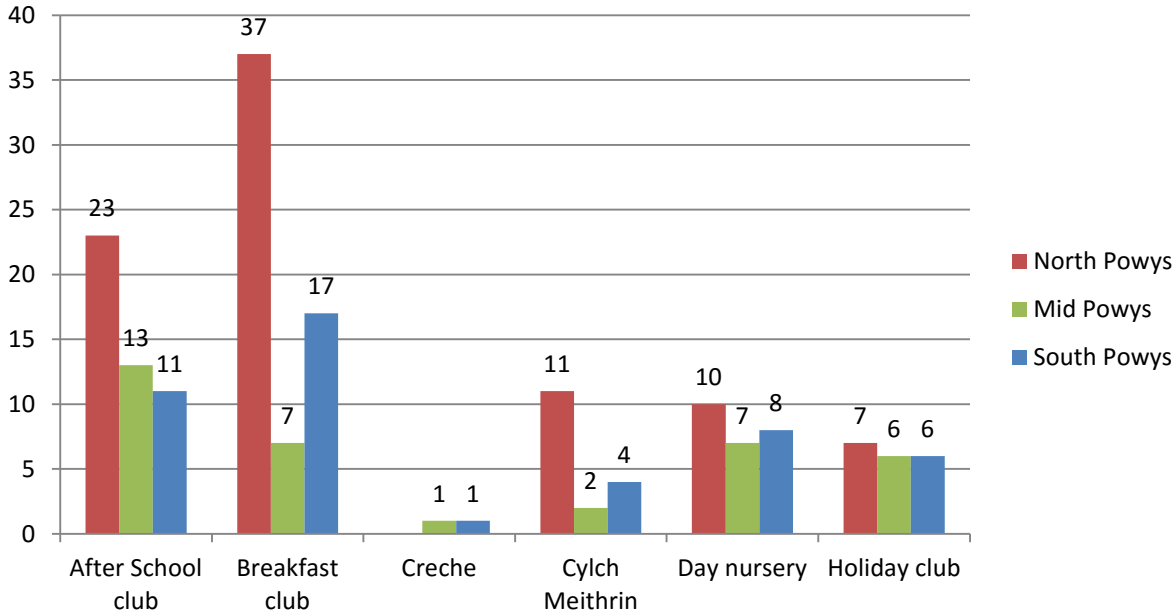
North					
Girl, 0 - 5	Boy, 0 - 5	Girl, 5 - 11	Boy, 5 - 11	Girl, 11 - 18	Boy, 11 - 18
0	1	5	2	5	8
Mid					
Girl, 0 - 5	Boy, 0 - 5	Girl, 5 - 11	Boy, 5 - 11	Girl, 11 - 18	Boy, 11 - 18
4	6	5	4	3	2
South					
Girl, 0 - 5	Boy, 0 - 5	Girl, 5 - 11	Boy, 5 - 11	Girl, 11 - 18	Boy, 11 - 18
0	1	6	8	3	4



Gender of children who completed the survey



Play Provisions in Powys

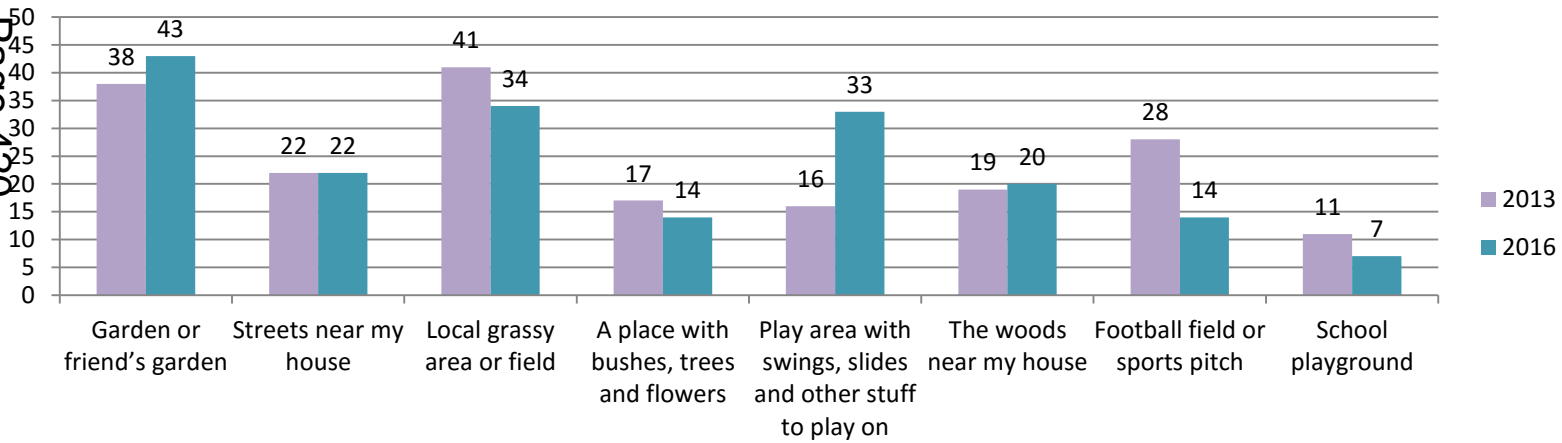


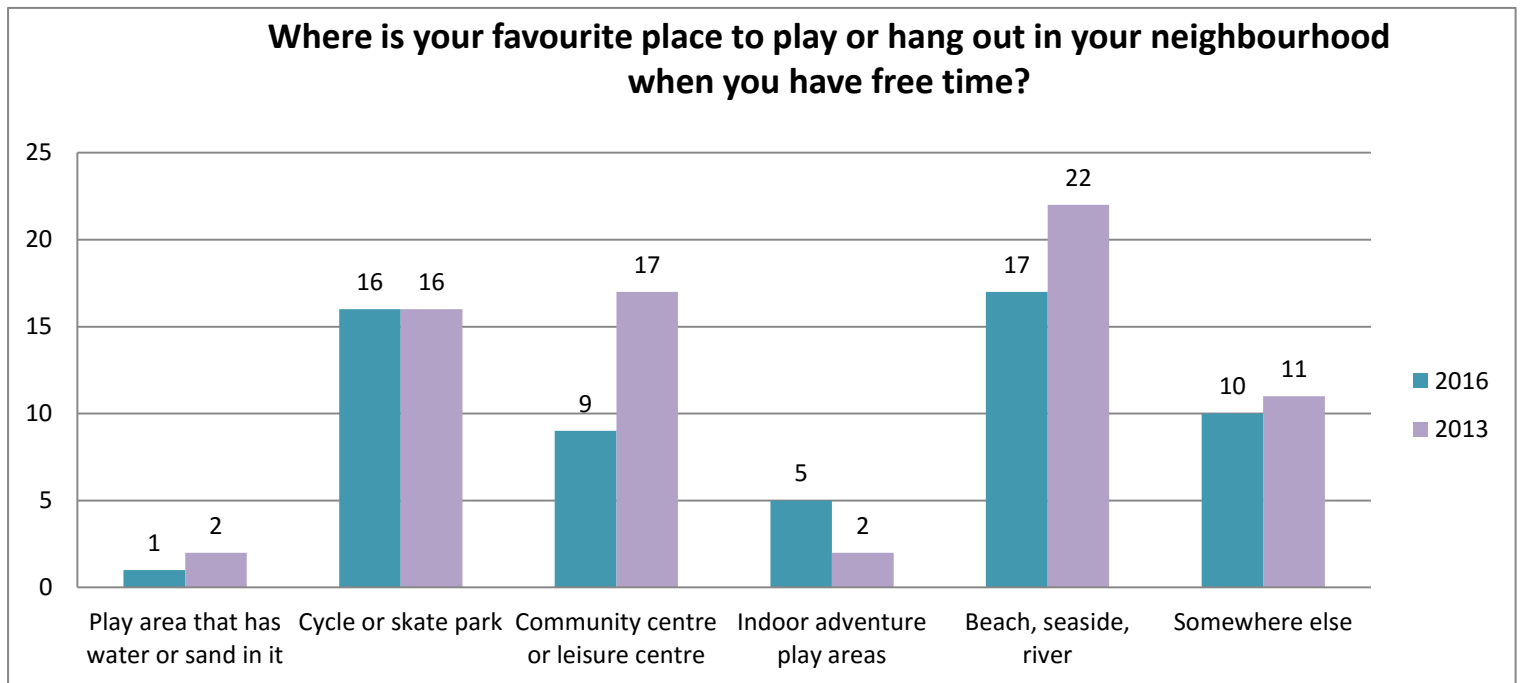
Break down by Locality:



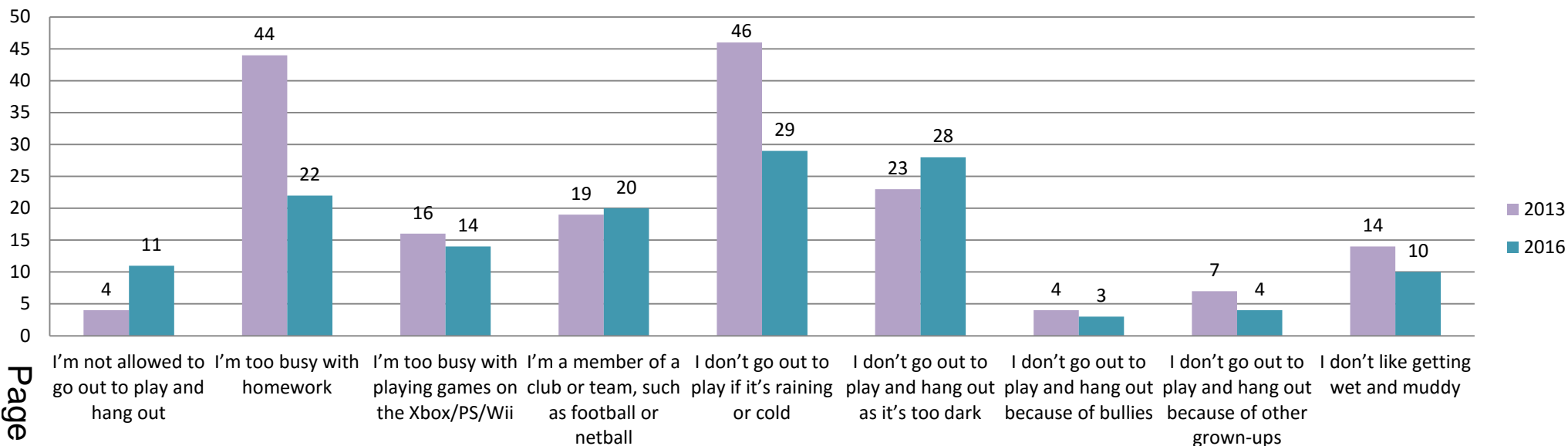
Play audit locality mapping Jan 16.pdf

Where is your favourite place to play or hang out in your neighbourhood when you have free time?

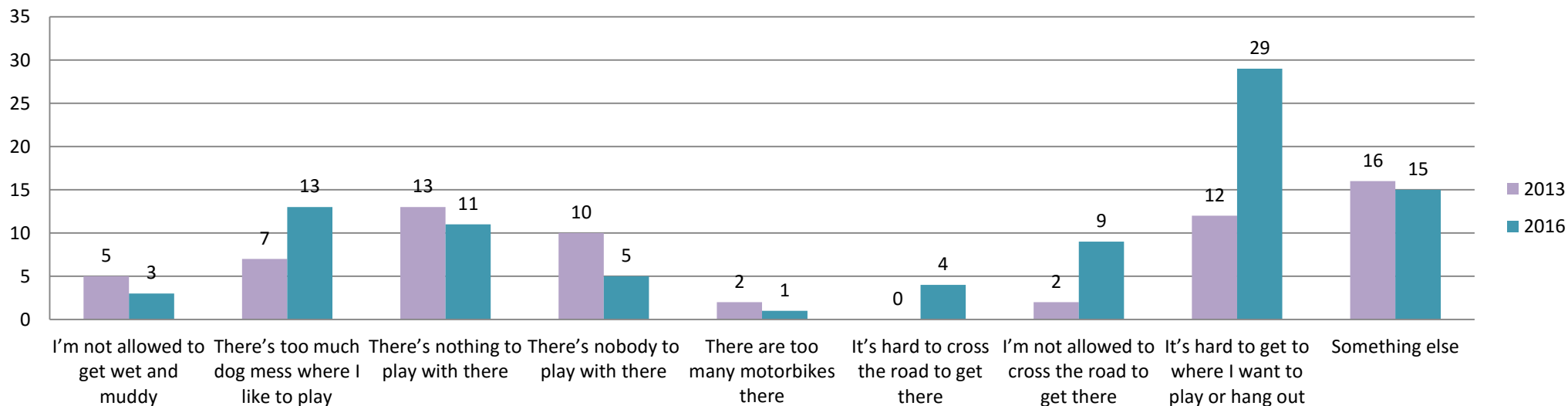




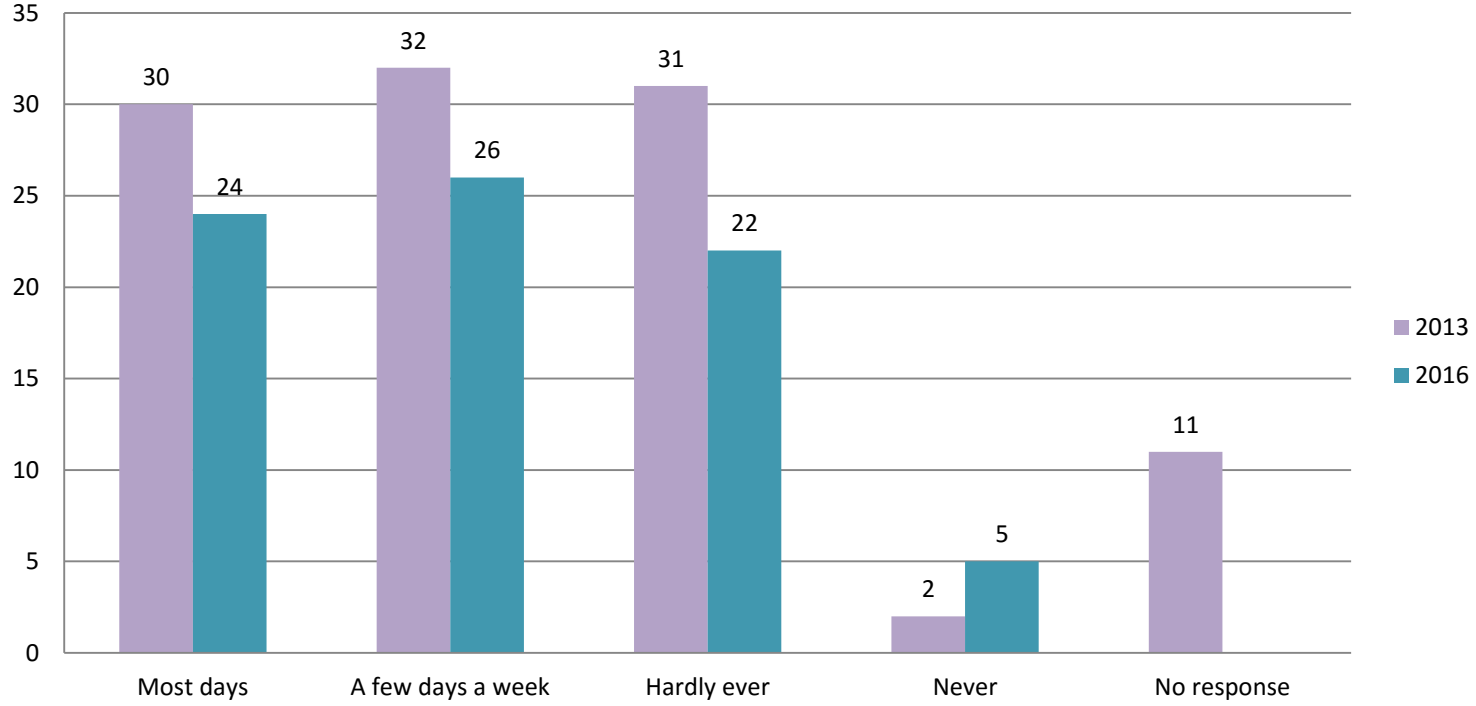
What stops you playing out?



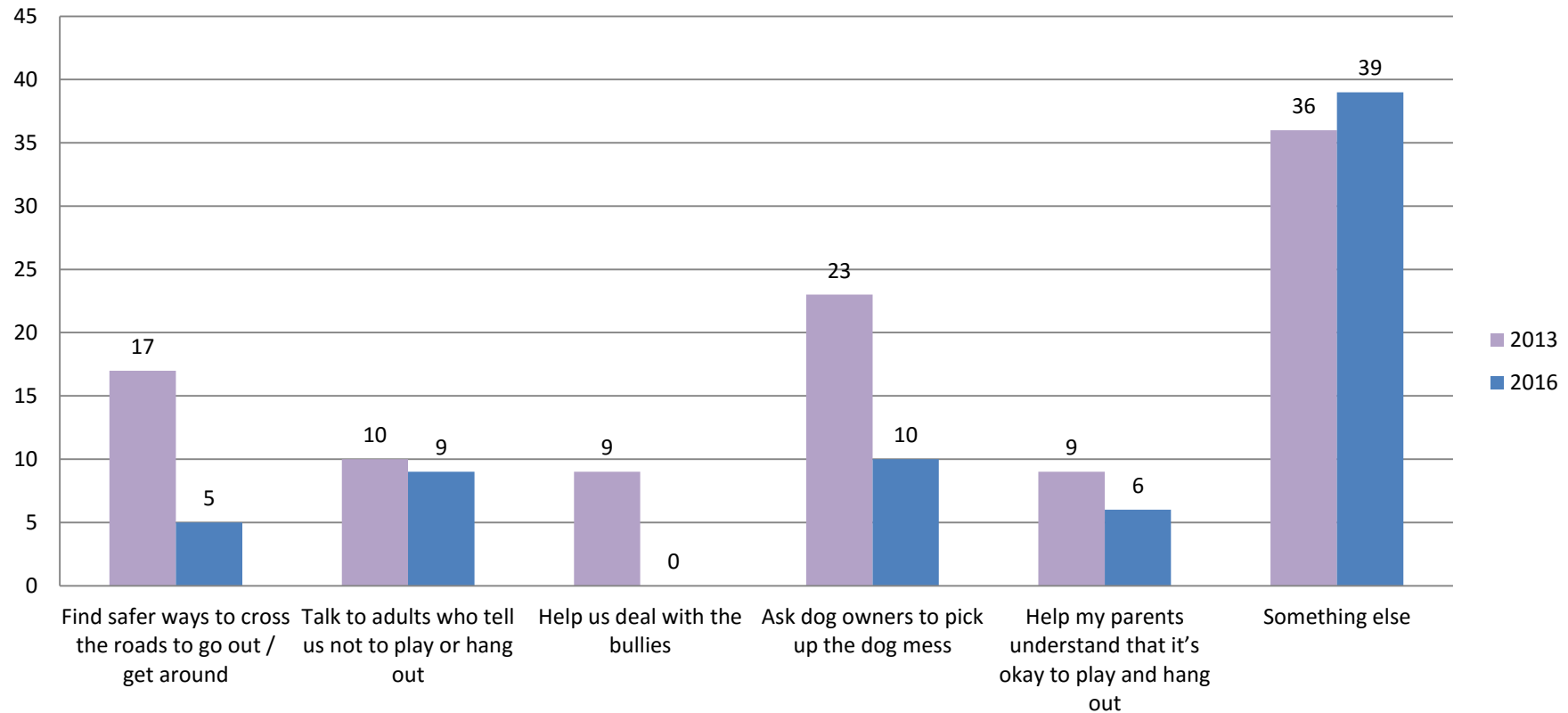
What stops you playing out?



How often do you go out to play and hang out with friends?



How can we help you play and hang out more often?



C95- 2016

CYNGOR SIR POWYS COUNTY COUNCIL.

CABINET EXECUTIVE

24th May 2016

REPORT AUTHOR: County Councillor Graham Brown
Portfolio Holder for Commissioning, Procurement and
Children's Services

County Councillor Rosemarie Harris
Portfolio Holder for Property, Buildings & Housing

County Councillor Wynne Jones
Portfolio Holder for Finance

County Councillor Avril York
Portfolio Holder for Regeneration

SUBJECT: Brecon Cultural Hub - budget position and permission to
start

REPORT FOR: Decision

1.0 Summary

- 1.1 The purpose of this report is to provide Cabinet with an update in respect of the progress of the Brecon Cultural Hub project. The report also seeks approval for additional Powys match funding and permission to commence the enabling works and complete the contract negotiations.

2.0 Background

- 2.1 The Brecon Cultural Hub project is a flagship project for the County Council, Brecknockshire and the town of Brecon. The project seeks to conserve and redevelop the grade II* listed Brecknock Museum building, co-locate Brecon Library and the Tourist Information Centre in a new adjoining building on the site of the existing New County Hall site. The combination of services and buildings will form a new 'Cultural Hub' and is seen as making a significant contribution to the regeneration of Brecon.
- 2.2 For a summary of the opportunities, value and benefits of the Brecon Cultural Hub Project, please refer to appendix A.
- 2.3 Previous resolutions of the Board and Cabinet have supported the submission of applications to the Heritage Lottery Fund (HLF) in order to access additional funding to help realise and maximise the benefits of the proposals. The applications have been supported by match funding from the County Council and other contributors such as Brecknock Society & Museum Friends (BS&MF) and the Brecknock Art Trust (BAT).

- 2.4 Some parts of the new building construction are supported by HLF, however, the library and part of the common spaces are not supported by the HLF grant. Therefore, Powys and other stakeholders have match funded the total HLF grant of £2,497,100 and Powys funds the remainder of the project with the assistance of other grants such as CADW and MALD (formerly CYMAL).
- 2.5 For a summary of project funding/budget, October 2015, see appendix B.
- 2.6 Following approval of the HLF second stage grant in July 2013, the project team and designers developed the scheme in close consultation with Brecon Beacons National Park Authority (BBNPA). After many meetings with planning officers and a number of reviews with the Design Commission for Wales, with support of BBNPA, a planning and listed building consent was submitted to BBNPA in August 2014. Final consent was granted by BBNPA and CADW in April 2015.
- 2.7 Due to HLF requirements the project is being delivered using a 'traditional' delivery model. The designer is employed by the client and contractor employed to deliver 'build only' services. This is unlike other recent Powys major projects that have been delivered through a contractors 'Design and Build' contract. This traditional arrangement changes the risk and relationship profile for the Council because the contractor is not responsible for design.
- 2.8 To mitigate against the design team working independently of the construction team and to ensure that buildability and construction efficiencies are maximised, the case was made to HLF that Powys had successfully adopted what is known in the industry as 'Early Contractor Involvement', (ECI) on other projects. HLF agreed with the proposal that a contractor be appointed early to work along with the design team.
- 2.9 Following a procurement exercise under the Powys Construction Framework, in December 2014, Kier Construction were appointed. In March it became clear that construction cost inflation pressures were impacting on the project. This was confirmed through BCIS inflation indices; see appendix C. Work commenced with client services, designers and the contractor to seek significant cost reductions.
- 2.10 After consultation with BBNPA officers, a reduced scheme was proposed that included a building area reduction of 270m² and omission of expensive formation of basement access to the cells. In seeking savings, the HLF grant conditions could not be compromised.
- 2.11 BBNPA and HLF accepted the changes, in principle, but following pre-application advice, they requested enhancements to the roof and elevations and it was clear that all of the proposed savings could not be realised; see appendix D for images.
- 2.12 A revision to the scheme was submitted to BBNPA in autumn 2015 and approved by BBNPA and CADW 12 November 2015.

Planning/Listed building - Pre-start conditions

- 2.13 An extensive number of pre-start conditions are required to be discharged before commencement. Many require the submission of detailed proposals and material samples. The design team have been liaising extensively with BBNPA officers who have directed on the conditions they wish submitted as packages of information. The Project Architect has reported that a good working relationship and level of

cooperation has been established with the BBNPA planning officer and good progress is being made.

3.0 Budget position

- 3.1 When the revised scheme was submitted to BBNPA the budget estimate indicated a projected overspend. It should be noted that this was based on estimates rather than market tested prices based on a developed design.
- 3.2 It was decided that two actions should be taken. Firstly, seek additional funding from HLF and other sources. Secondly, to allow the designer to develop the design/specifications and then with sufficient design development, Kier to seek competitive tenders through the supply chain contractors and compile a contract price.

Additional and external funding.

- 3.3 Following meetings with HLF, they agreed that an application for additional support should be made using the estimated costs. An application was submitted to HLF on 11 Dec 2015 for grant increase of £373,851. Match funding support was also offered and accepted from the Brecknock Society & Museum Friends, the Brecknock Art Trust, the Army Covenant Grant, other local Trusts and individuals.
- 3.4 The HLF grant increase was awarded and is to be spent on HLF eligible works only. A contribution of £73,851 is required from Powys to support the 50% match funding for the HLF grant. Therefore, the total additional funding is £747,702.
- 3.5 Two external funding grants included in the original budget needed to be applied for near to the expected financial year of expenditure. A grant application was submitted in January 2016 (for 2016/17 financial year) to MALD (formerly CYMAL) for Library fit-out costs of up to £300,000, the value in the original budget. A total grant of £250,000 was approved on 4 April 2016. It is accepted by the service they will have 'to cut their cloth' to suit the reduced grant.
- 3.6 An application has been submitted to CADW for £230,000 as a contribution towards £420,000 of CADW eligible work. In April 2013 £100,000 was the anticipated grant level. CADW have indicated that they are likely to report back to Powys in June / July 2016. Feedback to date has been positive, however, this grant is not secured and therefore remains at risk. It may be that grant awards can be made in two parts over two financial years during which the project construction takes place. This increases the likelihood of the grant award being successful.

Development of the contract costs

- 3.7 The project is complex and brings together works to a Listed Building, demolition of existing buildings and construction of new adjoining buildings. However, it has to be delivered as one project under one contract due to all the interdependencies and site constraints.
- 3.8 During the tender process some supply chain contractors declined to tender after reviewing the project. This resulted in an overall extended tender period with other suppliers being approached. The willingness of the supply chain to work to the tender

return dates also brought challenges. Overall, the anticipated inflationary pressures have materialised.

- 3.9 In anticipation of the final key tenders packages being returned a review meeting was called on 12 April 16 with the design team and contractor. A client representative was in attendance. A number of review workshops were held to identify potential savings, agree items that could not be tendered/quantified at this point and check any duplication between the fit out contract managed by the Museum curator.
- 3.10 After collation of the information and verification, Kier submitted a draft project cost. This includes approximately 80% of work package costs with market price returns. Items of work that cannot be tendered/quantified at this point have been reviewed and values agreed with the design team – these total nearly £300,000 of provisional cost items.
- 3.11 Nearly £350,000 of Value Engineering (savings) were identified and subsequently reviewed by the Museum and Library service. Although there are a number of items to be verified, it is felt that the value of saving can be achieved.

Museum fit out

- 3.12 Anticipated additional costs of £148,000 have been identified and included in the HLF application for additional funding and included in the estimated budget expenditure. Works to allow the museum de-cant to the adjacent Watton Mount building with associated additional costs have been accounted for in the budget.

Overall budget position

- 3.13 The revised budget summary (see appendix E) shows a projected funding shortfall of £241,000. The budget includes the additional agreed funding, the CADW grant application and Powys match funding for the HLF grant.
- 3.14 In addition to the costs included in the budget, a client contingency needs to be allowed for.
- 3.15 When restoring a listed building there are no guarantees that unforeseen works will not materialise. As much as these can be mitigated against, the Council must hold a contingency outside of the contract sum and be prepared that funding requirements for the 'unknown unknowns' can materialise.

Contract price negotiation; next steps.

- 3.16 The cost consultants acting for Powys need to complete their review of the supply chain packages and work needs to continue to identify additional savings. After consideration of a recommendation report, Powys can agree the final contract price to enable the project to proceed. A process that Powys has adopted on a number of major projects can be put in place.
- 3.17 The first twelve weeks or so of the construction program is scheduled for enabling works, demolition and associated works. With the agreement by Kier that the contract values provided to date are an agreed maximum, an order be placed to the value of the enabling works only and the project can commence.

- 3.18 During the enabling works phase, the cost consultants complete their detailed review of the Kier prices, the enabling works will allow some of the provisional items to be more clearly defined and further savings can be identified and agreed. The aim to agree a price less than the previously agreed maximum. Once this phase is complete, the final contract price is agreed and the contract entered into for the entire project. The cost of the enabling works package has been compiled and Kier are ready to proceed on the basis outlined above.
- 3.19 Given a decision to proceed, Kier have indicated a 4 week mobilisation period from order receipt (say 30 May 2016) followed by the overall contract of 65 Weeks completing at the end of September 2017. It is anticipated that the internal fit out contract, museum service and library service move into the building would be complete by an estimated latest date of January 2018.

4.0 Proposal

- 4.1 The Powys capital budget contribution be increased by £500,000 to provide the balance of the match funding for the increased HLF grant, rectify the projected funding shortfall and providing a minimum level of client contingency.
- 4.2 Raise an order with Kier for the enabling works and demolition phase to allow the project to commence and during this phase, complete the detailed review of the Kier contract price, agree the final contract price and enter into contract for the entire project.

5.0 One Powys Plan

- 5.1 The Brecon Cultural Hub project will assist in the delivery of the objectives of the One Powys Plan by providing for residents of Brecon and Powys a location where they can use facilities for learning and education, access information, cultural resources, historical collections and local history records, attend events & exhibitions, enjoy social activities & community events, use meeting rooms – all contributing to leading active and healthy lifestyles. Additionally co-located services such as IT training, Job Centre Plus, Careers Wales, Youth Service, Powys Training, Library, Museum and Tourist Information will be available within the hub working together to meet the needs of local people and visitors to the area.
- 5.2 For further detail about the opportunities, value and benefits of the Brecon Cultural Hub Project, please refer to appendix A.

6.0 Options Considered/Available

- 6.1 Other options in addition to the Proposal are:

About the scheme

- 6.2 The Council has been committed to this scheme for a number of years and approved the match funding for the HLF bid and grant in 2013. The museum has vacated the building in to the adjacent Watton Mount building in readiness for work to commence. External stakeholders have also committed funding. If the project did not proceed beyond this point there would clearly be a loss of credibility, but also loss of HLF grant, and the Council would still be required to repair and maintain the grade II* listed building at considerable expense. For consideration of this option a minimum spend

of £2m but more likely at least £3m would be required to bring the building into a condition that would allow re-opening. (Detailed costs have not been prepared for this option). However, it must be stressed that this option would not achieve the same outcomes as the proposed Cultural Hub scheme.

Pursue additional cost reductions

- 6.3 Another option is to seek further ways to reduce the scheme in terms of scope, quality, and specification. As discussed in the background section of this report, a number of cost saving/value engineering exercises have been undertaken. The most notable resulting in a reduction in the size of the new building submitted as a variation to the BBNPA planning department.
- 6.4 As the project is supported by HLF, any savings must not compromise the grant conditions otherwise there is a real risk that the grant amount is reduced. The design team and service users have already explored many avenues to find more cost effective ways of achieving the HLF required outcomes and it is felt there is little, if any, room for manoeuvre left. For example, the original proposal for an expensive basement excavation has been removed from the scheme. The expensive closed control, (environmental control) to exhibition spaces to allow external loans from external galleries has been reduced from six exhibition spaces to three. BBNPA have placed requirements on the external design and material quality. Alternatives have been proposed and a number rejected. There is little scope for amendment.
- 6.5 For considerable additional savings to be found, it is considered that functionality would need to be cut and major compromises made to the proposed scheme.
- 6.6 The note of caution in pursuing fundamental changes to the scheme is that the Building Cost Information Service (BCIS) forecasts tender prices to keep rising; see appendix C. Changes would take time to review, consult on with users, stakeholders, CADW, HLF and BBNPA incurring design and procurement costs in the process. The summer period would be lost for the demolition and foundation phases with the risk of increased costs being incurred undertaking such works in the winter months.

7.0 Preferred Choice and Reasons

- 7.1 The report recommends that Cabinet supports the Proposal in this report.

Local Member(s)

Other Front Line Services

Support Services (Legal, Finance, Corporate Property, HR, ICT, BPU)

Legal: The Professional Lead-Legal has no comment to make on the proposals set out in this report save that the legal services will offer advice and assistance when required.

Finance: The Capital and Financial Planning Accountant supports the recommendation to increase the budget by £500K. It is recommended to finance this additional budget from Prudential Borrowing. The annual cost of the additional £500k funding is £25k and this will be added as an additional pressure within the Financial Resource Model in the appropriate years.”

HR: n/a

ICT: n/a

Business Support: n/a

Local Service Board/Partnerships/Stakeholders etc

Key stakeholders, including project partners & funders have been informed of and included in the process of seeking and securing additional funding and are being updated as the financial position evolves. The Brecon Cultural Hub Stakeholder Group meets regularly and reports are provided to members including updates on the cost plan, programme and VE implications on design.

Corporate Communications

The report is of public interest and requires use of news release and appropriate social media to publicise the decision.

Statutory Officers

The Strategic Director Resources (S151 Officer) notes the comments made by the Capital and Financial Planning Accountant.

The view of the Monitoring Officer is that: The Deputy Monitoring Officer notes the legal comment and has nothing further to add.

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:
<p>That Cabinet approve the capital budget contribution be increased by £500,000 to include the funding from Prudential Borrowing.</p>	<p>To provide the balance of the match funding for the increased HLF grant, rectify the projected overspend and provide a minimum level of client contingency.</p>
<p>That Cabinet approve an order be raised with Kier Contractors for the enabling works and demolition phase. That officers and the consultant team complete the detailed review of the Kier contract price, agree the final contract price and enter into contract for the entire project.</p>	<p>To allow the project to commence in the summer months and proceed to completion without further delay.</p>

Relevant Policy (ies):			
Within Policy:	Y	Within Budget:	Y

Relevant Local Member(s):	Cllr Paul Ashton Cllr Matthew Dorrance Cllr Geraint Hopkins Cllr David Meredith
----------------------------------	--

Person(s) To Implement Decision:	Stuart Mackintosh
Date By When Decision To Be Implemented:	N/A

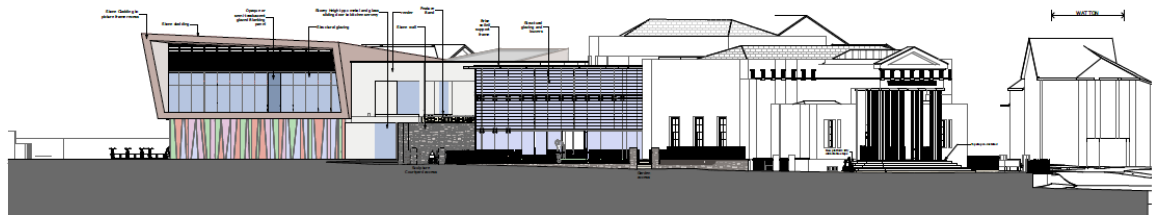
Contact Officer Name:	Tel:	Email:
Stuart Mackintosh	01597 827583	stuart.mackintosh@powys.gov.uk

CYNGOR SIR POWYS COUNTY COUNCIL

BRECON CULTURAL HUB Project

BEACON¹ – a cultural hub for Brecon

Opportunities, value & benefits



PROPOSED SOUTH ELEVATION

Economic boost • Culture • History • Community engagement
 Hub • Restored Grade II* Listed Museum • Access & inclusion
 Café • Regeneration • Arts • Exhibitions / Talks / Presentations
 Education • Volunteers • Health & wellbeing • Jobs • New Library
 Customer service • Tourist Information • Increase in VISITORS
 Dementia friendly space • Learning • Enhanced built environment
 Youth Service • Events • Active & healthy lifestyles • Participation

1. Brecon Cultural Hub – introduction

The Brecon Cultural Hub project has been in development for many years and has manifested in a consented major capital development scheme based on a quality design and construction specification.

The 'Beacon' comprises of an extensive restoration of the Grade 2* listed Brecknock Museum & Art Gallery building, and the construction of a new modern building following careful demolition of adjacent buildings and the re-development of the site. The Heritage Lottery Funded museum works will involve the restoration and conservation of the Assize Court and court room, the opening of the subterranean cells and new dedicated gallery spaces. The new build element will include a brand new library, a large public atrium space with café, Tourist Information point, education, community and conference rooms, function rooms, a shop, a local history studies room and a new controlled environment museum store.

¹ BEACON is a 'working title'

The services provided to the public will include access to the museum collections, including items borrowed from national collections, exhibitions, education and outreach activities as well as events, talks and performances. The library will provide a full range of library services, including customer services, access to computers and other media based devices. More generally the hub will accommodate visitors needs by providing tourist and local information services, refreshment facilities and seating areas, public events including presentations & performances, training & meeting spaces available for hire.

The 'Beacon' is a flagship colocation project for the Council and aspires to fulfill a state of the art building which will act as a local public feature destination and a draw for visitors to the town of Brecon. As such, it is expected to contribute to the wider regeneration of Brecon, and the region, which like many rural market towns are suffering particularly in the deteriorating townscape environment and retail offer.

2. Regeneration

Brecon is one of three LGZ's (Local Growth Zones) in Powys and the development will support the LGZ recommendations of developing Brecon as a tourist centre, and its role as a boutique or niche shopping location.

Other regeneration contributory factors will include: - provision of visitor information services & facilities, local employment, local procurement of goods and services, local retail and catering offer.

More broadly the 'Beacon' will be a high profile, iconic public building of national importance which will serve the local community needs and provide a boost to tourism.

The Beacon will provide a boost to the local 'offer' for the local community and for visitors. By bringing more tourism trade into Brecon, providing a welcome, local information and signposting, local businesses will benefit.

3. Brecknock Museum & Art Gallery

Extensive restoration and refurbishment of Grade 2* Listed Brecknock Museum & Art Gallery building located in the historic town of Brecon.

The Beacon will provide: -

- Increased Volunteering opportunities for local people, improving people's wellbeing and ownership of their heritage – in 2015-16 the Museum received 2530 volunteer hours, providing £37,878 worth of work, equivalent to one and a half FT posts
- The new facilities will include galleries with 'closed control' environments thus allowing world class artworks and objects to be displayed in Powys for the first time – this will attract more visitors to Brecon and the surrounding area and extend their stay and spend in the local area
- Combined services in the BCH will bring together local studies and historic collections under one roof for the first time – significantly improving visitor access to their history
- Average Museum attendances are expected to more than double – from 21,000 per year to closer to 50,000
- The new displays will link the Museum collections to the local landscape – enticing

the visitor to search out the heritage of the county, increasing spend across the region

- Development of the Teaching Collection and Dementia Boxes will increase social engagement and promote education and wellbeing
- The project will save for future generations a Grade II* Listed building, creating a new future for this iconic building at the Heart of the Brecon Beacons

4. Brecon Library

The Brecon Cultural Hub project involves the re-location of Brecon Library from its current 1960's building into new purpose built facility.

Brecon Library will benefit from co-locating with other compatible services in order to create a thriving, inspirational community hub meeting a range of needs and outcomes, for example to develop the library's health outcomes through working together to expand services for those living with Dementia.

The library's educational offer and provision through the space to deliver additional courses, workshops and learning opportunities for all ages will be enhanced in the new higher profile location, e.g. building on sessions currently delivered by library staff and with partners such as the Workers Educational Association in developing ICT skills.

Moving into the new space will address the currently inadequate DDA provision which is a major barrier to users in the existing building, with no lift access to the upper floor, and poor disabled toilet facilities.

By providing car parking for customers adjacent to the building, including disabled parking bays, will address an issue which does feature heavily in dissatisfied comments about the current library.

Increased usage of the library service is expected, as reported to Welsh Government under the Welsh Public Library Standards framework, for example, it is envisioned that footfall will increase exponentially, from 76,000 in 2015/16 to an estimated 120,000 in the new location. Improved resources for local studies research through the combined library and museum collections under one roof will be of great benefit to users – providing a greater & more natural synergy between resources.

The library will include a specially designed children's section and with associated events such as storytelling, 'meet the author' etc., computer facilities for public use, student study areas, IT training support, families will be encouraged to make more regular use of the wider cultural offer.

Customer services functions, including the hosting of Careers Wales and Job Centre Plus will also feature within the available offer.

5. Tourist Information

Brecon Tourist Information Centre is currently providing highly valued and greatly used services to visitors and local people, being one of the top 5 most visited TIC's in Wales. It is intended that the transfer of the service to the 'Beacon' will maintain this high standard of visitor information & interpretation provided, albeit delivered differently on a collation basis.

The information provided below outlining the Brecon Tourist Information Service gives an indication of the customer demand in Brecon which the Beacon will be able to accommodate.

- Total Visitors 2015 = 81,196
 - Local visitors = 14,378
 - UK Visitors = 51,438
 - Overseas visitors = 15,380
 - Total number of enquiries (phone/email/web/social media etc.) = 87,363
 - Number of bed nights booked = 897
 - Value of bed bookings to local economy = £34,268
-
- Visitor numbers to Brecon TIC are consistently above 80,000 p.a. making it among the top 5 most visited TIC's in Wales, and staffing levels to maintain expected levels of service are 3 staff on duty 7 days per week between April and the end of September, with 2 on duty daily between October and March. The centre is open 7 days per week all year around.
 - The centre staff also provide a variety of services to support the Council's main tourism and marketing activity, such as events information gathering, social media and email monitoring, brochure distribution, database management.
 - A refurbishment of the TIC in November 2014 funded through the Rural Development Programme ensured that its facilities are geared towards the main visitor enquiries, which are based around walking and outdoor activities accessible within the National Park – this focus will transfer to the hub contributing to the wider offer.
 - A high volume of visitors enquiries are also received for the County's many and varied events, and for public transport information, servicing the local population as well as visitors who have difficulty accessing online information.

6. Other Council Services

The Council's Youth Service is currently undergoing review and plans are being formulated to include future Youth Service provision within the hub, where young people will be exposed to, and can take advantage of, the range of services, activities and facilities provided there – cultural; social; educational.

Customer Services, Powys Training, Job Centre Plus are additional public services which will be available in the Beacon.

7. Café

The hub building will accommodate an attractive, well designed, commercially driven café style food outlet and catering service featuring high quality, locally sourced ingredients, home-style prepared food and other light refreshments. Staff will be well trained, friendly and efficient providing a great service ensuring that the customer experience is excellent and enjoyable.

The café is envisaged as being operated independently of Powys County Council by a Franchise on a lease rental basis thereby bringing an income into the building and contributing to running costs, with a priority on a community focused / social enterprise involving the provision of training and local employment creation opportunities. A variety of business models will be explored on the basis of the café not only providing an excellent service within the hub but in support of developing a thriving business opportunity for Brecon.

The café will provide a lively environment within the building – a resting place; a meeting place; a social space.

8. Car Park

Car parking will be available adjacent to the site in a re-furnished, easily accessible town centre location. Local bus transport links are available directly adjacent to the site.

9. Accessibility

The entire building, both restored elements and new build aspects, are fully accessible complying with DDA standards and Welsh Language Standard regulations.

The Brecon Cultural Hub will also provide a 'Changing Places' facility for the use of disabled visitors, the first of its kind in Powys and one of a very few in Wales. The Changing Places accommodation will provide enhanced toilet facilities suitable for people with disabilities of all types. The provision of this amenity, whilst not required by law, is in line with advice and guidance within the Public Sector Equality Duty and has the potential to make a dramatic difference to the lives of thousands of people who desperately need these facilities to be available in public places. It is worthy of note that, the Changing Places facility will make the Brecon Cultural Hub building able to meet the needs of all its visitors including pupils of the local Penmaes School who are expected to be welcomed as regular users.

The building design, including facilities, displays, interpretation, fit out, routes and signage will be 'Dementia friendly'.

10. Partnerships

The BCH Project has, from inception, been developed as a partnership project led by Powys County Council. The scheme has attracted a range of funding partners with shared interests and objectives, as well as organisation partners with vested interests in the project ranging from the education, leisure, youth, local history, arts & culture, local business and community sector.

Funding partners include: - Powys County Council; Brecon Beacons National Park Authority; the Heritage Lottery Fund; Brecon Society & Museum Friends; Brecknock Art Trust; MALD (formerly CyMal); CADW.

Design and planning has involved careful, detailed consultation with the Brecon Beacons National Park Authority, the Design Council for Wales, CADW and the Heritage Lottery Fund – strong partnerships with these organisations have been formed through planning and beyond.

Local community benefit – the Beacon will be a hub for cultural community events; access

to information, training, learning & resources; social / meeting place; base for local organisations to meet & hold events.

11. Stakeholder engagement

An active, supportive and interested Stakeholder Group has grown throughout project development, starting with early consultation through to involvement in contributing and responding to proposed detailed designs, facilities, exhibition interpretation and services. The membership of the group is broad, inclusive and evolving and their ongoing involvement provides highly valuable input and feedback into project planning.

The services involved in the project have already well established and dedicated user group representatives and strong engagement from volunteer associates. This commitment will be crucial to the success of the project long term.

12. Summary

In summary, the Beacon will be a draw for local people and visitors to Brecon to enjoy and make use of state of the art facilities, to access services and to benefit from the multiple cultural offer available in a building designed specifically for the purposes of facilitating the communities cultural, educational, social needs.

BEACON def.

A source of guidance or inspiration: *a beacon of hope. A beam of light.*
v 'shine like a beacon'.

Type of:

beam shine

emit light; be bright, as of the sun or a light

v 'guide with a beacon'

Type of:

conduct direct guide lead take

take somebody somewhere

Visual design renderings of the consented scheme



West Elevation



South East Elevation



East Elevation



North Streetscape Elevation



South Elevation





Contact: Lucy Bevan lucy.bevan@powys.gov.uk t.01597 827550

BRECON CULTURAL HUB BRECKNOCK MUSEUM / LIBRARY

BUDGETS

Brecknock Museum Forward Replacement Roof
this phase complete **£920,767**

Museum Library Project:

Pre March 2013 Budgets prior to HLF Second Stage Application

HLF Development Grant Stage 1	£141,200
PCC contribution	£200,043
Sub Total	£341,243

Post March 2013 Budgets after HLF Second Stage Application

HLF 2nd Stage Grant Contribution - to be confirmed - Submission April 2013	£2,497,100
PCC contribution	£5,000,000
Brecknock Society Contribution	£100,000
Brecknock Art Trust	£100,000
CADW	£100,000
<i>"Probable" Library grant from CyMal - can only be applied for in year of expenditure</i>	£300,000
Sub Total Budget for post March 2013	£8,097,100

Overall budget for the Forward Roof and Museum Library project **£9,359,110**

As at October 2015

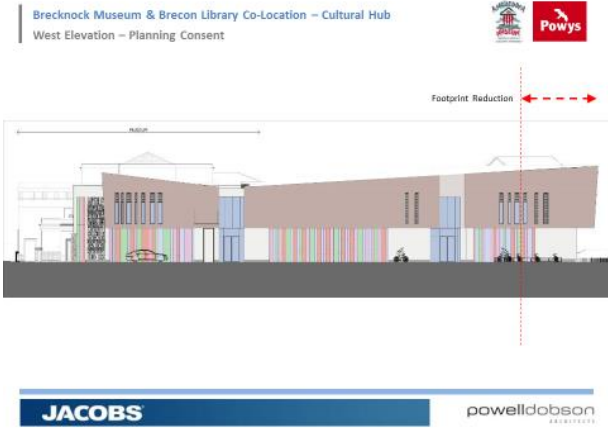
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BCIS All-in TPI #101

Base date: 1985 mean = 100 | Updated: 10-May-2016 | #101

Date	Index	Sample	Percentage change		
			On year	On quarter	On month
2Q 2013	236	31	2.6%	0.9%	
3Q 2013	234	32	4.9%	-0.8%	
4Q 2013	239	37	6.7%	2.1%	
1Q 2014	247	37	5.6%	3.3%	
2Q 2014	259	39	9.7%	4.9%	
3Q 2014	259	32	10.7%	0.0%	
4Q 2014	260	30	8.8%	0.4%	
1Q 2015	268	26	8.5%	3.1%	
2Q 2015	277	Forecast 15	6.9%	3.4%	
3Q 2015	269	Forecast 14	3.9%	-2.9%	
4Q 2015	270	Forecast 5	3.8%	0.4%	
1Q 2016	272	Forecast 4	1.5%	0.7%	
2Q 2016	276	Forecast	-0.4%	1.5%	
3Q 2016	278	Forecast	3.3%	0.7%	
4Q 2016	279	Forecast	3.3%	0.4%	
1Q 2017	282	Forecast	3.7%	1.1%	
2Q 2017	286	Forecast	3.6%	1.4%	
3Q 2017	289	Forecast	4.0%	1.0%	
4Q 2017	292	Forecast	4.7%	1.0%	
1Q 2018	294	Forecast	4.3%	0.7%	
2Q 2018	297	Forecast	3.8%	1.0%	
3Q 2018	300	Forecast	3.8%	1.0%	
4Q 2018	303	Forecast	3.8%	1.0%	
1Q 2019	306	Forecast	4.1%	1.0%	
2Q 2019	308	Forecast	3.7%	0.7%	
3Q 2019	313	Forecast	4.3%	1.6%	
4Q 2019	316	Forecast	4.3%	1.0%	
1Q 2020	319	Forecast	4.2%	0.9%	
2Q 2020	323	Forecast	4.9%	1.3%	
3Q 2020	330	Forecast	5.4%	2.2%	
4Q 2020	334	Forecast	5.7%	1.2%	
1Q 2021	340	Forecast	6.6%	1.8%	

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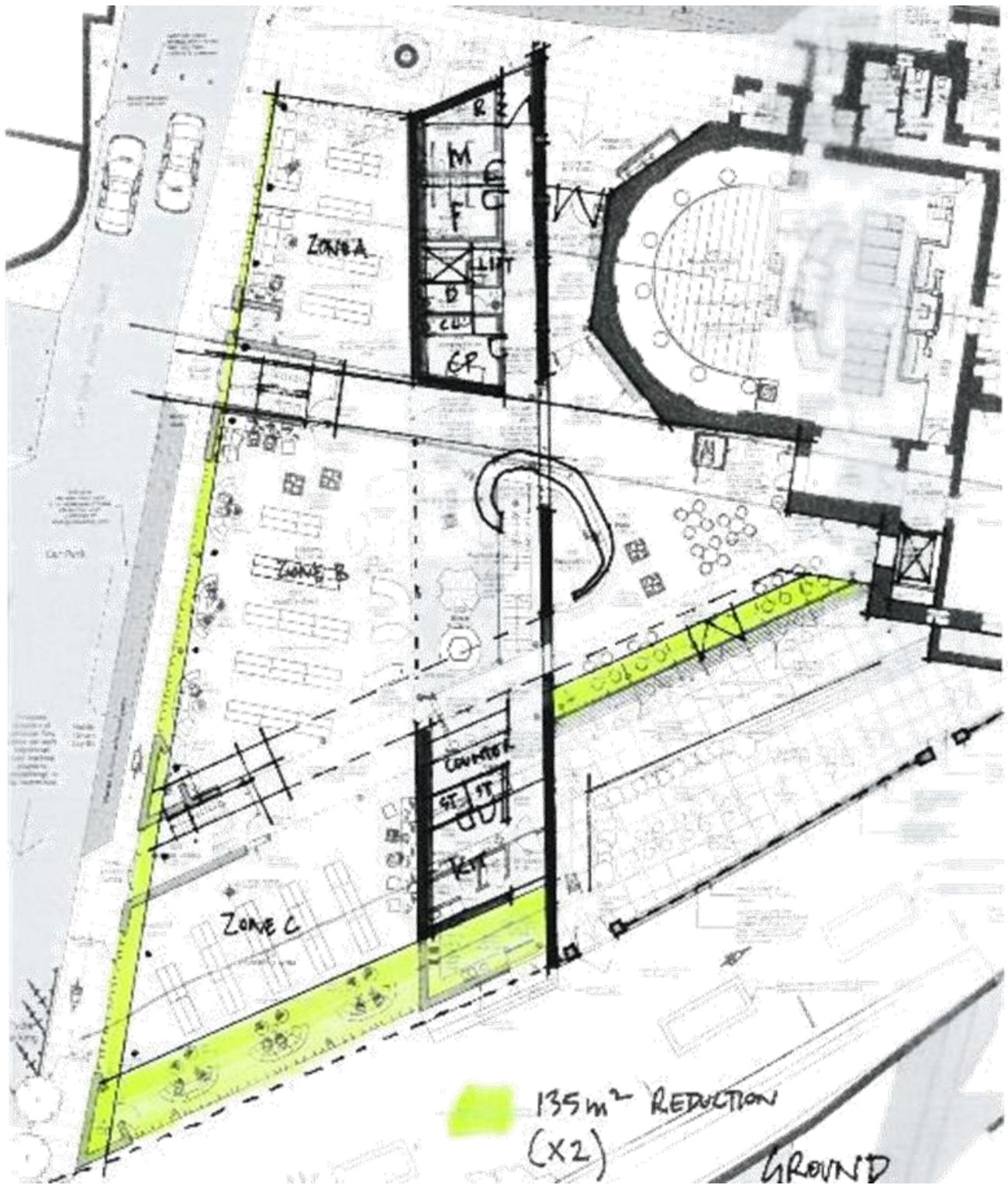
Consented scheme



Submitted to BBNPA as a proposal to bring the scheme back on budget – accepted in principle-revision to elevation and roof required.



Revised, reduced scheme consented by BBNPA 6 Oct –
CADW LBC approval received 12 Nov 2015



BRECON CULTURAL HUB PROJECT

BRECKNOCK MUSEUM / LIBRARY / TIC

BUDGET/ COST PLAN SUMMARY SHEET

	Budget	Expenditure and current estimated costs
1 Brecknock Museum Forward Replacement Roof		
1.1 PCC Supported Borrowing	£920,767	
1.2 Agreed final account and costs		£630,503
Sub Total	£920,767	£630,503
2 Cultural Hub project		
Pre 31 March 2013 Budget/spend prior to HLF Second Stage Application		
2.1 HLF Development Grant Stage 1	£141,200	
2.2 PCC Supported Borrowing	£200,043	
2.3 HLF claim for stage 1 costs for this period, balance of costs included in post April 1 2013		£220,815
Sub Total	£341,243	£220,815
3 Post April 2013 Budgets after HLF Second Stage Application		
<u>Agreed/confirmed funding</u>		
3.1 PCC Contribution	£5,000,000	
3.2 HLF 2nd Stage Grant Contribution - confirmed - Submission April 2013	£2,497,100	
3.3 Brecknock Society & Museum Friends (BS&MF) – contribution	£100,000	
3.4 Brecknock Art Trust (BAT) – contribution	£100,000	
<u>Funding applied for March 2016 and subsequently secured</u>		
Library move and fit out grant from MALD (formerly CyMal) application and grant confirmed 4 April 2016		
3.5 (In April 2013 £300,000 was the anticipated grant)		£250,000
<u>Funding applied for awaiting outcome</u>		
CADW Application submitted for £230,000 as a contribution towards £420,000 of CADW eligible work.		
3.6 (In April 2013 £100,000 was the anticipated grant)		£230,000
4 Nov 2015 to Jan 2016 Additional funding		
4.1 Additional HLF funding Jan 2016; confirmed	373,851	
4.2 Additional stakeholder funding; confirmed		
4.3 Brecknock Art Trust (BAT) & other Trusts; confirmed	£80,000	
4.4 Brecknock Society & Museum Friends; confirmed	£70,000	
4.5 Army Covenant Grant; confirmed	£150,000	
4.6 Balance of match funding PCC	£73,851	
Current Estimated /Actual project costs: Note this includes the Contractors construction cost plan with approximately 80% of work package tenders submitted. Includes provisional sum list of defined but unmeasurable items.		£9,576,854
Sub Total	£8,924,802	£9,576,854
Overall budget for the Forward Roof and Cultural Hub Project	£10,186,812	
Total Expenditure and Anticipated Expenditure for the Project		£10,428,172
	Funding Shortfall	-£241,361

Excludes Client Contingency allowance

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**EDUCATION
SCRUTINY REPORT
SCHOOL SCRUTINY PANEL**

County Councillors: D. R. Jones (Lead Member)
On behalf of the Education Scrutiny Group

PEOPLE SCRUTINY COMMITTEE

DATE OF REPORT: May 2016

STATUS OF REPORT: DRAFT

Background

Education falls within the remit of the People Scrutiny Committee and has a working group comprised of members of that Committee which has been in place since June 2012. The Chair of People Scrutiny Committee is Lead Member of the Education Scrutiny Group (ESG).

Since 2014 Powys has been part of the ERW regional consortium of six local authorities which work together to agree a regional business plan and strategy to deliver school improvement services. The Lead Member and one other Member attend twice yearly meetings with the Members from the other five ERW authorities.

It became apparent from speaking with Members from other ERW authorities that in some other areas Scrutiny Members were undertaking direct school scrutiny. The approaches were different in the different authorities with some scrutiny groups visiting schools (where the visits had started when there was concern regarding the school modernisation process) to schools being brought before the full Scrutiny Committee.

The Lead Member also noted that Estyn were keen that scrutiny should start to take a more proactive role in calling schools to account in respect of their standards.

Training was arranged in June 2015 for the Education Scrutiny Group on performance, leadership and provision with a focus on evaluating performance and the characteristics of schools causing concern. Questioning techniques were also covered. The training was provided by a former Estyn Inspector.

Process

- Chair of People Scrutiny Committee, in conjunction with Head of Schools to decide which schools to be scrutinised based on
 - Estyn Inspection outcome
 - Autumn term visit outcome
 - Financial situation
- Scrutiny Officer to write to Head teacher and Chair of Governors on behalf of the Chair of People Scrutiny Committee requesting attendance
- Panel of 5 Members plus reserve to be chosen (School Scrutiny Panel)
- Briefing to Panel from Scrutiny Officer on
 - Core data information
 - Estyn Inspection Report
 - Autumn Term visit report, school action plan and half termly reports on progress against school action plan (Schools Service to provide)
 - School budget (if an issue)
- Pre-meeting of School Scrutiny Panel with Challenge Advisor to provide professional guidance and advice on reports being scrutinised and in particular to hone questions and identify key areas/themes on which to focus.
- Head Teacher and Chair of Governors attend meeting to discuss standards, performance and if appropriate action plan in response to adverse Estyn Inspection – meeting observed by representatives from Schools Service (Head of Schools Service and Senior Challenge Advisor)

- Member scrutiny and support – challenge poor performance and recognise good performance.
 - Outcome reported by way of a letter from the Chair of the Working Group to Head Teacher and Chair of Governors to include:
 - Recommendations
 - Observations
 - Opportunities for shared learning
- Also to be copied to Education Scrutiny Group and Schools Service.

Progress

Since the summer of 2015 the following schools have been brought before the School Scrutiny Panel:

8 th June 2015	Builth County Primary School
3 rd July 2015	Llandrindod High School
11 th November 2015	Llandrindod County Primary School (Cefnlllys)
18 th November 2015	Ysgol Bro Hyddgen
7 th March 2016	Builth High School

A copy of the outcome letters to all of these schools is attached at Appendix A

Review

On 29th February 2016 the Education Scrutiny Group met to review the progress made by those schools which have attended School Scrutiny Panel. The Group also review the progress made by those schools in Powys which are currently assessed by Estyn as requiring Special Measures.

The outcome of this meeting is as follows:

Schools which have attended School Scrutiny Panel

Builth County Primary School

That the half termly monitoring reports of Builth Primary School be reviewed in conjunction with their provisional results in June 2016 when a view will be taken as to whether or not it is necessary to ask the school to attend a further meeting with the School Scrutiny Panel.

Llandrindod County Primary School

The school is working with the local authority to make improvements. ESG will review the half termly monitoring reports of Llandrindod CP School in conjunction with their provisional results in June 2016 when a view will be taken as to whether or not it is necessary to ask the school to attend a further meeting with the School Scrutiny Panel.

Ysgol Bro Hyddgen

That the Head teacher, Chair, Vice-Chair and all the LEA Governors of Ysgol Bro Hyddgen be invited to a meeting of the School Scrutiny Panel in the first half of the summer term 2016. (It has since been agreed to consider the results of the summer 2016 exams before coming to a view as to whether or not it is necessary to ask the school to attend a further meeting with the School Scrutiny Panel)

Schools which have attended School Scrutiny Panel and are in Special Measures

Llandrindod High School

To review the Autumn Core Visit and half termly monitoring visit papers before coming to a view as to whether or not it is necessary to ask the school to attend a further meeting with the School Scrutiny Panel.

Schools in Special Measures

Brecon High School

That Brecon High School remains on the list of potential schools to attend School Scrutiny Panel when the summer programme for the Panel is considered.

Llanbister County Primary School

The outcome letter from a recent inspection is imminent and therefore this school was not discussed. The outcome letter will be considered when School Scrutiny Panel next reviews these schools.

Builth High School

Builth High School were called to School Scrutiny Panel on 7th March 2016 after the review meeting on 29th January 2016.

Summary

Powys has 12 secondary schools of which three are in the Estyn Category of Special Measure (Brecon High School, Builth High School and Llandrindod High School) and two remain in the category of Estyn Monitoring (Newtown High School and Caereinion). Across Wales there are only seven secondary schools in Special Measures. This position raises questions both regarding the level of support and challenge that the schools receive both from the ERW Challenge Advisory service and from the individual school Governing Bodies and regarding school leadership. From the School Scrutiny sessions which have been held the Panel has concluded that a theme of issues regarding Governing Body effectiveness and Challenge Advisory Service capacity is of concern.

The School Scrutiny Panel will continue to ask schools to attend where standards indicate that performance is not at the required level.

Conclusion

A priority in the One Powys Plan is '*All children and young people are supported to achieve their full potential*'.

The position of three Powys Secondary Schools in Special Measures and two in Estyn Monitoring is of extreme concern to scrutiny.

It is recommended that the Portfolio Holder for Education and the Cabinet take the necessary steps to ensure that rapid and sustained improvement in school performance is evidenced in those schools which are underperforming.

It is recommended that the Portfolio Holder assures Cabinet that the ERW Challenge Advisory service is providing the appropriate level of support and challenge to Powys Schools and that he is kept continually advised of schools causing concern

It is recommended that the Portfolio Holder provides assurance that School Governing Bodies provide the appropriate level of support and challenge to their individual school.

It is apparent that there is far from equal access to the One Powys Plan priority for many pupils. Cabinet are urged to take the appropriate action to ensure that the education provided to all the pupils of Powys is of the highest standard and that where it is apparent that these standards are falling short then appropriate action within the powers available to the LA be taken to address this.

Confidential background papers used to prepare report:

- **Outcomes from following School Scrutiny Panels:**
 - **8th June 2015 Builth Wells CP School**
 - **3rd July 2015 Llandrindod Wells High School**
 - **11th November 2015 Llandrindod CP School**
 - **18th November 2015 Ysgol Bro Hyddgen**
 - **7th March 2016 Builth Wells High School**

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By virtue of paragraph(s) 12 of Part 1 of Schedule 12A
of the Local Government Act 1972.

Document is Restricted

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C97- 2016a

From: Jamie Edwards [<mailto:jamie@tenderwrite.com>]
Sent: 06 May 2016 22:41
To: Tourism Trade (CSP - Generic) <tourism.trade@powys.gov.uk>
Cc: Steve Boyd (CSP - Board Business) <steve.boyd@powys.gov.uk>
Subject: Threat to motorsport activity in Wales - please read

Hello,

I hope you don't mind me contacting you but I'm currently running a campaign to raise awareness of an issue that potentially has huge consequences to the Welsh tourism industry in rural areas, and Powys in particular.

In short, there is a very real chance from June 2016 onwards that car rallying in the Welsh forests will cease to exist. The reason for this is because Natural Resources Wales propose to double the costs they currently charge to competitors for using the forest roads. To give you a factual comparison, the Forestry Commission in England and Scotland have just renegotiated their contract with the Motor Sports Association and their increase was just 0.7% from the previous rate. NRW want to double the cost outright – an astonishing increase.

The net result of this would mean that the entry fees for car rallies in Wales would be so high that the events themselves would become unviable and will have no option but to cease. As a campaign group, #Rally4Wales has been set up to campaign against these proposed charges to bring them in line with England and Scotland.

A key part of our message is the value that rallying brings to the rural tourism industry in Wales. The MSA have researched this extensively, and the overall value to the rural Welsh economy from rallying is approximately £15 million pounds a year, including Wales Rally GB, the FIA World Rally Championship event that covers much of Mid Wales and has an extensive following.

All I ask of you is to please raise awareness of this issue to your many contacts who have benefited from rallying trade over the years. For decades, people have come from across Wales, the UK, Europe and the World to rally in Powys, staying at so many rural local hotels and eating in local pubs, restaurants and cafés. It all adds up, year after year.

If you can, please direct your contacts to our Facebook page where they can find more details of how to support our campaign. It can be found at www.facebook.com/rallyingmeansbusiness. We are shortly petitioning the Welsh Assembly over this matter – so awareness of the importance to rural economies is vital.

As a final indication of the seriousness of this issue to Powys as a whole – next weekend the Plains Rally will run from Welshpool. 150 confirmed entries, so 300 people in the competing cars, with an average support crew of around 3-4. Over 1,000 people attending the area just to compete! That figure doesn't include organisers, marshals, recovery crews and of course, spectators. As a round of major UK national rally championship, teams are attending from all across the UK to compete on the event. This time next year, if the proposed charges go through – instead of Welshpool/Newtown area hotels being booked to full capacity – there will be no bookings at all on that weekend as the event will not run. It won't be financially viable under the proposed cost increases.

The issue really is that serious. Any support or awareness raising you can offer our campaign would be greatly appreciated at this time.

Thank you / Diolch yn fawr.

Jamie

Jamie Edwards

#Rally4Wales Campaign

www.facebook.com/rallyingmeansbusiness

Delegated Decision List

6 May	Portfolio Holder for Environment and Sustainability	Appointment of tenant to Glancamlas, Garthmyl
6 May	Portfolio Holder for Finance	Approval to roll forward budgets
6 May	Portfolio Holder for Education	Appointment of school governors.
10 May	Portfolio Holder for Property Buildings and Housing	Approval to roll forward budgets
10 May	Portfolio Holder for Regeneration and Planning	Approval of the LDP Consultation Report April 2016 for submission.
10 May	Portfolio Holder for Environment and Sustainability	Approval of budget virement for Health and Safety works required within the County Farm Estates from the Invest to Save reserve fund
11 May	Portfolio Holder for Education	Approval to roll forward budgets
11 May	Portfolio Holder for Commissioning and Procurement	Approval to roll forward budgets
11 May	Portfolio Holder for Property Buildings and Housing	Approval to roll forward budgets

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Cabinet Forward Work Programme

Cabinet/ Management Team	Cabinet	Matter for Decision	Portfolio Holder/ Officer	Decision Maker Cabinet Portfolio Holder	Details of any consultation to be undertaken
	May	Delegation for entering into Planning Performance Agreements for Town and Country planning applications (O)	Gwilym Davies	Portfolio Holder	
	May	Re-modelling of workshops (O)	David Micah	Portfolio Holder	
7 June		Community Delivery	Lisa Griffiths		
7 June	14 June	Cae Post Contract (O)	Cllr John Powell Ashley Collins	Cabinet	
7 June	14 June	Residual Waste Contract (O)	Cllr John Powell Ashley Collins	Cabinet	
7 June	14 June	Business Case for Central Fleet Workshop (O)	Cllr John Brunt Stephen Offley	Cabinet	
7 June	14 June	Car Park Traffic Order Consultation Results (O)	Cllr John Brunt Shaun James	Cabinet	
17 May	14 June	Draft Corporate Improvement Plan 2016 – 19 (S)	Peter Jones	Cabinet	
7 June	14 June	School Transport Policy (S)	Cllr Arwel Jones Gareth Jones	Cabinet	
7 June	14 June	Options for Formal Public Consultation – Review of Day Time Activities for Older People including Day Centres. (O)	Cllr Stephen Hayes Dylan Owen / Dominique Jones	Cabinet	
7 June	14 June	Outcome of condition surveys for the Farm Estate – impact and consequences (I)	Cllr John Powell David Cox Hugo Van Rees	Cabinet	
7 June	14 June	School Transformation Programme– outcome of formal consultation (S)	Cllr Arwel Jones Marianne Evans	Cabinet	
7 June	14 June	Highways Asset Management Plan (O)	Cllr John Brunt Shaun James	Cabinet	

Key

S = Strategic – key corporate plans or initiatives

O = Operational – service delivery

I = For information

18/05/2016

C99-2016

Cabinet/ Management Team	Cabinet	Matter for Decision	Portfolio Holder/ Officer	Decision Maker Cabinet Portfolio Holder	Details of any consultation to be undertaken
7 June	14 June	Scrutiny Review of Implementation of CSSIW Improvement Priorities	Scrutiny Review		
7 June	14 June	Learning Disabilities Day and Employment Project, Phase 2 Options Appraisal Report	Cllr Stephen Hayes	Cabinet	
7 June	14 June	ACRF Director's Report (I)	Amanda Lewis	Cabinet Council	
7 June	14 June	Provisional Financial Outturn for year ending 31st March 2016	Cllr Wynne Jones Jane Thomas	Cabinet	
28 June		Strategic Overview Board Key Performance Indicators & Customer feedback Corporate Plan Preparation Update			
28 June		Risk Register (I)	Caroline Evans		
28 June	5 July	Safeguarding Quarterly report (I)	Cllr Graham Brown Cllr Stephen Hayes	Cabinet	
28 June	5 July	Budget Monitoring Report (I)	Cllr Wynne Jones Jane Thomas	Cabinet	
28 June	5 July	Draft workways for funding approval (O)	Cllr Avril York Jenni Thomas	Cabinet	
28 June	5 July	Leisure Service Additional Savings (O)	Cllr Graham Brown Jenny Ashton	Cabinet	
28 June	5 July	Libraries – Update/Interim Report (O)	Cllr Graham Brown Kay Thomas	Cabinet	
12 July	26 July	Investment in woodlands (O)	Cllr Avril York David Micah	Cabinet	
12 July	26 July	Treasury Management Review Report (I)	Cllr Wynne Jones Ann Owen	Cabinet	
12 July	26 July	Treasury Management Report for Quarter 1 (I)	Cllr Wynne Jones Ann Owen	Cabinet	

Key

S = Strategic – key corporate plans or initiatives

O = Operational – service delivery

I = For information

18/05/2016

Cabinet/ Management Team	Cabinet	Matter for Decision	Portfolio Holder/ Officer	Decision Maker Cabinet Portfolio Holder	Details of any consultation to be undertaken
	26 July	Update from the Anti-Poverty Champion	Cllr Joy Jones	Cabinet	
6 September		SIP Quarterly reports (I)	All Portfolio Holders		
6 September		Risk Register (I)			
	6 September	School Transformation Programme– Secondary Schools in Mid & South Powys Outcome of Formal Consultations (S)	Cllr Arwel Jones Marianne Evans		
6 September	13 September	Safeguarding Quarterly Report (I)	Cllr Graham Brown Cllr Stephen Hayes	Cabinet	
6 September	13 September	Budget Monitoring Report (I)	Cllr Wynne Jones Jane Thomas	Cabinet	
6 September	13 September	Final Strategic Asset Management Plan following outcome of place based workshops(S)	Natasha Morgan	Cabinet	
20 September		Strategic Overview Board Key Performance Indicators & Customer feedback			
September	September	Scrutiny Review of Implementation of CSSIW Improvement Priorities	Scrutiny Review		
	September	Depot Review	Cllr John Brunt Nigel Brinn	Cabinet	
	September	Review of HWRC sites	Cllr John Powell Nigel Brinn	Cabinet	
20 September	27 September	Secondary School Modernisation in North Powys	Cllr Arwel Jones Marianne Evans	Cabinet	
20 September	27 September	Final Option Approval – Day Time Activities for Older People including Day Centres	Cllr Stephen Hayes Dylan Owen / Dominique Jones	Cabinet	

Key

S = Strategic – key corporate plans or initiatives

O = Operational – service delivery

I = For information

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Cabinet/ Management Team	Cabinet	Matter for Decision	Portfolio Holder/ Officer	Decision Maker Cabinet Portfolio Holder	Details of any consultation to be undertaken
27 September	4 October	Budget Monitoring Report (I)	Cllr Wynne Jones Jane Thomas	Cabinet	
	October	Winter Maintenance (O)	Cllr John Brunt Shaun James	Cabinet	
	October	Outline Business Case for HTR	Cllr John Brunt Lisa Griffiths	Cabinet	
1 November	8 November	School Transformation Programme – Objection reports (2 papers) (S)	Cllr Arwel Jones Marianne Evans	Cabinet	
1 November	8 November	Treasury Management Report for Quarter 2 (I)	Cllr Wynne Jones Ann Owen	Cabinet	
1 November	8 November	Budget Monitoring Report (I)	Cllr Wynne Jones Jane Thomas	Cabinet	
	8 November	Update from the Anti-Poverty Champion	Cllr Joy Jones	Cabinet	
	November/ December	School Service Asset Management Plan	Cllr Arwel Jones Gareth Jones	Cabinet	
6 December		SIP Quarterly reports (I)	All Portfolio Holders		
6 December		Risk Register (I)	Caroline Evans		
6 December	13 December	Safeguarding Quarterly Report (I)	Cllr Graham Brown Cllr Stephen Hayes	Cabinet	
6 December	13 December	Budget Monitoring Report (I)	Cllr Wynne Jones Stephen Hayes	Cabinet	
6 December	13 December	Scrutiny Review of Implementation of CSSIW Improvement Priorities	Scrutiny Review		
	December	Trade waste price increase (O)	Ashley Collins	Portfolio Holder	
20 December		Strategic Overview Board Key Performance Indicators & Customer feedback			

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By virtue of paragraph(s) 12 of Part 1 of Schedule 12A
of the Local Government Act 1972.

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