

Leader



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06.04.2020

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NOTICE OF INTENDED PORTFOLIO HOLDER DELEGATED DECISION

The Portfolio Holder has received the following report for a decision to be taken under delegated authority. The decision will be taken on **14.04.2020** (i.e. 3 clear days after the date of this note). The decision will be published on the Council's website but will not be implemented until 5 clear days after the date of publication of the decision) to comply with the call-in process set out in Rule 7.36 of the Constitution.

1.	STRATEGY FOR TRANSFORMING EDUCATION IN POWYS 2020 - 2030
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CYNGOR SIR POWYS COUNTY COUNCIL.**Report for Decision**

**by the Leader,
County Councillor Rosemarie Harris
Date: 14th April 2020**

**REPORT AUTHOR: County Councillor Phyl Davies
Portfolio Holder for Education**

**REPORT TITLE: Strategy for Transforming Education in Powys 2020 -
2030**

REPORT FOR: Decision

1. Purpose

1.1 The purpose of this report is to present a new Strategy for Transforming Education in Powys 2020 – 2030 (see Appendix B). The Strategy includes;

- a new vision for education in Powys
- outlines the challenges faced by the education sector in Powys
- a final set of guiding principles
- strategic aims and objectives
- programme of activity
- legislative process
- monitoring arrangements.

The strategy replaces the School Organisation Policy 2018.

1.2 The report is supported by the following appendices:

- **Appendix A** Engagement Report
- **Appendix B** Strategy for Transforming Education in Powys 2020 - 2030
- **Appendix C** Capital Funding Strategic Outline Programme
- **Appendix D** Integrated Impact Assessment
- **Appendix E** Scrutiny observations to Cabinet

2. Background

2.1 In the summer of 2019, Powys Education Services were inspected by Estyn. Estyn's findings report outlined significant concerns regarding the Council's progress on school reorganisation, and included a recommendation to '*Ensure that the organisation of provision for non-maintained, post-16, Welsh-medium education and secondary education meets the needs of the children and young people of Powys.*'

2.2 Subsequently, the Council recognised the need to review education provision in the county, commencing a Strategic Review in October 2019. The Review included two phases:

- Phase 1 - Developing the Case for Change (October 2019 – January 2020)
- Phase 2 - Developing a Vision for Transforming Education in Powys (January – March 2020)

2.3 During the first phase, officers carried out an engagement exercise with a range of key stakeholders to commence the shaping of a new vision for education in Powys. On 21st January 2020 Cabinet considered a case for change, an engagement report and approved for a Stage 2 engagement to take place on a "Transforming Education in Powys" document which set out the emerging vision and guiding principles for transforming education in Powys. Following the engagement exercise officers were tasked to bring forward to Cabinet in April 2020 (a) A revised vision and guiding principles that will underpin future transformation for schools in Powys; and (b) - an implementation plan to begin the journey to realise that vision. The new Strategy for Transforming Education encompasses the revised vision and guiding principles, and includes an implementation plan.

2.4 The case for change report considered by Cabinet on 21st January 2020 outlined the main areas of concern as follows:

- Lack of equity for learner entitlement
- High proportion of small schools
- Decreasing pupil numbers
- High number of surplus places
- Building condition
- Financial pressures
- Inequality in access to Welsh-medium education
- Limited post-14 and post-16 offer
- Historical lack of political decision making.

2.5 The Council has previously completed reviews of the education sector, all of which have highlighted the need for significant change. These include:

- 2007 – Tribal Report on Powys’ Post-16 Infrastructure
- 2010 – Secondary School Modernisation – informal consultation
- 2013 – Post-16 Strategic Review
- 2014 – Viability of Secondary Schools in Powys – PwC
- 2015/16 – Secondary School Reorganisation Programme, including a report on the development of Welsh-medium secondary education in North Powys.

2.6 These reviews have clearly articulated the challenges of providing education in Powys, a large rural county with a sparse and declining population, with the very clear risk articulated in PwC’s 2014 report that ‘schools were increasingly at risk of becoming financially-led rather than curriculum-led’.

2.7 Whilst progress has been made over the last ten years, with a number of new schools built and around 45 schools reorganised or closed, it has not been at a sufficient scale or pace to address the issues outlined above. Estyn identified this as an area of concern, not only in the 2019 Inspection Report but also in earlier Inspection Reports.

3. Phase 2 - Developing a Vision for Transforming Education in Powys

3.1 As part of Phase 2, all stakeholders have had the opportunity to provide their views on the draft ‘Transforming Education in Powys’ document, findings at Appendix A.

3.2 The engagement period took place from the 27th January to the 24th February 2020. An online questionnaire asking for views on the draft ‘Transforming Education in Powys’ document was available online on the Council’s website throughout the engagement period. In addition, paper copies were available at libraries. Respondents could also submit written responses, either by e-mail or by post.

3.3 A young people’s version of the Transforming Education in Powys’ document was also prepared and circulated to all schools.

3.4 Two engagement events were held during the period: a Schools Conference on the 6th February 2020, and an online Learner Engagement event using distance learning technology on the 12th February 2020.

3.5 478 individuals completed the engagement questionnaire, this included 206 pupils. In addition, 124 written responses were received to the engagement exercise which included 110 responses from school pupils. Completed pupil questionnaires were also received from the School Councils of 13 schools.

4. New Strategy for Transforming Education in Powys (Appendix B)

4.1 The feedback from the engagement exercise has helped inform the development of a new Strategy for Transforming Education in Powys, see Appendix B. The Strategy includes:

- a new vision for education in Powys
- outlines the challenges faced by the education sector in Powys
- a final set of guiding principles
- strategic aims and objectives
- programme of activity
- legislative process
- monitoring arrangements.

4.2 The final vision **‘All children and young people in Powys will experience a high-quality, inspiring education to help develop the knowledge, skills and attributes that will enable them to become healthy, personally fulfilled, economically productive, socially responsible and globally engaged citizens of 21st century Wales’.**

4.3 The guiding principles have been refined to take account of feedback received and are found in Appendix B. These will now become the foundation of a new transformed education system.

4.4 The Strategy also includes the following four **Strategic Aims**:

Strategic Aim 1	We will improve learner entitlement and experience for pre-16 learners
Strategic Aim 2	We will improve learner entitlement and experience for post-16 learners
Strategic Aim 3	We will improve access to Welsh-medium provision across all key stages
Strategic Aim 4	We will improve the provision for learners with SEN/ALN

4.5 Each Strategic Aim is underpinned by strategic objectives, which can be found on pages 10 – 13 of Appendix B. Each Aim will have its own programme plan, and progress will be monitored bi-monthly by the Schools Transformation Programme Board. Outcomes and progress will be reported to the Transformation Delivery Board.

4.6 The Strategy will be delivered over a ten-year period in three ‘waves’:

- Wave 1 2020 – 2022
- Wave 2 2023 – 2025
- Wave 3 2025 – 2030

4.7 The Strategy also sets out the **legislative process** of developing proposals:

- Proposals for school reorganisation, as defined in the Welsh Government's School Organisation Code 2018, will be developed in accordance with the requirements of the Code
- Proposals for school federations will be developed in accordance with the Federation of Maintained Schools Regulations 2014

4.8 Alongside the development of the Strategy, officers have developed a **modelling methodology** which is able to provide detailed analysis of learner numbers and travel patterns. The modelling methodology will be used to support the implementation of the Strategy in order to ensure the optimum configuration of future education provision.

4.9 As the Strategy is implemented, it is important to ensure that there is full alignment with another two key policy areas:

- **Welsh in Education Strategic Plan (WESP) 2020 – 2030**

All local authorities have a statutory duty to develop and implement Welsh in Education Strategic Plans. The Welsh Government is due to launch new guidance for the development of new ten-year Welsh in Education Strategic Plan. Officers will bring a draft WESP to Cabinet for consideration.

- **Home to School Transport Policy**

It is essential that the Home to School Policy is revised to ensure that it can support the implementation of the Transformation Strategy. A revised Policy will be brought to Cabinet for consideration.

5. Advice

5.1 The advice of officers is that Cabinet approves the new Strategy for Transforming Education in Powys 2020 – 2030. This will enable vision and guiding principles that are included within the Strategy to be realised and will address the challenges outlined in the Case for Change Report that was considered by Cabinet on 21st January 2020. The Strategy has been informed by an extensive engagement and it is clear that there is significant support for change, as evidenced within the Engagement Report.

5.2 The new Strategy will be fully resourced to ensure pace and progress – Welsh Government has agreed that staff costs can be capitalised against the 21st C Schools Programme.

6. Resource Implications

6.1 The estimated capital funding required to enable the Strategy to be delivered is approximately £350m. It is expected that this will be funded through the Welsh Government's 21st C Schools Programme and discussions are already underway about securing this commitment from the Welsh Government – the funding required

is in addition to the already approved Band A and Band B funding. A new Strategic Outline Programme for capital funding is attached at Appendix C.

6.2 Currently, the Welsh Government provides 65% of capital funding for school building projects, with the Council responsible for the remaining 35%. The Council's contribution will be funded from a combination of borrowing and capital receipts from sale of assets. Any surplus schools will be dealt with as part of the Council's Capital Asset Policy.

6.3 Any projects that require capital funding will be developed in accordance with the requirements of the 21st C Schools Programme (or any other grant) and Cabinet will be required to approve the initial business case for each capital project.

6.4 Revenue implications from individual proposals for reorganisation or capital investment will be considered on a case for case basis as part of the proposal or business case.

6.5 The Head of Finance (Section 151 Officer) can support the recommendation. The financial implications for the individual proposals will be modelled and costed as they are developed to ensure affordability both of the capital investment and the ongoing impact on the revenue budget.

7. Legal implications

7.1 Legal : The recommendation can be supported from a legal point of view.

7.2 The Head of Legal and Democratic Services (Monitoring Officer) has commented as follows: " I note the legal comment and have nothing to add to the report".

8. Comment from local member(s)

8.1 Not applicable.

9. Integrated Impact Assessment

9.1 This impact assessment indicates that the impact of the strategy is generally good.

The Strategy includes a commitment to 'a major capital investment programme that will ensure that schools in Powys have inspiring, environmentally sustainable buildings that can provide opportunities for wider community activity, including where possible childcare services, early years, ALN, multi-agency support and community and leisure facilities.' This will ensure the continued provision of community facilities.

However, whilst the aim of the Strategy is to improve educational provision across Powys, it is acknowledged that some proposals which could be brought forward following approval of the Strategy could be unpopular with some residents and some communities, and could make it more difficult for residents in some communities to access provision, without having to travel further than they do currently.

Following approval of the strategy, individual impact assessments will be carried out for any proposals taken forward, which will ensure detailed consideration of each proposals.

10. **Recommendation**

It is recommended that the Leader:

- accepts the findings of the Engagement Report (Appendix A)
- approves the new Strategy for Transforming Education in Powys 2020 – 2030 (Appendix B) for implementation
- in order to demonstrate full commitment to the ambition outlined in the Strategy, approves the development of a ten-year outline (notional) capital investment sum of £350m to transform the schools' estate as outlined in the revised 21st C Schools Strategic Outline Case (Appendix C)
- requests officers to return to Cabinet, no later than September 2020, or as soon as is reasonably practicable, with the first set of proposals and a revised home-to-school transport policy, for consideration
- requests officers to return to Cabinet, no later than September 2020, or as soon as is reasonably practicable, with a draft Welsh in Education Strategic Plan, for consideration
- accepts that surplus schools will be dealt with in line with the Council's Capital Asset Policy.

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Head of Service: Lynette Lovell, Interim Chief Education Officer

Corporate Director/SRO: Dr Caroline Turner, Chief Executive Officer

Programme Lead: Emma Palmer, Head of Transformation and Communications

CABINET REPORT TEMPLATE VERSION X

Background Papers used to prepare Report:

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Transforming Education in Powys

Engagement Report

March 2020



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1. Background and Introduction

In the summer of 2019, Powys Education Services were inspected by Estyn. Estyn's report on the inspection outlined significant concerns regarding the Council's progress on school reorganisation, and included a recommendation to 'Ensure that the organisation of provision for non-maintained, post-16, Welsh-medium education and secondary education meets the needs of the children and young people of Powys.'

Since then, the Council has recognised the need to review education provision in the county, and has been engaging with a range of key stakeholders in order to shape a vision for education in Powys for the future. A number of engagement events were held in the autumn term 2019, and the feedback received during these events was used to develop a Case for Change and a draft Vision for Education in Powys. These documents, and a summary of the feedback received during the engagement events were considered by the Council's Cabinet in January 2020, when the Cabinet approved carrying out a further period of engagement on the emerging vision for education in Powys.

As part of this second period of engagement, an opportunity was provided for stakeholders to give their views on the draft 'Vision for Education' document. This report provides a summary of the feedback received.

1.1 Methodology

The engagement period started on the 27th January 2020, and ended on the 24th February 2020. A questionnaire was prepared which asked respondents for their views on the draft 'Vision for Education' document. This questionnaire was available online on the Council's website throughout the engagement period. In addition, paper copies were available at libraries.

As well as responding via the questionnaire, respondents could submit written responses, either by e-mail or by post.

A young people's version of the engagement document was also prepared, and a young people's version of the questionnaire was also circulated to all schools.

Two engagement events were also held during the engagement period. A Schools Conference was held on the 6th February 2020, and an online Learner Engagement event was held using distance learning technology on the 12th February 2020.

1.2 Responses Received

A total of 478 individuals completed the engagement questionnaire. This included 206 pupils.

In addition, 124 written responses were received to the engagement exercise. This included 110 responses from school pupils.

Completed pupil questionnaires were also received from the School Councils of 13 schools.

All responses received from pupils, including responses to the engagement questionnaire, completed pupil questionnaires and other written responses from pupils, are considered in Section 4 of this report.

2 Online Questionnaire

This section provides a summary of the responses received to the online questionnaire which was available during the engagement period.

This section does not include responses received from pupils – these are considered in section 4 of this report.

2.1 Summary of Responses – Introduction

Respondents were asked to indicate how they are associated with education in Powys. 274 online questionnaires were completed, however 387 individual responses were received to this question. This is higher than the number of questionnaires completed as some respondents indicated more than one association.

The responses received are as outlined in the table below. Two percentage figures are provided in this table, the first of these gives the percentage based on the total responses received to this question, the second of these gives the percentage based on the total number of responses received to the questionnaire.

Association with education in Powys	Number of responses	% of responses to this question	% of total responses to questionnaire
Member of staff	103	26.6%	43.7%
Prospective parent, carer or guardian	12	3.1%	8.0%
Governor	51	13.2%	29.7%
Parent, carer or guardian	130	33.6%	55.8%
Former parent, carer or guardian	23	5.9%	15.8%
Member of the community	40	10.3%	25.3%
No association	7	1.8%	5.4%
Other	21	5.4%	12.9%
Total	387	100.0%	

Respondents were asked to provide their postcode. 184 respondents gave their postcode. The postcodes provided were as follows:

Postcode	Area	Number of responses	%
BS48	Backwell, Nailsea, North Somerset	1	0.5%
DG3	Thornhill, Dumfriesshire	1	0.5%
HR3	West Hereford, Hay on Wye	3	1.6%
LD1	Llandrindod Wells	19	10.3%
LD2	Builth Wells, Llandrindod Wells	5	2.7%
LD3	Brecon, Talgarth, Llandrindod Wells	20	10.9%
LD4	Llangammarch Wells, Llandrindod Wells	1	0.5%
LD5	Llanwrtyd Wells, Llandrindod Wells	1	0.5%
LD6	Rhayader, Llandrindod Wells	10	5.4%

LD7	Knighton, Llandrindod Wells	1	0.5%
LD8	Presteigne, Llandrindod Wells	1	0.5%
LL17	St. Asaph, Allt Goch, Rhualt, Tremeirchion, Waen, Conwy	1	0.5%
NP7	Abergavenny, Monmouthshire	1	0.5%
NP8	Crickhowell, Powys	2	1.1%
SA10	Aberdulais, Llandarcy, Neath Port Talbot	2	1.1%
SA9	Abercraf, Cwmtwrch, Ystalyfera, Ystradgynlais, Neath Port Talbot	3	1.6%
ST18	Stafford, Staffordshire	1	0.5%
SY1	Shrewsbury Town Centre, North Shrewsbury, Shropshire	2	1.1%
SY10	Oswestry, Shropshire	7	3.8%
SY15	Montgomery, Powys	8	4.3%
SY16	Newtown, Powys	20	10.9%
SY17	Caersws, Llandinam, Powys	16	8.7%
SY18	Llanidloes, Powys	15	8.2%
SY19	Llanbrynmair, Powys	4	2.2%
SY20	Machynlleth, Powys	2	1.1%
SY21	Welshpool, Powys	20	10.9%
SY22	Llanfechain, Llanfyllin, Llansantffraid, Llanymynech, Meifod, Powys	15	8.2%
SY23	Aberystwyth, Llanon, Llanrhytud, Ceredigion	1	0.5%
SY24	Bow Street, Pen-y-garn, Rhydypennau, Llandre, Ceredigion	1	0.5%
Total		184	100.0%

2.2 Summary of Responses to Engagement Exercise

Respondents were asked to give their views on the 'Transforming Education in Powys' document.

A summary of the responses received to each question is provided below.

Section 3 – Vision for Education

Respondents were asked to what extent they agreed with the high level vision for education in Powys which was included in the 'Transforming Education in Powys' document.

271 respondents answered this question. Their responses were as follows:

To what extent do you agree with this as a high-level vision for education in Powys?	Number of responses	%
Strongly agree	105	38.7%
Agree	105	38.7%
Neither agree nor disagree	24	8.9%

Disagree	26	9.6%
Strongly disagree	11	4.1%
Total	271	100.0%

Overall **77.4%** of respondents agreed or strongly agreed with the high-level vision. **13.7%** of respondents disagreed or strongly disagreed, with the remaining **8.9%** stating that they neither agreed nor disagreed.

Respondents that disagreed with the vision were asked to suggest any amendments which they thought the Council should consider.

Comments were received from 89 respondents. These are summarised below:

i) Comments on specific elements of the draft vision:

'Globally engaged'

- What does this mean? Are you proposing encouraging pupils to leave the area and Wales?
- Should be locally and globally engaged.

'Economically productive'

- What does 'economically productive' mean? School is about more than churning out the next batch of workers
- 'Productive' may be more appropriate than 'economically productive'.
- Would like to see something about their potential – economically productive seems impersonal, could this be 'active contributors to the economy'?
- 'Economically productive' turns children into a resource. Important that we equip young people to be creative, brave, adaptable, resilient problem solvers, not make them sound like future production line workers for careers in a manufacturing industry that won't be there

Other

- What does 'socially responsible' mean?
- 'Developing the skills, knowledge and attributes...' – this should mean children following the learning pathway that is appropriate for them

ii) Other elements that should be included in the vision

Reference to Welsh:

- Would like to see a reference to Welsh medium education in this statement – we are the only county in Wales without a Welsh-medium high school
- Suggested amendment – 'high quality education in their choice of language – Welsh or English'

- The vision is lacking uniqueness – it could be a vision for anywhere in the world. It should mention Welsh, maybe ‘Welsh citizens’.
- The first sentence should read ‘All children and young people in Powys experience high quality education in Welsh or English’
- No reference to Welsh-medium education or the importance of the language to communities
- The vision is silent on education being delivered in English or Welsh in line with parental preference
- Welsh language should be mentioned

Needs more of a local context:

- Should aspire towards all learners carrying a pride for being educated in Powys.
- An appropriate vision for a school in England, but shows a lack of understanding of the needs of children in the county

Reference to lifelong learning:

- Needs to sound more inspiring – needs to talk about the love of learning and developing lifelong learners.
- It’s missing something – want the education itself and their time at school to be fun and enjoyable, giving them a lifelong lust for learning and application of skills and problem solving

Other:

- ‘Resilient’ needs to be added – ‘personally fulfilled, economically productive, social responsible, resilient and globally engaged citizens.’
- Education should be ecologically sustainable
- Should mention ‘the highest quality education’
- Should mention children and young people reaching their own full potential / being the best they can be
- Should reflect that not all children are the same and schools should meet individual needs of children not try and teach them all the same way
- Education is for all, but maybe for this it should bracket the age range (0-25).
- Need to add a commitment to local provision bearing in mind the geographical spread of Powys
- Should emphasise the importance of local post-16 and Welsh-medium provision.
- Should mention the value of community learning, young people learning in the heart of their communities
- Vision should be for a system where for all learners the nearest school is their best option, where all schools of like phase provide the same excellent opportunities, are equivalently funded, and provide the same aspirational outcomes

iii) **Suggested alternative visions**

- ‘All children and young people in Powys experience high quality education within a reasonable distance from their home and develop the knowledge, skills and

attributes that will enable them to become personally fulfilled, economically productive, socially responsible, spiritually aware and globally engaged citizens.'

- 'All children and young people in Powys experience high quality education where they develop skills, attributes and personal strengths based on learnt knowledge to enable them to become fulfilled, economically productive, socially responsible and globally engaged individuals'
- 'All children and young people in Powys have equal opportunities to experience high quality education and develop the knowledge, skills and attributes that will enable them to become personally fulfilled, economically productive, socially responsible and globally engaged citizens of Wales.'
- The vision should be something like 'Enabling high quality education,' 'Creating the best for the next generation'. The rest can then fit in as objectives e.g. 'Creating the best learning environment for the next generations'.

iv) Other general comments:

- Like the sentiment, but it's too wordy and therefore ambiguous
- Doesn't really mean anything other than a collection of impressive sounding words
- In its current form, typical PCC meaningless words on a page
- Need to have the finances to back the vision up
- Seems to be just words and very woolly
- It's very vague, corporate speak
- A vision should be achievable, aspirational and short, it should also mean something. I have no idea what you want to do
- How will achieving this vision be financed?
- A vision should be something to strive for not something that is expected
- It doesn't really challenge the status quo much – reads like what schools already try to do
- I wish more effort had gone into how it could be achieved, rather than pages of the 'wish list'
- The vision does not refer to raising standards or reducing the attainment gap which are key features of the WAG national mission
- The vision is a summary of the 4 WG principles – it appears PCC has not taken the time to make the vision specific to Powys
- The vision considers education in isolation of community assets and broader public sector offer.
- Cut the flowery language and sort your schools out now, not in some amazing vision for 2025.
- Powys needs to be ambitious. The vision doesn't show anything innovative.

Section 4 – Guiding Principles

Respondents were asked to what extent they agree with the guiding principles to be used to underpin the Council's thinking going forward, which were included in the 'Transforming Education in Powys' document.

270 respondents answered this question. Their responses were as follows:

To what extent do you agree that these guiding principles are appropriate?	Number of responses	%
Strongly agree	113	41.9%
Agree	102	37.8%
Neither agree nor disagree	18	6.7%
Disagree	31	11.5%
Strongly disagree	6	2.2%
Total	270	100.0%

Overall **79.7%** of respondents agreed or strongly agreed with the guiding principles. **13.7%** of respondents disagreed or strongly disagreed, with the remaining **6.7%** stating that they neither agreed nor disagreed.

Respondents that disagreed with the guiding principles were asked to suggest any amendments which they thought the Council should consider.

Comments were received from 123 respondents. These are summarised below:

i) Comments on individual guiding principles

- ***Excellent and inclusive schools that are encouraged to work together to develop high-quality teaching, learning and leadership***
 - This seems very confused. Would be clearer to say ‘Schools that are rated the best in Wales, promote inclusivity and work in partnership.’
 - ‘Excellent and inclusive schools that work together’ – encouraging them isn’t enough.
 - ‘Excellent and inclusive schools that are encouraged to work together to develop high-quality teaching, learning and leadership located in the communities they serve’
- ***A curriculum that is responsive to the need of learners, the community and the economy, and meets statutory requirements***
 - Is it local or UK economy? Concerned that the curriculum would be biased to just that. Nothing wrong with developing the local economy, but needs to be balanced
 - Surely the curriculum is a statutory requirement?
 - Should say ‘future economy’ – post Brexit, huge developments in technology and the massive implications of climate change are going to have implications for our young people way beyond anything we can currently envisage.
- ***Welsh medium provision across all key phases of education, where growing numbers of learners can be confident that they will have access to provision in Welsh***

- English speaking education should be funded as well as Welsh
 - It should not feel as though Welsh-medium education is the first class citizen compared to English language providers
 - Would add that English medium education shouldn't be detrimentally affected as a consequence
 - Could scrap the Welsh-medium one – pupils leaving Welsh education don't use Welsh when they leave school
 - Less emphasis on Welsh provision where this is at the expense of other pupils
 - More investment should be put into STEM and high impact foreign languages from around the world rather than Welsh medium
 - Do not agree with this – it should be parental choice whether they choose to educate their child through the medium of Welsh or English
 - Should include that pupils have access to Welsh-medium provision as near to home as is practically possible
 - Welsh-medium education needs to be offered in dual stream settings to make it acceptable to the majority of parents
 - Too long winded – 'Welsh-medium education that can be accessed at all stages of life'
 - Children should have better access to Welsh language education within the county they live
 - Need to strengthen Welsh language comment that all learners will have Welsh language skills as a consequence of their education
 - Should state that provision should be as near to home as is practically possible
 - Should state 'all learners' – 'Welsh medium provision across all key phases of education, where growing numbers of learners can be confident that they will have access to provision in Welsh'
 - Need to establish designated Welsh-medium provision
 - The opportunity to be bilingual should be essential rather than optional in my opinion, especially in primary schools
 - Need to be stronger in terms of improving Welsh-medium provision – 'Welsh-medium provision across all educational key stages, where an increasing number of learners can be sure that they have access to Welsh-medium provision and a clear pathway between each phase'
 - No reference to developing the language skills of pupils attending English-medium schools
- ***Schools that are financially stable and sustainable, where their leaders can concentrate on pupil and staff learning and well-being***
- Sustainable budgets are doing nothing but limiting provision, breadth of options for learners, ALN needs, providing for the most vulnerable and traumatised learners, and definitely not helping the well-being of staff
 - You are setting yourselves up to fail – we will have a Conservative government for some years to come, austerity is likely to continue and budgets will be squeezed even tighter. Don't know how achievable this is
 - Members of the Cabinet have previously criticised schools for not being able to manage budgets successfully. Schools are cutting staff to balance budgets. A wonderful vision, but not borne out in reality

- Doubt that any schools in Powys could ever truly be financially viable. Money needs to be shared from more affluent areas where it is spent on frivolities when rural schools lack necessities
 - All schools should be financially stable, how can teachers do their best for our children without the best resources or lack of funding?
 - Not sure 'financially stable' is fair in rural communities – rural communities require adequate and appropriate schools, but these may not be as financially stable as those in suburban communities
 - Don't need the second part. Delivery of the first part will deliver the second.
 - You can't have a school that is financially stable if the leaders are concentrating on well-being and learning – a headteacher's role is either to manage staff and pupils or to generate income.
 - 'Schools that are financially stable, sustainable and have the resources to enable continual improvement...'
 - Should include something about avoiding the current major differences in the cost per head between schools
- ***Curriculum choice from the age of 14 that offers a breadth and balance of specialist academic, vocational and work-based learning to meet the needs of all learners***
- Especially agree that vocational courses and work-based learning needs to be readily available
 - It's important that there is curriculum choice from the age of 14 and 16 that offers a breadth and balance of specialist academic, vocational and work-based learning to meet the needs of all learners
 - Pupils should have full choice of what subjects to pick. No more columns.
 - Suggest 'Curriculum choice from the age of 14 to meet the needs of all learners to meet their full potential'
 - Broader curriculum at KS4 and KS5
- ***Appropriate provision for pupils with additional learning needs, as near to home as is practically possible, in a way that best combines the specialisms and facilities needed to provide effective support.***
- Difficult to shorten this one. People need to realise that we can't deliver everything within 1 mile of their house
 - This needs to be more specific
 - Still sounds like a compromise – 'be grateful for anything you get' – needs better and more ambitious vision / wording
 - The point about children with ALN remaining close to home is really important
 - Should be a commitment to providing inclusive education for all
 - 'Appropriate provision for pupils with additional learning needs, as near to home as is practically possible, in a way that best combines the specialisms and facilities needed to provide effective support.'
 - Does not take into account that for some ALN pupils, the distance travelled is of secondary importance to the provision they receive

- ***A safe, digitally rich, learning environment that is fit for purpose***
 - Scrap this – surely this is a given these days?
 - Slight concern about ‘digitally rich’ – digital learning is very important but hope not too much and that it also includes education about the risks of digital use – research into screentime, social media, internet use found it has a negative impact on children’s wellbeing and mental health. Too much homework is on computer, we should encourage children to go outside, engage with people without technology as well as being able to use it correctly
 - This is key
 - Agreed, schools need to keep up with the digital age and be safe places to learn
 - Huge issue with the word ‘safe’ here. The concept of internet safety has moved on in the last 10 years – we cannot make the internet ‘safe’ for young people – they will be exposed to adult content by the time they are 8. They need a space within school where they can discuss and start to develop coping mechanisms.
 - ‘A safe, technologically rich, learning environment...’

- ***School environments that provide attractive spaces for community activities, including sport, active citizenship and culture***
 - Schools shouldn’t have to rent out their space to fund themselves
 - Libraries, community halls should be separate from schools to allow appropriate space and access for all
 - Schools don’t need to be made attractive – children in Africa still learn in very poor school environments
 - Schools generally have very poor history in engaging with the wider community. Caretakers generally will not open the building after hours, and they certainly won’t heat it. Access cannot be given during school hours due to safeguarding.

- ***A local authority where staff in our schools are valued and are encouraged to work collaboratively with partners to develop the new curriculum***
 - This is very aspirational for Powys County Council
 - This is key
 - As long as teachers are given time off from work to do it – they don’t need their workload to increase
 - Take out the word ‘collaboratively’ – for the future of our children and young people we need to break down barriers and work in partnership with everyone we can
 - Should also mention that governors are valued
 - Teaching staff who are interested in teaching and engaging with pupils

- ***An open and transparent process for change***
 - This is very aspirational for Powys County Council
 - If you aren’t open aren’t you by default transparent?
 - How much of this document has been shared and distributed to the wider ‘community’?

- These last two could work together – ‘An open and transparent local authority where all stakeholders are valued and encouraged to work collaboratively to drive change to develop a high quality education system.’
- This should be prioritised, previous work on school modernisation has been anything but open and transparent.
- Need to add to this – ‘An open and transparent process for change with clear timescales’

ii) Other elements that should be included

- The interests of learners

- The overriding principle of any education system has to be that ‘The best interests of the learners must be at the forefront of any policy setting and decision making’

- Sustainability

- The only mention of sustainable is in terms of it being economic
- Although the document mentions sustainability it is vague and needs to address the environmental concerns of young people
- Climate crisis

- Local provision

- Localism is important
- The importance of small rural schools to the communities they serve should also be recognised
- No reference to locality
- Schools should be positioned to reduce the flow of learners to England
- Would only agree if able to offer these with children being kept in their local area. Bussing children out of the area to create a mass is not an option.

- Travel distances

- Would like to see a limit on how far you would expect pupils of different ages to travel to access appropriate education
- Needs to be a commitment to limiting travel distance, particularly for younger pupils

- More Able and Talented

- Need to refer to more able pupils
- Should be provision for gifted children as well as children with additional needs
- That a learning environment is nurtured in schools so that all pupils, including the brightest, are encouraged, enabled and motivated to fulfil their potential.

- **Diocesan provision**
 - No mention of Church Schools. Would like to see a commitment and aspiration to providing a range of educational offers and including the valued place of Church Schools in the Powys offer
 - Would like to see referenced the place of partnership with the 3 Diocesan Bodies serving Powys

- **Mental health / Well-being**
 - Mental health and well-being of staff and pupils needs to be a priority
 - The well-being of staff working in education needs to be a higher priority

- **Other**
 - 'A local authority highly valued by all its schools for its support and proactive collaboration with partners to achieve excellence in education.'
 - Nature based learning (e.g. forest school) should be up there with Welsh-medium and digital.
 - Young carers are supported to have an education alongside the right to continue to care for family members
 - Need to include pre-school education – education is from 3 years old and these pupils are not in school
 - For schools to be 'engaging' – engaged with pupils, parents, community, services, nature, the world around them
 - An element of play – encouraging children to have time and space to play and be children
 - No mention of the invaluable relationship between care givers and education

iii) Other general comments

- The principles are good, but in our current climate, will not be able to achieve some of them in combination with each other
- No one could disagree with these, but where will the money come from to achieve these?
- There are a lot of them
- Reads like the same old mistakes. Another opportunity to shut small schools and provide less for communities.
- They are all things one would hope any education system would aim to embrace
- Overall, reads like 'corporate speak'
- This would be better as a matrix sliding scale rather than asking for en bloc agreement
- Would be easier to comment if the points had been numbered rather than bullet pointing
- More consistency in language is needed – it mentions pupils and learners and also schools which then does not include settings/college
- The need for quality should underpin all aspects – this should be the guiding principle, not cost saving or rationalisation

- Some of these guiding principles could contradict each other, care should be taken to clarify which ones can be used to override others
- Does
- Do not provide a 'robust' enough picture or plan for the future.
- Throughout the document the education service appears to have been considered in isolation – need to consider wider public sector offer

Section 5 – Staffing and Leadership

The 'Transforming Education in Powys' document outlined the need to develop systems in order to better attract and retain staff and the need to develop leadership pathways to encourage our professionals to grow within the local authority. Respondents were asked to give their views on two questions. A summary of the responses is provided below.

Question 1: In your view, what does the Council need to do to better attract and retain staff?

Comments were received from 246 respondents. These are summarised below:

i) Reduce workload

- Tackle workload issues
- Reduce workload
- Need to invest in staff – an attractive building isn't going to improve the workload of a stressed teacher or HLTA
- Less paperwork to allow teachers to teach
- Provide more time to prepare outstanding lessons
- many teachers are working 55-70 hours a week just to keep on top of their workload
- Increase minimum PPA time to at least 20% of teaching time
- 5 hours of PPA time for full time teaching staff
- More time for marking
- Acceptable class sizes
- Less paperwork
- More generous staffing levels

ii) More focus on well-being

- Have a proper well-being programme in place
- More focus on staff well-being
- People that work in education tend to be people who put others needs before themselves, its vital they are looked after too
- Improve staff morale / job satisfaction

iii) Better training / development opportunities

- Better opportunities for CPD
- Support the staff you already have by offering training opportunities to all staff not just those in leadership

- Invest in experienced teachers by offering CPD courses that help their career to progress
- Offer sabbaticals to improve development opportunities
- CPD on a collaborative basis allowing staff to think more regionally and to be less focussed on the immediate vicinity of their own school
- Online webinars
- Opportunities to have work experience in different schools
- Succession planning e.g. Emerging Leaders Programme
- Encourage and give current staff opportunities to learn Welsh or improve their Welsh
- More opportunities for school to school support and visits
- Lead teachers to be appointed to share good practice
- Clear progression pathways in place
- Improve digital opportunities to strengthen links with universities and improve career progression / access to further education / training
- Larger schools would create more opportunities for development / career progression
- Encourage school staff to have regular monthly supervision and review of key performance indicators

iv) More stability

- Provide more permanent positions
- Staff need to feel stability in their schools and free from fear of school closure
- Long term funding needs to be available to allow schools to offer long term employment
- Uncertainty of education provision and jobs does not provide reassurance to staff

v) More flexibility

- Allow more flexibility
- Better use of part time / job share arrangements
- Remote working to prepare lessons

vi) More opportunities / recognition for support staff

- Improve progression routes for support staff
- Fair pay for teaching assistants
- Allow schools to set their own pay scales, e.g. for support staff who go above and beyond
- Pay for teaching assistants / learning assistants needs to reflect their responsibility / commitment

vii) Make Powys a more attractive place to come and work

- Powys has to be seen as a great place to live with many opportunities for exciting leisure activities

- Campaign to encourage teachers to come to work in Powys, similar to the one being run for social workers
- Invest in services to attract individuals and families – teachers need to want to live here

viii) Better working environments

- Provide well maintained schools and up to date technology
- Better working environments
- Better quality facilities
- Adequate funding, better facilities
- Need to ensure sufficient funding for resources

ix) More opportunities to join the profession

- Is it possible to train teachers within Powys?
- Establish links with training providers, teacher training organisations
- More links with universities / training providers
- High level apprenticeships and traineeships – similar to social workers

x) Better support

- Support from the council on key areas e.g. ALN, behaviour support, financial management
- Better HR support
- Staff must feel well supported in their schools
- Better support for staff in acting roles to encourage them to strive to take these roles on permanently
- Support for staff during the NPQH application process which is fair and consistent across the board
- Supportive ethos from ESTYN, SLT, colleagues

xi) More recognition

- Not enough praise given to higher quality teachers
- More identification and recognition for excellent teachers in Powys
- Believing in staff's professionalism
- Respect staff
- Incentives to acknowledge staff services – discounts? Staff awards for long-service or exemplary performance?
- Take staff views into consideration
- Value loyalty
- Competitive salaries

xii) Teachers need to be accountable

- Teachers need to be better performance managed and held accountable
- Need to deal with under performance

- Provide challenge but support
- Encourage school staff to have regular monthly supervision and review of key performance indicators

xiii) Other

- Make sure subjects are taught by specialists
- Policies and procedures in schools should be consistent across the board
- Establish a central PCC function employing cover staff
- Communicate openly, honestly and transparently
- Avoid implementing too many changes all at once and give reasonable time for change to be implemented and embedded

Question 2: In your view, what does the Council need to do to encourage our professionals to aspire to leadership roles?

Comments were received from 225 respondents. These are summarised below:

i) Reduce the workload

- Reduce the workload - SLT are firefighting constantly
- Ensure all headships are non teaching roles
- Reduce the pressure on leaders to be business managers, accountants, social workers, police officers etc.
- Business managers and cluster based teams to support leaders
- Offer more support for leaders

ii) Training

- Supported in-house training programmes
- Make it clearer what's involved, offer training to bridge the gap between current experience and qualifications and what would be needed
- Take a holistic approach to career progression – upskill the member of staff in areas other than education e.g. leadership, management, finance, HR

iii) Development / shadowing opportunities

- Provide opportunities for staff to experience middle / senior leadership roles, with the appropriate time allocated for this
- Release teachers for a week / fortnight to observe good leaders / headteachers so that they can make an informed decision
- Offer more secondments
- Promote good leaders and use them to encourage and mentor others

iv) 'Grow your own'

- Encourage staff to share their aspirations and be guided towards leadership roles by the senior leadership team.

- Talent identification within schools
- A clear structure of support for potential headteachers
- Create a pathway

v) More stability

- Stability in the number and type of schools
- Have a school structure that is securely funded and sustainable, this will allow leaders to focus on the core purpose of teaching, learning and well-being and will aid more effective strategic planning

vi) Better funding / facilities

- Better facilities – buildings, IT
- Reduce financial pressures faced by leaders

vii) Better recognition

- Competitive salary
- Giving a sense of ownership of roles
- More recognition of excellent leaders / managers

viii) Other

- Blame free culture
- Flexible working
- Trust young teachers to lead the way

Section 6 – What education in Powys could look like in the future

Respondents were asked to what extent they agree that the suggestions for what education in Powys could look like in the future, as outlined in the ‘Transforming Education in Powys’ document, are appropriate.

262 respondents answered this question. Their responses were as follows:

To what extent do you agree that the suggestions for what education in Powys could look like in the future are appropriate?	Number of responses	%
Strongly agree	58	22.1%
Agree	119	45.4%
Neither agree nor disagree	54	20.6%
Disagree	23	8.8%
Strongly disagree	8	3.1%
Total	262	100.0%

Overall **67.5%** of respondents agreed or strongly agreed with the suggestions for what education in Powys could look like in the future. **11.9%** of respondents disagreed or strongly disagreed, with the remaining **20.6%** stating that they neither agreed nor disagreed.

Respondents were asked whether there are any other models the local authority should consider as it looks at transforming the schools' system in Powys.

Comments were received from 148 respondents. These are summarised below:

i) Sixth form / Post-14/16

- Establishment of dedicated centres / hubs

- Sixth form hubs – could have 4 across Powys – Welshpool, Newtown, Llandrindod and Brecon
- 6th form colleges
- 3 sixth form colleges – mid, north, south
- Should be a small number of 6th form centres built in strategic points in the county which are run by the high schools in their area, teaching done by the staff from the high schools
- Close all sixth forms in North Powys and create a high quality sixth form college in Newtown that can offer a wide range of academic subjects together with more vocational options where pupils can mix and match
- Build two sixth form centres in the north and the south which offer all courses
- One sixth form in the north and another in the south of the county, offering both academic and vocational qualifications under one roof. This would allow economies of scale, greater choice and increased teaching expertise
- Upper schools in the format of a 6th form college with three campuses, one south, one mid, one north
- 6th form college provision that offers a wide variety of subjects in English and Welsh and links to both English and Welsh universities

- Tertiary model

- Post 14/16 centres which are strategically placed to ensure maximum catchment with the lowest number of centres
- Should have a tertiary education offer with 6th forms away from the high schools
- Tertiary system would allow more collaborative working between primary and secondary, and would allow FE staff to be specialists in their subject area
- Look at a tertiary model for post 16 education to stop the drift to neighbouring authorities

- Reduce the number of post-16 providers

- Reduce the number of secondary schools that are able to offer Post 16 curriculum
- Fewer secondary schools with sixth forms
- **More collaboration between providers**
 - 6th forms working in curriculum groups is the way forward, with IT and teacher movement part of the solution
 - Joint sixth forms
- **Other**
 - Consider handing over all post-16 to NPTC
 - Adequate choice at 14 and 16 can only be achieved if there is a large enough scale

ii) Less schools

- **Less schools generally**
 - There are too many schools for the population – would rather children travelled further to a centre of excellence than pop down the road to the mediocre
 - Reducing schools would mean more choice of subjects
 - It's cheaper to bus students than to keep schools open
 - Need to close some primary and a very few secondary schools
 - Reduce the number of schools and satellite schools
 - Look towards larger institutions (perhaps multi-site) to give a range of subjects and to improve prospects on the staffing side
 - Impossible to give pupils access to the same experiences in a school of 30 and 130
- **Less small schools**
 - Need to close all primary schools with less than 50 pupils within the next 5 years
 - Close smaller schools to be able to better fund bigger schools
 - Small schools need to be closed to allow sustainability on other larger schools
 - Closure of small primary schools where numbers are below 50 and travel distance to the nearest school is small
 - Small primary schools need to go
 - Time to close small schools that are economically inefficient – secondary schools cannot continue to prop up primary schools financially
 - Going forward, with the new curriculum small schools will face significant challenges to deliver this

- **Less primary schools**
 - Fewer primary schools
 - Look at closing primary schools – less primary schools in big towns such as Newtown and Welshpool
- **Less high schools**
 - Fewer secondary schools

iii) **Welsh-medium**

- **Designated Welsh-medium provision**
 - Single stream schools
 - Additional single medium schools rather than Welsh streams
 - Need designated Welsh-medium schools which provide continuity throughout all key stages
 - Welsh-medium high school so that Welsh medium pupils can learn in an immersive environment
 - Welsh-medium 3-18 school/s
- **Immersion provision**
 - Language immersion units to ensure that all pupils have opportunities to become fluent in Welsh
 - Welsh language immersion scheme as used in other areas e.g. Wrexham and Llandudno
- **Provision needs to be available locally**
 - Welsh-medium education needs to be available locally to students
- **Need to increase provision more generally**
 - Need to look seriously at increasing Welsh language provision, especially in primary schools.

iv) **All-through Schools**

- More all-through schools
- More 3-18 schools in Powys
- One site schools from age 3 to 18
- All-aged schools
- More all through models
- All through schools centred on each high school
- All through Welsh medium schools so that a Welsh ethos can be more easily established and staff are utilised more strategically

v) Federation

- Federate primary schools in the cluster
- More federating or closer links between schools
- More federations

vi) More collaboration / sharing of resources

- Having a business manager in charge of several schools to reduce the workload of headteachers
- Create 3 school groups – south, mid, north – to work together to share resources and teachers, rather than having schools competing against each other

vii) 3-14 schools

- Look at developing 3-14 schools, with post-14 and post-16 education tying together to ensure high level specialist teaching is available with a wider offer range

viii) Digital

- Use of digital options for linking up with other schools or providers
- Closer digital collaboration
- Distance learning should be a better option

ix) Need to invest in buildings

- Make the existing building stock more sustainable, with reduced utility costs using 'green' energy sources.
- Need to invest in carbon neutral school infrastructure
- Purpose built super school with increased curriculum and specialist teachers

x) Look at other rural areas

- Look abroad at similar rural communities
- What other models are used in other sparsely populated areas?
- Look at Shropshire and Herefordshire
- Look at Australian, Scandinavian models
- Look at Gwynedd to transform Welsh-medium education in Powys
- Look further afield e.g. Finnish education system
- Look at Dumfries & Galloway, Scottish Highlands

xi) Reference to retaining the Status Quo

- Dual stream schools reflect the linguistic nature of our community
- Need to maintain post-16 provision in schools
- Concern about impact on communities if local, modestly sized primary schools close

- Small schools are better for young children but inter school activities / visits to senior schools should be encouraged.
- There are very successful small schools in Powys – closing these would destroy the local communities
- Unproven whether sixth form centres of 240+ provide the correct provision for Powys pupils. Centres such as these could create a huge gap in access to higher education in the county
- Due to the rural nature of Powys, having large schools will not always be viable

xii) Reference to local views

- The answers lie within the communities themselves – need to communicate and discuss with each catchment. This may be time consuming in the short term, but will be met with long term outcomes
- Wrong to think that one model would suit all – local issues are key

xiii) Other suggestions

- More involvement with other agencies early on to eradicate problems later in high school
- PSHE / nurturing needs to be built into the curriculum

xiv) General comments on this section

- The document just sets out ideas – not very strong or positive language
- The ideas are vague, models aren't clear
- Suggestions are extremely vague and broad brush
- Neither agree nor disagree as there are no concrete plans. I fear the Council is trying to get us to agree to one thing disguised as another
- It's not clear what is being suggested

Respondents were asked to provide any further comments on this section. Comments were received from 81 respondents. These are summarised below:

- Need more detail on how to get there
- Funding is needed to achieve this
- As a Council, need to promote Powys as a fantastic place to live to encourage more families to come and live here
- Over the years, politicians have not had the strength to implement proposals to modernise secondary education. There is no evidence that the current administration will take these decisions
- Modern buildings do not always transform learning – they are not the answer to everything
- No reference to adult learners
- Do not think Federations are worth pursuing – do not provide enough efficiency or solve the wider problem of creating sustainable, high quality education
- Need to consider the effect of developing Welsh-medium education on social mobility – often Welsh-medium primary schools become middle class enclaves.

- Difficult to see what difficulties and issues may arise until the new curriculum is rolled out
- Community engagement is a massive failing of the local council – local school children should be more involved in decisions
- Powys solutions should come from Powys, not outside voices
- Odd that there is no direct reference to the college as one of the key education partners in Powys – talk about collaboration between schools, but collaboration should be wider than this
- It's clear that pupils are willing to travel for the best possible education – the rural nature of Powys should not be an excuse to keep the status quo
- Is the ambition to deliver transformation by 2025 realistic given the time and resources it takes to close, open and merge schools?
- Should centralisation proceed, the compilation of governing bodies will need to reflect the wider catchment area of pupils

Section 7 – Welsh-medium provision

Respondents were asked to what extent they agree that the 'Transforming Education in Powys' document sets out a clear enough vision for developing Welsh-medium education in Powys.

267 respondents answered this question. Their responses were as follows:

To what extent do you agree that the 'Transforming Education in Powys' document set out a clear enough vision for developing Welsh-medium education in Powys?	Number of responses	%
Strongly agree	39	14.6%
Agree	97	36.3%
Neither agree nor disagree	90	33.7%
Disagree	32	12.0%
Strongly disagree	9	3.4%
Total	267	100.0%

Overall **50.9%** of respondents agreed or strongly agreed that the document set out a clear enough vision for developing Welsh-medium education. **15.4%** of respondents disagreed or strongly disagreed, with the remaining **33.7%** stating that they neither agreed nor disagreed.

Respondents were asked whether they had any concerns or evidence to suggest that the Council is treating/using the Welsh language less favourably than English in the document.

261 respondents answered this question. Their responses were as follows:

Do you have any concerns or evidence to suggest that the Council is treating/using the Welsh language less favourably than English in the document?	Number of responses	%
Yes	36	13.8%
No	180	69.0%
I don't know	45	17.2%
Total	261	100.0%

Respondents who answered 'yes' were asked to provide details.

Comments were received from 75 respondents. These are summarised below:

i) Lack of Welsh-medium subject provision

- The document clearly shows that Powys does not provide sufficient Welsh-medium education, particularly at secondary level – there is no provision at all in at least 2 catchment areas
- The document doesn't say that the opportunities and continuity will be full or at least equal to the English-medium opportunities
- Not all subjects are offered in Welsh in high schools
- A lack of Welsh-medium subjects in further education colleges
- For English-medium pupils, 100% of subjects are available in English in KS3, 4 and 5. This is not true for Welsh-medium

ii) Welsh-medium pupils expected to travel further than English-medium pupils

- Powys has historically treated Welsh-medium pupils less favourably by putting unacceptable pressure on them due to expecting them to travel unacceptable distances to access their education
- Students who are Welsh speakers should be given the same opportunities as English-medium pupils to be educated in their own community
- Welsh-medium pupils have to travel miles to get to a Welsh-medium school when it could be provided more locally

iii) Need dedicated Welsh-medium provision

- Powys must have dedicated Welsh-medium secondary provision
- Bilingual schools do not offer equity of access. Powys children do not have the same options or opportunities as children in any other county in Wales
- You don't value it as a language enough to offer separate Welsh schools lumping it with the English as a 'stream'

iv) Need equity for both languages

- Need equity for both languages – there is a significant gap in the funding currently in favour of Welsh-medium pupils
- Welsh is always treated more favourably than English

- PCC are positively discriminating against English language pupils
- Welsh medium is treated far more favourably in this county – financially it has access to pots of money
- Where is the mention of English language provision?

v) Communication

- LA officers not communicating in Welsh as well as English (e.g. letters, e-mails, documents)

vi) Reference to the ‘Transforming Education in Powys’ document

- The document hardly sets out a vision of how Powys could lead in this area
- The document gives lip service to the Welsh language but does not give it the prominence it should have
- Unfair use of per pupil funding figures – the implication in the document is that we should move towards less variance in per pupil funding. However, this shows a lack of understanding of the measures taken by the Formula Review Group to remove discrimination against schools with a Welsh stream

Respondents were asked what changes could be made to the document to have a more positive effect on the Welsh language.

Comments were received from 91 respondents. These are summarised below:

i) More Welsh-medium provision

- Needs to go further than ‘more accessible Welsh medium secondary provision’ – needs to state that the vision is to have it available in all catchments as it does for early years and primary schools
- Ensure availability of Welsh-medium schooling within local areas
- Every secondary school should have a Welsh stream
- Develop a county-wide network of full Welsh-medium provision from 4-18
- Direction and commitment to establish Welsh-medium schools in the primary and secondary sector
- Perhaps all primary schools should be Welsh medium?
- Fully Welsh medium schools
- Emphasis on teaching through the medium of Welsh

ii) Need to make Welsh more appealing

- Make it more exciting
- Encourage young people to want to learn it
- Need to change attitudes towards the Welsh language
- Make the Welsh language fun, conversational
- A more dynamic leadership group to drive forward the cultural, language and history of the Welsh language

iii) Improved promotion / communication

- Consistent messages
- Need to actively promote the benefits of bilingualism
- The Council publically supporting Welsh-medium provision in Powys to create confidence
- Develop a network of full Welsh medium provision for all catchment areas and all ages

iv) Need to follow up with proposals

- Follow through with outlined proposals
- The document mentions the aspiration that children in future will have more opportunities to study through the medium of Welsh but gave no indication as to how this is to be achieved
- Not too worried about the document, it's the implementation I'm interested in
- More detail about how Powys intend on offering Welsh medium education to all learners where it is required

v) Reference to staff / teachers

- Invest in your Welsh teachers, be creative – Welsh food, culture, stories
- More enthused teachers who wish to inspire the young
- Training for staff

vi) More focus on increasing Welsh in English-medium schools

- More Welsh in English-medium schools
- Innovative ways that we can get all pupils to be Welsh speakers, not just those opting for Welsh medium

vii) Welsh needs to be a central consideration

- Welsh must be central to all Council policies, plans and decisions
- Visibility of the language in schools

viii) Other

- Needs to be a focus on bilingualism
- Welsh medium schools need to be more involved with Welsh speaking communities who aren't also parents
- The vision should be that all schools in Powys can provide Welsh and English language opportunities, and thus maximise national cultural exposure and language exchange within and without formal class activities
- Free classes to parents to support their children as they develop bilingual skills
- There is no reference to the Welsh Government's target to achieve a million Welsh speakers by 2050 and how Powys will contribute to this vision

Respondents were asked to provide any other comments on the vision for Welsh-medium provision in Powys as outlined in the document. Comments were received from 83 respondents. These are summarised below:

- Both language should be equal – neither should be at the detriment to the other
- There aren't the pool of qualified professionals to draw upon to fulfil this vision at the moment.
- English-medium schools are doing a lot more teaching through the medium of Welsh – this could be another option
- People want to include their children in Welsh-medium education but don't because of the lack of provision locally. Numbers will not rise unless there is confidence that there will be provision available locally
- Lack of full Welsh-medium provision in the county makes it more difficult to recruit teachers, who want this type of provision for their children
- Need to ensure the development of Mudiad Meithrin provision for the early years – Cylchoedd Ti a Fi and Cylchoedd Meithrin

Section 8 – Additional Learning Needs

Respondents were asked to what extent they agree that the 'Transforming Education in Powys' document sets out a clear enough vision for developing provision for pupils with Additional Learning Needs in Powys.

263 respondents answered this question, and their responses were as follows:

To what extent do you agree that the 'Transforming Education in Powys' document sets out a clear enough vision for developing provision for pupils with Additional Learning Needs in Powys?	Number of responses	%
Strongly agree	45	17.1%
Agree	111	42.2%
Neither agree nor disagree	74	28.1%
Disagree	28	10.6%
Strongly disagree	5	1.9%
Total	263	100.0%

Overall **59.3%** of respondents agreed or strongly agreed that the document sets out a clear enough vision for developing provision for pupils with Additional Learning Needs. **12.5%** of respondents disagreed or strongly disagreed, with the remaining **28.1%** stating that they neither agreed nor disagreed.

Respondents were asked to provide any other comments on the vision for pupils with Additional Learning Needs as outlined in the document.

Comments were received from 160 respondents. These are summarised below:

i) References to Funding

- Stop cutting funding
- The provision is under funded
- Provide increased funding
- Powys funding has negatively impacted ALN funding
- More funding for ALN pupils in mainstream schools
- ALN funding needs to be ringfenced to secure provision
- Budget cuts to special needs schools means that more young people are being forced into mainstream education where their needs are not catered for
- Funding needs to be available if more children are going to access mainstream to ensure staff are trained and skilled in supporting those children
- More funding for children with ALN – it shouldn't matter which school they attend – the support should be the same in all schools
- More funding needed to support children by using learning mentors / programmes put in place to help
- Schools should be given extra funding to enable schools to support pupils
- More considered allocation of monies to effectively deliver the provision, to ensure all entitlements are met
- Level of need is huge but there seems to be no money in the pot to support these children in mainstream schools
- Money to release ALNCoS from class to support these pupils
- Revised funding for the PRUs
- Stop paying for out of county provision

ii) References to Staffing

- There are staff shortages
- Not enough staff to support ALN pupils
- All staff at county level working in the ALN department should have degree training in ALN
- Staff do not have specialist strategies to help children with varying degrees of learning needs
- Staff in north Powys schools are unskilled in areas of ALN
- Lot of work to be done for school staff to understand neurological difficulties, trauma and attachment issues
- Staff at mainstream schools cannot be expected to be as experienced as SEN school staff
- Too many unqualified assistants in schools, especially high schools, supporting children, but they don't have the skills and basic background knowledge to understand how some children need to be supported
- Teachers and heads need to take responsibility for ALN and behaviour – a lot of staff have low tolerance for ALN and behaviour
- Currently there is a lack of support staff, lack of differentiated provision / curriculum offer due to staffing levels, lack of specialism in ALN
- Constant change of staff is upsetting for those with ALN even if they are in mainstream education
- Many special schools have staff who are not adequately trained – this needs looking at

- ALN learners need enough trained staff in school to cover the provision they are entitled to – this is not currently the case

iii) Need more Teaching Assistants / 1 to 1 support

- Put in TAs to provide support
- More 1 to 1 support is needed to help pupils – there is such a wide spectrum of additional needs
- More support in the classroom i.e. 1:1 for those with ALN, also using assistants to contribute to the learning of the wider class
- Ensure that there are sufficient support staff who are not the first to go if/when there are budget cuts

iv) References to variations in provision

- Provision varies significantly – this needs to be evened out
- Reduce the differences between areas – same criteria in north and south for access to pre-school specialist centres
- ALN support is patchy
- Needs to be a more equitable service throughout the county
- Some schools provide better support than others – all schools should learn from the best in terms of how they can improve
- Better provision in primaries to ensure all ALN pupils have the same opportunities wherever they go to school
- Uniformity of practice
- Need for the county to set out exactly what a student at different stages of the current code of practice is entitled to and for this to be replicated county wide
- Additional needs learners should have the same opportunities, no matter where they live in the county

v) References to training needs

- More training needed for mainstream staff on inclusive learning
- Specialist training to be made more available
- Need to develop teachers knowledge of additional needs and supporting teachers to deliver appropriate interventions
- Need to upskill staff – proper CPD, not just school based

vi) Need better provision for More Able and Talented Pupils

- Need to spend more on cleverer pupils, less pandering to pupils who won't have a reasonable academic chance in mainstream school and place them in special schools where they can be supported
- Need to take account of learning needs of exceptional students and not leave them in the mainstream where they could become disruptive out of boredom

vii) Reference to the document

- Not enough information in the document
- Little in the document other than a token paragraph – gives a feeling that Additional Learning Needs aren't really being considered
- Case for Change document does not address ALN at all
- No mention of the impact of the new ALN bill

viii) Reference to the LIST team

- Disbanding the LIST team has been detrimental to the needs of ALN pupils and their teachers
- Loss of the LIST team has made it harder to liaise between schools and Powys
- The LIST team were excellent and need to be re-introduced
- Need staff available to support eg LIST

ix) Need for more behaviour support

- For pupils with behavioural issues, need increased powers for school staff to discipline pupils
- Hard to access support for pupils with behavioural and emotional needs
- Provision for pupils with BESD / challenging behaviour – these are the ones who eat up leadership time in schools
- Need a behaviour support team

x) Welsh-medium

- Pupils with ALN should be able to access Welsh-medium provision like any other pupils
- Welsh-medium provision in special schools?

xi) Better support needed

- Need a system where teachers are supported to support pupils with ALN at a much quicker rate
- Lack of Ed Psychs / delays in referrals mean that children have to be 'managed within the school' however great their needs
- All schools must have better access to ALN specialists to be able to treat behavioural and educational challenges early at source
- Easier and quicker access to support services needed e.g. ed psych
- Schools don't have access to support
- Need to provide additional support to schools to enable them to support ALN pupils in mainstream
- More support to schools for children with ALN
- Access to relevant support at the correct stage without the fear of it only being available on a short term basis

xii) Integration into mainstream provision

- Pupils with ALN should be integrated into schools as much as possible not segregated
- Inclusion should be a high priority – some pupils in special schools could be in mainstream
- More emphasis on inclusivity with ALN pupils being integrated more into mainstream settings
- Mainstream provision where appropriate with adequate funding, however there are times when this is not appropriate

xiii) Reference to other authorities

- Advice from other authorities needs to be sought
- Ceredigion model is impressive – highly specialist resources in mainstream schools, no length drawn out process to access them
- Ysgol Bro Pedr – at secondary level they have set up the Life Skills provision that supports around 20 pupils with moderate learning difficulties. CANolfan y Bont – part of the school but resourced by the LEA – 15 young people with PMLD. Level of inclusion is inspirational. Resource bases in other schools, meaning that children with ALN can be supported adequately by highly trained staff in their own / nearby communities

xiv) More joined up working

- Increased co-ordination of expertise to allow full and equal access to provision
- Multidisciplinary teams to work across health/education/the council to coordinate ALN needs with key stakeholders
- Closer working between primary/secondary schools
- Rationalisation of the service with joined up thinking and co-operation between LEA and schools.
- A happy medium of joint schooling between special school and mainstream school, a key member of support staff working at both schools, liaising between schools, home/family and any other services
- Joined-up thinking on ALN pupils progression
- Close partnership with the Health Board
- Implement sufficient strategies that allow for a decrease in the number of pupils starting school with ALN e.g. increase the number of health visitors, social workers, parenting/lifestyle classes
- Better links with special schools to use expertise and resources

xv) Specialist units

- Specialist centres provide nurturing safe havens that meet the needs of children
- Specialist units in schools that support pupils needs and teaches realistic curriculum that meet their future needs
- Each high school should have a specialist centre at one feeder primary school and the high school.
- Mainstream hubs for pupils who need support but don't need special school provision
- ASD units in all mainstream high schools – let pupils stay with their peers

- Understand the value of specialist centres and their staff
- Each school to have a 'unit' which concentrates on ALN pupils
- Larger schools to become ALN hubs, staffed in part by PCC resources – could then effectively support the local network of schools
- Need more resource and provision based in schools/catchments

xvi) Accessibility

- Better / more equal access – some school buildings not fully accessible to pupils with physical disabilities

xvii) Need to consider each individual pupil

- Concern about pupils who like smaller primary schools being pushed into bigger primary schools and getting lost in the system
- A variety of settings is essential – can't adopt a 'one size fits all' model
- More focus on the best interest of the child – not what the parents want
- The county needs to consider the feelings of the children and the schools that support them, not just look at the figures on a paper
- More vocational and outdoor courses available for ALN pupils
- Important to consider the safety of all pupils so that ALN pupils effectively receive the support they need but also that the needs of non ALN pupils are considered as the impact of meeting the needs of ALN pupils in the classroom can have a significant effect on the other children
- More emphasis on basic skills instead of making a pupil who struggles to learn things which are beyond them

xviii) Better communication

- Linking in with parents is crucial
- Parents need better information on what's happening with their children and better guidance on where they can get support
- Listen to the children / parents – communication is vital

xix) Mental Health / Well-being support

- Mental health support needed – this is a growing concern
- Need to bring back school counsellors
- Emotional wellbeing is paramount
- More support for mental health issues

xx) Early intervention

- Greater emphasis on early intervention in pre school to ensure children are supported well and to minimise impact later on in their schooling
- Primary referrals should be addressed sooner – there are pupils accessing secondary education with specific learning issues that haven't been identified soon enough – these

issues should be addressed at primary level so that pupils are given every opportunity to reach their potential.

xxi) Need to be able to respond more quickly

- Short waiting times for assessment is crucial
- Earlier identification of children with autism
- Where children need referral or help, it should be available and implemented within 6 weeks of the initial referral
- More efficient referral system to allow young people to access the support or intervention they need sooner, to stop them disengaging

xxii) Other

- Form filling is a huge burden
- PRUs should be located in remote locations
- Need clarity re IDPs

Section 9 – 14-19

Respondents were asked to what extent they agree that the ‘Transforming Education in Powys’ document sets out a clear enough vision for developing 14-19 provision in Powys.

253 respondents answered this question, and their responses were as follows:

To what extent do you agree that the ‘Transforming Education in Powys’ document sets out a clear enough vision for developing 14-19 provision in Powys?	Number of responses	%
Strongly agree	38	15.0%
Agree	106	41.9%
Neither agree nor disagree	73	28.9%
Disagree	31	12.3%
Strongly disagree	5	2.0%
Total	253	100.0%

Overall **56.9%** of respondents agreed or strongly agreed that the document sets out a clear enough vision for developing 14-19 provision in Powys. **14.3%** of respondents disagreed or strongly disagreed, with the remaining **28.9%** stating that they neither agreed nor disagreed.

Respondents were asked to provide any other comments on the vision for developing 14-19 provision as outlined in the document.

Comments were received from 151 respondents. These are summarised below:

i) More subject choice

- Students need to be offered a wider range of subject options – this is difficult to achieve in small secondary schools
- Range of learning opportunities needs to be good to retain the 16+ from going across the border where their needs are not better met in the long term
- Choices are the most important aspect – the more the better
- Pupils should have choice but in their own school
- Offer more subjects
- Educational and vocational opportunities to be widened to encourage students to find their best path.
- Teach practical skills e.g. woodwork, metalwork
- More practical courses e.g. bricklaying, hedging, rural based/farming, and basic maths skills used day to day in adult lives e.g. VAT
- More young people are wanting to learn in a hands on way – young people need these courses, and offering as wide a range as possible would be very beneficial
- Opportunities for learners from 14 onwards need to be as wide ranging and varied as possible to ensure that all young people can make choices and are supported in progressing their learning in many different ways
- Agree with choice but quality over quantity needs to be considered
- Teach life skills e.g. First Aid, Money and Finance, Employability
- Introduction of wider skills and choices in year 9
- Wider 14-19 learning pathways will result from consolidating to fewer secondary schools with better funding, improved staffing, wider curriculum choice, potential to grow with appropriate capital investment
- What about highly talented artistic students – need appropriate learning opportunities for these pupils

ii) Less subject choice

- Need to focus on core subjects
- Less choice therefore less movement. Classic/traditional subjects with a couple of extras.

iii) More vocational provision

- For pupils who are less academic, the vocational route must not be marketed as the ‘you aren’t good enough for uni, so this is your option’
- Vocational courses in colleges only
- Should be more vocational qualifications available
- Vocational education is vital
- Work with NPTC to develop more vocational options
- Broaden vocational pathways
- Needs to be a better balance between vocational and academic
- Students must be able to access vocational courses without travelling long distances
- Llandrindod college could provide vocational subjects which would cut down on pupils having to spend time travelling to access these subjects in Newtown, Brecon, Hereford

- Vocational partnerships between firms and training providers should be extended over the whole county
- Offer college courses at a younger age
- More opportunities for those who struggle with school to have days in college or a work environment

iv) 6th form hubs / centres

- Reduce the number of sites, have purpose built centres offering a wide range of subjects taught by subject specialists, including level 1 vocational or pre-apprenticeships for pre 16
- 6th form learning hubs should be created to offer a wider and more diverse learning pathway for level 2 and 3 students.
- 6th form colleges are shown to be financially efficient – achieving good results despite receiving lower per student funding
- Specialised post-16 institutions, whether 6th form colleges or more vocational institutions, can provide better range and quality of courses
- Sixth form hubs – could have four across Powys – Welshpool, Newtown, Llandrindod, Brecon. Close smaller sixth forms to be able to offer a greater selection of subjects
- New sixth form centre with digital hubs is essential, but to maintain standards and LEA control these should be in high performing schools
- Sixth form hubs/centres in towns that are accessible for all
- Provide a range of subjects in one place without pupils having to transfer from one school to another for different subjects
- Students seek a different sort of environment as they reach post-GCSE age and separate institutions offer much better than school 6th forms ever can
- This would be best achieved by having fewer centres, creating the capacity and economy of scale to extend provision in vocational and academic pathways
- Need to reduce the number of schools / remove post 16 provision from secondary school – too much money is wasted on tiny sixth forms
- Need a wider selection of learning pathways that support apprenticeships, vocational, non-academic and life skills

v) Tertiary

- Move to a tertiary system with joint governance between FE, HE and training companies

vi) Travel

- Children can't be expected to learn properly if they are travelling around the countryside in between lessons
- Agree with trying to increase the range of learning pathways for pupils at both stages, but not at the expense of creating huge sixth form centres for pupils in the 14-19 age group which vast amounts of pupils can't access due to the distance
- Move teachers around not students
- No detail on how the Council plans to do this. The vision is good but the travel safety of children needs to be considered

vii) Closer links with business

- Engage with local businesses, the local community – make learning real and valid
- Would like more links with successful local employers and businesses
- Work with business leaders to provide the courses they want
- Link with large employers to give youngsters who are more vocational the chance to get out there and see the world of work in a controlled environment

viii) Funding

- More funding needed so that more provision can be offered – this is not possible on current staffing levels
- Need increased funding for the arts – music / drama etc across education and availability to study these at a high level at GCSE and A level
- Proper funding for 6th form courses
- Schools shouldn't be funded per pupil, it should be curriculum-led

ix) Career guidance

- Better career guidance needed so that pupils choose subject pathways suitable to their abilities
- More focus on vocational – there is too much focus on A levels
- Schools and the careers service do not offer the correct advice to the most able learners
- Greater link with the Careers service, local colleges and further education opportunities in year 9

x) More focus on career pathways

- Needs to be geared towards developing the skills needed to have a successful career
- Broadening of choices needs to be geared towards developing opportunities for careers that retain skills in the locality and set up our young people for the world beyond
- Need to be seeking talent from within the authority – training these people can start at 14 – need to be identifying the skills we need for the next 20/30 years and investing in young people now – if young people can see job opportunities in the county and specific routes into these careers, they may not be tempted to move away as soon as they can
- Should extend work experience e.g. visits to seminars or workplaces, talks by possible employers to help give some idea of the opportunities available
- Greater focus on work experience in year 9 to help pupils make choices for GCSE and A levels
- Powys needs to be sold as somewhere of opportunity – that starts at age 14

xi) More Able and Talented

- More funding for MAT pupils
- More able learners have been let down in the past – these pupils should be offered more opportunities in the way of additional subjects and the ability to sit exams early to increase subjects taken

- For most able learners, needs to be a formal STEM programme bringing in scientists and engineers to work alongside pupils

xii) More use of technology / online learning

- Powys should be leading England and Wales in developing teaching methods using online courses together with teachers
- Use technology to offer wider choices and have teachers moving across sites
- Digital learning to create more choice
- Use satellite learning in year 9 – link up to a college curriculum

xiii) Local provision

- As much needs to be local as possible – local provision provides excellent community links and excellent role models within our community – central to ensure our rural towns survive and young people are attracted to stay / return.
- Community is essential to 14-19 education and they are very important to our communities so local is better

xiv) Welsh Bacc.

- Some go out of county to avoid the Welsh Bacc. Making the Bacc optional may help with this?
- Dropping the Welsh Bacc

xv) More collaboration

- Meaningful collaboration with Newtown and Brecon Colleges is a necessity to achieve this but not really mentioned
- Improve links with NPTC to avoid losing so many pupils to colleges out of the county
- Better links with training providers
- Better links with colleges
- More collaboration between schools
- Encourage more partnerships between schools and colleges rather than closing sixth forms and reducing staff numbers in schools
- Need to ensure open, coherent and constructive dialogue with the tertiary sector to ensure that this doesn't become an arm wrestling competition with colleges, in and out of county, chasing pupil numbers and fees
- Schools and colleges should not be in competition with each other – we should be putting the child first.
- Schools to work together to offer more choice
- Improve links with other schools and colleges
- Formal partnerships between sixth forms

xvi) Reference to pupils travelling out of county

- We are haemorrhaging pupils over the border – pupils heads are turned by options, opportunities and shiny new buildings

- Wales/Powys must legislate to keep pupils local / to stop pupils travelling out of county
- If courses were provided in Powys and there were improved facilities, pupils would remain in Powys.

xvii) ALN provision

- More choice needed for ALN pupils – more choice of entry level courses in college and high schools

xviii) Welsh-medium provision

- Need parity between English and Welsh provision

xix) Reference to the document

- Words are fine, but massive cultural change needed to make it happen
- The vision is clear. The pathway towards it is the difficult bit.
- Having read the document, not clear what the proposal for post-14 education in our area is
- Don't think the document articulates this vision very well. It hints at possibilities but isn't clear
- Risk that the future vision articulated in the document will result in further 'brain drain' from Powys to out of county providers
- The document mentions pupils simultaneously enrolling on different courses in different institutions. How would the practicalities be managed? Minibuses or other transport between schools and colleges? How would timetable compatibility be managed? What about work-based learning e.g. apprenticeships
- Not a lot of information at all about 14-19 learning pathways

xx) Other

- Powys would be wise to see the implications of the new curriculum before considering further changes. Too much change at once (particularly when the national picture keeps changing) is not helpful for anyone.
- Do not see the requirement for stand alone 14-19 provision.
- Keep post 16 teaching in schools where there is a high level of specialism
- Keep the model within LEA provision not NPTC who can do as they please

Section 10 – Post-16

Respondents were asked to what extent they agree that the 'Transforming Education in Powys' document sets out a clear enough vision for developing post-16 provision in Powys.

248 respondents answered this question, and their responses were as follows:

To what extent do you agree that the 'Transforming Education in Powys' document sets out a clear enough vision for developing Post-16 provision in Powys?	Number of responses	%
Strongly agree	35	14.1%
Agree	90	36.3%
Neither agree nor disagree	80	32.3%
Disagree	33	13.3%
Strongly disagree	10	4.0%
Total	248	100.0%

Overall **50.4%** of respondents agreed or strongly agreed that the document sets out a clear enough vision for developing Post-16 provision in Powys. **17.3%** of respondents disagreed or strongly disagreed, with the remaining **32.3%** stating that they neither agreed nor disagreed.

Respondents were asked to provide any other comments on the vision for developing post-16 provision in Powys.

Comments were received from 180 respondents. These are summarised below:

i) Sixth form / post-16 centres

- Need to reduce the number of 6th forms, have specialist centres that teach a wide range of subjects taught by specialist teachers
- Three specialist sixth form colleges with the option to board for those travelling
- Take sixth forms out of schools and focus on breadth of subjects and depth
- A sixth form college for north and south Powys would enable us to retain our young people in the county but give them the independence and new environment they want to access. Perhaps in partnership with NPTC but calling it a 'sixth form' provision and differentiating it from the vocational provision of college
- A college-type facility whereby pupils become independent young adults may encourage pupils to stay in Powys e.g. no uniform, flexible timetabling, good transport links, an out-of-school facility as a stepping stone to higher education
- Need a reduction of centres, and a new structure based on areas of population and with good communication link
- Have a tertiary system – the consortium approach doesn't work

ii) References to young people travelling out of Powys

- Many pupils access out of county colleges as they feel they are treated like young adults, not an extension of schools
- Young people travel out of Powys for independence and a change, also due to the choice of subjects and the facilities (nice sixth form lounges, facilities)
- Learners are attracted to new 'modern' builds in Merthyr and Hereford
- Pupils are travelling out of county because the subject choice isn't as good here. Also following their friends
- Students seek a different sort of environment when they reach post-GCSE age, separate institutions offer that much better than school 6th forms ever can

- Pupils travel out of Powys to avoid the Welsh Bacc
- Need to recognise that some learners wish to be educated in a town environment – we cannot reproduce that in Powys and would be foolish to try.
- Pupils choose to travel out of county because they can access all subjects on one site – it’s tiring and unsettling for pupils to be travelling between sites during the school day
- As well as lack of subject choice, lack of facilities in current sixth forms drives students out of Powys – many students do not have access to up-to-date tech equipment/facilities or a decent, modern common room
- The prospect of going to Shrewsbury is more appealing than Newtown because it’s a nicer place
- Shrewsbury 6th form has invested significantly in its engineering and mechanics department
- Need to do a questionnaire to get the views of those that have gone out of county over the past 2-3 years

iii) Need more choice

- Need to ensure pupils have access to a range of opportunities
- Choice needs to be given to pupils – some prefer to remain at high schools to study for A levels, others prefer to go to a college

iv) Need to value sixth forms more

- The Council should value sixth forms more
- Make it clear that sixth forms are valued – the constant message from the council that they are under threat reduces confidence and becomes a self-fulfilling prophecy

v) Reference to Welsh Bacc

- Welsh Bacc qualification is valuable

vi) More links with businesses

- Need more provision in Powys – engage with local business to provide apprenticeships and encourage them into schools

vii) More vocational options

- Need high quality vocational courses – companies want to expand but can’t get the right qualifications/courses to train future employees
- More vocational courses / job placements / apprenticeship opportunities / uni visits
- Improve availability and choice of apprenticeships

viii) More focus on career pathways

- Work experience should be improved in the 6th form
- Secondments to work places to give experience of being in a working environment, interacting with people

- More support in school with career progression and choice
 - Careers and provision of apprenticeships
- ix) Need to ensure local access**
- Ensure that subjects are taught locally
 - Sixth forms need to stay in high schools
- x) Reference to distance learning**
- More distance learning
 - Collaborative and partnership working and E-learning may be appropriate at the margins to broaden the offer in specialist areas, but should not be fundamental to the structure, and should not be used as an excuse to sustain the current structure
- xi) Welsh-medium**
- No reference to the Welsh language
 - Need opportunities to study vocational subjects through the medium of Welsh
 - Need equal access for Welsh-medium pupils
- xii) Suggestions for how to improve current sixth form provision to retain pupils**
- Perhaps incentives need to be given to entice pupils back e.g. laptops, gym membership, rewards schemes, bursaries, discount schemes
 - Sixth forms need to treat students like young adults, they should have certain privileges e.g. better common rooms, study areas, libraries, canteen/café area, lecture theatres
- xiii) More collaboration**
- 6th forms working in curriculum groups is the way forward, with IT and teacher movement part of the solution
 - Joint sixth forms would be an appropriate solution
- xiv) Reference to the document**
- The document is too vague – does not outline any definite plans
 - Meaningful collaboration with Newtown and Brecon colleges needed, but this isn't really mentioned in the document

Section 11 – Other comments

Respondents were asked to provide other comments on the 'Transforming Education in Powys' document which the Council should take into consideration. Comments were received from 96 respondents. These are summarised below:

- Will this document make a difference to the teaching of children?

- Fear this will be another set of words that sit on the desks at County Hall
- Significant investment is required for this to work
- Good luck!
- Education is the number one most important service
- Our children are our future – need an economy that provides income and opportunities to support younger people, as well as an ageing population
- You need to be innovative
- This is a step in the right direction
- Schools will need support engaging with local communities.
- Any change will need good project managers and change management skills – need for staff development in these areas
- Need to transform quickly – many learners will have left school before anything is implemented
- Seems to be a case of doing something – anything – rather than having firm ideas on a way forward
- Producing the document is the easy bit, delivery of the vision is the challenge
- Ensure the right decisions are made for standards and children not the purse strings
- No justification or evidence base has been provided to support the soundbite opinions in the document – there is insufficient evidence to ensure informed decision making
- Care must be taken with data – the use of percentages is unreliable at best, especially when considering figures generated by small schools
- Need rural solutions for a rural area

3 Other Written Responses

3.1 Overview of responses

14 other written responses were received, either via e-mail or in the post. 4 of these were duplicate responses from stakeholders associated with Llanidloes High School.

The issues raised in the written responses are summarised below.

3.2 Summary of comments

3.2.1 Comments on the 'Transforming Education in Powys' document

i) Comments on the Vision

- The vision is aspirational in character and offers very little hint of how it can be realised against the background of the challenges facing Powys
- The high level vision is broadly right
- Should have the Welsh language and Wales at its heart

ii) Comments on the Guiding Principles

Guiding Principle 3:

- Suggested amendment: 'Welsh-medium provision, as near to home as is practically possible, across all key phases of education, where growing numbers of learners can be confident that they will have access to provision in Welsh.'
- The aim of widening access to Welsh-medium multiplies the challenge facing the Council

Guiding Principle 5:

- As well as supporting post-14 education, the Council needs to ensure that there is high quality provision for post-16 pupils to benefit all young people in Powys

Guiding Principle 6:

- Commend the Council's commitment to providing appropriate provision for learners with additional learning needs
- Suggested amendment: 'Appropriate provision for pupils with additional learning needs that best combines the specialisms and facilities needed to provide effective support.'

Other:

- Need to add reference to learner travel, e.g. 'As far as practicable, minimise learner home to school travel.'
- Need to add specific reference to post-16, e.g. 'As far as is practicable, provide excellent local post-16 provision that offers a breadth and balance of specialist academic, vocational and work-based learning to meet the needs of all learners. Make effective use of modern technology to facilitate wider partnership working and provide digital learning pathways to help overcome the challenges of rurality.'

- Need to add reference to supporting high quality provision, e.g. ‘Consolidate and support current post-16 provision with a track record of delivering high standards.’
- Essential that the guiding principles emphasise the local area as well as the international perspective
- High level guiding principles are broadly right

iii) Comments on Staffing

- To better attract and retain staff, the Council needs to keep local sixth forms open, support local dual stream provision, expand the federation model

iv) Comments on what education in Powys could look like in the future

Post-16:

- Joint sixth forms
- Post-16 hubs
- Sixth form education needs to be reorganised on the basis that a viable sixth form needs to be between 175 and 225.
- Need to develop a post-14 and post-16 system that provides a range of suitable opportunities for all pupils
- Need to consider other solutions that minimise learner travel e.g. advances in digital technology present an opportunity to overcome budgetary challenges whilst delivering a high quality, broad, balanced, local post-16 curriculum

Less schools:

- More all-through provision
- Need to rationalise the number of schools
- Some schools will need to close so that the remaining schools can have a larger portion of the education budget – including primary and possibly secondary schools
- Should be aiming for secondaries of about 1000 students with 200 in the sixth form

Welsh-medium:

- Need to develop a network of Welsh-medium provision
- Need to ensure Welsh-medium schools are within 10 miles of every home in Powys
- Welsh-medium education needs to be as accessible as English-medium education
- Need to move dual stream schools along the continuum to become fully bilingual schools
- Need to provide full Welsh-medium secondary provision
- Need to ensure immersion provision is available

Other:

- Need to provide 21st century schools investment for areas which have been repeatedly overlooked
- Need to ensure the right model is in place for each area – one size does not fit all

v) Comments on the Personas

- The Personas elaborate the vision a bit further, but don't deal with 'How' the Council will achieve this.
- Query the feasibility of the vision as illustrated by the personas, and the cost of providing this

vi) Other general comments on the document

- Cannot see any plans for addressing the issues being experienced, e.g. lack of subject choice for post-14, in the short time between now and 2025.
- Reference to sustainability towards the environment is missing – not for profit, sustainable transport would be a great benefit if pupils will need to travel further
- The document provides more vision than plan, lacks sufficient detail on which to engage
- Very little to disagree with in the document, there is a lot of vision and no plan
- Would have liked to see practical real world outlines of how transformation can take place, what it will look like in terms of numbers of schools, sites, staffing levels, funding levels – this is missing
- Should have been more detail in the document
- Question the ability to achieve what's in the document by 2025 – either Powys already knows what needs to happen in which case the vision is credible but not open and transparent, or it doesn't, in which case it probably isn't credible.

3.2.2 Other Comments

i) Subject choice

- Choices for pupils at GCSE and A level are too narrow and pupils have few opportunities to develop other key skills
- Need to expand secondary MFL provision
- Post-14 offer must be based on high standards and a broad range of subject choice

ii) Post-16

- Pupils are being forced to choose to travel out of Powys due to the lack of 6th form courses that can be accessed in Powys

- Dissatisfaction at present travel arrangements for post-16 students from Llandrindod Wells to Hereford 6th Form College – this is a long and uncomfortable journey, 4 hours travel time a day.
- Concern that it will take years to reverse the current failure of post 16 education in the authority
- 6th forms provide a positive impact on schools. Stripping a high school of its sixth form is a great loss for the school and pupils. Some 6th formers benefit from college, others gain from staying on in school – taking away choice may not suit everyone.
- Post 16 should be solely funded based on pupil numbers that will allow learners a better range/choice of subjects
- Per course funding rather than per pupil funding punishes schools with larger sixth forms to protect schools with small sixth forms
- Caution needed re establishing sixth form colleges in Powys – risk that pupils would travel out of the county instead of attending it.
- Local post-16 provision and funding needs to take into account the rurality of Powys – changing the post-16 funding formula has failed to adequately take into account our rurality
- Local sixth form provision in rural towns brings wide ranging benefits, and closing rural sixth forms would bring innumerable, adverse, unintended consequences

iii) Welsh-medium / Welsh language

- Policy of dual stream high schools has limited the range of Welsh-medium and English-medium subjects available and impacted the opportunities available to pupils
- The Council needs to establish designated Welsh-medium secondary schools in central locations, then it will be possible to see more clearly how to introduce changes that will also benefit English-medium pupils
- Need to ensure a number of designated Welsh-medium primaries in each high school
- Many parents and students oppose compulsory Welsh second language GCSE lessons and exams
- Centralising Welsh-medium secondary provision would potentially have an adverse impact on Welsh first language uptake elsewhere
- Need to nurture further expansion of Welsh-medium provision where it is currently delivered
- Fully bilingual education should be provided to all pupils living in areas where more than 20% of the population are Welsh speakers – the law insists that the Welsh language has to be a planning consideration in these areas
- To contribute to the target to have a million Welsh speakers by 2050, the Council needs to ensure that by then, all children receive Welsh-medium education

iv) ALN

- Need a commitment to retain ASD provision in high schools

v) School leadership

- Would be beneficial to have a greater breadth of experience on school governing bodies e.g. industry professionals, representatives of the business world, Armed Forces

vi) Criticism of historical processes

- Powys is in its current situation because of the shortcomings of politicians, officers and governors in the past

vii) New builds

- Hope that any new build projects will be thought through with care for the future of the planet e.g. passivhaus principles
- Powys is building schools for much larger numbers of pupils than ever forecast to attend e.g. Brecon High School, Ysgol Bro Hyddgen

viii) Funding

- Transformation needs to ensure funding per pupil is fair and represents value for money across all schools
- Larger schools offer better value for money as proportionately more is spent on education than maintaining buildings
- The Council gets a level of funding for schools that is comparable to other Councils, however the money is not being divided up appropriately between schools – the disparity in per pupil funding between schools is unfair
- Money needs to be shared out more fairly – funding needs to follow the student more substantially
- Protection of schools with falling rolls at the expense of schools with increasing rolls needs to stop
- The Formula Review Group have taken measures to remove discrimination against schools with a Welsh stream in its review of the funding formula
- Local authority funding formula should be based on a prescribed system of weighting in accordance with Welsh Government regulations
- Analysis of secondary school funding shows that Powys has the greatest levels of redistribution of funds compared with all other local authorities
- In Powys, the new funding formula has prioritised smaller schools with falling rolls, and dual sites and dual streams

ix) Travel / Transport

- For secondary aged pupils, a bus journey of an hour to and from school is acceptable. Not ideal, but this is the norm in many areas of Wales
- Need to see calculations of the travel costs involved in centralising post-16 provision before any proposals are put out for consultation
- Need to commit to minimising learner travel to reduce our carbon footprint

x) Comments about the need for change

- Change is overdue and urgently required
- Advocate early, decisive steps in the implementation phase to realise the benefits of change and establish momentum to attain real outcomes in the medium term

4 Powys Schools Conference

4.1 Introduction

On Thursday 6th February 2020, the Council held a Schools Conference in the Pavilion, Llandrindod Wells. This followed an earlier conference held in October 2019. The conference was attended by 74 Powys headteachers and governors, alongside reps from trade unions, diocesan authorities and Mudiad Meithrin.

The purpose of the second conference was to update attendees on developments which had taken place since the last conference, and to give an opportunity for attendees to give their views on the emerging vision for Powys schools and what education in Powys could look like in the future.

The feedback received at the conference is summarised below.

4.2 Vision for Education

Attendees were asked to consider the Council's draft vision for education, and to suggest any amendments. The feedback received is as follows:

4.2.1 Suggested changes

The following changes were suggested to the draft vision:

- Removal of 'economically-productive'
- Addition of 'local' alongside being globally-engaged
- Add references to well-being
- Add 'love to learn'
- Add 'enthusiastic'
- Add 'resilience'
- Add 'world class'
- Add 'community'

4.2.2 Other comments

The following additional comments were received:

- This should be a vision for learners not Schools Service
- No mention of community
- Powys should be ahead of the game, providing world-class education
- The vision should engage learners in education
- What age is a learner? Up to 18? 25? Lifelong?

4.3 Guiding Principles

Attendees were asked to consider the Council's draft guiding principles for education, and to suggest any amendments. The feedback received is as follows:

4.3.1 Suggested changes

The following changes were suggested:

- Replace 'schools' with 'provision'
- Replace 'that are encouraged to work together' to 'will work together'
- After 'provision in Welsh' add 'or in a language of their choice, including BSL'
- After 'learning and well-being' add 'and strategic planning'
- After 'all learners' add 'and their future careers'

4.3.2 Additional comments

The following additional comments were received:

- Refer to 3+ settings
- Refer to Welsh culture
- Refer to lifelong learning
- Refer to multi-agencies
- Refer to communities
- No reference to governors
- 'This is good!'
- The no. 1 principles should be 'Learners best interests will be at the heart of every decision made'

4.4 What education could look like

Attendees were asked to consider what education in Powys could look like in the future. Each table was asked to consider a different theme, and to suggest how the Council could move forward to improve the opportunities for learners related to that theme.

The following is a summary of the feedback received for each theme:

4.4.1 Early Years

- Difficult to reach a decision for the whole county – each cluster is so different
- Whichever model, Early Years provision should be better
- Other countries make it easier for parents who work – we should aim to do the same
- Admissions process is easier in England
- Higher hours of pre-school provision in England so border schools suffer
- Current system is difficult for parents to manage
- Centralised admissions causes issues and delays
- Better equity if Early Years returned to the school environment
- Age 3-5 could be back in primary schools

4.4.2 Primary

- Nursery aged pupils being part of the school again
- Early interventions e.g. speech and language
- Outdoor space
- Middle school model
- Cluster working – sharing resources such as Business Manager, ICT

4.4.3 Secondary

- More collaboration with partners
- Encourage well-being at Post-16
- Quality and choice are key drivers
- More NVQs need to be offered
- Wide range of subjects at Post-14
- Need resources to support
- Post-14 should remain in the high school setting
- Breadth and Quality

4.4.4 Post-14

- No one size fits all approach in Powys
- Partnership arrangements need strengthening (e.g. NPTC)
- Better vocational offer needed
- Fewer sixth forms
- Using ICT for advantages

4.4.5 Welsh-medium

- Each child has opportunities to access Welsh-medium provision at all ages
- Need to build on Mudiad Meithrin and Welsh-medium provision in Early Years
- Need to provide a range of GCSEs in Welsh
- Welsh-medium secondary school – however, mindful of the potential impact on current providers
- Trochi – Immersion settings

4.4.6 Additional Learning Needs

- More support in schools – Ed Psych meetings
- There should be an entry and exit criteria for PRUs
- Powys should challenge exclusions and ask critical questions
- Powys should consider purchasing outreach support when required
- Behaviour needs monitoring through Core Visits using a standard template
- Allow schools to purchase PRU placements
- Satellite provision must be fit for purpose
- Encourage secondments for teachers who have abilities and skills in ALN
- Pre-school support and early identification
- Cluster ALNCos
- Establish a system of ALN mentors across the system
- Specialist centres and mainstream need to work closely together

5 Responses from Learners

5.1 Responses to online questionnaire

5.1.1 Introduction

206 online questionnaires were completed by individuals that indicated that they were pupils.

162 of these provided their postcodes. The postcodes provided were as follows:

Postcode	Area	Number of responses	%
LD1	Llandrindod Wells	3	1.9%
LD2	Builth Wells, Llandrindod Wells	1	0.6%
LD6	Rhayader, Llandrindod Wells	21	13.0%
SA10	Aberdulais, Llandarcy, Neath Port Talbot	1	0.6%
SY15	Montgomery, Powys	2	1.2%
SY16	Newtown, Powys	15	9.3%
SY17	Caersws, Llandinam, Powys	24	14.8%
SY18	Llanidloes, Powys	88	54.3%
SY19	Llanbrynmair, Powys	4	2.5%
SY21	Welshpool, Powys	1	0.6%
SY22	Llanfechain, Llanfyllin, Llansantffraid, Llanymynech, Meifod, Powys	2	1.2%
Total		162	100.0%

This shows that a high proportion of the learners that responded to the questionnaire were from Llanidloes and the surrounding area.

5.1.2 Summary of Responses to Engagement Exercise

Respondents were asked to give their views on the 'Transforming Education in Powys' document.

As indicated above, it appears that the online survey was completed by a high proportion of pupils from Llanidloes High School. Many of the responses were duplicate responses, with exactly the same comments provided.

A summary of the responses received from pupils to each question is provided below.

Section 3 – Vision for Education

Respondents were asked to what extent they agreed with the high level vision for education in Powys which was included in the 'Transforming Education in Powys' document.

206 pupils answered this question. Their responses were as follows:

To what extent do you agree with this as a high-level vision for education in Powys?	Number of responses	%
Strongly agree	14	6.8%
Agree	81	39.3%
Neither agree nor disagree	62	30.1%
Disagree	39	18.9%
Strongly disagree	10	4.9%
Total	206	100.0%

Overall **46.1%** of pupils that responded to the online questionnaire agreed or strongly agreed with the high level vision for education. **23.8%** of pupils that responded disagreed or strongly disagreed, and the remaining **30.1%** stated that they neither agreed nor disagreed.

Respondents that disagreed with the vision were asked to suggest any amendments which they thought the Council should consider.

Comments were received from 75 pupils. These are summarised below:

- Could reword to make sure everyone understands it
- Not sure what your plans are – it has not been explained very clearly
- It's a bit complicated
- It's a very broad statement – difficult to understand the aim
- The statement is a bit wordy
- Should include the word local – e.g. local high quality education
- Don't think pupils need to be 'personally fulfilled' – the aim of school is to pass exams

Section 4 – Guiding Principles

Respondents were asked to what extent they agree with the guiding principles to be used to underpin the Council's thinking going forward, which were included in the 'Transforming Education in Powys' document.

206 pupils answered this question. Their responses were as follows:

To what extent do you agree that these guiding principles are appropriate?	Number of responses	%
Strongly agree	22	10.7%
Agree	75	36.4%
Neither agree nor disagree	59	28.6%
Disagree	41	19.9%
Strongly disagree	9	4.4%
Total	206	100.0%

Overall **47.1%** of pupils that responded to the online questionnaire agreed or strongly agreed with the guiding principles. **24.3%** of pupils that responded disagreed or strongly disagreed, with the remaining **28.6%** stating that they neither agreed nor disagreed.

Respondents that disagreed with the guiding principles were asked to suggest any amendments which they thought the Council should consider.

Comments were received from 87 pupils. These are summarised below:

i) Comments on individual guiding principles

- ***Welsh medium provision across all key phases of education, where growing numbers of learners can be confident that they will have access to provision in Welsh***
 - Access to Welsh medium should be equal all over Powys
 - Welsh is a waste of time
 - Should keep Welsh medium in local areas
 - Welsh-medium should be as close to home as possible
- ***Appropriate provision for pupils with additional learning needs, as near to home as is practically possible, in a way that best combines the specialisms and facilities needed to provide effective support.***
 - There should be more support for pupils with learning difficulties, for example dyslexia
 - More support for learning support units in schools
- ***An open and transparent process for change***
 - What does this mean?
 - Agree with this point especially – schools have not changed/developed much in comparison to the changes and growth in other aspects of life and in the places we live.

ii) Other elements that should be included

- **6th form provision**
 - 6th form provision should be kept local
 - Sixth forms have not been mentioned – they are important for Powys as travel will be required if there are not many locally
- **Travel distances**
 - Should minimise the amount of time pupils spend travelling, including A level students – this should be a guiding principle
 - Should be an adaptation in terms of travel for all students whether they are in Welsh-medium provision, ALN or post-16
 - Need to add a principle to keep pupil travel to a minimum, including A level students

- **Staff**
 - Teachers that are prepared to support pupils in the school and give appropriate support for different abilities
- **Reference to the curriculum**
 - Need to add that we need to learn more stuff that we will need in real life on a daily basis
 - More focus on learning skills such as finding jobs, money saving and managing, how to lead a healthy life
 - Curriculum needs to include mental health topics, equality, discrimination, awareness of relevant topics in the news
- **Local access**
 - Need a point about being able to access high quality education as close to home as possible
- **More support for mental health issues**
 - More support to pupils who struggle with stress and mental health issues

iii) Other general comments

- Needs to be worded more simply
- Need to use less fancy words, maybe less bullet points but with the same amount of information
- Many of the points are good, however they don't actually tell me as a pupil how this will affect me and what will change for me
- Agree with some of these points but I think most are very ambitious, it's unclear how they would be achieved

Section 5 – Staffing and Leadership

The 'Transforming Education in Powys' document outlined the need to develop systems in order to better attract and retain staff and the need to develop leadership pathways to encourage our professionals to grow within the local authority. Respondents were asked to give their views on two questions. A summary of the responses received from pupils is provided below.

Question 1: In your view, what does the Council need to do to better attract and retain staff?

Comments were received from 127 pupils. These are summarised below:

- Work more closely with universities

- Continued professional development opportunities
- Pay more money
- One teacher for each subject
- Improve the school's facilities to attract more teachers
- Keep 6th forms in the school
- Treat them nicely / with respect
- Provide a dynamic work environment, career long development
- Courses to support teachers who want to enter the workforce or education
- Make the job more fun
- Give them the right resources
- Offer good working conditions
- Offer more help to teachers who are under stress
- Make the job less stressful for teachers
- More advertising
- Don't make knowing Welsh compulsory
- Bring people in who want to train on the job
- Employ more staff to reduce workloads
- Improve discipline so that teachers aren't put off by bad behaviour
- Have a clear career path

Question 2: In your view, what does the Council need to do to encourage our professionals to aspire to leadership roles?

Comments were received from 100 pupils. These are summarised below:

- More leadership training for assistant heads / deputy heads
- More time to do leadership
- More training
- Let young people have the opportunity e.g. work experience
- Let younger staff members have the chance – you could put them on a 6 month trial period
- More pay
- Make it fun
- Have another leader do a presentation to explain the difficulties and the good points about the job or role they are doing
- Make it more attractive
- Open up more leadership roles and allow teachers to experience what these positions would be like
- Let those in leadership roles have time to focus on their priorities, not juggle with the task of teaching

Section 6 – What education in Powys could look like in the future

Respondents were asked to what extent they agree that the suggestions for what education in Powys could look like in the future, as outlined in the 'Transforming Education in Powys' document, are appropriate.

190 pupils answered this question. Their responses were as follows:

To what extent do you agree that the suggestions for what education in Powys could look like in the future are appropriate?	Number of responses	%
Strongly agree	19	10.0%
Agree	74	38.9%
Neither agree nor disagree	63	33.2%
Disagree	28	14.7%
Strongly disagree	6	3.2%
Total	190	100.0%

Overall **49.2%** of pupils that responded to the online questionnaire agreed or strongly agreed with the high level vision for education. **17.8%** of pupils that responded disagreed or strongly disagreed, with the remaining **33.0%** stating that they neither agreed nor disagreed.

Respondents were asked whether there are any other models the local authority should consider as it looks at transforming the schools' system in Powys.

Comments were received from 112 pupils. These are summarised below:

- Better facilities
- Investment in buildings
- Make school buildings more efficient
- Retain 6th forms in schools
- Build strong links with colleges to do vocational courses
- Retain local Welsh-medium provision
- More federating of schools
- Better technology in schools
- Each school should have its own headteacher
- Don't think the school system needs to change
- Keep travel time to a minimum

Respondents were asked to provide any further comments on this section. Comments were received from 76 pupils. These are summarised below:

- Need to invest in school buildings and facilities
- Question whether the ideas are realistic – is funding available to achieve the suggestions?

Section 7 – Welsh-medium provision

Respondents were asked to what extent they agree that the 'Transforming Education in Powys' document sets out a clear enough vision for developing Welsh-medium education in Powys.

193 pupils answered this question. Their responses were as follows:

To what extent do you agree that the 'Transforming Education in Powys' document set out a clear enough vision for developing Welsh-medium education in Powys?	Number of responses	%
Strongly agree	8	4.1%
Agree	56	29.0%
Neither agree nor disagree	65	33.7%
Disagree	50	25.9%
Strongly disagree	14	7.3%
Total	193	100.0%

Overall **33.1%** of pupils that responded to the online questionnaire agreed or strongly agreed that the vision set out a clear enough vision for developing Welsh-medium education. **33.8%** of pupils that responded disagreed or strongly disagreed, with the remaining **33.7%** stating that they neither agreed nor disagreed.

Respondents were asked whether they had any concerns or evidence to suggest that the Council is treating/using the Welsh language less favourably than English in the document.

194 pupils answered this question. Their responses were as follows:

Do you have any concerns or evidence to suggest that the Council is treating/using the Welsh language less favourably than English in the document?	Number of responses	%
Yes	59	30.4%
No	64	33.0%
I don't know	71	36.6%
Total	194	100.0%

Respondents who answered 'yes' were asked to provide details.

Comments were received from 77 pupils. These are summarised below:

- Welsh-medium education needs to be encouraged to grow further where it is currently provided
- Only 1 Welsh stream class in our year compared to 3 English stream
- Don't make Welsh-medium pupils travel further
- Schools with a Welsh stream need more funding
- Need to minimise pupil travel by investing in bilingual schools

Respondents were asked what changes could be made to the document to have a more positive effect on the Welsh language.

Comments were received from 99 pupils. These are summarised below:

- Mention that more funding needs to be given to Welsh streams to grow even more
- Make it fun
- More Welsh in every high school

- More Welsh teachers
- More Welsh schools locally
- Welsh medium lessons close to students houses or an online class
- Encourage more people to speak it

Respondents were asked to provide any other comments on the vision for Welsh-medium provision in Powys as outlined in the document. Comments were received from 71 pupils. These are summarised below:

- Refer to 'Cryw Cymraeg'
- More needs to be done to improve Welsh as a second language

Section 8 – Additional Learning Needs

Respondents were asked to what extent they agree that the 'Transforming Education in Powys' document sets out a clear enough vision for developing provision for pupils with Additional Learning Needs in Powys.

172 pupils answered this question. Their responses were as follows:

To what extent do you agree that the 'Transforming Education in Powys' document sets out a clear enough vision for developing provision for pupils with Additional Learning Needs in Powys?	Number of responses	%
Strongly agree	20	11.6%
Agree	53	30.8%
Neither agree nor disagree	78	45.3%
Disagree	15	8.7%
Strongly disagree	6	3.5%
Total	172	100.0%

Overall **42.4%** of pupils that responded to the online questionnaire agreed or strongly agreed that the document set out a clear enough vision for developing provision for pupils with Additional Learning Needs. **12.2%** of pupils that responded disagreed or strongly disagreed, with the remaining **45.3%** stating that they neither agreed nor disagreed.

Respondents were asked to provide any other comments on the vision for pupils with Additional Learning Needs as outlined in the document.

Comments were received from 81 pupils. These are summarised below:

- More support from experts
- More materials for the children
- More specifics are needed
- Opportunities for pupils to learn sign language
- More teacher support
- More training for teachers

- More ALN centres
- More support for children that don't have major additional learning needs
- Make sure pupils get additional lessons if needed
- Unclear what the vision is
- More LSAs
- ALN pupils need to stay in school with other pupils that don't have ALN so they gain the social skills they need
- Local provision so that pupils can access it without having to travel

Section 9 – 14-19

Respondents were asked to what extent they agree that the 'Transforming Education in Powys' document sets out a clear enough vision for developing 14-19 provision in Powys.

165 pupils answered this question, and their responses were as follows:

To what extent do you agree that the 'Transforming Education in Powys' document sets out a clear enough vision for developing 14-19 provision in Powys?	Number of responses	%
Strongly agree	13	7.9%
Agree	46	27.9%
Neither agree nor disagree	79	47.9%
Disagree	16	9.7%
Strongly disagree	11	6.7%
Total	165	100.0%

Overall **35.8%** of pupils that responded to the online questionnaire agreed or strongly agreed that the document set out a clear enough vision for developing 14-19 provision. **16.4%** of pupils that responded disagreed or strongly disagreed, with the remaining **47.9%** stating that they neither agreed nor disagreed.

Respondents were asked to provide any other comments on the vision for developing 14-19 provision as outlined in the document.

Comments were received from 74 pupils. These are summarised below:

- Like the idea of having more choice at 14
- Need local sixth form
- Better awareness for year 9 students
- Agree that we need a wider range of learning pathways
- Let pupils have a taster of the subject they want to do before they make their final decision
- 14-19 provision in Powys needs to be attractive to stop them going outside Powys
- More funding needed to offer a range of subjects
- Need good quality facilities
- More careers advice
- More opportunities in the real world

- E-sgol
- More options and opportunities for able learners
- Provide opportunities close to home

Section 10 – Post-16

Respondents were asked to what extent they agree that the ‘Transforming Education in Powys’ document sets out a clear enough vision for developing post-16 provision in Powys.

176 pupils answered this question. Their responses were as follows:

To what extent do you agree that the ‘Transforming Education in Powys’ document sets out a clear enough vision for developing Post-16 provision in Powys?	Number of responses	%
Strongly agree	11	6.3%
Agree	42	23.9%
Neither agree nor disagree	78	44.3%
Disagree	36	20.5%
Strongly disagree	9	5.1%
Total	176	100.0%

Overall **30.2%** of pupils that responded to the online questionnaire agreed or strongly agreed that the document set out a clear enough vision for developing 14-19 provision. **25.6%** of pupils that responded disagreed or strongly disagreed, with the remaining **44.3%** stating that they neither agreed nor disagreed.

Respondents were asked to provide any other comments on the vision for developing post-16 provision in Powys.

Comments were received from 97 pupils. These are summarised below:

- Need more subject choice
- Retain local sixth form
- Limit travel
- More distance learning
- Need to improve what’s available in Powys to stop pupils travelling out of the area
- Sixth form facilities need to be improved
- Better pastoral care and guidance in helping pupils make big decisions that will affect their lives e.g. university and career
- Work placements
- Should be opportunities to experience university life
- Need more investment in post-16 education in Powys

Section 11 – Other comments

Respondents were asked to provide other comments on the ‘Transforming Education in Powys’ document which the Council should take into consideration. Comments were

received from 84 pupils. These are summarised below:

- Request for simpler document for younger primary aged pupils
- Plans are very vague, which makes it difficult to give an opinion
- Should be made more clear about how schools will change in the future
- The survey was unclear

5.2 Virtual engagement session

As part of the engagement exercise, the Council facilitated a virtual engagement session with secondary school pupils, using E-sgol digital learning equipment. 6 schools accepted the invitation to take part in the session – Gwernyfed High School, Llanidloes High School, Newtown High School, Welshpool High School, Ysgol Maesydderwen and Ysgol Uwchradd Caereinion. The discussion was led by Geraint Rees, Education Improvement Advisor.

In total there were approximately 27 learners present. A summary of the comments made during the session is provided below:

i) Comments on the Vision

- Overall it is a good vision
- We should still support those who don't want to become economically productive straight away
- The vision is all encompassing

ii) Comments on the Guiding Principles

Guiding Principle 1:

- Inclusive should reflect financial access to a range of education

Guiding Principle 2:

- The curriculum should meet the needs of further employers
- Not enough flexibility in the current curriculum, found it hard to choose A Levels due to size of school
- Progression to University would have been aided by having the ability to choose specialist subjects such as Law or Economics
- Hard to do Welsh 2nd Language past GCSE level due to funding of small classes
- Lack of vocational provision pushes people to other FE providers across the border
- Flexibility with option blocks for GCSE and A Level must be a priority

Guiding Principle 3:

- Begin the journey of Welsh Medium in primary school
- Secondary school need to reinforce the basics to assist learners with Welsh development

- More emphasis on speaking Welsh, as opposed to just learning it for exams
- Increase the number of subjects and options available through the medium of Welsh

Guiding Principle 5:

- There is a low level of choice for vocational provision
- Greater careers support to guide learners in choosing option at 14 and 16.

Guiding Principle 6:

- Dyslexia testing needs to occur earlier in the education journey

Guiding Principle 7:

- Quality of existing digital infrastructure is a big issue. Funding for technology is an issue.
- Distance learning through technology not quite there yet

iii) Comments on what education in Powys could look like in the future

Post-16:

- Some students wish to move to different stream so that the subject is available to them but others want to stay in stream.

Post-14:

- Barely any vocational options at GCSE
- More varied learning about life issues such as taxes, voting, sex education
- More varied PSE lessons with life issues instead of just healthy eating – e.g. current affairs, politics.
- Mandatory ICT lessons
- Better use of Welsh by introducing more common, everyday phrases which can be helpful for employment

Other:

- Infrastructure not fit for purpose – buildings are so old and cold. Toilets don't work properly
- More school trips and connections with employers to widen the scope of access
- More education on invisible disabilities
- Bring Your Own Device schemes should be extended down to younger students
- Class sizes need to remain sensible and suitable
- More support for students with disabilities or adverse childhood experiences
- Quality of subjects is more important than quantity.

5.3 Responses from School Councils

A questionnaire asking for the views of Schools Councils on the young people's version of the engagement document was circulated to all schools. 13 responses were received from the following schools:

Buttington C.P. School, Cradoc C.P. School, Forden C. in W. School, Franksbridge C.P. School, Llangattock C. in W. School, Llanidloes High School, Priory C. in W. School, Treowen C.P. School, Ysgol Bro Cynllaith, Ysgol Bro Hyddgen, Ysgol Bro Tawe, Ysgol Penmaes, Ysgol Uwchradd Caereinion.

The responses received are outlined below.

Vision for Education

School Councils were asked to what extent they agree with the high level vision for education in Powys which was included in the 'Transforming Education in Powys – Young people's version' document. The responses provided were as follows:

To what extent do you agree with this as a high-level vision for education in Powys?	Number of responses	%
Strongly agree	4	30.8%
Agree	7	53.8%
Neither agree nor disagree	2	15.4%
Disagree	0	0.0%
Strongly disagree	0	0.0%
Total	13	100.0%

Overall **84.6%** of School Councils agreed or strongly agreed with the vision for education in Powys. **0%** of School Councils that responded disagreed or strongly disagreed, with the remaining **15.4%** stating that they neither agreed nor disagreed.

School Councils that disagreed with the vision were asked to suggest any amendments which they thought the Council should consider. These are summarised below.

- Could be more simply worded for younger pupils
- There should be more values such as kindness, empathy, care, equality and self love and worth.

Guiding Principles

School Councils were asked to what extent they agree with the guiding principles to be used to underpin the Council's thinking going forward which was included in the 'Transforming Education in Powys – Young people's version' document. The responses received were as follows:

To what extent do you agree that these guiding principles are appropriate?	Number of responses	%
Strongly agree	4	30.8%
Agree	9	69.2%
Neither agree nor disagree	0	0.0%
Disagree	0	0.0%
Strongly disagree	0	0.0%
Total	13	100.0%

100% of School Councils that responded agreed or strongly agreed with the guiding principles.

School Councils that disagreed with the guiding principles were asked to suggest any amendments which they thought the Council should consider. The comments received are summarised below.

- The words need to be more pupil friendly
- Suggestion to add a principle which relates to quality education being locally accessed.

The future of education in Powys

School Councils were asked to what extent they agree that the suggestions for what education in Powys could look like in the future, as outlined in the 'Transforming Education in Powys – Young people's version' document, are appropriate. The responses provided were as follows:

To what extent do you agree that the suggestions for what education in Powys could look like in the future are appropriate?	Number of responses	%
Strongly agree	1	8.3%
Agree	10	83.3%
Neither agree nor disagree	1	8.3%
Disagree	0	0.0%
Strongly disagree	0	0.0%
Total	12	100.0%

91.6% of School Councils that responded agreed or strongly agreed with the suggestions for what education in Powys could look like in the future. **0%** of School Councils disagreed or strongly disagreed, with the remaining **8.3%** stating that they neither agreed nor disagreed.

School Councils were asked whether there are any other models the local authority should consider as it looks at transforming the schools' system in Powys. These are summarised below:

- Do not forget the value of small, rural, schools too. Small community schools are very important.
- A link between community sports coaches and after school clubs and transport to enable access for all

- Wider range of languages + sciences (biochemistry/biology) should be offered
- Improvements are needed to school buildings and the current school estate
- More school trips (Funding/transport to make this possible)
- Members were unsure the timescale of 5 years was feasible to achieve with such bold ambitions and with so many schools spread across such a geographical area. Furthermore, it was firmly felt that these changes must come with additional funding.

Other comments

School Councils were asked to provide other comments on the ‘Transforming Education in Powys’ document which the Council should take into consideration. These are summarised below:

- There were too many complicated words e.g. economically productive.
- We need a child friendly version – Young People’s version was too difficult to understand for primary pupils
- As a school, we are very keen for change and updates with internet, software and technology. We always experience internet connection problems.
- School Council members felt the plan made it look like centralisation of school provision was part of this plan and they were concerned of the knock on impact on the environment of the additional transport required in such a system.
- Help children to feel happy in school and enjoy being in school. Then they will want to stay in sixth form.

5.4 Other responses

5.4.1 Young people’s questionnaires

104 completed young people’s questionnaires were received from pupils in Welshpool High School and Llanidloes Primary School. The responses to these questionnaires, and a summary of the comments provided, are outlined below.

Vision for Education

Pupils were asked to what extent they agree with the high level vision for education in Powys which was included in the ‘Transforming Education in Powys – Young people’s version’ document. The responses received were as follows:

To what extent do you agree with this as a high-level vision for education in Powys?	Number of responses	%
Strongly agree	44	42.3%
Agree	54	51.9%
Neither agree nor disagree	6	5.8%
Disagree	0	0.0%
Strongly disagree	0	0.0%
Total	104	100.0%

Overall **94.2%** of pupils that completed young people’s questionnaires agreed or strongly agreed with the vision. **0%** of pupils disagreed or strongly disagreed, with the remaining **5.8%** stating that they neither agreed nor disagreed.

Pupils that disagreed with the vision were asked to suggest any amendments which they thought the Council should consider. These are summarised below.

- Future life skills should be taught such as business, how to manage your own money etc.
- More Welsh where possible.
- Develop the Trisgol method including more schools and courses.

Guiding Principles

Pupils were asked to what extent they agree with the guiding principles to be used to underpin the Council’s thinking going forward which was included in the ‘Transforming Education in Powys – Young people’s version’ document. The responses received were as follows:

To what extent do you agree that these guiding principles are appropriate?	Number of responses	%
Strongly agree	44	42.3%
Agree	53	51.0%
Neither agree nor disagree	5	4.8%
Disagree	1	1.0%
Strongly disagree	1	1.0%
Total	104	100.0%

Overall **93.3%** of pupils that completed young people’s questionnaires agreed or strongly agreed with the guiding principles. **2%** of pupils disagreed or strongly disagreed, with the remaining **4.8%** stating that they neither agreed nor disagreed.

Pupils that disagreed with the guiding principles were asked to suggest any amendments which they thought the Council should consider. These are summarised below.

- More practical field trips should be considered.
- Exams should be given less focus as they are unnecessarily focused on.
- Not all people have access to digital.
- English speaking schools should have the same funding as Welsh speaking schools.
- English speaking schools are important and should have more money than Welsh schools
- English speaking schools are important too
- Don’t give welsh schools more money than English schools

The future of education in Powys

Respondents were asked to what extent they agree that the suggestions for what education in Powys could look like in the future, as outlined in the 'Transforming Education in Powys – Young people's version' document, are appropriate. The responses received were as follows:

To what extent do you agree that the suggestions for what education in Powys could look like in the future are appropriate?	Number of responses	%
Strongly agree	39	37.5%
Agree	61	58.7%
Neither agree nor disagree	2	1.9%
Disagree	2	1.9%
Strongly disagree	0	0.0%
Total	104	100.0%

Overall **96.2%** of pupils that completed young people's questionnaires agreed or strongly agreed with the suggestions for what education in Powys could look like. **1.9%** of pupils disagreed or strongly disagreed, with the remaining **1.9%** stating that they neither agreed nor disagreed.

Pupils were asked whether there are any other models the local authority should consider as it looks at transforming the schools' system in Powys. These are summarised below:

- The Council should look at transporting pupils from place to place.
- Primary schools should not merge to a degree that pupils must travel for each day.
- Primary schools should be kept as local as possible.
- Small primary school should be kept with facilities to share.
- The pupils point of view.
- Welshpool having a sixth form.
- Welshpool is the largest town around here and should keep the bigger town schools open
- Schools should be in more populated areas.
- Welsh schools should not receive more money just because they're Welsh.
- Use technology.
- Welsh and Ethics would be more effective subjects.
- Important to have a larger choice of subjects but not just in one place.
- Transport cost for A Level students who have to travel should be cheaper/free

Other comments

Pupils were asked to provide other comments on the 'Transforming Education in Powys' document which the Council should take into consideration. These are summarised below:

- A higher standard of sports facilities and a higher range in after school activities.
- Welsh language should be used in English medium as well. The language should be offered and pupils should be able to opt in to do lessons.
- Each room should have air conditioning to keep students from over heating.

- I would like a modern school.
- Schools should attract good/great teachers and good resources.
- Higher funding so students can have a better education
- I would like a school where I'm not afraid to be myself.
- Sixth Forms should be in one place instead of pupils having to travel to different schools for each of their different subjects.

5.4.2 Other written responses

6 other written responses were received from pupils at Llandinam C.P. School. The comments made in these responses are summarised below:

- Our school already meets most of the vision and guiding principles
- Pupils in small schools shouldn't have to go to bigger schools – it would affect the learning and would be more difficult to concentrate
- Our school feels like home
- We have good relationships with the children and adults in our school
- We already have breakfast club, after school club, sports areas, attractive spaces, a safe digitally rich learning environment, high quality education
- We don't want to be in a class with over 25 children
- We understand that it would cost less in a bigger school, but we can learn better in a smaller school
- We would like a creative studio to create art and put on shows
- It's easier to learn in a smaller school

6 Conclusion

Overall, the majority of responses to the questionnaire indicated support for the Vision, Guiding Principles and suggestions for what education in Powys could look like in the future, as outlined in the 'Transforming Education in Powys' document, with the majority of respondents indicating that they agreed or strongly agreed with the document.

The exception to this is the individual responses received from pupils to the online questionnaire, as outlined in section 4.1.2, where the majority did not support the content of the document. However, it must be noted that most of the pupils that responded to the online questionnaire attend one school, therefore the percentage reflects the views of pupils in one particular area, rather than being representative of the views of pupils across Powys. The feedback received from other pupils e.g. school councils did not reflect this.

Although overall the majority of respondents indicated that they agreed with the Vision and Guiding Principles included in the 'Transforming Education in Powys' document, many comments were also received which suggested improvements / alternatives to these sections. These will need to be taken into consideration when preparing the final version of the 'Transformation Education in Powys' document.

The questionnaire also asked respondents for their views on whether or not the 'Transforming Education in Powys' document sets out a clear enough vision for developing Welsh-medium education, provision for pupils with Additional Learning Needs, 14-19 provision and Post-16. Whilst overall, the majority of respondents indicated that they agreed or strongly agreed that the visions set out in each of these cases were clear enough, the percentages here are lower than for the previous section. This is particularly the case in respect of developing Welsh-medium education, where only 50.9% of respondents agreed or strongly agreed that the document sets out a clear enough vision for development, and developing post-16 provision, where only 50.4% of respondents agreed or strongly agreed that the document sets out a clear enough vision for development. This suggests that the Council should ensure that a clearer vision is provided for these aspects when preparing the final version of the 'Transforming Education in Powys' document. Many suggestions were provided to outline how the Council could move forward in these areas, which are outlined in this report.

Other general comments were received which questioned the Council's ability to deliver the vision as outlined in the document, particularly within the suggested timeframe. Comments were also received regarding the language used in the document, particularly in respect of the young people's version. This will also need to be addressed when preparing the final version of the document.

Appendix A – Equalities Information

Respondents that completed the online survey were also to respond to a number of equalities questions. The responses provided are outlined below. This includes the responses provided by all respondents, including pupils.

What is your gender	Number of responses	%
Male	152	32.0%
Female	277	58.3%
Gender Fluid/Non-binary/Gender neutral	4	0.8%
Prefer not to say	42	8.8%
Total	475	100.0%

Is your gender the same now as when assigned at birth?	Number of responses	%
Yes	420	89.6%
No	10	2.1%
Prefer not to say	39	8.3%
Total	469	100.0%

How old are you?	Number of responses	%
Under 16	141	29.8%
16-24	49	10.4%
25-34	35	7.4%
35-44	88	18.6%
45-54	78	16.5%
55-64	25	5.3%
65-74	8	1.7%
75-84	4	0.8%
85 +	6	1.3%
Prefer not to say	39	8.2%
Total	473	100.0%

Do you have a substantial and long term physical or mental health condition or illness that reduces your ability to carry out normal day to day activities?	Number of responses	%
Yes	51	10.8%
No	369	78.0%
Prefer not to say	53	11.2%
Total	473	100.0%

If you answered 'Yes' please indicate all that apply to you:	Number of responses	% of responses to this question
Hearing Impairment	6	4.7%
Visual Impairment	7	5.5%
Speech Impairment	7	5.5%
Learning Disability or difficulty	11	8.7%

Mental Health Issues	23	18.1%
Physical/Mobility Impairment	14	11.0%
Other	14	11.0%
Prefer not to say	45	35.4%
Total	127	100.0%

How would you describe your national identity?	Number of responses	%
Welsh	250	53.2%
English	43	9.1%
Scottish	2	0.4%
Northern Irish	2	0.4%
British	122	26.0%
Irish	5	1.1%
Other	14	3.0%
Prefer not to say	32	6.8%
Total	470	100.0%

What is your ethnic group?	Number of responses	%
White	406	86.8%
Bangladeshi	4	0.9%
Black Caribbean	2	0.4%
Black Other	1	0.2%
Chinese	1	0.2%
Mixed Ethnicity	5	1.1%
Gypsy/Traveller	2	0.4%
Irish Traveller	1	0.2%
Indian	1	0.2%
Pakistani	2	0.4%
Any Other ethnic group	4	0.9%
Prefer not to say	39	8.3%
Total	468	100.0%

What is your preferred language?	Number of responses	%
Welsh	66	14.1%
English	362	77.2%
BSL - British Sign Language	2	0.4%
Other	13	2.8%
Prefer not to say	26	5.5%
Total	469	100.0%

Can you....?	Yes	%	No	%
Understand spoken Welsh	277	66.6%	183	40.5%
Speak Welsh	256	61.5%	197	43.6%
Read Welsh	256	61.5%	195	43.1%
Write Welsh	232	55.8%	218	48.2%
Total	416	100.0%	452	100.0%

What is your religion?	Number of responses	%
Christian (all denominations)	187	41.0%
Buddhist	0	0.0%
Hindu	0	0.0%
Muslim	2	0.4%
Sikh	2	0.4%
Jewish	1	0.2%
Atheist	31	6.8%
No religion	162	35.5%
Other	15	3.3%
Prefer not to say	56	12.3%
Total	456	100.0%

Are you?	Number of responses	%
Working full time	167	32.1%
Working part time	105	20.2%
Unemployed	19	3.7%
Still in education	151	29.0%
Volunteering	18	3.5%
Retired	18	3.5%
Other	10	1.9%
Prefer not to say	32	6.2%
Total	520	100.0%

Which of the following best describes how you think of yourself?	Number of responses	%
Heterosexual/Straight	352	77.2%
Gay Man	5	1.1%
Gay Woman/Lesbian	6	1.3%
Bisexual	12	2.6%
Other	7	1.5%
Prefer not to say	74	16.2%
Total	456	100.0%

Which of the following best describes your partnership status?	Number of responses	%
Single	153	33.1%
Married	190	41.1%
Co-habiting	22	4.8%
Separated	7	1.5%
Divorced	4	0.9%
Widowed	2	0.4%
Civil Partnership	2	0.4%
Other	19	4.1%
Prefer not to say	63	13.6%
Total	462	100.0%

Do you have dependants, or caring responsibilities for family members or other persons?	Number of responses	%
Yes	226	49.7%
No	229	50.3%
Total	455	100.0%

If yes, are your dependants or the people your look after...?	Number of responses	% of responses to this question
A child or children	195	81.3%
A disabled person or persons	22	9.2%
An elderly person or persons	23	9.6%
Total	240	100.0%

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Powys County Council

Strategy for Transforming Education in Powys

2020 – 2030

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This document has been developed following the Council’s Strategic Review of Education in Powys, carried out in 2019–20. It replaces the Council’s School Organisation Policy 2018, and any previous versions.



Foreword

Over the last six months, the Council has engaged widely to seek the views of our citizens about the future of our schools in Powys. There is a genuine appetite for all to work together to bring about changes that will transform the learner experience and entitlement.

We have been left in no doubt that learners, the profession and the wider public are now expecting us to work closely with Welsh Government and our schools' community to deliver change that will benefit all of our learners, and that it is now time to take some significant decisions.

Throughout our engagement, there was overwhelming support for a vision of schools as hubs for wider community activity. We have been encouraged to be bold in making changes that can provide our learners with more choice in their curriculum, especially from the age of 14. There is strong support for developing a clear strategy for a comprehensive and growing Welsh-medium sector, as there is for the need to ensure that our schools are configured in ways that can enable them to collaborate more deeply to take on the exciting challenges of the new curriculum for Wales. Additionally, we have been told repeatedly to consider carefully the requirements of learners with additional learning needs in order to make sure that they are better provided for through early interventions and ongoing support to meet their needs.

It is my sincere belief that after we have implemented some of the significant changes in Powys, we will all be able to look back with pride at what we have achieved for our learners.

Cllr Phyl Davies

Portfolio Holder for
Education & Property



The national mission of our education system in Wales sets out to support a curriculum designed to ensure that our young people become:

- ambitious, capable learners, ready to learn throughout their lives,
- enterprising, creative contributors, ready to play a full part in life and work,
- ethical, informed citizens of Wales and the world, and
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

I believe that with commitment, investment and energy, Powys can be an important contributor to our national mission, ensuring that young people brought up in rural Wales benefit fully from a new educational system which will help them collaborate with and compete with the best in the world.

It's a great task and we must now prove that Powys County Council and its partners are up to the challenge.

Cllr Phyl Davies

Portfolio Holder for Education and
Property

March 2020

Education in Powys – Why Change is Needed

Powys is a large, rural authority. Covering a quarter of the landmass of Wales, it contains only 4.2% of the population, making it the most sparsely populated county in Wales.

Delivering services across such a large, sparsely populated area is challenging and expensive. This is particularly true for education. In January 2019, there were 9,099 learners in Powys primary schools and 6,266 learners in Powys secondary schools (up to age 16.) The county has 75 primary schools, 2 infant schools and 2 junior schools – these are a combination of community primaries, Church in Wales voluntary controlled or voluntary aided schools, and one foundation school. The county has 10 secondary schools across 12 sites, 1 all-age school, 3 special schools, 2 pupil referral units and a number of specialists units. Each secondary school has a sixth form, providing AS/A level provision to just over 900 learners. 2,471 learners are in Welsh-medium education, which is delivered in 20 primary schools, 5 dual stream secondary schools and 1 dual stream all-age school. There are 29 maintained early years settings across the county.

Whilst there has been some school reorganisation activity over recent years, this has mainly focussed on rationalisation of primary provision and establishment of alternative governance arrangements in the secondary sector, through the establishment of all-through or multi-sited provision. Over the last ten years, the authority has carried out catchment or area reviews in Ystradgynlais, Gwernyfed, John Beddoes, Machynlleth, Llanidloes and Welshpool towns. In most areas, this led to a reduction in the number of schools with significant capital investment in improving the schools' estate. However, reorganisation on a similar scale has not taken place across the remainder of Powys. The county's schools' infrastructure remains similar to that in place 20 years ago, for secondary it is largely unchanged for the last 45 years.

In the autumn term 2019, the Council engaged with key stakeholders to identify the challenges facing education in Powys. These are outlined below.

High proportion of small schools

Although there has been a reduction in the number of small schools in Powys over recent years, there continues to be a large proportion of schools which meet the Welsh Government definition of a small school (fewer than 91 pupils).

Based on PLASC 2019 figures, there are currently 33 small primary schools in Powys – this is approximately 40% of the primary provision in the county. 21 schools have fewer than 50 pupils and for those the budget share per pupil is generally higher than the Powys average for primary schools.

Decreasing pupil numbers

Pupil numbers have decreased over the past decade and are expected to continue to decrease further over the next five years.

Pupil numbers in the primary sector in Powys are expected to decrease by approximately 4% by 2025. Pupil numbers in the secondary sector are expected to decrease slightly by 2025 with a greater reduction between 2025 and 2030.

High number of surplus places

Whilst the Council has been working to reduce the level of surplus places in its schools over recent years, a significant level of surplus places remain.

Based on PLASC 2019 figures, there is currently 18% surplus capacity in Powys primary schools, and 26% surplus capacity in Powys secondary schools.

With pupil numbers across Powys projected to decrease overall over the coming years, the proportion of surplus places across the county will continue to increase.

Building condition

Whilst the Council has invested in its schools' estate through the 21st Century Schools Programme and the Asset Management Plan, building condition remains an issue across Powys, with associated maintenance costs.

The Welsh Government categorise school buildings on a scale of A to D, with A being new schools and D being schools that need significant investment and are in a poor state of repair. The recently opened Brecon High School is categorised as a condition A school and Ysgol Maesydderwen which received significant investment a few years ago is categorised as condition B. The rest of the secondary school estate is categorised as C/D. Without significant capital investment, the repair and maintenance cost of maintaining this estate will only increase.

Financial pressures

The Council is currently facing significant financial pressures in general. This is affecting all service areas, including the schools' sector, with increasing numbers of schools facing deficit budget positions. There are significant variations in the budget share per pupil^[1] across Powys schools, ranging from £3,127 to £7,877 in the primary sector, and from £3,438 to £6,419^[2] in the secondary sector.

[1] Per the revised Section 52 budget submittal. **Page 93**

[2] This figure includes middle schools.

A review of the Council's funding formula for schools was carried out in 2018, and a new formula was subsequently introduced in 2019. The funding formula was needed to ensure that all schools could function and provide an appropriate curriculum for their learners. Whilst small schools appear to have benefitted from the new funding formula, larger schools are funded below levels in similar authorities.

The current Powys schools' infrastructure means that the overall education funding envelope is having to be spread too thinly. This is evidenced in schools by a curriculum that provides limited choices for learners and limited support for learners who require additional support.

Inequality in access to Welsh-medium education

Welsh-medium education is delivered through a network of schools across Powys.

In the primary sector, this includes a mixture of Welsh-medium schools and dual stream schools. In the secondary sector, Welsh-medium provision is delivered via Welsh-medium streams in a number of schools across the county.

The size and proportion of the secondary streams varies considerably across the county, and the range of subjects available through the medium of Welsh also varies significantly. The curriculum offer is increasingly limited for Welsh-medium learners, and there is significant concern amongst the profession regarding the commitment of the authority to learners who study in Welsh.

In contrast to most other areas of Wales, the majority of Powys learners are unable to access a designated Welsh-medium secondary school, apart from learners in the Ystradgynlais who can access full Welsh-medium secondary provision at Ysgol Gymraeg Ystalyfera Bro Dur, located in Neath Port Talbot.

In 2017 the Welsh Government launched an ambitious strategy to create a million Welsh speakers by the year 2050. This Strategy acknowledges that increasing the number of pupils accessing Welsh-medium education will be key in order to meet this aspiration. In contrast with other areas of Wales, the number of pupils accessing Welsh-medium education in Powys has stagnated over recent years. This suggests that the current Welsh-medium provision in Powys is failing to meet the Welsh Government's aim to increase the number of pupils accessing Welsh-medium education.

Estyn identified in its report on Education Services in Powys, June 2019 that: 'the authority's record on stimulating the growth of Welsh-medium education is weak. As a result, the proportion of pupils receiving their education through the medium of Welsh has stagnated over recent years.'

It is recognised that significant changes are needed to the Welsh-medium offer in Powys in order to reverse the trend of the last few years and ensure that all Powys learners can access comprehensive Welsh-medium provision throughout their educational careers.

Limited post-14 and post-16 offer

In September 2019, the Council's Cabinet considered a report on post-16 provision which outlined a number of challenges facing the sector, including decreasing learner numbers, financial challenges and sustainability of the curriculum offer, including Welsh-medium provision.

One of the biggest challenges facing the Council is the increasing number of pupils accessing provision outside Powys – during 2018/19, it is estimated that approximately 450 Powys learners were accessing post-16 provision outside Powys. This is having a significant impact on the provision that can be offered in Powys, due to the loss of funding.

Engagement with schools throughout November and December 2019 highlighted that the concerns previously raised regarding the poor choice for learners at 16 is now being echoed for learners at 14.

Inequality in access to SEN provision

Within Powys, pupils with special education needs (SEN) attend a range of settings, including special schools, specialist centres, the pupil referral unit (PRU) as well as mainstream schools.

While some mainstream schools provide very well for pupils with SEN, this is not consistent across all schools. Not all schools have the facilities they require to be able to meet the needs of pupils with SEN, including those with physical and/or medical difficulties and those with significant behavioural difficulties or autistic spectrum disorder.

Currently, not all pupils are educated in the setting that meets their needs best. For example, there are pupils in special schools and the PRU who could be taught in mainstream classes or specialist centres.

Depending on where pupils live, they have access to a different quality and type of provision. Some pupils have to travel long distances to reach a provision that meets their needs. Many pupils experience difficulty on transition from primary to secondary settings, due to a lack of suitable provision. There are not enough facilities for pupils to access SEN provision through the medium of Welsh.

Historical lack of political decision making

Although there have been some developments in terms of the schools' infrastructure in Powys over recent years, these have mainly involved changes to primary provision and establishing all-through / dual sited schools.

In 2016, the Council carried out consultation on significant changes to secondary provision in Mid and South Powys, which included proposals to rationalise secondary and Welsh-medium provision in the area. At the same time, the Council was also consulting on proposals to close a number of small schools in the Mid Powys area. Whilst a number of these proposals were implemented, several of the proposals were not approved by the Council's Cabinet.

The Council's failure to implement a number of high-profile proposals during this period has left a legacy in Powys, and there has been a reluctance to embark on large scale reorganisation of education provision since then. This is reflected in Estyn's report following its inspection of Education Services in Powys in June 2019: 'Despite making modest progress in reorganising primary schools over time, the authority has been unable to deliver on a few key proposals in recent years, particularly following consultation to reorganise secondary schools in south Powys.'

Engagement with schools' staff during November and December 2019 has revealed a deep scepticism amongst the profession regarding the Council's political commitment to schools and to the delivery of the improvements that are needed.



Vision and Guiding Principles

This Strategy is based on the following Vision and Guiding Principles, which have been developed through engagement with a range of stakeholders.

Vision Statement

All children and young people in Powys will experience a high-quality, inspiring education to help develop the knowledge, skills and attributes that will enable them to become healthy, personally fulfilled, economically productive, socially responsible and globally engaged citizens of 21st century Wales.

Guiding Principles

- A world class rural education system that has learner entitlement at its core
- Schools that are fully inclusive, with a culture of deep collaboration in order to improve learner outcomes and experience
- A broad choice and high quality of provision for 14 – 19 year old learners, that includes both academic and vocational provision, meeting the needs of all learners, communities and the Powys economy
- Welsh-medium provision that is accessible and provides a full curriculum in Welsh from Meithrin to age 19 and beyond
- Provision for learners with Special Educational Needs (SEN)/Additional Learning Needs (ALN) that is accessible as near to home as is practicably possible, with the appropriate specialist teaching, support and facilities that enables every learner to meet their potential
- A digitally-rich schools sector that enables all learners and staff to enhance their teaching and learning experience
- Community-focused schools that are the central point for multi-agency services to support children, young people, families and the community
- Early years provision that is designed to meet the needs of all children, mindful of their particular circumstances, language requirements or any special or additional learning needs
- Financially and environmentally sustainable schools
- The highest priority is given to staff wellbeing and professional development

In bringing forward any proposals, the Council will adhere with the Welsh Government's School Organisation Code, but, in addition, the following will apply:

- The best interests of learners are at the forefront of all proposals and decision-making
- The Council will always operate in an open and transparent manner
- Staff and learners will be fully supported through any process of change.

Strategic Aims and Objectives

During the engagement carried out between October 2019 and February 2020, a number of suggestions were received regarding what the Council's priorities should be going forward.

Based on this feedback, the Council has developed a series of Strategic Aims and Objectives which will shape its work to transform the Powys education system over the coming years. These are as follows:

Strategic Aim 1: We will improve learner entitlement and experience

The purpose of this aim is to ensure that early years provision, primary, special and secondary schools are configured to work in ways that will secure a coherent and inspiring learning journey for all learners in Powys. This reconfiguration, mindful of both efficiency and equity, will enable school leaders and teachers to prioritise the learning and wellbeing of our children (and their colleagues), and for those schools to be considered amongst the best in Wales.

The Council's aspiration is to develop, within the 13 secondary school localities, an infrastructure of all-age (sometimes known as all-through) schools. Initially, these may be multi-sited all-age schools, however, the aspiration is to develop new purpose-built schools that will not only provide state of the art facilities for teaching and learning, but also childcare and early years provision, community and leisure facilities, multi-agency areas that can provide support for learners and their families and SEN/ALN facilities of the highest quality. This will require major capital investment.

This will ensure that schools are able to provide high-quality progression, wide curriculum choice and wellbeing support for our learners. Whilst some aspects of this work will be a sustained long-term programme, there must be pace to bring about early improvements.

Strategic Objectives

S.O.1.1 - Develop a network of all-age schools based around the 13 current secondary school locations

S.O.1.2 - Reconfigure and rationalise primary provision

Strategic Aim 2: We will improve learner entitlement and experience for post-16 learners

The purpose of this aim is to ensure that post-16 learners (and 14 – 16 year old learners) are able to access a broad range of subjects within Powys, with a blended offer of academic and vocational provision, and to ensure that the post-16 sector in Powys is sustainable.

Initially, this will focus on enhanced collaboration between schools to ensure a high-quality post-16 curriculum that is accessible to all learners, and is affordable within the funding received from the Welsh Government. This will include more digital learning opportunities where learners are taught via video-conferencing across more than one school.

The next phase will be the development of sixth form centres that will be able to provide a curriculum that meets the needs of all learners, without having to travel between schools to study subjects not available in their home schools.

Strategic Objectives

S.O.2.1 - Implement short-term improvements outlined in Cabinet report 18th September 2019 – improved marketing, roll out of digital learning and enhanced partnership working

S.O.2.2 - Reorganise sixth form provision across the county by developing sixth form centres that would deliver a wide range of provision across all subject areas. These could also offer vocational and STEM opportunities for 14 – 16 year olds, working in partnership with schools and other providers

Strategic Aim 3: We will improve access to Welsh-medium provision across all key stages

The purpose of this aim is to ensure that, in future, a growing number of children can access Welsh-medium education from early years to their school leaving age.

From the evidence gathered during the engagement exercise, it is apparent that there is no equality of provision for Welsh-medium learners across the county, and the level of Welsh-medium provision available, is a postcode lottery. In addition, learners in Powys do not have access to a Welsh-medium secondary school.

The Council's new Welsh in Education Strategic Plan 2021-2031 will be fully aligned with this Strategy and will include additional actions to support this Strategic Aim.

Strategic Objectives

S.O.3.1 - Move schools along the language continuum

S.O.3.2 - Develop new primary and secondary provision

S.O.3.3 - Work with Mudiad Meithrin to establish new early years provision

S.O.3.4 - Develop immersion opportunities



Strategic Aim 4: We will improve the provision for learners with SEN/ALN

The purpose of this aim is to ensure that all schools are fully inclusive, educating pupils with a wide range of SEN/ALN. This will require all schools to have an inclusive ethos, a skilled workforce and buildings and resources that can support all learners. For learners with more complex needs, the aim will be to ensure that there is a range of specialist provision and support as close to home as is possible.

Strategic Objectives

S.O.4.1 - Develop a new county-wide network of specialist SEN/ALN provision including post-16

Enabling Actions

To support the implementation of the four Strategic Aims, the following enabling actions will be taken forward:

Enabling Actions

E.A.1 - The implementation of a major capital investment programme that will ensure that schools in Powys have inspiring, environmentally sustainable buildings that can provide opportunities for wider community activity, including where possible childcare services, early years, ALN, multi-agency support and community and leisure facilities. This will also include developing a reliable, high quality digital infrastructure.

E.A.2 - A revision of the schools funding formula, including recognition of the additional costs of community-focused schools.

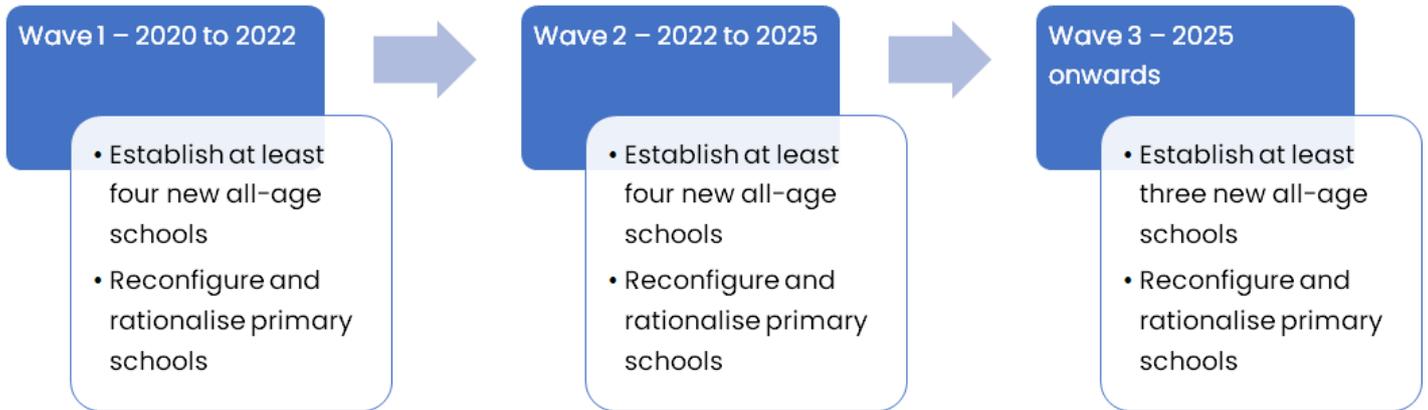
E.A.3 - The transformation of the Council's Schools Service to ensure a professional and forward-looking service that can provide high quality support for learners, parents/carers, and schools.

E.A.4 - A revision of the Council's Home to School Transport Policy to ensure full alignment with this Strategy.

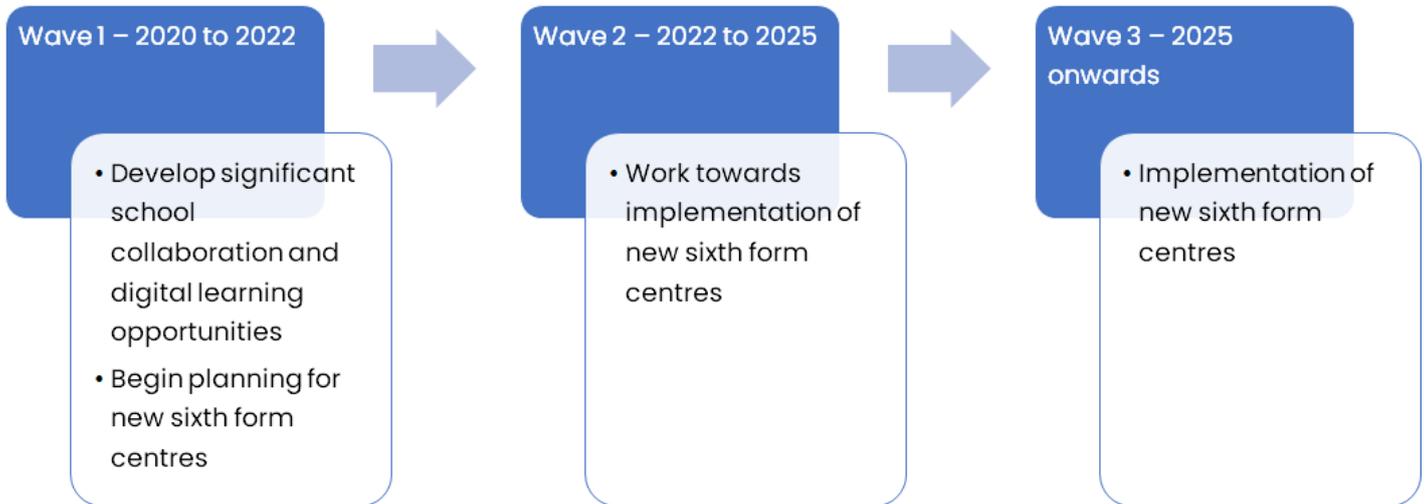
Programme of Activity

The Strategic Objectives outlined above will be taken forward in 3 waves as outlined below. Detailed programme plans will be prepared for each of these Strategic Aims.

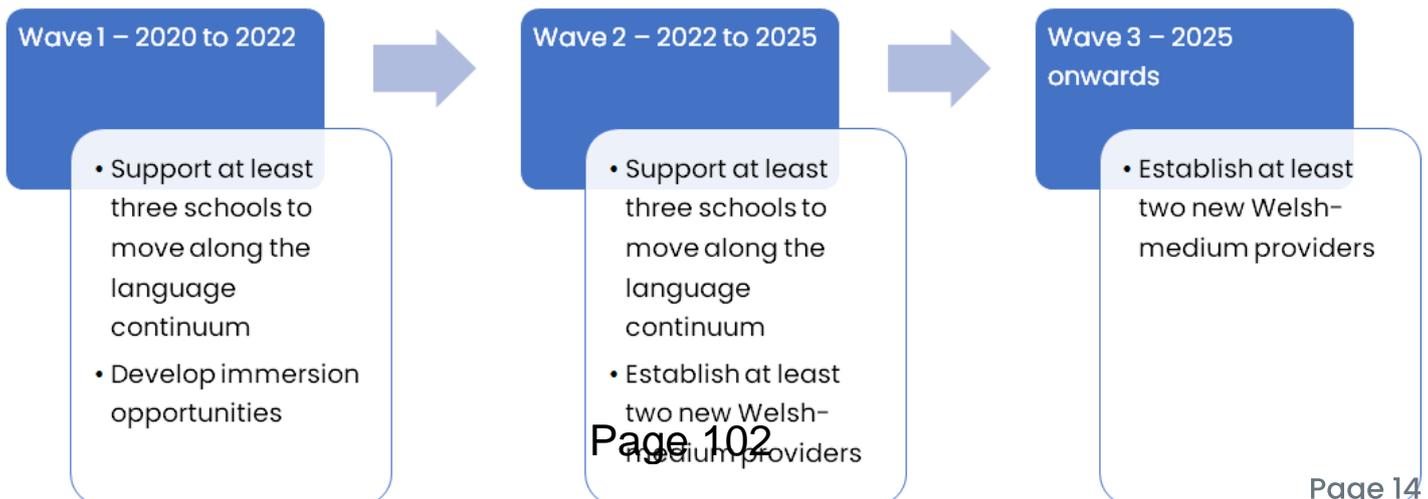
Strategic Aim 1: Learner Entitlement and Experience



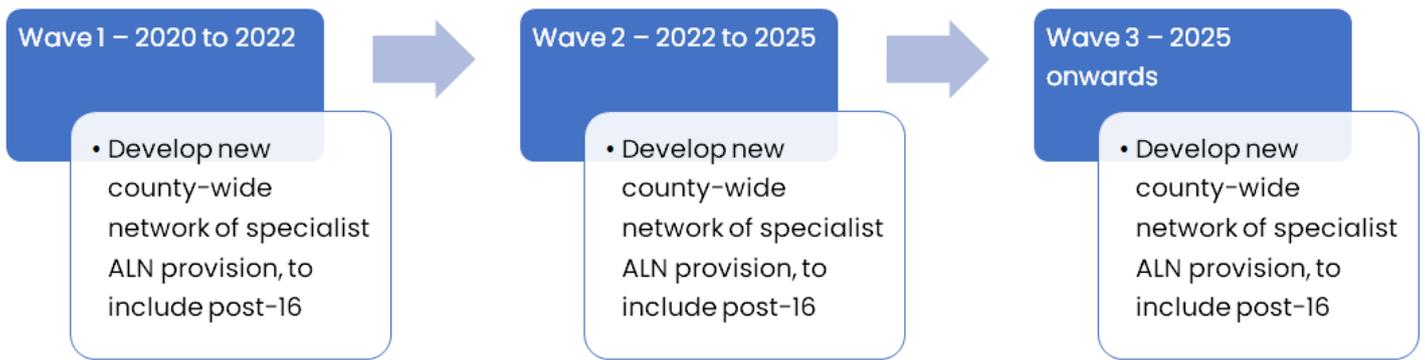
Strategic Aim 2: Post-16



Strategic Aim 3: Welsh-medium



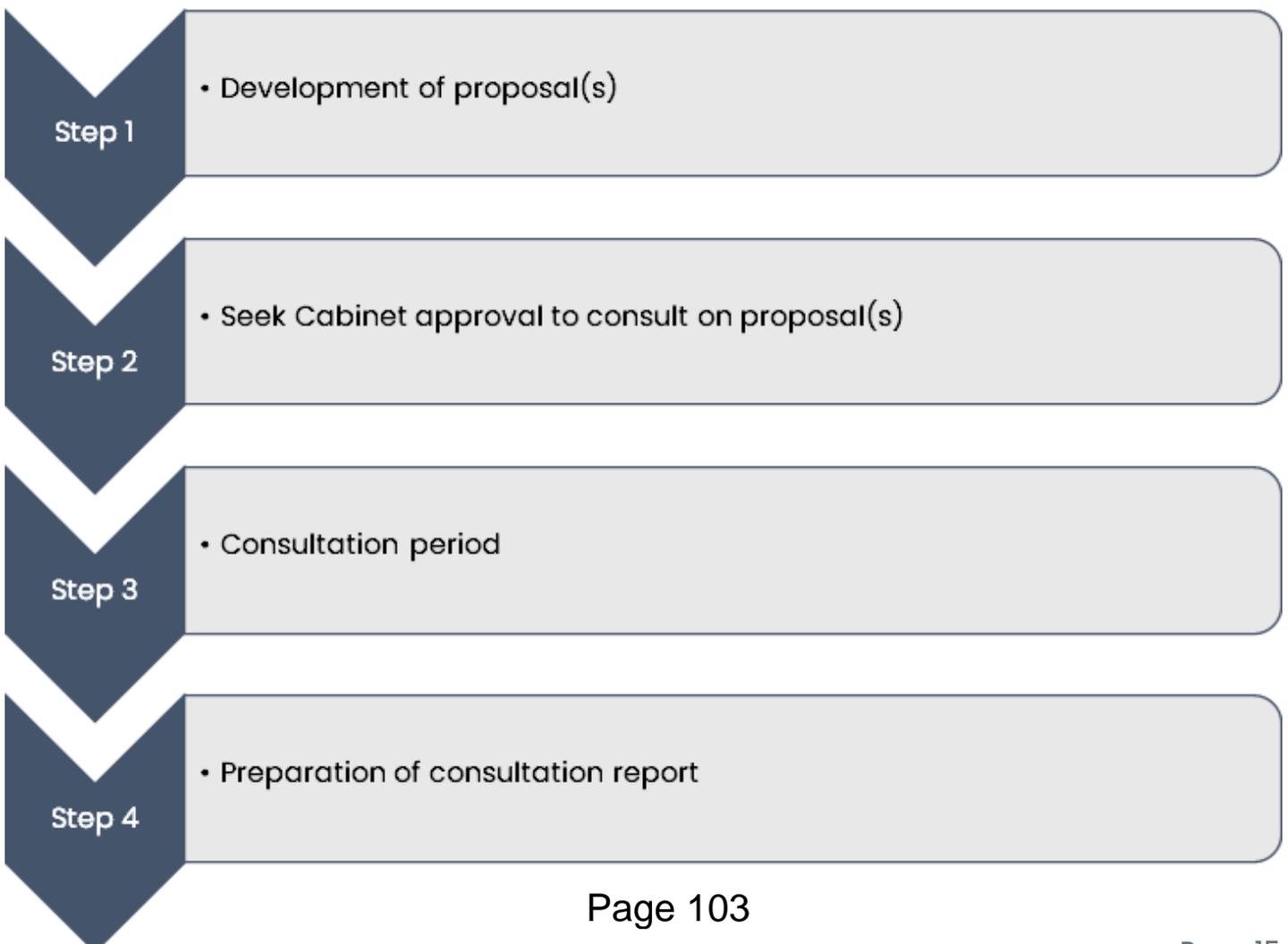
Strategic Aim 4: SEN/ALN

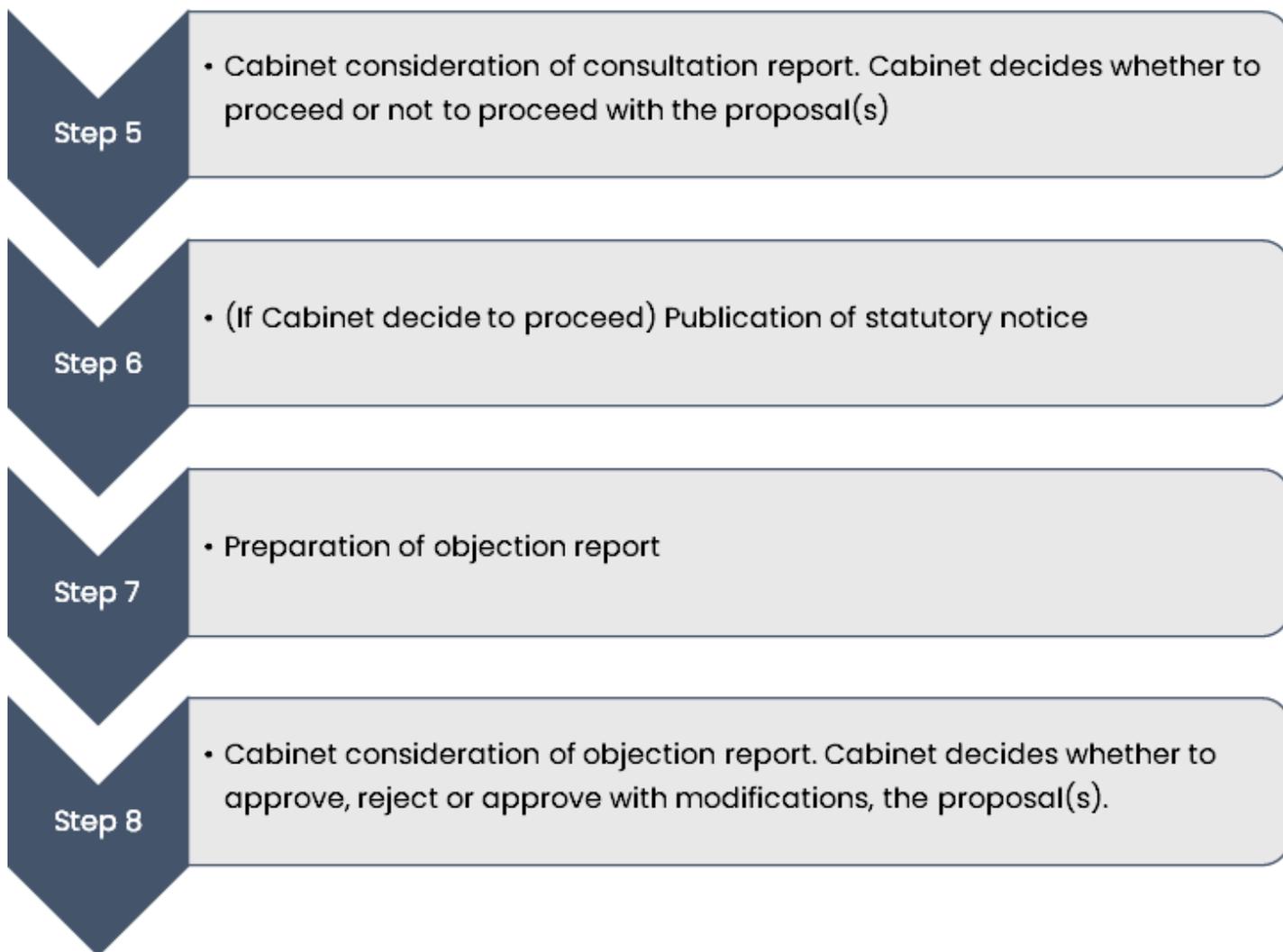


Legislative Process

In order to achieve the Strategic Aims, it will be necessary to bring forward proposals for the reorganisation of schools, as defined in the Welsh Government’s School Organisation Code 2018. The process will be carried out in accordance with the requirements of the Code.

This will include the following steps:





If the proposal(s) are approved, the process will move to the implementation phase.

- Any proposal(s) to federate schools must comply with the process as set out in the Federation of Maintained Schools (Wales) Regulations 2014.
- Any projects that require capital funding will be developed in accordance with the requirements of the 21st Century Schools Programme (or any other grant) and Cabinet will be required to approve the initial business case for each capital project.

Monitoring

The Council's Transformation Delivery Board is responsible for monitoring the outcomes of this Strategy. This will be reported quarterly as part of V2025 Transformation Programme Performance reporting.

The Council's Schools Transformation Programme Board is responsible for the delivery and monitoring of progress against the agreed Strategic Aims and Objectives and delivery plan.

Appendix C

Strategic Outline Programme for Capital Funding

March 2020

1. Introduction

This Strategic Outline Programme (SOP) provides an overview of the capital investment required to support the delivery of the new Strategy for Transforming Education in Powys. At this stage, the financial information provided is a high-level estimate – further detail will be provided in individual business cases.

This Strategic Outline Programme is in addition to the approved Band A and Band B Programmes.

2. New Programme Envelope

The funding is based on the current Band B intervention rates of 65% of funding provided by Welsh Government, and 35% provided by the local authority – it must be recognised that this may change in future..

Total of funding envelope	£350,000,000
Welsh Government contribution	£227,500,000
LA/ FEI contribution	£122,500,000

3. Summary of changes

What has changed since the latest version of your SOP/ Estates Strategy?

In the summer of 2019, Powys Education Services were inspected by Estyn. Estyn's findings report outlined significant concerns regarding the Council's progress on school reorganisation and included a recommendation to '*Ensure that the organisation of provision for non-maintained post-16, Welsh-medium education and secondary education meets the needs of the children and young people of Powys.*'

Subsequently, the Council recognised the need to review education provision in the county, commencing a Strategic Review in October 2019. The Review included two phases:

- Phase 1 - Developing the Case for Change (October 2019 – January 2020)
- Phase 2 - Developing a Vision for Transforming Education in Powys (January – March 2020)

This work has informed the development of a new Strategy for Transforming Education in Powys. The Strategy includes:

- a new vision for education in Powys
- outlines the challenges faced by the education sector in Powys
- a final set of guiding principles
- strategic aims and objectives
- programme of activity
- legislative process
- monitoring arrangements.

To deliver the new Strategy, there is a requirement for a major capital investment programme that will ensure that schools in Powys have inspiring, environmentally sustainable buildings that can provide opportunities for wider community activity. This will also include developing a reliable, high quality digital infrastructure.

The Council's aspiration is to develop, within the 13 secondary school localities, an infrastructure of all-age (sometimes known as all-through) schools. Initially, these may be multi-sited all-age schools, however, the ultimate aim is to develop new purpose-built schools that will not only provide state of the art facilities for teaching and learning, but also childcare and early years provision, community and leisure facilities, multi-agency areas that can provide support for learners and their families and SEN/ALN facilities of the highest quality.

4. Strategic Case

How does your Programme link to local and national strategies e.g. the Wellbeing of Future Generations (Wales) Act 2015, Welsh medium and childcare strategies?

Powys County Council's (PCC) Corporate Improvement Plan - Vision 2025 -underpins the authority's aims and objectives and sets out the way in which the Council intends to develop and improve its services.

The Council's guiding principles are based on the well-being of future generations. The **Well-being of Future Generations (Wales) Act 2015** is about improving the social, economic, environmental and cultural well-being of the nation. It will ensure the council thinks more about the long-term, works better with people and communities and each other, looks to prevent problems and takes a more joined-up approach. This will help create a Powys and a Wales that everyone wants to live in, now and in the future

Powys is a large, rural authority. Covering a quarter of the landmass of Wales, it contains only 4.2% of the population, making it the most sparsely populated county in Wales.

Delivering services across such a large, sparsely populated area is challenging and expensive. This is particularly true for education.

Whilst there has been some school reorganisation activity over recent years, this has mainly focussed on rationalisation of primary provision and establishment of alternative governance arrangements in the secondary sector, through the establishment of all-through or multi-sited provision. Over the last ten years, the authority has carried out catchment or area reviews in Ystradgynlais, Gwernyfed, John Beddoes, Machynlleth, Llanidloes and Welshpool towns. In most areas, this led to a reduction in the number of schools with significant capital investment in improving the schools' estate. However, reorganisation on a similar scale has not taken place across the remainder of Powys. The county's schools' infrastructure remains similar to that in place 20 years ago, for secondary it is largely unchanged for the last 45 years.

In the autumn term 2019, the Council engaged with key stakeholders to identify the challenges facing education in Powys. These are outlined below.

- Lack of equity for Learner Entitlement
- High proportion of small schools
- Decreasing pupil numbers
- High number of surplus places
- Building condition
- Financial pressures
- Inequality in access to Welsh-medium education
- Limited post-14 and post-16 offer
- Historical lack of political decision making

To address these issues, the Council has developed a new Strategy for Transforming Education in Powys 2020-2030.

The new vision for education in Powys is:

'All children and young people in Powys will experience a high-quality, inspiring education to help develop the knowledge, skills and attributes that will enable them to become healthy, personally fulfilled, economically productive, socially responsible and globally engaged citizens of 21st century Wales'.

Strategic Fit

National policy drivers	Relevance to this Programme
21 Century Schools Programme	<ul style="list-style-type: none"> • Good quality school buildings in place of the current poor quality school buildings • Better resources which will enable the successful implementation of strategies for school improvement and lead to better educational outcomes • Reduction in recurrent costs, energy, consumption and carbon emissions • Resources for the whole community which can offer a range of facilities, such as childcare and adult training • Better quality ICT provision and technology, which will drive improvements in educational standards
Successful Futures Independent Review of Curriculum and Assessment Requirements in Wales	<p>Professor Donaldson's independent report published in 2015 recommended appropriate fit for purpose learning environments that will facilitate the delivery of the curriculum and ensure children develop as:</p> <ul style="list-style-type: none"> • Ambitious capable learners • Enterprising, creative contributors ready to play full part in life and work • Ethical and informed Welsh citizens • Healthy and confident individuals/value members of society <p>Meeting the aspirations outlined of 'Successful Futures' and 'Qualified for Life' is a key purpose of the authority's Band B Programme, ensuring that educational provision will align with the four core purposes of 'Successful Futures'.</p>
Welsh Language	<p>The Programme has integral links with the Welsh Government's aspiration to create a million Welsh speakers by 2050, with the authority's WESP focusing on creating new Welsh medium provision, therefore facilitating demand.</p>
Building a Brighter Future - Early Years and Childcare Plan	<p>The provision of childcare will be a key consideration in any projects taken forward which include primary aged provision. The Programme will support the roll out of the government's commitment to fund 30 hours of early years education & care over the next 4 years in any submission we make that includes Primary Provision, to ensure sufficient places are available to meet the expected demand.</p>
The Well-being Future Generations (Wales) Act 2015	<p>The council's guiding principles are based on the well-being of future generations. The Well-being of Future Generations (Wales) Act 2015 is about improving the social, economic, environmental and cultural well-being of the nation. It will ensure the council thinks more about the long-term, works better with people and communities and each other, looks to prevent problems and takes a more joined-up approach. This will help create a Powys and a Wales that everyone wants to live in, now and in the future.'</p> <p>Projects proposed for Band B are aligned with the seven well-being goals outlined in the Well-being of Future Generations (Wales) Act 2015.</p>
Wales Infrastructure	<p>The projects proposed for Band B are aligned with the Wales Infrastructure Investment Plan as implementation of the projects will stimulate jobs and local economies in Powys.</p>

Investment Plan	
ALN Reform	<p>The Programme is aligned with the Additional Learning Needs Transformation Programme – aiming to:</p> <ul style="list-style-type: none"> • ensure that all learners with ALN are supported to overcome barriers to learning and can achieve their full potential • improve the planning and delivery of support for learners from 0 to 25 with ALN, placing learners’ needs, views, wishes and feelings at the heart of the process • focus on the importance of identifying needs early and putting in place timely and effective interventions which are monitored and adapted to ensure they deliver the desired outcomes.
Climbing Higher	<p>The Programme will meet the objectives of the Welsh Government’s Climbing Higher Next Steps strategy by ensuring that sports facilities are an integral part of every project, providing opportunities for pupils and wider communities to participate in sports and recreation activities, increasing the level of physical activity which in turn will lead to greater wellbeing.</p>
<p>Highlight any differences to your strategic case since the latest version of your SOP/ Estates strategy was produced.</p> <p>Please provide details of benefits and risks of your Programme.</p>	

The Council has developed a new Strategy for Transforming Education in Powys. The Strategy includes the following four **Strategic Aims**:

- | | |
|-----------------|--|
| Strategic Aim 1 | We will improve learner entitlement and experience |
| Strategic Aim 2 | We will improve learner entitlement and experience for post-16 learners |
| Strategic Aim 3 | We will improve access to Welsh-medium provision across all key stages |
| Strategic Aim 4 | We will improve the provision for learners with SEN/ALN |

The new Strategy will be fully aligned with the Council's new ten year Welsh in Education Strategic Plan which will be brought to Cabinet for consideration in September 2020.

Benefits

The benefits of the programme are aligned with the Guiding Principles outlined within the new Strategy: of the School Organisation Policy (2015) and are as follows:

- A world class rural education system that has learner entitlement at its core
- Schools that are fully inclusive, with a culture of deep collaboration in order to improve learner outcomes and experience
- A broad choice and high quality of provision for 14 – 19 year old learners, that includes both academic and vocational provision, meeting the needs of all learners, communities and the Powys economy
- Welsh-medium provision that is accessible and provides a full curriculum in Welsh from Meithrin to age 19 and beyond
- Provision for learners with Special Educational Needs (SEN)/Additional Learning Needs (ALN) that is accessible as near to home as is practicably possible, with the appropriate specialist teaching, support and facilities that enables every learner to meet their potential
- A digitally-rich schools sector that enables all learners and staff to enhance their teaching and learning experience
- Community-focused schools that are the central point for multi-agency services to support children, young people, families and the community
- Early years provision that is designed to meet the needs of all children, mindful of their particular circumstances, language requirements or any special or additional learning needs
- Financially and environmentally sustainable schools
- The highest priority is given to staff wellbeing and professional development

Risks

- The authority is unable to fund and implement its plans
- Reduction in capital funding available
- Changes or delays in projects affects the availability of funding
- Changes to local and/or national political leadership
- Lack of officer capacity to deliver projects

- Lack of public support
- Projects do not deliver appropriate budget savings
- Construction suppliers have insufficient capacity and time
- Inability to meet the quality aspirations and requirements of PCC

5. Economic Case

Highlight any differences to the Economic Case since the latest version of your SOP/ Estates strategy was produced.

To be completed subject to approval of the new Strategy for Transforming Education in Powys 2020 – 2030

Do Minimum –

Continue with Band B as previously agreed

Intermediate –

Seek additional capital funding to invest in reconfigured provision

Do Maximum –

Seek additional capital funding to invest in reconfigured provision, including community, leisure, early years and multi-agency facilities

Further detail will be developed following approval of the new Strategy for Transforming Education in Powys 2020 - 2030

6. Commercial Case

Highlight any differences to the Commercial Case since the latest version of your SOP/ Estates strategy was produced.

Please include details of what delivery models you are considering e.g. batching or single delivery.

1000 words maximum

From July 2015 Powys has been a named employer within Sewscap 2, the South and Mid Wales Collaborative Construction Framework for schools and other public buildings. Following representation from Powys, this second iteration of the leading construction framework was written to include Lots in appropriate value bands for Mid Wales, as it was considered that using this approach would offer the economic development benefits of the previous Powys & Ceredigion Framework via a heightened framework profile.

The Sewscap frameworks offer a swift route to market which is compliant with EU Procurement Directives and the Wales Procurement Policy Statement. They also provide opportunities for early contractor involvement and focus on long term relationships.

The Framework ensures competition throughout the whole process with project specific competition. A mini-competition for each project between the framework contractors awarded to the appropriate Lot, will test price and quality. With quality questions focusing on the contractor's ability to deliver specific project and add value. The frameworks allow for a combination of investments, each in any location, to be packaged and let as one "project/contract", thus increasing benefits from the economies of scale. Where NEC target price contracts are the chosen form of contract the successful contractor at mini-competition is required to tender 75% of the value of the work packages before agreeing the target price with the client. Best value is further achieved through the life of the project, through shared pain/gain incentives, to deliver the project under the target cost with profit payments linked to outcomes measured against a suite of time, cost and quality KPIS. The Client cost manager will challenge and verify the target cost. The Framework allows the client to "walk-away" if the target price cannot be agreed, incentivising the contractor to construct a competitive target price.

Each project is different and may require a different procurement approach. The frameworks allow for the use of other industry contracts, for example JCT D&B form and is flexible to allow a project to be let as construct only or D&B with design teams appointed by the contractor or client. This flexibility will allow the Council to match the delivery model to their specific funding and project requirements and also innovate, for example, by progressing the development and use of MMC and offsite fabrication

7. Financial case

Highlight any differences to the Financial Case since the latest version of your SOP/ Estates strategy was produced.

Please give details of the match funding arrangements for your Programme and confirm whether or not it is affordable.

1000 words maximum

The cost of the programme has been estimated and are based on assumed build rates per square meter, utilising Building Bulletin 98 and 99. Allowances have been included for fees, abnormals, externals and optimisim bias. No allowance has been made for inflation at this stage.

The Council's contribution will be funded from a combination of borrowing and capital receipts from sale of assets.

The authority would like to explore the option of the Mutual Investment Model, however to be prudent the funding is based on the Capital Investment Model.

8. Management Case

Highlight any differences to the Management Case since the latest version of your SOP/ Estates strategy was produced.

1000 words maximum

Programme Governance

The Council's Transformation Delivery Board is responsible for monitoring the outcomes of this Strategy. This will be reported quarterly as part of V2025 Transformation Programme Performance reporting.

The Council's Schools Transformation Programme Board is responsible for the delivery and monitoring of progress against agreed the Strategic Aims and Objectives and delivery plan.

Contract Management

In July 2017 Powys County Council and Kier entered a joint venture to create a new company called Heart Of Wales Property Services (HOWPS). This company provides building consultancy services as well as housing and corporate building repairs and maintenance, with pre-existing Powys staff transferring under TUPE. The previous SOP for Band A refers to 'the Council's own in house Project Delivery team'; this service is now provided by the same staff working within HOWPS Consultancy.

A key factor in the development of the joint venture has been the recognition that the capacity of the 'in-house' team has been limited by staff recruitment difficulties, and the belief that opening the service up commercially will both provide wider recruitment opportunities as well as allowing access to wider consultancy services within the partner organisation (Kier).

The approach to contract management has been equally creative, and follows from the belief that the unique advantages of a local consultancy team derive from relatively easy site access in a large rural county, and extensive knowledge of the council's property estate. Accordingly, much of the drawing and design work had been placed with contractors' design teams under D&B contracts, allowing HOWPS Consultancy to focus on client agent and project management activities, thereby ensuring that the delivered buildings are fit for purpose.

The HOWPS Consultancy team will remain actively involved throughout the duration of the project fulfilling the intelligent client role once the project is passed over to the successful contractor, thus ensuring continuity of professional staff representing Powys CC interests during all stages of the project programme.

Risk management strategy

The Schools Transformation Programme Board will be responsible for managing and mitigating risks to the authority's overall Band B programme. In addition, any risks to the overall programme will be reported to the Transforming Learning and Skills Board.

Risks relating to individual projects within the programme will be identified, monitored and mitigated by the Project Manager. All risks identified will be reported to the Schools Transformation Project Board, which meets on a monthly basis. Risks relating to individual projects will be escalated to the Schools Transformation Programme Board, as appropriate.

The council's approach will be to ensure that risks are:

- **Identified** - includes risks being considered that could affect the achievement of the project's objectives, and then described to ensure that there is common understanding of these risks
- **Assessed** – includes ensuring that each risk can be ranked in terms of estimated likelihood, impact and immediacy, and understanding the overall level of risk associated with the project
- **Controlled** – includes identifying appropriate responses to risks, assigning risk owners, and then executing, monitoring and controlling these responses

Benefits realisation strategy

The Schools Transformation Programme Board and the Schools Service Senior Management Team will be responsible for the monitoring, review and delivery of the programme's benefits.

Gateway review arrangements

Gateway reviews will be undertaken as appropriate throughout the programme.

Please provide details of the structures in place to deliver the projects within your Programme and contact details of the core team.

500 words maximum / organogram

Senior Responsible Owner: Dr Caroline Turner
Programme Lead: Emma Palmer
Programme Senior Manager: Marianne Evans

Delivery Team:

Geraint Rees, Caroline Rees, Debbie Lewis, Sarah Astley, Betsan Ifan, Richard Williams, Angharad Morgan, Dee Davies, Diane Rees. In addition, the team is supported by staff in other service areas within the council, including Finance, HR, Communications, Corporate Property, Leisure Services, as well as Heart of Wales Property Services (HoWPS).

The Council recognises that additional resources are required to deliver the ambition outlined in the new Strategy and all costs linked to the delivery of the Strategy will be capitalised.

Please provide key milestones for the Programme

The Strategic Objectives outlined above will be taken forward in 3 waves as outlined below. Detailed programme plans will be prepared for each of these Strategic Aims

Strategic Aim	WAVE 1 2020-2022	WAVE 2 2022-2025	WAVE 3 2025 onwards
1. Learner Entitlement and Experience	<ul style="list-style-type: none"> Establish at least four new all-age schools Reconfigure and rationalise primary schools 	<ul style="list-style-type: none"> Establish at least four new all-age schools Reconfigure and rationalise primary schools 	<ul style="list-style-type: none"> Establish at least three new all-age schools Reconfigure and rationalise primary schools
2. Post-16	<ul style="list-style-type: none"> Develop significant school collaboration and digital learning opportunities Begin planning for new sixth form centres 	<ul style="list-style-type: none"> Work towards implementation of new sixth form centres 	<ul style="list-style-type: none"> Implementation of new sixth form centres
3. Welsh Medium	<ul style="list-style-type: none"> Support at least three schools to move along the language continuum Develop immersion opportunities 	<ul style="list-style-type: none"> Support at least three schools to move along the language continuum Establish at least two new Welsh-medium provision 	<ul style="list-style-type: none"> Establish at least two new Welsh-medium provision
4. SEN/ALN	<ul style="list-style-type: none"> Develop new county-wide network of specialist ALN provision, to include post-16 		

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Cyngor Sir Powys County Council

Impact Assessment (IA)

The integrated approach to support effective decision making



Please read the accompanying guidance before completing the form.

This **Impact Assessment (IA)** toolkit, incorporates a range of legislative requirements that support effective decision making and ensure compliance with all relevant legislation. **Draft versions of the assessment should be watermarked as “Draft” and retained for completeness. However, only the final version will be made publicly available. Draft versions may be provided to regulators if appropriate. In line with Council policy IAs should be retained for 7 years.**

Service Area	Schools Service	Head of Service	Lynette Lovell / Emma Palmer	Portfolio Holder	Cllr Phyl Davies
Proposal	Strategy for Transforming Education in Powys				
Outline Summary / Description of Proposal					
Following engagement with a range of stakeholders between October 2019 and February 2020, the Council has developed a new Strategy for Transforming Education in Powys. The new strategy includes the following:					
<ul style="list-style-type: none"> - A new vision for education in Powys - An overview of the challenges faced by the education sector in Powys - Guiding principles - Strategic aims and objectives - Programme of activity - Overview of legislative process - Monitoring arrangements 					
The new strategy is due to be considered by the Council’s Cabinet in April 2020. This impact assessment considers the impact of implementation of the new Strategy for Transforming Education in Powys at a high level. Individual impact assessments will be prepared for any future proposals taken forward following approval of the strategy.					

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

Version	Author	Job Title	Date
1	Sarah Astley	Strategic Programme Manager – School Transformation	30 th March 2020

2. Profile of savings delivery (if applicable)

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

Cyngor Sir Powys County Council

Impact Assessment (IA)

The integrated approach to support effective decision making



3. Consultation requirements

Consultation Requirement	Consultation deadline/or justification for no consultation
No consultation required (please provide justification)	<p>Two engagement periods were carried out when developing the new strategy, which provided numerous opportunities for stakeholders to contribute to this work.</p> <p>Any proposals taken forward following approval of the new Strategy will be subject to consultation requirements as outlined in the School Organisation Code (2018).</p>

4. Impact on Other Service Areas

Does the proposal have potential to impact on another service area? (Have you considered the implications on Health & Safety and Corporate Parenting?) PLEASE ENSURE YOU INFORM / ENGAGE ANY AFFECTED SERVICE AREAS AT THE EARLIEST OPPORTUNITY			
Adult Services	<input type="checkbox"/>	Education	<input checked="" type="checkbox"/>
Children's Services	<input type="checkbox"/>	Finance	<input checked="" type="checkbox"/>
Commissioning	<input type="checkbox"/>	Highways, Transportation and Recycling	<input type="checkbox"/>
Digital Services	<input type="checkbox"/>	Housing and Community Development	<input type="checkbox"/>
		Legal and Democratic Services	<input type="checkbox"/>
		Property, Planning and Public Protection	<input checked="" type="checkbox"/>
		Transformation and Communications	<input checked="" type="checkbox"/>
		Workforce and OD	<input checked="" type="checkbox"/>
Data Protection Impact Assessment			
<p>Will the proposal involve processing the personal details of individuals? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (The current proposal to approve a new strategy does not involve processing the personal details of individuals. Should any proposals be taken forward following approval of the new Strategy, this would involve processing the personal details of individuals. Individual impact assessments would be carried out for any such proposals, which would include consideration of the data protection requirements)</p> <p>Is Powys County Council the data controller? Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>If you have answered yes to either of the above you will be required to complete, as a minimum, the screening questions on the data protection impact assessment. For further advice please contact the Data Compliance Team.</p>			

4a Geographical Locations

Cyngor Sir Powys County Council Impact Assessment (IA)

The integrated approach to support effective decision making



What geographical area(s) will be impacted by the proposal? (Chose all those applicable)							
Powys	<input checked="" type="checkbox"/>	Brecon	<input type="checkbox"/>	Llandrindod and Rhayader	<input type="checkbox"/>	Machynlleth	<input type="checkbox"/>
		Builth and Llanwrtyd	<input type="checkbox"/>	Llanfair Caereinion	<input type="checkbox"/>	Newtown	<input type="checkbox"/>
North	<input checked="" type="checkbox"/>	Crickhowell	<input type="checkbox"/>	Llanfyllin	<input type="checkbox"/>	Welshpool and Montgomery	<input type="checkbox"/>
Mid	<input checked="" type="checkbox"/>	Hay and Talgarth	<input type="checkbox"/>	Llanidloes	<input type="checkbox"/>	Ystradgynlais	<input type="checkbox"/>
South	<input checked="" type="checkbox"/>	Knighton and Presteigne	<input type="checkbox"/>				

5. How does your proposal impact on Vision 2025?

Council's Well-being Objective	How does the proposal impact on this Well-being Objective?	IMPACT Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
The Economy We will develop a vibrant economy	The new Strategy includes a commitment to a major capital investment programme which will contribute to the economy.	Good		Choose an item.
Health and Care We will lead the way in providing effective, integrated health and care in a rural environment	N/A	Choose an item.		Choose an item.

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Impact Assessment (IA)

The integrated approach to support effective decision making



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Council's Well-being Objective	How does the proposal impact on this Well-being Objective?	IMPACT Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
<p>Learning and skills We will strengthen learning and skills</p>	<p>The new Strategy sets out a new Vision and Guiding Principles to underpin developments regarding education in Powys going forward. The aim is to provide education of the highest quality to pupils across Powys, therefore supporting the Council's objective to 'strengthen learning and skills'</p> <p>The Strategy sets out a number of Strategic Aims and Objectives outlining the Council's priorities regarding its work to transform the Powys education system over the coming years. The aim of all of these Strategic Aims is to improve the provision in Powys, in order to provide the best possible opportunities to pupils.</p>	<p>Very Good</p>		<p>Choose an item.</p>
<p>Residents and Communities We will support our residents and communities</p>	<p>The new Strategy includes a commitment to developing community-focussed schools – one of the guiding principles included in the strategy is 'Community-focused schools that are the central point for multi-agency services to support children, young people, families and the community.' The aim therefore is to improve the support available for residents and communities.</p> <p>However, whilst the aim of the Strategy is to improve educational provision across Powys, it is acknowledged that some proposals which could be brought forward following approval of the Strategy could be unpopular with some residents and some communities, and could make it more difficult for residents in some communities to access provision.</p>	<p>Good</p>		<p>Choose an item.</p>

Source of Outline Evidence to support judgements
Engagement report

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

Well-being Goal	How does proposal contribute to this goal?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
Page 125 A prosperous Wales: An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work.	The new Strategy includes a commitment to implementing a major capital investment programme to ensure that schools in Powys have inspiring, environmentally sustainable buildings that can provide opportunities for wider community activity. A programme such as this would provide many benefits to the community, by developing an education infrastructure that is configured to provide high quality education to help children and young people to develop the knowledge, skills and attributes to become economically productive and socially responsible citizens.	Good		Choose an item.

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Well-being Goal	How does proposal contribute to this goal?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<p>A resilient Wales: A nation which maintains and enhances a biodiverse natural environment with healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for example climate change).</p>	<p>One of the Guiding Principles outlined in the new Strategy is 'Financially and environmentally sustainable schools'. This will be achieved through the implementation of a major capital investment programme, which will ensure that school buildings are as environmentally sustainable as possible.</p> <p>Whilst the Strategy includes an aspiration to develop all-age schools in all areas where secondary provision is currently provided, the Strategy also includes an objective to 'reconfigure and rationalise primary provision'. Any rationalisation of primary provision could result in an increase in home to school travel, which could have a negative environmental impact.</p>	Neutral	Detailed impact assessments will be carried out in respect of any individual proposals taken forward following approval of this strategy. This will include detailed consideration of the impact on travel.	Neutral
<p>A healthier Wales: A society in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood.</p> <p>Public Health (Wales) Act, 2017: Part 6 of the Act requires for public bodies to undertake a health impact assessment to assess the likely effect of a proposed action or decision on the physical or mental health of the people of Wales.</p>	The Strategy aims to provide enhanced learning opportunities for all pupils. This would include improved opportunities for pupils to participate in a range of activities, including physical activities.	Good		Choose an item.

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Well-being Goal	How does proposal contribute to this goal?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<p>A Wales of cohesive communities: Attractive, viable, safe and well-connected Communities.</p>	<p>The Strategy includes a commitment to ‘a major capital investment programme that will ensure that schools in Powys have inspiring, environmentally sustainable buildings that can provide opportunities for wider community activity, including where possible childcare services, early years, ALN, multi-agency support and community and leisure facilities.’ This will ensure the continued provision of community facilities.</p> <p>However, whilst the aim of the Strategy is to improve educational provision across Powys, it is acknowledged that some proposals which could be brought forward following approval of the Strategy could be unpopular with some residents and some communities, and could make it more difficult for residents in some communities to access provision, without having to travel further than they do currently.</p>	<p>Good</p>		<p>Choose an item.</p>

Cyngor Sir Powys County Council
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Well-being Goal	How does proposal contribute to this goal?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<p>A globally responsible Wales: A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being.</p> <p>Human Rights - is about being proactive (see guidance)</p> <p>UN Convention on the Rights of the Child: The Convention gives rights to everyone under the age of 18, which include the right to be treated fairly and to be protected from discrimination; that organisations act for the best interest of the child; the right to life, survival and development; and the right to be heard.</p>	<p>The vision statement that underpins this strategy is that 'All children and young people in Powys will experience a high quality, inspiring education to help develop the knowledge, skills and attributes that will enable them to become healthy, personally fulfilled, economically productive, socially responsible and globally engaged citizens of 21st century Wales'.</p>	<p>Very Good</p>		<p>Choose an item.</p>
<p>A Wales of vibrant culture and thriving Welsh language: A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation. <i>Incorporating requirements under the Welsh Language (Wales) Measure 2011 and the Welsh Language Standards</i></p>				

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<p><i>Opportunities for persons to use the Welsh language, and treating the Welsh language no less favourable than the English language</i></p>	<p>The new Strategy aims to improve the opportunities for pupils to access Welsh-medium education. One of the guiding principles included is ‘Welsh-medium provision that is accessible and provides a full curriculum in Welsh from Meithrin to age 19 and beyond.’</p> <p>Strategic Aim 3 states that ‘We will improve access to Welsh-medium provision’, and the following objectives are listed alongside this Aim:</p> <ul style="list-style-type: none"> - Move schools along the language continuum - Develop new primary and secondary provision - Work with Mudiad Meithrin to establish new early years provision - Develop immersion opportunities <p>The new Strategy aims to develop Welsh language skills across Powys, to increase opportunities for young people across Powys to access Welsh-medium provision, to increase opportunities to use the Welsh language in social settings, and to ensure that Welsh-medium pupils can access provision which is equal to that available to English-medium pupils.</p> <p>However, it is likely that the impact of individual proposals taken forward will vary, depending on the nature of the proposal and the area of Powys which it will affect. Individual impact assessments will be carried out for any proposals taken forward following approval of the new strategy, which will consider the Welsh language impact of each proposal.</p>	<p>Good</p>		<p>Choose an item.</p>
<p><i>Opportunities to promote the Welsh language</i></p>	<p>As above – the new Strategy aims to improve the opportunities for pupils to access Welsh-medium education, however the impact of individual proposals</p>	<p>Good</p>		<p>Choose an item.</p>

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Well-being Goal	How does proposal contribute to this goal?	IMPACT Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
	<p>taken forward will vary, depending on the nature of the proposal and the area of Powys which it will affect.</p> <p>Individual impact assessments will be carried out for any proposals taken forward following approval of the new strategy, which will consider the Welsh language impact of each proposal.</p>			
<i>People are encouraged to do sport, art and recreation.</i>	The new Strategy aims to provide improved opportunities to all learners, including improved opportunities for pupils to take part in a range of sport, art and recreation activities.	Good		Choose an item.
<p>A more equal Wales: A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances). Incorporating requirements under the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011 and the Social Economic duty (2020).</p>				
<i>Age</i>	The Strategy aims to improve opportunities for pupils of all ages.	Good		Choose an item.
<i>Disability</i>	<p>The Strategy aims to improve opportunities for all pupils, including pupils with disabilities. The Strategy includes a Strategic Aim to improve provision for learners with SEN/ALN.</p> <p>Individual impact assessments will be carried out for any proposals taken forward following approval of this Strategy, which will include detailed consideration of the impact on pupils with disabilities.</p>	Good		Choose an item.
<i>Gender reassignment</i>	The Strategy aims to improve opportunities for all pupils.	Good		Choose an item.
<i>Marriage or civil partnership</i>	N/A	Choose an item.		Choose an item.
<i>Race</i>	The Strategy aims to improve opportunities for all pupils, regardless of race.	Good		Choose an item.

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Well-being Goal	How does proposal contribute to this goal?	IMPACT Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
<i>Religion or belief</i>	The Strategy aims to improve opportunities for all pupils, regardless of religion or belief.	Good		Choose an item.
<i>Sex</i>	The Strategy aims to improve opportunities for all pupils, regardless of their sex.	Good		Choose an item.
<i>Sexual Orientation</i>	The Strategy aims to improve opportunities for all pupils, regardless of their sexual orientation.	Good		Choose an item.
<i>Pregnancy and Maternity</i>	The Strategy aims to improve opportunities for all pupils.	Good		Choose an item.
<i>Socio-economic duty</i>	The Strategy aims to improve opportunities for all pupils, including pupils in low income homes. Individual impact assessments will be carried out for any proposals taken forward following approval of this Strategy, which will include detailed consideration of the impact on pupils in low income homes.	Good		Choose an item.

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Source of Outline Evidence to support judgements

Engagement Report

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

Principle	How does the proposal impact on this principle?	IMPACT Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
Sustainable Development Principle (5 ways of working)				
<p>Long Term: <i>Looking to the long term so that we do not compromise the ability of future generations to meet their own needs.</i></p>	<p>The Strategy is a long term strategy covering the period 2020-2030 and sets out how the Council will transform education in Powys for the future, in order to provide the best possible educational opportunities for Powys pupils in the future.</p>	<p>Good</p>		<p>Choose an item.</p>
<p>Collaboration: <i>Working with others in a collaborative way to find shared sustainable solutions.</i></p>	<p>Engagement with a range of stakeholders has been carried out when developing the strategy.</p> <p>Collaboration with key stakeholders will be essential in order to implement the Strategy, in particular partnership working with FE/HE and collaboration between schools, in order to improve the opportunities available to Powys learners.</p> <p>Any individual proposals taken forward following approval of the new Strategy will be subject to the processes outlined in the School Organisation Code (2018), which will ensure that all stakeholders affected by the proposal have an opportunity to give their views.</p>	<p>Good</p>		<p>Choose an item.</p>

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Principle	How does the proposal impact on this principle?	IMPACT Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
<p>Involvement (including Communication and Engagement): <i>Involving a diversity of the population in the decisions that affect them including:</i></p> <p>Unpaid Carers: <i>Ensuring that unpaid carers views are sought and taken into account</i></p>	<p>Engagement with a range of stakeholders has been carried out when developing the strategy.</p> <p>Any individual proposals taken forward following approval of the new Strategy will be subject to the processes outlined in the School Organisation Code (2018), which will ensure that all stakeholders affected by the proposal have an opportunity to give their views.</p>	Good		Choose an item.
<p>Prevention: <i>Understanding the root causes of issues to prevent them from occurring including:</i></p> <p>Safeguarding: <i>Preventing and responding to abuse and neglect of children, young people and adults with health and social care needs who can't protect themselves.</i></p>	<p>Engagement with a range of stakeholders has been carried out when developing the strategy. Through this engagement work, a number of challenges facing education in Powys were identified.</p> <p>The Strategy aims to address the challenges identified, in order to improve the opportunities available to Powys learners in the future.</p>	Good		Choose an item.
<p>Integration: <i>Taking an integrated approach so that public bodies look at all the well-being goals in deciding on their well-being objectives.</i></p>	<p>The Council will work with schools in an integrated manner in order to implement the new Strategy.</p>	Good		Choose an item.

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Principle	How does the proposal impact on this principle?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<p>Powys County Council Workforce: What Impact will this change have on the Workforce?</p>	<p>Implementation of the strategy would have the greatest impact on teaching staff and staff supporting schools. Whilst this could lead to a reduction in staff in some areas, it could also lead to additional opportunities being offered to staff.</p> <p>Any individual proposals taken forward following approval of the new Strategy will be subject to the processes outlined in the School Organisation Code (2018), which will ensure that all stakeholders affected by the proposal have an opportunity to give their views.</p>	<p>Neutral</p>		<p>Choose an item.</p>
<p>Payroll: How will this impact salary, any overtime/enhanced payments etc? Does this affect any particular group of employees? E.g. Male/Female dominated workforce. Does this proposal comply with the Councils Single Status Terms and Conditions?</p>	<p>The proposal will mainly impact teaching staff and other school staff. The majority of this workforce are female, however, the extent of the impact on payroll is not known at this stage.</p>	<p>Neutral</p>		<p>Choose an item.</p>

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Principle	How does the proposal impact on this principle?	IMPACT Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
Welsh Language impact on staff	<p>The new Strategy aims to improve access to Welsh-medium education, which would provide more opportunities for staff to use the Welsh language.</p> <p>More Welsh speaking staff would be needed in order to implement the strategy, which would increase the number of Welsh speaking staff within the authority. In order to achieve this, consideration will need to be given to providing opportunities for staff to improve their Welsh language skills.</p> <p>The new Strategy aims to improve access to Welsh-medium education, which would increase the opportunities for staff to use the Welsh language in the workplace</p>	<p>Good</p>		<p>Choose an item.</p>
Apprenticeships: Has consideration been given to whether this change impacts negatively, or positively on Apprenticeships within the service?	<p>Unknown</p>	<p>Choose an item.</p>		<p>Choose an item.</p>
Source of Outline Evidence to support judgements				

Communities	How does the proposal impact on residents and community?	<u>IMPACT</u> See impact definitions in guidance document	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> See impact definitions in guidance document	Source of Outline Evidence to support judgement
<p><i>Consider the level of impact on the community following implementation of the Proposal</i></p>	<p>The Strategy includes a commitment to ‘a major capital investment programme that will ensure that schools in Powys have inspiring, environmentally sustainable buildings that can provide opportunities for wider community activity, including where possible childcare services, early years, ALN, multi-agency support and community and leisure facilities.’ This will ensure the continued provision of community facilities.</p> <p>However, whilst the aim of the Strategy is to improve educational provision across Powys, it is acknowledged that some proposals which could be brought forward following approval of the Strategy could be unpopular with some residents and some communities, and could make it more difficult for residents in some communities to access provision, without having to travel further than they do currently.</p>	<p>Moderate</p>	<p>Individual impact assessments will be carried out for proposals taken forward following approval of the strategy, which will consider the impact of each individual proposal on the community.</p>	<p>Moderate</p>	

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

Description of risks			
Risk Identified	Inherent Risk Rating Impact X Likelihood (See Risk Matrix in guidance document)	Mitigation	Residual Risk Rating Impact X Likelihood (See Risk Matrix in guidance document)
<p>No political support for individual proposals taken forward to implement the Strategy.</p>	<p>9</p>	<ul style="list-style-type: none"> - Member development - Implement communications and engagement plan 	<p>6</p>

Inability to deliver the programme due to insufficient capital funding	16	<ul style="list-style-type: none"> - Case to be put forward to Welsh Government to expand the current 21st Century Schools programme - Council to consider funding opportunities for its contribution through various means e.g. capital receipts, borrowing 	9
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10. Overall Summary and Judgement of this Impact Assessment?

Outline Assessment (to be inserted in cabinet report)	Cabinet Report Reference:
<p>This impact assessment indicates that the impact of the strategy is generally good.</p> <p>The Strategy includes a commitment to ‘a major capital investment programme that will ensure that schools in Powys have inspiring, environmentally sustainable buildings that can provide opportunities for wider community activity, including where possible childcare services, early years, ALN, multi-agency support and community and leisure facilities.’ This will ensure the continued provision of community facilities.</p> <p>However, whilst the aim of the Strategy is to improve educational provision across Powys, it is acknowledged that some proposals which could be brought forward following approval of the Strategy could be unpopular with some residents and some communities, and could make it more difficult for residents in some communities to access provision, without having to travel further than they do currently.</p> <p>Following approval of the strategy, individual impact assessments will be carried out for any proposals taken forward, which will ensure detailed consideration of each proposals.</p>	

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

What additional evidence and data has informed the development of your proposal?
An extensive engagement exercise has taken place with stakeholders, as outlined in two reports – Stage 1 Engagement Report and Stage 2 Engagement Report. The evidence gathered from this engagement has helped inform the strategy.

12. On-going monitoring arrangements?

What arrangements will be put in place to monitor the impact over time?
The Council’s Transformation Delivery Board is responsible for monitoring the outcomes of this Strategy. This will be reported quarterly as part of V2025 Transformation Programme Performance reporting.
The Council’s Schools Transformation Programme Board is responsible for the delivery and monitoring of progress against the agreed Strategic Aims and Objectives and delivery plan.
Please state when this Impact Assessment will be reviewed.

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Individual Impact Assessments will be prepared for individual proposals taken forward following approval of the new Strategy. These individual impact assessments will be regularly updated throughout the various processes to take account of feedback received.

13. Sign Off

Position	Name	Signature	Date
Impact Assessment Lead:	Marianne Evans		
Head of Service:	Lynette Lovell / Emma Palmer		
Portfolio Holder:	Cllr Phyl Davies		

14. Governance

Decision to be made by	Cabinet	Date required	7 th April 2020
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FORM ENDS



Schools Scrutiny Panel

Scrutiny Observations to Cabinet/Leader on: 7 April 2020

The Schools Scrutiny Panel met on the 20.03.2020 and considered the following documents:

- Strategic Review of the Schools Business Case / Vision

The Schools Scrutiny Panel thank the Portfolio Holders for Education and Property and Finance, Countryside and Transport, together with the Head of Transformation and Communications for attending scrutiny.

Scrutiny make the following observations:

<u>Context / Background</u>	<u>Observation</u>	
None.	1. The Panel noted that the Chair had been asked to review the model utilised to develop the vision which he had agreed was a robust approach, and was based on the data which had been presented to Members and included "what if" scenarios.	The discussion with the Chair was greatly appreciated. Officers are working to bring best practice to a very challenging area of work, and are open to ideas as we proceed. It was helpful that the Chair could bring his professional experience to affirm the work that has been done.
Is the Council trying to plug the current flow of pupils out	2. Is the Council going to support those learners	The Council has a responsibility to ensure that all learners have access to effective provision, with choice. The goal is to ensure

<p>of county by ensuring learner needs met in county? What about pupils who might get a better choice out of county, are we going to support them as the document is silent in this respect?</p>	<p>who chose to select a better learning offer outside the county?</p>	<p>that every learner in Powys can access the vast majority of learning opportunities without the county. There will always be some specialisms that should be provided in an agreed partnership with other providers, or outside the boundaries of the authority. It is a clear ambition of the current planning process to reduce significantly the number of learners who go outside Powys, and to improve the offer for those who would plan on travelling.</p> <p>In the longer term, support for learners to go outside the authority should be determined in relation to the access and availability of provision within the authority.</p>
<p>In the previous version of WESP there was no secondary level Welsh Language provision for pupils from Ystradgynlais other than out of county. Will this provision be repeated in the new WESP?</p>	<p>3. The WESP will need to ensure that it covers Welsh language provision where this is to be provided outside of the county as was suggested previously for pupils from Ystradgynlais attending Bro Tawe School.</p>	<p>Pupils in the Ystradgynlais area currently access their Welsh medium secondary provision in Ysgol Ystalyfera Bro Dur in Neath Port Talbot Borough Council area. This arrangement works well for those learners. Officers will need to engage actively with partner authorities, in particular NPT, to ensure that such mutual support is sustainable.</p>
<p>The document is silent as to what happens to the debts of existing schools. It was explained that there is guidance to deal with this. Should this be referred to in the document?</p>	<p>4. With the 13 sites, if these are new schools, what will happen to the debts of the former schools?</p>	<p>Major re-organisations of schools' require a planned approach to budgets – for schools that are running down and for new schools opening. A protocol will need to be established with all of our school to ensure that the change does not incur debts that reduce the local authority's ability to fund the new start-ups. Transition from one configuration to another will need a plan for all costs, and leaving legacy deficits should be minimized as far as possible.</p>
<p>The meaning of the phrase was not clear to the Panel.</p>	<p>5. Language continuum – can this term be clarified in the document as to what this means, for</p>	<p>Across Wales, there are a range of language settings in which education is delivered. At one end there is Welsh medium provision (where all subjects are taught through the medium of Welsh, and pupils study both Welsh and English as first</p>

	<p>ease of reference for the reader.</p>	<p>languages). The other end of the continuum is English medium education, where all pupils study all of their subjects through the medium of English, and study Welsh as a second language.</p> <p>Powys has several schools that are in neither of these categories – but where the use of Welsh varies enormously. Ysgol Bro Hyddgen, on the one hand, has a significant number accessing their curriculum mainly in Welsh, with a small number accessing in English. On the other hand, Brecon High School has a relatively small number accessing a small number of subjects in Welsh – with the rest of the school population studying in English only.</p> <p>Where some of our schools are delivering a significant proportion of their teaching and learning through the medium of Welsh, it is proposed that we plan for that to increase, thus enabling a fuller access to those learning in Welsh. Currently, there is no equity or equality across Powys in terms of opportunities to study through the medium of Welsh.</p>
<p>In the Wave slide it refers to 11 new schools when earlier it refers to 13 locations. It was explained to the Panel that 2 all through schools were already in development, but this is not made clear in the document.</p>	<p>6. In the Waves slide, it appears that there are only 11 schools proposed in total rather than 13. Can it be clarified that 2 all through schools are already in development which then make the 13 schools proposed.</p>	<p>This slide will be adapted for future clarity.</p>

<p>The Panel were unclear as to where 6th form centres would be located, was it co-location or separate sites? What is the proposed relationship between all through schools and 6th forms?</p>	<p>7. Could 6th form centres be located in existing schools? There is a need to clarify the relationship between all through schools and 6th form provision.</p>	<p>Sixth form centres provide a way of reducing the current number of sites that are offering post-16 education, and they offer an ability to invest in a transformed environment and offer for post-16 learners. Their relationship with the schools needs to be developed. Currently, some of our schools make outstanding progress with their post-16 learners, in terms of outcomes. We need to build on that, and it would be hoped that those strengths would become essential components in any new arrangements. Any move towards sixth form centres needs to be worked through with school leaders. Given the level of investment that would be required, this part of the plan may not happen quickly, and in the interim we need to be sure that both choice and quality are improved across Powys, using our strongest providers to support the wider improvement.</p>
<p>Does there a role for scrutiny in reviewing strategic proposals moving forward?</p>	<p>8. As Council is no longer considering individual school reorganisation proposals, will there be an opportunity for scrutiny to look at strategic proposals (and how they link to the vision) rather than individual proposals?</p>	<p>Every proposal brought forward should form part of a coherent whole. Scrutiny should play an active role in ensuring that the coherent whole is best suited to the needs of learners in Powys, but also has a key role in ensuring that each single proposal helps achieve the objectives underlying the guiding principles that will be agreed by cabinet.</p>
<p>The Panel was concerned that there could be a disconnection between policies if the first stage of the Vision was being implemented and then the WESP developed some months later.</p>	<p>9. The WESP needs to be in place by June / July 2020 to compliment the decisions being taken on progressing the vision.</p>	<p>A draft WESP should be ready before the summer break, and it is crucial that there is a clear synergy between that document and the wider emerging plan.</p>

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<p>The Panel was unclear regarding the age range of all through schools and suggested that currently it could be interpreted in different ways. Clarification was provided to the Panel. Therefore, the document required review to clarify the intention.</p>	<p>10. The Panel was unclear in reading the document that the proposal was for all schools to be for learners up to age 16. It was suggested that as currently written it could imply that schools were for 3 to 14 year olds, with 14-19 hubs. It was clarified that schools would be up to 16 although the offer to learners may change from 14 to 19. Could the document be reviewed to make this clearer?</p>	<p>As long as there is effective collaboration at all phases of education, Powys can sustain schools in each of its 13 centres for learners up to the age of 16. However, from the age of 14 there should be an agreed offer for all learners in Powys that will make it essential for schools to be involved in heavy collaboration post 14. The sixth form centres could in due course provide excellent facilities for some aspects of the post 14 curriculum, and support minority subjects. A seamless relationship between schools of all ages and the post-16 centres could provide an excellent offer for all learners in Powys, and during consultations, the issues around leadership and governance of all of our provision will need to be clearly articulated and discussed.</p>
<p>None</p>	<p>11. The Panel was pleased to note that its suggestion about having easier to read document so that pupils could engage in the process had been taken up as part of the process.</p>	<p>Pupil responses need to be factored into all decision-making – whilst ensuring that there is equity given to views across the county.</p>
<p>The Panel questioned the 13 locations as it was too similar to the current provision, and asked whether the model could be assessed based on centres of population, or 6 areas</p>	<p>12. The Panel was concerned that having 13 schools could be seen as basing the schools on the current historical basis, even though it was explained that the basis</p>	<p>The current configuration of 13 is distributed fairly well across Powys, allowing fairly straightforward access to most learners. The road network and conurbations also support such a configuration.</p> <p>By committing to 13, the discussion needs to move from previous time expended on Save Our Schools campaigns, and be far more firmly rooted in a principled discussion around how a rural</p>

<p>within the county with 2 schools in each area.</p>	<p>would be 13 localities, not necessarily using the same school sites as currently. The Panel asked if a different model could be assessed e.g. split the county into 6 areas with 2 schools in each, so that catchment areas would be the same for English and Welsh schools. There was, however, some concern about extended travelling times for pupils.</p>	<p>authority can best provide a world-class education for all of its learners, and ensure that living in rural authority is not seen as an impediment to choice or excellence.</p> <p>Having a 6 x 2 model is not currently feasible. Powys currently has no Welsh medium schools. Moving to 6 would be premature at this stage. Travelling times would increase for many learners, and the need to balance equality, equity, effectiveness and efficiency would be significantly compromised.</p> <p>However, Powys must move ahead at pace to ensure that the offer of a full education in Welsh is available and encouraged – so that our young people have access to a provision that is unique to Wales, but is part of a global movement towards bi and multi-lingualism.</p>
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Scrutiny's Recommendation	Accept (plus Action and timescale)	Partially Accept (plus Rationale and Action and timescale)	Reject (plus Rationale)
<p>1 That the Cabinet consider and produce a response to the 12 scrutiny observations as set out above</p>			

In accordance with Rule 7.27.2 the Cabinet is asked to provide a written response to the scrutiny report, including an action plan where appropriate, as soon as possible or at the latest within 2 months of the date of the Cabinet meeting i.e. by 07.06.2020

Membership of the Schools Scrutiny Panel on 20.03.2020:

County Councillors:

P. Roberts, B. Davies, S. Davies, L. Roberts, G. Thomas, J. Berriman.

S. Davies and G. Robson (Co-Opted Members)

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